

8/20/2022

The University of Texas at El Paso
College of Health Sciences
Clinical Laboratory Science Program



CLSC 4273
Clinical Education



Course Syllabus

8/20/2022

Course: CLSC 4273 Clinical Education Fall 2022

Instructor: M. Lorraine Torres, Ed.D, MLS(ASCP)

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Class meeting: Friday 1:00 – 3:00 p.m CHS 135
Office hours: Tuesday 9:00 – 10:00 a.m. Thursday 3:00 – 4:00 p.m. Friday 10:00 – 11:00 a.m.
After class or by appointment

Text Book: None required.

Technology: Course content is delivered via the Internet through the Blackboard learning
Requirements management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers— Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to purchase a USB (flash drive). You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course. For this class you will need a computer, laptop or etc. with camera and microphone capable of recording your lectures. If your smart phone is capable of recording and uploading at least 50 minutes of video, you may also use your smart phone. If you encounter technical difficulties of any kind, contact the [Help Desk](#).

Here is the link to the technology support center in case you are having any difficulty with technology [UTEP Technology Support Help Desk](#)

Course Description

This course will cover entry-level requirements and basic teaching techniques and principles considered necessary the professional clinical laboratory scientist. Topics to be covered include qualities of the instructor, the learning environment, and aspects of clinical education.

Course Goal

The Clinical Laboratory Scientist serves in a teaching role in numerous instances. Some Clinical Laboratory Scientists have made teaching the major focus of their career in education programs or in clinical settings where they are requested to provide lectures, demonstrations, or presentation. Some employment opportunities with companies such as, but not limited to, Abbott, Beckmen Coulter, etc., also require employees to be able to present their products to potential customers. At the end of this

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course, the CLS student will gain the necessary skills needed for future educational roles in the CLS Industry.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must work with the [UTEP Center for Accommodations and Support Services](#) BEFORE class. Accommodations are NOT given after the fact.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more: [HOOP: Student Conduct and Discipline](#).

Student Resources

UTEP provides a variety of student services and support:

[UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

[Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

[University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

[Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.

[History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

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[Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

[RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Course Objectives*

Upon successful completion of this course, the student will be able to:

1. Qualities of Instructor
 - 1.1. Describe the characteristics and qualities of an effective instructor (Level 1)
2. Education Principles
 - 2.1. Define basic educational terms (Level 1)
 - 2.1.1. Competence or competency
 - 2.1.2. Behavioral objectives
 - 2.1.3. Curriculum as it applies to laboratory science programs
 - 2.1.4. Articulation as it applies to laboratory science programs
 - 2.1.5. Continuing education unit (CEU)
 - 2.2. Compare and contrast the following and give an example of each (Level 2)
 - 2.2.1. Accreditation
 - 2.2.2. Certification
 - 2.2.3. Licensure
 - 2.2.4. Registration
 - 2.3. Identify and compare the three domains of learning (Level 2)
 - 2.3.1. Cognitive
 - 2.3.2. Psychomotor
 - 2.3.3. Affective
 - 2.4. Summarize the content of the three modified/condensed taxonomy levels for the cognitive domain (Level 1)
 - 2.5. State the purposes and uses of behavioral objectives (Level 1)
 - 2.6. List the components of a well-written behavioral objective (Level 1)
 - 2.7. Give an example of an objective, identify the domain, and if in the cognitive domain, identify the correct taxonomic level (Level 2)
 - 2.8. Given an example of a learning activity and the educational level of the learner, construct objectives in the appropriate domain and at the appropriate taxonomic level (Level 3)
 - 2.9. Define and compare and contrast the use of the following category of evaluation instrument (Level 2)
 - 2.9.1. Criterion and norm referenced
 - 2.10. Summarize the positive and negative aspects of evaluation tools that are used for each domain (Level 1)

- 2.11. Given an example of a behavioral objective, construct an appropriate test item or evaluation instrument (Level 3)
- 2.12. Analyze multiple choice questions to evaluate whether each item follows established guidelines and correct those that do not follow the guidelines (Level 3)
- 2.13. Construct multiple choice questions demonstrating a variety of taxonomic levels (Level 2)
- 2.14. When given examples, correlate various behavioral objectives (Level 2)
- 2.15. Compare instructional methods; include the use of each method together with positive and negative aspects of each (Level 2)
 - 2.15.1. Lecture
 - 2.15.2. Discussion/tutorial
 - 2.15.3. Demonstration
 - 2.15.4. Simulation/role playing/practice
 - 2.15.5. Individualized/self-instruction/computer instructional unit/asynchronous on-line
 - 2.15.6. Problem-based learning
 - 2.15.7. Cooperative learning

3. Learning Environment

- 3.1. Summarize briefly the use of instructional technology in the delivery of educational content (Level 1)
 - 3.1.1. Audio-visual programs
 - 3.1.2. Computer assisted programs
 - 3.1.3. Internet
 - 3.1.4. Distance learning methods

4. Clinical Education

- 4.1. Identify at least three elements necessary to create an effective environment for clinical education (Level 1)
- 4.2. Discuss the relationship of clinical methods as related to theoretical knowledge (Level 1)
- 4.3. Identify the legal requirement regarding storage of student records (Level 1)
- 4.4. Summarize the rights of students in relation to their records (Level 1)
- 4.5. Prepare and present in-service programs for patients and healthcare teams (Level 3)
- 4.6. Prepare and present teaching units for healthcare students, including colleagues (Level 3)
- 4.7. Identify at least three components of the Americans with Disabilities Act (ADA) as they relate to clinical education (Level 1)

*American Society for Clinical Laboratory Science. 2018. Body of Knowledge. Bethesda, MD.

TEXTBOOK – NONE: look at power points and notes on Blackboard

EXAMINATIONS:

Four exams and a comprehensive final will be given. Exams are worth 30% of the total grade and the final is worth 20%. **No make-up exams will be given.** If an exam is missed (0%) the final grade will be based on the average of 3 exams. None of the test grades will be dropped.

GRADING SCALE:

A	100 - 90%
B	89 - 80%
C	79 - 75 %
D	74.9 – 70%
F	69 or below

FINAL GRADE CALCULATION:

Exams	30%
team homework	10%
Capstone Project (team presentation)	30%
Final	20%
Class attendance (completed rubric)	10%

INSTRUCTIONAL STRATEGIES:

All exams will be taken on-line via Blackboard. Homework will be completed by your “team” and left in your Team folder. In order to be successful in this class, please follow the “**What Do I Do**” instructions on the next page. After completing three weeks of educational instruction and following the “Requirements for Education Instructional Project”, the **student team will present a 50-minute educational instructional unit**. The student team will choose the topic (upon instructor’s approval). The student team will inform the instructor of the date they will present their educational unit to the class. The instructor and classmates will evaluate the student team presentation using the rubric found at the end of the syllabus. Team members will be randomly chosen and will consist of three team members.

Requirements for Education Instructional Project (Capstone Project)

At the time the student presents their instructional unit, they must provide the instructor with the following documents.

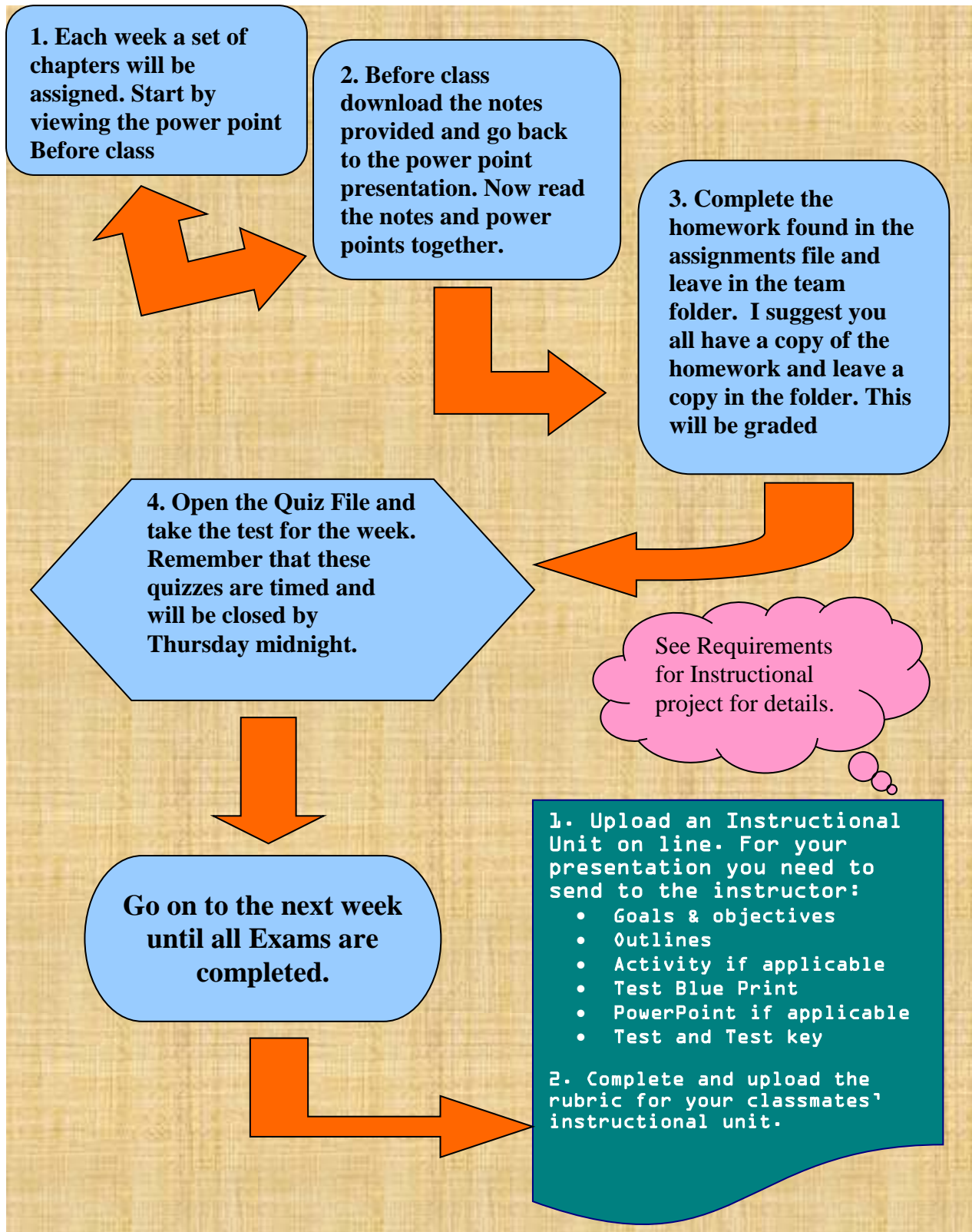
1. Must state Goals of instructional unit.
2. Must state at least 9 objective of the instructional unit. You must include the objectives at all three domains of learning and all three taxonomy levels for the cognitive domains. (You need to include psychomotor even if you do not plan to do a hands on exercise).
3. Must include an examination, at least **25 questions**, using different methods, i.e. multiple choice, true/false, matching, etc. and written to match your objectives and written at different taxonomy levels.
4. You must include a Blue Print of the exam.

NOTES

1. Although you may provide these documents initially as homework assignments (drafts), documents may change, thus you **MUST present these documents in final order to the instructor the day of your presentation**.
2. You will be evaluated by your students and the course instructor.

3. **This is 30% of your Final Grade for the course, CLSC 4273**

What Do I Do?



Tentative Schedule – subject to change

DATE 2022	TOPIC	Assignments Due
August 26	<ul style="list-style-type: none"> •Course Overview & what is expected for Capstone •Introduction •Goals and Objectives 	HW due in team folder August 26
September 2	<ul style="list-style-type: none"> •Learning Activities •Test Development 	HW due in team folder September 2 Topic for Capstone Project & Goals and objective of Capstone project & Exam 1 Due Sept 1
September 9	<ul style="list-style-type: none"> •Evaluating Performance •Evaluating Instructional & Program effectiveness 	HW due in team folder September 9 Learning activities, test and Preliminary Outline for Capstone project & Exam 2 Sept 8
September 16	Continuing Education	HW due in team folder September 16 Test Blueprint for Capstone Project due Exam 3 and HW Due September 15
September 23		Exam 4 September 22
September 30		
October 7		
October 14		
October 21		
October 28		
November 4		
November 11		
November 18		
November 25	Thanksgiving - NO CLASS	
December 2		
Dec 6 - 10	On-line Final: will be open all week.	

Where can we present? Here are some examples

Going to your high school and presenting on the UTEP CLS program. Presenting at a library about a topic of Health interest, Presenting at your clinical site, presenting at a community center, Create continuing education course etc, and of course, in class.

This rubric will be used to calculate your final capstone project, which is 30% of your class grade.

Name _____

CAPSTONE PROJECT RUBRIC

Requirement	% of Total Grade	Comments	Score
Stated Goals (2 minimum) of instructional unit	5% 5 points maximum		
State 9 objectives of the instructional unit (3 Cognitive, 3 Affective, and 3 psychomotor). Objectives must be written in the 3 taxonomic levels.	10% 10 points maximum		
Included a rationale for choice of learning activity	3% 3 points maximum		
Include a Blue Print of the exam.	10% 10 points maximum		
Included an examination, at least 25 questions, using different methods, i.e. multiple choice, true/false, matching, etc. and written to match your objectives and written at different taxonomy levels.	20% 20 points maximum		
Evaluation Grade from presentation rubric	52% (Points from rubric X 52%) 52 points maximum		
TOTAL POINTS			

CLS 4273 Presentation Rubric

Presenter's Name _____

Date _____

TOTAL SCORE _____

Following the rubric below, score the presenter and put your score for each action item under the "action item" column. **A total score of 90 or above MUST be justified under the comments section below.**

Action Item Put your score in this column	Distinguished	Intermediate	Novice
Volume Score:	Presenter is easy to hear. 10-9	Audience is able to hear as a whole, but there are times when volume is not quite adequate. 8-5	Presenter is difficult to hear. 4-0
Rate of speech Score:	Rates of speech are appropriate. 10-9	Speaker may at times seem like s/he is rushing or exaggerating pauses. 8-5	The rates of speaking are too slow or too fast. 4-0
Eye Contact Mannerisms Score:	Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture. 10-9	Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content. 8-5	Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present. 4-0
Introduction Score:	The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention. 10-9	The introduction is clear and coherent and evokes interest in the topic. 8-5	The introduction does not create a strong sense of what is to follow or orient the audience to what will follow. 4-0
Organization Score:	Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions. 20-19	Speaker loses train of thought, does not stay with the proposed outline, or connections are attempted but not made clear for the audience. 18-10	Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions. 9-0
Content Score:	Information is complete and accurate. Clear evidence of research. 20-19	Research component is less evident than in distinguished category or resources are present but less than adequate for assignment. 18-10	Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research. 9-0
Visual Aids Score	Visual aids are well done and are used to make presentation more interesting and meaningful. 10-9	Visuals are adequate but do not inspire engagement with the material. 8-5	Very little or poor use of visual materials. 4-0
Timing / Summary Score:	Appropriate length (45 – 50 minutes). Clear summary is provided. 10-9	Time is appropriately used, but may run slightly over (>50 minutes) or under (45 – 40 minutes) allotted time and/or information is not tied together or conclusion is inadequate. 8-5	Presentation lacks conclusion and/or time (40 minutes or less) is not appropriately used. 4-0

Comments: How can the speaker improve his/her future presentations? If the total score is 90 or above you must justify the score here. Use the back of this sheet for your comments if necessary.