PCOM®
Georgia

MEDICAL LABORATORY SCIENCE HANDBOOK

&

Rotation Manual

2024-2025

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Disclaimer:

This Handbook is not a contract. It is a collection of administrative policies that govern actions pertaining to Philadelphia College of Osteopathic Medicine's graduate degree Medical Laboratory Science students and a compilation of information about the college and current practices that may be of use to Medical Laboratory Science students. Some material contained herein may include summaries of college policies, and where possible, page reference to the complete PCOM policy is provided.

Policy statements printed herein are subject to change from time to time; information will be updated on a regular basis as updates become available. Changes and updated material will be published and distributed to Medical Laboratory students in a timely manner.

Welcome

Congratulations on your acceptance into the Philadelphia College of Osteopathic Medicine's Graduate Program for Medical Laboratory Sciences! You have chosen to be a part of PCOM's unique MLS Program. The faculty and staff welcome you and wish you success in the MLS Program and in your college experience.

This handbook is designed to acquaint you with important information about the PCOM MLS Program. Our goal is to have everything that you need to know about the MLS Department and Program in one place. We hope that you will use it as a reference when needed, and that it will be a useful guide to you as you progress through the MLS Program. If you have a question about a department requirement, policy, etc., you should consult this handbook first. Also, if you have questions about the contents of this handbook, please contact the MLS Program Director.

We wish you all the best and look forward to our associations.

Best Regards,

MLS Department Faculty and Staff

Faculty & Staff

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ABOUT THE PROFESSION

Medical laboratory scientists, often referred to as a Medical Technologist, perform a wide array of tests on blood and body fluids, reporting all results to the ordering physicians. Their role in medical diagnostics is critical to physicians to aide in medical diagnoses. The complex testing performed on the blood and body fluids aids in the diagnosis and treatment of cancers, anemias, an array of infectious processes, and diseases.

Laboratory scientists study many specialized science courses specific to their work needs, and will include clinical chemistry, hematology, microbiology, immunohematology, immunology/serology, parasitology/mycology/virology, and urinalysis and body fluids. Each of these disciplines prepares a medical lab scientist for all sample sources they may encounter in their future workplace. Each medical scientist will take the above listed courses in their program, along with a lengthy clinical internship in each discipline, which will enable them to sit for the national certification examination.

Medical laboratory scientists are employed in a myriad of settings including hospital laboratories, reference laboratories, public health laboratories such as the CDC, forensic laboratories, blood donation centers, pharmaceutical and biomedical laboratories, research laboratories, and veterinary labs.

Laboratories are temperature-controlled environments, equipped with ventilation systems and workplace safety mechanisms in place to provide a safe working environment. Depending on the department a scientist is assigned to work, sitting, standing, lifting, and bending will be required throughout a work shift.

Accreditation

PCOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606. The Commission on Higher Education is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. In 2005, the Commission approved the extension of the scope of institutional accreditation to PCOM's Georgia branch campus and an additional location PCOM South Georgia.

The graduate program for Medical Laboratory Science has applied for initial accreditation & received serious applicant status through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd. Suite 720, Rosemont, IL 60018-5119; 773-714-8880. Additional information regarding NAACLS can be found on the web www.naacls.org .

Program Goals

The purpose of the Medical Laboratory Science program at PCOM is to provide an educational opportunity for individuals that will enable them to obtain the knowledge, skills, and professional attitude and affect required for the success of a future medical laboratory scientist. The general program goals, as aligned with the goals of the whole college, include the following goals with outcomes:

1. To provide education, which acknowledges individual differences and respects the right of individuals to seek professional growth in the field of laboratory science.
2. To produce students that will demonstrate a central core of biomedical or behavioral science knowledge in their field of study, including theory, foundations, clinical skills and applied clinical/practical application as appropriate to the specific academic program.
3. To produce students that will demonstrate communication skills through clinical assessments, group discussion and/or written or oral presentations in medical laboratory science.
4. To develop students that will demonstrate an understanding of scientific inquiry by designing, conducting, presenting, or interpreting research in medical laboratory science.
5. To guide and nurture students that will identify, retrieve, understand, analyze, synthesize, and apply information collected from various sources and in varied formats, including those sources requiring skills in the use of information technology.
6. To foster and prepare students that will develop recognition of their legal and ethical obligations as professionals and will be able to apply an understanding of public policy and the social, cultural, and economic factors that impact medical laboratory science.
7. To provide educational and related services without regard to race, color, national origin, religion, sex, handicapping condition*, academic disadvantage, or economic disadvantage.
8. To encourage and prepare graduates to become safe, ethical, and competent practitioners of medical laboratory science.

**Note: Please see Essential Functions/Technical Standards for more information regarding this statement*.

Program Mission Statement

The mission of the Medical Laboratory Science program at Philadelphia College of Osteopathic Medicine is to produce high-quality graduates armed with the knowledge, skills, critical thinking, and professional behavior to function in an array of laboratory settings.

Support of the Institutional Mission

The foundation of the PCOM Medical Laboratory Science program is expressed in the philosophy of the program in the following statements:

The Medical Laboratory Science program is a field of study that is compatible with the mission and policies of PCOM and encourages each medical laboratory science student to contribute as a practitioner in the economic development and stability of their communities through leadership and service. The

philosophy of the Medical Laboratory Science program is founded on the value attributed to individual students, the medical laboratory science profession, and technical and professional education.

The PCOM Medical Laboratory Science program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in medical laboratory science, foster and attracts the intellectual curiosity of students, encourages creative activity, requires critical thinking and collaborative engagements through human interaction, as well as technical fundamentals. Program graduates are instructed in the underlying fundamentals of medical laboratory science and are well prepared to enter the workforce.

Medical Laboratory Program Objectives

The following program specific objectives will produce quality medical laboratory scientists who are able to perform effectively by:

1. Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, and other health care professionals using appropriate terminology and medical reference.
2. Model principles of safety and universal precautions.
3. Perform within the constraints of the profession while recognizing the responsibilities of other laboratory and health care personnel while interacting with them with respect for their jobs and patient care.
4. Apply basic scientific principles in learning new techniques and procedures.
5. Indicate factors that affect procedures and results and act within predetermined limits if corrections are indicated.
6. Perform instrument maintenance, calibrations, and quality control for all test procedures within the prescribed limits of acceptability.
7. Prepare quality results through collection, processing, and analyzing biological specimens and other substances.
8. Perform analytical tests of body fluids, cells, and other substances while maintaining accurate records.
9. Correlate laboratory findings to common disease processes by evaluation, application, and recall.
10. Establish self within the professional community, and foster growth as a respected member of the profession.

Admissions

Admission to PCOM and Medical Laboratory Science Pre-Professional Program

The medical laboratory sciences graduate program operates on a rolling admissions basis. The application will open in the fall of each year with a deadline of July 15th. Applications will be reviewed immediately, and applicants will be notified by Admissions of the application year if selected. Applications are reviewed upon completion for the following:

- Transcript evaluation: Pre-requisites met, GPA, academic history (drop courses, failing, withdraw etc)
- Application Essay: Ability to communicate effectively through a structured, grammatically correct, essay, articulate a concept or idea, and attract a reader through the story.

Admission to PCOM and Medical Laboratory Science Post-professional Program

The medical laboratory science post professional program operates on a rolling admissions basis. The application will open each fall term. Applicants are selected year round. Post professional graduate applicants will be accepted for enrollment for three terms during an academic year: Fall, Winter, and Spring terms. No acceptance will be granted for a summer term during any academic year.

Application Instructions:

Prospective graduate students may submit their application through our secure application portal (https://explore.pcom.edu/apply/).

Official Transcript Requirements:

Note that official college transcripts from all colleges/universities schools attended must be sent directly to:

PCOM Georgia
Office of Admissions
625 Old Peachtree Road NW
Suwanee, GA 30024

We will accept electronic transcripts via mail, eScript and/or Parchment Services and National Student Clearinghouse.

Transfer of Credit:

The program will not honor nor matriculate graduate credit from another Medical Laboratory Science program, regardless of accreditation status. Our program cannot guarantee the courses, structure of content, nor rigor for credit taken outside of our program. All coursework must be taken at PCOM to receive credit for graduation.

Experiential Credit Hours:

PCOM Medical Laboratory Science program will not award any credit for experiential learning outside of the constructs of our formal

Required Essay Guidelines:

Applicants must write a general autobiographical statement explaining your interest in this academic program as it relates to your career goals (in 500 words or less). Your completed essay should explain career goals, and how, if selected for the program, will the degree enable you to attain those goals. If there are any areas of your previous academic coursework that would reflect negatively on your acceptance to the program, applicants are encouraged to explain those concerns.

Post Application Process:

Once your application has been received, you will be contacted via email with confirmation within seven (7) business days of its receipt including reminders of the appropriate steps to complete the application process. At this point, it is expected that applicants send or order all final transcripts from all universities/colleges attended.

As an applicant to the MS in Medical Laboratory Science program, you are responsible for ensuring that all admissions materials are completed accurately and submitted in a timely manner.

Application Review Process:

The program director, faculty and the Office of Admissions conduct a holistic review of all completed and verified applications. There is a **minimum grade point average of 3.0 for all upper-level science courses** assessed during the application and transcript review process.

Following the completion of the review process, each applicant is notified of an admissions decision by the Faculty Committee in writing, including any conditions that must be satisfied prior to or following enrollment.

The committee will accept candidates by August 1st for the allotted **20 seats** in the program. Up to five alternate candidates may be selected if a finalist does not accept his/her appointment to the program. Applicants not selected for the MS in Medical Laboratory Sciences program will be sent a final decision via email by August 1st.

MLS Program Acceptance

Pre-professional Acceptance

Consideration for admission into the Pre-professional MLS Program is based on the following criteria:

1. Conferred Bachelor of Science degree in Biologic or Chemical Science with the following pre-requisite courses:
    a. General Biology I/ II with lab (req) 8
    b. Anatomy & Physiology I/II with lab (req) 8
    c. General Chemistry I/II with lab (req) 8
    d. Organic Chemistry I* with lab (req) 4
    e. Algebra or higher-level math 3
    f. *Survey of Organic Chemistry is acceptable.
        i. "General" coursework denotes the first two courses in the subject sequence for science majors.
        ii. AP coursework will be accepted provided the course and credits appear on your official college transcript.
        iii. All courses must be completed at a regionally accredited institution.

2. GPA of 3.0 overall
3. Completion of the admission packet

Upon acceptance into the program, students will be asked to attend an orientation in which they must submit to:

1. Physical exam within the last 6 months
2. Immunization record to include Hepatitis B series, Covid vaccine, Varicella, MMR, tetanus
3. Quantiferon TB Test within 6 months (or chest Xray if indicated)
4. Drug Screen
5. Criminal Background Check

Alternate Status

Currently, the maximum number of Pre-professional MLS students accepted in each cohort is 20. All qualified applicants that are not accepted for this cohort will remain on the waitlist as an alternate candidate. The program limits the number of students accepted to ensure that proper attention, time, and resources will be provided to each student for the duration of the program. All students selected for seats are required to accept or decline admission status. If selected students do not confirm acceptance prior to July 15th of each academic year, the alternate seat candidates will be granted acceptance in order of rank (GPA, essay structure and content).

Post-professional Acceptance

Post-professional applicants will be admitted to the selected start term listed on the application based upon the following:

1. Successful application/fee submitted
2. Graduation and conferral of a BS degree in Medical or Clinical Laboratory Science from a NAACLS- accredited program and regionally accredited college/university.
3. Successful completion of the applicant's essay
4. GPA of 3.0 overall, and GPA of 3.0 in upper division courses pertaining to the major.
5. Certified (currently) as a Medical Laboratory Scientist / Technologist by ASCP or AMT

Student Health

Health Physical:

Students are required to provide a current, general physical status of well-being and health upon acceptance to the program. The form can be found on the myPCOM portal under the student resources. The form can be signed by any licensed provider such as MD/DO, PA, or NP.

Note: The signature must be original, no ink-stamp copies will be accepted.

Immunizations Hepatitis Vaccine

Healthcare personnel are among those at increased risk for contraction of Hepatitis B virus infections due to

their frequent contact with human serum and other body fluids. Immunization against the Hepatitis B virus is the principal means of preventing infection. For the student's protection, it is strongly recommended that all students be immunized with the Hepatitis B virus vaccine.

A student who wishes to be immunized may receive the injections from the local health department or family physician. Such immunizations should begin as early as possible. The vaccine is administered in a series of three injections given at appropriate intervals over a six-month period. Students who choose NOT to receive the vaccine must indicate so in writing. See the Hepatitis Deferral Form in the form section of the handbook.

Covid Immunization

As of 2020, it is required for all persons entering clinical rotation to accept the Covid vaccine. Due to hospital regulations, clinical site placement will not be permitted for students that have not accepted the immunization, including boosters.

Additional information will be updated as CDC protocols are constantly evolving due to the nature of variant strains.

Other Immunizations / Immunity Required

Immunization or serologic immunity is required for the following:

1. Tetanus
2. Measles
3. Mumps
4. Rubella
5. Varicella zoster
6. Quantiferon TB Gold Tuberculosis Screen

Color-blindness

Due to the nature of a medical laboratory scientist differentiating among cellular and microscopic features, often by characteristics enhanced by colored dyes, a color blindness test will be required. This does not preclude admission; however, corrective devices must be carefully considered, and accommodation may be provided.

Insurance

Health Insurance

All PCOM students are required to have health insurance coverage. The College does offer a student health insurance plan for students through First Risk Student Insurance. Details of the plan are available on myPCOM .

Professional Liability Insurance

Professional liability insurance is needed to protect you as a student training in the hospital setting. PCOM provides coverage to each student. Certificates of liability insurance for each clinical site are provided to the clinical site and a copy of each is accessible through the MLS Program Director.

Personal medical insurance is required for program admission. If a student is injured in a clinical site, he/she is personally responsible for any costs incurred as a result of that injury.

Student Housing

The College does not provide student housing on or off campus at either of its campuses. PCOM is not involved with students' rental arrangements, nor do they rate apartments or managers or locations for quality of service or safety. PCOM provides local housing information on the college's website as a courtesy to prospective students.

Essential Functions

Applicants/students must be able to perform these essential functions. For those applicants requesting reasonable accommodations such as compensatory techniques and/or assistive devices, you must also be able to demonstrate the ability to become proficient in these essential functions.

If your ability to perform these essential functions depends upon accommodations being provided, be advised that requests for accommodations must be presented to Disability Services (disabilityservices@pcom.edu) and must be accompanied by appropriate medical, psychological and/or psychiatric documentation to support this request. A copy of this policy is found in the applicant packet and must be submitted with the student's signature before admission to the program is approved.

The graduate student in Medical Laboratory Science must have the knowledge and skills to function in a broad variety of academic and research situations, function effectively in classroom, laboratory, and clinical settings. In order to carry out the activities described below, Medical Laboratory Science students must be able to consistently, quickly, and accurately integrate all information received, and must have the ability to learn, integrate, analyze, and synthesize data.

A student must have abilities and skills including observation, communication; motor; conceptual, integrative, and quantitative; behavioral and social. Technological compensation can be made in some areas, but a candidate must be able to perform the tasks in a reasonably independent manner.

Policy of Fairness and Equal Opportunity

PCOM subscribes to the principles and the laws of the Commonwealth of Pennsylvania, State of Georgia and the federal and local government pertaining to civil rights and equal opportunity, including Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. The College's Policy Statements and Compliance Procedures on equal education and employment opportunity and sexual misconduct policies can be found on PCOM's Website.

PCOM prohibits discrimination on the basis of age, race, color, gender, gender identity and expression, national origin, ancestry, sexual orientation, religion, creed, disability, genetic information or marital status or any other legally protected status. This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also followed in the operation of all other programs, activities and services of the College.

Evidence of practices inconsistent with this policy should be reported to the Chief Diversity Officer, who is the designated coordinator of PCOM's nondiscrimination program. Inquiries regarding compliance with the sex discrimination provisions of Title IX may be directed to the Title IX Coordinator and Chief Diversity Officer or also may be directed to the assistant secretary for civil rights, Department of Education, Washington, D.C. At the state level, one can contact the Pennsylvania Human Relations Commission, Harrisburg, Pennsylvania, or the Georgia Commission on Equal Opportunity, Atlanta, Georgia.

Office of Diversity and Compliance

Philadelphia College of Osteopathic Medicine Rowland Hall, Suite 415 4190 City Avenue Philadelphia, PA 19131 215-871-6185 or 215-871-6827 (fax) Americans with Disabilities Act PCOM is committed to meeting the needs for reasonable accommodation for physical and/or learning disabilities that are in alignment with the Americans with Disabilities Act (ADA) guidelines. Students are required to provide supporting documentation. In determining what constitutes a reasonable accommodation, the College will consider the requirements of the requested accommodation and the impact on the educational program.

PCOM will evaluate each accommodation request on an individual basis. Once accepted for admission, and prior to matriculation, students must note on their Technical Standards form that they do not meet the technical requirements for the program. In response, the Office of Student Affairs will contact the students and provide all necessary information regarding requesting and receiving accommodation. The documentation must clearly identify the disability and provide specific information on the manifestations of the disability and any accommodations needed to remediate those manifestations. Documentation must strictly adhere to the Guidelines for Requesting Disability Accommodation. To request further information on accommodation, please contact the Office of Student Affairs.

Equal Opportunity and Non-Discrimination Statement

Philadelphia College of Osteopathic Medicine ("PCOM" or the "College") seeks to foster an inclusive educational and work environment for all faculty, staff, applicants for employment, and students.

PCOM prohibits discrimination based on age, race, sex, color, gender, gender identity and expression, national origin, ethnicity, ancestry, sexual orientation, religion, creed, disability, genetic information, marital status or any other legally protected class status in all its programs, activities, and employment practices.

Philadelphia College of Osteopathic Medicine subscribes to the principles and adheres to the requirements of state and federal law pertaining to civil rights and equal opportunity, in accordance with the requirements of Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended, and the Americans with Disabilities Act of 1990, as amended.

Questions regarding this policy should be directed to the Equity and Title IX Coordinator (Rowland Hall Suite 144, Philadelphia, PA 19131, 215-871-6528), the designated coordinator of PCOM's nondiscrimination program. Inquiries may be directed to: Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202. For more information, please visit the Office of Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/aboutocr.html

Code of Conduct

Professional Behavior

Students will be respectful of peers and faculty members at all times. This includes text and verbal communication. At no time should a student choose to use verbal or offensive body language towards faculty, peer, or the general public while representing PCOM as a member of the student body. This will remain in effect during the entire enrollment period both on and off campus and will extend to the clinical site, as well.

Professional Conduct Assessment

Students are assessed on professional conduct throughout the entire duration of the MLS program. The concept of professionalism is integrated into the curriculum in order to set the stage for your professional endeavors. It is the hope of the faculty and program administration that through continuous accountability in the classroom that you will carry this into the professional arena during the clinical phase, and onward into your professional journey. For this reason, students will be rated on professionalism during each course, and instances of observed unprofessional conduct or behavior will be noted and remediated within 48 hours of knowledge of the incident.

Students that have a professional conduct violation will not be eligible for clinical internship until the action is appropriately remediated and all faculty and administration are assured that this will not continue into the clinical arena.

Professionalism:

Patients put their trust and well-being in the hands of medical laboratory scientists. Because of this, laboratorians are expected to have a high degree of professionalism. The Medical Laboratory Science program at PCOM believes in developing and maintaining this high level of professionalism even during academic training. The following are expectations regarding the level of professionalism expected of our students. If not followed, the Program Director has the right to enforce consequences reflecting the unprofessionalism shown.

1. Be willing to ask for help and guidance.
2. Listen to the advice of instructors and others.
3. When working in a team, treat each individual with respect and openness to ideas and input.
4. Be able to demonstrate responsibility and accountability for actions.
5. When speaking to instructors, be respectful and cautious of wording, tone, and mannerisms in which you present ideas or concerns. This includes correspondence in emails and text-messages.
6. Be ethical in all areas of your education. This includes assignments, demonstrations, rotations, and any event in which you represent the program.

Honor Code

All students will be bound by the College's Honor Code in all courses and clinical internship courses. All violations will be dealt with according to the PCOM Honor System Policy and are subject to review by the MLS Advisory Committee. The committee's decision will be final with regard to program continuance.

The following activities are specifically prohibited:

A. Cheating, which includes but is not limited to:
    a. Copying from another student's test, homework, or other submitted materials for the purpose of a grade.
    b. Using materials during a test not authorized by the person giving the test (as an example – cell phones, internet, textbooks, notes, another human),
    c. Collaborating with any other person during a test (or laboratory assignment) without authority,
    d. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part, the contents on any test (or laboratory activity), without authorization of the appropriate official,
    e. Bribing any other person to obtain any test or test content,
    f. Soliciting or receiving unauthorized information about any test,
    g. Substituting for another student or permitting any other person to substitute for oneself to take an exam.
    h. Copying or printing any part of an exam or quiz that is being taken through a proctor.
B. Plagiarism, which is the unacknowledged (**uncited**) use of any other person or group's ideas or work. This includes purchased or borrowed papers. There will be a zero-tolerance policy for failure to cite unless specifically noted by the professor for a particular assignment.
C. Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.
D. Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process.
E. Giving, selling, or receiving unauthorized course, lab results, or test information.
F. Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity.
G. Infringing on the copyright of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.

H. Note: All assignments, discussion posts. papers, research, or other submitted work for grade MUST contain citations from the source the information was retrieved. The MLS department will require all citations and resource pages conform to APA, 6th edition or higher citation manuals.

Grades

In line with PCOM's standards of grading, the Medical Laboratory Science Graduate program has adopted the following grading policy. All courses within the program must pass with a **77 (B-)** or better in order to receive credit. Students that do not achieve a 70% or higher must retake the course the following year, and two courses below **77% will require dismissal from the program**. Note, the GPA for students to graduate must be a 3.0 or higher.

Graduate and Doctoral Programs Grading structure is as follows:

GRADE	QUALITY POINTS	PERCENTAGE
A	4.0	95 – 100 Superior level of competency
A-	3.67	90 – 94
B+	3.33	85 – 89
B	3.00	80 – 84 Satisfactory level of competency
B-	**2.67**	**77 – 79 this is the MINIMUM score required for all MLS coursework to receive credit**
C+	2.33	74 – 76 Marginal level of competency
C	2.00	70 – 73 Marginal level of competency
F	0.00	0 – 69 Failure to demonstrate a marginal level of competency.

Grade Point Average

The grade point average is calculated by dividing the total credits attempted (excluding grades of HP, S, P, WP, WF, I, AU, W) into the sum of the products of points and credits for all courses taken. Only courses taken at PCOM are included in this calculation.

Graduates are required to obtain a 3.0 GPA to be eligible for graduation. If a student fails to maintain a 3.0 GPA, the SPEC committee will place the students on academic probation until the GPA rises above 3.0. Students are not permitted to remain in the MLS program for more than two semesters with a GPA falling below 3.0 without remediation of the course that obtained less than a B-.

Grade Reports

Grades are available to all students at the end of each term via the Banner Web services in myPCOM. PCOM does not distribute paper mailers.

Dropping Courses

The deadline to drop a course is the last day of the first week of the term. Students who drop a course by this deadline will receive a 100% tuition refund.

Attendance

Attendance Policy Online coursework

All students are expected to login to the Blackboard course content for EACH course multiple times during a

week. Some students may find that reading the content will suffice to learn the materials; however, recorded lectures, live review sessions, and pre-training videos are important aspects of learning for each module.

Additionally, collaborative case studies are required in the discussion forum. Each module will contain case files that you and other peers will work toward solving and contributing to a professional dialogue toward solutions, contributing additional test methods, and comparing and contrasting viewpoints on the material. The group will be assigned and chosen by the instructor for each new module. Each learner will post an initial comment, and then over the course of the module (1-2 weeks in length as outlined in the calendar) will provide peer feedback to create the dialogue. Initial posts will have a due date, and subsequent posts will have a later due date. Note: This program will not operate like a correspondence course, and learners will work as a class/team, and not at your own pace. Additionally, modules and content will NOT be opened "early" for learners that want to "work ahead".

Students enrolled in the Pre-professional Medical Laboratory Science program are required to attend intensive, monthly, campus laboratory training during the first year of courses. These laboratory training sessions require attendance at 100%. **IN THE EVENT OF AN ABSENCE, IT IS REQUIRED THAT YOU MAKE UP THE SESSION WITHIN 7 DAYS AT THE INSTRUCTOR'S DISCRETION**. Students will be graded on the exercises, and all skills attained in the labs are pre-requisite skills required for clinical internships. Students will be provided with the schedule in advance and are expected to attend each lab for the entire duration of the sessions.

One-hundred percent attendance is required in clinical internships, remedial assignments, laboratory sessions, and small-group sessions.

Serious excuses for missed attendance must be documented and reported to the Chief Student Affairs officer at PCOM Georgia and to the MLS Program Director. Students should report and document their absence to the head of their program. Final determination to accept an excuse remains with the course or clerkship director. Students enrolled in the Pre-Professional Medical Laboratory Science students are not permitted to drop one course but are required to drop all coursework in that term. Because of the sequential nature of this program, students requesting to be dropped from one term may be required to take a leave of absence until the following year. In this program, consultation and approval from the program dean or program director is required.

Withdrawal From Courses After Drop-Add Period

Withdrawals occurring after the first week of the term:

> While students in other graduate programs may be permitted to withdraw from a course, it should be done with the consultation of their program director or dean. Withdrawals may change

the sequence of courses to be taken. Students approved to take a withdrawal from a course up to the midpoint of a course will earn a grade notation of Withdraw. After the midpoint of the course, students will not be eligible to withdraw from a course unless there are extenuating circumstances, and they are given permission from their program director or dean. The latter option will be reserved for extreme circumstances only.

Dismissal, Withdrawal, Leave of Absence & Readmission Policies Withdrawal:

Pre-Professional Program: Students are not permitted to withdraw from a single course; however, may withdraw from the program ONCE, and gain re-entry the following year, with permission from the Program Director. Students that withdraw from the program will be required to pass a comprehensive exam for each course that they received prior credit for prior to withdrawal.

Withdrawing after the midpoint of the course will carry a grade notation of WP if withdrawing when passing, or a grade notation of WF if withdrawing when failing.

Students may not be permitted to continue in the program with more than one WF grade notation. These students will be reviewed by the Student Progress Evaluation Committee and will recommend action to the Student Academic Progress Committee for academic action.

Withdrawal grades or credits are not calculated in the grade point average.

Post-Professional Program: Students are permitted to withdraw from a course(s) up to two times with the permission of the Program Director. Students that attain a withdrawal for subsequent semester enrollment periods will be dismissed from the program.

Leave of Absence

A leave of absence may be granted for one of the following reasons: (1) a medical or family emergency; (2) a financial emergency;(3) pursuit of an academic endeavor other than the regular classroom work or training assignment, either on campus or at another recognized teaching facility; (4) active military service.

To receive consideration for a leave of absence, a student must submit to the appropriate Dean of their school a written request explaining the time requested and the basis for the leave of absence. Upon final consultation with the appropriate Dean regarding the circumstances, a decision will be rendered. All applications for leave of absence are considered on their individual merits and approved only for extraordinary reasons.

Final approval of leaves of absences is given by the Dean of their school.

When an approved leave or formal withdrawal is granted before the midpoint of a course, the course(s) in progress at that time will be recorded on the transcript with the grade W; if an approved leave is granted after the midpoint of a course, the grade recorded on the transcript will reflect the grade status at that part of the term (WP if passing; WF if failing). Students who permanently withdraw from the academic program of the College without following the withdrawal procedure will receive the grade F for courses in progress.

In the case of courses repeated in their entirety, the new grade earned will be recorded in the term the repeated course is completed. This new grade will be calculated in the grade point average replacing the failure; however, this will not remove the previous W, WP or F for that course from the transcript.

Readmission Policy

Due to the information and education obtained in the program being of cumulative in nature, students who wish to be readmitted are strongly encouraged to repeat courses in which they received prior credit in order to refresh knowledge prior to entering into the clinical site. If a student does not wish to retake courses for which previous credit was granted, a cumulative exam covering the content for each course credit was obtained will be required. The cumulative exam score must be obtained at an 80% or better for consideration for re-entry.

Re-entry will be granted only once during the program, and students must complete the entire program within 3 years.

Disciplinary Action

The following policy is a general statement taken from the PCOM Catalog regarding violations and conditions associated with cause for reprimand and/or dismissal from the college:

College Disciplinary Policy and Procedure

It is not possible to enumerate all forms of behavior both within and outside the College premises and property that would raise serious questions concerning an individual student's continuing in study at the College and/or in such student's ability to practice as a professional after graduation, and which would constitute a violation of professional behavior.

The following, however, are some examples of behavior that would be unacceptable:

1. violation of any law of the land
2. dishonesty, such as cheating, or knowingly furnishing false information to the College.
3. breaches of confidentiality in the course of patient care
4. drug or alcohol abuse
5. forgery, alteration or misuse of college or training site documents records or identification.
6. abuse, malicious misuse, damage or destruction of college or training site property
7. assault or battery, threat of force or violence or any other action or omission that would jeopardize the health or welfare of any member of the College or personnel at a training site, including, without limitation, members of the faculty, administrative or professional staff, students, employees, patients, or visitors.
8. abusive or disrespectful conduct toward members of the faculty, administration or professional staff, employees, students, patients or visitors to PCOM
9. theft of or damage to any property temporarily or permanently located on the College or training premises
10. obstruction or disruption of teaching, research, patient care or any other College or training activities
11. unauthorized entry into, occupation of or obstruction of any building or part thereof on the College premises

12. violation of any other duly established rules and regulations of the College, affiliated hospitals, or any affiliated institution.

As used in the above examples, the College premises and College property shall include the premises and property of any affiliated institutions or training sites where PCOM students pursue activities for academic credit. Also included is conduct related to participation in any activities under the auspices of the College or its student organizations (Philadelphia College of Osteopathic Medicine).

Forms of Discipline

Breaches of appropriate professional behavior and violations of college policy will be subject to discipline. Discipline includes, but is not limited to, warning, probation, suspension, and dismissal.

Warning:

A warning is written admonition to a student for inappropriate behavior that is found to have constituted a relatively minor offense.

It may be issued by an administrator or by any member of the faculty of the College. Warnings are reported to the Provost, Dean and the Assistant Dean for Student Affairs for informational purposes.

Probation:

A student may be placed on disciplinary probation for not longer than one academic year. The provisions of this probation will be decided by the Committee on Professional Conduct. Such provisions may include a requirement that the student obtain medical and/or psychiatric consultation and treatment, or other terms designed to remedy the behavior being reviewed and to prevent its recurrence.

Suspension:

Suspension represents temporary separation from the College. The duration of a suspension shall be determined by the Faculty Committee on Discipline but shall not exceed one academic year. The Committee may also place conditions on the student's return to the College. Such conditions may include the student's need to obtain medical and/or psychiatric consultation and treatment, or other appropriate conditions.

Dismissal:

Dismissal represents permanent separation from the College. Dismissal may be invoked by the Student Professional Conduct Committee and may be imposed with or without the right to reapply for admission to the College at a later date. Where medical or psychiatric consultation and treatment are recommended or required, the confidentiality of the physician/patient relationship shall be preserved, and no report shall be made by the consulting physician to the Student Professional Conduct Committee without the consent of the affected student. However, the Committee on Professional Conduct may condition a student's ability to continue as a PCOM student upon a satisfactory evaluation by a physician, psychiatrist or psychologist appointed by the committee.

The process and proceedings are described in the General Student Handbook.

Student Services

Academic Advising

Once students are admitted to PCOM and accepted into the Medical Laboratory Science program, an advisor

will be assigned by the program director. They are required to meet with an MLS advisor either in person or virtually to discuss program progression/sequencing. Please note that the sequence of pre-

professional science courses requires careful planning. Students are required to consult an MLS advisor each semester.

Computer Access

MLS students must have computer and internet access for the duration of the program. Course content is delivered via videos, internet applications, and homework and exams are administered or uploaded through digital means.

Students have access to computers in the student computer lab.

All students are assigned login names and Email accounts by the school upon acceptance. It is expected that students use this email to communicate in a professional manner and abide by the college policy for safe use and practice. Students should check their email accounts frequently for communication from instructors, school announcements, and opportunities.

Student Government & Associations

The Student Government Association (SGA) is composed of Program Council officers, who are elected representatives from each class and graduate/professional degree program and the SGA Senate. The Philadelphia Campus Senate and the Georgia Campus Senate collaborate on issues of importance to the entire PCOM student body.

In addition to the SGA, students are involved in college governance, serving on every major College committee and working with faculty to evaluate courses. Students also participate in accreditation evaluations conducted by national and professional accreditation agencies.

Professional/Social Societies and Affinity Groups

Professional interests at PCOM are expressed through a variety of clubs and organizations, including the Student Osteopathic Medical Association and the Science in Medicine Club, as well as chapters of the American Academy of Osteopathy, the American College of Family Practitioners, the American Osteopathic Academy of Sports Medicine and the Sigma Xi National Research Society. Physician Assistant, Biomedical Sciences and Psychology students also have sponsored groups within their areas of professional interest and publish their own newsletters.

PCOM is committed to maintaining an environment that promotes the well- being of all students, and to providing opportunities to celebrate the commonalities and differences among cultures. Full-time PCOM student affairs staff members serve as advisors to the various organizations and clubs on multicultural issues. There are a variety of student organizations on both campuses with culture focused missions. These include the Student National Medical Association (SNMA), CAPS (Culturally Aware Psychology Students), the Asian- Pacific-American Medical Student Association, LGBT Alliance of Students Organized for Health, and the Student Initiative for Cultural Competency.

Career Services

The Office of Student Affairs coordinates career planning support for PCOM students.

Right to Review Records

When the student matriculates, the Office of Admissions will forward the following materials to the Registrar's Office. Information retained in the file is as follows:

- Current application
- AACOMAS profile (DO students)
- CASPA profile (PA students)
- PharmCAS profile (PharmD students)
- Transcripts
- Standardized test scores (e.g., MCAT, GRE, MAT)
- Letters of acceptance and prepayment Completed Technical Standards form
- Previous applications and decision-related correspondence Criminal background check

All other materials in the applicant file are purged in accordance with the Family Educational Rights and Privacy Act of 1974, as amended.

A current or previously enrolled student has the right to inspect and review his or her education records maintained by the school. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. A ten-day written notice must be submitted to the Registrar's Office. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

Other data accrued during the student's tenure at the College including, but not limited to, transcripts, NBOME Board scores, academic status letters (e.g., probation, warning, dismissal), course related forms (e.g., withdrawal), name change, and change of status documentation will be placed in the student's file.

Transcripts or grade reports from other institutions, criminal background check, copies of scores from national tests (MCAT, NBOME Board scores, Praxis, etc.) and/or any other third-party material will not be released by PCOM. Students must contact the institution that issued these documents to obtain copies.

Complaints regarding alleged violations of rights accorded students by the Family Educational Rights and Privacy Act or the regulations promulgated thereunder may be directed in writing to:

Family Educational Rights and Privacy Act Office Department of Education
Room 4511, Switzer Building 400 Maryland Avenue, SW
Washington, D.C. 20202

For more information, visit www.ed.gov/offices/OM/fpco/index.html

Financial Services

Financial Services / Tuition Tuition & Fees

The Board of Trustees established the following tuition for the 2019-2020 academic year. Tuition is payable 20 business days before the start of each term. Tuition and a comprehensive fee are subject to change at any time at the discretion of the Board of Trustees. The comprehensive fee is neither returnable nor transferable. Each graduate student is charged a per-term comprehensive fee: Summer $188, Fall 188, Winter $187, Spring $187.

MS in Medical Laboratory Science - Pre-professional Program

Year	1	2	Total
Terms enrolled	3	4	7
Months enrolled	9	12	21
Estimated credit hours	31	39	70
Estimated tuition[1]	$31,341	$39,429	$70,770
School fee	$600	$800	$1,400
Tuition and fees	**$31,941**	**$40,229**	**$72,170**
Housing, food and utilities	$19,800	$26,400	$46,200
Books and supplies	$600	$800	$1,400
Instruments and equipment	$504	$672	$1,176
Personal	$4,500	$6,000	$10,500
Transportation	$1,800	$2,400	$4,200
Federal Stafford loan fee	$216	$216	$432
Total Estimated COA	**$59,361**	**$76,717**	**$136,078**

[1]Tuition: $1,011 per credit

MS in Medical Laboratory Science - Post-professional Program

Year	1
Terms enrolled	3
Months enrolled	9
Estimated credit hours	30
Estimated tuition[1]	$30,330
School fee	$600
Tuition and fees	**$30,930**
Housing, food and utilities	$19,800
Books and supplies	$600
Instruments and equipment	$504
Personal	$4,500
Transportation	$1,800
Federal Stafford loan fee	$216
Total Estimated COA	**$58,350**

[1]Tuition: $1,011 per credit

Late Payment

It is the policy of the College that the payment of tuition and comprehensive fee is due in full at each billing cycle as published in the College calendar. All students who expect to take out loans to meet their obligations must show proof of pending loans sufficient to meet the payment of tuition and fee on the due date.

If tuition is not paid in full on that day, or if proof of adequate pending loans is not furnished, a late fee of $100 per month will be assessed on the outstanding balance until such time as all obligations are met. A check that is not honored by the bank on which it was drawn will be subject to a $50 fee.

Students with outstanding balances from previous terms will not be permitted to register for the next term until all financial obligations are met either by payment in full or by proof of adequate pending loans. If a student is unable to meet his or her outstanding balances, the student will be granted an administrative leave of absence to rectify his or her credit situation.

All prior year balances must be satisfied before a student is permitted to start a new academic year. Balances remaining unpaid at the end of the fourth year or end of degree program will prevent a student from receiving his or her diploma. In the event that a student receives and accepts a late admission to the first year of study, an exception to the above policy will be considered if the appropriate loan applications are filed immediately with the expectation of making full tuition payment by the end of the first term.

This exception is for the first term of the first year only. Any other exceptions to this policy must be discussed with the Director of Financial Operations.

In accordance with VA policy, students receiving VA benefits will not be charged a late fee due to any delay in receipt of their VA benefit.

Financial Aid

The Office of Financial Aid strives to assist students with financial aid options and promote financial literacy while maintaining compliance with all federal, state and institutional policies.

Determining Financial Need

With the exception of Federal Stafford unsubsidized loans and Federal Graduate PLUS loans, federal financial aid is awarded on the basis of financial need. When the student's Free Application for Federal Student Aid (FAFSA) is processed, a formula is applied to the information that the student provided to calculate the student's Expected Family Contribution (EFC). EFC is the amount that the federal government has determined that the student can contribute towards the cost of his/her education. The formula is established by law and is used to measure the student's financial strength based on his/her income and assets.

The student's EFC is used in the following equation to determine the student's financial need: Financial Need = Cost of Attendance - Expected Family Contribution

Each year the college compiles information from its biannual student cost of attendance surveys along with information from the Bureau of Labor Statistics Consumer Expenditure Survey (CES) to determine

the amount of increase/decrease, if any, which should be made to each program's cost of attendance. Usually, the new cost of attendance information is made available on the PCOM website for the upcoming school year each March.

The Application Process FAFSA

Full details on applying for financial aid can be viewed on our How to Apply webpage. To apply for financial

assistance at PCOM for each academic year, students must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. This online form is the backbone of the financial aid process and is needed to be awarded federal student loans, federal work study, and certain PCOM and external scholarships. Social Security numbers are required for all financial aid processing.

Eligibility

In order to be considered for the majority of PCOM's financial aid resources and federal student loans, the student must complete the FAFSA. The basic eligibility criteria for completing the FAFSA are:

- The student must be a U.S. citizen or eligible noncitizen.
- The student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- The student must be enrolled as at least a half-time student (usually at least 3 credits) each term.
- The student must maintain satisfactory academic progress.

PCOM Scholarship Application

Students must complete the PCOM Scholarship Application as part of their Nucleus Financial Aid Checklist in order to be considered for all PCOM scholarship funds that have unique criteria. Many endowed scholarships are selected by the PCOM Scholarship Committee. Also, by the student's completing the PCOM Scholarship Application, the PCOM Financial Aid Office will specifically notify students of certain external agency scholarships for which they may apply.

Financial Aid Checklist

Students will find their PCOM Financial Aid Checklist within MyPCOM. Students must use the Financial Aid Checklist to complete outstanding requirements, accept financial aid awards, and view their exact Cost of Attendance. New students will be given access to MyPCOM from the PCOM Student Affairs Office after they submit their first tuition prepayment or deposit.

Please keep in mind that not all checklist items may be available right away and new requirements may appear later. It is beneficial to review the checklist several times during the financial aid application process. Students will be given access to MyPCOM from the PCOM Student Affairs Office after they submit their first tuition prepayment. If students experience trouble logging into MyPCOM, they must contact the PCOM ITS Helpdesk.

Students can access their Financial Aid Checklist within myPCOM by using the below steps.

1. Login to myPCOM (https://my.pcom.edu
2. Click on the "Financial Aid and Billing" tab.
3. Click on the Financial Aid Checklist.
4. Select the Appropriate Academic Year

Financial Aid Services

There are a variety of financial services available to students to enable pursuit of higher education. Please review the services online, or in the college catalog.
https://www.pcom.edu/about/departments/financial-aid/

Curriculum

Preprofessional Program Curriculum

CRN#	Course Title	Grade		Credit		Term	Year
MLS 501	Introduction to Lab Methods			3		Fall	
MLS 502	Urinalysis & Bodily Fluids			3		Fall	
MLS 504	Hematology & Coagulation I			4		Fall	
MLS 505	Clinical Chemistry I			4		Winter	
MLS 508	Clinical Microbiology I			4		Winter	
MLS 601	Research Methods			2		Winter	
MLS 506	Immunohematology I			4		Spring	
MLS 507	Immunology, Serology, and Molec.Diag.			4		Spring	
MLS 503	Parasitology, Mycology and Virology			3		Spring	
MLS 600	Laboratory Management			3		Summer	
MLS 609	Education Design			2		Summer	
MLS 604	Advanced Hematology II			4		Fall II	
MLS 605	Advanced Clinical Chemistry II			4		Fall II	
MLS 68*	Clinical Internship		P/F	1		Fall II	
MLS 68*	Clinical Internship		P/F	2		Fall II	
MLS 606	Advanced Immunohematology II			4		Winter II	
MLS 608	Advanced Microbiology II			4		Winter II	
MLS 68*	Clinical Internship		P/F	2		Winter II	
MLS 68*	Clinical Internship		P/F	2		Winter II	
MLS 607	Advanced Immunology/Molec. Diag. II			4		Spring II	
MLS 610	Directed Research			2		Spring II	
MLS 68*	Clinical Internship		P/F	2		Spring II	
MLS 68*	Clinical Internship		P/F	2		Spring II	
MLS 699	Grad Seminar		P/F	1		Spring II	
		0		70	0		

**** Note: Based on clinical availability, Internships can begin in Summer term.**

Post-Professional Program Curriculum

Course ID	Description	Grade	Credits	Term
MLS 601	Research Methods		2	Spring
MLS 412	Education Design		2	Spring
MLS 603	Trends & Topics in News		4	Summer
MLS 604	Adv Hematology		4	Fall
MLS 605	Adv chemistry		4	Fall
MLS 608	Adv Med. Micro		4	Winter
MLS 606	Adv Immunoheme		4	Winter
MLS 607	Adv. Immunology / Molec. Diag.		4	Spring
MLS 610	Directed Research		2	Summer
			30	

Students in the post-professional program can start during any term and may request substitutions in grad level courses to meet their career goals.

Course Descriptions

Pre-Professional Medical Laboratory Science

MLS 501 - INTRODUCTION TO LAB METHODS -3 CR (Hybrid, Lab Required): Introduces terms, concepts, procedures, and equipment used in a professional laboratory. Topics of professional ethics and regulatory agencies; basic lab safety, lab equipment, and techniques; phlebotomy and specimen processing; quality control concepts; laboratory math; required documentation and retention policies; point of care testing, basic instrumentation, automation, and computerization in the laboratory. Lab experience in phlebotomy will be provided in the campus laboratory and the clinical setting.

MLS 502 - URINALYSIS & BODY FLUIDS - 3 CR (Hybrid, Lab Required): This course will focus selected body fluids including urine, amniotic fluid, cerebrospinal fluid, pleural fluid, peritoneal fluid, pericardial fluid, and synovial fluid. Renal pathophysiology and the physical and chemical properties of urine and cellular elements of the urine in healthy and diseased states are studied. The formation, function, and analysis of cerebrospinal fluid and amniotic fluid will be presented and analyzed. The pathophysiology of pleural, peritoneal, and pericardial cavities will be presented. Focus is provided to the cellular and formed elements found in these body fluids. This course includes the performance of various laboratory procedures utilized in the analysis of each of these fluids. Case studies will be analyzed to incorporate synthesis of the content and ability to assess the laboratory results associated with various disease states. Laboratory applications of patient samples and quality control procedures are required.

MLS 503 - PARASITOLOGY, MYCOLOGY & VIROLOGY – 3 CR (Online): The disease mechanisms of blood, tissue and intestinal parasites will be studied with emphasis on general characteristics of parasitic infections, test methods, and treatments. The study of mycology, characteristics of medically important molds and fungi, as well as test methods are detailed. Virology, medically important viruses, transmission routes, and methods of testing will be addressed.

MLS 504 - HEMATOLOGY & COAGULATION I – 4 CR (Hybrid, Lab Required): This course is a study of the normal production, maturation, and function of erythrocytes, leukocytes, and platelets. Lectures on hematologic disorders involving red/white cells will be discussed with emphasis on the pathogenic mechanisms. Laboratory tests, along with correlation to common disease states will also be examined and performed. Normal hemostasis will be considered including pertinent laboratory tests used in diagnosis of coagulation problems., Students will be expected to analyze case studies, evaluate laboratory data, and compose written evaluation of the differential diagnosis through comparing or contrasting similar conditions, and suggest appropriate reflex testing to confirm diagnosis.

MLS 505 - CLINICAL CHEMISTRY I -4 CR (Hybrid, Lab Required): Provides students with an opportunity for in-depth application and reinforcement of chemistry principles and techniques in a medical laboratory setting. Topics include carbohydrates, electrolytes and acid-base balance, nitrogenous compounds, enzymes and endocrinology, liver functions, lipids, therapeutic drugs and toxicology, automated chemistry routine, immunoassay, special chemistry tests, molecular diagnostics, recording accuracy, safety, and quality control. Students will review case studies, evaluate data, and compose written evaluations of the differential diagnosis by comparing and contrasting similar conditions. Laboratory experience will be required to demonstrate competency and comprehension of techniques applicable to the study.

MLS 506 - IMMUNOHEMATOLOGY I- 4 CR (Hybrid, Lab Required): This course will provide the study of the major blood groups of humans including the red cell antigen systems, alloantibodies, and non-immune stimulated antibodies. Topics of focus will cover blood group systems, compatibility testing, transfusion reactions, and hemolytic disease of the fetus and newborn will be discussed. Learners will analyze and resolve complex case study scenarios, compile research data, and prepare and discuss presentations on specific blood group systems. Laboratory experiences will focus on type & screens, antibody panels, and resolving multiple antibody related panels.

MLS 507 - IMMUNOLOGY, SEROLOGY, & MOLECULAR DIAGNOSTICS I -4 CR (Hybrid, Lab Required):

This course discusses immunity, cell-mediated immune response, and antibody-mediated immune responses to immunogens. The cells, development, and role in human immune response will be discussed. Immunoglobulins, cytokines, and complement will be analyzed for role in immune responses. Common disorders of impaired immune function and infectious diseases will be discussed including autoimmunity, hypersensitivity, transplantation and tumor immunology, immunodeficiency, syphilis, infectious mononucleosis, COVID, and hepatitis. Laboratory exercises for disorders will be performed, analyzed, and compared to conditions for synthesis. Learners are expected to integrate the role of specific immune responses, current research findings, and the laboratory testing used in diagnosis and treatment of the specific condition.

MLS 508 - CLINICAL MICROBIOLOGY I – 4 CR (Hybrid, Lab Required): Lectures and laboratory experiences emphasize current medical laboratory procedures for the safe collection, culture, staining, identification, and control of microorganisms routinely encountered in a medical setting. This course includes a survey of gram positive and gram-negative organisms encountered in medical microbiology labs and includes laboratory exercises focusing on plate characteristics and biochemical identification of organisms.

MLS 600 - LABORATORY MANAGEMENT - 3 CR (Online): Learners focus on general management and laboratory-specific management topics to include human resource management, organizational behavior, financial analysis, and compliance and regulatory issues. Reimbursement related issues, CPT coding, and analysis of financial decision-making regarding cost per test will be evaluated. Job specific skillsets, professional attributes of management, and interviewing will be assessed. Assignments and projects will show comprehension, synthesis, and application of the learner's ability to integrate these principles and topics in laboratory related scenarios.

MLS 601 - RESEARCH METHODS – 3 CR (Online): The purpose of this course is to introduce students to basic research methods in the medical Laboratory Science field, including familiarization with both quantitative and qualitative methods. Students will be introduced to topics on how to write a research proposal, and how to analyze quantitative and qualitative results.

MLS 604 - ADVANCED HEMATOLOGY II – 4 CR (Online): This online course will provide understanding, application principles and didactic reinforcement of hematology/coagulation principles and techniques.

Evaluation of case studies involved in laboratory principles and procedures at a medical technologist level will require learners to critically think and employ troubleshooting methods to solve difficult cases. Topics include complete blood counts and differentials, routine and special blood tests, evaluation of data for leukemias, anemias, and sample acceptability; calibration and instrument to instrument comparisons; coagulation to disease states and critical levels; recording and evaluating accuracy, safety, and quality control, and management issues.

MLS 605 - ADVANCED CLINICAL CHEMISTRY II - 4 CR (Online): This online course provides an analysis and synthesis of chemistry related case studies as a reinforcement of chemistry principles and techniques in a medical laboratory job setting. The cases will require learners to apply concepts and techniques, coupled with previously learned theory to diagnose, troubleshoot, and correlate results to pathophysiologic disease states. Learners will evaluate data, apply knowledge, and compose and defend both orally and written cases through presentations and reports. Topics include carbohydrates, electrolytes and acid-base balance, nitrogenous compounds, enzymes and endocrinology, liver functions, lipids, therapeutic drugs and toxicology, automated chemistry routine and stat, immunoassay, special chemistry tests, molecular diagnostics, recording accuracy, safety, and quality control.

MLS 606 - ADVANCED IMMUNOHEMATOLOGY II - 4 CR (Online): This online course provides an analysis of difficult case studies through the application and reinforcement of immunohematology principles and techniques. Case study applications allow the learner to fully immerse them in topics of complicated transfusions, difficult antibody identifications using various biochemical methods to solve, transfusion related complications such as TRALI and TACO, inventory control, management of disease states, inventory control, records and reagent quality control, equipment and safety, and regulatory accrediting agency standards

MLS 607 - ADVANCED IMMUNOLOGY/MOLECULAR DIAG. II - 4 CR (Online): This online course

emphasizes immunologic techniques in the serologic identification of antigens and antibodies. This course will employ a case study approach to solving difficult cases with emphasis is made on measurement of the immune product, reactions which can yield significant information in the clinical differential diagnosis and monitoring the progress of a disorder / disease through results presented. Learners will communicate understanding through presentations, written reports, and evaluation of the data to determine if additional testing is required to definitively identify the cause.

MLS 608 - ADVANCED MICROBIOLOGY II - 4 CR (Online): This online course provides a review of basic microbiology principles. Evaluation of case studies involved in laboratory principles and procedures at a medical technologist level will require learners to critically think and employ troubleshooting methods to solve difficult cases. The case study approaches enable learners to identify both physical and biochemical characteristics of bacterial samples, microbial physiology and the interactions between the host and pathogenic microorganisms, clinical and epidemiological consequences of these interactions, and molecular diagnostic testing are also covered.

MLS 609 - EDUCATION DESIGN – 2 CR (Online): Learners will explore topics related to teaching, taxonomy, evaluation, assessment, and accreditation as they explore roles as a trainer, preceptor, program director, faculty appt.

MLS 610 - DIRECTED RESEARCH - 2 CR (Online / Internship): Learners will perform the ten principals of research, conduct a small-scale research project as assigned by the clinical internship host on a topic within the scope of the medical internship, and present and defend the project.

MLS 684(I) IMMUNOLOGY/SEROLOGY INTERNSHIP – 1 CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of immunology/serology for 40 hours of clinical practice.

MLS 685 (U) URINALYSIS & BF INTERNSHIP 2 CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of urinalysis & body fluids for 80 hours of clinical practice.

MLS 686 (H) HEMATOLOGY/COAG INTERNSHIP – 2 CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of hematology and coagulation/hemostasis for 160 hours of clinical practice.

MLS 687 (M) MICROBIOLOGY INTERNSHIP – 2 CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of microbiology for 160 hours of clinical practice.

MLS 688 (BB) IMMUNOHEMATOLOGY INTERNSHIP – 2CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of immunohematology / bloodbank for 160 hours of clinical practice.

MLS 689 (C) CLINICAL CHEMISTRY INTERNSHIP – 2 CR

Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of clinical chemistry for 160 hours of clinical practice.

MLS 699 - GRAD SEMINAR – 1 CR (Online): This course provides a detailed analysis of the disciplines that comprise medical lab science. The course is a preparatory course to aid graduates in preparation for the certification exam. Analysis of case studies from the spectrum of disciplines within the field, real life scenarios are presented that not only correlate with disease states, but also serve as problem-solving and critical thinking exercises. So as to better prepare for sitting for the national certification examinations required and for clinical

practice, a mock registry national examination will serve as the final exam which requires a passing score of 70% for successful completion of the course.

Post Professional Medical Laboratory Science Curriculum

MLS 601 - RESEARCH METHODS – 3 CR (Online): The purpose of this course is to introduce students to basic research methods in the medical Laboratory Science field, including familiarization with both quantitative and qualitative methods. Students will be introduced to topics on how to write a research proposal, and how to analyze quantitative and qualitative results.

MLS 603 - Trends & Topics in the News – 4 CR (Online): Learners will explore trends, topics, managerial decision making and factors affecting the current lab scene. Case studies, articles, and collaborative projects are explored with encouragement to find alternative solutions.

MLS 604 - ADVANCED HEMATOLOGY II – 4 CR (Online): This online course will provide understanding, application principles and didactic reinforcement of hematology/coagulation principles and techniques.

Evaluation of case studies involved in laboratory principles and procedures at a medical technologist level will require learners to critically think and employ troubleshooting methods to solve difficult cases. Topics include complete blood counts and differentials, routine and special blood tests, evaluation of data for leukemias, anemias, and sample acceptability; calibration and instrument to instrument comparisons; coagulation to disease states and critical levels; recording and evaluating accuracy, safety, and quality control, and management issues.

MLS 605 - ADVANCED CLINICAL CHEMISTRY II - 4 CR (Online): This online course provides an analysis and synthesis of chemistry related case studies as a reinforcement of chemistry principles and techniques in a medical laboratory job setting. The cases will require learners to apply concepts and techniques, coupled with previously learned theory to diagnose, troubleshoot, and correlate results to pathophysiologic disease states. Learners will evaluate data, apply knowledge, and compose and defend both orally and written cases through presentations and reports. Topics include carbohydrates, electrolytes and acid-base balance, nitrogenous compounds, enzymes and endocrinology, liver functions, lipids, therapeutic drugs and toxicology, automated chemistry routine and stat, immunoassay, special chemistry tests, molecular diagnostics, recording accuracy, safety, and quality control.

MLS 606 - ADVANCED IMMUNOHEMATOLOGY II - 4 CR (Online): This online course provides an analysis of difficult case studies through the application and reinforcement of immunohematology principles and techniques. Case study applications allow the learner to fully immerse them in topics of complicated transfusions, difficult antibody identifications using various biochemical methods to solve, transfusion related complications such as TRALI and TACO, inventory control, management of disease states, inventory control, records and reagent quality control, equipment and safety, and regulatory accrediting agency standards.

MLS 607 - ADVANCED IMMUNOLOGY/MOLECULAR DIAG. II - 4 CR (Online): This online course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. This course will employ a case study approach to solving difficult cases with emphasis is made on measurement of the immune product, reactions which can yield significant information in the clinical differential diagnosis and monitoring the progress of a disorder / disease through results presented. Learners will communicate understanding through presentations, written reports, and evaluation of the data to determine if additional testing is required to definitively identify the cause.

MLS 608 - ADVANCED MICROBIOLOGY II - 4 CR (Online): This online course provides a review of basic microbiology principles. Evaluation of case studies involved in laboratory principles and procedures at a medical technologist level will require learners to critically think and employ troubleshooting methods to solve difficult cases. The case study approaches enable learners to identify both physical and biochemical characteristics of bacterial samples, microbial physiology and the interactions between the host and pathogenic microorganisms, clinical and epidemiological consequences of these interactions, and molecular diagnostic testing are also covered.

MLS 609 - EDUCATION DESIGN – 2 CR (Online): Learners will explore topics related to teaching, taxonomy, evaluation, assessment, and accreditation as they explore roles as a trainer, preceptor, program director, faculty appt.

MLS 610 - DIRECTED RESEARCH - 2 CR (Online / Internship): Learners will perform the ten principals of research, conduct a small-scale research project as assigned by the clinical internship host on a topic within the scope of the medical internship, and present and defend the project.

Medical Laboratory Science Clinical Internship Handbook

KAREN GIDDENS MS, MLS(ASCP)

The purpose of this Clinical Education Handbook is to provide guidelines and information regarding the policies, procedures, and processes in the Department of Medical Laboratory Science at Georgia Campus- Philadelphia College of Osteopathic Medicine. This document may not disregard the policies of the Philadelphia College of Osteopathic Medicine, policies of clinical affiliation agreement sites; constitutions of the State of Georgia; rules, regulations and policies set forth by CAP, CLIA, COLA, or other accrediting bodies of the laboratory profession. The authorities will govern in the event that there is any inconsistency or conflict in these guidelines.

Non-Discrimination

In concordance with PCOM policy 1.37, the Department of Medical Laboratory Science prohibits discrimination on the basis of age, sex, color, disability or handicap (physical and/or mental), genetic information, military and military veteran status, medical condition, pregnancy, ancestry, national origin, ethnic heritage, gender, gender identity or expression, creed, race, religion, marital status, sexual orientation, HIV/AIDS status, or any other legally protected class status. PCOM complies with applicable state and local laws governing non- discrimination in employment in every location in which the company has facilities.

MSCHE Accreditation Statement

Philadelphia College of Osteopathic Medicine is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Georgia Campus is approved by both Georgia and Pennsylvania Departments of Education and operated as a branch campus under PCOM's Middle States accreditation.

The graduate Medical Laboratory Science Program at PCOM Georgia is under approval and awaiting the final accreditation site visit (Fall 2025) by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 N. River Rd, Suite 720 Rosemont, IL 60018-5119; ph: (773)714-8880; fax: (773)714-8886; info@naacls.org

Department of Medical Laboratory Science

Philadelphia College of Osteopathic Medicine-Georgia

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Introduction

The purpose of this handbook is to provide guidelines for the Clinical Education component of the curriculum in the Department of Medical Laboratory Science and to serve as a reference for the guidance of faculty, clinical preceptors, and students. The handbook also includes information such as responsibilities of the college and clinical facility, policies and procedures, communication, the development of student learning experiences, and the evaluation of clinical performance. The handbook will be reviewed annually, by the MLS Program Director, faculty, and curriculum committee, who will also seek guidance from the appointed members of Advisory Board. The Clinical Education Handbook in conjunction with the MLS Student Handbook provide the policies for enrolled students.

All MLS students are also subject to the policies of PCOM as delineated in the General Student Handbook in the PCOM Catalog.

Questions regarding clarification on any of the policies or procedures in this handbook may be directed to the Program Director or Admin. & Clinical Assistant:

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Masters in Medical Laboratory Science

Mission, Vision, Philosophy & Core Values

As an integral academic program of the Philadelphia College of Osteopathic Medicine [PCOM] – Georgia, the Department of Medical Laboratory Science embraces the College's Mission, Vision and Values http://www.pcom.edu/about/mission-statement.html. Our mission and vision are based upon a foundation of professionalism, which is defined by PCOM as "the act of treating every individual in every situation, with the highest level of interpersonal respect, dignity, civility and empathy.

Mission Statement

The mission of the MS in Medical Laboratory Science program at Philadelphia College of Osteopathic Medicine is to produce high-quality graduates armed with the knowledge, skills, critical thinking, and professional behavior to function in an array of laboratory settings.

Vision Statement

The Philadelphia College of Osteopathic Medicine Department of Medical Laboratory Science program will be recognized for its:

- Commitment to cultivating inclusive learning environments that inspire our learners to become lifelong, inquisitive, and professional scientists that advocate for all individuals in our ever-changing and diverse health care environments.
- Hybrid learning environments that offer opportunity for students to enter the profession of medical laboratory science to contribute to the diagnostics and care for the "whole person" patient management model through educational development, intellectual growth, and the hands-on experience provided in both campus lab and clinical internships.
- Educational advancement for individuals seeking to enter the profession of medical laboratory science, or to enhance their professional goals to become leaders and a member of the healthcare team who are committed to lifelong learning and engagement in the profession.

Program Goals and Expected Outcomes

To fulfill the mission of the MS in Medical Laboratory Science program and the College as well as meet the needs of the medical laboratory community, the MS in Medical Laboratory Science program will:

1. Use innovative educational methods to deliver an exceptional curriculum that best suits the needs of a diverse population.
2. Facilitate the knowledge and skills to adapt to a current and evolving scope of practice.
3. Create an environment that encourages and develops critical thinking, critical reasoning, and creative problem solving.
4. Research innovative educational methods to enrich and deliver best practices in laboratory science education.
5. Develop new partnerships and relationships with professional colleagues and community stakeholders.
6. Promote the profession through innovative education and engagement through scholarship and membership in professional societies.
7. Collaborate with other healthcare professionals to serve the needs of a diverse population.
8. Encourage and deliver experiences that promote an environment for active participation in professional organizations.
9. Demonstrate and model professional, ethical practice, and leadership always for the benefit of the student, professional partners, and university.

Upon completion of the program, graduates of the Master of Science in Medical Laboratory Science program will:

1. Demonstrate a scientific framework of the work requirements necessary to be a medical laboratory scientist.
2. Articulate the knowledge of medical laboratory science terminology, attributes, and other basic requisites needed to be a medical laboratory scientist.
3. Demonstrate the significance of laboratory personnel in a variety of healthcare settings.
4. Utilize skills acquired and polished for effective citizenship and fostering life-long learning among peers and the profession.
5. Integrate the diversity of cultures, both within the profession and fields of healthcare, throughout their career.

Program Outcomes

The student outcomes will remain consistent with prescribed NAACLS outcomes as follows:

1. Graduate certification rates will meet or exceed the 75% pass rate for the ASCP-BOC certification exam.
2. The program graduation will meet or exceed 70% for students who begin the second half of the program.
3. The program placement rate will meet or exceed 70% for in-field placement or continue to further education.
4. The program will report attrition rates for the MLS program.

MLS Curriculum

Curriculum Philosophy

The medical laboratory science program's faculty and director have embraced the philosophy that by promoting excellence in medical laboratory science education is crucial for meeting the healthcare needs of society. The emphasis on partnerships between academic and clinical faculty, students, and the healthcare community is essential for instilling a commitment to lifelong learning, and patient-centered care. By fostering a collaborative environment, students can develop the skills and mindset needed to address clinical problems effectively and promote optimal patient outcomes.

Curriculum Plan

The medical laboratory science program is a full-time, professional program leading to a master's in medical laboratory science degree. The program is designed for students to complete over 24 months of study, which includes 20 weeks of full-time clinical education.

The hybrid curriculum model is designed to provide didactic instruction through the Blackboard LMS, while providing students the hands-on learning opportunity through our state-of-the-art campus laboratory.

During the first year, students will complete introductory courses for each of the major disciplines, attend intensive laboratory sessions one weekend a month, and develop the basic skills that are necessary to enter to clinical arena in the second year of study. Courses in the first year will introduce the normal values associated with testing in each of the disciplines, while introducing topics of pathologic anomalies associated with a variety of conditions and diseases.

In the second year, learners will enter the clinical site at an assigned affiliate location, while concurrently enrolled in courses covering advanced theory for all major disciplines. During the second year, students will demonstrate comfort in associating laboratory values with normal and abnormal conditions, as well as critically evaluating and associating results with conditions. Each course in the program covers an integral component of the profession and is aligned to the requirements as set forth by NAACLS for instruction of the entry level scientist.

Clinical Education in the MLS Curriculum

Overview of Clinical Education

The clinical education component of the Master's in Medical Laboratory Science degree program includes five (5) full- time, clinical experiences. The Clinical Education component includes the major skills that are required of an entry level medical laboratory scientist. Structured learning opportunities are designed to allow students to develop, hone, and improve clinical skills, enhance knowledge, and correlate the theory to practical experience. Clinical experiences provide an environment that is rich with an array of diagnostic conditions, for students to apply critical thinking, apply theoretical concepts, troubleshooting, and laboratory techniques. Learners will develop professional attributes and engage with an array of healthcare professionals that can be integrated into 'applied' practice for the provision of quality patient care.

The Medical Laboratory Science Department is committed to the application of professional education that requires both academic preparation with cognitive and psychomotor application. Campus laboratory skills are introductory and are designed to instruct the learner on the basic concepts, techniques, and application of the testing for each discipline. The campus laboratory experience uses common laboratory equipment that is on a smaller scale from the typical hospital/reference laboratory clinical environments. The equipment and experiences are used to instruct learners on testing, quality control, calibration, and maintenance items that will be required for the daily laboratory practice. The Medical Laboratory Science Program seeks to provide clinical experiences that offer a stimulating environment to provide students with an array of samples, equipment, and experiences that develop the students' skills, integrate and solidify the theory to the application, demonstrate and develop professional communication and interaction with the healthcare team.

Clinical facilities provide a site for real life development, and present experiences for students to experience the rapid pace of an ever-changing healthcare environment. This experience will provide learners with interaction and mentorship from an array of practitioners, allow interaction with a diverse set of personalities, and facilitate real world training with the most modern and available technologies afforded to the profession. The growth of the students' clinical skills under the supervision and guidance of clinical faculty is imperative. The clinical affiliates will create a learning environment that enables students to develop their knowledge, skills, and professional attributes with feedback and constructive criticism to correct and develop the skills needed to function as an entry level scientist upon completion.

The College and Medical Laboratory Science Program faculty have a responsibility to support clinical faculty and incorporate assessment on students' progress and growth. The MLS program will stay in continuous contact with clinical affiliates to gather feedback on each student during the clinical internship period. Feedback will be shared with the enrolled student as necessary. The exchange of

information regarding a student will be limited to professional demonstration, ability and performance, and professional attributes such as attendance, attitude, and communication.

Clinical Education Experiences

The clinical experiences for our program will include exposure to realistic environments to allow clinical practice, communication, documentation, supervision of support personnel, problem solving, and ethical/legal aspects of patient care. The clinical education series is specifically designed to provide students with the opportunity to progressively develop and refine their knowledge, skills and behaviors required for safe and effective practice.

During clinical experiences, students will also complete journal/portfolio assignments that are designed for reflection and integration of academic knowledge and skill to "real world" application. The following documents are required for EACH clinical internship, regardless of the clinical site:

1. Pre-Clinical Study Questions
2. Journal / Portfolio:
    a. Include names of instrumentation/methods/principles for each test in the department, sample types accepted for each method (make sure to include samples / tubes that are cause for rejection such as hemolysis, unspun serum, EDTA etc. Example: Li Heparin additive would be rejected for a Lithium test – causes falsely elevated lithium level.)
    b. List the frequency of maintenance performed, requirements for quality control (daily, per shift, two levels, three levels etc..)
    c. Troubleshooting techniques employed and examples of the conditions that were affected requiring repair/maintenance/or troubleshooting.
3. Time sheets that are signed by preceptor verifying hours.
    - 160 hours of Immunohematology (Blood bank)
    - 160 hours of Clin Chemistry
    - 160 hours of Hematology / Coagulation
    - 160 hours of Clin Microbiology
    - 120 hours of Urinalysis
    - 40 hours of Immunology
4. Clinical Check off sheets (Appendix A)
5. Affective Check list (Appendix B) – required for EACH internship completed regardless of whether it is at the same location / preceptor.

Clinical Education Sequencing

The academic courses are designed to be completed in sequence. No student will be allowed to enter a clinical setting until the corresponding academic course at the "500 level" is complete with a score of 3.0 or better.

Students who have not successfully completed the academic courses at the "500 level" with a 3.0 or better will not be allowed to enter the clinical internship portion of the program. Students will be referred to the MLS program's Student Progress Evaluation Committee [SPEC], which is a standing committee consisting of

program faculty to determine the appropriate action. **Students under academic or conduct sanctions in the program are not permitted to participate in clinical education until the program is confident that their ability to perform safely and satisfactorily in the clinical laboratory.** ***The timing of a clinical experience may therefore be changed/delayed from the typically planned curriculum calendar.***

PROGRESSION

- **Should a student be unable to complete a clinical experience, the Program Director will meet with the SPEC Committee to determine whether the student may matriculate in the curriculum and how the deficient clinical experience will be completed.**
- **Failure to successfully complete the didactic, clinical, and academic coursework may require a change in the timing of the clinical experience from the typical academic calendar or a potential delay in graduation.**

Any student with a deficiency in clinical education experience [NP – No Pass] will be required to successfully remediate the didactic course AND repeat the clinical internship, following policies and procedures set forth by our program and PCOM. Recommendations for remediation may include (but not limited to), additional study time, repeating all or a portion of the clinical experience, or repeating coursework in areas of deficiency prior to return to a clinical experience. The clinical internships are reserved for students that are in good standing and on schedule to matriculate with the anticipated graduation of the cohort. If for some reason an experience is delayed, it may delay graduation as clinical experiences are ***dependent upon* availability of a clinical facility**.

Failure to successfully remediate the clinical education experience may result in more serious sanctions, including dismissal from the MLS program. Students are to follow the policies and procedures for academic progress in the MLS Student Handbook for additional information about counseling, study skill services, and assistance for academic work and for an outline of the process for grade appeals.

Clinical Affiliation Agreements

Clinical Education is a partnership between academic faculty and clinical faculty. In this partnership each gives his/her expertise toward the goal of student education, advancement for the future of the profession, and growth of the workforce to combat shortages. Clinical affiliations are established for the program by the clinical education coordinator.

Many key factors are considered by the program prior to the initiation of an A*greement*, which include congruence with the College and MLS program mission, the ability of an affiliate to provide training and resources, as well as the variety of clinical experiences that an affiliate is able to provide. Additional factors may include the level of experienced clinical instructors that are able to commit to student training, additional schools being hosted at the site, and the availability of strong, experienced, professional role models.

Student Assignment [Placement]

Clinical rotation sites are located throughout Georgia, with a substantial concentration around PCOM Georgia (Suwanee, Georgia) and PCOM South Georgia (Moultrie, Georgia). Despite concentrations in these locations, space in these rotation sites is still limited and it may become necessary for students to accept the financial impact of traveling and living out of town for a portion of their clinical assignments.

The program will make every effort to place all students on clinical rotations, making every attempt to select sites for students that are near them. However, occasionally a scheduled clinical experience at an external site may be unavailable due to circumstances beyond the control of PCOM, and failure to complete all required clinical rotations may delay a student's graduation. Since clinical rotation is required, the program may place a student in a site at some distance from the student.

Students are assigned to the clinical sites based on several factors. For a clinical site to be deemed as acceptable, a site must have all aspects of a particular department checklist's requirements for a particular department to be satisfactory.

Students are permitted to indicate their preference/s for each placement; however, all decisions for clinical placement will be at the discretion of the program director.

Clinical Education requests are sent out approximately 6-9 months in advance, for the upcoming clinical education year. Clinical assignments are made without regard to age, race, color, gender, gender identity and expression, national origin, ancestry, sexual orientation, religion, creed, disability, genetic information, or marital status in accordance with applicable federal, state and local laws. PCOM complies with applicable state and local laws governing non-discrimination and expects the clinical facilities policies and procedures for clinical placement to reflect this practice.

Student Placement

Students may not contact facilities to discuss or arrange clinical experience to meet personal needs. The process for evaluating clinical sites and determining student readiness is at the discretion of the MLS Program Chair and faculty; therefore, any student who attempts to bypass department procedures in the selection and/or assignment may result in disciplinary action. Students are expected to initiate contact with a clinical site only after receiving a confirmed assignment by the program's clinical assistant.

1. Students ***may not*** contact facilities to arrange clinical learning experiences. Any student that attempts to procure their own clinical, contacts a prospective or current clinical affiliate, or otherwise attempts to act as a representative of the college does so at the risk of disciplinary action.
2. Student contact with a facility should occur only after receiving placement information with confirmation from the MLS clinical assistant.

3. Students *may not* alter the clinical, refuse the clinical appointment nor cancel the clinical experience. Students that do NOT accept the appointment assigned to them will be moved to the end of the clinical list, may not be assigned to a clinical site, and will delay their graduation.

Student Reassignment

Although commitment by the clinical site is generally a solid commitment, occasionally it becomes necessary for the site or program to cancel, reassign, or extend the length of a student's clinical assignment. Reasons for re-assignment often include: hospital projects involving major staff, staffing changes at the facility; changes in corporate policies or revisions, etc. While clinical affiliates are not under the control of PCOM or the MLS department, we make every effort to accommodate a swift reassignment to enable the student to complete the program requirements in time for graduation. Students **MUST** be flexible regarding the time and location of each experience so that clinical education objectives of the program are satisfactorily met.

Service Work Policy

At no time during the clinical internship placement should a student serve in the capacity as functioning technologist without supervision. No student should substitute in place of a paid employee, nor should any student receive compensation for clinical training. Paid service work toward clinical internship hours and experience is a direct violation of NAACLS standards and will be grounds for dismissal from the MLS program (National Accrediting Agency for Clinical Laboratory Sciences, 2021).

No formal agreements exist between PCOM and any clinical affiliates with regard to service work. If, however, a student does acquire a position in the laboratory through independent means, the PCOM MLS program director must ensure that this service work occurs outside of academic hours and is noncompulsory (National Accrediting Agency for Clinical Laboratory Sciences, 2021).

During clinical experience students are not to be substituted for regular staff. Student employment should be voluntary, paid, supervised, and performed outside of the normal clinical experience. Student employment/work does not substitute for clinical experience.

Responsibilities of the Clinical Admin Asst.

The Clinical Admin Assistant reports directly to the MLS Program Director and has administrative duties for the Medical Laboratory Science program, exclusively. The Clinical Administrative Assistant serves as a liaison between the medical laboratory science program and the clinical education site as part of his/her responsibilities. Working directly with the MLS Program Director, a clinical affiliate list is compiled, clinical affiliations are established and maintained with respect to renewals, and student placements are matched with affiliates in January of each academic year. The clinical administrative assistant facilitates ongoing development of and communication with clinical education sites and clinical faculty, establishes meetings with affiliates and program director, and prepares notifications to students regarding clinical appointment at the affiliate chosen.

The MLS Clinical Admin Assistant duties are as follows:

1. Establish, develop, and maintain a sufficient number of clinical sites for accepted cohorts for all five disciplines within the MLS curriculum.
2. Provide ongoing communication with clinical educators at each clinical education site, including:
    a. clinical education contractual agreement negotiated between the academic program and each clinical education site;
    b. curriculum; provide copies of syllabi, learning objectives for each clinical experience; policy/s of the academic program pertaining to clinical education (provide clinical manual to the education coordinator of each site);
    c. dissemination of appropriate student related information by entering student information into ACEMAPP, and provide other documentation as required (e.g., health insurance, liability/malpractice insurance, state/federal laws and regulations such as ADA);
    d. student placement under the direction of the Program Director [i.e. provide dates/times for each clinical education experience]
3. Develop a clinical internship spreadsheet for each cohort that includes:
    a. placement, supervision, and communication with students while on clinical experiences.
    b. informing students of clinical education policies/procedures and relevant clinical education site information
    c. file clinical paperwork in student files at the completion of the clinical internship.
    d. relay concerns or information from clinical site to the program director.

Clinical Education Advisory Committee [CEAC]

The Medical Laboratory Science Program at PCOM provides leadership for a ***Clinical Education Advisory Committee*** which is comprised of area laboratory directors/managers and clinicians, clinical site coordinators for clinical education, and clinical educators who may supervise our MLS students during the clinical internship component of our curriculum. The primary mission of the CEAC is to explore challenges and trends of mutual interest related to the field of medical laboratory science clinical education and practice. The primary objectives of the CEAC are to:

1. Provide a formal communication link between the College and invested clinical facilities which participate in the clinical education component with the Medical Laboratory Science Program through Philadelphia College of Osteopathic Medicine (PCOM) Georgia.
2. Seek recommendation on curriculum addition / omissions (including laboratory practices)
3. Make recommendations to the appropriate College committees regarding the clinical education component of the program.
4. Seek feedback and establish a dialogue concerning:
    a. Vacancies in the area
    b. Trends
    c. Weaknesses or themes that are noted among new hires / graduates.
    d. Funding resources for potential students / employee prospects

Technical Standards and Essential Functions

[Location: Appendix B]

The Philadelphia College of Osteopathic Medicine and MLS program fully complies with Section 504 of the Vocational Rehabilitation Act Title V and the Americans with Disabilities Act (ADA). The medical laboratory science program also asserts that all candidates must meet minimal essential eligibility standards to be a ***qualified*** applicant for the requirements of the college, MLS program, our clinical education affiliates, and the profession of medical laboratory science.

It is important for students with disabilities to disclose their needs and request accommodation to ensure they can meet the essential functions required in their clinical education experiences. By creating an environment where students with disabilities can disclose their needs and request accommodations, the institution promotes inclusivity and equal opportunities in clinical education. This proactive approach not only supports students' success but also contributes to a workforce that prioritizes patient well-being and outcomes in healthcare delivery.

The procedure for disclosure and for requesting accommodation can be located in the PCOM General Student Handbook found at www.catalog.pcom.edu. Upon the request of persons with disabilities, PCOM will provide reasonable accommodations; however, is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum including didactic component, laboratory sessions, and clinical experiences.

The technical standards and essential functions [Appendix B – criteria examples] are set forth so that students recognize the essential eligibility requirements for participation and progression in the MLS program. The MLS student must possess the ability and skill in six essential areas.

Additional information can be found online or by reaching out to the Disability Coordinator:

- https://www.pcom.edu/disclosures/disability-accommodations.html
- The first point of contact for the disability accommodations process at PCOM is the Equity and Title IX team member for your campus. The Equity and Title IX team includes the Equity and TItle IX Manager (Title IX Coordinator) and the Equity Coordinator. The Equity and Title IX team, in collaboration with the Office of Student Affairs, work to administer disability accommodations at PCOM.
- Shubha Kayarthodi at shubhalka@pcom.edu

Professional Behaviors

As members of the profession of medical laboratory science, our students will be guided in the development of professional behavior using the **Core Values** adopted by the American Society for Clinical Laboratory Science (ASCLS). These values encompass key attributes essential for success in various professional fields, emphasizing the importance of not only academic achievement but also ethical behavior, effective collaboration, and a commitment to continuous growth and respect for others. Upholding these values ensures individuals can provide high-quality care, maintain professionalism, and contribute positively to their respective communities and organizations.

Professional behavior development is a requirement of all courses (*Effective 08/01/2024*) and is emphasized throughout the curriculum. The faculty and staff have an obligation to identify/document, correct, and report infractions of any unprofessional / unbecoming conduct of a medical laboratory science student. Faculty within the program assist students in developing skills in accurate self-assessment – an essential skill for continuing professional development and growth, using the ***Professional Behaviors Assessment*** [Appendix C]. The intent of the Professional Behaviors Assessment is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of Medical Laboratory Science.

We expect students to embrace these Core Values, the ethical practice of medical laboratory science and to learn, understand, and exhibit these values in the classroom, during all clinical education experiences, and in the community. Inappropriate professional behavior toward classmates, academic and clinical faculty, or patients will not be tolerated in any manner.

Inappropriate professional behavior is defined as anything that shows disregard for respect for the dignity and worth of the individual. Disregard for Conduct Policy demeans the violator and assaults the character and good name of the group, the faculty, the program, the institution, and the profession of medical laboratory science. Failure to exhibit the expected professional behavior and violations of the Conduct Policy in any form may be grounds for programmatic sanctions.

During clinical experiences, if there is any report of inappropriate student conduct, the program director will address the issue the day of the report, or within 24 hours. At the program director's discretion, the site coordinator, program director, and student may elect to develop an action plan to resolve the issue. If the program director elects to establish [and manage] the student action plan, the Dean of Health Science will be informed, in writing, of the action taken. The program director and student will also meet] to determine appropriate action, which may include remediation, counseling, referral or other programmatic sanctions. Each case will be judged on an individual basis following due process procedures established by the Department of Medical Laboratory Science and PCOM's Student Progress Evaluation Committee.

Determination of Student Readiness for Clinical Experiences

Critical skills and safety will be assessed in all appropriate courses utilizing skill checkoffs and/or practical examinations. Students who have not successfully met required thresholds will not be allowed to participate in a clinical experience until remediation and successful re-assessment has been

completed. The faculty in the department of medical laboratory science will determine by majority vote at a faculty meeting if a student is competent and safe to engage in a Clinical Experience prior to the student beginning that experience. The department's Faculty members are also responsible for determining student readiness to participate in clinical education experiences based on the criteria and rules of the department's Student Progress Evaluation Committee [SPEC].

Progress toward practice expectations is measured by students' performance on written examinations, written assignments/projects, clinical laboratory/'practical' examinations, class participation and any additional means of evaluation from previously taken courses. Ability to meet the criteria set forth in the Technical Standards & Essential Functions, and from reports of adherence to expected Professional Behaviors as outlined in the Clinical Internship Evaluation Tool (Clinical Department Checklist) and Professional Behaviors Assessment Tool (Affective Checklist) will be considered prior to placement in any clinical education experience.

In addition, students ***must attend all required Clinical Education orientation meetings***, prior to beginning each clinical education experience. Students are expected to read the objectives, prepare for the clinical by reviewing the study guide questions, and review the evaluation tool to be used during the clinical experience and to prepare for the upcoming clinical experience.

Clinical Education Planning

Guidelines: Facility Policies and Procedures Manual

When the student arrives at the facility, it is highly recommended that all policies and procedures are reviewed, including HIPAA regulations, universal precautions, emergency procedures, etc. When possible, having the student review these policies and procedures prior to the clinical experience will enhance his/her awareness for the organization and to prepare for the experience. The information confirms the facility's responsibility for preserving the privacy, dignity, and safety of all individuals involved in the care of patients and education of students.

Students are expected to adhere to all administrative and personnel policies of the clinical facility to which they are assigned. The information, included in the *clinical affiliation agreement*, the facility's departmental policies and procedures, and/or HIPPA regulation, includes items such as:

1. Statements of patients' and students' rights [including a patients' right to refuse treatment by a student medical laboratory scientist]
2. Research and human subject policies/procedures; Release of informed consent/confidentiality of the medical record authorization for photo or video use; and to participate in any demonstration
3. Procedures for reporting unethical, illegal and incompetent practice
4. Emergency procedures; Incident reports; Safety rules; hazardous materials; universal precautions
5. Job Descriptions; Staff development programs; quality review programs; consumer satisfaction surveys

6. Organizational Structure of the Facility [Chart]
    a. Department Mission and objectives
        i. Objectives of the Clinical Education Program
            1. Role of the Clinical Education; Selection of Clinical Instructors
        ii. Sample documentation forms for Medical Laboratory Science
        iii. Support services available to students [library, lockers, parking, meals, etc]

Initial Student Contact with the Assigned Clinical Instructor and Site Coordinator

When a student receives confirmation for a clinical assignment, each student is expected to contact the clinical site within 4 weeks of receipt of this confirmation, to make initial contact with the clinical supervisor. The purpose of this call is for the student to introduce himself/herself and to gather information regarding dress code, schedule, resources for housing,* etc. Thereafter, it is the student's responsibility to maintain contact with the clinical site as appropriate until the start of the assignment.

**NOTE: Securing housing is the responsibility of the student.*

Students will complete the Student Data Forms Statement of Responsibility, Confidentiality and Security Agreement, Attestation of Background Investigation, and any other required information requested by the facility. Many facilities also require on-site orientation and paperwork that must be completed before initiating formal clinical experiences. Failure to complete any of these requirements can result in delayed clinical education.

Orientation of the Student to the Clinical Facility

The site clinical coordinator is encouraged to prepare a summary of the key information that can be sent to each student prior to his/her arrival at the facility. Information should include directions to the facility, hours of operation, parking, dress code, preceptor name, phone number/s, information about meals, housing, etc.

Orientation to the department and clinical facility at the beginning of the clinical experience can relieve many student concerns. The time required for orientation will vary dependent upon the size of the facility and the student's previous experience. Typical orientation to the Medical Laboratory Science department and facility, may include:

1. Introduction to key personnel in the department [responsibility and line of command]
2. Tour of the facility and department
    a. Location of equipment and supplies
    b. Designated space, office supplies, library and other resources for student use
3. Review of all policies/procedures; applicable regulatory updates; and safety concerns
    a. Emergency procedures, evacuation routes, safety rules, universal precautions

b. Review of confidentiality and patient/employee/student rights policies [Including HIPAA De-identification and Compliance; FERPA, etc.]
4. Dress Code, Work hours

Clinical Site Expectations

The Clinical Faculty, Clinical Coordinator and Clinical Instructors, are regarded as an integral part of the collegial environment in which our students are educated. The selection of a Clinical Facility will be determined by the quality of instructors at the site. and this handbook for needed resources for clinical experiences.

The following will be made readily available to each clinical instructor:

1. The MLS curriculum, including all objectives for each clinical experience
2. Mechanism for communicating [formal and informal] with the PCOM Clinical Coordinator ideas regarding the strengths and weaknesses of any component of the curriculum as it relates to student preparation.
3. Evaluation of the clinical education program within the MLS program.
4. Consultation and assistance in professional development to improve clinical teaching, to enhance patient/client management and administration for the facilities' Medical Laboratory Science program.

Assignment and Effectiveness of Clinical Instructors

The assignment of clinical instructors by the facility should be based upon specific criteria for clinical competence, as outlined by each facility. The criteria must also reflect that of PCOM's expected requirement/s of a clinical instructor:

- not less than one year of practice
- clinical training through in-service learning, continuing education courses, advanced degrees, teaching experience, and research experience.

Clinical sites are encouraged to consider not only the potential clinical instructor's skill level but also his/her interest and willingness to participate in student education.

The effectiveness of clinical instructors as educators is determined by the MLS Program Director in collaboration with the clinical site through the NAACLS required Clinical Facility Fact Sheet..

Student performance is measured by review of completed Clinical Internship Checklist completed at the end of each department rotation, Affective Checklist for professional behaviors, Clinical Journal/Portfolio, and completion of Pre-Clinical Questions that are submitted for each rotation.

Clinical Instructor Development

Each clinical instructor is responsible to monitor and maintain Continuing Competence hours according to licensure or certification requirement statutes outlined in his/her Medical Laboratory Science Certification Agency Bylaws.

Communication between the CI, SCCE, and PROGRAM DIRECTOR

Email is the preferred method of communication between the Department of Medical Laboratory Science, GA Philadelphia College of Osteopathic Medicine Georgia and all students. Students are fully responsible to check their school e-mail account daily. Students' will be held accountable for making timely responses to all e-mail communications, as outlined in the MLS Student Handbook.

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bayansh@pcom.edu

The MLS Clinical Assistant and/or faculty advisors in the Medical Laboratory Science department make every effort to visit or phone all CI's while supervising a student. The purpose of visits/phone calls is to allow for discussion about whether students are meeting performance expectations, if the CI has any concerns about the experience, and to assess the overall quality of the learning experience. CI's may contact the MLS Clinical Assistant at any time.

Students are responsible for notifying the MLS Clinical Assistant of any changes to the clinical experience [change in CI or rotation type] and for **any "absence"** from clinic – planned or unplanned – following the procedures in the MLS Student Handbook. **Failure to notify the MLS Clinical Assistant may result in cancellation or discontinuation of the clinical experience.** The program must be notified under any of these circumstances:

- Change in location [within the facility] or clinical instructor assignment:
- The faculty must know student/s location during an emergency, or if an incident is reported; and also, to assure appropriateness of these changes
- Request for Change in Work Hours, Planned or Unexcused Absence/s:
- The program must assure that the student completes the required clinical hours in the curriculum.
- Granting requests for personal leave or an absence from clinic will be made on an individual basis at the discretion of the MLS Clinical Assistant with input from clinical site instructors and managers.

- In the event of illness for 3 or more consecutive missed days, the student must obtain a signed medical excuse and may require a medical clearance to return to work
- Consistent Lateness from clinical experiences may result in delay in completion of the clinical experience.

Supervision of Students during Clinical Experiences

Students must be "supervised on-site" as a student is considered a trainee, without certification or experience, and is not fully trained nor checked off with competency assessments. Direct supervision means the MLS Preceptor is physically present and immediately available for direction and supervision.

Clinical instructors are expected to communicate with the Clinical Coordinator or Program Director, especially when a student's performance is judged to be unsatisfactory or there are concerns with performance or professional behavior. The Clinical Instructor must use professional judgement in distinguishing whether the situation necessitates advisement/counsel to improve the area of weakness or the need to refer for professional counseling to address more serious problems that are disrupting the student's ability to successfully function in a clinical environment.

Counseling Students at PCOM

PCOM offers voluntary, confidential services to student during emergencies through the Carebridge Assistance Program, which is staffed 24 hours a day, 7 days per week [800-437-0911 or connect with Carebridge at www.myliferesource.com/mlro/mbLogon.aspx. Clinical students are strongly encouraged to contact the program to take immediate action for intervention, if needed.

Incident/Accident Reports

If a PCOM clinical student is involved in any accident/incident with potential injury to self or others during a clinical experience, the student must comply with the facility's policies and procedures for reporting the incident using appropriate documents. All enrolled students are provided with the Philadelphia College of Osteopathic Medicine's Student Accident and Injury Plan administered by A-G Administrators, Inc. and Trion Group on behalf of Berkley Life and Health Insurance Company. Additionally, all PCOM students are expected to carry 'individual' health insurance. Incidents must be reported by the student to the Human Resources Administrator via the Program Director who will also arrange for reporting to additional groups if needed.

The final report of any incident occurring during the clinical experience must include an addendum completed by the student, which describes the incident. The MLS Program Director may choose to submit the addendum on facility letterhead with his/her additional comments. The purpose of this documentation is to keep a record on file should any future legal action be taken. The addendum should, at the very least include:

- Title: Addendum to Evaluation of _____[Name of Student]
- Date/Time of Occurrence [Incident or Accident]
- Name/s of people involved
- Brief description of the Occurrence
- Signature/s of person reporting

Note: Students are not eligible for Worker's Compensation Benefits.

Evaluation of Student Performance

The program in Medical Laboratory Science has adopted the use of the:

- Clinical Internship Evaluation Tool (Clinical Department Checklist) and
- Professional Behavior Assessment (Affective Checklist)

for the evaluation of student performance in the clinical setting. These assessment tools will be made readily available to the clinical instructor and preceptor prior to the scheduled clinical experience via web-based access or hard copy.

The clinical preceptor is responsible for evaluating the student's progress and final performance in the clinical setting by always completing the Clinical Internship Evaluation Tool (Clinical checklists) during the internship. Students are required to complete pre-clinical questions ***prior to*** the start of the clinical internship to reacclimate themselves to the terminology and focus areas of the internship skills list.

Students are encouraged to evaluate themselves and the clinical experience on an ongoing basis. If problems are identified, they need to be addressed early. Students are encouraged to discuss problems with their clinical preceptors. When problems are identified, the MLS Clinical Assistant should be contacted immediately. The MLS Clinical Assistant and preceptor will work toward a satisfactory resolution with the student. Premature termination of the clinical experience is at the discretion of the MLS Program Director and the clinical preceptor / manager at each facility.

Formative & Summative Evaluation

Evaluation for student performance requires ***professional judgment*** regarding the student's ability to meet established criteria as outlined in the Clinical Checklists and Professional Behaviors. Each instructor has established criteria for performance that are influenced by professional values and expectations. The ***initial discussion between student and clinical instructor is critical*** for outlining these expectations – strengths, areas for improvement and goal setting.

If at any time during a clinical education experience a student's performance is judged to be unsatisfactory, a decision must be made whether to dismiss or begin remediation efforts. Most events are simple enough that remediation is easily accomplished between the student and the Clinical Instructor without incident. Other concerns may require participation of the MLS Program Director / Assistant to assist in the development of a formal plan for remediation to be accomplished within the remaining

time window of the course. In the event of serious issues, the student may be withdrawn from the clinical education experience. A final grade of **"NP"** in a Clinical Education Course results in immediate suspension from the program. Decisions about readmission and repeat of the course are the purview of the Associate Chairperson and the Department Chairperson who will consider all the circumstances surrounding the original attempt and the likelihood of success through a subsequent attempt.

The purpose of the formative or ***midterm student performance evaluation*** is to allow the student and CI to review course objectives and determine student progress toward meeting the objectives. The student and CI will complete the electronic CIET ***prior to*** the scheduled meeting with the student and will formally meet to discuss the student's progress in the clinical experience. The student's academic faculty advisor or the MLS Clinical Assistant will call during the midpoint of the assignment to verify that the clinical learning experience is progressing according to plans and expectations. Any problems that are identified during the phone visit will be referred to the MLS Program Director for immediate follow up.

The purpose of the summative or ***final student performance evaluation*** is to determine that course objectives have been satisfactorily met and that the student has demonstrated progression toward entry level. The student and CI will complete the electronic CIET and discuss results with the student during the final week of the clinical experience. The final evaluation CIET and student self-evaluation CIET must be electronically signed by both the student and CI(s) by the assigned date or a grade of "NP" will be assigned for that clinical experience.

Students are responsible for completion and submission of the Clinical Education Progress form according to instructions. The form/s must be signed by the student and the CI and faxed to the school as assigned to assist with tracking student performance and progress. The students are also advised to make copies of all forms for review if these are lost in transit. All completed forms are reviewed by the MLS Program Director .

Student Performance Expectations

With the adoption of the Clinical Internship Evaluation Tool, performance criteria are considered foundational elements of Medical Laboratory Science practice. As such, students must achieve appropriate performance on all key indicators of each skill by the end of the clinical experience [outlined in program expectations for each clinical experience].

Concerns with student performance in **any** of the foundational elements must be communicated with the student and the MLS Program Director immediately by email or phone:

229-560-0227

karengi@pcom.edu

Upon completion of a clinical experience, the MLS Program Director will award a grade of PASS or NP (Not Pass) [final experience only] based upon the evaluations of the Facility Clinical Instructor and the submission of all completed materials (Journal/Portfolio, Clinical Evaluation, Affective Checklist,

Preclinical Questions, and Time Sheet).. Attaining Satisfactory Performance in a clinical experience course is based upon the following criteria:

- Ratings of student performance for all Clinical Internship Evaluation Checklist items are within the expected range specified in the syllabus at the end of the clinical affiliation;
- Summative comments must reflect satisfactory completion.
- Satisfactory completion of clinical education assignment/s.

Student Evaluation of Clinical Education Experiences

Students use the ***Medical Laboratory Science Student Site Evaluation: Clinical Experience and Clinical Instruction*** to provide the clinical supervisor(s) with feedback on the clinical experience and facility from the student's perspective at the midterm point and the end of the experience. Upon completion of the assignment, the student evaluation of the facility and the learning experience is shared with the clinical site. Students are responsible for returning the form/s on time and it is recommended that students make copies of the form for review upon return to the program.

Clinical Experience Remediation

At the discretion of the MLS Program Director , a student may be granted the opportunity to remediate a clinical education experience. Remediation of a clinical experience may result in delayed graduation, which may be necessary to allow time for remediation of the failed clinical experience and successful completion of the required repeat clinical education experience. The schedule for remediation of any clinical experience is dependent upon the availability and suitability of the clinical site.

The design and schedule of the remediation experience are at the discretion of the MLS Program Director, based upon the identified needs of the individual student. Before the remediation experience begins, the student, with input from the Program Director, will evaluate deficiencies and create a formal plan of action. Additionally, to evaluate the student's clinical readiness to return for a remedial clinical experience, the student may be required to pass a clinical competency assessment [clinical performance examination/s]. If a student is unable to successfully pass the clinical examination, s/he will not be able to proceed to clinic and therefore the student would earn a grade of "NP" for the course not completed. The final plan requires approval from the MLS Program Director and Clinical Site Education Coordinator.

In cases where the remediation arrangements include a clinical site, the participants at that site will be apprised of all areas in which the student requires remediation, and the approved plan will be shared with them. If the student does not successfully complete the remediation experience, s/he will be required to retake the didactic portion of the course in conjunction with intensive campus lab remediation before reattempting the clinical experience for a second attempt. Upon failing the second attempt, a student will be dismissed from the program. .

Student Records - Guidelines

In accordance with the Family Educational Rights and Privacy Act [FERPA] of 1974, PCOM considers certain information to be "directory information", therefore, subject to disclosure without prior consent of the student. Unless written objection is received by the registrar, the College will treat the following as directory information to be released at the discretion of the Registrar's Office: student name, address, telephone number, email address, dates of attendance, major field of study, dean's list, degrees and awards received and names of undergraduate and/or graduate schools attended, internships and residencies.

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. To prevent disclosure, the Registrar's office must receive written notification from a student indicating the information to be withheld. Should a student decide to inform the institution not to release certain information, any future requests for such information from non-institutional persons or organizations will be refused.

To the extent the clinical facility generates or maintains any educational records for students that are subject to [FERPA], the facility will comply with applicable regulations and will keep confidential any student records or information it may obtain, ***unless*** it has otherwise obtained prior written consent of the student. Furthermore, PCOM will designate the facility as a College official with a legitimate educational interest in the educational records of students to the extent that access to the student's record is required by the facility to carry out the clinical education experience.

Release of Student Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that they believe to be inaccurate or misleading.

HIV/AIDS and other Infectious Disease

When an individual discloses his/her status re: HIV to PCOM, whether student, faculty, or staff member – confidentiality of the individual as well as the individual's welfare and that of the College community must be respected. Other infectious diseases reported will be handled appropriately according to state requirements.

Bloodborne Pathogen Exposures and Exposure to Communicable Diseases

Policies and procedures concerning bloodborne pathogen exposure and exposure to communicable diseases [i.e. varicella, tuberculosis, influenza, etc.] are in place at the college and clinical facilities. During orientation and in Medical Laboratory Science courses, students will be instructed in safe practice procedures [Universal Precautions]. Students are expected to be familiar with the policies and procedures of each clinical facility and must carefully comply with all requirements in case of injury or exposure to communicable diseases.

If a student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at a clinical facility, the student should report the exposure to his/her instructor or supervisor immediately and fill out all appropriate Incident Reports. In all cases, the student must notify the PCOM Student Wellness of the injury in <72 hrs. (215)871-6420 and also FAX a copy of incident report and lab work to 215-871-6309. All fees related to the injury will be the responsibility of: Student's Personal Health Insurance; Students will be responsible for all additional co-pays.

The Facility will provide, upon notice of such incident from the student, emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Facility does not have the resources to provide such emergency care, the facility will refer the student to the nearest emergency facility.

Student Expectations During Clinical Experiences

Clinical Education Policies Summary

In addition to the clinical education that occurs in the classroom and clinical laboratory on campus, remote clinical experiences are assigned in the second year of study for each of the major disciplines that comprise medical laboratory science. You are expected to abide by the policies and plans for this integral and important part of your professional education.

Students on Academic or Conduct Suspension are ***not*** eligible for a clinical education placement and must satisfy any existing conditions of their sanction before being permitted to proceed to clinical internship portion of the degree requirement. Depending on the nature or severity, students on academic or conduct suspension ***may not*** be eligible depending on their infraction and stipulations of the sanction.

During clinical education experiences, students are expected to adhere to the administrative and personnel policies of the clinical facility to which they are assigned. Contacting the Clinical Site Coordinator for Clinical Education (SCCE) or Clinical Instructor prior to any unscheduled absence or tardiness is **expected** and **required**.

Successful completion of each clinical education course is required for progression to the next clinical experience. If you fail to meet the expectations of any clinical assignment, you will be suspended from further clinicals until the first clinical is remediated. The SCCE of the facility recommends to the PROGRAM DIRECTOR a grade of ***pass [P] or No pass [NP]*** based upon the student's performance in the clinical experience. The determination of the final grade for each clinical education course is the responsibility of the program director.

Clinical education experiences II and III are specifically designed to provide each student with the opportunity to progress from the typical student clinician roles to those roles and activities expected of entry-level practitioners. The student is expected to identify appropriate learning issues necessary to complete the stated curricular objective at the performance level of an entry-level clinician. The behaviors described in the CIET for entry-level performance in all Professional Behaviors ***must*** be attained. At the discretion of the PROGRAM DIRECTOR, a grade of High Pass may be given to those students who consistently achieve beyond-entry level in the final experiences.

If at any time during a clinical education experience a student's performance is judged to be ***unsatisfactory*** – unsafe practice and/or behavior that places risk to self and others - a decision must be made whether to dismiss or begin remediation efforts. Most events are simple enough that remediation is easily accomplished between the student and the Clinical Instructor without incident. Other concerns may require participation of the Program Director to assist in the development of a

formal plan for remediation to be accomplished within the remaining time window of the course. In the event of serious issues, the student may be withdrawn from the clinical education experience.

A final grade of "**NP**" in a Clinical Education Course results in immediate suspension from the program. Decisions about readmission and repeat of the course are the purview of the Associate Chairperson and the Department Chairperson who will consider all the circumstances surrounding the original attempt and the likelihood of success through a subsequent attempt.

Dress Code and Appearance

Students are expected to conform to the dress code set by the PCOM Medical Laboratory Science Program. All students should maintain a professional appearance at all times during their clinical experiences.

- Scrubs are to be NAVY TOP AND BOTTOMS, and should fit appropriately. Tops should not show cleavage, and pants should not be tight fitting.
- Professional dress in the clinical consists of clean properly fitting set of scrubs, and appropriate shoes that are comfortable for standing for long periods of time, close toed, and securely covering all areas of the foot (no sling back, no crocs, no clogs).

The guidelines, as outlined below, will ensure that students are meeting requirements for professional dress during clinical experiences

- A nametag, provided by PCOM Georgia [and/or facility], is to be worn in a visible location on the shirt or blouse
- Shirts/Blouses/Slacks/Pants must be of sufficient style and covering [width and length] to prevent unwanted body exposure and protect modesty during movement, such as bending or stooping
- [i.e. deep cut necklines, exposure of abdomen or low back; low rider pants, etc.]
- Shoes should be clean, flat, closed-toe style ***with*** appropriate hosiery or socks.
- Crocs or clogs are not permitted due to safety concerns;
- Jewelry should be kept to a minimum and not interfere with patient treatments.
- Earrings must not have loops or dangle; bracelets and/or rings must be flat or removed during patient care for safety and maintaining proper hand hygiene/cleansing
- Hairstyle should be of a natural color, neat/clean, and not interfere with patient care.
- Shoulder length hair, or longer, should be tied back.
- Nails should be trimmed and short, without polish. ***No artificial nails are permitted***.
- Tattoos, body piercings or adornments must be covered.
- Cologne/Perfume should not be worn.
- Makeup should be conservative – no glittery eye shadows and no fake lashes (*contaminates microscopes)*

Student Liability Insurance

Students are covered under the PCOM policy for Liability Insurance for up to $1,000,000 coverage per incident.

Detailed information regarding the Certificate of Insurance can requested through the Medical Laboratory Science department:

Bayan Shuaib, Administrative Assistant PCOM Georgia

625 Old Peachtree Rd., NW Suwanee, GA 30024
Office: 678-225-7733
bayansh@pcom.edu

Attendance Requirements

Attendance at clinical assignments is required ***as scheduled***. Students are governed by the rules and regulations of the clinical facility. **The College Academic calendar is suspended during all Clinical Education experiences. That is, the students follow the holiday and operation hours of the center(s) in which they are assigned, rather than that of PCOM**. Concerns with attendance during clinical education experiences, such as frequent absence/s, unexcused absences, or habitual tardiness will result in a ***No Pass*** course grade.

Credit for clinical education is based on a minimum average of 40 hours/week, which includes holiday and weekend hours. Students are expected to participate in clinical education at least 40 hours/week, and must recognize that facility circumstances may require the student to work longer hours.

Because a student must be directly supervised by a certified medical lab scientist – the assigned preceptor must be present during all aspects of testing and reporting of results. Additionally, clinical schedules are designed to afford students a 1:1 student to preceptor ratio. Due to sites offering clinical placement with other programs, clinical schedules are extremely narrow and require students to attend each scheduled date with no room for make-up.

Reporting Absences [See student illnesses]

All absences must be reported and **made up**. It is at the discretion of the program director with input from the clinical site education coordinator as to how the time is made up. It is the student's responsibility to plan when make-up days are required. Students must notify the program director of any such arrangements.

In this case of illness /emergency/ planned absences, students must **notify** the clinical site coordinator AND the program director via phone or email, indicating the nature of the situation. Multiple consecutive absences may require documentation from a physician in the case of illness or in the event of a non-

health emergency. In the event of illness or injury that may affect the student's ability to fully participate in the clinical education experience, the student must also provide a medical release to return to full participation in the clinical education experience.

Personal Activities

*A*ny type of academic work or outside employment that interferes with patient care and facility operating hours is not permitted during the scheduled timing for clinical education experiences. Students are expected to complete all preparation of academic assignments, studying for examination/s or for any other obligations outside of regularly scheduled clinical hours.

Students ***MUST*** refrain from the use of cell phones [and all available functions of the phone – i.e. text, search, etc.] and smart watches [other than the time functions] and personal communication during clinical hours. This is regarded as a safety and contamination issue, as well as potential for HIPAA violations to occur.

Health Requirements

The protection of the health of patients and student well-being is of utmost importance. Students enrolled in the program will have the opportunity to work with colleagues and in some cases, patients, in clinical sessions. Prior to each clinical experience, the student is responsible to submit the following to the PCOM Student Wellness Center & Program Director (for student file):

Below are examples of requirements depending on the facility.

- Valid **CPR/BLS** - Cardiopulmonary Resuscitation Certification
- Arrangements for certification/recertification are available at PCOM.
- Proof of HIPAA Training (Medialab Certificate on file)
- Evidence of HIV/Blood borne Pathogen Education (Medialab Certificate on file)
- Evidence of current **Health Insurance**
- Proof of major medical health insurance [including hospitalization coverage]
- Documentation of **Health Information Forms -** this requires at the minimum:
- A copy of physical examination and laboratory work [freedom from infectious diseases prior to each clinical experience].
- **Proof of Immunizations** [required before matriculation and maintained]:
- Proof of 2-Step TST (TB skin test 1-3 weeks apart) or a QuantiFeron TB Gold or T- Spot blood test or if you have a history of a positive TEST or IGRA chest x-ray performed within the past twelve (12) months and symptom/risk checklist.
- Proof of Rubella and Rubeola immunity by positive antibody titers or two (2) doses of MMR;
- Proof of Varicella immunity, by positive history of chickenpox or Varicella immunization;
- Proof of Hepatitis B immunization three (3) doses or declination of vaccine, if patient contact is anticipated
- Proof of Influenza vaccination during the flu season; October 1 to March 31, (or dates defined by CDC), or a signed Declination Form;

- Proof of Covid Vaccine (required at some facilities / optional at others)
- **Student Data Sheet/Information-** Student inputs in learning management system.
- Evidence of **Background Check**
- **Drug Screen** results

These procedures are required for the protection of the public and the student. Prior to and during any clinical education experience, it may be necessary for the student to reveal pertinent medical issues that require accommodation for safe clinical performance. Disclosure is the full responsibility of the student, and ***disciplinary action*** may be taken for any student who fails to divulge information that can impact the safety of self and others.

Health Insurance

Students are required to maintain comprehensive personal health insurance that includes hospitalization and accidental injury protection. If students are not able to purchase health insurance through a parent or spouse's plan, there are many reasonable options to consider. The development of State Exchanges (or Federal Exchanges where states have not developed their own) provides an easily accessible marketplace to purchase coverage. Information on the process and the marketplace is available at www.healthcare.gov.

PCOM provides a Student Health Services facility but assumes no responsibility for hospitalization or serious cases of illness and accidents. You must provide proof of health insurance coverage to the program director to be maintained in your student file.

Student Illness

Students with known illnesses or a medical condition that may be communicable to patients or staff should not have contact with patients. If students are unsure whether they should be in patient contact areas, they should seek medical advice for evaluation of their internship status. Students are to comply with the clinical center's policies and procedures for evidence of medical release to return to work.

For example, students with the following medical conditions should not be allowed patient contact without **medical clearance**:

- Active chicken pox, measles, German measles, herpes zoster (shingles), hepatitis A, hepatitis B, hepatitis C, tuberculosis.
- Diarrhea lasting more than three days or accompanied by fever or bloody stools.
- Conjunctivitis.
- Group A streptococcal disease (i.e. strep throat) until 24 hours of treatment has occurred.
- Draining or infected skin lesions. Oral herpes with draining lesions.

Emergency Care for Students

*The student **MUST** report all injury and/or illness to the program director for Medical Laboratory Science and to the appropriate persons at the facility, including the clinical site education coordinator.* The student is also fully responsible for disclosure to the clinical site coordinator of any potential medical illnesses and the action needed to address an existing condition. The cost for any health care (emergency or otherwise) required by a student while at a clinical facility is the responsibility of the student [Exhibit A].

If a minor emergency occurs during a clinical experience, first aid should be administered to any employee. In the event of more serious incidents/accidents, appropriate emergency procedures should be taken. Depending on the nature and severity of the illness a physician's written release may be required to work with patients and continue in the clinical experience. Students are expected to report pregnancy as soon as it is confirmed to the program director and clinical facility.

All clinical hours must be obtained, regardless of medical excuses or documentation provided. Arrangements for changes in progress through the program may be necessary due to illness, injury, or pregnancy.

Background Checks & Drug Screens

The College & MLS Program will ensure that each student submits, prior to each Clinical Experience, if requested by the facility a background check that is acceptable to Facility, including, at a minimum: Social Security Number Verification; Criminal Search (7 years or up to 5 criminal searches); Sex Offender and Predator Registry Search; and drug screen.

While many of the affiliates require the use of ACEMAPP to complete the registration requirements, purchase backgrounds, and register for drug testing, some affiliates may have alternate or additional requirements. It is the responsibility of the clinical student to ensure that all testing and background information is completed ASAP when a site is assigned. It is the financial responsibility for each student to conform to the requirements set forth by the clinical affiliate.

If the background check discloses adverse information about a participating Student, the college will immediately remove the student from the Clinical experience.

The student may be required to undergo additional drug and alcohol testing upon reasonable suspicion that s/he has violated the Facility's policies, and after any incident that involves injury or property damage. The student is fully responsible for any costs of such tests.

Travel, Transportation, Housing & Meals

The student is responsible for all expenses, including transportation, room and board, and meals during clinical education experiences.

Appendices

Appendix A: Clinical Education Courses

Each of the five disciplines that comprise medical laboratory science requires a clinical internship course. The courses are as follows:

1. MLS 684 IMMUNOLOGY/SEROLOGY INTERNSHIP – 1 CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of immunology/serology for 40 hours of clinical practice.
2. MLS 685 URINALYSIS & BF INTERNSHIP - 2 CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of urinalysis & body fluids for 80 hours of clinical practice.
3. MLS 686 HEMATOLOGY/COAG INTERNSHIP – 2 CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of hematology and coagulation/hemostasis for 160 hours of clinical practice.
4. MLS 687 MICROBIOLOGY INTERNSHIP – 2 CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of microbiology for 160 hours of clinical practice.
5. MLS 688 IMMUNOHEMATOLOGY INTERNSHIP – 2CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of immunohematology / blood bank for 160 hours of clinical practice.
6. MLS 689 CLINICAL CHEMISTRY INTERNSHIP – 2 CR

   Students will be assigned a clinical placement in a hospital laboratory, reference laboratory, or equivalent for intensive study in the discipline of clinical chemistry for 160 hours of clinical practice.

Appendix B: Technical Standards / Essential Functions

NAME: _____ DATE: _____

EMAIL: _____ PHONE: _____

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

MEDICAL LABORATORY SCIENCE PROGRAM

TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

All PCOM admitted applicants and current/enrolled students **(candidates)** must meet the Technical Standards set forth below. Therefore, all candidates are required to attest at the time they accept an offer to matriculate that they meet the Technical Standards, with or without reasonable accommodations. These standards are not intended to deter any candidate who might be able to complete the requirements of the curriculum with reasonable accommodations. **Please closely review the required Technical Standards before completing this form.**

This form is used by a candidate to give notice to the College that the candidate either satisfies or is not capable of satisfying the Technical Standards based on an ADA-recognized disability with or without accommodation.

For each Technical Standard: Candidate must check either "I will require accommodations" to meet the standard or "Does not require accommodation" to meet the standard.

For candidates requiring and requesting accommodations associated with a Technical Standard: Upon submission of the completed Technical Standard Form, you should email Disability Services (disabilityservices@pcom.edu) for instructions on submitting your accommodations requests. You will be required to show documentation associated with each accommodation you are requesting, for every Technical Standard for which you will require accommodations to meet that standard.

Official matriculation and continued enrollment into or in a degree program **cannot be confirmed** unless the Technical Standards Form is completed and returned.

Please Note: If other factors, such as cultural traditions or religious requirements, would preclude you from meeting the Technical Standards, you may not request other accommodations on this form, as these factors do not relate to an ADA recognized disability. However, if such factors apply, you are advised to contact the Equity and Title IX Coordinator (titleixcoordinator@pcom.edu) to discuss the issues and request accommodation. While such requests will be reviewed and considered, there is no assurance that an accommodation will be offered.

INSTRUCTIONS: Complete the forms below in their entirety, checking the box next to each skillset as to "Meets Expectation" or "Does not meet, requires accommodation" in the box. For each selection that "requires accommodation", the candidate is required to submit, in writing, documentation of the disability and accommodation required to the Disability Services Office. Please keep a copy of each page for your records.

NAME: _____ DATE: _____

EMAIL: _____ PHONE: _____

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

MEDICAL LABORATORY SCIENCE PROGRAM

TECHNICAL STANDARDS FOR ADMISSION AND MATRICULATION

TECHNICAL STANDARDS

The graduate student in Medical Laboratory Science must have the knowledge and skills to function in a broad variety of academic and research situations, function effectively in classroom, laboratory, and clinical settings. In order to carry out the activities described below, Medical Laboratory Science students must be able to consistently and accurately integrate all information received, and must have the ability to learn, integrate, analyze, and synthesize data.

A student must have abilities and skills including observation; communication; motor; conceptual, integrative, and quantitative; behavioral and social. Technological compensation can be made in some areas, but a candidate must be able to perform the tasks in a reasonably independent manner.

	TECHNICAL STANDARDS	SELECT APPROPRIATE BOX	
	General	Does Not Require Accommodation	Will Require Accommodation
1	Assess and make appropriate judgements regarding lab processes and patient outcomes.	☐	☐
2	Prioritize and perform laboratory testing.	☐	☐
3	Respond and adapt to a variety of situations, including patient care situations, staffing shortages, and crisis.	☐	☐
4	Communicate effectively in English, both oral and in written.	☐	☐
5	Participate in discussion with peers, the clinical arena and with colleagues and patients.	☐	☐
6	Acquire information developed through didactic instruction and clinical experiences.	☐	☐
7	Comprehend reading assignments and to search, evaluate and develop further literature.	☐	☐
8	Prepare professional, original written assignments and maintain written records.	☐	☐
9	Perform duties and assignments in a timely fashion while under stress and in a variety of settings.	☐	☐
10	Meet deadlines and exhibit time management skills.	☐	☐
11	Utilize technology for instructional assignments, research published literature, and documenting patient care activities.	☐	☐

NAME: _____ DATE: _____

EMAIL: _____ PHONE: _____

	Physical and Motor Skills	Does Not Require Accommodation	Will Require Accommodation
1	Fine motor skills to grasp, pinch, push, pull, finger, hold, extend, rotate, and cut. Dexterity with both wrists, use hands and arms, and dexterity with all fingers.(*Examples: grasping samples, twist/turn caps, hold steady, pinch tubing, push pipettes, adjust knobs, push/pull small objects within micrometer adjusted specifications, reach for objects, extend arms or legs, rotate or pivot in small spaces within limited space*)	☐	☐
2	Ability to obtain and/or verify patient samples without shaking, dropping, or otherwise spilling of material.	☐	☐
3	Sufficient stamina to tolerate physical conditions involving long periods of standing, sitting, crouched, or confined periods.	☐	☐
4	Ability to operate, manipulate and evaluate the status of laboratory instruments and equipment.	☐	☐
	Sensory Skills	**Does Not Require Accommodation**	**Will Require Accommodation**
1	Visual acuity with both eyes; visual perception with respect to depth and color.	☐	☐
2	Ability to detect odors.	☐	☐
	Cognitive, Integrative, Quantitative Skills	**Does Not Require Accommodation**	**Will Require Accommodation**
1	Ability to measure, calculate, analyze, interpret, synthesize, and evaluate data and results as applicable to clinical practice.	☐	☐
2	Ability to solve one or more problems within specific time frames, using prioritization, critical thinking, and analysis to achieve patient care.	☐	☐
3	Ability to comprehend spatial relationships relevant to equipment design, working ability, and troubleshooting to involve repair, alignment, and organization.	☐	☐
	Affective, Behavioral and Social Skills	**Does Not Require Accommodation**	**Will Require Accommodation**
1	Function as part of a team with ability to communicate effectively in English, consult, negotiate, share, and delegate.	☐	☐
2	Delegate tasks to and supervise others to perform duties and achieve excellent patient care.	☐	☐
3	Adhere to safety guidelines for self and colleagues.	☐	☐
4	Comply with standards and regulations required by external agencies including CLIA, CAP, COLA,The Joint Commission, and OSHA.	☐	☐
		■	■
6	Maintain intellectual and emotional stability and maturity under stress, while also maintaining appropriate performance standards.	☐	☐

NAME: _____ DATE: _____

EMAIL: _____ PHONE: _____

7	Learn and exhibit professional attributes daily. (*Examples: honesty, integrity, ability to accept criticism, arrive on time, be neat and tidy with regard to personal hygiene, clothing neat, clean, and presentable, show initiative to learn new tasks, perform job with enthusiasm, be ready to start work upon arrival, do not gossip or engage in derogatory conversation regarding profession, school, or clinical affiliate)*	☐	☐

PROFESSIONAL STANDARDS

Philadelphia College of Osteopathic Medicine maintains a Medical Laboratory Science curriculum that stresses clinical application of laboratory science concepts. As part of this training, students must participate in activities involving patient samples. It is mandatory that all matriculating students understand and accept these professional responsibilities including fulfilling professional responsibilities to peers, faculty, and patients, demonstrating professional demeanor at all times, and adhering to appropriate dress standards. Successful completion of the curriculum requires that each student demonstrate proficiency and professionalism with all aspects of the Medical Laboratory Science instruction.

Please complete this form and return to the Office of Admissions at PCOM with your completed application for program admission. Please check the appropriate box:

☐ I meet all of the College's Technical Standards for Admission and Matriculation and do not require accommodations.

OR

☐ I do not meet the College's Technical Standards for Admission and Matriculation without accommodation. By checking this box, I understand that my acceptance will not be withdrawn but that I should follow the procedure for requesting accommodations.

I understand that I will need to contact Disabilities Services (disabilityservices@pcom.edu) in order to request accommodations. Upon completion of the forms required, the College will assess the accommodations requested to determine if they are reasonable and are able to be met.

This document is for REVIEW ONLY.

ONLY accepted candidates will be sent an official copy in the acceptance packet. Failure to sign and return an official copy of this form could delay matriculation or prevent promotion or graduation.

Signature Date

Appendix C: Professional Behaviors [Criteria]

PROFESSIONAL SKILL	DEFINITION
1. Critical Thinking	The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication	The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Medical Laboratory Science profession.
7. Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time & Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities.

Appendix D: Clinical Contract Exhibits

EXHIBIT A

Confidentiality and Security Agreement

I understand that the Facility or business entity (the "Facility") for which I work, volunteer or provide services manages health information as part of its mission to treat patients. Further, I understand that the Facility has a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their patients' health information. Additionally, the Facility must assure the confidentiality of its human resources, payroll, fiscal, research, internal reporting, strategic planning information, or any information that contains Social Security numbers, health insurance claim numbers, passwords, PINs, encryption keys, credit card or other financial account numbers (collectively, with patient identifiable health information, "Confidential Information").

In the course of my assignment at the Facility, I understand that I may come into the possession of this type of Confidential Information. I will access and use this information only when it is necessary to perform my supervised and educationally related duties in accordance with the Facility's Privacy and Security Policies, which are available on the Facility intranet (on the Security Page) and the Internet (under Ethics & Compliance). I further understand that I must sign and comply with this Agreement to obtain authorization for access to Confidential Information or Facility systems.

General Rules:

1. I will act in the best interest of the Facility and in accordance with its Code of Conduct at all times during my relationship with the Facility.
2. I understand that I should have no expectation of privacy when using Facility information systems. The Facility may log, access, review, and otherwise utilize information stored on or passing through its systems, including email, in order to manage systems and enforce security.
3. I understand that violation of this Agreement may result in disciplinary action, up to and including termination of employment, suspension, and loss of privileges, and/or termination of authorization to work within the Facility, in accordance with the Facility's policies.

Protecting Confidential Information:

1. I understand that any Confidential Information, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or discussed with anyone outside those supervising, sponsoring or directly related to the learning activity.
2. I will not disclose or discuss any Confidential Information with others, including friends or family, who do not have a need to know it. I will not take media or documents containing

Confidential Information home with me unless specifically authorized to do so as part of my job. Case presentation material will be used in accordance with Facility policies.

3. I will not publish or disclose any Confidential Information to others using personal email, or to any Internet sites, or through Internet blogs or sites such as Facebook or Twitter. I will only use such communication methods when explicitly authorized to do so in support of Facility business and within the permitted uses of Confidential Information as governed by regulations such as HIPAA.
4. I will not in any way divulge, copy, release, sell, loan, alter, or destroy any Confidential Information except as properly authorized. I will only reuse or destroy media in accordance with Facility Information Security Standards and Facility record retention policy.
5. In the course of treating patients, I may need to orally communicate health information to or about patients. While I understand that my first priority is treating patients, I will take reasonable safeguards to protect conversations from unauthorized listeners. Whether at the College or at the Facility, such safeguards include, but are not limited to: lowering my voice or using private rooms or areas (not hallways, cafeterias or elevators) where available.
6. I will not make any unauthorized transmissions, inquiries, modifications, or purgings of Confidential Information. I will not access data on patients for whom I have no responsibilities or a need-to-know the content of the PHI concerning those patients.
7. I will not transmit Confidential Information outside the Facility network unless I am specifically authorized to do so as part of my job responsibilities. If I do transmit Confidential Information outside of the Facility using email or other electronic communication methods, I will ensure that the Information is encrypted according to Facility Information Security Standards.

Following Appropriate Access:

1. I will only access or use systems or devices I am officially authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
2. I will only access software systems to review patient records or Facility information when I have a business need to know, as well as any necessary consent. By accessing a patient's record or Facility information, I am affirmatively representing to the Facility at the time of each access that I have the requisite business need to know and appropriate consent, and the Facility may rely on that representation in granting such access to me.

Using Portable Devices and Removable Media:

1. I will not copy or store Confidential Information on removable media or portable devices such as laptops, personal digital assistants (PDAs), cell phones, CDs, thumb drives, external hard drives, etc., unless specifically required to do so by my job. If I do copy or store Confidential Information on removable media, I will encrypt the information while it is on the media according to Facility Information Security Standards

2. I understand that any mobile device (Smart phone, PDA, etc.) that synchronizes Facility data (*e.g.*, Facility email) may contain Confidential Information and as a result, must be protected. Because of this, I understand and agree that the Facility has the right to:
    a. Require the use of only encryption capable devices.
    b. Prohibit data synchronization to devices that are not encryption capable or do not support the required security controls.
    c. Implement encryption and apply other necessary security controls (such as an access PIN and automatic locking) on any mobile device that synchronizes Facility data regardless of it being a Facility or personally owned device.
    d. Remotely "wipe" any synchronized device that: has been lost, stolen or belongs to a terminated employee or affiliated partner.
    e. Restrict access to any mobile application that poses a security risk to the Facility network.

Doing My Part – Personal Security:

1. I understand that I will be assigned a unique identifier (*e.g.*, 3-4 User ID) to track my access and use of Confidential Information and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification processes.
2. I will:
    a. Use only my officially assigned User-ID and password (and/or token (*e.g.*, SecurID card)).
    b. Use only approved licensed software.
    c. Use a device with virus protection software.
3. I will never:
    a. Disclose passwords, PINs, or access codes.
    b. Use tools or techniques to break/exploit security measures.
    c. Connect unauthorized systems or devices to the Facility network.
4. I will practice good workstation security measures such as locking up diskettes when not in use, using screen savers with activated passwords, positioning screens away from public view.
5. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Operations (DISO), or Facility or Corporate Client Support Services (CSS) help desk if:
    a. my password has been seen, disclosed, or otherwise compromised;
    b. media with Confidential Information stored on it has been lost or stolen;
    c. I suspect a virus infection on any system;
    d. I am aware of any activity that violates this agreement, privacy and security policies; or
    e. I am aware of any other incident that could possibly have any adverse impact on Confidential Information or Facility systems.

Upon Termination:

1. I agree that my obligations under this Agreement will continue after termination of my employment, expiration of my contract, or my relationship ceases with the Facility.

2. Upon termination, I will immediately return any documents or media containing Confidential Information to the Facility.
3. I understand that I have no right to any ownership interest in any Confidential Information accessed or created by me during and in the scope of my relationship with the Facility.

By signing this document, I acknowledge that I have read this Agreement and I agree to comply with all the terms and conditions stated above.

Signature	Facility Name and COID	Date
Printed Name	Business Entity Name	

Appendix E: Accident / Injury Report

Injured Student's Name | Date of Incident | Time

Injured Student's Address and Phone Number

School Site | Location of Campus where accident occurred

Describe what happened:

Describe Injury:

School Employees or volunteers who witnessed incident:

Name	Address	Phone No.

Medical Response

Was medical attention needed or provided?
First Aid Given: Yes ❒ No ❒ Ambulance Yes ❒ No ❒ 911 called? Yes ❒ No ❒

Other Witness Contact Information

Name	Address	Phone No.

Follow-up (if applicable):

Teacher/Site Administrator Signature | Date