

McLeod Regional Medical Center  
School of Medical Technology  
555 East Cheves Street  
Florence, South Carolina 29506-2617

STUDENT HANDBOOK

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## **MEDICAL TECHNOLOGY AS A CAREER**

Medical Technology is a branch of medicine concerned with the performance of the laboratory determinations and analyses used in the diagnosis and treatment of disease and the maintenance of health. These laboratory determinations and analyses are performed in the clinical laboratory by a medical technologist. The Medical Technologist is a professional who is skilled in a variety of disciplines. A medical technologist is a person who has obtained a sound foundation in scientific principles involved in the performance of test procedures and proficiency in the performance of test procedures. A medical Technologists must be responsible for their own actions; have the ability to relate to people, have a capacity for calm, reasonable judgement and demonstrate a commitment to the patient. They must be able to work quickly while complying with safety procedures and policies to promote a safe work environment for themselves and coworkers. They must demonstrate ethical and moral attitudes and principles which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnoses must be maintained. As a member of the health team, a medical technologist may function as a generalist or specialize in Hematology, Blood Bank, Immunochemistry, or Microbiology and practice in a number of different settings: in a hospital, a reference laboratory, industry, a doctor's office, or for various other employers. Physicians depend heavily upon laboratory analyses performed on sophisticated automated instrumentation utilizing very highly technical applications of the basic sciences of chemistry, biology, and mathematics. Today's clinical laboratory scientist must be conversant with the ever-changing technology in complex instrumentation and methodologies in order to provide the highest quality of care to our patients.

### **MISSION OF THE McLEOD SCHOOL OF MEDICAL TECHNOLOGY**

The mission of the McLeod Regional Medical Center School of Medical Technology is to first serve the needs of the people in the Pee Dee and ultimately the people of South Carolina and the eastern region of North Carolina by helping to provide quality laboratory services through employment of our graduates.

### **GOALS OF THE SCHOOL OF MEDICAL TECHNOLOGY**

1. To prepare the student to assume employment as a responsible, competent medical technologist using entry-level skills in any area of the clinical laboratory. Entry-level competencies are outlined in this manual.
2. To present theoretical knowledge that would allow the student to become a competent medical technologist.
3. To instill in the student the realization that continuing education is an integral part of being a competent medical technologist.
4. To guide the student in developing interpersonal skills and attitudes needed to interact with patients, other laboratory staff members, and other medical disciplines to provide quality laboratory services while demonstrating caring attitudes.
5. To prepare the student with entry level body of knowledge of medical technology enabling them to pass a national certification examination.

## **PROGRAM ENTRY LEVEL COMPETENCIES**

The graduate should be competent in:

- 1) performing analytical tests of body fluids, cells, and other substances in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics.
- 2) playing a role in the development and evaluation of test systems and interpretive algorithms.
- 3) demonstrating diverse responsibilities in areas of analysis and clinical decision making, safety and regulatory compliance with applicable regulations, principles of education methodology, providing leadership in continuing education for professional growth, and quality assurance, performance improvement wherever laboratory testing is developed or performed.
- 4) possessing basic knowledge, skill and relevant experience in (a)communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education; (b)financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services; (c) information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information, and: (d) research design/practice sufficient to evaluate published studies as an informed consumer.
- 5) developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances;
- 6) integrating and relating data generated by the various clinical laboratory departments while making decisions regarding possible discrepancies;
- 7) confirming abnormal results, verifying quality control procedures, executing quality control procedures, and developing solutions to problems concerning the generation of laboratory data;
- 8) making decisions concerning the results of quality control and quality assurance measures, and instituting proper procedures to maintain accuracy and precision;
- 9) establishing and performing preventive and corrective maintenance of equipment and instruments as well as identifying appropriate sources for repairs;
- 10) developing, evaluating, and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space and budgetary resources;
- 11) demonstrating professional conduct and interpersonal skills with patient, laboratory personnel, other health care personnel and the public.

## **COURSE OBJECTIVES**

In order to benefit from the organization, structure, and unique opportunities incorporated into the MRMC Clinical Laboratory Science Program, we expect the student throughout the year to:

- 1) Demonstrate priority, concern and understanding for patients.
- 2) Communicate in a friendly, courteous, and professional manner with patients, laboratory personnel, other hospital personnel, and the public.
- 3) Exhibit pride in yourself and in your profession.

- 4) Be eager to learn and take advantage of available education opportunities.
- 5) Prepare for instruction by reading textbook material and reviewing notes prior to presentation or practice.
- 6) Complete assignments by established deadlines and adequately prepare for examinations.
- 7) Exhibit honesty and integrity in the performance of your responsibilities and activities.
- 8) Maintain a neat and professional appearance.
- 9) Respond to constructive criticism and direction in a positive manner.
- 10) Cooperate willingly with instructors and other hospital and laboratory personnel.
- 11) Adapt to changes in protocol, policies and/or procedures in a positive manner.
- 12) Practice good general laboratory techniques and follow safety procedures.
- 13) Project an overall positive image.
- 14) Adhere to hospital, laboratory, and program policies and procedures.
- 15) Practice logical approaches to problem solving and decision making.
- 16) Communicate to Program Officials any program related problems or potential problems encountered during the clinical year.
- 17) Be able to adapt to new situations readily and maintain flexibility when changes are made.
- 18) Educate patients, other hospital personnel, and the public as to the role of Medical Laboratory Scientists on the health care team.
- 19) Successful completion of all aspects of the medical technology program including didactic, psychomotor and affective skills up to and including graduation ceremony.

#### **DESCRIPTION OF MCLEOD REGIONAL MEDICAL CENTER**

McLeod Regional Medical Center is a 453 bed acute care facility with a 96-bed day hospital; 40-bed neonatal intensive care unit in Florence, South Carolina. Since its establishment in a two-story house in downtown Florence at the turn of the century, McLeod has grown into a regional referral center serving 12 counties in the Pee Dee region. The Medical Center is accredited by the Joint Commission on Accreditation of Health Care Organizations (JCAHO).

McLeod provides comprehensive inpatient, outpatient, and community health care services. Almost all major specialties and subspecialties are represented on the medical center staff.

As the regional referral center of the Pee Dee, McLeod is committed to providing a special level of quality care for Florence and the surrounding areas. McLeod also is considered an education center - training and educating many professionals in the health care field. The McLeod School of Medical Technology was established in 1977 to help supply the critical shortage of medical technologists in the Pee Dee region of South Carolina.

## **MISSION AND VALUES OF McLEOD HEALTH**

The mission of McLeod Health is to improve the overall health and well-being s of persons living in South Carolina and the eastern region of North Carolina. The values of McLeod Health include but are not limited to: the value of caring, the value of the person, the value of quality and the value of integrity.

## **DESCRIPTION OF THE CLINICAL LABORATORY**

The Department of Pathology consists of the anatomic and clinical section. Anatomic sections include histology and autopsy services. The clinical laboratory includes Immunochemistry, Blood Bank, Hematology and Coagulation, Clinical Microscopy, and Microbiology. Dennison B. Robey, M.D. is the Laboratory Medical Director and Sandra Bridgers, MT(ASCP) is the Laboratory Administrative Director. Each clinical subsection has consultant pathologists and is supervised by a medical technologist.

In approximately 15,475 square feet of space, 95 laboratory staff members provide extensive diagnostic services using some of the most modern, sophisticated, state-of-the-art equipment and instruments available. All of the technical staff for the clinical laboratory is registered or registry eligible. As technology advances, the McLeod Laboratory strives to offer services that meet the needs of health providers, and ultimately, the needs of the patients.

## **ACADEMIC AFFILIATES**

The McLeod School of Medical Technology is currently affiliated with Coker College, Hartsville, S.C. and Francis Marion University, Florence, SC. A student from either of these institutions can apply for entrance into the McLeod Regional Medical Center Medical Technology Program and will receive preferential consideration by the Advisory Committee providing they are as equally qualified for admission as other applicants. Other non-affiliated students are encouraged to apply if they meet the minimum admission criteria as the program also accepts students who already hold a bachelor's degree.

## **ADMISSION INFORMATION**

There are two types of students who seek entrance into the School of Medical Technology: the individual who already possesses a baccalaureate degree and the individual who will obtain a baccalaureate degree upon completion of their final year of education in an accredited School of Medical Technology such as McLeod Regional Medical Center. All applicants must meet the following requirements in order to be considered for admission into McLeod School of Medical Technology. Applicants who will obtain a baccalaureate degree upon completion of their final year at McLeod School of Medical Technology must also meet all requirements for a degree as outlined in their college or university's catalog. Required courses may be in progress during the application process, but must be completed prior to entry into the Program. Students should attain a grade of "C" or better in required courses.



## **ADMISSION CRITERIA**

Many individual factors determine the selection of a student for the school. An advisory committee considers the following factors when evaluating a candidate for admission:

- SAT or GRE Scores (minimum of 450 verbal and 450 math)
- Overall Grade Point Average - 2.5 or higher
- Science Grade Point Average - 2.6 or higher
- Three (3) personal recommendations on McLeod forms
- Employment recommendation (if applicable)
- Personal interview with School officials
- Fulfillment of pre-clinical curriculum
- See additional requirement for international students below

The grade point averages of 2.5 and 2.6 are based on the ABCDF grading system in which 4.0 equals an A. All courses attempted are used to calculate the overall grade point average. All science, math, computer, and management courses attempted are used to calculate the science grade point ratio. Students should have achieved an overall SAT score of at least 900 with at least 450 on verbal and at least 450 on math to progress through the Program without academic difficulty. Equal educational opportunities are offered to students who meet technical standards regardless of race, sex, age, religion, national origin or physical handicap.

Technical standards are essential academic and non-academic requirements of the program. These skills are required in order to successfully participate in the program.

### **Essential Functions and Technical Standards for Students**

The following are essential academic and non-academic requirements of the program. These skills are required in order to successfully participate in the program.

- I. Physical Demands (observation, communication, psychomotor)
  - a. Ability to move around the laboratory and medical center.
  - b. Ability to operate delicate instruments or equipment or to perform delicate procedures using the senses of smell, vision and somatic sensation.
  - c. Ability to use a microscope.
  - d. Ability to constantly carry trays and objects weighing up to 10 pounds and occasionally carrying objects of 30 pounds.
  - e. Ability to observe with normal or corrected vision and ability to discriminate colors, odors, viscosity or clarity of biological specimens.
  - f. Good eye-hand physical coordination to manipulate objects precisely and perform assays that require fine or gross motor skills.

## **Essential Functions and Technical Standards for Students (cont.)**

### II. Emotional Demands (Behavioral, Social Attributes and Ethical Standards)

- a. Ability to work quickly and accurately under stressful or changing situations.
- b. Ability to organize work and direct others; to exercise independent judgement; to assume responsibility for own work and after the work of theirs.
- c. Ability to communicate and maintain ethical professional relationships with patients, physicians, and others in the hospital setting (written and oral).
- d. Ability to think logically, and correlate information in order to solve problems.
- e. Ability to exercise ethical judgement, integrity, honesty, dependability, and accountability in the clinical laboratory testing environment.
- f. Ability to work safely with sharps, biohazards, and hazardous material.
- g. Ability to project a neat, well-groomed physical appearance.
- h. Ability to use interpersonal skills such as communication, cooperation, confidentiality, and attentiveness in a positive and tactful manner.
- i. Ability to accept constructive criticism in a positive manner.

### III. Academic, Intellectual and Cognitive Abilities

- a. Ability to work in a thorough, careful, efficient, and organized manner, either alone or as a laboratory team member.
- b. Ability to practice critical thinking in using problem solving, common sense, critical evaluation, decision making skills, and objectivity in approaching laboratory problems. Analyze, measure, calculate, synthesize, integrate and apply information in problem solving and to the outcome of laboratory test procedures.
- c. Ability to obtain information from lectures, laboratory demonstrations and/or exercises, and independent study assignments in English. Ability to sit for written or oral examinations, complete written assignments, deliver presentations, and perform laboratory practice in English with and without supervision.
- d. Ability to operate computers.

Prior to entry into the program, the student will be required to sign forms stating that they have read and understand the essential functions of the program as well as a form regarding understanding and intention to comply with the information contained in the student handbook.

Student recruitment and admission shall be non-discriminatory in accordance with local, state and federal regulations.

Students working towards a baccalaureate degree must obtain a statement from their university or college registrar verifying that all degree requirements have been completed except the clinical educational year. This statement must be on file prior to beginning the McLeod Program.

## UPDATING COURSE WORK

Persons who have not taken an organic chemistry or biochemistry course applicable toward that prerequisite within the past seven years or who have not taken a microbiology course applicable toward the prerequisite within the past seven years must update their knowledge in these fields before entering the medical technology program. Updating course work can be done by any of these methods:

- (1) Taking the appropriate refresher course in chemistry and/or microbiology. The courses must be acceptable towards a major in chemistry or biology, respectively, or medical technology. A grade of "C" or better must be achieved in each course.
- (2) College credit may be obtained in chemistry or microbiology by challenge examination. If a grade is given, it must be at least a "C". This arrangement must be made between the individual and the college or university.
- (3) If you have recently been working in the chemical or microbiological laboratory, your experience may exempt you from one or both of the update prerequisites. A resume of your relevant work experience may be sent to the Program Director of the School of Medical Technology for evaluation.

## INTERNATIONAL STUDENTS, INTERNATIONAL DEGREES AND ENGLISH AS A SECOND LANGUAGE

Individuals for which English is a second language or who hold an international degree or have college credit from an international institution must submit scores from the Test of English as a Foreign Language (TOEFL) exam. TOEFL minimum requirements below effective for all candidates whose application process is not completed by January 15, 2011 or who reapply to the program after January 15, 2011. **All international students who wish to enter the school must provide the Program with official documentation that they are legally eligible for employment in the United States via a green card or US citizenship and must satisfy at least one of the following criteria:**

- (1) Possess an international baccalaureate degree in either chemistry, biology or medical technology. Course work must meet the requirements specified in the program's brochure under "admission requirements" and will be subject to review and evaluation by an agency approved by the Program. The transcript evaluation must include courses taken, credit hours per course, and grades obtained in each course. A list of approved agencies is available upon request. Scores from the Test of English as a Foreign Language (TOEFL) exam must be submitted to the Program and will be used as part of the admission criteria. Student must have TOEFL scores of at least 600 on the paper based exam, 250 on the computer based exam and 100 on the internet based exam. Subsets on the internet based TOEFL exam must be at least 26 on speaking and at least 23 each on reading, listening and writing. Subset scores on paper based and computer based exam must be equivalent to internet based exam. TOEFL scores must not be more than two years old. Student must provide the Program with official SAT or GRE scores. Students with international degrees must have at least 12 semester hours at a US approved academic institution. Courses to be determined by the Program Director and may include but are not limited to Immunology, Microbiology, Genetics, Molecular Biology and Organic Chemistry.
- (2) Admission and satisfactory progress in an affiliated college or university shall also be eligible for acceptance provided they meet the requirements specified in the program's brochure under "admission

requirements" as well as those of the affiliated college or university. Scores from the Test of English as a Foreign Language (TOEFL) exam must be submitted to the Program and will be used as part of the admission criteria. Student must have TOEFL scores of at least 600 on the paper based exam, 250 on the computer based exam and 100 on the internet based exam. Subsets on the internet based TOEFL exam must be at least 26 on speaking section and at least 23 each on reading, listening and writing. Subset scores on paper based and computer based exam must be equivalent to internet based exam. TOEFL scores must not be more than two years old. Student must provide the Program with Official SAT or GRE scores. Completion of at least 12 semester hours at the affiliated college or university. Courses to be determined by the Program Director and may include but are not limited to Immunology, Microbiology, Genetics, Molecular Biology and Organic Chemistry.

**NOTE: Per our mission, preference is given to students originally from the Pee Dee region of South Carolina and then followed by students originally from South Carolina. Historically locals tend to stay and work in the region.**

### **STUDENT SELECTION**

The McLeod Medical Technology program accepts four (4) to eight (8) students annually. Occasionally the Program will accept an additional student if there are extenuating circumstances. Examples of extenuating circumstances might be that the student had previously withdrawn from the Program due to illness or financial difficulty. The course of study is 12 months in length and begins in August each year.

Students are evaluated on each area of the admission criteria. Each criteria is assigned weighted values. The Advisory Committee will evaluate and select students based on the admission criteria. Preference is given to students from the Pee Dee area of South Carolina in accordance with the School's mission. A student may be admitted as a conditional student. These students may not meet all the criteria for admission (minimum overall GPA, minimum science GPA, 450 on each verbal and math sections of SAT OR GRE) but were admitted due to extenuating circumstances and an opening in the class. Conditional students must sign a form that states that based on their academic history they **must** devote more time to studying than most students in their class in order to be successful and complete the Program. Students who have repeated more than three classes or withdrawn from more than 4 classes will also be classified as conditional students. Students who have failed or been removed from a clinical laboratory program will be classified as conditional students as well.

Students are encouraged to apply in the fall prior to their anticipated August entry into the Program. Personal interviews with Program Officials will be scheduled in October, November, December, and the first week of January. A letter of acceptance or rejection is sent to each candidate by April 15<sup>th</sup> of each year for candidates who complete the application process by the January 15th deadline. If the class is not filled, applications may be considered until June 15<sup>th</sup>.

### **ACCREDITATION**

McLeod Regional Medical Center School of Medical Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. NAACLS may be contacted at the following address: 5600 N. River Road, Suite 720, Rosemont, Illinois 60018-5119 (Phone 773-714-8880). The web site is [www.naacls.org](http://www.naacls.org)

## CURRICULUM OUTLINE

The twelve month program integrates classroom lectures and practical experience. Students receive practical experience in each department of the clinical laboratory. Schedules are rotated to give students several weeks to learn the basic techniques of each department. Credit will be given for the following courses:

Courses	Semester Hours
MT 405 - Clinical Hematology	4
MT 410 - Clinical Hemostasis	2
MT 415 - Instrumentation and Methods	2
MT 420 - Clinical Chemistry	4
MT 425 - Clinical Microbiology	4
MT 430 - Mycology, Parasitology, and Virology	3
MT 440 - Clinical Microscopy	2
MT 450 - Immunohematology	4
MT 455 - Clinical Immunology	3
MT 460 - Medical Laboratory Systems	2
<b>TOTAL</b>	<b>30</b>

### MEDICAL TECHNOLOGY COURSE DESCRIPTIONS

#### **Clinical Hematology MT 405** (4 semester hours)

Presents an introduction to hematology with a special emphasis on cell identification, including normal and abnormal cells, maturation series of the cell lines and functions of the cells. A concentration on abnormal hematology with special and detailed emphasis on anemias, leukemias, and various hematological disorders occurs after basic concepts are presented. Correlation to the clinical laboratory with regard to instrumentation, histograms and case studies is included. The student is also introduced to the basic techniques and principles of special and routine hematology procedures in the clinical laboratory. Principals of instrumentation, quality assurance, problem solving, correlation of diagnosis with clinical findings, and computer application are emphasized in the clinical laboratory experience. The course goal is to be able to identify hematological cells, disorders and disease states and relate that data to clinical findings. Student must be able to operate instrumentation and recognize potential errors or malfunctions.

## MEDICAL TECHNOLOGY COURSE DESCRIPTIONS (CONT.)

### **Hemostasis MT 410** (2 semester hours)

This course introduces the fundamental principles and concepts of hemostasis. It presents the principles of vascular hemostasis, a detailed study of platelets and their function, the factors involved with hemostasis and the fibrinolytic system, drug monitoring, laboratory testing, thrombolytic states and abnormal hemostasis. The clinical laboratory experience consists of routine and special assays in hemostasis. Principals of instrumentation, quality assurance, problem solving, correlation of diagnosis with clinical findings, and computer application are emphasized in the clinical laboratory experience. Course goal to be able to identify both normal and abnormal hemostasis results using modern instrumentation and correlate patient findings with the cause.

### **Instrumentation and Methods MT 415** (2 semester hours)

Fundamental principles the theoretical aspects of laboratory instrumentation and methods. Laboratory mathematics, general laboratory techniques, quality control, reference values, relevance of laboratory procedures, evaluation of laboratory methods, automated analyzers, and automation of laboratory results are discussed. The clinical laboratory experience provides an opportunity to perform chemical analysis using a variety of instrumentation. Quality assurance, correlation of diagnosis with clinical findings, and problem solving are emphasized in the clinical experience. The goal of the course is to give students a basic understanding of laboratory methods and instrumentation with emphasis on analyzers used in clinical chemistry.

### **Clinical Chemistry MT 420** (4 semester hours)

The theoretical principles of clinical chemical analysis will be introduced. Only those analytes which are most commonly assayed in the chemistry medical laboratory will be covered. Students will perform wet chemical analysis for analytes most commonly assayed in the medical laboratory. Principals of instrumentation, quality assurance, problem solving, correlation of diagnosis with clinical findings, and computer application are emphasized in the clinical laboratory experience. The goal of the course is to correlate patients' clinical laboratory finding with states of disease or wellness using instrumentation and manual assays.

### **Microbiology MT 425** (4 semester hours)

A study of the bacterial agents of human infections. Morphology and physiology of bacteria are discussed and related to pathogenesis in the human host. Lecture topics include epidemiology and infection control of bacterial infections, specimen collection and processing, and quality control in the bacteriology laboratory. Techniques will be performed in the isolation, identification, and susceptibility testing of microorganisms commonly encountered in the clinical laboratory. Goal of the course is to be able to identify normal flora and pathogens using manual and automated assays and related the pathogens to patient's health status as well as ascertain effectiveness of potential antimicrobial therapy.

## MEDICAL TECHNOLOGY COURSE DESCRIPTIONS (CONT.)

### **Parasitology, Mycology, and Virology MT 430** (3 semester hours)

A study of clinically significant parasites, viruses, and fungi. Topics covered include taxonomy, life cycles, morphology, and pathogenicity.

Techniques of specimen collection and processing as well as methods used for the identification of parasites, fungi, and viruses are discussed and performed in the clinical laboratory. The goal of this course is for students to be able to identify major clinically significant parasites, viruses and fungi and correlate these organisms to pathogenic states in patients.

### **Microscopy MT 440** (2 semester hours)

This course involves a detailed study of the chemical and physical characteristics of body fluids. Cellular elements are studied. Characteristics of body fluids are correlated to normal and disease states. The laboratory experience includes routine urinalysis and various miscellaneous assays. Principals of instrumentation, quality assurance, problem solving, correlation of diagnosis with clinical findings, and computer application are emphasized in the clinical laboratory experience. The goal of microscopy is to determine or identify normal and abnormal characteristics of body fluids and relate those findings to states of wellness or disease in a patient.

### **Immunohematology MT 450** (4 semester hours)

The theory and practice of standard procedures involved in collection, processing and pretransfusion testing of blood components will be presented. The principles and methods needed for clinical application will be emphasized. Practical experience in the Blood Bank is correlated with fundamental immunohematology theory. Problem solving, quality assurance, and correlation of diagnosis with clinical findings is emphasized in the clinical experience. The goal of Blood Bank is to incorporate the cognitive and psychomotor skills into the student so that they may safely prepare appropriate blood products for use in patient transfusion services as well as identify potential sources of error, past transfusion history and antibodies.

### **Immunology MT 455** (3 semester hours)

This course encompasses the human immune system including cells and related tissues. Principles of antigen/antibody reaction are stressed and applied in a clinical laboratory setting. Diagnostic tests used to establish a patient's immune status or deficiency are discussed. The course material and laboratory skills taught in Immunology will allow the student to understand the diagnosis of immune disorders. Principals of instrumentation, quality assurance, problem solving, and computer application are emphasized in the clinical laboratory experience. The goal of Immunology is to enable the student to access a patient's immune status and relate patient laboratory results to immune disorders and disease states.

### **Medical Laboratory Systems MT 460** (2 semester hours)

This course includes an introduction into the clinical laboratory, education methodologies, principles of management, and principles of phlebotomy and specimen handling. Introduction into the laboratory covers medical terminology, safety and government regulations, policies of the school, laboratory and hospital, infection control, introduction to the computer system and quality assurance. Principles of ethics, communication

and team building as well as educational methodologies are covered topics in MT 460. The management portion of MT 460 considers the basic principles of supervision, personnel relations, financial management and the general operation of a clinical laboratory as well as research design and practice used to evaluate published studies. Laboratory operations topics will include clinical decision making and critical pathways, performance improvement, performance evaluation, utilization of personnel and staffing patterns. The phlebotomy portion of MT 460 consists of an introduction into phlebotomy and sample handling and collection. Clinical laboratory experience includes routine venipunctures, skin punctures, bleeding times, and computer applications. The goal of MT 460 is to give the student basic knowledge of education principles, management principles, introductory medical terminology and clinical and didactic skills in phlebotomy such that the student may collect a quality specimen. The student will also be able to assess the quality of specimens collected by various hospital personnel prior to analysis.

#### **MEDICAL TECHNOLOGY FACULTY**

The faculty of the McLeod School of Medical Technology is responsible for participating in teaching courses; supervising clinical laboratory learning experiences; evaluating the student's achievement; developing curriculum; formulating policies and procedures and evaluating the program's effectiveness.

**DURING EACH CLINICAL ROTATION THE STUDENTS ARE ASSIGNED SPECIFIC TASKS FOR EACH WEEK. CLINICAL INSTRUCTORS MAY VARY ACCORDING TO THE TASKS BEING MASTERED.**

#### **BLOOD BANK**

Beth Caldwell, MT(ASCP)	Medical Technologist I
Teresa Eskridge, MT(ASCP)	Supervisor
April Tucker, BB(ASCP)	Medical Technologist I

Teresa Eskridge is the supervising medical technologist of the blood bank. She is ultimately responsible for all aspects of the department including the instruction of the medical technology students. All blood bank technologists participate in the educational process by assisting with bench level instruction. Beth Caldwell and April Tucker give guest lectures on a few selected topics. Beth Caldwell and April Tucker are the primary clinical instructors.

#### **HEMATOLOGY/BODY FLUIDS (MICROSCOPY) /HEMOSTASIS**

Rebecca W. Early, MT(ASCP)	Supervisor
Nancy Horrell, MT(ASCP)	Medical Technologist I
OmiJean Sanders, MT(ASCP),SH	Medical Technologist II

Rebecca Early is the supervisor of the Hematology section (which includes Microscopy and Coagulation). Rebecca Early is the didactic instructor for Clinical Hematology and Hemostasis. She is ultimately responsible for the clinical instruction of the medical technology students. Nancy Horrell coordinates the students' clinical hematology and urinalysis and coagulation rotation. OmiJean Sanders serves as the didactic instructor for Microscopy. All staff members participate in the daily clinical training of the medical technology students and may give guest lectures.

### **MICROBIOLOGY/VIROLOGY/MYCOLOGY/PARASITOLOGY**

Lisa Baxley, MT(ASCP)

Supervisor

Lisa Baxley serves as the supervisor and assumes ultimate responsibility for the medical technology students. Mrs. Baxley is the didactic instructor for Clinical Microbiology and Parasitology. She serves as the clinical coordinator. Lisa Baxley will also be the instructor for Virology and Mycology unless she designates these duties to another member of the Microbiology staff. All Microbiology staff members participate in the instruction of the students during their clinical experience and may give guest lectures.

### **IMMUNOCHEMISTRY/INSTRUMENTATION & METHODS/CLINICAL CHEMISTRY/IMMUNOLOGY**

Vicki T. Anderson, MLS(ASCP)<sup>CM</sup>

Program Director

Brian Brown, MLS(ASCP)<sup>CM</sup>

Medical Technologist

Belva Hancock, MLS(ASCP)<sup>CM</sup>

Medical Technologist

Renee Jackson is the supervisor of the Immunochemistry section. The laboratory has combined the traditional chemistry and immunology departments into one cost center. Renee Jackson has ultimate responsibility for the training of the medical technology students in the Immunochemistry section.

Brian Brown serves as the didactic instructor of Immunology and Clinical Chemistry as well as selected topics in Instrumentation and Methods. Vicki Anderson and Teresa Bailey are didactic instructors for Instrumentation and Methods. Brian Brown serves as the clinical coordinator for the Immunochemistry rotation. He prepares evaluations after gathering input from other members of the department to evaluate the student's daily progress. Belva Hancock assists Brian Brown with evaluations as well as presents Clinical Chemistry lectures. Hope Lee is also a didactic instructor for Clinical Chemistry. All other staff members instruct the students at the bench during their clinical rotation.

### **SYSTEMS (PHLEBOTOMY)**

Melanie White, MT(ASCP)

Supervisor

Melanie White is the systems department supervisor and is ultimately responsible for the medical technology students' phlebotomy training. All systems personnel may assist in the phlebotomy instruction of the medical technology students as assigned.

### **EDUCATION AND MANAGEMENT**

Vicki T. Anderson, MLS(ASCP)<sup>CM</sup>

Program Director

Vicki Anderson teaches education, orientation and management. Several other supervisors teach selected topics in management.

### **ADVISORY COMMITTEE**

All the member of the faculty listed above serve on the advisory committee for the Program. Additionally the following individuals complete the committee: Teresa Bailey, MT(ASCP)MSHA - QA, Remote Testing and Point of Care Supervisor; Sandra Bridgers, MT(ASCP) - Laboratory Administrative Director; Jerry Hyatt, MLS(ASCP)<sup>CM</sup>, Evening Shift Supervisor; Renee Jackson, MT(ASCP) - Immunochemistry Supervisor; and Sharon Mitchell, MD - Medical Director for the Program. Teresa Bailey is a guest lecturer. The advisory committee has input

into the curriculum, policies and procedures of the program; and selects the students. The advisory committee reviews effectiveness and relevancy of program's curriculum. During Advisory committee meeting, each student's progress will be discussed to include attendance, didactic performance in lecture and laboratory, psychomotor performance and affective behaviors. The advisory committee may vote to remove a student at any time should their behavior or performance fails to meet the standards of the student handbook or McLeod policies.

## **STUDENT PERSONNEL POLICIES**

### **PRE-CLINICAL REQUIREMENTS AND ORIENTATION**

Students will submit a transcript with any courses completed after the transcripts submitted with their application information. Students admitted to the program must have a background check performed immediately by the agency designated by the program. The results will be sent to the Program. The student is responsible for the cost of the background check. A pre-clinical physical will be submitted from the student's personal physician on the School of Medical Technology form along with an immunization record. Student will pay for the physical. Students must also complete an employee health screen at McLeod occupational health prior to entry into McLeod Health orientation. A second criminal background check will be performed through McLeod Human Resources within the 60 days prior to entrance into the program. Students will sign forms on line to permit the background check. The second background check will be at no cost to the student. Students must also clear Medicare exclusion check. The McLeod employee health screen, exclusion check and second criminal background screen will be completed at no cost to the student. A student may **NOT** begin the Program without completing McLeod Health on boarding, hospital orientation, passing criminal background checks and having a negative drug screen. Program Director will schedule both McLeod Employee Health Screen and McLeod Health hospital orientation. Results of the background checks or McLeod Health Screen may render the student ineligible to participate in the program. Any item that would prohibit McLeod Health from making a job offer to a medical technologist would also prohibit a student from entering the program. Students must also be cleared through a government OIG web site as never having been excluded, sanctioned or debarred from participating in any Federal or State healthcare program (exclusion check).

### **ATTENDANCE**

McLeod Regional Medical Center School of Medical Technology maintains a twelve month schedule, with course work following a two week orientation period. The student in Medical Technology is expected to attend all learning experiences. These experiences are normally planned Monday through Friday between the hours of 7:00 a.m. - 4:00 p.m.. Clinical rotations are generally completed by 3:30 p.m. and the students meet in the classroom until 4:00. Time between 3:30 and 4:00 may be used to review assignments with students, return exams, additional instruction, or for discussing an issue. Examples of additional instruction might include: group demonstrations, review of kodachrome slides, return and discussion of exams, or review session prior to an exam. Also an individual student may need to stay in their clinical rotation until 4:00 to complete practice of skills for a particular task that may be difficult or time consuming for them. Students must use their own judgement about the need for additional practice of skills. Students should also determine if additional time will be needed to complete assigned tasks such as minimum number of gram stains or peripheral smears counted and reviewed. If the student determines that they may not finish their assigned task, they may elect to stay in the clinical laboratory until 4:00 p.m. or later to work on assignments. At the completion of the first rotation, the student must have all scheduled competencies completed unless the section supervisor has given the student an extension due to unusual circumstances.

## ATTENDANCE (cont.)

Occasionally the student will be asked to arrive at an alternate time. Lectures are scheduled for Wednesdays between the hours of 7:00 a.m. - 4:00 p.m. Exams and make-up lectures will usually be scheduled for Fridays. There may be as many as four(4) exams per Friday excluding practical exams and clinical assignments. Students **MUST** notify their clinical instructor if they have a lecture scheduled for any time other than **Wednesday**. Occasionally students will have an exam scheduled for a day other than Friday. It is the **student's** responsibility to notify their clinical instructors that they will not be present in the clinical laboratory during the normal times. Students will attend any continuing education meeting or in-service that the Program Director schedules for them.

Students are allowed sixty-four hours of time off to be used for sickness or for personal matters (such as dental appointments) during the school year. All time off will be taken in at least one half-hour increments. Personal time off **must** be requested using Certificate of Absence form at least forty-eight hours **must** be requested using Certificate of Absence form at least forty-eight hours prior to the requested time off (excluding weekends). Certificate of Absence forms are available in the medical technology classroom. The requested time off must be approved first by the section head of the student's current rotation and then by the Program Director. **If the student has any unscheduled absence, they must fill out a certificate of absence the day they return to school.** Failure to complete a certificate of absence will result in counseling. If more than three (3) days are missed in any one clinical rotation, the student will be required to make up the time missed however the time missed will still count against their total allowable absences. Any time exceeding three days missed in the first clinical rotation must be made up within 30 days of the student's return to school after the occurrence. Any time missed in the rerotation when three days were missed in the first rotation or making a total of three days for that clinical experience must be made up within two weeks of the students return to school. Any absence or tardy during lecture or exam times will be accessed against the student's current clinical rotation. Absences during orientation or enrichment are assessed against MT 460 Clinical Laboratory Systems. Students who are more than fifteen (15) minutes but less than 30 minutes tardy will be accessed at one half-hour time off. Students who are tardy more than 30 minutes but less than 60 minutes will be assessed one hour time off. Additional time will be assessed based on the student's time of arrival. Students must also document any absence on their absence tracking form. Absence tracing form should be kept in the student's locker as the Program Director may ask to check the form at any time to assure that students are maintaining documentation of absences. Students must complete a manual clock in form if they forget to clock in. The form must be turned into the Program Director in order for the student to be manually clocked in. If the Program Director discovers that the student did not clock in, the student must complete a manual clock in form or they will be counted absent. **Absences in excess of 32 hours in a clinical rotation will result in the loss of a letter grade in all courses for that clinical rotation. Exceptions to this rule may be made if there is a loss of an immediate family member as defined by the McLeod employee handbook; hospitalization or sickness of 3 or more days; or other unusual circumstance defined by the Advisory Committee. The Advisory Committee will meet and determine the loss of credit should a student exceed 32 hours in a clinical rotation. Loss of a letter grade due to attendance will be documented on the transcript.**

If the student cannot attend school or will be tardy due to illness or other circumstances, it is their responsibility to notify their clinical rotation department and the Program Director. Notification of the student's absence should be made before the beginning of each shift by phoning their current clinical rotation department **AND** the Program Director (777-2497). Leave a message on the Program Director's voice mail.

## ATTENDANCE (cont.)

If the student is tardy more than six (6) times during the Program they will have six hours subtracted from their allowable personal hours which total 64 at the beginning of the Program. If this results in the student exceeding 64 hours of personal time, their case will be reviewed by the Advisory Committee and the student is subject to dismissal. If a student is absent without notice from their clinical rotation or lecture, clinical instructors or Program Officials may call the student at home to check on their status. If a student is more than fifteen minutes late for an exam, a five-point penalty will be assessed for each additional 15 minutes the student is tardy. The instructor has the right to waive the penalty if the student has an emergency such as car trouble or an accident provided the program was notified prior to the assigned start time of the exam. If a student fails to attend school on the day of an assigned exam and does not notify the Program regarding their absence prior to the completion of an exam, the student will be assigned a zero.

Students should always notify a member of the clinical staff or didactic instructor when they leave the clinical rotation (examples: lunch, break, and lecture except on Wednesday). Student must clock out and clock back in if they leave the McLeod campus for any reason during the school day.

On occasion, physician's certification of illness may be required. On the first occasion of a student missing an assigned exam, the student **must** have a physician's certification of illness to makeup the examination. All makeup examinations will be given on the first day the student returns to school. Makeup exams must be scheduled for a time other than the normal clinical rotation period and should be approved by the Program Director. If a student misses more than five (5) consecutive days, special arrangements for makeup work may be necessary. The arrangements should be made with the Program Director. A doctor's excuse will be necessary to verify the illness.

Students who miss more than sixty-four hours may be removed from the program. If extenuating circumstances occur, the student's case may be brought before the Advisory Committee. Examples of extenuating circumstances are: a single illness where the student misses greater than three days of a clinical rotation; an illness of the student's child or spouse which requires hospitalization; a death in the student's immediate family; or other unusual serious situations. At least fifty per cent of the committee must be present to rule on the student's case. Each case will be reviewed on an individual basis. The Advisory committee may decide to allow the student to complete the program by making up time at the end of the program year (used for extreme cases such as surgery); make up time on the weekend or after school, or to dismiss the student. If a student makes up days at the end of the program, they may not graduate with their class. **The student will only be allowed to make up time on the weekend or after school with the approval of the section supervisor and program director. Each make up date must be scheduled and pre-approved. The student should clock in and out to document any time made up and fill out a manual clocking form and document the clinical activities completed. Documentation of tasks must be provided and only pre-approved time will count.** If the student exceeds 64 hours of absence, any additional absences must be made up within 30 days of the occurrence during the first rotation and 15 days of the occurrence during the rerotation. The decision of the panel will be based on the following: the student's psychomotor and affective evaluations, didactic grades, laboratory practical grades, and the number of days missed in the rotation. The decision of the Advisory Committee will be the final assessment by the Program. If the student still does not concur with the decision, he/she may petition the Problem Adjustment Committee for a neutral evaluation. Any student who exceeds 64 hours of absences and is allowed to remain in the program may not graduate with their class.

### ATTENDANCE (cont.)

Students will clock in and out using their student identification card. Cards will be issued during orientation process and must be returned prior to leaving the Program. If a student loses their card, they must go to human resources immediately and have a new card made. Replacement cards are five dollars and must be paid for by the student. The name badge is part of the uniform. Students are out of uniform without their name badge and may be required to purchase a new one from Human Resources. Students may only clock in and out for themselves. Using another student's or employee's ID badge for any purpose is not permitted. Time sheets are reviewed weekly and all absences and tardies are printed and added to the student's file. Tardies/absences will be noted on the student's individual attendance record and points will be deducted from the affective evaluation of the clinical rotation based on attendance record. After clocking in the students should immediately report to their assigned area (either clinical rotation or student classroom for lecture or exams). Clocking in and leaving campus or parking your car will result in counseling up to and including dismissal from the Program.

### STUDENT EVALUATION

Students are evaluated on each course in the school's curriculum. Three domains of learning (cognitive, affective, and psychomotor) are used to evaluate the student in each course. A grade is based on the didactic (cognitive) as well as the practical (affective and psychomotor) achievements of the student. Students must maintain a 76 average on each domain of learning for each course to earn credit for the course.

The following system is used to determine the grade for the course.

GRADE	INDICATES	QUALITY POINTS
A = 93 - 100	achievement of distinction	4
B = 85 - 92	above average achievement	3
C = 76 - 84	average achievement	2
F = 0 - 75	little or unsatisfactory achievement	0

Students are **not** given the opportunity to repeat a course as each course is taught once during the student's clinical year.

The instructors of each section evaluate the student's didactic and practical or clinical work. At the end of each month of the first semester the clinical and didactic instructors will evaluate the student's progress. Progress Reports will be issued to reflect the student's progress. Adjunct faculty from the student's college or university will be notified of any change in status of the student.

The final grade for each course is comprised of the student's practical performance in the laboratory and examinations and/or quizzes in the didactic portion. A preliminary evaluation of the student's practical performance will be determined at the end of the first rotation through that department. The final practical performance grade will be determined when the student is reevaluated after the student has re-rotated through each of the clinical areas. A cumulative final examination must be given for each course. The student must score a grade of 76 or better on a cumulative final examination for each didactic course. Students must maintain a 76 average on each domain of learning for each course to earn credit for the course. If the student's average in a course falls below 80, the student will need to develop an Action Plan with the Program Director and will be placed on academic probation. Should a student fail one learning domain of a course, the student will fail

the course and will immediately be dismissed from the program. **THE STUDENT MUST PASS EACH COURSE IN THE CURRICULUM TO PROGRESS THROUGH THE CURRICULUM AND GRADUATE FROM THE PROGRAM. A FIVE POINT PENALTY WILL BE ASSESSED FOR EACH DAY THAT ANY ASSIGNMENT IS LATE. THE FIVE POINT PENALTY PER DAY APPLIES TO CLASSROOM AND CLINICAL ASSIGNMENTS.**

**COGNITIVE (DIDACTIC) :**

Cognitive skills are evaluated by written examinations.

**PSYCHOMOTOR:**

Course instructors evaluate psychomotor skills. Students are evaluated on a pass/fail basis for predetermined competencies. The student must achieve the predetermined level of competency to pass. Practical examinations may also be used to evaluate this domain. Practicals may be used to determine a portion of the number grade for the laboratory experience.

**AFFECTIVE :**

Affective domain skills will be evaluated at the end of the first rotation and at the completion of each clinical course. The information from these evaluations is used for counseling and guidance, as well as in the assessment of professional development and assignment of a grade therein. Affective learning includes attitudes and beliefs as they pertain to the behavior of a professional.

The student must achieve a score of 76 or higher on the affective, psychomotor, and didactic domain independent of each other in order to pass each course. If a student's performance on psychomotor or affective behaviors needs improvement, the situation will be discussed with the student and may be documented with a counseling form or on the monthly progress report. The Program Director may be present during the counseling session.

**DETERMINATION OF STUDENT GRADES**

Each student will be given an example of a grade sheet in orientation. The didactic portion of the grade will be determined by the average of the didactic exam grades (70%) and comprehensive final (30%). Daily quizzes, if given, will be averaged and the average will count as one didactic exam grade. The midterm exam, if given, will count as two didactic exam grades. The didactic portion of the grade will count seventy-five percent of the total course grade. The laboratory evaluation will count twenty-five percent of the total course grade. The laboratory evaluation grade will consist of the average of the affective evaluation (50%) and the average of the laboratory practicals (50%). The psychomotor evaluation (checklist) is pass/fail. The student must pass each psychomotor evaluation to continue in the Program. The student must have a 76 average or higher for each area of laboratory evaluation, didactic exam average, and comprehensive final to receive credit for the course. If the student does not concur with the assigned grade, he/she may petition the Program Director and/or Medical Director to evaluate the assigned grade. The decision of the Medical Director or the Program Director is the final assessment by the Program. If the student still does not concur with the assigned grade, he/she may petition the Problem Adjustment Committee for a neutral evaluation. Any written assignment (such as paper, case study, bench questions, disease paper, project or homework) will be assessed a five (5) point per day penalty for each day the assignment is late (this includes the weekend days).

## **STUDENT RECORDS**

The McLeod School of Medical Technology maintains permanent academic student records. The student may access their academic record by submitting a written request to the Program Director. Records may be viewed in the Program Director's Office but may not be removed. Files containing evaluations of didactic and clinical performance are also maintained in the Program Director's Office. These files may be accessed upon written request to the Program Director but may not be removed. Student may have waived the right to access references and these documents will be maintained confidentially as well as interview evaluations by members of the advisory committee. Federal law prohibits the release of transcript information to a third party without **written** permission from the student. Student progress reports may sent to the medical technology advisor of 3+1 students. Exams are given to students for review then returned to the Program Director who maintains them on file throughout the year. All graded papers, evaluations and documentation of completed tasks must be turned into the Program Director. At the end of each clinical rotation, all documentation and practicals are placed in the student's files. It is the student's responsibility to make sure they return all paperwork to the Program Director. Exams and practicals are the property of McLeod School of Medical Technology and may not be copied or reproduced by the students. Students may review exams again prior to the comprehensive final examination for that course. The student may not remove exams or quizzes from McLeod Health unless written permission is given by the Program Director. Questions from laboratory practicals, exams, quizzes, or comprehensive final examinations may not be written down, recorded, copies, photographed or transcribed by students.

## **HOUSING, MEALS AND TRANSPORTATION**

It is the responsibility of each student to provided their own housing, meals and transportation.

## **HOLIDAYS**

The school will observe the following holidays: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Good Friday, Memorial Day and Independence Day. The school will be closed one week at Christmas and the day following Thanksgiving Day. Holidays falling on weekends will not be observed as the school is closed on the weekend.

## **MEDICAL FACILITIES**

Students will be given the opportunity to take the Hepatitis B vaccination at no charge to the student. Students will be given the health screening provided to new McLeod employees through the Occupational Health Department. All pharmacy purchases at McLeod Outpatient Pharmacy will be discounted to the students. Students should carry private health insurance. Emergency care will be provided for injuries occurring while performing assigned tasks during the scheduled training hours at McLeod. The student will be sent to McLeod's Occupational Health department for assessment at the time of the injury. A First Report of Employee Injury Form (available on the intranet) must be completed by the student and supervisor of their clinical department or the Program Director prior to sending the student to Occupational health. Students will be counseled if they have not followed written safety policies. Follow-up care or any care beyond the initial emergency treatment of the injury is the responsibility of the student.

If a student becomes ill while at school, they must report immediately to the Program Director who will arrange to send the student to McLeod Family Medicine or to their personal physician. The student may be sent home if the attending physician suggests it. Before leaving McLeod, the student should be

sure to report back to the laboratory and advise their clinical instructor and the program director of their status.

### **INSURANCE**

Students are covered for liability while performing laboratory procedures within the hospital by the hospital's own liability carrier. Students are responsible for obtaining their own medical insurance and must provide the program proof of medical insurance prior to entrance into and throughout the program.

### **SAFETY**

Students are expected to maintain a safe work environment for themselves, other members of the laboratory staff, staff members of other departments and our patients. Students are educated about safety polices and procedures including blood borne pathogen, hazardous chemicals, infection control policies and emergency action polices. This education occurs in McLeod Health orientation, laboratory orientation and throughout the year as needed. It is the student's responsibility to practice safe work habits during the clinical year at McLeod Health and follow written safety procedures and protocol. Failure to follow policy will result in disciplinary action by the Program.

### **TUITION**

There is a tuition fee of \$2200.00 per year (\$1100.00 per semester). Fees are subject to change. Any candidate accepted into the Program must submit a \$200.00 non-refundable deposit. The deposit will be applied toward their tuition fees. Students who decide not to attend the Program after accepting a position will forfeit their deposit. Any candidate accepted into the Program with an overall grade point ratio of 2.5 or greater may also apply for the McLeod Health Medical Technology Scholarship. A student who has applied for the McLeod Health Scholarship may be named the Helen Bush Scholar or the Kyra Nettles Scholar. All students are supplied with information about the American Society of Clinical Pathologists' and Siemens scholarships for medical technology students. Financial aid may be available through affiliated colleges and universities for degree seeking (3+1) students. Degree seeking (3+1) students may be required to pay additional fees to their academic institution.

### **TUITION PAYMENT POLICY**

Students will pay their tuition at the rate of \$1100.00 per semester. Fall tuition must be remitted prior to September 1<sup>st</sup>. Spring tuition payment of \$1100.00 must be paid no later than February 15th.

A \$200.00 **nonrefundable** deposit is due at the time of acceptance from each candidate in order to hold his or her position in the class. The **nonrefundable** deposit will be applied toward the fall tuition for all students attending the Program during that year. 50% of the fall tuition paid to the program by the student will be refunded to students who withdraw prior to September 30. None of the Fall semester tuition will be refunded if the student withdraws or is dismissed from the Program after September 30th. If the student withdraws or is dismissed from the Program after February 28th, second semester tuition will not be refunded. If a student withdraws or is dismissed from the Program before February 28th, fifty percent of the second semester tuition will be refunded provided the second semester tuition has been paid by the student.

Students who already hold a bachelor's degree should pay tuition by check made payable to McLeod School of Medical Technology. Students completing their senior year should check with their college or university regarding

tuition payment. Tuition for 3+1 students may need to be paid directly to the affiliated college. The student's college would then reimburse the program for the student's tuition.

#### **STUDENT WITHDRAWAL FROM PROGRAM**

A student may choose to withdraw from the Program due to change in career goals, health or personal difficulties or poor academic performance. Should a student choose to withdraw from the Program, they must follow the following procedure. Set up a meeting with the Program Director to discuss the situation. The student should consider options for a period of twenty-four hours. If the student determines that they still wish to withdraw, they must formally withdraw by turning in their ID badge and parking pass. Turn in all partially completed clinical checklist and return any books borrowed from the Program. Complete a signed and dated Withdrawal Form from the Program Form stating that all the above items have been turned in and the reason for their withdrawal. Degree seeking 3+1 students must also notify their college academic advisor prior to withdrawal to discuss the situation. All fees must be paid prior to withdrawal. No courses are completed until the summer rotation therefore no credit will be granted for the lecture portion of the course even if the student withdraws after completing that portion of the course.

#### **TEXTBOOKS AND FEES**

Students will be responsible for purchasing the required textbooks and materials for each course. A list of required textbooks for clinical course work will be sent to the student during the summer prior to their August entrance into the Program. Students may purchase the textbooks directly from a vendor such as Rittenhouse using the Proforma invoice or from any other vendor carrying the required textbooks. The cost of textbooks is between \$650.00 and \$750.00 per year. Book payment is due at the time of the purchase and is made directly to the vendor. If student fails to graduate after the Program orders their certificate, cover and pin, they must pay the cost for their certificate, cover and pin.

#### **STUDENT MEETINGS**

Student meetings are held on Friday usually at 3 p.m. unless otherwise specified. Program Director will review exam calendars and lecture schedules with students. Any policy changes, process improvements, or general areas of concern will be discussed with students. Students may also share general concerns. Individual concerns about lecture or laboratory experience may need to be discussed with Program Director or instructor in a private one on one meeting. These discussions are not appropriate for student meeting. If possible, Friday's exams will be returned to students for review. The meeting provides an opportunity for students to interact with the Program Director on a regular basis.

#### **STUDENT PARKING**

Students will park in the area designated as student parking across from the child development center. Parking in any other area during school hours will be considered a violation of school policy and may result in disciplinary action by the Program. Student may also be ticketed and fined by McLeod Security or the city of Florence if they park illegally. Parking in any area other than student parking lot during school hours is illegal.

## DRESS CODE

Students are expected to conduct themselves as professionals at all times. Students are required to wear uniforms (approved MRMC laboratory colors only) with white, brown or black shoes in the laboratory. Shoes may **NOT** be backless and must be solid in color. A uniform may also be scrubs. McLeod embossed scrubs may **not** be worn unless an accident occurs which required removal of student's uniform due to contamination. McLeod embossed scrubs are the property of the hospital and should be returned the following day. The student must follow the dress code for McLeod Regional Medical Center and are given a copy of this policy prior to hospital orientation. Additionally medical technology students may wear a long sleeve **white** turtleneck or **white** T-shirt under the scrub top. Students may not mix and match scrubs or uniforms. A uniform or scrub is defined for the medical technology students as a uniform top and bottom of the same color. The student is responsible for the procurement and maintenance of their uniforms and shoes. The cost of these items is approximately \$400.00 per year depending on the number and style of uniforms purchased. Laboratory approved colors are white; teal by Landau brand or Retw Teal by Cherokee; Caribbean blue by Landau or Carw Blue by Cherokee; Cherry blossom by Landau; and wine by Landau or Winw Wine by Cherokee or Winl Wine by Life Uniform. The laboratory will provide the students with disposable laboratory coats as a part of the personal protective equipment. If students want a lab coat to wear outside the laboratory or in clean areas of the laboratory, they should purchase one. Laboratory coat must comply with the McLeod dress code. Students must adhere to the safety guidelines for each laboratory tasks and wear the appropriate safety equipment when practicing the tasks. Safety equipment is provided to the student by the laboratory at no cost to the student. In order to protect and enhance the proper professional image, sanitation, health and welfare of patients and self, the student will adhere to standards of personal appearance listed in the McLeod dress code. Part of the school dress code is outlined below.

### General:

1. Uniforms with white, black or brown clinical shoes must be worn when in the laboratory. Disposable laboratory coats will be provided to the students. A **white** turtleneck or **white** t-shirt may be worn under the uniform top. Uniforms must be the colors approved for McLeod Regional Medical Center for the laboratory.
2. Uniforms should be clean, neat, and free from wrinkles. Clinical shoes should be cleaned and polished. Student name badge will be provided to each student as part of the laboratory uniform and **must** be worn on the upper left chest area when on the medical center campus. Name badge must be worn according to hospital policy. Replacement name badges must be obtained at the student's expense if the name badge is lost or damaged.
3. **Open-toed** or **backless** shoes are **not** to be worn in the clinical laboratory.
4. Jeans are **NEVER** permitted in the clinical laboratory during school hours.
5. Dark glasses will not be permitted for indoor use unless prescribed by a physician.
6. Excessive use of colognes and perfumes is not permitted.
7. Wearing large and excessive amounts of jewelry is not permitted.
8. Students must comply with all portions of the McLeod Regional Medical Center Employee dress code in the employee handbook and the medical technology student dress code policy.

As Applicable:

1. **Any** facial hair that might interfere with the proper fit of an N95 TB respirator mask is prohibited.
2. Hair is to be clean and neatly cut with no unusual dye colors (example pink).
3. Hemlines must reach to at least two inches above the knee.
4. Slacks must be of proper length to at least touch the ankle.
5. Excessive makeup is not permitted and should not be applied in the clinical area. No eating, drinking, or chewing gum in the clinical areas.
6. No smoking in the hospital or its grounds at any time. McLeod is a Smoke free campus.
7. Fingernail jewelry, artificial fingernails or nail wraps are not permitted. Tattoos **must** be covered with clothing or make-up at all times. Body piercing should be limited to the bottom of the ears with no more than two earrings per ear. Earrings are not permitted for males. Jewelry for body piercing other than ears is **NOT** permitted (some examples of prohibited jewelry are studs or rings in eyebrows, lips, tongue or nose).
8. No personal electronic media devices are allowed in the clinical laboratory due to infection control guidelines and hospital policy.
9. Use of profanity on the McLeod campus is prohibited and will result in counseling.

The Medical technology students will comply with the dress code and personal safety equipment regulations of the McLeod Regional Medical Center Laboratory.

#### **PHYSICAL EXAMINATION**

Each student must have a physical examination given by his or her personal physician before beginning the program. Physical examination forms are sent to each student to be completed by their family physician at the student's expense. A copy of the student's records of immunization to childhood diseases must be submitted to the Program along with the physical form. Copies of these records must be in the student file prior to entry into the Program as required by the Centers for Disease Control. Students will also be given a health assessment screening by McLeod Occupational Health consistent with that provided to new employees which includes a drug screen and screening for infectious disease. Students must also supply employee health with a record of their immunizations are the time of their physical. **A TB skin test must be performed and subsequently read by employee health before the student may attend hospital orientation. Students may need to have a two step TB screening test. Students must be cleared by employee health as eligible for the Program before they attend new employee hospital orientation. A student may not begin the Program's laboratory orientation until they have attended hospital orientation. There will be no make up dates after the assigned date for new employee hospital orientation. Special circumstances may require a student to complete their McLeod Occupational Health assessment and hospital orientation prior to the other members of their class. Failure to complete any portion of the Employee Health assessment may result in removal from the class until the following year.** In accordance with McLeod Human Resource policy for screening potential employees, the student may be disqualified from the Program based on findings of the health assessment such as positive drug screen without physician's prescription for detected drugs. Students will be required to sign a form stating that they understand the technical standards of the Program and that failure to meet the technical standards will result in removal from the Program. McLeod Regional Medical Center's human resource policies are consistent with ADA. Students who meet technical standards will be eligible for the Program regardless of disabilities.

#### **PART TIME EMPLOYMENT**

Students may elect to work part time while enrolled in the clinical education program. Employment may be in the clinical setting or in a workplace unrelated to health care. If a student is employed by McLeod Regional Medical Center, the student will be subject to the personnel policies of the

institution. While under employment in McLeod Regional Medical Center Laboratory, the student must be under direct supervision and performing only those duties in which they are qualified to perform in accordance with CLIA 88. Employee problems would be handled by the supervisor of the area where the student is employed and have no bearing on the student's educational program. Service work for McLeod laboratory is non-compulsory. Laboratory competency is determined with student's checklist and performance on student practicals during the clinical rotation in the medical technology program. The program can not limit the number of hours a student chooses to work; however the student must maintain an eighty (80) average in each course to be in good standing in the Program. Students who fall below the 80 average in any course may be placed on probation and asked to decrease outside work. The student may **NOT** allow their employer to schedule them to work during school hours (Monday through Friday 7 a.m. to 4 p.m.). If the student is employed outside of McLeod, the student is subject to the policies of the institution in which they are employed.

### **CONFIDENTIALITY**

During the clinical rotations, students will have access the large volumes of information about McLeod Health patients. This information may only be accessed during the student's performance of clinical tasks. Information may only be shared with other health care professions who need to know the information to provide health care to the patient. Breach of confidentiality is a serious offense and may result in immediate dismissal from the Program. Patients have a legal right to expect that information will be kept private and only used on a need to know basis to provide care. A patient or their family may take a legal action against any party who violates their privacy by breaching confidentiality. Students should also respect the rights of their fellow students with regard to test scores. Do not attempt to discover another student's grade. If a student wants to discuss their grade, it is their right to make that decision. Additionally students should realize that certain information such as McLeod Health policies and procedures are the property of the organization. This information may not be shared with any other entity without the written permission of McLeod Health.

### **Honor Code for Students**

Students are expected to perform their written assignments, laboratory practicals, exams, quizzes, comprehensive finals and laboratory competencies independently. Faculty members trust students to be on their honor when completing any task, assignment, function, examination or quiz during their participation in the McLeod School of Medical Technology. Faculty should not be required to monitor students during any activity that will be used to generate a grade as the students have signed a copy of the honor code. Students must document tasks completed honestly. Cheating, plagiarizing, falsifying practice sample results, patient results, QC or practical results, and attendance record are serious violations that would result in dismissal from the Program. Students are expected to inform faculty should they suspect any breach of the honor system by a member of the class. Additionally students are given a copy of the ethical guidelines for professional organizations. They are expected to abide by these standards as well.

### **COUNSELING MEETING**

The Medical Technology student is preparing for a career that requires integrity, independent judgment, a sense of responsibility, highly skilled performance, and many other professional characteristics and qualities. It is the responsibility of the faculty members to inspire and encourage students. Occasionally a student may need individual guidance or correction. In the following situations a student may be counseled:

1. Consistently poor performance of clinical test procedures.
2. Chronic tardiness and/or absenteeism.
3. **Breach of ethics or violation of any McLeod employee rule as outlined in orientation; the medical technology handbook; or in the Laboratory Policy Manual.**
4. Insubordination.
5. Failure to meet any technical standards for medical technology students as outlined in this student policy manual and given to students with their application to the Program.
6. Inability to work with other people, unable to communicate with fellow students, instructors, program officials or other employees of McLeod Health.
7. Average grades below eighty (80) in the didactic or clinical portion of any single course. Failure of a scope practical such as the ones given at the end of Blood Bank rotation, Immunochemistry wet or written practical, Microbiology unknowns on final practical or Hematology final scope practical.
8. Other situations that may occur and should be handled on a individual basis.

Counseling is done in private surroundings and may involve the Program Director, clinical or didactic instructor, and the student. The session must be summarized in writing and signed by the student and counselor(s). The documentation of the session is forwarded to the Program Director and the Medical Director. The counseling form becomes a part of student's permanent record. An oral warning may be given to a student on the first occurrence of unacceptable progress. The oral warning is documented in writing and added to the student's file. Program Officials, clinical and didactic instructors will not discuss student progress or any counseling matter concerning a student with any member of the student's family or friend of the student. It is the student's responsibility to personally communicate concerns to the Program Officials, clinical and didactic instructors so that they may be addressed promptly. All issues of student progress may be shared with the student's college or university.

#### **PROBATION**

After one documented (oral or written) counseling meeting, a student may be placed on probation. The situation will be presented to the members of the faculty. The faculty will discuss the matter and make the decision whether to place the student on probation. The Program Director or Medical Director will notify the student of the terms of the probation. At the termination of one-month probation period, the student will be re-evaluated by the concerned faculty members and the Program Director or the Medical Director. The student may either be reinstated into the Program in good standing, have their probation extended or be dismissed from the Program.

#### **Withdrawal from Program**

A student may voluntarily decide to withdraw from the Program. The Program Director will notify the affiliated college of the student's decision to leave the Program if the student is a 3+1 candidate. The Program Director will also notify any national certification agency or board that the student did not complete the Program. Prior to leaving the student must:

- A. Return the following items: nametag, student parking pass, all books borrowed from Program and pay any outstanding fees.
- B. Complete and sign a withdrawal form stating reason for withdrawing. Refunds of tuition from the Program are covered under the tuition policy. Refunds of tuition or fees from an affiliated college are outlined in the

college catalog and would only apply for fees already paid by the student for the current semester.

### **DISMISSAL**

A student may be required to withdraw from the Program without being placed on probation for any of the following reasons:

1. Gross breach of ethics as described in the McLeod Employee Handbook.
2. Cheating, plagiarizing, or falsifying results, student documentation of tasks or time record.
3. Use of or trafficking in non-prescribed drugs or controlled substances.
4. Breach of confidentiality, privacy or information security.
5. Failure to resolve the origin problem at the termination of the probation period.
6. Failure of one learning domain of one course.

Any student notified of the above mentioned reasons for dismissal has the right to answer the accusations before the Curriculum Committee. The Curriculum Committee will consist of the Program Director and at least six members of the faculty. The student also has the right to confront the accuser. Findings and actions of the Curriculum Committee after meeting with the student will be forwarded to the Medical Director. The Medical Director will act upon the recommendations of the Committee. The actions of the Medical Director will be the final assessment by the Program. If the student still does not concur with the decision, he may petition the Problem Adjustment Committee for a neutral evaluation. Prior to leaving the student must:

- a. Return the following items: nametag, student parking pass, all books borrowed from Program and pay any outstanding fees.
- b. Complete and sign a dismissal form. The Program Director will outline the reason for dismissal. Refunds of tuition from the Program are covered under the tuition policy. Refunds of tuition or fees from an affiliated college are outlined in the college catalog and would only apply for fees already paid by the student for the current semester. The academic advisor of the student will be notified of the dismissal from the Program.

### **Complaints**

Questions in the interpretation of policies, rules or grading may arise during the student's clinical training. Complaints should be documented on a complaint form and submitted to the program director. The complaint forms will be available in the classroom. Complaints will be resolved by the Program Director and instructor if at all possible. The outcome will be documented on the form. If the outcome is unsatisfactory to the student, they may formally present the complaint to the medical director or eventually the problem adjustment committee.

### **Problem Adjustment Committee**

Questions in the interpretation of policies may arise during the student's clinical training. These questions should be handled within the School of Medical Technology if at all possible. The Problem Adjustment Committee is designed to give students a fair and neutral body for evaluation and appeal. Both academic and nonacademic types of grievances may be submitted to the committee. All problems should first be submitted to the clinical or didactic instructor in an attempt to handle the problem through normal channels. If the problem is not resolved, the problem should be submitted to the Program Director on a complaint form. If the problem is still not resolved to the

satisfaction of the student, the student should submit the problem in writing to the Medical Director of the Program. If the concern has not been answered to the satisfaction of the student, the student may then choose to submit the problem to the Problem Adjustment Committee. The Problem Adjustment Committee shall be composed of the following members: the Administrative Director of Respiratory Care (Kay Davis); the Administrative Director of Radiology (David Poston) and a nurse educator (Eleanor Gould). The student must submit an explanation of the problem to the committee in writing. The Committee will set a date for a hearing within a reasonable period of time. The Committee will hold a formal hearing; at which time the student may invite one person to help present their concerns. The Committee members may interview as many persons involved as necessary to determine the outcome of the hearing. After the hearing the Committee will provide the student with a written decision within five working days. All decisions of the Committee will be final and binding.

### **PROFESSIONAL SOCIETIES**

Medical Technology students are urged to join a professional society such as the American Society for Clinical Laboratory Science or the American Society for Clinical Pathology. Application forms for membership are available on the organization's website or from the Program Director. Both societies offer student memberships at discounted rates. Continuing education program information is posted on the laboratory bulletin board. Continuing education fosters professionalism in the student.

### **CREDENTIALING ELIGIBILITY**

Upon successful completion of the McLeod Program, graduates are eligible to sit for a certifying examination. The most widely recognized examination is through the American Society for Clinical Pathology Board of Certification. The certification is in medical laboratory science with the credential MLS(ASCP). Graduates who become certified must maintain their certification through continuing education activities.

Although not a graduation requirement of the Program, the School recommends that the graduate challenge a certifying agency's examination. Graduation is **not** contingent upon passing any certification examination. Guidelines for application to certification examinations are available to students through the web site for the respective agency. It is the student's responsibility to apply for and set a date to sit for the exams. Completion of the application process does not verify admission to the examination unless all requirements as defined by the School's Goals and the Student Handbook have been fulfilled. Requirements for graduation include successful completion of all medical technology courses, completion of didactic, clinical and programmatic evaluations, turning in student nametag and parking pass, and attending graduation. If a student does not complete **ALL** requirements, the Program Director will be required to notify the agency that the student is not eligible to sit for a certification exam as the student has not completed the program. Upon completion of all requirements of the Program, the Program Director will notify the credentialing agency that the student has or will successfully completed the Program and may schedule a date to sit for the boards. The certification agencies will not allow any student to schedule their exam until the day after graduation. This policy gives program directors the necessary time to notify the agency if a student fails to graduate.

### **GRADUATE CERTIFICATION EXAMINATION FEE**

Upon **graduation**, student will be qualified to challenge certification examinations. Historically the cost of the exam is around \$225.00. The student pays this fee directly to the certifying board. Graduation is

**not** contingent upon passing any certification examination. Fees for examinations are subject to change with limited notice. Fees are the responsibility of the student.

#### **ACCREDITATION**

McLeod Regional Medical Center School of Medical Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. NAACLS may be contacted at the following address: 5600 North River Road, Suite 720, Rosemont, Illinois 60018-5119 (Phone 773-714-8880). The web site is [www.naacls.org](http://www.naacls.org)

#### **MCLEOD PROGRAM OFFICIALS AND MEDICAL TECHNOLOGY COORDINATORS**

Vicki T. Anderson (1989) Program Director  
McLeod Regional Medical Center (1981)  
B.S., University of Tampa, FL (1972); Medical Technology Certificate, McLeod Regional Medical Center School of Medical Technology, Florence, SC (1981) Board Certified MT (ASCP) (1981), MLS (ASCP)<sup>CM</sup> (2009)

Sharon S. Mitchell, M.D. (2006) Medical Director  
McLeod Regional Medical Center (2003)  
B.S. University of Rochester, Rochester, NY (1990); State University of New York at Buffalo, NY (1994), M.D. Duke University Medical Center, Durham, NC Pathology Residency (2000)

Paula Samiec Bailey (2004) Adjunct Faculty  
Coker College (2000)  
B.S., Barry University, Miami Shores, FL (1989); Ph.D., Emory University, Atlanta, GA (1995)

Larry J. McCumber (2006) Adjunct Faculty  
Francis Marion University (1982)  
B.S., University of South Carolina, Columbia, SC (1971); M.S., University of Florida, Gainesville, FL (1975); Ph.D. University of Florida, Gainesville, FL (1977)

#### **Additional Information**

Other questions regarding the program should be directed to:

McLeod Regional Medical Center  
Att: Vicki Anderson, MT Program/Lab  
P.O. Box 100551  
Florence, South Carolina 29502-0551

Calls should be directed to the following number: (843) 777-2497  
OR e-mail the program at the following address: [vanderson@mcleodhealth.org](mailto:vanderson@mcleodhealth.org)

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**STUDENTS SHOULD REVIEW THIS HANDBOOK PRIOR TO DECIDING TO ACCEPT A POSITION IN THE PROGRAM. STUDENTS MUST SIGN A FORM STATING THAT THEY UNDERSTAND AND WILL COMPLY WITH THE MCLEOD SCHOOL OF MEDICAL TECHNOLOGY STUDENT HANDBOOK'S POLICIES. A COPY OF THE FORM IS ON THE NEXT PAGE. COMPLETE AND MAIL TO THE PROGRAM AT THE ADDRESS LISTED ABOVE. ALL POLICIES AND INFORMATION IN THIS HANDBOOK ARE SUBJECT TO CHANGE.**

**STATEMENT OF UNDERSTANDING POLICES  
FOR MCLEOD SCHOOL OF MEDICAL TECHNOLOGY**

I \_\_\_\_\_ (print name) have read the McLeod School of Medical Technology Student Handbook. The Student Handbook contains information about the School of Medical Technology as well as policies and procedures for the McLeod School of Medical Technology. The manual is currently referred to as the Student Handbook. I understand and can discuss the policies and procedures in the handbook. I will comply with all policies and procedures contained in the Student Handbook. I understand that failure to comply with a policy or procedure may result in my immediate dismissal from the McLeod School of Medical Technology. I also understand that I must comply with all McLeod Health policies and procedure while in the Program. These policies and procedures will be made available to me in orientation and throughout the clinical year at McLeod School of Medical Technology.

(Signature)

\_\_\_\_\_

(Date)

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Revised 11/1/2011