

McLeod Regional Medical Center
School of Medical Technology
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Medical Technology Program Student Handbook

Program Year 2018 - 2019

Accredited through the National Accrediting Agency for Clinical Laboratory Sciences
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DATE

STUDENT NAME (PRINT)

STUDENT SIGNATURE

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**Section I:
Program Administration**

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, treatment and prognosis of disease and the maintenance of health. These laboratory determinations and analyses are performed in the clinical laboratory by a medical technologist also called medical laboratory scientist or clinical laboratory scientist. 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 technologist 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 medical 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 laboratory science (medical technology) enabling them to pass a national certification examination.

GRADUATE 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
 - 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.

OBJECTIVES OF THE COURSE OF STUDY

In order to benefit from the organization, structure, and unique opportunities incorporated into the MPMC Medical 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 and abiding by the code of ethics throughout the year and as a graduate.
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, schedules 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 the 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's 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. Students are expected to uphold every aspect of these values.

DESCRIPTION OF THE CLINICAL LABORATORY

The Department of Pathology consists of the anatomic and clinical sections. Anatomic sections include histology and autopsy services. The clinical laboratory includes Immunochemistry, Blood Bank, Hematology and Coagulation, Clinical Microscopy, and Microbiology. Tarek M. Bishara, M.D. is the Laboratory Medical Director and Sandra Bridgers, MT(ASCP) is the Laboratory Administrative Director. Each clinical subsection has a consultant pathologist 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 was registry eligible. As technology advances, the McLeod Laboratory strives to offer services that meet the needs of health providers, and ultimately, the needs of our 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 Laboratory Science 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. There is a \$50.00 application fee for any student applying after April 1, 2014.

SPECIFIC PRE-CLINICAL ACADEMIC REQUIREMENTS

BIOLOGY

Hours:

Minimum of 16 semester hours.

Required Courses:

Microbiology must be included in the 16 semester hours of Biology. Microbiology must include Bacteriology. Immunology must be included either as a part of Microbiology or as a separate course. Survey courses will not satisfy this requirement.

Recommended Courses:

Human Physiology, Anatomy, Cell Biology, and Genetics (Not required for candidates with a bachelor's degree.)

CHEMISTRY

Hours:

Minimum of 16 semester hours.

Required Courses:

8 hours from Organic Chemistry or Biochemistry or Quantitative Analysis must be included in the minimum number of required hours of Chemistry. Survey courses will not satisfy this requirement.

MATHEMATICS

Hours:

Minimum of two courses of college level mathematics (6 semester hours). Remedial mathematics courses will not satisfy the mathematics requirement.

Required Courses:

1. Algebra and Trigonometry or Calculus

2. Statistics (Statistics may be waived if the applicant has completed courses in Calculus and Genetics with grades of "C" or better.)

Recommended Courses:

Calculus

PHYSICS

Recommended Courses:

General Physics (8 semester hours). (Not required for candidates with a bachelor's degree.)

COMPUTER SCIENCE

Recommended Hours:

Minimum of one course at the college level (3 semester hours).

Recommended Course:

Computer Techniques/Software Applications (Not required for candidates with a bachelor's degree.)

Any of these course may be a required by the college or university for students receiving a degree in medical technology from an affiliated college or university. These courses may also be required for a degree prior to entry into the medical technology program. Students should check their college catalog to determine requirements for graduation.

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:

- Completed application form with fee (\$50.00)
- SAT > 480 each for verbal and math; ACT > 19 overall score; or GRE > 140 each for verbal and quantitative reasoning
- 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 unless the course is taken on a pass/fail basis. All science, math, computer, and management courses attempted are used to calculate the science grade point ratio unless a course is taken on a pass fail basis. Students should have achieved an overall SAT score of at least 960 with at least 480 on verbal and at least 480 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, and Psychomotor)

- a. Ability to move around the laboratory and medical center while demonstrating safety for myself and others.
- b. Ability to operate delicate instruments or equipment or to perform delicate procedures using the senses of smell, vision and somatic sensation while demonstrating safety for myself and others.
- c. Ability to use a microscope with speed, accuracy, and precision in a manner that does not endanger others.
- d. Ability to constantly carry trays and objects weighing up to 10 pounds and occasionally carrying objects of 30 pounds while demonstrating safety for myself and others.
- e. Ability to observe with normal or corrected vision and ability to discriminate colors, odors, viscosity, or clarity of biological specimens. For example, a student must be able to operate analytical instruments safely and accurately, identify microscopic structures, differentiate fine detail, and identify organisms.
- f. Good hand-eye and fine motor coordination/manual dexterity to fulfill the technical requirements of the Program and the profession while demonstrating safety for myself and others.
- g. Ability to communicate in English effectively and efficiently both verbally and in writing. The student must be able to effectively instruct patients if required. Students applying whose college course work and/or degree has taken place at institutions other than accredited American colleges or universities must demonstrate English language competency (see Handbook).

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

- a. Ability to work in a fast-paced, stressful, changing environment with speed, accuracy, and precision. For example, the student may be exposed to instrument noise, emergency situations, several persons working in his/her immediate vicinity, unpleasant odors or sights, pathogens, and blood and body fluids.
- b. Ability to organize work and direct others; to exercise independent judgement; to assume responsibility for own work and after the work of others.
- 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 and in the classroom setting.
- f. Ability to demonstrate adherence to patient confidentiality, the academic, and professional code of ethics. This includes adherence to the McLeod Regional Medical Center Drug and Smoke Free Campus Policy.
- g. Ability to work safely with sharps, biohazards, and hazardous material.
- h. Ability to project a neat, well-groomed physical appearance.
- i. Ability to use interpersonal skills such as communication, cooperation, confidentiality, and attentiveness in a positive and tactful manner to communicated with peers, faculty, and other members of the healthcare team effectively and respectfully.
- j. Ability to take instruction from the faculty respectfully. For example, the student will be interacting with fellow students, faculty members both in lectures and on practicum, as well as coming into contact with nurses, physicians, nursing unit technicians, phlebotomists, and others both in person and on the

- telephone if required. In the Phlebotomy rotation the student will be interacting with the public. Instructors will correct students in order to aid in instruction.
- k. 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; independently, in small groups, and as a member of the laboratory team. For example, a student will be expected to take initiative in asking questions, performing required work in the practicum, participating in class discussions, working as a member of a problem-solving team, and performing as colleagues with their professional counterparts in the laboratory.
- b. Ability to practice critical thinking in using problem solving, common sense, critical evaluation, decision making skills, and objectivity in approaching laboratory problems. To comprehend, analyze, reason, measure, calculate, synthesize, integrate, and apply information in problem solving and to the outcome of laboratory test procedures.
- c. Ability to obtain information in English from lectures, laboratory demonstrations and/or exercises, and independent study assignments.
- d. Ability to sit for written, oral, or practical examinations, complete assignments and exams on time, orally present a formal project presentation in English, write a project report, use computers, and perform a variety of laboratory activities with and without supervision.
- f. Ability to operate computers with speed, accuracy, and precision in a manner that does not endanger others.

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. 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 AN 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 who apply 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, work visa 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. The program reserves the right to begin an additional class of 1-3 students in January.

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, 480 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 from October through March 15th. A letter of acceptance or rejection is sent to each candidate in April of each year for candidates who complete the application process by the March 15th deadline. If the class is not filled, applications may be considered until June 30th.

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.

MEDICAL TECHNOLOGY 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:

Course	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
MT440 Clinical Microscopy	2
MT 450 Immunohematology	4
MT 455 Clinical Immunology	3
MT 460 Medical Laboratory Systems	2
TOTAL	30

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. Principles 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.

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. Principles 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. Principles 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.

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. Principles 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. Principles 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 assess 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.

CLINICAL LABORATORY ROTATIONS

Clinical laboratory rotations are included in the McLeod School of Medical Technology to provide students with clinical experience in the following clinical laboratory areas: Systems (Phlebotomy), Immunochemistry, Hematology, Urinalysis, Body Fluids, Coagulation, Blood Bank, and Microbiology. Students complete all clinical laboratory experiences within the clinical laboratory at McLeod Regional Medical Center. The Clinical Supervisors and Clinical Instructors/Preceptors play a vital role in developing the student into a competent, entry-level medical laboratory scientist.

Responsibilities of the Medical Technology Program Director/Medical Technology Faculty

Responsible for coordinating the student's clinical experience. Roles and responsibilities include:

1. Coordinate supervision in the instructional facility for lab and clinical phases of the program.
2. Schedule clinical rotations.
3. Keep student clinical performance and attendance records.
4. Ensure sufficient representative clinical experience. Observe each student at least once a month during clinical experience and complete "Student Clinical Rotation Observation Form."
5. Assist in development of skills necessary for performing in the clinical laboratory.
6. Demonstrate a genuine interest in the student's learning process.
7. Serve as a professional role model and resource.
8. Develop and evaluate clinical performance goals.
9. Schedule student conferences as needed.
10. Submit final grade based on overall clinical performance.

Responsibilities of the Clinical Supervisor

The Clinical Supervisor is responsible for the clinical education, supervision, and evaluation of students assigned to the clinical affiliates. It is their responsibility to set a climate that is suitable for learning. Some of their roles and responsibilities are:

1. Serve as a professional role model and resource for students.
2. Orientate the student to the clinical affiliate by giving a department tour, introduction to staff, and reviewing contents of *Student Clinical Notebook*.
3. Discuss expectation of the clinical rotation with the student. Review clinical rotation objectives.
4. Coordinate/supervise student instruction while in the clinical rotation.
5. Assist in developing skills necessary for performing in the clinical laboratory.
6. Allow hands-on experience in performing procedures.
7. Oversee clinical evaluation and competency check-off process using psychomotor checklist and specific departmental checklist for each clinical laboratory area. Ensuring that check-off is thorough and complete.
8. Determine accuracy of clinical documentation submitted by students during the clinical experience.
9. Communicate with supervising technologist and program faculty regarding the clinical rotation.
10. Meet with student(s) in your clinical area weekly to complete "Weekly Clinical Rotation Meeting" form. Form(s) should be returned to the Program Director by the end of the day on Fridays when there is a student in your clinical area.
11. Supervisors are responsible for completing Mid-Rotation and End of Rotation evaluations on each student to provide students with educational opportunities to improve on their clinical rotation performance.

12. Complete, Evaluate, and return Affective Behavior, Psychomotor Checklist, Departmental Checklist, and Practicals to Program Director within two weeks of student completing the first rotation of the clinical laboratory rotation area and within a week of the student completing the second rotation.

Responsibilities of Clinical Instructors/Preceptors

Technologists and Technicians are an integral part of the program and the student's learning process. It is their responsibility to maintain a climate that is suitable for learning. Some of their roles and responsibilities are:

1. Start each day by reviewing student psychomotor checklist and departmental checklist to determine the tasks that need to be completed for that day.
2. Demonstrate to the student professional behavior while interacting with the patient and staff.
3. Assist in developing the skills necessary for performing laboratory procedures.
4. Allow hands-on experience in performing procedures.
5. Demonstrate a genuine interest in the student's learning.
6. Discuss clinical objectives relating to the procedure with the student.
7. Instruct the student as they perform laboratory procedures.
8. Evaluate the student's progress using departmental student training checklist.
9. Become a positive role model and resource.
10. Communicate with clinical supervisor and program faculty regarding clinical rotation.

CLINICAL EDUCATION

The mere fact that a student completes a competency exam does not indicate that the student no longer needs the experience in that particular area. Only years of experience can achieve the level of expertise needed. Successful completion of a competency simply indicates that the student is capable of performing the procedure with indirect supervision.

CLINICAL COMPETENCY REQUIREMENTS and CLINICAL EVALUATIONS

Each rotation has specific clinical competency requirements which are listed on the psychomotor evaluation for each rotation area. These competencies should be recorded accurately and in a timely manner.

The clinical supervisor and the technologists (clinical instructor) will complete an affective and psychomotor evaluation at the end of each rotation on the student(s). The Clinical Supervisor/MT Faculty and the student will be able to review the evaluation. Upon completion of the clinical rotation, students are required to evaluate the technologist and the rotation.

The Clinical Supervisor will meet with the student to address any unacceptable behaviors in the clinical setting. Because proper behavior is foundational to professional practice, failure of an evaluation may result in failure of the clinical course. The Clinical Supervisor/MT Program Director will meet with the student to counsel the student concerning unacceptable behavior. Students must pass each practical given with a 76% or better with the exception of Blood Bank practicals where students must pass practicals given with a 80% or better. Students will only be allowed to retake two practicals during a 12-month Program76.

Each student will take a rotation practical and or exam in Blood Bank, Microbiology, Hematology, Coagulation, Urinalysis, Body Fluids, and Immunochemistry. The average of all practicals given during a clinical rotation must be 76% or better (Blood Bank 80% or better) in order to pass each course associated with the clinical rotation. The

student should review the objectives found in the *Student Clinical Notebook* for each clinical laboratory rotation area to know what is expected during the clinical rotation. The objectives are the knowledge, attitude, or performances that are to be achieved, demonstrated, and evaluated during the academic year.

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. All members of the Program's faculty were employed in a way that was non-discriminatory with respect to race, color, creed, sex, age, handicaps, and national origin in accordance with local, state, and federal regulations.

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

BLOOD BANK

Beth Caldwell, MT (ASCP)	Supervisor
Tammy Rowell, MT(ASCP)	Medical Technologist I
April Tarlton, MLS(ASCP) ^{CM}	Medical Technologist I

Beth Caldwell 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. Tammy Rowell and April Tarlton give guest lectures on selected topics. Beth Caldwell and Tammy Rowell are the primary clinical instructors.

HEMATOLOGY/BODY FLUIDS(MICROSCOPY)/HEMOSTASIS

David Carr, MHA, MT (ASCP)	Supervisor
Omijean Timmons-Sanders, MT (ASCP), SH	Medical Technologist II

David Carr is the supervisor of the Hematology section (which includes Microscopy and Coagulation). David Carr is the didactic instructor for Clinical Hematology and a guest lecturer in Microscopy. He is ultimately responsible for the clinical instruction of the medical technology students. David Carr coordinates the students' clinical hematology, urinalysis, and coagulation rotation. Omijean Sanders serves as the didactic instructor for Microscopy and Hemostasis. 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
Hayley Burns, MLS(ASCP) ^{CM}	Medical Technologist I

Lisa Baxley serves as the supervisor and assumes ultimate responsibility for the medical technology students. Lisa Baxley is the didactic instructor for Clinical Microbiology, Parasitology, and Mycology. She serves as the clinical coordinator. Hayley Burns is the instructor for Virology. 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

April B. Orange, MM, MLS(ASCP) ^{CM}	Program Director
Renée Jackson, MT (ASCP)	Supervisor
Melanie White, MT (ASCP)	Supervisor
Belva Hancock, MLS(ASCP) ^{CM}	Medical Technologist I
Rebecca Armentrout, MLS(ASCP) ^{CM}	Medical Technologist I

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

Belva Hancock serves as the didactic instructor of Immunology as well as selected topics in Clinical Chemistry. April Orange is the didactic instructor for Instrumentation and Methods. Melanie White and Rebecca Armentrout serve as guest lecturers in Instrumentation and Methods. Renée Jackson serves as the clinical coordinator for the Immunochemistry rotation. She prepares evaluations after gathering input from other members of the department to evaluate the student's daily progress. Belva Hancock assists Renée Jackson with evaluations as well as presents Clinical Chemistry lectures. All other staff members instruct the students at the bench during their clinical rotation.

SYSTEMS (PHLEBOTOMY)

Steven Blue, MLS (ASCP) ^{CM}	Supervisor
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Steven Blue 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. Steven Blue also serves as a didactic instructor and delivers the phlebotomy lectures

EDUCATION AND MANAGEMENT

April B. Orange, MM, MLS(ASCP) ^{CM}	Program Director
Melanie White, MT (ASCP)	Supervisor

April Orange teaches education, orientation, and management. Melanie White serves teaches selected topics in management.

ADVISORY COMMITTEE

Selected members of the faculty listed above and select individuals from affiliated college/university, McLeod Regional Medical Center employees/officials, and community members serve on the advisory committee for the Program. Additionally, the following individuals complete the committee:

Sandra Bridgers, MT(ASCP)	Laboratory Administrative Director
Brian Brown, MLS(ASCP) ^{CM}	Assistant Laboratory Administrative Director
Sharon Mitchell, MD	Medical Director for the Program
Gail B. Weaver, MA	Director, Pee Dee AHEC

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.



**Section II:
Student Policies for
Members of the Class**

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 12-month schedule, with course work following a 2-week orientation period. Being a part of such a Medical Technology Program is very a different experience than being in a campus setting. The student is expected to be present for all learning experiences each and every day, all day. Students will arrive at the Medical Center by 7:00 am but possibly earlier, and will be staying until at least 4:00 pm Monday through Friday on a typical day. Please review the following attendance policy as it appears in the Student Handbook provided during Orientation.

This 12-month Program prepares students to become professional members of the healthcare team. The year is very different from being a college student on campus where one may leave the premises and come and go at will.

The student is expected to be present for all lecture and clinical experiences within the Program unless he/she is ill. The student should expect that the day will be a full shift long, and the student will not normally be leaving early. **The student should plan on being present until 4:00 pm** or until dismissed.

The student will be present within their Laboratory Section until dismissed for the day by their teaching technologist. The technologist will determine if the student has met the teaching goals and activities that need to be completed on that day.

During the year, the student will be granted 4 sick days and 2 personal days. For advance scheduling of personal days, the Certificate of Absence form will need to be submitted at least 48-hours prior to the requested time off. This form will need to be signed by the student's clinical laboratory department supervisor and the Program Director. Any sick time that is 3 consecutive days or more will require a physician's excuse. The Program Director has the option of requesting a physician's excuse at his or her discretion.

Please note that the student may be required to make up lost hours from rotation, either before 7:00 am, after 4:00 pm, or any free time on Wednesdays following lectures; pending the Program Director and Laboratory Director's approval. Each laboratory department has objectives of required work that must be completed and should a student fall behind, this may be required.

Should a student be in a laboratory department where instrument problems or other impediments occur during the rotational day, he/she can use online educational resources, do required rotation bench questions, review departmental manuals, or use other educational resources available in the department. There are always myriad activities to be completed in the interim until instrument malfunctions are corrected.

Failure to adhere to attendance expectations may result in dismissal from the Program.

EXCESSIVE ABSENCE

An excessive absence is failure to be at the clinical rotation site during scheduled learning hours or failure to be at the clinical site at the assigned time and ready to actively participate in learning experiences (tardy). An excessive absenteeism occurs when absences exceed the allotted 4 sick days and 2 personal days in a rolling twelve-month period. For example, after the student has used his/her 4 sick days the 5th sick day absence would be considered excessive absenteeism. Also, after the student has used his/her 2 personal days the 3rd personal absence would be considered excessive absenteeism. Any absences over the 6 days the student is allotted would be considered excessive absenteeism.

ILLNESS

The student must call the Laboratory Department at (843) 777-2077 and notify the supervisor or charge technologist as well as the Program Director, prior to their reported clinical rotation start time, when ill. There are 4 sick days granted in the Program, however if the student is ill he/she must notify as above. A valid physician's slip is required for the following: Any sick time that is 3 consecutive days or more and the Program Director has the option of requesting a physician's excuse at his or her discretion. Work missed while out sick may need to be made up.

EXAMS

If a student misses an exam because of illness, he/she will be taking the exam at 7:00 am upon his/her return with a valid physician's excuse allowing the student to return to school. Without a valid physician's excuse, the student will not be able to make-up an exam missed for illness. The student will receive a zero for each exam he/she missed on the day of the absence due to illness.

TARDINESS

The student is expected to arrive to the Medical Center on time in the morning. Exact start times may vary depending on lecture start times and rotation start times. Educational experiences are usually structured in advance, and the technologist cannot wait for a student who is habitually late.

Tardiness is failure of the student to be clocked in and at the assigned clinical rotation workstation at the beginning of his/her assigned shift (7:00 am) is being tardy to work. Being tardy is 1-minute past the assigned work site designated/posted start time (i.e. 7:00 am).

Failure to correct habitual tardiness and/or excessive absenteeism problems after appropriate counseling has been carried out may result in dismissal from the Medical Technology Program.

PERSONAL DAYS

The student is granted 2 Personal Days during the Program and must obtain advance approval for these, using the Certificate of Absence form as described earlier.

INCLEMENT WEATHER

As members of the healthcare team the student is expected to be present. The student should make every attempt to be present. If this is impossible the student must notify the Program Director and Laboratory Section Supervisor. Students are not expected to report to their clinical rotation if McLeod Regional Medical Center activates its Emergency Teams (Alpha/Bravo), this will be communicated with students by the Program Director via email and/or phone.

DOCTOR'S APPOINTMENTS

Appointments at the doctor, dentist, and the like should be made either first thing in the morning or last appointment of the day. Every effort should be made to not schedule doctor's appointments the same morning as an exam. This minimizes disruption during the clinical day.

INTERVIEWS/COLLEGE GRADUATIONS

Especially at the end of the year, students may have job interviews scheduled at various times during the day. These absences are usually sanctioned since this allows the student to complete the job application process. Some students may have to attend their college graduation or graduation related events. Every effort should be made to schedule interviews either first thing in the morning or last appointment of the day. The student needs to speak with the Program Director prior to the scheduling of such events.

The student must receive the advance approval of the Program Director for any absence during the Program year. Attempting to obtain time off from the Program from a teaching technologist or other instructor in the absence of seeking the approval of the Program Director is **not** sanctioned.

Abuse of the policy will result in counseling by the Program Director and in the instance of repeat offenses, notification of the home college advisor and Academic Dean is necessary. Dismissal of the student from the Program may take place if the problem behavior is not corrected.

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 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 make a 76 or better on the cumulative final exam and their overall course average must be a 76 or better to continue in the program. The didactic portion of the grade will be determined by the average of the didactic exam grades (70%) and cumulative final exam (30%). The student must have a 76 average or higher for the didactical portion (average of didactic exam grades plus cumulative final exam grade), the affective behavior laboratory evaluation, and the psychomotor of the laboratory evaluation for each course to receive credit for the course.

Any student whose average is around 76 at the time of taking the cumulative final exam, but whose final grade in the course or clinical rotation is less than 76 due to the cumulative final exam, may be offered another cumulative final exam in that course within a one-week period. The student's original comprehensive final examination score will be replaced with his/her retake comprehensive final examination score. The retake comprehensive final examination score will be used to calculate the student's overall didactical evaluation (examinations plus comprehensive final examination). This can only occur twice during the 12 months of the Program.

If after completing the retake comprehensive final examination and the student's final course grade is still less than 76 due to the retake comprehensive final examination, the Advisory Committee will meet to discuss the student's status in the Program. The student will receive an explanation in writing of the Advisory Committee's decision regarding their status in the Program.

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 will be evaluated at the Midpoint during their First Rotation and at the End of the First Rotation and will earn a numerical grade predetermined competencies. The student must achieve the predetermined level of competency to pass and score at least a 76% or better to continue in the Program. 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 as well as written exams. Students must

pass all clinical practicals with a 76% or better to continue in the Program with the exception of Blood Bank where students must pass all clinical practicals with a 80% or better.

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.

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 (75%) of the total course grade. The laboratory evaluation will count twenty-five percent (25%) 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 a numerical grade. 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).

Example of Student Grade Sheet:

McLeod Regional Medical Center		Name: Jane Doe			
School of Medical Technology		Course: MT 405 Clinical Hematology			
555 East Cheves Street		Rev. 5/2016			
Florence, South Carolina 29506					
OFFICIAL GRADE SHEET					
DIDACTIC EXAM TOPIC & GRADE		LABORATORY PRACTICAL TOPIC & GRADE			
Exam 1: Chapters 1, 3, 5, 6	99	Systemex Instrument Test	100		
Exam 2: Chapters 7 - 10	94	Systemex to Systemex Comparison	94		
Exam 3: Chapters	100	WBC Estimate Practical	100		
Exam 4: Chapters 13 - 16	89	PLT Estimate Practical	100		
Exam 5: Chapters 17 - 20	78	Normal 10 Slide Differentials	98		
Exam 6: Chapters 21 - 22	95	Basic Abnormal 20 Slide Differentials	98		
Exam 7: Chapters 23 - 25	94	Advanced Abnormal 24 Slide Differentials	90		
Exam 8: Chapters 27 - 28	97	Bench Questions	100		
Exam 9: Chapters 26, 38 - 39	100	Hematology Disease Paper	98		
Quiz Average	98	Case Study	98		
*Average of Quizzes (if given) will count as one didactic exam grade		24 Differentials with Diseases	95		
QUIZ TOPIC & GRADE		LABORATORY EVALUATION			
Quiz 1: Chapter 1, 3	100	AFFECTIVE BEHAVIOR EVALUATION (50%)	98		
Quiz 2	100	PSYCHOMOTOR SKILLS	✓	PASS	FAIL
Quiz 3: Chapter 13	100	LABORATORY PRACTICALS (50%)	97		
Quiz 4: Chapters 15 - 16	99	LAB EVALUATION GRADE	98		
Quiz 5: Chapters 21 - 22	90				
Quiz 6: Chapter 23	100				
WBC Identification	100				
Chapter 26 Multiple Choice Level 1	99	*Student must pass psychomotor skills to receive credit for the course.			
DIDACTIC GRADE		FINAL GRADE FOR COURSE			
DIDACTIC EXAMS AVERAGE (70%)	94	LABORATORY EVALUATION GRADE (25%)	98		
AVG. OF COMPREHENSIVE FINALS (30%)	97	AVERAGE OF DIDACTIC GRADES (75%)	95		
AVERAGE OF DIDACTIC GRADES	95				
AVERAGE OF LABORATORY AND DIDACTIC GRADE	96	LETTER GRADE	A		
GRADING SCALE IS: A = 93 - 100; B = 85 - 92; C = 76 -84; F = 0 -75					
* NOTE: THE STUDENT MUST HAVE A GRADE OF 76 OR HIGHER FOR EACH AREA OF THE LABORATORY EVALUATION, THE AVERAGE OF THE DIDACTIC GRADES, AND THE COMPREHENSIVE FINAL TO FINAL TO RECEIVE CREDIT FOR THE COURSE.					
INSTRUCTOR'S SIGNATURE:		Heme White			

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 be 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, quizzes, and practicals are the property of McLeod School of Medical Technology and may not be copied or reproduced in any way by the students. Questions from laboratory practicals, exams, quizzes, or comprehensive final examinations may not be written down, recorded, copied, photographed, scanned or transcribed by students.

HOUSING, MEALS, AND TRANSPORTATION

It is the responsibility of each student to provide 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 policies and procedures including blood borne pathogen, hazardous chemicals, infection control policies and emergency action policies. 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.

INFORMED CONSENT

GENERAL INFORMATION

You will be participating in classroom, laboratory, or clinical activities in which learning requires student subjects as part of the training procedures and demonstrations. As part of your learning activities you may be asked to perform a specific skill or be asked to be the subject of specific skills practiced by other students.

Learning activities that use student subjects will be conducted under the direct supervision of the instructor who has been assigned to teach the course or clinical laboratory phlebotomist.

BENEFITS

The experiences listed below have been selected because they are skills essential to the learning process and that realistic practice is essential for optimum learning. Participation will enhance the learning process and the acquisition of technical skills. Our clinical laboratory expects students to come in with basic blood collection skills and, at a minimum, have performed actual “live” venipunctures and/or capillary punctures on adult subjects. An alternative experience may not provide as realistic an opportunity to practice and, therefore, may result in less effective learning.

RISKS/DISCOMFORTS

Participation may create some anxiety for you. Some of the procedures may create minor physical discomfort. Specific risks/discomforts are listed.

YOUR RIGHTS

You have the right to withhold consent for participation and to withdraw consent after it has been given. If you withhold consent, you will be required to participate in an alternative learning experience. If you do not participate in either the planned or the alternative activity, ***you will not be able to successfully complete the course (MT 460 Laboratory Systems- Didactical and Clinical Rotation)***. You may ask questions and expect explanations of any point that is unclear.

VENIPUNCTURE

Students will be required to be the recipient of numerous venipunctures performed by fellow students under the direct supervision of the course instructor or clinical laboratory phlebotomist.

1. Benefits
 - a. Gain experience and expertise in performing venipuncture procedures using a variety of collection devices prior to performing the procedures on actual patients in the clinical setting.
 - b. Develop the interpersonal skills necessary to appropriately interact with patients.
2. Possible Risks and Discomfort
 - a. Slight temporary pain with puncture.
 - b. Minimal risk of damage to a nerve, muscle or other soft tissues.
 - c. Minimal risk of introduction of infection into body tissues or vessels.
 - d. Bleeding that could result in a hematoma.

CAPILLARY/DERMAL PUNCTURE

Students will be required to be the recipient of one or more capillary punctures performed by fellow students for the purpose of obtaining capillary blood specimens under the direct supervision of the course instructor.

1. Benefits
 - a. Gain experience and expertise in performing capillary punctures prior to performing the procedures on actual patients in the clinical setting.
 - b. Develop the interpersonal skills necessary to appropriately interact with patients.
2. Possible Risks and Discomfort
 - a. Minimal possibility of infection if the area is not kept clean.
 - b. Slight temporary pain with puncture

PLAN OF CARE

In the event of an emergency or unexpected injury, the student(s) will go to Occupational Health during normal business hours (Monday - Friday 8:00 am - 5:00 pm) and the McLeod Regional Medical Center's Emergency Department if the injury occurred outside Occupational Health's hours of operation.

STUDENTS MUST SIGN A FORM STATING THAT THEY UNDERSTAND AND WILL COMPLY WITH THE INFORMED CONSENT POLICY. A COPY OF THE FORM IS ON PAGE 37 OF THIS STUDENT HANDBOOK. COMPLETE AND MAIL TO THE PROGRAM AT THE ADDRESS LISTED AT THE BOTTOM OF THE FORM.

TUITION

There is a tuition fee of \$3400.00 per year for the Class of 2018 (\$1700.00 per semester). There will be a tuition fee of \$3600.00 per year for the Class of 2019 (\$1800.00 per semester). Fees are subject to change. Any candidate accepted into the Program must submit a \$500.00 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. Students may also apply for McLeod Foundation Scholarships for the laboratory which are the Helen Bush Scholarship or the Kyra Nettles Scholarship. 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. McLeod School of Medical Technology does not have a financial aid department.

TUITION PAYMENT POLICY

Students will pay their tuition at the rate of \$1700.00 per semester for Class of 2018. Fall tuition must be remitted prior to September 1st. Spring tuition payment of \$1700.00 for Class of 2018 must be paid no later than February 15th.

A \$500.00 **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. If a student withdraws during laboratory orientation, they will forfeit their deposit. 50% of the fall tuition paid to the program by the student will be refunded to students who withdraw prior to September 30th. 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 a check made payable to McLeod School of Medical Technology or via credit or debit card. 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, 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 in person to Program officials. Turn in all partially completed clinical checklists and return any books borrowed from the Program. Complete a signed and dated Withdrawal 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 completion of 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. A transcript is not usually generated but if requested would reflect that they withdrew from the program either passing or failing a course. If a student fails either the didactic, psychomotor, or affective domain of a course, they fail the course and this would be reflected on the academic record.

TEXTBOOKS AND FEES

Application fee of \$50.00 is required with application form. 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 \$750.00 and \$800.00 per year. Book payment is due at the time of the purchase and is made directly to the vendor. If the 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 Mondays usually at 2:30 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, Monday'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 can park in the area designated as student parking across from the child development center or in the lot directly behind Occupational Health and across from Family Medicine. Student may also be ticketed and fined by McLeod Security or the city of Florence if they park illegally. Refer to the McLeod Human Resources policies regarding designated student parking areas.

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 \$700.00 per year depending on the number and style of uniforms purchased. Student approved colors are Teal (under brand name Landau), aka RETW Teal (under brand name Cherokee); Caribbean Blue (under brand name Landau and Grey's Anatomy), aka CARW Blue (under brand name Cherokee); Cherry Blossom (under brand name Landau); Wine (under brand name Landau and Grey's Anatomy), aka WINW Wine (under brand name Cherokee), aka WINL Wine (under brand name Life Uniform). The laboratory will provide the students with disposable laboratory coats as a part of the personal protective equipment. If students want a cloth lab coat to wear outside the laboratory or in clean areas of the laboratory, they should purchase one. Laboratory coats 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 any 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.
10. No cell phones or personal electronic media devices allowed in the classroom, laboratory conference room, or AHEC conference room at any time (unless it is a school issued electronic media device).

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

STUDENT PRE-CLINICAL 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 at the time of their health screening. **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. Student's with previously positive TB skin tests will need to have other TB screening test such as a chest x-ray. 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.

SOCIAL MEDIA

McLeod Regional Medical Center School of Medical Technology recognizes the ubiquity of Social Networking in personal and professional communications. This policy is intended to assist students in navigating the fast-changing landscape of the internet, blogging, and social networking sites. It is the right and duty of the McLeod School of Medical Technology to protect itself from unauthorized disclosure of information. Students are reminded that they are professionals and are representatives of McLeod School of Medical Technology and the community in all aspects of their lives and should conduct themselves publicly in accordance with the responsibilities of public service. Students of McLeod School of Medical Technology are reminded that they will soon be professionals and should consider the impact of social networking on their future job opportunities. This policy includes rules and guidelines for authorized social networking and personal social networking.

GENERAL PROVISIONS

Blogging or other forms of social media or technology include but are not limited to video or wiki postings, sites such as Facebook, Twitter, YouTube, Periscope, chat rooms, personal blogs, or other similar forms of online journals, diaries, personal newsletters or discussion forums whether or not they are affiliated with the McLeod School of Medical Technology.

Unless specifically instructed, students are not authorized to speak on behalf of McLeod School of Medical Technology Program. Students may not publicly discuss clients, clinical sites, faculty, staff, or any other school related matters. McLeod School of Medical Technology students are prohibited from disclosing personal information and any other proprietary and nonpublic information to which students and faculty have access. Such information includes, but is not limited to, curriculum exams, financial information, and strategic plans.

PERSONAL BLOGS AND SOCIAL NETWORKING SITES

McLeod Regional Medical Center School of Medical Technology respects the rights of students to write blogs and use social networking sites and does not want to discourage students from self-publishing and self-expression.

Bloggers and commenters are personally responsible for their commentary on blogs and social networking sites and may be held personally liable for commentary that is professionally inappropriate, considered defamatory, obscene, or libelous by any offended party, not just the McLeod School of Medical Technology. However, students are responsible for regulating content on their blogs and social networking profiles and may be held responsible for any inappropriate postings made by third parties.

A student cannot use blogs or social networking sites to harass, threaten, discriminate, or disparage against other students, faculty or anyone associated with or doing business with McLeod School of Medical Technology.

Students should exercise care in the photos of themselves that they post to blogs or social networking sites. Students should only share pictures that they would be comfortable being viewed by an employer.

As a general guideline, Students should take care not to post anything that they would not want to be read in a newspaper or on a billboard.

Students are strictly prohibited from posting photographs of students, instructors, clients, clinical sites, and persons engaged in clinical practice at McLeod School of Medical Technology clinical lab without the expressed

written consent of McLeod School of Medical Technology representative and/or the subject of the photograph. Students are strictly prohibited from posting photographs of other students and instructors without the expressed written consent of the subject(s). Students may not, under any circumstances, post photographs of clients, clinical sites, and persons engaged in clinical practice at the McLeod School of Medical Technology.

Students cannot post on personal blogs and social networking sites any advertisements for or photographs of medical technology classes.

Students must respect all copyright laws and must reference or cite all sources as required by law.

Students should be honest about their identity; they should not provide personal information that scam artists or identity thieves could use against them. Do not list your home address, telephone number, work telephone, or e-mail address online. It is a good idea to create a separate e-mail that is used only with social media sites.

REPORT VIOLATIONS

McLeod School of Medical Technology strongly urges faculty and students to report any violations or possible or perceived violations to a faculty member, program director, AHEC director, Laboratory Director, or Assistant Laboratory Director.

DISCIPLINE FOR VIOLATIONS

Each event/violation will be reviewed by the Program Director and members of the Advisory Committee. Upon review the Program Director and members of the Advisory Committee can determine if the event was unfounded, place the student on probation, or dismiss the student.

ADDITIONAL INFORMATION

As students of the McLeod School of Medical Technology, the students are also governed by the McLeod Regional Medical Center's Human Resources Social Media Employee Policy (Policy #70714). The McLeod Regional Medical Center's Human Resources Social Media Employee Policy (Policy #70714) can be accessed by any student or laboratory computer via the intranet. Students will receive a copy of the McLeod Regional Medical Center's Human Resources Social Media Employee Policy (Policy #70714) and the Program's Social Media Policy during Orientation.

PART TIME EMPLOYMENT (SERVICE WORK)

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.) or as otherwise scheduled. If the student is employed outside of McLeod, the student is subject to the policies of the institution in which they are employed. Students may not and are not substituted for regular staff during their student clinical laboratory experiences.

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 AND GRADUATES

Students are expected to perform their written assignments, laboratory practicals, exams, quizzes, comprehensive finals and laboratory competencies independently and without the aid of any personal electronic device or person. 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 as outlined in the honor code, 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. Any student dismissed from the program for violation of the honor code will receive zeros on all remaining grades for the rest of program year as well as a zero on each affective behavior evaluation. Should you as a graduate of the McLeod School of Medical Technology assist another student to violate the honor code, your certificate of completion will be revoked, your employer will be informed and the ASCP Board of Certification will be notified that your certificate of completion was revoked. ASCP may then revoke your board certification. 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 School of Medical Technology student 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 an 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 as an oral warning 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 and the advisory committee.

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 THE 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 a 3+1 candidate. The Program Director will also notify any national certification agency or board that the student did not complete the Program and therefore is not eligible to sit for the certification exam. Prior to leaving the student must:

- A. Return the following items: nametag, all books borrowed from Program, clinical checklists 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/REVOKING CERTIFICATE OF COMPLETION

A student may be dismissed 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, falsifying results, falsifying student documentation of tasks, falsification of time record, or other breach of student honor code.
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.
7. Graduates will have their certificate revoked if the Program Director has evidence that they assisted a current or future student to violate the honor code. The graduate's employer will be notified that the certificate was revoked. ASCP will also be notified that the certificate was revoked and may choose to revoke the graduate's certification or not allow the graduate to sit for the board since they no longer have a certificate of completion of the program.

Any student or graduate notified of the above mentioned reasons for dismissal or revocation of certificate has the right to answer the accusations before the Curriculum Committee. The Curriculum Committee will consist of the

Program Director and up to 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 or graduate 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 or graduate still does not concur with the decision, they may petition the Problem Adjustment Committee for a neutral evaluation. Prior to leaving the student must:

- a. Return the following items: nametag, all books borrowed from Program, clinical checklists, 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 for both 3+1 and 4+1 students.

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; the Administrative Director of Radiology and a nurse educator. 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 (5) 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 exam. 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 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 complete 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. Graduates that violate the honor code with a current or future McLeod medical technology student are subject to having their certificate and certification revoked.

GRADUATE CERTIFICATION EXAMINATION FEE

Upon **graduation**, student will be qualified to challenge certification examinations. Historically the cost of the exam is around \$240.00. The student pays this fee directly to the certifying agency. 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.

Section III: Programmatic Information

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.

PROGRAM OUTCOMES

Three Year Average for the Following:

BOC Pass Rate: 92%

Graduation Rate: 100% (This indicates students who are still enrolled in the Program after February 1st and completed the Program and earned a certificate upon graduation.)

Attrition Rate: 0% (This includes students who are still enrolled in the Program after February 1st and completed the Program and earned a certificate upon graduation.)

Placement Rate: 100% of the graduates have been employed within six months of completion of the Program.

MCLEOD PROGRAM OFFICIALS AND ADJUNCT FACULTY

April B. Orange (2015) Program Director
McLeod Regional Medical Center (2014)
B.S. Biology, Erskine College, Due West, SC (2007); B.S. Medical Technology, Armstrong Atlantic State University, Savannah, GA (2008) Board Certified MT(ASCP)^{CM} (2009), MLS(ASCP)^{CM} (2009); MM, University of Phoenix, Phoenix, AZ (2014)

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)

Lorianne S. Turner (2015) Adjunct Faculty
Francis Marion University (2010)
B.S., University of Michigan, Ann Arbor, MI (1997); Ph. D., Temple University, Philadelphia, PA (2006); Post-doctoral Fellowship, Medical University of South Carolina, Charleston, SC (2009)

Greg Pryor (2015) Adjunct Faculty
Francis Marion University
B.A., State of New York at Oswego, Oswego, NY (1994); M.Sc., University of Florida, Gainesville, FL (1999); Ph.D., University of Florida, Gainesville, FL (2003); Postdoctoral researcher. University of Florida, Gainesville, FL (2003-2004)

ADDITIONAL INFORMATION

Other questions regarding the program should be directed to:
McLeod Regional Medical Center
Attn: April B. Orange, 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:** aorange@mcleodhealth.org

INFORMED CONSENT
Signature Page

Student Name: _____ **ID#** _____
PRINTED NAME

My signature on this form indicates that I agree to participate in all required phlebotomy activities.

I have been made aware of the possible risks and discomforts, benefits, and appropriate alternatives incident to my voluntary participation.

I agree to abide by the safety rules and regulations promulgated by McLeod Regional Medical Center School of Medical Technology and the instructor as they relate to my participation in these courses.

I understand that I will not be able to successfully complete the course (MT 460 Laboratory Systems-Didactical and Clinical Rotation) if I do not participate in all planned or alternative activities.

I have made the Program Director aware of any pre-existing condition (i.e. seizure disorder, communicable disease) that I have that might place me or others at risk through my participation. I further state that I am of legal age, legally competent to sign this agreement, that I have read and understand the terms of this agreement, and that I sign the agreement as my own free act.

I have been provided with an opportunity to ask questions and be provided with answers.

STUDENT SIGNATURE

DATE

**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)

Revised 7/2016