



**Medical Laboratory Science
Clinical Practicum Student Manual:
MLS 491-495
Jan 2026 Edition**

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TABLE OF CONTENTS

GENERAL INFORMATION.....	3
IMPORTANT CONTACT INFORMATION	4
IMPORTANT DATES.....	4
ACCREDITATION INFORMATION	4
ADDITIONAL PROGRAM POLICIES AND INFORMATION	5
Purpose of the Clinical Practicum Manual	5
Description of MLS Practicum Experience.....	5
Suggested Length of Rotations	5
TEACHING: EXPECTATIONS AND GUIDANCE	6
LINES OF AUTHORITY AND RESPONSIBILITIES	7
Definitions:	7
Authority, Roles, and Responsibilities:	8
POLICIES	11
Non-Discrimination Policy	12
Pre-Fieldwork Policies	12
Fieldwork Placement and Site Tours.....	12
Pre-Fieldwork Meetings and Site Orientation.....	12
Pre-Fieldwork Communication	13
Health Insurance Requirement	13
GENERAL Fieldwork Policies	13
First Day Orientation Agenda.....	13
Enrollment in Courses Outside Fieldwork Practicum	14
Attendance Policy	14
Sick Time, Vacation Days, and Days Off	14
Ongoing Communication Throughout Fieldwork	15
Liability Insurance	15
Health Insurance During Fieldwork	15
Precepted Learning, Site Employment, and Service Work	15
Release of Patient Results	16
Phlebotomy Observation and Performance	16
Emergency Medical Attention	16
Post-Exposure Evaluation and Follow-Up.....	16
Professional Policies During Fieldwork.....	16
Affective (Behavioral) Policies.....	17
Grading, Grade Grievance, and Concern Policies	18
Syllabus.....	19

PRACTICUM Course Descriptions	20
MLS Essential Functions	20
Student COMPETENCIES AND Learning Outcomes	21
Evaluation and Grading	21
Logistics	21
Standardization of Grading	22
Evaluation of Psychomotor Objectives – Key (Updated 1_2025)	24
FIELDWORK grading policies.....	32
Grade Requirements for Passing.....	32
Grade of less than 80%:.....	32
Role of Clinical Learning Liaison and Preceptors in Student Grading.....	32
Role of the Student in Course Grades	33
Role of the Program Director and SVSU Program Instructors in Student Grading	33
Appendices.....	36
NOTE: Objectives and Evaluations.....	37
Appendix 1: Checklist for Fieldwork Evaluation Forms	38
Appendix 2: Trajecsyst Student Menu and Instructions	39
Appendix 3: SVSU MLS Student Evaluation of Clinical Rotations: Hematology (Sample)	41
Appendix 4: Job Search Tips and Resources	42
Appendix 5: ASCP Certification Information.....	43
Appendix 6: Instructions for Media Lab Exam Simulator.....	46
Appendix 7: SVSU MLS Student Exposure Incident Investigation Form	48
Appendix 8: References	49

GENERAL INFORMATION

IMPORTANT CONTACT INFORMATION

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IMPORTANT DATES

Date	Significance
Monday 1/12/2026	Start date
Friday 4/3/2026	Good Friday
Sunday – Tuesday 4/12/2026 - 4/14/2026	ASCLS – MI Conferences
Saturday 5/2/2026	Commencement Ceremony
Tuesday 5/5/2026	Winter grades due
Monday 5/25/202	Memorial Day
Thursday 6/11/2025	Last fieldwork day <i>*Students may finish prior to this date if near or over the approx. 840 hours with director and coordinator permission</i>
Friday 6/12/2025	Presentations, Tours, White Coat Ceremony
Allowances:	
Sick days	2
Community engagement planning and execution	4 hours planning 4 hours execution *can be combined

Additional important University dates can be found on the [Academic Calendar Website](#).

ACCREDITATION INFORMATION

The Medical Laboratory Science (MLS) program of Saginaw Valley State University (SVSU) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Program accreditation and renewal information can be found at <https://naaccls.org/naaccls-program-search/>, where you can search by program type and state, or by institution. See below for address and contact information.

**National Accrediting Agency for Clinical
 Laboratory Sciences**

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 Rosemont, IL 60018-5119
 Phone: (773) 714-8880
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 WEB: <http://www.naaccls.org>

ADDITIONAL PROGRAM POLICIES AND INFORMATION

Additional program information, including goal, mission/philosophy, expected outcomes, essential functions, admission criteria, and general and academic policies, refer to the most updated version of the SVSU MLS Program Handbook, which can be accessed at [Program Handbook - Medical Laboratory Science - SVSU](#).

PURPOSE OF THE CLINICAL PRACTICUM MANUAL

The purpose of this manual is to provide all resources required for completion of the practicum. The manual will:

- Clarify basic practicum information, including time requirements, format, and suggested rotation lengths
- Detail MLS practicum program policies, including tardiness, absence, days off, dress code, etc.
- Establish the assignments or learning activities for each particular rotation;
- Help the student better organize homework and scheduling of learning activities;
- Establish goals and objectives by which the student will be evaluated;
- Help the student gain as much as possible from the training experience.
- Explain the crucial role of the Clinical Liaison (Site Coordinator) and Preceptors on student learning during the clinical practicum
- Define the student and role

It is the student's responsibility to monitor progress through the manual, obtaining signatures and initials as tasks and objectives are completed, and submitting required documentation to the Program Director. All written assignments, projects, tests etc. will be completed according to pre-established deadlines and must be submitted to the Program Director. Assignments and study time will largely be completed after hours.

DESCRIPTION OF MLS PRACTICUM EXPERIENCE

The MLS clinical practicum (fieldwork) is required for NAACLS-accredited MLS programs and for students to receive their BS degree in MLS. The clinical practicum portion of the baccalaureate requirements for graduation provides students with the opportunity to apply knowledge, values, and skills gained in the classroom and student laboratory to clinical laboratory experience. This experiential model allows students to integrate theory with laboratory practices while learning from experienced professionals in the field and further developing their own skills.

During coursework, MLS faculty and instructors focus on preparing students for successful completion of the clinical practicum. The MLS curriculum leads students through sequential courses with progressively increasing complexity, skill level, and competency requirements, preparing them for generalist positions.

A **22-week schedule** (at 40 hours per week) will be conducted at the matched clinical facility under the supervision of a laboratory professional for a total practicum of **approximately 840 hours**. The rotation schedules indicate allowable sick time, vacations, and holidays that may be used within this time frame. Typical training times are day shift schedules. However, early morning, weekends, evening or third shifts may be assigned at the discretion of the clinical facility. Student requests for modified schedule must be made to the Program Director in advance of the clinical site. During their clinical fieldwork, students continue to complete written assignments, online practice Board of Certification exams, and projects.

SUGGESTED LENGTH OF ROTATIONS

The SVSU MLS Program recommends the following schedule for each discipline; however, clinical facilities are encouraged to adjust rotation schedules according to the arrangement of their laboratory sections:

- Chemistry 3 Weeks
- Hematology 3 Weeks
- Immunohematology 5 Weeks
- Microbiology 5 Weeks
- Immunology/Serology 1 Week
- Coagulation 1 Week
- Urinalysis 1 Week
- Phlebotomy 1 Week
- Spec. Process/Ref. Lab 1 Week
- *Discretionary Rotation 1 Week

Rotation Notes:

- Molecular Diagnostic procedures should be incorporated in rotations above or as a separate rotation as dictated by the clinical learning liaison.
- Students **must observe inpatient and outpatient collections**, including routine rounds and stat draws, **if offered onsite or at a sister site, at minimum**. Students should participate in venipuncture unless it would affect phlebotomy department staffing levels or flow.
- Students who work as phlebotomists and/or lab assistants can reduce phlebotomy and/or specimen processing rotation time with coordinator/director approval.
- Discretionary week rotation examples: Point of care, LIS, management, molecular, special coagulation, special chemistry, review.
- Special coagulation, special chemistry, special hematology: if offered at your facility, it is encouraged these be incorporated into student rotations.

TEACHING: EXPECTATIONS AND GUIDANCE

Students entering clinical fieldwork (also known as the clinical practicum or clinical/applied learning experience) have completed all prerequisite coursework and met or exceeded all program progression requirements. Prior to entering their clinical learning experience, students have studied and applied theoretical laboratory principles, practiced and enhanced their laboratory skills, and developed career-readiness skills, including teamwork, collaboration, communication, and professional development.

Students are only briefly exposed to some theoretical and/or laboratory topics, while fundamental areas are covered in more depth. As such, students should be expected to perform, learn, and adapt at the level of a student nearing the completion of their studies, and they should be evaluated accordingly.

We have designed standardized evaluation criteria to help ensure students are graded fairly, accurately, and at a level representative of a student, rather than an entry-level graduate or an experienced employee. Please see the **Evaluation** section below.

Preceptors are not required to teach theoretical principles or basic laboratory skills, as those principles and skills are taught and students' performance evaluated as part of the pre-fieldwork progression criteria. However, preceptors are encouraged to *reinforce* or expand upon theoretical principles and laboratory practices relevant to the laboratory procedures and processes the student is performing and/or exposed to.

To promote the characteristics of a high-quality laboratory professional, preceptors and students are encouraged to use the following evidence-based resources for teaching, learning, and further exploration of the literature:

- Procedure manuals
- Operator's guides and instructions for use
- Manufacturer's inserts
- Reference books
- Standards and professional guidelines
- *ASCP BOC Examination Content Guideline*
- *NAACLS Description of Career Entry-Level Competencies of the Medical Laboratory Scientist*

The *ASCP BOC Examination Content Guideline* and the *NAACLS Description of Career Entry-Level Competencies of the Medical Laboratory Scientist* guide program course and curriculum development.

The American Society for Clinical Pathology Board of Certification (ASCP BOC) *Examination Content Guideline* provides a content outline for graduates planning to take the medical laboratory science (MLS) national certification examination through ASCP. The *Examination Content Guideline* is periodically reviewed and updated by the ASCP BOC examination committees and workgroups. It was last updated on September 25th, 2025, and is valid for all 2026 graduates preparing to sit for the BOC within the first year of graduation.

Review the *Examination Content Guideline*, here:

https://ascpcontentwebsite.blob.core.windows.net/boccontent/docs/default-source/explore-credentials/content-guidelines/ascp_ascpi_mls_content_guideline.pdf?sfvrsn=3f02224_1

The National Accrediting Agency for Clinical Laboratory Scientists (NAACLS), the program's accrediting body, published the *Description of Career Entry-Level Competencies of the Medical Laboratory Scientist* in the revised 2024/2025 *Standards for Accredited Programs*. These entry-level competencies guide program and course-specific competencies, course learning outcomes, and selection of criteria for formal program evaluation.

NAACLS requires entry-level graduates to be competent in the following behavioral, technical, and cognitive areas upon entering the profession:

- A. Professional Behaviors and Communication
- B. Safety and Compliance
- C. Education and Research
- D. Laboratory Operations
- E. Pre-Analytical Competencies
- F. Analytical Competencies
- G. Post-Analytical Competencies

For a detailed description of each competency area, see **page 55** of the *Standards for Accredited Programs*, here: <https://naaccls.org/wp-content/uploads/2024Standards.pdf>.

LINES OF AUTHORITY AND RESPONSIBILITIES

Definitions:

The following terms are used throughout this manual. Definitions and descriptions of roles and responsibilities are derived from the *NAACLS Standards for Accredited Programs* (adopted 10/2024, revised 5/2025), the *NAACLS Standards Compliance Guide* (adopted 10/2024, revised 11/2025), and language in affiliate agreements.

Active Affiliate:

A site that provides opportunities for learning experiences that a program's sponsor or partner are unable to provide. To be considered active, the active affiliate must have students from the sponsor engaged on-site.

Affiliation Agreement:

A document between the sponsor and the affiliate articulating the roles and responsibilities between all parties.

Clinical/Applied Learning Affiliate (also known as *Clinical Affiliate or Site*):

A site for conducting the program's clinical/applied learning. It may be a location for students to view broadcast materials from the sponsor or the partner. While a clinical/applied learning affiliate may grant a certificate acknowledging the completion of the clinical/applied learning, it cannot grant a degree/certificate at the culmination of the accredited program.

Clinical/Applied Learning Liaison (also known as *Clinical or Site Coordinator*):

A professional employed by a healthcare agency who serves to oversee student and faculty clinical scheduling, compliance, and communication with students and academic staff. May also be known as Education Coordinator or Liaison.

Inclusion:

Actively promoting a culture of respect, equity, and belongingness for all members of the NAACLS community, including students, faculty, professionals, and patients.

Learning Experience:

Any activity, interaction, or environment through which students acquire knowledge.

Preceptor:

A professional employed at the Clinical Site assigned the responsibility of performing direct (side-by-side) student instruction to facilitate the student's clinical learning experience. The Preceptor is responsible for supervising, guiding, and evaluating a student during a clinical/applied learning activity, procedure, shift, week, and/or full rotation, or as otherwise determined by the Clinical Liaison (Coordinator) at the site. A "Preceptor" differs from the Clinical Learning Liaison (Coordinator), but it can be the same person (refer to the **Clinical/Applied Learning Liaison** definition below). **Each Preceptor must be a qualified laboratory professional with education, training, and/or experience in the discipline being taught.**

Program Director:

A professional employed by an accredited academic entity who serves to oversee student and faculty clinical scheduling, compliance, or communication with clinical agency staff – a 'step back' from direct student supervision during clinical assignment – maintaining broad oversight, but retaining ultimate responsibility for monitoring student progression.

Student:

A person engaged in and dedicated to seeking knowledge, practical experience, professional and psychomotor growth in the clinical laboratory, to maintain a professional manner at all times.

Authority, Roles, and Responsibilities:

This section will describe the roles and responsibilities of the Program Director, the Clinical Learning Liaison (Site Coordinator), Preceptors, and the Student, as well as the level of authority for each role.

Roles and Responsibilities of the Program Director:

1. To coordinate the student's placement in a clinical facility.
2. To provide the student with up-to-date manuals and all necessary assignments.
3. To advise and assist in resolving problems.
4. To initiate conferences between appropriate people concerning the students' progress and to aid in the evaluation process where appropriate.
5. To conduct and organize appointees to conduct clinical site visits at least once during the term or per clinical site, and as needed, should problems arise. The primary purpose is to stay informed about the student's progress. The clinical facility and the student should be notified of the visit.
6. To clarify and apply policies and procedures for the operation of the clinical practicum.
7. To cooperate with the Clinical Liaisons (Site Coordinators) in the implementation of the goals of the clinical practicum.
8. To submit the final grade to the Registrar's Office.
9. To act as liaison between the University and the clinical facility.
10. To assume appropriate responsibility for enhancing the continuing growth and quality of the clinical practicum program.
11. To orient new Clinical Liaisons (Site Coordinators) or Preceptors to their role.
12. To evaluate policy and procedure infractions and apply appropriate disciplinary action.
13. To help evaluate the effectiveness of the clinical practicum.
14. To serve as a resource person (where appropriate) for the clinical supervisors and the student.

Roles and Responsibilities of the Clinical Learning Liaison (Site Coordinator):

1. To ensure that Preceptors foster a safe, welcoming learning environment grounded in inclusion and active student involvement.
2. To ensure that the student is supervised at all times.
3. To engage in periodic check-ins with the student to support open communication regarding progress, concerns, feedback, and recommendations for continued development.
4. To distribute, summarize, and/or interpret the clinical practicum to all appropriate laboratory personnel and Preceptors, emphasizing its nature and importance, and encouraging their support.
5. To advise/assist laboratory personnel in their responsibilities for guiding the professional growth of students.
6. To plan a rotation schedule in consultation with the university Preceptor and to guide the student in planning each day's 'bench work' activities.
7. To assume (or designate) responsibility for the orientation of the student to the laboratory and schedule an orientation session on hospital and lab policies.
8. To teach (or designate this function) the student laboratory procedures represented in all areas of the hospital laboratory and allow them to acquire competency in executing the procedures appropriate to the level of practicum and as outlined in this manual.
9. To monitor the student's progress and document by completing the necessary forms, etc., as outlined in this manual. This includes evaluating the student and keeping the student informed of your assessment. Also, assist the student in recognizing his/her strengths and weaknesses.
10. To assist the student in resolving minor problems that may arise. If the problem/question cannot be resolved within the laboratory, the Program Director should be contacted.
11. To keep a record of attendance and tardiness of the student. If excessive absences or tardiness are observed, please report this to the Program Director (this is done in Trajecsys; see below).
12. To guide the student into gradually assuming the responsibility for the workload in a specific area commensurate with the student's readiness.
13. To assist the student in defining his/her role and responsibilities in specific situations (appropriate to the level of practicum).
14. To encourage the student to participate in continuing education opportunities that may be offered.
15. To keep well-informed of SVSU's clinical practicum program by attending appropriate meetings and talking with the Program Director on a periodic basis.
16. To serve as liaison between the university and clinical facility.
17. To participate with the Program Director in evaluating the effectiveness of the clinical practicum program.

Roles and Responsibilities of the Site Preceptor:

1. To foster a safe, welcoming learning environment grounded in inclusion and active student involvement.
2. To educate and inform the student of common and rare laboratory practices, common compliance guidelines, safety requirements, and procedures by demonstration of these practices and by allowing and encouraging student participation in them.
3. To socialize with the student through directed, structured, and appropriate training.
4. To challenge the student to perform tasks with slightly increasing responsibility and/or complexity throughout the rotation.
5. To direct the student to appropriate resources (breakroom, restroom, library, procedural manuals, computers, operator's guides, manufacturer's inserts, etc.).
6. To serve as a role model, coach, and facilitator to the student by monitoring the student's program timeline, goals, and tasks.
7. To assess student performance and inform the Clinical Liaison (Site Coordinator) of the student's performance, progress, feedback given, concerns, and/or recommendations for continued development.
8. To provide the student with professional feedback in multiple ways (immediate or formal) to encourage student growth.
9. To promote student development by delivering transfer of experienced, quality knowledge.
10. To demonstrate integrity, professional duty, customer service, maturity, and respect for and with the student.

In addition, the site Preceptors should be **role models for the student**, demonstrating the following behaviors:

1. Professionalism in customer service, leadership, etc.
2. Competence
3. Enthusiasm and duty for the profession
4. Work ethic
5. Integrity
6. Temperament of excellence; maintains high performance standards
7. Enthusiasm toward student experience and skill development
8. Realistic expectations and appreciation for the learner's status

Roles and Responsibilities of the Student:

1. To maintain a professional manner at all times.
2. To demonstrate enthusiasm and appreciation for the fieldwork opportunity.
3. To be punctual, clean and neat each working day.
4. To inform the laboratory as early as possible of absence due to illness or other emergencies.
5. To be completely knowledgeable of, and to work in a manner consistent with, all laboratory policies and practices.
6. To become acquainted with the instructional and/or reference materials available in the laboratory.
7. To review theoretical information for each laboratory procedure to be performed or discussed in the appropriate instructional materials.
8. To become competent in the laboratory procedures used and to strengthen knowledge of the principles, methodologies, and diagnostic significance of each test.
9. To document the completion of all work, which will be initialed and approved by the clinical coordinator and/or reviewed by the Program Director.
10. To continuously evaluate progress with the clinical coordinator.
11. To try to resolve problems as quickly as possible, seeking the assistance of the appropriate people (principally the Clinical Liaison/Coordinator and/or Program Director).
12. To be responsible for all practicum instructional materials and manuals.
13. To demonstrate integrity, professional duty, customer service, maturity, and respect for and with all members of the precepting site.

POLICIES

NON-DISCRIMINATION POLICY

Saginaw Valley State University and the Medical Laboratory Science program Director and instructors are committed to a policy of equal employment opportunity, equal education opportunity, and nondiscrimination in the provision of educational and other services to the public. Program faculty and staff do not discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, veteran status, or mental or physical disability.

This policy applies to students, employees, volunteers, clinical learning liaison, clinical preceptors, faculty members, MLS Advisory Board members, and anyone else who may have contact or business with the program on any basis.

The university's anti-harassment / nondiscrimination policy is found in the university's operations manual: <https://www.svsu.edu/operationsmanual/legalcompliance/anti-harassmentdiscriminationpolicy25-2/>.

PRE-FIELDWORK POLICIES

Fieldwork Placement and Site Tours

Students are required (as recommended by MLS Program Advisory Board) to tour all regional affiliate laboratories prior to clinical practicum placement. Tours typically begin in the Spring semester. Tours will be arranged by the students and conducted as a group when possible. Individual students unable to attend a group tour are responsible for scheduling and conducting tour(s) separately or obtaining permission from the Director to waive the tour requirement for a particular site, which may be granted on a case-by-case basis.

Prior to placement, students will submit preference surveys, ranking their top site choices for practicum placement and reasoning.

Clinical practicum placement will be determined by the Director with input from program instructors. Site placement will be based on many factors, including but not limited to:

- Student psychomotor and cognitive strengths
- Student learning style and learning needs
- Student personality traits and compatibility with site staff
- Special student needs, including accommodation needs
- Site needs and requests
- Student preference, including distance from the site

The Director will perform the site-matching process after preference surveys are received. Students will be placed at the site best suited to foster a successful practicum experience, in combination with the considerations above. **Site placement is final and not subject to appeal.**

Pre-Fieldwork Meetings and Site Orientation

Students will be required to attend two cohort-wide pre-fieldwork meetings with the Director outside of class time to discuss site-specific requirements, anticipated student expenses, expectations and behaviors, logistics and planning, and the clinical practicum evaluation process.

The first pre-fieldwork cohort meeting will be mandatory face-to-face. The second meetings may be face-to-face or virtual, with the expectation that the meeting will be recorded, and students not in attendance will review the recordings as soon as possible.

A third meeting may be needed virtually, depending on time and topics covered in the first two meetings. Alternately, the Director may record a video and send to the students. Students are expected to reach out to the Director with any questions or concern prior to one week before the first day of scheduled fieldwork.

In addition, students may be required to attend a site-specific orientation at the request of the affiliate, either at the beginning of, or prior to, the start of the clinical practicum. Students are expected to adhere to site requirements and attend all orientation session(s) required by the site.

Pre-Fieldwork Communication

After site placements have been determined, initial communication will involve the Program Director reaching out to the site liaison to confirm acceptance of the placement. Once approved, the Program Director will communicate start and end dates, holidays, and sick day and tardy policies. Instructions will also be provided for use of Trajecsyst, an online system used by preceptors to complete rotation evaluation forms. See Appendices for instructions on accessing Trajecsyst accounts.

It is recommended that the site clinical liaison contact the student via email approximately 1-2 months prior to clinical fieldwork begins. Some topics to be clarified should include parking information, meeting location, required paperwork and immunizations and where/how to submit prior to the start date, any hospital-required orientation sessions, badge requirements, and first day expectations.

Prior to the first day, the site clinical liaison/coordinator is encouraged to follow-up with the student to ensure all paperwork, immunizations, and other information has been submitted and received. **The student's rotation schedule should be submitted to the student and program director prior to one week before the student's start date.** This is important because students must enroll in the appropriate courses corresponding to their clinical rotations. Delay in enrollment can affect student financial aid due to strict enrollment deadlines.

It is also encouraged to set up a telephone call prior to the student's first day, during which the coordinator is encouraged to answer the student's questions and provide any additional information necessary as well as words of encouragement to the student.

Additional information which should be initially provided by the precepting site prior to the student's first day include:

- Contact information of the site coordinator and/or lead preceptor
- Documents required prior to beginning the practicum (ie., drug screen, background check, immunizations)
- Whether online systems such as ACEMAPP are required prior to fieldwork start-date
- Who the student should contact in the event of being tardy or absence, and a backup in the case of the coordinator's absence
- Initial plans for day one. See **First Day Orientation Agenda** section, below.

Health Insurance Requirement

Students are required to maintain health insurance coverage for the duration of the clinical practicum. Students will be required to submit proof of insurance to the Director prior to beginning fieldwork. If the student loses insurance during the practicum, they must reach out to the Director immediately for assistance.

GENERAL FIELDWORK POLICIES

First Day Orientation Agenda

The clinical liaison (site coordinator) is encouraged to arrive prepared to meet the student with an enthusiastic, welcoming demeanor. Most students demonstrate high anxiety and extreme nervousness during their first few days of fieldwork, and a kind, patient, and welcoming coordinator and Preceptors can provide comfort and a feeling of acceptance to the student. It is recommended that the following be implemented:

- Meet the student with a smile, with a printed copy of the rotation schedule
- As you show the student around the locations below, introduce them to passers-by
- Show the student to your office
- Provide them with a list of important contacts, including the main laboratory phone number
- Explain who to contact if they are sick (also must contact the program director)
- Show them the restrooms, breakroom, and all areas of the lab
- Show them management, pathologist, and other leadership offices
- Give them a safety tour (showers, eye-wash stations, SDS location, chemical spill kits, etc.)
- Show them IT, point-of-care, and other ancillary departments if in or near the lab

- Tell them or give them in writing break and lunch expectations and flexibility
- Give them an overview of lab operations
- Give them an overview of the LIS (this is completely new to them!)
- Show them your lab manual database and/or hard copy location(s)
- Explain to them the general lab culture and expectations
- Ask if the student has any questions

Enrollment in Courses Outside Fieldwork Practicum

Due to the intense nature and rigorous requirements of clinical fieldwork, and to ensure successful student performance and an achievable clinical practicum experience, enrollment in college or university courses during fieldwork outside the MLS491-495 clinical practicum courses is strictly prohibited, unless otherwise approved by the Director.

Attendance Policy

Students will Clock In/Out via Trajecs.com Student Home Page each day either on a laboratory computer or using their smart phone. Note that the smart phone should be enabled to share location and the location captured must be a valid location for that clinical site. If a student forgets to clock in or out, a **Time Exception** with a reason must be completed (rather than clocking in/out upon remembering). See **Student Menu and Instructions** appendix for instructions.

Students are expected to attend all scheduled days and report at their designated bench on time. **If the student expects to be absent or late, the student must notify the Program Director, clinical liaison/coordinator and/or the immediate supervisor at the clinical facility before the scheduled start time.** After the allowable sick hours have been spent, students must make arrangements with the clinical coordinator or immediate supervisor to make up any absences/performance deficits. This includes absences due to Covid illness or quarantine. **The Program Director must be informed of these arrangements.** Chronic tardiness and/or chronic absences are not acceptable and may result in <80% on the affective evaluation for that rotation.

Chronic absence is defined as:

- More than 1 nonconsecutive day in a single rotation
- More than 5 total days in the fieldwork timeframe

Chronic tardiness shall be defined and addressed based on expectations of SVSU and the clinical cite. Chronic tardiness is defined as:

- More than 1 day in a single rotation
- More than 3 days in the fieldwork timeframe

Sick Time, Vacation Days, and Days Off

The Clinical Practicum consists of 22 weeks for a total of 840 hours and will be offered in the Summer/Fall sessions and Winter/Spring sessions. See the **Important Dates** table found on page 4, above.

Students entering fieldwork in Winter (January) are expected (but not required) to attend the Michigan ASCLS professional conference. Summer/Fall fieldwork students are also expected to attend, but are also excused if unable. Time off-site spent to attend the conference will still count toward clinical hours. If students have >2 absences, makeup of at least part of these absences should take priority over conference attendance.

Additionally, each student is required to participate in a Community Engagement project. The student will be required to visit their old high school, middle school, elementary school, or another school of their choice to discuss the MLS field and provide an MLS- or STEM-related activity to the classroom of their choice.

The student will be granted ½ day off to prepare in advance for this activity and ½ day off to present at the chosen school. The clinical site may send a preceptor if desired; this may be an excellent opportunity to promote the site, as well as SVSU. Please coordinate this day with your site liaison/coordinator, as you will also have to also coordinate with your chosen school contact to schedule a classroom date and time.

The last day of the clinical practicum will be held on campus. Final exams, certification exam preps, and presentations will be conducted during the on-campus sessions. The student's last day at the clinical site shall be the day prior to this last day of practicum.

Ongoing Communication Throughout Fieldwork

It is imperative that students, the clinical liaison (coordinator), and the Program Director remain in close contact (via e-mail, phone, or an instructor visit to the clinical site) throughout the practicum experience. Communication between the clinical site and student(s) is just as important. Subsequent communication should be maintained throughout the practicum, both to discuss any concerns between the site preceptors, students, and/or coordinator and Program Director and to ensure professional and psychomotor (lab skill-based) growth during the practicum and fair, appropriate teaching for students.

Some examples of issues which should be addressed with the Program Director immediately include:

- Chronic tardiness by the student (see Attendance Policy section below)
- Chronic absences
- Behavior concerns
- Hygiene or dress-code concerns
- Not meeting 80% on an affective (behavioral) or performance evaluation
- If the primary contact for the site (site coordinator) is changed
- Unprofessional behavior towards the student
- Student not receiving feedback/guidance corresponding to evaluation scores
- Any other major concerns that could affect the educational experience of the student.

Liability Insurance

The university provides professional liability insurance for all students registered in clinical fieldwork courses at Saginaw Valley State University. Students are covered by the university's liability insurance through the end of each semester of their fieldwork course.

The university, the College of Health and Human Services, and the Medical Laboratory Science program faculty and staff assume no responsibility or liability for injury that may be sustained during field placement.

Health Insurance During Fieldwork

If the student loses health insurance during the clinical practicum, they must reach out to the Program Director immediately for assistance. The Program Director will connect the student with administrators who can help provide guidance and resources to the student so they can find coverage for the remainder of the practicum.

Precepted Learning, Site Employment, and Reportable Work

1. For the clinical practicum experience, students must have an assigned preceptor, appropriate for the discipline, who directly oversees their clinical/applied learning. The clinical learning liaison will oversee this requirement is met.
2. **Students may not be substituted for laboratory employees/personnel to perform direct patient and/or reportable work during their clinical/applied learning.**
 - a. As such, student employment at a clinical/applied learning site must be non-compulsory and must be **outside** of assigned applied learning /academic hours.
 - b. **The laboratory staffing plan must not rely upon student work.**
3. Student learning experiences, performance, and achievement/lack thereof, in each rotation shall be signed/co-signed by the appropriate preceptor and/or clinical site liaison.
4. **Upon completion of a rotation or specific competencies, students may perform direct patient work for compensation outside of learning hours required by the program, as dictated by laboratory policy and without jeopardizing performance in the clinical practicum.**

Release of Patient Results

Students are prohibited from releasing patient sample results without supervision. Students who have successfully completed and passed a rotation may release results provided they have been trained, assessed for competency, signed off, etc. as per CLIA regulations and according to the affiliate lab policy.

Phlebotomy Observation and Performance

1. **Performance or observation of phlebotomy procedures is required for a minimum of 40 hours** but may be reduced based on student employment and experience history.
2. Additional phlebotomy hours may be scheduled at the discretion of the clinical learning liaison; however, phlebotomy should not reduce the amount of time needed for other required activities.
3. Depending on lab policy, students may be eligible for performing phlebotomy as compensated service work outside practicum hours, according to the service work policy statement, above.

Emergency Medical Attention

As per the affiliation agreements with each clinical facility, the clinical site will make available emergency medical care to students and faculty who may become ill or injured while on duty. Reports of each event will be sent to the MLS Program Director, required for liability insurance purposes. It is understood that the clinical site will be reimbursed by the student at standard rates established for such service. Students in clinical fieldwork are required to carry health insurance during the entirety of the clinical practicum for this purpose.

Post-Exposure Evaluation and Follow-Up

In the event of an exposure to blood or body fluids by needlestick, splash to mucous membranes, eyes, nose or mouth, or contact with broken skin, immediately wash the site with soap and water. For eyes, flush with water or use an eye wash facility.

If the exposure happens on-campus:

- Notify your preceptor and/or clinical coordinator at once.
- Seek medical attention at a local Emergency Care Center or your medical provider within 1-2 hours of exposure
- Complete an Exposure Incident Investigation Form (last page of this manual) and submit to the Program Director within 48 hours of exposure

If the exposure happens at a clinical facility:

- Notify your preceptor and/or clinical coordinator at once
- Seek medical attention within 1-2 hours of exposure. Depending on the facility's protocol, they may send you to Employee Health or the Emergency Care Center.
- Notify your Program Director as soon as possible after treatment.
- Complete an Exposure Incident Investigation Form (last page of this manual) and submit to the Program Director within 48 hours of exposure

Note that any cost incurred for medical treatment is the responsibility of the student.

For information regarding treatment for blood borne pathogen exposures, refer to the PEP Quick Guide for Occupational Exposures at <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/> .

PROFESSIONAL POLICIES DURING FIELDWORK

The following policies provide guidelines for appropriate appearance and behavior for the practicum experience. The clinical facilities also have policies that may be more stringent than the ones listed below. The clinical facility policies take precedence over these guidelines and must be adhered to throughout the duration of the practicum. Any infractions of the facility and/or the following policies could result in:

- Suspension for a week with its consequences, and/or
- Transfer to a different clinical site, and/or
- Removal from the clinical site, and/or
- Granting of an "F" grade, and/or
- Removal from the program

Affective (Behavioral) Policies

Professional Appearance

Students must follow the dress code of their clinical site. The following are **suggested** guidelines:

1. Visible body piercing jewelry may be worn as long as jewelry/piercings do not interfere with work capability or hand hygiene, mask wearing etc., and do not go against clinical site dress code policy.
2. No artificial fingernails (wraps, acrylics, tips, tapes and nail piercing jewelry of any kind) may be worn. Also, natural fingernails may not be more than ¼ inch past the tip of the finger (as these have been shown to harbor microorganisms). Nail polish is generally prohibited.
3. No open-toed shoes may be worn in the clinical site. Shoes must appear clean and not be scuffed.
4. Stockings must be worn to cover the ankles.
5. Long hair must be pulled away from the face.
6. Hats, scarves or long necklaces are prohibited.
7. No excessive jewelry may be worn. Rings on the traditional ring fingers are acceptable as long as they are not so big to cause a problem with gloving.
8. No cargo pants or jeans are to be worn unless permitted by the clinical site. Some clinical facilities will require a lab coat or maybe scrubs. If street clothes are acceptable, shirts or blouses with a collar are preferred. If the shirt does not have a collar, it must not be a low cut neck.
9. Hair color and cosmetics: follow site dress code policy.
10. Personal hygiene must include deodorant, mild (or no) cologne scent, and daily showering. Smoker's breath or body odor is not tolerated.

Professional Behaviors

As a student:

1. Follow HIPAA regulations as required by the facility.
2. Use appropriate language at all times.
3. Avoid loud laughing or talking as it can be very distracting and disruptive to those working nearby.
4. Show initiative by getting involved in as many tests and procedures as possible, organizing and stocking the work area, and performing the procedures as appropriate.
5. Be aware of your limitations. Do not do perform a task or test in which you are not competent.
6. Establish neat and organized work habits.
7. Work for perfection; analyze your performance with your clinical coordinator or clinical instructor on a regular basis and/or on each new procedure learned. Welcome constructive criticism and thank them for their feedback.
8. Follow all policies and procedures; to include professional appearance and behavior.
9. Stay focused, organized, on up to date on all tasks, assignments, exams, and objectives.
10. Keep track of procedures that have performed.
11. Communicate with the Program Director and Clinical Coordinator to monitor schedules and rotations.
12. Communicate any concerns to the Program Director.

As a Professional:

1. Observe the dress code.
2. Smoke in designated areas only.
3. Leave the department only with permission.
4. Follow the lab's protocol on telephone etiquette.
5. Always confirm Patient ID (arm band, requisition, labels, inquiry etc) according to lab protocol.
6. Follow all departmental rules and regulations.
7. Be on time, always, this includes returning from breaks and lunch on time.
8. Patients are always your first priority. Use tact and kindness at all times with patients and family
9. Respect all members of the health care team. Be cooperative, compassionate, discreet, loyal to the patients, the institution, and to all fellow health care team members.
10. Do not discuss or answer questions concerning the condition of patients, their diagnosis, treatments, or medication. Refer inquiries to the nurses in charge, the attending physician or according to the current lab protocol.
11. Do not discuss the professional ability of physicians, nurses, or co-workers with co-workers, patients or the public.
12. Do not discuss personal problems with coworkers or patients.
13. Do not participate in laboratory politics.
14. Respect hospital property. Keep equipment clean and in good condition.
15. Accept constructive criticism graciously.
16. Communicate any concerns to the Program Director.

Inappropriate Behavior

The following behaviors may be met with the strictest discipline to include remediation or dismissal:

1. Chronic absences or tardiness without approval and/or advance notification.
 - a. Refer to attendance section of this manual
2. Dishonesty of any kind
3. Violation of facility or SVSU policies or procedures.
4. Violation of HIPAA or Confidentiality of any kind
5. Arriving at the clinical site with impaired functional abilities (under the influence of alcohol or illegal drugs, with lack of sleep).
6. Any instance of misidentification of patient, specimen, reagent, etc.

Safety/Fire Regulations

The MLS Program faculty and staff are committed to ensuring student and patient safety while students are off-campus conducting clinical fieldwork. During fieldwork, students must:

1. Follow all safety, fire, and chemical hygiene regulations as instructed on campus and at the facility.
2. Know how to operate equipment before you use it. Always get help if you are not confident in your abilities.
3. Make sure all tools and equipment are in safe working order. Report any defects to a supervisor immediately.
4. Report all accidents, safety and fire hazards to a supervisor immediately.
5. Keep flammable material and liquids away from fire and heat. Remove matches, lighter, cigarettes etc. from all disoriented patients and patients on oxygen, or report these situations to the nurses' station.
6. Participate in fire drills as if there were a real fire.
7. Do not block fire extinguishers, fire escapes, hallways, or fire doors at any time.
8. Report any unusual circumstances to a supervisor immediately.

Grading, Grade Grievance, and Concern Policies

Grading policies, as well as procedures for filing grade grievances or following up with student concerns or clinical site concerns, are outlined in the Syllabus below.

SYLLABUS

PRACTICUM COURSE DESCRIPTIONS

The following describes SVSU's medical laboratory science clinical practicum courses and the intended content and disciplines to be covered during the corresponding clinical rotation at the affiliate site. Practicum content for each course is standardized through course-specific objectives, provided in the **Clinical Practicum Course-Specific Objectives** document and electronically through [Trajecsys](#). Both the paper copies and electronic access to the objectives are emailed to the clinical learning liaison near the beginning of a student's clinical placement.

MLS 491 – Minor Rotations Fieldwork (3 credit hours)

A study of specific topics within the minor departments of the clinical laboratory to include clinical immunology and urinalysis, as well as the preanalytical processes of specimen collection, transport, processing, and reference lab preparation or the application of these topics to other areas within the social, natural or health sciences.

MLS 492 – Clinical Hematology Fieldwork (3 credit hours)

A study of specific topics within the clinical hematology discipline of clinical laboratory science to include hemostasis or the application of clinical hematology and hemostasis to other areas within the social, natural or health sciences.

MLS 493 – Clinical Immunohematology Fieldwork (3 credit hours)

A study of specific topics within the clinical immunohematology discipline of clinical laboratory science or the application of clinical immunohematology to other areas within the social, natural or health sciences.

MLS 494 – Clinical Microbiology Fieldwork (3 credit hours)

A study of specific topics within the clinical microbiology discipline of clinical laboratory science, or the application of clinical microbiology to other areas within the social, natural or health sciences.

MLS 495 – Clinical Chemistry Fieldwork (3 credit hours)

A study of specific topics within the clinical chemistry discipline of clinical laboratory science or the application of clinical chemistry to other areas within the social, natural or health sciences.

Prerequisite: A grade of "C" or better in MLS 300 and 400 courses with an overall average of 3.0 in professional courses.

MLS ESSENTIAL FUNCTIONS

Essential Functions represent non-academic requirements of the profession that all students must possess to become successful in the clinical laboratory environment and to become employable. Students entering the clinical practicum phase of the program have demonstrated the ability to successfully perform these functions, with or without reasonable accommodations. Failure to meet any of the Essential Functions must be brought to the attention of the Program Director immediately, and may result program dismissal. Students must be able to:

1. Possess sufficient vision to easily read charts, graphs, instrument panels, printouts, small graduated scales, etc.
2. Discriminate colors accurately to identify reagents, select proper tube types, distinguish physical properties of various body fluids and prepare and identify cells and tissues.
3. Be able to read, write, and communicate in the English language to facilitate effective communication with patients, providers, and all other members of the health care team.
4. Possess sufficient hearing ability with or without auditory aides to understand the normal speaking voice and discern audible instrument alert signals and timing devices.
5. Demonstrate sufficient manual dexterity to safely and accurately perform required tasks such as phlebotomy, operating delicate instruments, manipulating tools, handling small containers of potentially bio-hazardous specimens, and utilizing sample measuring devices.
6. Be sufficiently mobile to traverse about the laboratory, hospital corridors, patient's rooms, offices and patient examining rooms, (minimum width approximately three feet).
7. Possess the emotional health and psychological stability required to fully utilize their intellectual abilities under stressful conditions thus allowing them to be able to recognize emergency situations, take appropriate action, and be an effective problem solver.
8. Be able to sit for extended periods of time at computer stations, read information from a monitor, and use the keyboard.

Students must be able to meet these essential functions, with or without reasonable accommodation, in accordance with applicable federal and state laws. The ability to satisfy these requirements is necessary for successful progression through the curriculum and completion of all program requirements. Prospective and enrolled students who have questions regarding these essential functions or their ability to meet them are encouraged to consult with the MLS Program Director and the Accessibility Resources & Accommodations office (<https://www.svsu.edu/access/>) to discuss available accommodations and support services.

STUDENT COMPETENCIES AND LEARNING OUTCOMES

Student competence is evaluated in each discipline during the professional phase, prior to entering the clinical practicum. Prior to clinical fieldwork, student competence in laboratory psychomotor performance is primarily evaluated through Laboratory Competency Assessments and in-lab session assignments. Competence in theoretical principles (cognition) and professionalism (affective behaviors) is evaluated through didactic exams, quizzes, and a variety of applied and experiential learning assignments.

Upon entering fieldwork (the clinical practicum), students must continue to demonstrate psychomotor, cognitive, and affective competence. Competence in each course/discipline is achieved when the student earns $\geq 80\%$ on their rotation-specific (course-specific) objectives, which correlate to the learning outcomes below and NAACLS' entry-level competencies for MLS.

At the conclusion of the MLS practicum, the student will be able to:

1. Perform (independently) routine and specialized laboratory procedures found in a typical full service clinical pathology laboratory. Performing these procedures include all of the QA/QC requirements, setting up reagents and equipment, and managing problems.
2. Apply principles and practices of quality assurance/quality improvement to the pre-analytical, analytical, and post-analytical components of laboratory services utilizing statistical analyses.
3. Apply safety and governmental regulations and standards to laboratory practice.
4. Analyze and/or evaluate laboratory findings to incorporate critical pathways and clinical decision making activities, such as;
 - a. Verifying patient results and QA for a given test
 - b. Correlating findings with health and disease states
 - c. Prescribing course of action for discrepancies
 - d. Recognizing possible inconsistent results
 - e. Developing algorithms
5. Apply acceptable principles of teaching and learning to a selected activity.
6. Apply basic principles of management in select activities.
7. Practice the ethics of the profession.
8. Apply concepts and principles of laboratory operations to include:
 - a. Critical pathways and clinical decision making;
 - b. Performance improvement

EVALUATION AND GRADING

Logistics

This section will describe how rotation-specific objectives are obtained by preceptors, the clinical learning liaison, and/or the student to prepare for teaching/learning and evaluation.

Accessing Rotation-Specific Course Objectives

Instructions on accessing rotation-specific psychomotor and affective objectives for each course will be emailed to the clinical liaison (site coordinator) by the Program Director or designee near the beginning of the practicum. Instructions can be found in **Appendix 2** of this document. Objectives used for teaching/learning and evaluation will be available electronically in **Trajecsys**, our online clinical education document control center, and electronically for downloading, electronic sharing, and printing paper copies.

The clinical learning liaison is responsible for:

- (1) Distributing the instructions for obtaining the student's objectives to all site preceptors.
- (2) Ensuring that preceptors use the objectives to guide their teaching, training, and evaluation of students, and
- (3) Ensuring that student evaluation scores are entered into **Trajecsys**.

The clinical learning liaison may evaluate student performance and enter evaluation scores into Trajecsyst, or they may designate one or multiple preceptors to do this.

Required Evaluations

The following evaluations of rotation-specific objectives must be performed and entered into Trajecsyst. Students are encouraged to review all submitted evaluations and discuss any concerns and strategies for improvement with the preceptor and/or clinical learning liaison prior to soliciting guidance from the Program Director or designee.

COURSE AND ROTATION	EVALUATIONS REQUIRED
MLS 491 MINOR ROTATIONS	
PREANALYTICAL/ PHLEBOTOMY / PROCESSING	<input type="checkbox"/> FINAL AFFECTIVE PREANALYTICAL <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE PREANALYTICAL
IMMUNOLOGY/SEROLOGY	<input type="checkbox"/> FINAL AFFECTIVE IMMUNOLOGY/SEROLOGY <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE IMMUNOLOGY/SEROLOGY
URINALYSIS	<input type="checkbox"/> FINAL AFFECTIVE URINALYSIS <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE URINALYSIS
MLS 492 HEMATOLOGY MAJOR ROTATION	
HEMATOLOGY/HEMOSTASIS (INCLUDES BODY FLUIDS)	<input type="checkbox"/> PRELIMINARY AFFECTIVE HEMATOLOGY <input type="checkbox"/> FINAL AFFECTIVE HEMATOLOGY <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE HEMATOLOGY
MLS 493 IMMUNOHEMATOLOGY (BLOOD BANK) MAJOR ROTATION	
IMMUNOHEMATOLOGY (BLOOD BANK)	<input type="checkbox"/> PRELIMINARY AFFECTIVE IMMUNOHEMATOLOGY <input type="checkbox"/> FINAL AFFECTIVE IMMUNOHEMATOLOGY <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE IMMUNOHEMATOLOGY
MLS 494 MICROBIOLOGY MAJOR ROTATION	
MICROBIOLOGY	<input type="checkbox"/> PRELIMINARY AFFECTIVE MICROBIOLOGY <input type="checkbox"/> FINAL AFFECTIVE MICROBIOLOGY <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE MICROBIOLOGY
MLS 495 CHEMISTRY MAJOR ROTATION	
CHEMISTRY	<input type="checkbox"/> PRELIMINARY AFFECTIVE CHEMISTRY <input type="checkbox"/> FINAL AFFECTIVE CHEMISTRY <input type="checkbox"/> FINAL PSYCHOMOTOR/PERFORMANCE CHEMISTRY

Timing Evaluation Submissions

Preliminary affective objectives should be completed mid-rotation. Final affective and psychomotor evaluations should be completed at or near the end of each departmental rotation (major and minor), at most within one week after the student completes the rotation. The evaluation scores are reviewed by the Program Director or a designee and used to calculate grades. Each evaluation may be reviewed and/or printed by the student once it has been submitted.

Standardization of Grading

The purpose of the following section is to provide a standardized process for site preceptors to use as they teach, train, and evaluate students during clinical fieldwork.

The clinical learning liaison/site coordinator or preceptor will enter a score for each objective for each rotation-specific evaluation in Trajecsyst. Evaluation of student performance will be completed by the clinical learning liaison/coordinator and/or site preceptors. Each objective has been evaluated for (1) expectation of performance type (perform, discuss, observe) and (2) the level of expected performance required to achieve "Meets/Exceeds" or "Developing," such as "Consistently, without supervision" or "With supervision." This improves standardization of evaluation and grading across students, sites, and evaluators.

Learning Domain Descriptions

Course grades will be determined based on student performance in the Theoretical (cognitive), Performance (psychomotor), and Professional (affective) domains. A minimum of 80% weighted average is required to pass each rotation included in the course See **Overall Course Grading** section, below, for weighting.

A. Performance (Psychomotor) Domain

Achievement of these objectives demonstrates a student's ability to integrate their cognitive and physical functions. Some examples of psychomotor skills one may be evaluated on throughout the course include pipetting, dilutions, labeling tubes, preparing reagents and QC, running QC, etc.

The preceptor(s) and/or clinical liaison will evaluate the student's performance of laboratory testing based on the requirements provided in the rotation-specific evaluation form. Because psychomotor performance is heavily connected to the cognitive domain, some cognitive objectives are integrated within this category.

Fieldwork competence determined through: *Preceptor evaluation of student performance of psychomotor objectives.*

B. Theoretical (Cognitive) Domain

Achievement of cognitive objectives demonstrates one's ability to think, read, follow instructions, reason, and remember. Some examples of cognitive skills important for students to develop include the ability to read and follow procedures, understand verbal instructions, and understand important lab terms such as reagent, quality control, standard, and calibration.

Students are responsible for achieving all cognitive objectives from the on-campus professional courses. Theoretical principles may be reinforced by preceptors during the practicum but will primarily be evaluated through student performance on assignments, projects, and exams posted on Canvas, SVSU's Learning Management System. Exams **are to be completed outside practicum hours according to established due dates unless specifically offered by the clinical learning liaison, preceptor, and Program Director.** Students are responsible for checking Canvas and submitting assignments correctly and on-time.

Fieldwork competence determined through: *Instructor evaluation of student performance on cognitive assignments, projects, and exams.*

C. Professional (Affective) Domain

The affective objectives reflect behavioral skills, in other words, how one handles one's attitudes, values and emotions. Some affective objectives reflect cognitive performance, such as a student's ability to document accurately and respond to verbal questions or instructions accurately and thoroughly. Some areas to focus on include engagement during clinical learning, initiative, promptness, attitude during stressful situations, ability to ask questions when confused, and ability to work independently after being shown a skill.

Evaluation of affective objectives will be completed for each major and minor rotation. Additionally, for each **major rotation**, the student must solicit **preliminary evaluations** at the ½-way point of the rotation. These evaluations are mandatory and should provide constructive feedback to help the student improve professional skills prior to the final affective evaluation. Although the preliminary evaluations are not factored into the final grade, they should be submitted in Trajecsys for recordkeeping.

The preceptor(s) will evaluate the student's professionalism based on requirements provided in the course-specific affective evaluation form. For MLS491, which includes multiple affective evaluations, the affective evaluations for each minor rotation are averaged.

See **Affective Evaluation Key** to help keep evaluations standardized.

Note: If professional behaviors are not met (<80% or to the satisfaction of the clinical facility) in any rotation, the student may be officially withdrawn from the practicum and terminated from the program.

Fieldwork competence determined through: *Preceptor evaluation of student performance of affective objectives.*

Procedure for Evaluating Student Psychomotor Performance

The following **Evaluation of Psychomotor Objectives Key** can also be found in Trajecsyst. The clinical learning liaison and/or preceptor(s) shall use this key to guide expectations of the student and the evaluation of the student's performance. This process standardizes student evaluation across multiple preceptors and clinical sites while promoting consistent, developmentally appropriate expectations.

Evaluation of Psychomotor Objectives – Key (Updated 1 2025)

Instructions for Evaluating Psychomotor Objectives: The following seven parameters are critical to the evaluation of the psychomotor objectives. Use this key to complete the evaluation of the performance objectives. *Note that any objective receiving a **Does Not Meet (DNM)** score will require discussion with Program Director and Clinical Liaison (Site Coordinator) and Student to determine if objective can be met with more time and/or training.*

RATING	SCORE PER INDIVIDUAL OBJECTIVE (WILL BE AVERAGED WITH OTHER OBJECTIVE SCORES)
MEETS / EXCEEDS	100%
DEVELOPING	85%
DOES NOT MEET	70%

1. Completion of Objectives/Procedures

MEETS OR EXCEEDS	Completed all objectives/procedures on time or ahead of schedule; accepted additional tasks when asked and/or sought additional tasks.
DEVELOPING	Completed most objectives/procedures in a timely fashion with expected level of proficiency; few areas may need more time.
DOES NOT MEET	Unable to perform several or all objectives/procedures in given time period.

2. Accuracy

MEETS OR EXCEEDS	Acceptable or above average performance; repeat work may be needed on occasion or rarely; expected work habits of a student conducive to attaining accuracy.
DEVELOPING	Acceptable performance achieved after frequent repetition; expected work habits of a student working to improve accuracy; close to achieving full competence.
DOES NOT MEET	Difficulty in achieving accuracy in the routine procedures; requires more repetitions than what is desirable or can't seem to gain repeatable accuracy on most procedures.

3. Problem solving

MEETS OR EXCEEDS	With mild to moderate prompting and some initial and follow-up guidance is able to identify problem and map out a course of action; correlates, sorts and organizes data to recognize and resolve various problems in a timely fashion on own or with assistance.
DEVELOPING	May need additional input/support from peers to recognize a problem and/or additional input/support to determine course of action; displays good follow-through.
DOES NOT MEET	Repeatedly has difficulty recognizing a discrepancy/problem; often reports out results that should not be reported out.

4. Production/Efficiency

MEETS OR EXCEEDS	Masters procedures quickly or at an acceptable pace; not easily distracted; capable of organizing work load and performing at a rate expected of a student or near or beyond that of a new technologist.
DEVELOPING	Productivity and efficiency is still developing and increase gradually; may sometimes get distracted.
DOES NOT MEET	Takes much longer to master procedures and perform with any confidence at a level suitable for hospital lab work; demonstrating minimal or no improvement in productivity and/or efficiency; frequently distracted or misusing clinical time.

5. Neatness and Organization

MEETS OR EXCEEDS	Frequently or always organized and orderly; restores work bench self-directed or with some initiation.
DEVELOPING	Moderately organized and neat; sometimes needs additional minor clean-up work to restores work bench appropriately.
DOES NOT MEET	Not well organized; additional clean-up is often substantial; sometimes work habits give appearance that results may not be good; creates problems because organization is lacking; almost never restores the work bench appropriately.

6. Ability to Perform Designated Procedures Independently

MEETS OR EXCEEDS	Once procedure has been observed, performed with supervision, and performed without supervision, needs minimal to moderate direction; takes the initiative or requires some guidance to initiate independence; follows through on tasks; makes good decisions.
DEVELOPING	Usually needs some specific direction each day, however, accepts assignments willingly; generally, works with moderate assistance and may seek input on fairly routine decisions.
DOES NOT MEET	Requires constant direction; avoids making most decisions; has not displayed signs of improvement completing independent work.

7. Ability to Work Cooperatively

MEETS OR EXCEEDS	Frequently or always communicates well with other healthcare team members; when recognizing the need for guidance, will seek it; when working in a group, will accept majority rule, if applicable; assumes appropriate responsibility in contributing to the team effort.
DEVELOPING	Typically communicates moderately well with other healthcare team members but may occasionally demonstrate poor communication skills; has demonstrated improvement in communication with feedback; can communicate with group members if assignments are specific and task-oriented and given on a relatively small scale.
DOES NOT MEET	Frequently demonstrates poor communication skills with other healthcare team members; uncomfortable working with others; easily intimidated and sometimes becomes defensive or critical of others; has shown no improvement or motivation to improve communication skills.

Students should be evaluated at the level of a senior MLS student progressing toward entry-level practice, recognizing that competency develops over time during clinical practicum. Evaluations should reflect expected growth and increasing independence throughout fieldwork rather than performance at the level of an experienced laboratory professional.

While definitions and requirements differ based on the category of the objective, points are awarded for psychomotor objectives as follows:

- Meets or Exceeds Expectations: 100%; 1.0 per objective
- Developing: 85%; 0.85 per objective
- Does Not Meet Expectations: 70%; 0.70 per objective

Rotation-specific psychomotor performance scores are calculated in Trajecsyst. See **Calculation of Individual Psychomotor and/or Affective Evaluation Score** section, below, for more information about Trajecsyst scoring.

Procedure for Evaluating Student Affective Performance

Student achievement in affective objectives should be evaluated using the criteria below. As with the evaluation of psychomotor performance, the clinical learning liaison and/or preceptor(s) shall use this key to guide expectations of the student and the evaluation of the student's performance. This process standardizes student evaluation across multiple preceptors and clinical sites while promoting consistent, developmentally appropriate expectations. Students should be evaluated at the level of a senior MLS student progressing toward entry-level practice, recognizing that competency develops over time during the clinical practicum. Evaluations should reflect expected growth and increasing independence throughout fieldwork rather than performance at the level of an experienced laboratory professional.

Meets or Exceeds Expectations: Meets and/or exceeds expectations for all listed behaviors

Developing: Usually meets expectations for all listed behaviors; may sometimes need feedback and reminders; has demonstrated improvement

Does Not Meet Expectations: Frequently does not meet some or most listed behaviors; has demonstrated little to no improvement

Points for affective performance of each objective are awarded as follows:

- Meets or Exceeds Expectations: 100%; 1.0 per objective
- Developing: 85%; 0.85 per objective
- Does Not Meet Expectations: 70%; 0.70 per objective

Rotation-specific affective performance scores are calculated in Trajecsyst. See **Calculation of Individual Psychomotor and/or Affective Evaluation Score** section, below, for more information about Trajecsyst scoring.

Calculation of Individual Psychomotor and/or Affective Evaluation Score

Objectives and scoring rubrics have been reviewed by the Program Director, program-specific staff, and Trajecsyst technical support staff for accuracy. Upon submission of a rotation-specific affective or psychomotor evaluation, Trajecsyst will automatically calculate the achieved score for that rotation. See the table below for more information.

A. Calculation of Rotation-Specific Psychomotor and Affective Evaluation Scores

HOW TRAJECSYST CALCULATES ROTATION-SPECIFIC SCORES:		
LEVEL ACHIEVED	# OF OBJECTIVES EARNED:	CRITERIA
DEVELOPING	A:	ALL OBJECTIVES – RECEIVES 85% FOR OBJECTIVE
DOES NOT MEET (WITH SUPERVISION)	B:	EVALUATED PER TEST – RECEIVES 70%
DOES NOT MEET (WITHOUT SUPERVISION)	C:	STUDENT MAY NOT PASS ROTATION UNTIL COMPETENCE HAS BEEN DEMONSTRATED. SEE

		SYLLABUS: GRADES LESS THAN 80%: RECEIVES 70% FOR OBJECTIVE.
MEETS OR EXCEEDS	D:	RECEIVES 100% FOR OBJECTIVE
OBSERVED OR DISCUSSED ONLY OR N/A	E:	IF LABORATORY DOES NOT PERFORM TESTING OR IF DESIGNATED AS OBSERVED AND/OR DISCUSSED ONLY. EVALUATED PER TEST. NOT INCLUDED IN CALCULATION.
TOTAL NUMBER OF OBJECTIVES COMPLETED	F: Add A+B+C+D:	ALL PERFORMED OBJECTIVES EXCEPT DISCUSSED/OBSERVED ONLY.
SCORE FOR ROTATION (CALCULATED BY TRAJECSYS):		
CALCULATION: (DEVELOPING*0.85 + MEETS/EXCEEDS*1.0 + DOES NOT MEET*0.7) / TOTAL # COMPLETED	$(0.85*A+D+0.7*(B+C))$ F	MINIMUM OF 80%

B. Entering Evaluation Scores into SVSU's Learning Management System

SVSU uses Canvas for its Learning Management System (LMS). The Program Director or another instructor reviews student evaluation scores in Trajecsyst and documents them in Canvas, which will be used, corresponding to the weighted percentages outlined in the **Overall Course Grade** section, below, to calculate the final course grade.

C. Calculation of Average Domain Score

In all cases except for MLS491 which has multiple minors rotations, the evaluation score will be used as the domain score used in calculating final grade. Thus, calculation of MLS491 affective and psychomotor domain scores requires an additional calculation step.

For MLS 491, the psychomotor evaluation scores are first averaged prior to entering in Canvas for final grade calculation. The affective evaluation scores are also averaged likewise, prior to entering domain score into Canvas.

Calculation of Cognitive Domain Score

Individual cognitive scores are determined based on student performance in assignments and exams. The table below lists all graded assignments or exams contributing to the Cognitive Domain score. See the **Individual Course Grade** section, below, for explanations of each assignment.

Exam or Assignment	Total Points Available
MLS 491 Minor Rotations	
MediaLab Immunology Exam (50Q)	50
ASCP Immunology Review Module	25
MediaLab Urinalysis Exam (50Q)	50
ASCP Urinalysis Review Module	25
Preamalytical Assignment (Canvas)	50
Management Project (Canvas)	Sections vary; Final Presentation worth 100.
Discussion Posts – 15 total (Canvas)	75 (5 pts ech)
MediaLab Comprehensive Weekly Exams (22)	110
Computer Adaptive Exam (during last week)	Satisfactory/Unsatisfactory
Community Engagement Project (Canvas)	175 total
MLS 492 Hematology	
MediaLab Hematology Exam (50Q)	50
MediaLab Coagulation Exam (25Q)	25
MediaLab Body Fluids Exam (25Q)	25
ASCP Hematology Review Module	25

Hematology Slides Assignment (Canvas)	100
ASCP Coagulation Review Module	25
MLS 493 Immunohematology	
MediaLab Immunohematology Exam (50Q)	50
ASCP Immunohematology Review Module	25
Immunohematology Assignment (Canvas)	100
MLS 494 Microbiology	
MediaLab Microbiology Bacteriology Exam (50Q)	50
MediaLab Microbiology Virology/Parasit/Mycology Exam (50Q)	50
ASCP Microbiology Review Module	25
Microbiology Assignment (Canvas)	100
MLS 495 Chemistry	
MediaLab Chemistry Exam (50Q)	50
ASCP Chemistry Review Module	25
Quality Control Assignment (Canvas)	100
ASCP Lab Operations Review Module	25
ASCP Molecular Diagnostics Review Module	25

NOTE: Student grade will reflect percentage earned on assignments and rotation-specific Media-Lab exams.

Overall Course Grade

Final psychomotor and affective evaluation scores submitted in Trajecsys by the clinical liaison and/or preceptor(s) are individually reviewed by the Program Director or a designee. The evaluation scores (or the average, in MLS491) are entered into SVSU's Learning Management System (Canvas), where cognitive assignments and projects are submitted by the student and evaluated by the Program Director or a designee.

A grade for each course will be determined and weighed as follows:

- Practical Evaluation (Performance/Psychomotor Objectives) – 45%
- Theoretical Evaluation (Cognitive Objectives) – 45%
- Professional (Affective Objectives) – 10%

Individual Course Grade

A. Assignments in ALL Fieldwork Courses:

a. Rotation-Specific Exams:

- 1) Students are required to pass the rotation/discipline-specific MediaLab exam at the end of each major and minor rotation.
- 2) To pass, the student must achieve a score of 80% or higher.
- 3) The student may take a new exam of the specific discipline until they pass.
- 4) Retakes of an exact previous exam will not be counted as a final exam grade.
- 5) The highest exam for a particular discipline will be the score earned for that test in Canvas.
- 6) For example, if a student takes the Microbiology exam and receives a 62% initially, an 82% on the second attempt, and a 79% on the final attempt, the student will earn a grade that reflects the 82% score.

b. Exam and Assignment Due Dates:

- 1) Exams and assignments for each discipline are LOOSELY “due” by the Friday following completion of that rotation, unless otherwise noted within the assignment.
- 2) Failure to meet the due dates or to complete an assignment or exam may result in a reduced grade or a failed grade for that course.

- 3) For courses which a student is enrolled in during a primary semester (Winter or Fall), assignments must be submitted at least one week prior to final course grade submission deadline.

B. MLS 491 Minors Rotation:

1. Cognitive assignments:

i. ASCP ONLINE REVIEW MODULES:

- Urinalysis
 - Immunology
 - Lab Operations, and
 - Molecular Diagnostics
- See appendices, below, for directions on accessing the ASCP Modules.

ii. MEDIA-LAB ROTATION-SPECIFIC EXAMS:

- Urinalysis
- Immunology

See appendices, below, for directions on accessing the correct rotation-specific exams in MediaLab.

iii. WEEKLY COMPREHENSIVE EXAMS:

Students are required to take **one 100-question comprehensive non-adaptive MLS exam each week**. See specific exam instructions posted on Canvas and in the appendices section of the practicum. Failure to complete the weekly exam may result in a reduced grade or a failed grade for the rotation during which the exam(s) was not taken.

The Canvas Course grade will reflect the completion of the 22 required weekly exams, not the scores of the exams.

It is recommended that halfway through or beginning around the last month of fieldwork, the student takes additional practice exams which are adaptive to prepare for the nature of the BOC.

See appendices, below, for directions for accessing the correct comprehensive exam in MediaLab.

Grades do not reflect score, only the completion requirement.

Students are strongly encouraged to take adaptive exams in replacement of, or in addition to, required non-adaptive exams starting around halfway or two-thirds through the clinical practicum.

iv. FINAL ON-CAMPUS ADAPTIVE COMPREHENSIVE EXAM:

During the on-campus day at the end of the rotation, each student will take a computer-adaptive exam. A minimum exam grade with difficulty level of **5.20** or higher must be achieved to receive a "completion" grade for points.

v. MANAGEMENT PROJECT:

The student, with the help of affiliate preceptors, manager, clinical coordinator, and if necessary, SVSU MLS faculty, will plan and execute a study affecting the laboratory, with a presentation given at the conclusion of the fieldwork.

Management projects typically follow lab improvement processes, focusing on new equipment or technology, validation studies for accreditation, improving a form or process, etc. However, educational topics are permitted as long as the student relates the information to the student's fieldwork site and uses relevant scientific data.

This assignment may consist of *either* a management project *or* an educational presentation for the affiliate laboratory staff. You may choose either of the following:

a) Management Project

Students must consult with the Clinical Coordinator and preceptors to identify a project of benefit to the clinical facility. Possible projects include but are not limited to:

- Case study review, research, evaluation, presentation
- Laboratory workflow or process assessment, design, training, implementation
- New method evaluation or comparison
- Education module for design and presentation
- Infection Control evaluation, training, process assessment

Or

b) Education Project – Requires Director Approval

Select a topic of interest to you and/or the lab and prepare a continuing education presentation for the laboratory staff. A beneficial research topic may include any of the following or others not listed:

- Comparison of old and new test principles for new instrument/method
- Covid antigen versus NAAT testing sensitivity, specificity, cost, etc.
- PPE allocation and response during COVID
- Upcoming relevant analyzer/testing technology
- Troponin I versus Troponin T principle/methodology
- Compare methodology of two chemistry or hematology analyzers
- Advanced hematology parameters (such as RET-Hg)
- BNP variants
- hCG variants and affects on pregnancy testing sensitivity/specificity
- Phlebotomy or blood bank process improvement

It is the student's responsibility to find a suitable study. If they cannot find one, they shall seek assistance from the Program Director before the first management project assignment is due.

Portions of the presentation will be due periodically throughout the fieldwork experience so it will not be due all at once and to give the student time to make changes, if necessary.

The final project is due on the Friday of the final week of the practicum that takes place at SVSU. All students will present their projects to the other graduating students and the Program Director. Additional MLS/non-MLS SVSU faculty may be invited to the presentations.

For additional points, students may wish to present their projects at the ASCLS-Michigan state conference. See Canvas for more information. If interested, the student must reach out to the Program Director by the due date in Canvas.

See Rubric in Canvas for grading.

vi. COMMUNITY ENGAGEMENT PROJECT

This project will serve as the beginning of an engaging partnership between SVSU and Michigan elementary, middle, and high schools. It will also promote the profession, and in turn aid in recruiting prospective students into MLS or other STEM-related fields.

Through this project, you will be required to prepare a short discussion on the field of MLS and engage students in an MLS or STEM-related activity with your former elementary, middle, or high school. If you are unable to contact an administrator at the school of your choice, you may choose another school.

We recommend asking to present to one or two classes, preferably from 1st grade up, within a STEM class (1st grade up has STEM or science classes; high school, we would recommend pairing with biology, chemistry, or anatomy classes). You may not visit the same classroom that will be visited by another student. You may visit the same school. However, you may partner with **up to one** other senior SVSU MLS student (in fieldwork currently or entering in the Summer/Fall). Note this will affect your time requirement. See Canvas assignments for details.

Next, you will submit your Community Engagement plan addressing each component listed in the Canvas assignment. Please be aware, this is a multi-page document which will require ample planning. You will receive ½ day off in advance from your clinical site to prepare for the engagement day.

You are granted an additional ½ day off-site to participate in your community engagement. Once you present to your chosen class/school, you will be required to submit an email from the school contact as well as student/teacher evaluations as proof of engagement.

Finally, you will submit a reflection paper detailing how your project was executed.

vii. WEEKLY DISCUSSION POSTS:

Students will engage their peers by writing a discussion post about their fieldwork experience weekly for the first 9 weeks in Canvas. For the remaining 13 weeks, students are required to make three additional posts in the discussion boards. See Canvas for more information.

viii. PRE-ANALYTICAL ASSIGNMENT

See Canvas.

C. MLS 492 Hematology Fieldwork

1. Cognitive Assignments:

ix. ASCP ONLINE REVIEW MODULES:

- Hematology
- Coagulation

See appendices, below, for directions on accessing the ASCP Modules.

x. MEDIA-LAB ROTATION-SPECIFIC EXAMS:

- Hematology
- Coagulation
- Body Fluids

See appendices, below, for directions on accessing the correct rotation-specific exams in MediaLab.

- xi. HEMATOLOGY CASE STUDIES & SLIDES ASSIGNMENT:
You will be responsible for making and staining normal and abnormal smears of real patients observed during your hematology bench rotation. You may have to obtain permission from the lead technologist, manager, or someone outside of the laboratory. See Canvas for more details.

D. MLS 493 Immunohematology:

1. Cognitive assignments:

- xii. ASCP ONLINE REVIEW MODULES:

- o Blood bank

See appendices, below, for directions on accessing the ASCP Modules.

- xiii. MEDIA-LAB ROTATION-SPECIFIC EXAMS:

- o Blood bank

See appendices, below, for directions on accessing the correct rotation-specific exams in MediaLab.

- xiv. BLOOD BANK ASSIGNMENT (SEE CANVAS)

E. MLS 494 Microbiology:

1. Cognitive assignments:

- xv. ASCP ONLINE REVIEW MODULES:

- o Microbiology

See appendices, below, for directions on accessing the ASCP Modules.

- xvi. MEDIA-LAB ROTATION-SPECIFIC EXAMS:

- o Microbiology
- o Mycology, Mycobacteriology, Parasitology, and Virology

See appendices, below, for directions on accessing the correct rotation-specific exams in MediaLab.

- xvii. MICROBIOLOGY ASSIGNMENT (SEE CANVAS)

F. MLS 495 Chemistry:

1. Cognitive assignments:

- xviii. ASCP ONLINE REVIEW MODULES:

- o Chemistry
- o Molecular
- o Laboratory Operations

See appendices, below, for directions on accessing the ASCP Modules.

- xix. MEDIA-LAB ROTATION-SPECIFIC EXAMS:

- o Chemistry

See appendices, below, for directions on accessing the correct rotation-specific exams in MediaLab.

- xx. QUALITY CONTROL ASSIGNMENT
See Canvas.

FIELDWORK GRADING POLICIES

Grade Requirements for Passing

To pass each course, a **minimum of 80% in each weighted category** (psychomotor/performance, theoretical/cognitive, and professional/affective) is required **for each rotation** included in the course (see course description, above). ***If professional behaviors (affective domain) are not met (<80% or to the satisfaction of the clinical learning liaison) in any rotation, the student may be officially withdrawn from the practicum and terminated from the program. See Professional Policies, below.***

If the student receives lower than 80% on either the theoretical, practical, or affective evaluation only the lower percentage will be entered as the total average for that course.

Grade of less than 80%:

If a student does not meet the minimum standards (80%) for a domain in any rotation, a consultation between the student, clinical liaison (site coordinator), and Program Director or designee will be conducted to determine a course of action. The MLS Program Director will assess the situation and may take one of the following actions:

1. The student may be remediated by the Program Director or designated preceptor at the clinical site
2. The student may be given additional time in the failed section; on weekends or evenings
3. The student may be placed in another clinical facility
4. The student may be withdrawn from the current practicum and placed on a waiting list for a future practicum after remediation
5. The student may be removed from the clinical facility and terminated from the program

It is the student's responsibility to immediately notify the Program Director and/or Clinical Coordinator of any extenuating circumstances (birth of a baby, serious illness or accident, death in the immediate family, etc.) that may affect performance in a clinical rotation.

Role of Clinical Learning Liaison and Preceptors in Student Grading

The clinical learning liaison and/or clinical site preceptor(s) should complete the evaluation forms for the Professional (Affective) and Performance (Psychomotor) domains online using Trajecsys (see **Appendix 2** for registration instructions).

Completion of Performance/Psychomotor Evaluation Forms:

A. Preliminary Affective Evaluation

Preliminary affective objectives will be completed mid-rotation for the four major laboratory disciplines (hematology – MLS492, blood bank – MLS493, microbiology – MLS494, and chemistry – MLS495) to provide students with an indication of performance mid-way and time to improve, if necessary. Preceptors and the clinical learning liaison are encouraged to discuss strengths and opportunities for growth prior submission of the preliminary evaluation scores.

B. Final Affective Evaluation

Final affective evaluations will be completed at the **end** of each rotation (major and minor). MLS491 (minors) consists of urinalysis, pre-analytical, and immunology/serology rotations.

Role of the Student in Course Grades

A. Fieldwork Evaluations

In addition to active learning and following instructions of preceptors at the clinical site, it is the **student's responsibility** to remind the responsible preceptor(s) or the clinical liaison to complete evaluation forms for each rotation – **including preliminary affective evaluations** for hematology, blood bank, microbiology, and chemistry – in Trajecsys in a timely manner.

Students are responsible for reading submitted evaluation scores and comments and working towards improvement in noted areas.

B. Concerns and Evaluation Score Grievances

1. [Evaluation Scoring, Treatment, and Behavior Concerns](#)

Any concerns from the student regarding evaluation scoring and/or comments, unfair treatment, unprofessional behavior, by clinical site preceptors should be discussed directly with the preceptor and/or clinical learning liaison initially, and subsequently, with the Program Director, if necessary.

2. [Course Grade Grievance](#)

The process for the university grade grievance procedure is detailed in the following link: <https://www.svsu.edu/studenthandbook/grade grievance policy and procedure/>.

3. [Ongoing or More Serious Concerns](#)

Ongoing and/or more severe concerns, such as breach of service work or other program policy by clinical site preceptor(s), should be taken to the Program Director who will determine whether an investigation and/or follow-up action is warranted. See **Role of the Program Director and Instructors** section and the **Management of Student and Clinical Site Concerns** sub-section, below.

4. [Reporting Incidents of Discrimination or Sexual Harassment](#)

Any student who experiences discrimination or harassment in any activity related to the university should immediately report the incident to their faculty advisor, program director, and the University Title IX coordinator at (989) 964-4068.

5. [Clarification of University Policies and/or Resolution of Concerns](#)

The university ombudsman helps students resolve concerns, problems, or conflicts concerning university policies, procedures, and decisions. Student questions or concerns may be directed to the university ombudsman at: <https://www.svsu.edu/ombudsman/>.

Role of the Program Director and SVSU Program Instructors in Student Grading

A. Review of Evaluation Scores

Submitted evaluation form scores will be reviewed by the Program Director or designee (adjunct faculty or clinical instructor) and used to calculate grades. The evaluations may be printed by the student once the rotation has ended.

B. Student Concerns and Grade Grievances

The Program Director will address student concerns – such as concerns with evaluation scoring, unprofessional treatment or behavior of site preceptors/staff/liaison, or breach of MLS program policy – if deemed appropriate. The process for documenting concerns, performing investigations, and conducting corrective action/disciplinary measures is outlined below (see the **Management of Student and Clinical Site Concerns** subsection, below.)

As mentioned above, students' course grade grievances should be submitted following the university's Grade Grievance Policy (link found above), and the ombudsman can be consulted for clarification of university policies and regulations.

C. Preceptor and/or Site Liaison Concerns

Preceptor/liaison concerns with student performance or professionalism should first be discussed with the student. Consistent and/or egregious concerns should be brought to the attention of the Program Director, who will address the concerns following the policy outlined in the **Management of Student and Clinical Site Concerns** subsection, below.

D. Management of Student and Clinical Site Concerns

1. Objective and/or Evaluation Score <80%

xxi. INITIAL (MINOR) INCIDENTS

- The Director will meet with the student (and clinical liaison if necessary) and discuss the concern, document the concern on a **Student Counseling Form**, and form an action plan with follow-up date(s).
- Remediation may be warranted, in which case the format, extent, and evaluation of which will be determined, documented on a **Fieldwork Remediation and Evaluation Form**, and executed by the Director.
- The plan, including remediation, if applicable, will be communicated with the clinical site liaison.

xxii. SUBSEQUENT INCIDENTS AND/OR SEVERE COMMENT/EVAL GRADE CONCERNS

- The Director will meet with the student and clinical liaison separately to determine whether an investigation is warranted.
- If an investigation is warranted, the Director will follow conduct as such following the policy as outlined below.
- In some cases, an investigation may not be warranted (example: an investigation has already been conducted for previous concerns), in which case the student may be removed from the clinical site and/or further corrective action(s) may ensue.
- Additional corrective action may include (non-exhaustive list):
 - Placing the student at new clinical site.
 - Placing the student in academic probation.
 - Submission of concern to the SVSU Student Conduct Review committee.
 - Remediation at the clinical site or university campus.
 - Failure of the clinical practicum course.
 - Failure of the entire clinical practicum.
 - Program dismissal.

2. Unfair Evaluation Concerns and Other Concerns

Concerns will be evaluated on a case-by-case basis following protocols listed for grading concerns, above, and policies by which corrective action and/or investigations are followed, below, as fairly and as thoroughly as possible.

xxiii. CORRECTIVE ACTION, INVESTIGATION, AND DISCIPLINE IN FIELDWORK POLICY

i. Typical Sequential Process:

- Counseling with student (non-punitive)
- Remediation
- Remediation evaluation
- Investigation (result may/may not be punitive)
- Grade resolution (change or remain initial grade)
- Corrective action:
 - Site removal with or without placement at alternate site
 - Failure of fieldwork course
 - Failure of clinical practicum
 - Placement on academic probation
 - Submission of concern to SVSU Student Conduct committee
 - Dismissal from program

ii. Counseling Process

Counseling may be initiated by the student, the clinical learning liaison, a site preceptor, a program instructor, or the Program Director. The Director will call a meeting with the student to discuss the concern and will document the concern on a **Fieldwork Concern Form**, using a three-step process:

- 1) Description and nature of concern
 - a. With input from clinical site staff or program staff, if appropriate
- 2) Discussion
 - a. Of severity, implications, and options moving forward.
- 3) Developmental Plan
 - a. Action plan for improvement and/or resolution

iii. Remediation and Evaluation Process

Remediation and evaluation will be determined on a case-by-case basis. In most minor incidents, a follow-up conversation with the person originally initiating the concern and the implicated party may be the only step necessary. In other cases, continuous follow-up, in-person psychomotor remediation, or additional follow-up may be necessary.

iv. Investigation and Grade Resolution Process

A Fact-Finding will most likely be conducted. The student will fill out a Fact-Finding Student Form while additional involved party(ies) may be asked supplemental questions including filling out a Fact-Finding-Preceptor Form. Results will be documented on a **Fieldwork Investigation Form**.

v. Corrective Action Process

Depending on the severity, repetition, and nature of the concern and the results of the investigation (if warranted), student may be subject to any of the following:

- Remediation and evaluation
- Academic probation placement
- Suspension
- 'F' for fieldwork course
- Failure of entire practicum
- Removal from site, with or without placement at an alternate site
- An investigation by the university Student Conduct committee
- Program dismissal

Disciplinary actions will not be made without careful consideration and input from other program, departmental, college, and/or university staff and faculty and will be documented appropriately.

APPENDICES

NOTE: OBJECTIVES AND EVALUATIONS

A link to download electronic copies of the Psychomotor and Affective Objectives will be provided to Clinical Liaisons. Documents can be printed. Please distribute electronic links or paper copies to all site preceptors. ALL evaluation scores must be entered into Trajecsys by the appropriate clinical preceptor or liaison regardless of whether paper forms were used.

Appendix 1: Checklist for Fieldwork Evaluation Forms

The following evaluations are to be submitted through Trajecsys by the clinical site by a designee of the clinical coordinator. Use this checklist to verify that all forms have been completed.

Affective Evaluations

Affective Objectives Preliminary (after first week of rotation)

- Hematology
- Chemistry
- Immunohematology
- Microbiology

Affective Objectives (upon completion of the rotation)

- Hematology
- Chemistry
- Immunohematology
- Microbiology
- Pre-analytical
- Immunology
- Urinalysis

Psychomotor Objectives (upon completion of the rotation)

- Hematology
- Chemistry
- Immunohematology
- Microbiology
- Pre-analytical
- Immunology
- Urinalysis

Alternatively, the objectives may be completed on paper if the clinical site is unable to complete them online.

Student Site Evaluation

To be submitted by the student through Trajecsys at completion of rotation and/or at completion of practicum.

Appendix 2: Trajecsys Student Menu and Instructions

Registration

Students may register up to 45 days prior to the start date of your payment arrangement so they'll have a chance to check out the system, read the student User Guide and watch the student video tutorial. You can use the **registration link**: <https://www.trajecsys.com/programs/registration.aspx>. Trajecsys accounts will be paid for by the program for this academic year.

The Trajecsys Student Menu

The Student Menu was designed to be as user friendly as possible. This “cheat sheet” highlights the primary functions that most students will utilize on a daily basis.

Student Home Page

The screenshot shows the Trajecsys Student Home Page for a user named 'TEST STUDENT' at 'Community College – Respiratory Therapy'. The page features a navigation menu on the left with items: Home, Time Exception, Logs, Reports, Comp Evals, Send Email, Comments, Evaluations, and Logout. The main content area includes a 'Clock IN' section with a digital clock showing 11:12 AM, a site selection dropdown menu currently set to 'Test Site', and a 'Clock IN' button. There are two notification banners: 'Your email is not confirmed.' with 'Learn more' and 'Confirm' links, and 'New evaluation or form submitted.' with a 'View' link. A 'Welcome to Trajecsys!' message is displayed below the clock in section, followed by a note: 'We will begin using this system in the lab following the midterm exam.' Several blue callout boxes with red arrows point to specific features: 'Record exams or activities under Logs.' points to the 'Logs' menu item; 'View what will be on comp exams here' points to the 'Comp Evals' menu item; 'Evaluations are available for review. Does not include comp exams.' points to the 'View' link in the notification banner; and 'If your school has evaluations or forms for you to fill out, you will find them under Evaluations.' points to the 'Evaluations' menu item.

Clock In/Out

Students will clock in each day at their clinical site and clock out at the end of their shift.

From computer: Select the appropriate Clinical Site from the drop-down menu under **Clock IN**. You will automatically be logged out of the computer.

From Cell Phone: Go to **Trajecsys.com**, log in, agree to share location (on phone); select site and click Clock In/Out button. Note that the location from which you clocked in will be captured.

Time Exception

Students will file a time exception if they did not clock in or out for some reason; typically students should use the clock in/out feature on the home page. However, if they forget, they must file a time exception for each missing clock record. If a student forgot to clock in AND out on the same day, the student must file two time exceptions - one for each missing clock record. If filing a time exception on a day that the student was absent, only one time exception is needed if “Absent” is selected as the reason.

The screenshot shows the 'Time Exception' form in the Trajecsys system. The form includes a sidebar with navigation options: Home, Time Exception, Logs, Reports, Comp Evals, Send Email, Comments, Evaluations, Logout, and Use Legacy App. The main form fields are: Site (Test Site), Date (04/13/2018), Time (hhmm), Reason (with checkboxes for Finished Early, No Computer, No Internet, Forgot, and Absent), and Or explanation. Three callout boxes provide instructions: 1. Time: 'Use 24-hour format (also called military time). If 2:30 p.m., enter 1430. If 8:45 p.m., enter 2045.' 2. Reason: 'Select reason for this time exception. EVERY missing clock record requires a time exception. If you forgot to clock in AND to clock out, that requires two separate time exceptions.' 3. Absent: 'Absence is for full day absence from clinic. System records two clock records for the day so that they may be approved.' A 'Submit' button is at the bottom.

Reports

Students may access these items on the Reports menu page:

- Time summary
- Evaluation results other than comps (use either the Evaluation Summaries or Completed Evals/Forms for evaluation results – same info in different formats)

Evaluations

This menu item is used for evaluations or other forms that students will complete. (Note: not all programs will have this menu item.)

Troubleshooting

The User Guide can be accessed by clicking your name which will be located in the upper right hand corner.

Appendix 3: SVSU MLS Student Evaluation of Clinical Rotations: Hematology (Sample)

Student Name _____ Dates of Practicum _____
 Clinical Facility _____ Clinical Coordinator _____
 Minor Rotations Included (list): _____

Instructions:

This form is to be completed at the end of each practicum. This is an opportunity to evaluate the practicum experience and give valuable feedback to the university and MLS program. This is to be submitted directly to the university instructor of the practicum and not through the clinical coordinator. Your comments will eventually be shared with the clinical facility, but only as a composite (summary) document of all student responses for that year.

Use the following scale to rate each of the questions below. Please provide comments in any area to clarify.

1	2	3	4	5
Well below expectations/not helpful	Often below expectations/poor	Exactly as I expected/average	Above expectations/very good	Well above expectations/excellent

Clinical Affiliate

1. Were you properly oriented to the department? _____
2. Was the rotation schedule appropriate in length for this section of the lab? _____
3. Were the expectations of the staff communicated effectively? _____
4. Were the tasks and procedures communicated effectively? _____
5. Were your learning experiences consistent with the established objectives? _____
6. Were you provided with assistance when necessary? _____
7. Did you feel comfortable asking questions to clarify a topic or procedure? _____
8. Was the rotation helpful to your overall understanding of the theoretical principles learned in your on-campus courses? _____
9. Were you able to obtain an acceptable level of competency and proficiency in the lab? _____
10. What did you like best about the rotation? (Use the back as necessary.) _____

11. Do you have any suggestions on how to improve this rotation? (use the back as necessary)

12. Given an opportunity, would you ever be interested in a position at this facility? (circle one) Yes or no

SVSU

13. Did your on-campus course(s) sufficiently prepare you for this rotation? _____
14. Did the rotation assignments add benefit to your theoretical understanding of the subject? _____
 (Provide suggestions)
15. Was the exam process effective in assessing your knowledge of the subject? _____
 (Comments)
16. Do you have suggestions on how SVSU may have better prepared you for this rotation?

Student _____ Date: _____

Appendix 4: Job Search Tips and Resources

Career Services

Career Services at SVSU helps students prepare resumes, cover letters and practice interviewing skills.

Contact Information:

www.svsu.edu/careers/home.html

989-964-4954

Areas to investigate for possible employment:

Hospital Laboratories	Clinics
Reference Labs	Private Laboratories
Physician Office Labs	Lab assistants at colleges with CLT/CLS Programs
Medical Supply Companies	Pharmaceutical Labs
Veterinary Clinics	Industrial Laboratories
Dairies or Breweries	Commercial Food Manufacturers
Nursing Homes	Public Health Agencies
Instrument Manufacturers	Laboratory Information System companies

Searching for Opportunities

On-line searches should provide addresses and openings for many clinical agencies throughout the country.

Additional resources:

- The American Hospital Association Directory available in the library.
- The Chambers of Commerce
- Various publications of medical suppliers for addresses.
- Advance Magazine and other professional journals (Lab Medicine of ASCP, Clinical Laboratory Science of ASCLS)

Cover Letter and Application Tips

Many applications are now available for completion online.

- a. Complete application form
- b. Attach a resume (use format recommended)
- c. Attach a cover letter
 - i. Explain your educational preparation
 - ii. State your graduation date and the date you would be available for employment
 - iii. Explain your certification status
 - iv. Thank them for considering you for any open position

**SEND A NEAT AND ORGANIZED PACKAGE
PROOFREAD ALL OF YOUR DOCUMENTS**

Online applications are most likely screened by Human Resources prior to being forwarded to the Laboratory Director. You may want to contact the Laboratory Director on your own by mailing a professional cover letter addressed to the director, making a phone call to the director, or visiting the laboratory and asking to speak with the Laboratory Director.

If you have any questions on this process contact the Program Director.

Appendix 5: ASCP Certification Information

ASCP Board of Certification Exam

The MLS Board of Certification Examination is given on various dates and locations throughout the year. An application fee of approximately \$240 is required along with the application. Applications are processed by the Board of Certification as they are received. Immediately upon determination of exam eligibility, applicants will receive an admission letter with a three-month window in which to take the exam, beginning the following month.

Visit the BOC website at <http://ascp.org/Board-of-Certification>. Click 'Get Certified' in the left margin to view the application instructions and requirements.

Applications may be submitted on-line or by mail. The following materials are required:

1. Credit card for on-line submission
2. Current copy of transcript (*wait to submit until all SVSU courses are completed*)
3. Use the following information to fill out key areas of the application:
 - a. Category: **MLS** Route: **01**
 - b. **NAACLS**
 - c. Enter school code: **_021097_**
 - d. Date program began: **Enter the dates that you began your 300 series of courses.**
 - e. Date program ends: **Enter the last day of your internship (on campus session)**
 - f. Name of Institution: **Saginaw Valley State University**
 - g. Name of Program Director: **Margot Alvey, MS, MLS(ASCP)^{CM}**
 - h. Telephone Number: **989-964-4505**
 - i. Street Address: **7400 Bay Road, University Center, MI 48710**

Note: You will not be able to submit your Transcript until your degree is posted – usually December or August. You can take the exam and pass, however you must request that the Registrar submit your final degree. Save the BOC address so you can provide it to the Registrar.

Dates for Submitting Approval to Apply for BOC

Application Guidelines for Students from Accredited Training Programs – form BOC website

(Please note these are guidelines only. Mail delivery and the date the record release report is signed will affect these dates.)

Program Completion	Submit Application	Program Director Approved	Exam Eligibility
Jan 2 - 14	Dec 1	1st week in Jan	Jan 15 - Apr 15
Jan 15 - 30	Dec 15	3rd week in Jan	Feb 1 - Apr 30
Feb 1 - 14	Jan 2	1st week in Feb	Feb 15 - May 15
Feb 15 - 29	Jan 15	3rd week in Feb	Mar 1 - May 31
Mar 1 - 14	Feb 1	1st week in Mar	Mar 15 - June 15
Mar 15 - 31	Feb 15	3rd week in Mar	Apr 1 - June 30
Apr 1 - 14	Mar 1	1st week in Apr	Apr 15 - July 15
Apr 15 - 30	Mar 15	3rd week in Apr	May 1 - July 31
May 1 - 14	Apr 1	1st week in May	May 15 - Aug 15
May 15 - 31	Apr 15	3rd week in May	June 1 - Aug 31
June 1 - 14	May 1	1st week in June	June 15 - Sept 15
June 15 - 30	May 15	3rd week in June	July 1 - Sept 30
July 1 - 14	June 1	1st week in July	July 15 - Oct 15
July 15 - 31	June 15	3rd week in July	Aug 1 - Oct 31
Aug 1 - 14	July 1	1st week in Aug	Aug 15 - Nov 15
Aug 15 - 31	July 15	3rd week in Aug	Sept 1 - Nov 30
Sept 1 - 14	Aug 1	1st week in Sept	Sept 15 - Dec 15
Sept 15 - 30	Aug 15	3rd week in Sept	Oct 1 - Dec 31
Oct 1 - 14	Sept 1	1st week in Oct	Oct 15 - Jan 15
Oct 15 - 31	Sept 15	3rd week in Oct	Nov 1 - Jan 31
Nov 1 - 14	Oct 1	1st week in Nov	Nov 15 - Feb 15
Nov 15 - 30	Oct 15	3rd week in Nov	Dec 1 - Feb 29
Dec 1 - 14	Nov 1	1st week in Dec	Dec 15 - Mar 15
Dec 15 - 31	Nov 15	3rd week in Dec	Jan 2 - Mar 31

Official Transcript

After completing the practicum and after all grades have been entered, contact the Registrar's Office to determine if your transcript is complete with your degree on it. If so, you must have the Registrar's Office send an official transcript (one with the Registrar's Seal) to the Board of Certification. Make sure you give them the correct address. There is a small fee associated with this. Examination scores will not be mailed or logged until final transcripts are received by the Board of Certification.

ASCP Tips:

- Only submit **official transcripts**; do not submit transcripts before coursework has been completed or a degree has been conferred (if necessary). Unofficial or incomplete transcripts will not be accepted and impede the processing of appropriate documentation.
- Submit **official transcripts after** submitting a completed application (once received).
- Make sure that your first and last names on your official transcript matches the name on your online application. *If you have already submitted a transcript with a different last name, see "Missing Transcripts" below for instructions.*

Transcripts Sent Electronically:

- Official transcript(s) must be sent directly from your academic institution or a third-party vendor. The ASCP BOC recommends **official transcripts** be submitted electronically. We have partnered with Parchment and National Student Clearinghouse (NSC) to receive electronic transcripts from educational institutions more quickly and efficiently.

- See if you can order your official transcript from [Parchment](#).
 - [Parchment instructions](#)
- See if you can order your official transcript from National [Student Clearinghouse](#).
 - [National Student Clearinghouse instructions](#)
- When using a third party vendor, choose the ASCP BOC as the recipient of your electronic transcript. If you do not, you may be required to order, pay for, and submit another official transcript to be processed by the ASCP BOC.
- If your educational institution manages electronic transcripts independently they must be sent from an official representative of your academic institution to Transcripts.boc@ascp.org.
- Official transcripts or transcript evaluations for all ASCPⁱ (International) categories should be sent to ascpinternational@ascp.org.

Transcripts Sent by Mail:

- Only send transcripts by mail if you are **unable** to submit them electronically. Do **not** send transcripts through the mail if you have already submitted them electronically as this will slow the processing of all applications. Allow for an additional 2 weeks in the processing of all transcripts submitted by mail.
- Address to:

ASCP BOC Attn: Jackie Sanders
 33 W. Monroe St, Suite 1600
 Chicago, IL 60603

Board of Certification

<https://www.ascp.org/content/board-of-certification/about-boc>

Appendix 6: Instructions for Media Lab Exam Simulator

Rotation-Specific Exams

The Exams listed in the table below will be conducted using the Media Lab Exam simulator.

Due: The Friday following the completion of the department rotation (LOOSE DEADLINE OTHER THAN WHEN SEMESTER IS NEARLY OVER).

Instructions:

1. Log into the Exam Simulator at medialab.com.
2. Click **Review Type** down arrow and choose: **Selected Areas** from the dropdown list.
3. Select the appropriate exam for your rotation from the **Selected Areas** list:
 - a. To select all topics in the category, click on the box to the left of the category (not the +).
 - b. To select one or more topics within a category, click on the + and then click on the box to the left of the topic. See below for specific areas within each rotation.
 - c. Most exams are for all topics in the category unless specified (Hemostasis and Microbiology).
4. Select appropriate number of questions from the **Max Number of Questions** dropdown list (50 or 25).
5. Select **Review mode** (*not* timed); will get immediate grading and feedback after each question from the **Review Mode** dropdown list.

Rotation	Exam	Selected Areas
For the following, select 50 Questions and check the main category box for each:		
Blood Bank	Blood Bank 50Q	Blood Bank (all)
Chemistry	Chemistry 50Q	Chemistry (all)
Immunology	Immunology 50Q	Immunology (all)
For the following, select 50 Questions and click on the + arrow for each:		
Hematology	Hematology 50Q	Hematology <ul style="list-style-type: none"> • Physiology • Disease States • Hematology Lab Testing
Urinalysis + Other Body Fluids	Urinalysis 50Q	Urinalysis <ul style="list-style-type: none"> • Urinalysis
Microbiology	Microbiology (Pre, Bacti, Post) 50Q	Microbiology <ul style="list-style-type: none"> • Pre-analytic procedures • Analytic procedures for bacteriology • Post-analytic procedures
Microbiology	Microbiology: M,M,P,V 50Q	Microbiology <ul style="list-style-type: none"> • Analytical procedures for mycology, mycobacteriology, parasitology, and virology
For the following, select 25 Questions and click on the + arrow for each:		
Hematology	Hematology: Hemostasis 25Q	Hematology <ul style="list-style-type: none"> • Hemostasis
Hematology	Urinalysis Body Fluids 25Q	Urinalysis <ul style="list-style-type: none"> • Body Fluids

Grade:

Complete the exam to achieve a minimum grade of 80%. You may repeat the exam category as many times as necessary to achieve an 80%, however **it must not be a “retake” of a previous exam.**

Weekly Comprehensive Exams

One 100-question weekly comprehensive exam is due by Sunday each week.

Instructions

1. Log into the Exam Simulator at medialab.com
2. Click **Review Type** down arrow and choose: ASCP Board of Certification MLS from the dropdown list
3. Select **Review mode** (*not* timed); immediate grading and feedback will be given after each question) from the **Review Mode** dropdown list.

Final Comprehensive Exam

During the on-campus week at the end of the rotation, you will take a computer-adaptive exam. A minimum difficulty level of 5.20 or higher must be achieved.

Note: You may practice the ASCP BOC MLS Computer Adaptive testing throughout your fieldwork starting around halfway through (and it is recommended to do so near the end of your fieldwork, at the very least).

See Canvas for points and further details.

Appendix 7: SVSU MLS Student Exposure Incident Investigation Form

In the event of an exposure incident, complete this form and submit to the MLS Program Director as soon as. The information provided below is intended to assist in evaluating the control methods used and to prevent future exposures and will be required for SVSU insurance coverage.

Name: _____ **Incident Location:** _____

Incident Date: _____ **Incident Time:** _____

Description of Incident *Mark in each column, as appropriate*

Incident	Injury type	Body Part Injured
Cut _____	Abrasion _____	Finger _____
Exposure _____	Laceration _____	Hand _____
Body Fluids _____	Puncture/Needlestick _____	Arm _____
Infectious Material _____	Mucous Membrane _____	Eye _____
Other _____	Other _____	Other _____

Description of Incident

Protective equipment used

Gloves _____ Goggles _____ Face Mask/shield _____ Labcoat _____ Other _____

Medical Care received by:

Emergency Care Center _____ Employee Health _____ University Health Center _____
Family Physician _____ No medical attention needed _____ Other _____

What changes need to be made to prevent reoccurrence?

Report submitted by: _____ **Date/Time:** _____

Report reviewed by: _____ **Position:** _____

Appendix 8: References

Alvey, M. (2026). SVSU MLS Clinical Practicum Student Manual.

Alvey, M. (2026). SVSU MLS Program Handbook.

American Society for Clinical Pathology Board of Certification (ASCP BOC). (2026). *Examination Content Guideline*. https://ascpcontentwebsite.blob.core.windows.net/boccontent/docs/default-source/explore-credentials/content-guidelines/ascp_ascpi_mls_content_guideline.pdf?sfvrsn=3f02224_1

National Accrediting Agency for Clinical Laboratory Sciences. (2025, May). *NAACLS Standards for Accredited Programs* (adopted 2024, October). <https://naaccls.org/wp-content/uploads/2024Standards.pdf>

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Sonora, F. (2022). Training the Trainer V2.0. Sonora Quest Laboratories/Laboratory Sciences of Arizona.