UTRGV COURSE SYLLABUS
CLINICAL LABORATORY SCIENCES
SEMINAR (CLSC 4200)
FALL 2017

Instructor: Sandra L. Tijerina, MS, MLS(ASCP)cmSBB, SH(ASCP)cm
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UTRGV email address: Sandra.tijerina@UTRGV.edu
Meeting times and location: 8 am-9:50AM M- EHABW 2.110
Office location & hours: HSHS 2.206A Monday 1:30pm-3:30pm & Wednesday 1:30pm-3:30pm & by appointment.

Textbook and/or Resource Material:
A Concise Review of Clinical Laboratory Science Second Edition. Joel D. Hubbard, 2010, Lippincot Williams & Wilkins, Philadelphia. (REQUIRED) Students will also be expected to use clinical laboratory science textbooks, literature, software, internet resources, and clinical rotation experience in this course.

INTERNET RESOURCES:
http://www.ascls.org
http://www.ascp.org/boc
https://www.medialabinc.net/
http://www.medtechnet.com/state_ce/

Course Description and Prerequisites:
This course is designed to prepare the student for the professional role of the medical laboratory scientist. Topics include professionalism and professional ethics, licensure and certification issues, laboratory utilization, critical pathways, principles of interpersonal and interdisciplinary communication, and practice. Also included in this course are review activities for the national certification exam as well as a comprehensive exam encompassing the major areas of the clinical laboratory science field.

Prerequisites: Admission into the Clinical Laboratory Science Program and completion of CLSC 4340 and CLSC 4341.

METHODS OF EVALUATION:
The final grade for this course will be the sum of all grades obtained in the following sections:
a. Two Clinical Laboratory Science Mock registry exams @ 10% each .........................20%
b. Presentations ..............................................................................................................30%
c. Medialab certificates .................................................................................................3%
d. Professional Activity .................................................................................................5%
e. Affective behavior ....................................................................................................2%
f. Final Clinical Laboratory Science Mock registry exam .............................................40%
Total ..........................................................100%

Grades are as follows: A=90-100%; B=80-89%; C=70-79%; D=65-69%; F=<65%. ii
All lecture exams will cover material presented in lecture and assigned reading material. **Students must obtain a final grade of “C” or above to successfully complete this course.**

**COURSE REQUIREMENTS:**
1. Students are expected to attend each class session and to follow the attendance policies as described in the Student Standards and Expectations.
2. Students are responsible for being present for all exams. All exams will be announced at least one class meeting prior to examinations.
3. Students are expected to participate actively in each learning activity.
4. This is a web augmented course. Blackboard tools such as the Assignment tool and Tegrity will be utilized at various times throughout the course. Lectures may be prerecorded via Tegrity or other assignments made online. Students will be expected to listen to the lectures and complete any assignments prior to attending class. It is critical that students complete these assignments prior to attending class as class time will use active learning strategies to develop higher order thinking skills.
5. Students are expected to participate actively in each learning activity in class sessions.
6. Lecture outlines and lab exercises will be available on Blackboard and students should print the appropriate outlines for class use prior to each scheduled lecture.
7. Case studies and presentations will be completed in assigned groups. Students should discuss each case study in the assigned group and arrive at a mutually agreeable answer. Students should not collaborate **between** groups. Collaboration for presentations will require that each student present.
8. Medialab assignments will be due on a weekly basis.
9. Participate in a service learning project by helping junior class in hosting a blood drive for the UTRGV community.

**Calendar of Activities**
Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Important dates for Fall 2015 include:

- Aug. 28  Classes Begin
- Aug. 31  Last Day to add or register for Fall classes
- Sept. 1  Last Day to withdraw (drop all classes) for an 80% refund
- Sept. 4  Labor Day Holiday; **no classes**
- Sept. 13  Census day (last day to drop without it appearing on the transcript)
- Nov. 15  Last day to drop (DR grade) a class or withdraw (grade of W)
- Nov. 17-Dec. 7 Online course evaluations available
- November 23-25 Thanksgiving Holiday; **no classes**
- December 7 Study Day; no classes
- December 8-15 Final Exams
LEARNING OUTCOMES:
1. Demonstrate entry level knowledge and skills in the area of hematology.
2. Demonstrate entry level knowledge and skills in the area of clinical chemistry.
3. Demonstrate entry level knowledge and skills in the area of immunohematology.
4. Demonstrate entry level knowledge and skills in the area of clinical microbiology.
5. Demonstrate entry level knowledge and skills in the area of immunology.
6. Demonstrate entry level knowledge and skills in the area of urinalysis and body fluids.

AFFECTIVE OBJECTIVES:
Upon completion of this course, the student should be able to do the following:
1. Show preparedness in oral presentations.
2. Demonstrate dependability by attending all lecture and laboratory sessions and arriving promptly at the designated time.
3. Follow instructions on procedures and use of materials.
4. Demonstrate an acceptance of responsibility for his/her own learning by consistently preparing for class and laboratory sessions, voluntarily seeking information; asking pertinent questions and setting personal priorities to allow for academic success.
5. Show initiative by completing assigned tasks without reminders and seeking additional tasks as appropriate.
6. Listen attentively during class activities.

LECTURE OBJECTIVES:

Upon completion of this course and without the aid of notes or textbook, the student should be able to achieve the following. Achievement will be met when a minimum score of 70% is earned as detailed in the methods of evaluation section of this syllabus.

1. Demonstrate entry-level competency formulation of clinical pathologic correlations, so as to provide appropriate and effective consultation in the context of a clinical laboratory scientist.
2. Demonstrate knowledge about established and evolving biomedical and medical laboratory science and apply this knowledge to the understanding of clinical laboratory diagnosis in both individual patients and the general patient population.
3. Apply concepts of investigational and analytical thinking to the interpretation of laboratory data.
4. Discuss interpersonal and interdisciplinary communication skills that result in the effective exchange of information and expertise with other health care providers, patients, and patients’ families.
5. Discuss how medical laboratory professionals can contribute to improvement of patient care practices.
6. Explain why clinical laboratory scientists should be committed to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse population of patients and health care providers.
7. Demonstrate through the preparation of informal presentations, effective communication skills and proficiency in utilizing library and internet resources.
8. Justify the inclusion of the laboratory in the development of critical/clinical pathways.
9. Explain how critical/clinical pathways are used in patient care.
10. Compare the pros and cons of developing clinical pathways.
11. Describe how to use the algorithmic format for determining a laboratory testing pathway for a suspected or given clinical condition.
12. Discuss at least 5 possible roles for the medical technologist in addition to traditional bench testing.
13. Identify the abilities and skills which are most likely to enable an entry level technologist to move into different roles in the health care team.
14. Given a case study and laboratory data, evaluate the results and determine the most likely cause of the findings.
15. Identify problems in pre-analytic, analytic and post-analytic testing and determine appropriate corrective action.

**LEARNING ACTIVITIES:**
Students will be given the opportunity to learn from:
A. Formal lectures and notes taken during lectures
B. Participation in online learning activities offered via Blackboard
C. Demonstrations and observations
D. Audio-visual materials
E. Student textbook and other reference materials
F. Home and assigned reading materials
G. Computer assisted instruction units

**Electronic Communications:**
University policy requires all electronic communication between the University and students be conducted through the official University supplied systems; namely UTRGV Mail for email or Blackboard for course specific correspondence. Therefore, please use your UTRGV assigned Mail or Blackboard account for all future correspondence with UTRGV faculty and staff.

**STUDENTS WITH DISABILITIES:**
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.
MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 15 – Dec. 6, 2017. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time. vi
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<tr>
<th>DATE</th>
<th>DISCUSSIONS/LECTURES/STUDENT PRESENTATION TOPICS</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction/Overview/Syllabus</td>
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<td>September 4</td>
<td>Labor Day Holiday – no classes</td>
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<td>September 11</td>
<td>Professionalism/Communications</td>
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<td>The clinical laboratory in the hospital hierarchy</td>
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<td>The role of today’s clinical Laboratory in multidisciplinary patient care teams and its potential future role.</td>
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<td>September 18</td>
<td>Maintaining CEU’s for certification.</td>
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<td>ASCP v/s ASCLS. Licensure.</td>
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<td>The leadership role of the CLS profession organization.</td>
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<td>What are Clinical Pathways? How do you develop a Clinical Pathway? Clinical pathways in the laboratory; developing a laboratory testing pathway for a suspected or given clinical condition.</td>
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<td>Laboratory utilization.</td>
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<td>September 25</td>
<td>Student journal article presentations and discussions: the role of the clinical laboratory in a clinical pathway</td>
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<tr>
<td>October 2</td>
<td>Student journal article presentations and discussions: the role of the clinical laboratory in a clinical pathway</td>
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<td>October 9</td>
<td>Identification of problems in pre-analytic, analytic and post-analytic testing. Assignment: Determine appropriate corrective action for situation assigned.</td>
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<td>October 16</td>
<td>Ethics</td>
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<td><strong>October 23</strong></td>
<td><strong>Quiz I (Comprehensive Clinical Lab Science Mock Registry Exam)</strong></td>
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<td>October 30</td>
<td>Student group presentations and discussions on assigned Ethics case.</td>
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<td>November 6</td>
<td>Student presentations and discussions on assigned Case Studies</td>
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<td>November 13</td>
<td>Student presentations and discussions on assigned Case Studies</td>
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<td><strong>November 20</strong></td>
<td><strong>Quiz II (Comprehensive Clinical Lab Science Mock Registry Exam)</strong></td>
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<tr>
<td>November 27</td>
<td>Registry Exam topics</td>
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<td>December 4</td>
<td>Student group presentations and discussions on assigned Registry Exam topics</td>
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<tr>
<td><strong>TBA Final</strong></td>
<td><strong>Comprehensive Clinical Lab Science Mock Registry Exam</strong></td>
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