MEDICAL LABORATORY ASSISTANT

STUDENT HANDBOOK

Medical Laboratory Assistant

Student Handbook

NON-DISCRIMINATION STATEMENT

Midlands Technical College does not discriminate in admissions, educational programs or employment on the basis of race, sex, sexual orientation, national origin or ethnic group, color, age, religion, disability, genetic information, gender, military service, pregnancy or other category protected by applicable law. In compliance with all federal and state laws, including the Age Discrimination Act of 1967, Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1992 as well as the ADA Amendments of 2008 (ADAA), and the Genetic Information Nondiscrimination Act of 2008 (GINA), Midlands Technical College offers access and equal opportunity in its admissions policies, academic programs and services, and employment of disabled individuals in that no otherwise qualified person will be denied these provisions on the basis of a disability. The Midlands Technical College also prohibits retaliation against any person for bringing a complaint of discrimination or for participating in an investigation of a complaint of discrimination. Mr. Ian A. MacLean has been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice regulations, Sections 503 and 504 of the Rehabilitation Act of 1973, Title VI and Title VII and Title IX regulations. Information concerning the provisions of the Americans with Disabilities Act and the rights and privileges thereunder are available from Mr. Ian A. MacLean in his position 30 Back to top as Director of Internal Audit and Risk Management and the Chief Compliance Officer for Affirmative Action, Equal Employment Opportunity, Sexual Harassment, Disability Action and the Title IX Coordinator, Debbie Walker, who may be reached at Midlands Technical College, P.O. Box 2408, Columbia, SC 29202, walkerd@midlandstech.edu, or 803-822-3261.

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Introduction

Introduction

The MLA Student Handbook is intended to provide you with basic program information and policies regarding what is expected of you in the classroom as well as the clinical setting. This handbook is not meant to replace the Midlands Technical College Student Handbook but rather to serve as a supplemental source of information. It is highly recommended that you obtain a copy of the MTC Student Handbook if you have not already done so.
https://www.midlandstech.edu/student-handbook

It is your responsibility to become familiar with and abide by the rules and regulations as stated in this handbook.

During preparation for your medical laboratory career, among those personal characteristics which will be emphasized are ethical behavior, maturity, a spirit of cooperation, a sense of responsibility, and good grooming. As mature professionals, you must learn to organize your time and take responsibility for your actions. Combine and coordinate the above traits with your intelligence and clinical skills for a successful future in the laboratory.

We work hard at teaching and expect our students to work hard at learning. It is your responsibility to learn the material. It is our responsibility to make the learning process as productive as possible. If you miss a class, check the course outline to determine what work you must do, read the material in the text, and ask if you need help.

Personal problems can easily influence your academic achievement and clinical skills. Management of your personal affairs should be your first priority. Lack of personal discipline will hamper your development as a professional technician.

Professional attitude is a term commonly used by MLA faculty. To us it is a combination of traits or personal characteristics such as pleasantness, enthusiasm, engaging smile, eagerness for learning, motivation, interest, flexibility, adaptability, punctuality, honesty, trustworthiness, ability to take and give instructions and the use of good judgement. Maturity and a sense of humor will always see you through the "rough spots".

Being a student is not an easy job. It is hard work. Plan time to attend class, and time to work on the material outside of class. If we can be of help, don't hesitate to seek us out just after class or in our offices during posted office hours.

Remember, we all have the same goal in mind: to make you the best medical laboratory assistant you can be. Any worthwhile goal takes a lot of hard work and determination to achieve. We look forward to working with each of you.

Derrick Stratton, MS, MLS(ASCP)^{CM}
Program Director, Medical Laboratory Assistant

Bethany Melendez, BS, MLS(ASCP)^{CM}
Faculty, Medical Laboratory Assistant

Instructional and Administrative Personnel

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Program Faculty Responsibilities

Program Director: Derrick Stratton, MS, MLS(ASCP)^{CM}

The program director must be responsible for the organization, administration, instruction, evaluation, continuous quality improvement, curriculum planning and development, directing other program faculty/staff, and the general effectiveness of the program.
The program director must provide evidence that he participates in the budget preparation process, engage in a minimum of 36 hours of documented continuing professional development every three years, be responsible for maintaining NAACLS accreditation of the program, and have regular and consistent contact with students, faculty, and program personnel.
(NAACLS Standard VII. A. 2. a-e)

Faculty: Bethany Melendez, BS, MLS(ASCP)^{CM}

The MLA program must have qualified faculty/instructors who hold appointments within the educational program. The program must ensure and document ongoing professional development of the program faculty/instructors.
(NAACLS Standard VII. C. 1)
The responsibilities of the faculty/instructors must include:
participation in teaching courses, evaluation of student achievement, development of curriculum and procedures, and assessment of program outcomes.
(NAACLS Standard VII. C. 1. 2. i-iv)

Description of Medical Laboratory Assistant Program

Medical Laboratory Assistants work in various areas of the laboratory, registering patients, collecting samples, and assessing the acceptability of samples for testing. Process samples for testing, including centrifugation, aliquoting, storage, and shipping. Provide support for clinical testing, including preparing slides, loading instruments, and reviewing results. Perform waived and point-of-care testing.

The Medical Laboratory Assistant curriculum provides the student with basic theory concurrently with applied science instruction in the many clinical procedures performed in a clinical laboratory. Proficiency of these skills is achieved through study in the college classrooms and laboratories and rotation through affiliated clinical laboratories.

The curriculum promotes a systematic coordination of the didactic phase of the program with the clinical phase. Students enter clinical rotations only after completing classroom lecture and laboratory sections applicable to the areas of clinical rotation undertaken. Students are required to achieve standards of professional development before being placed in a clinical rotation.

The curriculum is designed so that the student enters each segment of medical laboratory assistant as a unit interrelated to all areas of the clinical laboratory. In each major subject area or department of the clinical laboratory training the emphasis is based on mastery of related concepts, proficiency in performing techniques and adapting to the role of the medical laboratory assistant. Upon completion of the clinical practicum courses, the student should be able to function at the expected job entry level of a medical laboratory assistant.

Upon completion of the program, the MLA graduate may be employed by hospital laboratories, clinics, physician offices, industrial laboratories, public health research laboratories, pharmaceutical companies, government laboratories, and veterinary clinics, based on their personal performance and their physical limitations. Although the purpose of the MLA program is to lead to employment in the field, Midlands Technical College has no control over the clinical affiliate's rules for employee eligibility, the hiring process, or the applicant selection process at the clinical sites.

The Medical Laboratory Assistant program is **pending accreditation** by the National Accrediting Agency for Clinical Laboratory Science. 5600 N. River Road. Suite 720, Rosemont, Il 60018-5119.

The "Standards of Accredited Education Programs for Clinical Laboratory Assistant / Medical Laboratory Assistant" may be found on the NAACLS website at www.naacls.org.

Graduates of the program are eligible to sit for the Board of Certification (BOC) examination given by the American Society for Clinical Pathology (ASCP). Upon successful completion of the program requirements and certification, the graduate will be entitled to use the designation of Medical Laboratory Assistant (ASCP).

Mission and Goals

Statement of Mission of the Program

It is the mission of the Medical Laboratory Assistant Program, while maintaining the philosophy of the College, that Medical Laboratory Assistants can be adequately and effectively trained to perform the majority of waived laboratory procedures from a certificate program to provide the community with medical lab assistants that are technically competent, of high moral character, and demonstrate professionalism and ethics so that patient care is in no way compromised.

Statement of the Goals of the Program:

The goals of the MLA Program are to provide each of its graduates with a sound background in the basics of medical laboratory sciences. The one-year curriculum prepares each graduate not only with technical skills but also with an ethical approach to laboratory work so that they may become an integral part of today's modern healthcare team. Upon satisfactory completion of the program, including the earning of the MLA Certificate, the graduate of the MLA Program becomes eligible to sit for the Board of Certification MLA(ASCP) Examination.

The Goals of the Program are:

1. To provide an operational framework for the technical portions of the educational process which will prepare proficient Medical Laboratory Assistants.
2. To provide coordination between the instruction given in the classroom (work, habits, skills, attitudes, and personal appearance) and actual practice in a medical laboratory.
3. To provide a program whose graduates will be eligible to sit for licensing or certifying examinations that may be required by the majority of prospective employers in the Central Midlands Region.
4. To accept a diversity of qualified students into the program in keeping with the college philosophy to serve the community.
5. To offer a career ladder opportunity for current or aspiring phlebotomists.
6. To offer an internal transfer agreement to transition from an MLA graduate to a MLT student while continuing one's education further at Midlands Technical College.
7. To seek the advice of professionals in the field of clinical laboratory medicine, so as to strengthen the curriculum and facilitate the coordination of the college program with the local medical institutions.
8. To continue to keep the curriculum current and to keep abreast of the changing needs of the medical laboratory profession.

CODE OF ETHICS

PREAMBLE

The Code of Ethics of the American Society for Clinical Laboratory Science sets forth the principles and standards by which Medical Laboratory Professionals and students admitted to professional education programs practice their profession.

I. DUTY TO THE PATIENT

Medical Laboratory Professionals' primary duty is to the patient, placing the welfare of the patient above their own needs and desires and ensuring that each patient receives the highest quality of care according to current standards of practice. High quality laboratory services are safe, effective, efficient, timely, equitable, and patient-centered. Medical Laboratory Professionals work with all patients and all patient samples without regard to disease state, ethnicity, race, religion, or sexual orientation. Medical Laboratory Professionals prevent and avoid conflicts of interest that undermine the best interests of patients.

Medical Laboratory Professionals are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining the highest level of individual competence as patient needs change, yet practicing within the limits of their level of practice. Medical Laboratory Professionals exercise sound judgment in all aspects of laboratory services they provide. Furthermore, Medical Laboratory Professionals safeguard patients from others' incompetent or illegal practice through identification and appropriate reporting of instances where the integrity and high quality of laboratory services have been breached.

Medical Laboratory Professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to patients and other health care professionals. Medical Laboratory Professionals respect patients' rights to make decisions regarding their own medical care.

II. DUTY TO COLLEAGUES AND THE PROFESSION

Medical Laboratory Professionals uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability. Medical Laboratory Professionals contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.

Medical Laboratory Professionals accept the responsibility to establish the qualifications for entry to the profession, to implement those qualifications through participation in licensing and certification programs, to uphold those qualifications in hiring practices, and to recruit and educate students in accredited programs to achieve those qualifications.

Medical Laboratory Professionals establish cooperative, honest, and respectful working relationships within the clinical laboratory and with all members of the healthcare team with the primary objective of ensuring a high standard of care for the patients they serve.

III. DUTY TO SOCIETY

As practitioners of an autonomous profession, Medical Laboratory Professionals have the responsibility to contribute from their sphere of professional competence to the general well being of society. Medical Laboratory Professionals serve as patient advocates. They apply their expertise to improve patient healthcare outcomes by eliminating barriers to access to laboratory services and promoting equitable distribution of healthcare resources.

Medical Laboratory Professionals comply with relevant laws and regulations pertaining to the practice of Clinical Laboratory Science and actively seek, to change those laws and regulations that do not meet the high standards of care and practice.

PLEDGE TO THE PROFESSION

As a Medical Laboratory Professional, I pledge to uphold my duty to Patients, the Profession and Society by:

- Placing patients' welfare above my own needs and desires.
- Ensuring that each patient receives care that is safe, effective, efficient, timely, equitable and patient-centered.
- Maintaining the dignity and respect for my profession.
- Promoting the advancement of my profession.
- Ensuring collegial relationships within the clinical laboratory and with other patient care providers.
- Improving access to laboratory services.
- Promoting equitable distribution of healthcare resources.
- Complying with laws and regulations and protecting patients from others' incompetent or illegal practice
- Changing conditions where necessary to advance the best interests of patients.

http://www.ascls.org/about-us/code-of-ethics

Graduation Requirements

Program Graduation Requirements:

1. Successful completion of all clinical and graduation competencies.
2. Successful completion of all MLA coursework with at least a grade of "C".
   All requirements outlined in the Academic Standards (page 19) must be met to pass each course.
3. Successful completion of all required general education courses in the MLA curriculum.
4. Cumulative MLA and overall GPA of 2.0 or higher.

Graduate's Career Entry Competencies:

Upon completion of the MLA Program the graduate will:

1. Apply scientific principles to medical laboratory techniques and procedures.
2. Perform waived tests with skill and accuracy.
3. Obtain blood samples while accurately identifying patients, minimizing pain, and upholding HIPAA.
4. Accurately and efficiently monitor the quality of blood samples based on their volume, clotting status, protection from light, transport conditions, timing, and level of hemolysis, lipemia, and icterus.
5. Aid in sample accessioning, routing, preparation, and transfer.
6. Assist in slide staining and slide focusing using proper microscopy techniques.
7. Demonstrate knowledge and skills relating to laboratory safety and quality assurance.
8. Work effectively with other members of the laboratory and health care team.
9. Accept responsibility for one's work and actions within legal and ethical guidelines pertaining to medical laboratory assisting.
10. Complete the eligibility requirements necessary to sit for the available registry or certification examinations.
11. Recognize the need to maintain progressive development through continuing education programs and professional organizations.

The achievement of these competencies is incorporated into the goals of each of the medical laboratory assistant (MLT-prefix) courses.

General Information

Academic Curriculum for Medical Laboratory Assistant

The Medical Laboratory Assistant program consists of general education courses (English, math, anatomy/physiology, etc.), allied health science courses (medical terminology and phlebotomy), and technical courses (MLT-prefix), along with clinical rotations. During the technical phase of the program, students intensively study medical laboratory theory and procedures in class, student laboratory sessions, and clinical facilities. A full-time clinical rotation completes the program.

Course objectives for MLT-prefix courses encompass the development of cognitive, psychomotor, and affective domains. Course objectives are distributed to students at the beginning of each MLA course or at the beginning of the appropriate unit of study.

The course sequencing is designed to build skills and theory in a progressive, logical manner. All students must complete Medical Laboratory Fundamentals before proceeding further in the MLA core courses. The fundamentals course encompasses a lecture which is designed to orient students to the field of laboratory medicine and a laboratory session which is designed to build basic laboratory skills that will be utilized throughout the remaining MLA lab courses.

Most MLA courses encompass a laboratory session. Within each lab, essential skills are emphasized along with principles of test methods, clinical significance, data analysis, problem solving, troubleshooting, and quality assurance.

Upon completion of the MLA curriculum, the student is able to operate computerized lab equipment in a safe, cost-effective manner and use quality control methods for assigned procedures. Students also acquire working knowledge and skills in hematology/hemostasis, urinalysis, parasitology, immunology, clinical chemistry, and clinical microbiology. In addition, the student has developed communication skills to prevent mistakes in translating reports, records, results, and instructions.

MEDICAL LABORATORY ASSISTANT
SEMESTER CURRICULUM

	Course Prefix and Title	Credit Hours		
Fall		Lecture	Lab	Credit
COL 106	Skills for College Success	1.0	0.0	1.0
MAT 102	Intermediate Algebra	3.0	0.0	3.0
AHS 102	Medical Terminology	3.0	0.0	3.0
BIO 210	Anatomy & Physiology I	3.0	1.0	4.0
MLT 102	**Medical Lab Fundamentals**	2.0	1.0	3.0
	Totals →	12.0	2.0	14.0
Spring				
ENG 160	Technical Communications	3.0	0.0	3.0
MLT 125	**Introduction to Clinical Chemistry**	3.0	1.0	4.0
MLT 104	**Basic Microbiology**	1.0	1.0	2.0
AHS 141	Phlebotomy for Health Career Provider	2.0	1.0	3.0
	Totals →	9.0	3.0	12.0
Summer				
MLT-251	**Clinical Experience I**	1.0	4.0	5.0
	Totals →	1.0	4.0	5.0
	TOTAL			**31.0**

Note: the MLT-prefix courses (bold) must be taken in their designated semesters. Example: MLT 104 Basic Microbiology is only offered in the Spring semester, never the Fall or Summer semesters. All general education courses (non-MLT-prefix courses) may be taken at any time before graduation, even before starting the MLA program. General education courses may also be exchanged between semesters. Example: ENG-160 may be taken in the Fall instead of the Spring, and MAT-102 may be taken in the Spring instead of the Fall. Note, however, that AHS-102 is a prerequisite for the AHS-141 course, and thus must be taken before AHS-141.

• If a student needs additional credit hours to qualify for financial aid and they wish to pursue the MLT program after completing MLA, then they should take the following courses:
PHI-115 Contemporary Moral Issues, PSY-201 General Psychology, and BIO-211 Anatomy and Physiology II

• If a student needs additional credit hours to qualify for financial aid and they wish to pursue the AAS-HLC3 degree after completing MLA, then they should take additional AHS courses (e.g. AHS-180, AHS-131, AHS-205, AHS-142).

MLA to MLT

Although the MLA program leads to national certification and thus a career in laboratory medicine, it can also serve as a stepping stone for advanced positions within the clinical lab. If an MLA graduate decides to further their education beyond the one-year certificate program, they are encouraged to pursue the Associate of Applied Science degree in Medical Laboratory Technology offered at Midlands Technical College.

The Medical Laboratory Assistant (MLA) program at Midlands Technical College is part of a career ladder for laboratory professionals. The logical next step in said career ladder is the Medical Laboratory Technology (MLT) program. Students graduate from the MLA program after completing the MLT-251 clinical rotation and program Exit Exam in August. MLA graduates who wish to pursue the MLT program would start the MLT program in October (Fall Session II) with MLT-110 Hematology. This gives the MLA graduate roughly 2 months between finishing the MLA program and starting the MLT program to go on vacation, find a job, and train in said position. MLA students who are currently working in the field and decide to pursue MLT should inquire about Tuition Reimbursement incentives, which are often offered in Employee Benefit Packages for part-time and full-time employees working for large healthcare organizations in the Midlands area. This will decrease or even eliminate the need for student loans as the MLA graduate returns to college to advance in their career.

Of the 10 courses (31 credit hours) offered in the Medical Laboratory Assistant (MLA) program at Midlands Technical College, 7 courses (20 credit hours) transfer from the MLA certificate program to the Medical Laboratory Technology (MLT) associate degree program. These 7 courses include:
MAT-102, BIO-210, ENG-160, COL-106, MLT-102, MLT-104, and MLT-125*.
* The MLT-125 course replaces the need for CHM-110 College Chemistry I in the AAS-MLT degree

MLA graduates who pursue the AAS-MLT program can complete the MLT program in 19 months instead of the traditional 21 months. The MLA graduates will also have to take fewer courses each semester, as they would not need to retake MLT-102 in the Fall or MLT-104 in the Spring. This makes the MLT curriculum much more manageable for the working laboratory professional, allowing MLA students to continue their employment while also pursuing their MLT degree.

After completing the MLT program, graduates are eligible to sit for the MLT(ASCP) BOC exam, which results in approximately a 22% pay increase for the working MLA.
Lastly, MLT graduates are encouraged to obtain a bachelor's degree to sit for the MLS(ASCP) BOC exam, especially if the graduate’s employer offers tuition reimbursement. This career ladder can continue one step further by pursuing a NAACLS-accredited Pathologist Assistant program.

Medical Laboratory Assistant faculty will work with each MLA student during their senior seminar sessions in the MLT-251 Clinical Experience course to help map out their next steps upon graduation. This includes the development of a résumé and cover letter, interview skills, finding and completing job applications, and preparing for continuing education. During these senior seminar sessions (or anytime during scheduled office hours), students can request one-on-one time with faculty to finalize their future plans in employment, academia, or both.

Medical Laboratory Technology Program Outcomes and Related Competencies:

Attainment of the Medical Laboratory Technology program's mission and goals is based upon program outcomes. The following program learning outcomes have been developed that address "what" we expect students to achieve and describe specific skills and abilities to be mastered by students completing the Medical Laboratory Technology program. Each outcome is supported by a competency that demonstrates "how" students will achieve the outcome. Each competency is supported by a performance measure that identifies "how" the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the Medical Laboratory Technology program outcomes.

Upon successful completion of the MTC's Medical Laboratory Technology Program, students will:

Outcome	Competency	Performance Measurement
1. Apply scientific principle to medical laboratory technique and procedures	Be knowledgeable in basic theories and principles of clinical chemistry, hematology & coagulation, clinical microbiology, parasitology, immunology & serology and blood banking. Demonstrate knowledge in basic theories and principles of urinalysis and phlebotomy.	- Questions related to MLT 104, MLT 108, MLT 110, MLT 115, MLT 120, MLT 130, MLT 205, MLT 210 and MLT 230 on comprehensive exit examination taken in MLT 270 (PSLO 1). - Comprehensive final examination (phlebotomy*) and comprehensive final examination (urinalysis) in MLT 260 (SLO 1). *Phlebotomy exam substituted for hematology secondary to COVID.
2. Perform routine skills with accuracy and precision	Possess technical skills of pipetting, calculations, microscopy, and photometry.	Successfully complete - Comprehensive lab practical in MLT 102 (SLO 1).
3. Perform entry level bench competencies in all areas of the clinical laboratory in a clinical setting	Demonstrate entry level bench competencies for a technician in all of the main clinical practice areas of the laboratory	- Complete tasks as outlined on the Skills Task list for each main area of the clinical lab in MLT 270 (SLO 2). - Complete tasks as outlined on the Skills Task list for phlebotomy* and urinalysis of the clinical lab in MLT 260 (SLO 2). *Phlebotomy rotation substituted for hematology secondary to COVID
4. Work effectively with other members of the laboratory and health care team by demonstrating oral communication skills appropriate for a variety of audiences, purposes and subjects.	Demonstrate public speaking skills.	- Prepare a medical case study and give an oral presentation to the class in MLT 270 (SLO 3).

ESSENTIAL FUNCTIONS REQUIRED OF STUDENTS FOR ADMISSION AND PROGRESSION IN *MEDICAL LABORATORY ASSISTANT*

Applicants and students should be able to perform these essential functions, or with reasonable accommodations, such as the help of compensatory techniques and/or assistive devices, be able to demonstrate ability to become proficient in these essential functions.

Essential Function	Technical Standard	Example of Necessary Activity
Critical Thinking	Critical thinking ability sufficient for clinical judgement.	Identify cause-effect relationships in clinical laboratory situations or with instrument responses; synthesize data; draw sound conclusions.
Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport with patients and colleagues. Function (consult, negotiate, share) as part of a team.
Communication Skills	Communication abilities sufficient for effective interaction with others in spoken and written English.	Use of professional oral and written communication while exhibiting self control and a positive attitude through ones body language. Document and interpret instructions. Listen attentively.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces; full range of motion; manual and finger dexterity; and hand-eye coordination.	Move around in work area. Use pipettes to transfer fluids.
Motor Skills	Gross and fine motor skills sufficient to provide safe health care delivery and operate equipment.	Use equipment and instruments with necessary dexterity.
Visual Ability	Normal or corrected visual ability sufficient to perform laboratory procedures, ability to discriminate between subtle changes in density (black and grey) or a color at low light.	Observe instrument readings, reagent and reaction color. Read thermometer, chart, computer screen, digital printouts, labels and gauges.
Tactile Ability	Tactile ability sufficient for vein palpations.	Perform palpation of vein for venipuncture.
Olfactory Ability	Olfactory senses (smell) sufficient for maintaining environmental and patient safety.	Distinguish smells which are necessary for environmental safety (fire, acid, gas leaks).
Professional Attitude and Demeanor	Ability to present professional appearance and implement measures to maintain ones own physical and mental health and emotional stability.	Work under stressful conditions. Be exposed to communicable diseases and contaminated body fluids. React calmly in emergency situations. Demonstrate flexibility. Show concern for others.

Note: Students requiring reasonable accommodations must contact the Office of Counseling and Career Services, Counselor for Students with Disabilities. If disabilities are not properly documented through Counseling and Career Services, the instructor has no obligation to make exceptions for students as it could create an unfair advantage over other students.

Counseling and Career Services Contact Information:
Location: Airport Campus, ASC Suite 237 Email: counseling@midlandstech.edu Phone: 803-822-3505

Academic Standards

Students must earn a passing grade of "C" or better in all courses prescribed for the MLA curriculum*. Students must maintain a GPA of 2.00 at the end of each semester for all courses attempted. Students must successfully complete any requirements for Clinical Practice before entering the Clinical Rotation.

*** To obtain a passing grade of "C" or better, regardless of the overall course average, students must pass the Final Practical with a 75 or higher in every applicable MLT-prefix course. Additionally, students must maintain a 75 test average between all unit exams for each MLT-prefix course. Lastly, students must achieve a passing score on their Affective grade for all applicable MLT-prefix courses.**

Students caught cheating will be reported to Student Developmental Services and will be subject to disciplinary actions up to expulsion from the college. At the very least, the student will fail that particular MLT-prefix course despite their overall grade.

Students must meet all health requirements set by the affiliating agencies before entering said agency for their Clinical Rotation. Failure to do so by the deadline provided by the clinical site will result in a 1-year deferral as said Clinical Practice course is only offered once a year.

Only one (1) MLT-prefix course in the curriculum may be repeated to achieve a grade of "C" or higher, and only two (2) total courses within the curriculum may be repeated in order to continue in the MLA program (either 1 MLT-prefix course and 1 general education course, or 2 separate general education courses). No course in the MLA curriculum may be repeated for a third time.
Because MLT-prefix courses are taught on rotation, students must wait an entire year to reattempt a failed MLT-prefix course. Secondary to the increased time between coursework following a failed MLT-prefix course, the MLA Program Director may require a student to prove retention of material covered in previous courses as a prerequisite to continuing in the MLA program. This may be achieved via various methods such as repeating a Final Exam, repeating a Final Practical, and/or passing other competencies.
This action is being taken to ensure the overall competency of the prospective graduates. This applies to those students who have received an unsatisfactory grade in any Medical Laboratory Assistant curriculum course. Anyone who exceeds these requirements will be withdrawn from the MLA program and sent to Counseling and Career Services for other career options outside of the clinical laboratory.

A student who is having difficulty meeting professional and/or academic standards may be put on probation and placed under a Remediation Contract. After the specified time frame outlined in the contract, the program officials will determine if the student meets the conditions specified in the contract for continuance in the MLA program. Any breach in said contract or alternative violation as outlined in this Student Handbook will result in immediate forced withdrawal from current MLT-prefix courses, as well as the Medical Laboratory Assistant Program. Signing the *MLA Student Handbook Sign-Off* sheet at the end of this Student Handbook means that you acknowledge all rules outlined in the MLA Student Handbook, including this statement about forced withdrawal from MLT-prefix courses and the MLA program due to violations in any policies, especially after being given an additional opportunity for redemption via a Remediation Contract.
Students who complete the MLA curriculum will be eligible to sit for the MLA BOC Exam through ASCP.

Pandemic Preparedness

Secondary to the college's removal of the Social Distancing Policy, all MLT-prefix courses are planned to be taught in person. Students are given the option to wear a mask or face covering when indoors and/or in all public spaces on all MTC Campuses.

If it becomes necessary to suspend on-campus sessions, exercises will be provided online, which will contribute to competency, but may not provide all required skills. In the case of not being able to achieve the required competency online, priority will be given to complete these skills as soon as reentry to campus is allowed.

If a clinical rotation is suspended, online modules will be used to provide as many of the required competencies as can be achieved. Those competencies needing to be completed in a clinical facility will be given priority as soon as access to clinical sites is allowed.

Students are welcome to contact Student Development Services at 803-732-5201 if they have questions about the college's pandemic policies.

Grading System

Students must meet all Academic Standards to successfully obtain the CER-MLA certificate, and thus be eligible to sit for the MLA(ASCP) exam.
No course in the curriculum may be repeated more than once,
only one (1) MLT-prefix course can be repeated,
and no more than (2) courses within the complete curriculum can be repeated.

The grading system for all MLT-prefix courses is as follows:

A	90-100
B	80-89
C	70-79
F *	Below 70

*** Students must pass the Final Practical with a 75 or higher in every applicable MLT-prefix course. Additionally, students must maintain a 75 test average between all unit exams for each MLT-prefix course. Lastly, students must achieve a passing score on their Affective grade for all applicable MLT-prefix courses. Failure to meet the academic requirements listed above will result in a "F" being entered as the student's final grade in the offending course(s), despite the overall course average or grading scale. This failing grade is justified by the student's inability to meet the academic requirements which are based on the expectations of the Accrediting Agency and Board of Certification organization. The failing grade will count as a course attempt as outlined in the course repeat policy listed under Academic Standards.**

By signing the form at the end of this MLA Student Handbook, the student acknowledges and agrees to these rules in addition to all other rules as outlined.

Refer to each MLT-prefix course syllabus for grade weight & distribution, as it may be different per course.

Transfer Credit

- No MLT-prefix course may be transferred into the college.
- General microbiology coursework is not an acceptable replacement for clinical microbiology courses.
- CCE Medical Terminology and Phlebotomy courses completed at Midlands Technical College may replace the AHS-102 and/or AHS-141 courses needed for the CER-MLA program via an Advanced Placement agreement.
- Current phlebotomy certification **and** current employment as a phlebotomist may replace the AHS-141 course needed for the CER-MLA program via an Advanced Placement agreement.
- Refer to MTC College Student Handbook for more details.

Readmission Requirements

Readmission of students into the Medical Laboratory Assistant Program will be determined by the following criteria:

1. A student may interview again for the MLA program provided they had a cumulative 2.0 grade point average before having failed a MLT-prefix course.

2. If a student makes less than a "C" in any MLT-prefix course or is given a forced withdrawal from any MLT-prefix course, that course must be repeated and a "C" or better must be earned.

3. No course may be taken more than twice to earn a "C". If a student fails to earn a "C" within two attempts, they will not be readmitted to the MLA program.

4. A student who has had a break in enrollment of MLT-prefix courses of 1-year or less must validate their MLA competencies by making a grade of "75" or higher on a written exam and practical exam for each course already completed. If the student is unable to obtain the necessary grade on the written and practical exams, the student will be required to repeat the course or courses involved.

5. A student who has had a break in enrollment of a MLT-prefix course of more than 1 year may be required to restart the entire MLA program. This student will need to reapply for the program and interview for the program just like all new students. Note that this only applies to the MLT-prefix courses, none of the general education courses.

6. A readmit student must meet the requirements for graduation as set forth in the current MLA Student Handbook and the current MTC Academic Catalog.

Student Code and Grievance Procedure

Refer to MTC Student Handbook – Appendix I & III

Expenses for MLA

A.	Tuition:	Tuition is established by the College and can be found at: https://www.midlandstech.edu/financial-aid-and-tuition
B.	Books:	Books for the MLA program will cost the student approximately $350. This does not include the cost of books for general education courses.
C.	Insurance:	Each student is required to have liability insurance for coverage while working in clinical rotations. The college subscribes to a group policy which is charged to all School of Health Care students automatically each semester
D.	Workshops:	MLA students may participate in workshops offered through SC-SCLS or other organizations. If so, workshop fees must be paid for by the student.
E.	Uniforms:	The student is responsible for furnishing their own uniforms. Each student should have at least 3 uniforms for clinical rotations. Said uniforms must be dark gray or pewter scrub tops and bottoms. Fluid-resistant lab coats are required for MLA lab sessions and can be purchased online or from a uniform shop for an approximate cost of $75.00 per coat. The regulation lab coat must be white (or white pin-stripe), fluid resistant, knee-length, long-sleeved with cuffs. Alternatively, students may rent a lab coat from the MLA program for $15. Name tags are required and can be purchased at minimal cost from the college bookstore. Gloves must be worn in lab sessions and can be purchased at the MTC bookstore or retail stores such as Walmart, Target, Amazon, and CVS.
F.	Shoes:	Students are required to have all-white or all-black leather shoes to wear with their uniforms for clinical. It is suggested that particular attention be given to comfort, as much standing and walking is required. Students must wear closed-toed, closed-heeled, fluid impermeable shoes for lab sessions.
G.	Transportation:	Due to our affiliation with several different clinical facilities, the student must be aware that certain transportation costs will be incurred. Transportation to and from clinical sites is the responsibility of the individual student.

Financial Aid

Students are encouraged to contact the Student Financial Services Office and the website for financial assistance. The college also has a website dedicated to scholarships and grants. Students interested in the MLA program should complete their FAFSA application as soon as possible.

Professional Organizations

The profession of Medical Laboratory is represented by many organizations that serve to meet the interests and needs of the membership. This includes continuing education, educating the public about the profession, and providing a link to other healthcare professions. The professional organizations are also instrumental in the passing and changing of laws and regulations related to healthcare. Many organizations offer student membership rates, and students are encouraged to join and become active participants of at least one organization. Some of the organizations are listed here.

ASCLS The American Society for Clinical Laboratory Science Organized in 1933 by and for medical laboratory professionals, with both national and state chapters. ASCLS publishes the *Clinical Laboratory Science* journal on a quarterly basis.

ASCP Founded in 1922 to represent all laboratory professionals, including physicians. The national certification exam is administered through the Board of Certification within ASCP. ASCP publishes two professional journals: *LabMedicine* and *American Journal of Clinical Pathology*.

AACC Members are laboratory professionals, physicians, and researchers in clinical chemistry. Publishes *Clinical Chemistry* monthly.

AMERICAN SOCIETY FOR MICROBIOLOGY Represents individuals working in 26 microbiological specialty areas. Publishes numerous journals.

AABB Comprised of laboratory professionals, physicians, researchers, nurses and others in transfusion medicine and cellular therapies. *Transfusion* is published monthly.

Tips for Exam Taking Page 1 of 5

Know how to take examinations. Even when you have actively prepared for the exam and feel that you know the material, it still helps to know how to take the exam. In fact, knowing how to take tests may mean the difference between passing and failing, or an “A” versus a “B”. Knowing how to take examinations in class reduces anxiety, promotes positive feelings, and will often produce good results.

You are in taking the exam! What do you need to know now? You need to be able to:

- Channel those anxieties into creative energy
- Organize your time and your thoughts
- Understand and follow directions
- Recognize "types" of questions
- Process difficult questions with appropriate answering strategies.

As such, consider the following guidelines:

Be Positive. Assume that the examination has been well prepared. Nobody benefits from a poorly prepared exam. Your instructor isn't out to get you with all those "trick" questions. Temper your positive attitude with realism. It's difficult, if not impossible, to be positive and unprepared. Nothing compensates for being unprepared. If you have prepared and know how to take exams, and the exam has been poorly prepared, you may negotiate a grade. If you're unprepared, there's little room for negotiation. So, don't blame the exam or the instructor. Don't make excuses. Be prepared and positive for the next exam.

With a positive attitude, you arrive at class well-rested, mentally alert, and with an adequate supply of paper and pens. You are ready, let the exam begin.

Manage Your Time - How often have you lost track of the time during an exam, and questions have gone unanswered because you didn't get to them? Be aware of the time. Bring your watch or sit where you can see the clock. Know what time the exam is scheduled to be over. Know how much time you have to complete the exam.

Did you find out later that you knew the answers, but just didn't get to the questions? Schedule your time. Know how many questions and how much time. Estimate the amount of time per question and respond accordingly.

Have you finished an exam early only to find out later that you missed some questions because of "dumb" mistakes? Use ALL the time that you are allowed. Pace yourself. Don't let difficult questions bog you down.

Mark any questions you did not answer, and allow enough time to return and answer them. If you have narrowed the items down to 2 possible answers, you needn't consider those items eliminated earlier. In a poorly constructed examination, you may benefit by finding the answer(s) in another part of the exam. When this happens, reconsider all the items; otherwise, pick between the remaining items.

Be careful when transferring your answer to an answer sheet for computer scoring. During your survey of the exam, if the questions look difficult, you may consider allowing time near the end for transferring all the answers at one time. This will eliminate changing answers on the answer sheet. If you feel confident about the exam, transfer as you go along. Be especially careful when returning to a number of previously unanswered questions. The greater the number

of unanswered questions involved, the greater the chance for error in transferring answers.

Proofread your exam before handing it in. Allow enough time to do this. Check your grammar, punctuation, and spelling. Check your answer sheet on the accuracy of transferring your answer.

Consider the Following Answering Strategies for Specific Type Questions - In addition to the preceding general guidelines for taking examinations, it may be helpful to consider more specific suggestions for answering different "types" of questions.

Answering Matching Questions - These questions generally consist of two columns consisting of single words or brief phrases. You need to identify those items in one column which "match" best with those in the other column.

Read all the items to be matched in order to understand all the possible choices.

Take the first item on one side, and read down the items on the other side until you find the best match.

If you are uncertain, leave that item and proceed to the next. Complete those items which you feel confident are correct. Clearly mark those statements you have matched. (Cross out or mark through.) This will identify the possibilities remaining for the more difficult items.

Answering Completion Questions - These questions provide a statement with some key element left out. You are responsible to complete the statement; supply the missing word(s).

Identify and analyze and key word(s) in the statement. Choose your word(s) carefully. The instructor is usually looking for a technical term or "pet phrase". As such, recall your notes.

Answering Quantitative Questions - These questions involve computation, and are common in math and science courses. You are responsible not only for the answer, but often need to show the computation; how you got the answer.

Don't take any shortcuts. Take one step at a time working problem to solution.

Explain your answer logically and clearly. Never just write an answer! Check your answer when you have finished.

Use all the information that is provided in the statement of the problem. Work backward from the answer if necessary.

Be sure to record the correct units. Failure to record correct units is a common error.

Answering Essay Questions - These questions are designated to examine your understanding and integration of ideas. You are required to expand beyond single word and phrases, and to express yourself in your own words. Organizational and communication skills are critical.

Answering True or False Questions - These questions examine relationships. Such words are "qualifying" words and "keys" to answering the question. You have to identify the statement as true or false.

Identify the qualifying/key word. Substitute another word. If the substitute word makes a better statement, the original statement is false. If not, the original statement is true.

Answering Multiple Choice Questions - These questions are essentially true or false questions arranged in groups. A lead phrase at the beginning of each question combines with 3 or more endings to make different statements. You need to identify the correct answer(s). There may be more than one correct answer. Answers may include "all of the above" and/or "none of the above"; and various combinations of "true" statements.

Do not automatically eliminate all or none of the above as answers to the question.

If you have difficulty with the question, try to establish some association by:

Reading the answers along for a clue
Repeating the questions with different answers
Paraphrasing the question

Review The Exam - The answer to one question may be provided in another part of the exam. This happens most often in a poorly prepared exam.

Do not hesitate to change an answer. Your first answer may not always be correct.

Survey The Complete Exam Before You Begin To Write - Know what you're getting into. Consider the number and various types of questions on the exam.

What happens when the last question is an essay question worth 30 points, and you didn't allow enough time? Understand the scoring system. Know the point value of each question and concentrate your efforts accordingly. Most computer-scored exams give the same point value to each question.

Follow The Directions - Read all the directions very carefully. Make sure you know what you are supposed to do. Many mistakes are made because directions are not properly followed. For example, don't confuse BEST answer with BEST answers.

Examine Each Question - How many times have you compared items when you were told to contrast? - listed items when you were told to describe? - outlined when you were told to explain? - Understand the question! Know the meaning of words like compare, contrast, list, describe, outline and explain. Refer to A Listing of Words Frequently Used on Exams which defines 21 terms helpful in understanding the question, especially an essay question.

Recognize qualifying words like:

All, most, some, few, none, no
Always, usually, sometimes, rarely, never
Great, much, little
More, equal, less
Good, bad
Is, is not

Answer The Question - Consider all the items listed in processing your answer even if you feel the answer is so obvious. If the answer is obvious, it will be more so in the company of distracting items.

Consider answering the "easy" questions first even if they are given minimum point value. Easy questions are simply those questions which you feel confident of answering with a minimum of effort. Answering them first may build confidence in answering more difficult questions.

Answer only what is required, nothing more, nothing less! Your final answer is based upon following the directions and understanding the question.

In answering open-ended questions requiring some written response, write legibly and coherently.
If you can't even read or understand your answer, don't expect credit for the answer.

Answer all the questions unless there is a penalty for guessing. You will know this from an understanding of the directions.

Know what the question is asking you to do! (Refer to A Listing of Words Frequently Used on Exams).

> Think through your answer before you begin to write.
> Outline an introduction, main body, and conclusion.
> Use the margin on your test paper.
> Record your ideas as they come to you. The outline will develop into a logical order as you grow confident with more ideas.

Stick to your outline. Don't pad your answer with irrelevant material. Use examples to enhance understanding of main ideas and key terms.

Review Your Exam. The exam is a learning experience. You learn from your mistakes as well as your successes. Therefore, review the exam when and if it is returned to you. In your review of the completed exam, consider the following:

Analyze test questions, know what kind and how many. Identify the sources of information required to answer the test questions. (Lecture? Textbook? Other?) Analyze your answers. Incomplete answers mean more preparation next time. Wordiness required better organization of ideas. Inaccuracy means better recall and detail.

Tips for Exam Taking Page 5 of 5

Here is a list of words commonly used on MTC and ASCP Exams that you should know:

1. COMPARE - Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.

2. CONTRAST - Stress the dissimilarities, differences or unlikeness of things, qualities, events, or problems.

3. CRITICIZE - Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors discussing their limitations and good points.

4. DEFINE - Give concise, clear, authoritative and exact meanings. Don't give details but make sure to give the limits of the definition. Show how the thing you are defining differs from other things in its class.

5. DESCRIBE - Recount, characterize, sketch or relate in sequence or story form. Give a word picture of the appearance or process.

6. DIAGRAM - Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.

7. DISCUSS - Examine, analyze carefully, and give reasons pro and con. Be complete and give details.

8. ENUMERATE - Write in list or outline form, giving points concisely one by one.

9. EVALUATE - Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree your personal evaluation.

10. EXPLAIN - Clarify, interpret, and spell out the material you present. Give reasons for differences of opinions or of results, and try to analyze causes. Answer by telling what the principle or process is, how it operates, and why it works.

11. ILLUSTRATE - Use a figure, picture, diagram or concrete example to explain or clarify a problem.

12. INTERPRET - Translate, give examples of, solve or comment on a subject, usually giving your judgement about it.

13. JUSTIFY - Prove or give reasons for decisions or conclusions, taking pains to be convincing.

14. LIST - As in "enumerate," write an itemized series of concise statements.

15. OUTLINE - Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classifications of things. List only the important ideas and group the less important ideas under them.

16. PROVE - Establish that something is true by citing factual evidence of giving clear logical reasons.

17. RELATE - Show how things are related to, or connected with, each other or how one causes another, correlates with another, or is like another.

18. REVIEW - Examine a subject critically, analyzing and commenting on the important statements to be made about it.

19. STATE - Present the main points in brief, clear sequence usually omitting details, illustrations, or examples.

20. SUMMARIZE - Give the main points or facts in condensed form, like the summary of a chapter, omitting details and illustrations. To summarize means to add up and give results.

21. TRACE - In narrative form, describe progress, development, or historical events from some point of origin.

Attendance and Other Policies

Midlands Technical College
School of Health Care
Standards of Professional Practice Policy

Date Established: January 2025, Dr. Jeff McCarty, Dean

PURPOSE:
The Standards of Professional Practice Policy is to guide student behavior, establish and define professional standards expected of the health care professional graduate, and to facilitate the students, preceptors, and faculty recognition of student behaviors, appearance, and dispositions that could affect student learning and professional practice. Standards of Professional Practice include expectations of behavior, ethics, codes of conduct, and professionalism ascribed to by the specific health profession (program of study). Dispositions are the values, qualities, and professional ethics that influence one's behaviors toward students, families, patients, colleagues, and communities. Identifying Standards of Professional Practice and dispositions of students, allows faculty to identify students who may need intervention to successfully complete both the pre-professional and professional requirements for their program of study.

DISPOSITIONAL EXPECTATIONS:

1. Demonstrates ethical behavior as defined by the profession. See code of ethics in Student Handbook for program of study.

2. Demonstrates professional behaviors as defined by each program in the School of Health Care (SHC). See SHC Student Handbook and Policy Manual, Student Handbook/Clinical Manual in program of study, and SHC Professionalism Rubric.

3. Adheres to college, class, and clinical policies. Classroom examples include punctuality; adhering to schedules; and observing the classroom structure as outlined in the course syllabi.

    - Clinical examples include adhering to policies of the Student Handbook/Clinical Manual in program of study; adhering to workplace policies of various clinical sites; punctuality; and meeting the expectations of clinical sites.

4. Exhibits appropriate and professional interactions with faculty, staff, preceptors, and peers.

    - Examples include demonstrating the ability to work with diverse individuals; demonstrating courtesy and respect for all; commitment to diversity; unbiased support of others; and willingness to accept constructive feedback from preceptors and faculty of the program of study.

5. Maintains a professional appearance, communication, and mannerisms.

    - Examples include dressing appropriately for the situation and learning environment; exhibiting competence and professionalism in oral, written, social media, and electronic communications; exhibiting fair and equitable treatment of all; maintaining confidentiality of client records, correspondences, and conversations; demonstrating truthfulness as well as honesty; and working collaboratively with peers, faculty, and staff.

6. Exhibits an appropriate level of preparedness in the classroom and clinical settings.
    - Examples include communicating with faculty regarding absences; being prepared to contribute to class discussions on the selected topic; being respectful and attentive in class and at clinical sites; fulfilling course and clinical obligations; completing assignments on time; exhibiting critical thinking skills; providing ongoing and competent client/patient care; willingness to approach tasks in an organized and skillful manner; demonstrating self-reflection and the ability to make improvements based on preceptor and faculty feedback.

    - Demonstrates a collaborative approach with peers, faculty, patients, patient's parents/guardians, clinical preceptors, and administration when seeking solutions to problems. Demonstrates problem- solving skills in the classroom, among peers, and at clinical sites.

    - Examples include: asking questions when unsure about content material or ongoing client/patient care; sharing thoughts and ideas to better problem solve; and interacting positively with others to create a team-driven, client/patient-centered approach to problem- solving.

- Displays qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and academic preparedness. Lifelong learning is a term that applies to continuing one's education through college, community-based, or profession-based programs.
- Demonstrates responsibility and accountability as health care professionals, with the ultimate goal being health promotion and prevention of harm to others. The SHC and the programs of study believe that this goal will be attained if each student's daily on-campus or clinical behaviors are guided by the Standards of Professional Practice and the Professionalism Rubric.
- Through interpretation of the Standards or Professional Practice and the Professionalism Rubric, SHC faculty and administration shall observe the professional behaviors of students to ensure compliance with the provisions of this policy directive and rubric. Lack of conformity with the provision of this policy directive and rubric shall be promptly and appropriately addressed by counseling, remediation, and/or disciplinary action.

In summary, the student must conform to the policy of Standards of Professional Practice and the Professionalism Rubric when on campus, in class, lab, clinical settings, simulations, and any external events such as professional conferences or community outreach initiatives. Professionalism also extends to remote or hybrid learning environments, requiring appropriate conduct during virtual classes, labs, and clinical simulations, or representing SHC programs in any environment. Every effort has been made to create a clear/concise/comprehensive rubric and examples. Any behaviors that are not addressed by this rubric will be evaluated by the professional judgment of the SHC faculty and administration and will be subject to their interpretation of the behavior and the expected consequences. This evaluation will uniformly apply the same standards across all settings to ensure fairness and consistency in expectations. Students are also expected to demonstrate cultural competency and sensitivity in all professional interactions, reflecting the diverse nature of healthcare settings.

EXAMPLES OF ACTIONS NECESSITATING COMPLETION OF STANDARDS OF PROFESSIONAL PRACTICE DISPOSITION REPORT AND RUBRIC
(INCLUDING, BUT NOT LIMITED TO):

- Excessive absences or tardiness for class or clinical assignments (see college policy and course syllabus).
- Lack of professional dress or demeanor when interacting with other students, clients/patients, preceptors, or faculty as defined by program of study, SHC, or the college.
- Disruptive behavior toward faculty, staff, preceptors, peers, or guest speakers. This includes disruptive classroom behavior. It also extends to clients/patients and preceptors when in a clinical area.
- Inability to contribute effectively in a group setting.
- Lack of proficiency and/or professionalism in written and/or oral language skills, including electronic forms of communications (i.e., email, text, social media, etc.).
- Lack of professionalism, responsibility, respect for others, confidentiality, and accountability on social media.
- Lack of content/clinical knowledge, including appropriate skill progression, in any content area at the student's current level. Appropriate content knowledge and skill progression are important when working with clients/patients.
- Any action that jeopardizes patient safety or compromises the well-being of a client/patient, or colleague.
- Any action in which a student functions outside the scope of student practice.
- Any action warranting removal from a clinical experience.
- Any action or behavior violating agency policies and procedures.
- Plagiarism, cheating, or falsifying any graded or ungraded activity/course assignment including clinical preparation activities or clinical documentation (see college and program of study's Academic Integrity policy).
- Any act of dishonesty.

- Breach of confidentiality (Any action that compromises patient confidentiality under the Health Insurance Portability and Accountability Act, including confidential information of peers discovered during course activities and/or simulations that are part of the student learning process).
- Harassment of clients, preceptors, peers, faculty, or staff.
- Any action that does not uphold standards of the profession of study or MTC policies.
- Any other disposition issues outlined by the student's major/field of study.

PROCEDURES FOR ASSESSING STANDARDS OF PROFESSIONAL PRACTICE AND DISPOSITIONS:
A student's professional dispositions will be assessed in class, clinical, and community settings utilizing the MTC Student Handbook and Student Code, SHC Student Handbook and Policy Manual, SHC Standards of Professional Practice Policy, Program of Study Handbook, and Clinical Manuals, and the SHC Student Professionalism Rubric. The faculty or preceptor who identifies a deficiency or behavior inconsistent with established Standards of Professional Practice and dispositions will follow these procedures:

1. Upon a student's action which necessitates the completion of a Standards of Professional Practice Disposition Report and the Student Professionalism Rubric, the faculty or preceptor will schedule an informal meeting. The purpose of the meeting with the student is to discuss the area of concern and offer possible solutions and remedies.
    a. On the date of the meeting, the faculty-specific concerns and potential solutions will be documented in the Standards of Professional Practice Disposition Report.
    b. The student will be rated on the Student Professionalism Rubric, and this will be attached to the Standards of Professional Practice Disposition Report and placed in the student's academic file.
    c. A remediation plan will be assigned to the student with dates for completion.
    d. Any single incident considered a significant or egregious violation of ethical or professional behavior, may result in the student's immediate removal from their program of study. Ethical and professional behaviors are referenced above and are defined by the SHC and each profession in the SHC.
    e. Both faculty and student will receive a copy of the completed forms.
    f. If applicable, the faculty will complete an Academic Misconduct Referral to the Director of Student Affairs.
    g. The Director of Student Affairs office will be notified if behavior poses risks to the student, peers, patients, faculty, administration, or the public.
2. Any unsatisfactory infraction occurring in any setting may be assigned a **violation** that will be documented in the student's academic file. A violation of Professional Practice Standards always includes, but is not limited to the following behaviors:
    a. Any action that jeopardizes patient safety.
    b. Any action that compromises patient confidentiality.
    c. Any action in which a student functions outside the scope of student practice.
    d. Any action or behavior violating agency policies and procedures.
    e. Any action that does not uphold standards of the health profession or MTC policies.
3. If the behavior and/or disposition being addressed results in an "unsatisfactory" performance on the Professionalism Rubric, it will result in a **violation** of Standards of Professional Practice. SHC faculty will review the documented circumstance and the remediation plan with the student. The documentation outlined above will then be referred to the Program Director/Department Chair for review. The student will be required to meet with the Program Director/Department Chair to discuss the violation. The severity of a violation may

warrant dismissal from the program at any time, at the discretion of the Program Director, Department Chair, and/or clinical facility. Due to affiliation agreements and clinical policies, students removed from the program based on clinical facility decisions will have no further appeal process.

4. There will be no appeals for the assignment of a **violation** of Standards of Professional Practice (first offense) unless the violation results in dismissal from the program of study. The remediation assigned to the student must be completed in the specified time frame for the student to continue in the program of study.

5. Students receiving more than one **violation** will be allowed to appeal this decision using the program of study's chain of command, including meeting personally with faculty members and the Academic Program Director/Department Chair. This meeting must occur within 5 college business days of the second violation's reported deficiency or behavior and assignment. If the assignment of a second violation of the Standards of Professional Practice is upheld by the Program Director/Department Chair, the student will be presented to the Dean of the School of Health Care for determination if the second offense warrants removal from the program of study. Typically repeat offenses for behaviors that have already been identified, addressed, and remediated are grounds for program dismissal.

6. A review of violations by the Dean of the School of Health Care is the last step of the Departmental (program of study) appeal procedure. The Dean has the authority to remove a student from their program of study based on violations of Standards of Professional Practice.

7. The student will have the opportunity to explain their position and provide additional relevant information by professional letter of appeal only. The student must submit the written appeal within five business days of the decision to the Program Director/Department Chair in order to be referred to the Dean.

10. The result of meeting with the Dean may be a recommendation that the student is allowed to continue their program, develop a remediation plan (with required completion while in the program of study or before return to the program of study), or a determination to remove the student from the program of study.

11. The Dean will notify the student of the final recommendation and ensure the decision is delivered to the student within 5 college business days of the meeting occurring.

12. Any written agreements or action plans will be included in the notification. Agreements and action plans may be placed in the student's academic file if applicable.

13. As noted in the Midlands Technical College Academic Complaint Policy, the decision of the Dean is final and may not be appealed.

14. If a student that has received two violations of Standards of Professional Behavior is successful in the appeal process, they will be allowed to remain in the program of study. Upon receiving the third violation, the student will be removed from their program of study. There will be no appeals process for this decision. Ethical and professional behaviors are referenced above and are defined by the SHC and each profession in the SHC.

15. Students may be allowed to stay in progression while appealing. If the infraction is clinical- related, the student will not be allowed to attend clinical during the appeal but will be allowed to attend the didactic portion of the course until there is a final decision. Attendance policies will apply.

Violation Policy:
• 3 minor offenses equate to a violation
• A major offense automatically results in a violation
• The first violation cannot be disputed or appealed
• The second and third violations leads can be appealed via the proper chain of command:
Faculty → Program Director → Dept Chair → Dean, School of Health Care (final).
• The third violation results in removal from the program of study
• Some major offenses, such as breaching HIPAA, academic dishonesty, and violent acts, may result in immediate dismissal from a program, even as a first/second violation
• Major offenses that automatically result in dismissal from a program may be appealed, even as a first/second violation

Appeal Steps Outline:
Violation 1
• First violation "v" assigned to student

• Student can appeal **only if** this first "v" results in removal from program of study.

• Appeal based on chain of command:
Faculty → Program Director → Dept Chair → Dean, School of Health Care (final).

Violation 2
• Second violation "v" assigned to student can always be appealed via the proper chain of command

Violation 3
• Results in the removal from program of study

• Student can appeal the third violation via the following chain of command:
Faculty → Program Director → Dept Chair → Dean, School of Health Care (final).

Note: Any appeal must be in writing, and the student must use the MTC *Academic Complaint Process* form.

Midlands Technical College School of Health Care Student Professionalism Rubric Page 1 of 4

Rating
S: Satisfactory Achievement of Competency
M: Marginal Achievement of Competency (One M requires remediation. Two or more M's also may result in a violation of the Standards of Professional Behavior Policy.)
U: Unsatisfactory Achievement of Competency (Requires remediation. May result in a violation of the Standards of Professional Behavior Policy.)

	Satisfactory/Consistently	**Marginal/Inconsistently (One or more elements)**	**Unsatisfactory/Flagrant Violation (One or more elements)**
Teamwork *The MTC SHC Student…*	Treats team members respectfully by being polite and constructive in communication. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and or encouragement to team members.	Requires reminders to treat team members respectfully, motivate teammates, provide assistance to teammates, or exhibit a negative attitude within the team atmosphere.	Consistently does not participate, treat team members respectfully, provide assistance to teammates, or exhibit negative attitudes within the team atmosphere.
Examples include, but are not limited to:	• *Recognizes negative attitudes and offers alternative solutions that build on ideas of others and fosters teamwork. Invites team members to join in.* • *Uses positive vocal or written tone, facial expressions, and or body language when interacting.* • *Proactively helps other team members complete their assigned tasks.*	• *Requires prompting to work with team members or to correct vocal, written, or facial expressions on no more than two occasions.*	• *Does not help others complete tasks, and exhibits a negative attitude toward others or tasks. Does not participate in group work assignments. Does not seek out opportunities to help others in clinical settings.*
Professional Appearance *The MTC SHC Student…*	Maintains professional appearance and dresses according to the Student Handbooks for MTC, SHC, program of study, the Code of Conduct, and/or Standards of Professional Practice. Consistently maintains a neat appearance and appropriate personal hygiene.	Requires reminders regarding professional appearance and dress according to the Student Handbooks for MTC, SHC, program of study, the Code of Conduct, and/or Standards of Professional Practice. Inconsistently maintains neat appearance and appropriate personal hygiene.	Consistently does not adhere to the Student Handbooks for MTC, SHC, program of study, the Code of Conduct, and/or Standards of Professional Practice. Does not maintain a neat appearance and lacks personal hygiene.
Examples include, but are not limited to:	• *Follows MTC and clinical facilities' dress codes.* • *Student is without body odor, has clean, tidy, natural-colored hair, and adheres to the policy regarding tattoos and jewelry.*	• *Wears clothing and/or accessories that advertise drugs, alcohol, weapons, anything suggestively profane, obscene, racially or culturally insensitive; pants that sag below the waist, tops or dresses which expose the midriff and/or cleavage; see-through clothing, or pajamas.* • *Strong odors such as perfume, cigarette smoke, and "unclean" body odors.*	• *Fails to correct any violations of professional appearance after coaching.*

Midlands Technical College School of Health Care Student Professionalism Rubric Page 2 of 4

Time Management *The MTC SHC Student…*	Is prompt and punctual. Plans, prioritizes, and completes tasks without reminders.	Requires reminders for planning, prioritizing, and completing tasks/skills or projects to meet the designated timeline. Exceeds attendance and punctuality as designated by policy from course syllabi and Testing Policy.	Consistently does not plan, prioritize, or complete tasks/skills in the designated timeline. Consistently exceeds attendance and punctuality policy from course syllabi and Testing Policy.
Examples include, but are not limited to:	• *Follows the established timeline for assignments, projects, and patient care.* • *Arrives before the designated start time and stays for the entire class.* • *Is prepared for class, lab, and clinical.*	*No more than twice during a course session:* • *Requires redirection from faculty to complete a task and work on time.* • *Arrives late to class, lab, clinical, or testing center.* • *Leaves early, or is late with assignments*	• *Late or leaves early more than twice during a course session.* • *Turns in work after the due date or only partially completes work by the due date.* • *Arrives at assigned testing location after scheduled testing time more than once.*
Communication *The MTC SHC Student…*	Consistently demonstrates knowledge of therapeutic communication with patients and families. Communicates with staff, faculty, and other team members in a manner that conveys respect, courtesy, honesty, and sincerity through face-to-face encounters, written communication, or social media.	Requires reminders to engage in therapeutic and professional communication with patients, staff, peers, instructors, and others. Communicates with staff, faculty, or other team members in a manner that does not convey respect, courtesy, honesty, and sincerity in face-to-face encounters, written communication, or through social media.	Consistently requires redirection by an instructor to engage therapeutically with patients and families or needs frequent redirection in respectfully dealing with others. Engages in behaviors that threaten the psychological and/or physical safety of others through face-to-face encounters, written communication, or social media.
Examples include, but are not limited to:	• *Uses appropriate volume, tone, and eye contact. Maintains physical boundaries.* • *Written communication sent using appropriate salutations, spelling, identification, and grammar.* • *The use of social media is consistent with the Social Media Policy outlined in handbooks for SHC and the program of study.*	• *Requires reminders at least twice to use proper tone, volume, eye contact, or personal space.* • *Written communication or paperwork only partially follows recommended guidelines.* • *Engages in rude sighing, eye-rolling, gossiping, and/or requires redirection by faculty.* • *The use of social media violates guidelines in the Social Media Policy outlined in handbooks for SHC and the program of study.*	• *Requires reminders more than twice to use proper tone, volume, and eye contact or about personal space.* • *Written communication does not follow guidelines.* • *Refusal to sign documents for professional feedback, constructive criticism, and/or coaching.* • *Uses inappropriate body language.* • *Use of social media or behavior that is disrespectful, threatening, bullying, or negative with team members.* • *Use of cameras in the clinical area or other violation of the Social Media Policy outlined in handbooks for SHC and the program of study.*

Midlands Technical College School of Health Care Student Professionalism Rubric Page 3 of 4

Integrity and Honesty *The MTC SHC Student…*	Is truthful in verbal and written communications, and maintains confidentiality of the client. Engages in ethical behavior.	Requires reminders in displaying acceptable ethical behaviors.	Represents/falsifies information and or actions.
Examples include, but are not limited to:	• *Abides by moral, legal, and ethical standards in school, clinical, and community with behavior and work.* • *Takes responsibility for own actions.*	• *Complaints of patient assignment or inequality in workload.* • *Discusses peers, staff, faculty, or patients/families in a negative context.* • *Blames others for behavior or makes excuses for behavior or work.*	• *Student misrepresents, falsifies information, or engages in actions such as cheating, plagiarism, HIPAA violation, falsification of records, etc.*
Attitude *The MTC SHC Student…*	Consistently demonstrates a positive attitude; is cooperative and respectful of others; demonstrates an overall sense of awareness of what's appropriate; accepts responsibilities and constructive criticism without becoming defensive. Follows student handbooks for MTC, SHC, program of study, Code of Conduct, and Standards of Professional Practice.	Requires reminders to demonstrate a positive attitude, be cooperative and respectful of others. Lacks awareness of what is appropriate; engages in a violation of the student handbooks for MTC, SHC, program of study, Code of Conduct, and Standards of Professional Practice. Unable to demonstrate corrective behavior.	Engages in a violation of the student handbooks for MTC, SHC, program of study, Code of Conduct, and Standards of Professional Practice, and/or is unable to engage in corrective behavior.
Examples include, but are not limited to:	• *Maintains a positive attitude, is cooperative and respectful of others in school, clinical, and community.* • *Willingly accepts responsibility and constructive criticism.*	• *Violates personal space, rolls eyes, or communicates verbally or in writing with disrespect or hostility. Demonstrates hostile body language (arm on hip, head rolling, etc.) or raises voice.*	• *Exhibits arrogance or is disrespectful; publicly critical of other students, faculty members, or college staff; tends to reject or not follow constructive criticism and is resistant and/or defensive.* • *Intentional acts of violence, harassment, incivility.* • *Failure to correct any violations of attitude after coaching.*

Midlands Technical College School of Health Care Student Professionalism Rubric Page 4 of 4

Safety *The MTC SHC Student…*	Consistently utilizes best clinical practices for their own safety and the safety of others in the areas of infection control, radiation safety, and/or patient safety as written in program of study handbooks.	Requires reminders to utilize best clinical practices for their own safety and the safety of others. Lacks awareness of safety protocols; engages in violation in the areas of infection control, radiation safety, and/or patient safety as written in program of study handbooks. Unable to demonstrate corrective behavior.	Repeatedly violates safety practices in the areas of infection control, radiation safety, and/or patient safety. Causes patient harm, or puts patient or self in imminent danger.
Examples include, but are not limited to:	• *Dons and doffs PPE that is appropriate to procedure and without exposing oneself to infectious or hazardous agents.* • *Prevents direct contact cross-contamination from person to person, or indirectly from contaminated surface to patient.*	• *Dons PPE that provides inadequate protection from aerosols, splashes and spills generated from particular procedures.* • *Doffs PPE in a manner that exposes the student or clothing to contamination.*	• *Unwilling to don appropriate PPE.* • *Harms patient as a result of disregard for safety protocol.* • *Failure to correct safety compliance after coaching.*
Preparation for Learning Experience *The MTC SHC Student…*	Consistently comes to class, lab or clinicals on time, prepared, and ready to learn by having materials necessary for planned activity and having performed assigned reading, homework, etc. prior to that activity.	Requires reminders to come to every class on time, to bring the equipment or supplies necessary to complete in-class activities, and/or to prepare in advance by completing assignments.	Exceeds allowed absences in class, lab or clinicals; consistently arrives to learning experience late and/or without having materials necessary for planned activity; refuses to complete assignments prior to learning experience.
Examples include, but are not limited to:	• *Completes all assignments in advance so that learning experiences are productive.* • *In place with necessary materials/supplies/equipment at the beginning of class, lab or clinical.*	• *Often arrives late for learning experience.* • *Frequently forgets to bring necessary items to class and must retrieve from locker/car or borrows/shares with classmate.* • *Often forgets to complete homework assignments or only completes it partially.*	• *Late almost every class, lab, and/or clinical.* • *Usually does not have items necessary to participate in learning activity.* • *Rarely prepares in advance of learning experience.*

ENFORCEMENT: School of Health Care (SHC) faculty and administration, through their interpretation of the Standards of Professional Practice and the SHC Student Professionalism Rubric, shall observe the professional behaviors of SHC students to ensure compliance with the provisions of this policy directive and rubric. Lack of conformity with the provision of this policy directive and rubric shall be promptly and appropriately addressed by counseling and/or disciplinary action as outlined in the Standards of Professional Practice Policy. In summary, the student must conform to the policy of Standards of Professional Practice and the SHC Student Professionalism Rubric when on campus, in class, lab, clinical, or representing MTC SHC in any environment. Every effort has been made to create a clear/concise/comprehensive rubric and examples. Any behaviors that are not addressed by this rubric will be evaluated by the professional judgment of the SHC faculty and administration and will be subject to their interpretation of the behavior and the expected consequences.

Attendance Policy

CLASS / LAB / CLINICAL

1. Attendance at every class, lab, and clinical session is expected. Illness or emergencies will be considered on an individual basis. However, no more than 2 unexcused absences are allowed per MLT-prefix course. **If a student exceeds 2 absences in a MLT-prefix course, they will receive the failing grade of an "F" for that course, despite overall course average or grading scale. Two (2) tardies constitute as one (1) absence**. Missing any portion of class time; arriving late or leaving early, also constitutes as a tardy from the class, lab, or clinic.
   Sleeping during lecture or lab is strictly prohibited. Any student caught sleeping will be dismissed from class and given an absence for that day. **A total of three (3) sleeping offenses throughout the entire MLA program will result in dismissal from the MLA program.**

2. The student with absences in excess of the above may request a meeting with a faculty committee to explain the absences and request permission to continue in the program. Again, there is no guarantee that these absences will be excused. Continuation in the program will be considered on an individual basis depending on the reason for the absences. Otherwise, the student will receive a grade of "F" for the course. We understand that personal issues may arise. In which case, we will advise that you take a year off and continue the program during the next rotation.

3. It is the prerogative of the instructor and the program director to determine the validity of an absence, and thus the ability to declare an absence as excused.

4. The student is responsible for all material covered, even when absent.

5. Any invalid absence from a laboratory session will result in a grade of zero (0) for that laboratory session.

6. **A student who is absent must complete an Incidence Report and submit it to the instructor no later than 2 class days after they return from the absence.**

7. **Students are only guaranteed the opportunity to make up one (1) missed lab per MLT-prefix course for unexcused absences. Any additional missed labs may be awarded a grade of Zero (0) with no opportunity to make up said labs.**
   Any information provided by the laboratory exercise is still required knowledge that may be assessed on a future lab, final practical, or written assessment.

8. Students will be required to make up any missed clinical days / hours in a timely manner.

9. Students are expected to be available for in-person instruction from 8:00AM until 4:00PM Monday through Thursday, despite class times / schedule. Faculty can request appointments, meetings, make-up work, assessments, orientations, community events, etc. at any time during these hours.

Late Policy

As an allied health professional, one is expected to be dependable in all assignments. Punctuality is one of the **most important** assets to a medical laboratory professional and the medical field in general. This reputation will also be mirrored in the program.

In the MLA program, punctuality is strictly enforced to help the student adjust to the future workforce. Since punctuality is a vital part of dependable performance, records of your tardies are kept to help give future employers accurate information. If the student has excessive tardies from class or clinical assignments, this could affect the student's chances of gaining valuable knowledge and also affect their final grade in a given course.

Two (2) tardies constitute an absence, unless the tardy was of considerable length to justify an absence on its own. Being tardy is not just defined as being late, but rather missing any portion of class. This includes arriving late, leaving to take a phone call, leaving early, etc. A student who exceeds two tardies in a given course or clinical will be counseled. If the behavior does not improve, the student may be put on probation and placed under contract. This could ultimately lead to termination from the MLA program.

Any clinical time missed must be made up at a time designated by the clinical instructor or coordinator. The student is responsible for finding out what work has been missed in class and/or arranging the make-up time at the clinical site.

Students must notify the instructor or clinical coordinator when they are going to be late or absent, much like notifying an employer of unexpected tardiness or absences.

Inclement Weather Policy Academic:

If classes at Midlands Technical College are canceled due to inclement weather conditions, the MLT-prefix courses are also canceled. The MTC general information number is 803- 738-8324. Tune in to local radio and television channels for closings. All students are strongly encouraged to register for the college's emergency text messages, MTC Alerts, at MyMTC.

Clinical:

If classes are canceled at Midlands Technical College due to inclement weather conditions, the clinical site is also canceled. However, due to requirements of the program, any clinical time missed due to inclement weather conditions may need to be made up. This will be determined at the discretion of the clinical instructors and program personnel. **Regardless of whether MTC has canceled classes, do not report to clinic if you feel the weather conditions are hazardous to your well-being.**

Students not reporting to the clinic because of inclement weather are required to call the appropriate contact at the clinical site by the hour they are to report. Calling the clinical site later than the arrival time will be considered a tardy, even though the day itself is excused.
Example: if you are to report to work at 9:00 AM, you would not wait until 10:30 AM to call your manager and let them know you're going to be late.

Service Work

It is the policy of Midlands Technical College's MLA department to prohibit students from performing laboratory procedures for the purpose of generating patient laboratory test results. All work done by the MLA student in clinical rotation must be supervised and signed off by a qualified employee of the laboratory. Typically, students are performing lab tests with direct supervision or are working on old and already reported patient samples.

Service work, such as that performed by a phlebotomist, is occasionally available to students needing financial assistance. The students are cautioned to minimize the number of hours worked while enrolled in the program. **Employment during program enrollment is strictly the responsibility of the student and must not conflict with class or clinical schedules**.

It is okay for students to work at the facility where they are completing their clinical rotation. However, they cannot be clocked in during the hours of their clinical rotation (no double-dipping).

Student E-Mail Accounts

MyMTC Email

All Midlands Technical College students are assigned an email account upon admission to the college. This student email account is the official form of notification regarding important college information such as registration notices, course cancellations, financial aid transactions, academic probation/suspension notices, student code and grievance communications and notices from faculty. Students are responsible for checking their college email on a **daily basis** and for maintaining the account. It is the responsibility of each student opting to have their email forwarded to an external account to verify this process is set up correctly to ensure all college emails are sent to the external account designated by the student. Students will have the option to use the new email addresses indefinitely. Students who do not have a personal computer or Internet access at home may use computers in the Online Services Centers or Academic Success Centers.

Students in the MLA program are required to establish their MyMTC e-mail by the first day of the beginning Fall semester. This account will be used to relay above information, as well as program-specific information, and to inform students of any deficiencies in their health forms.

Portable Electronic Devices

Cell phones and other portable electronic devices may be used in classrooms, but only for maintaining access to MTC Alerts, the college's emergency notification system.
Other uses of portable electronic devices not approved by an instructor in a specific course (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, or even using a laptop to takes class notes, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.
Students may be asked to leave class for the improper use of electronic devices. If this situation arises, the student will be marked **absent** from the course for that day. If the student refuses to leave, Security will be called to escort the student off campus.
Use of electronic devices during lab is strictly prohibited as labs involve biohazardous materials. For labs requiring a timer for incubation periods, students will be given a calibrated laboratory timer and will NOT use their cell phone / electronic devices. A wall clock is also visible in each classroom.
Any student that breaks this policy, in addition to being dismissed from class and receiving an absence for the day, will be detected points on their Affective Grade for that course. Remember, a passing score on the Affective Grade is mandatory for passing the course.

Social Media

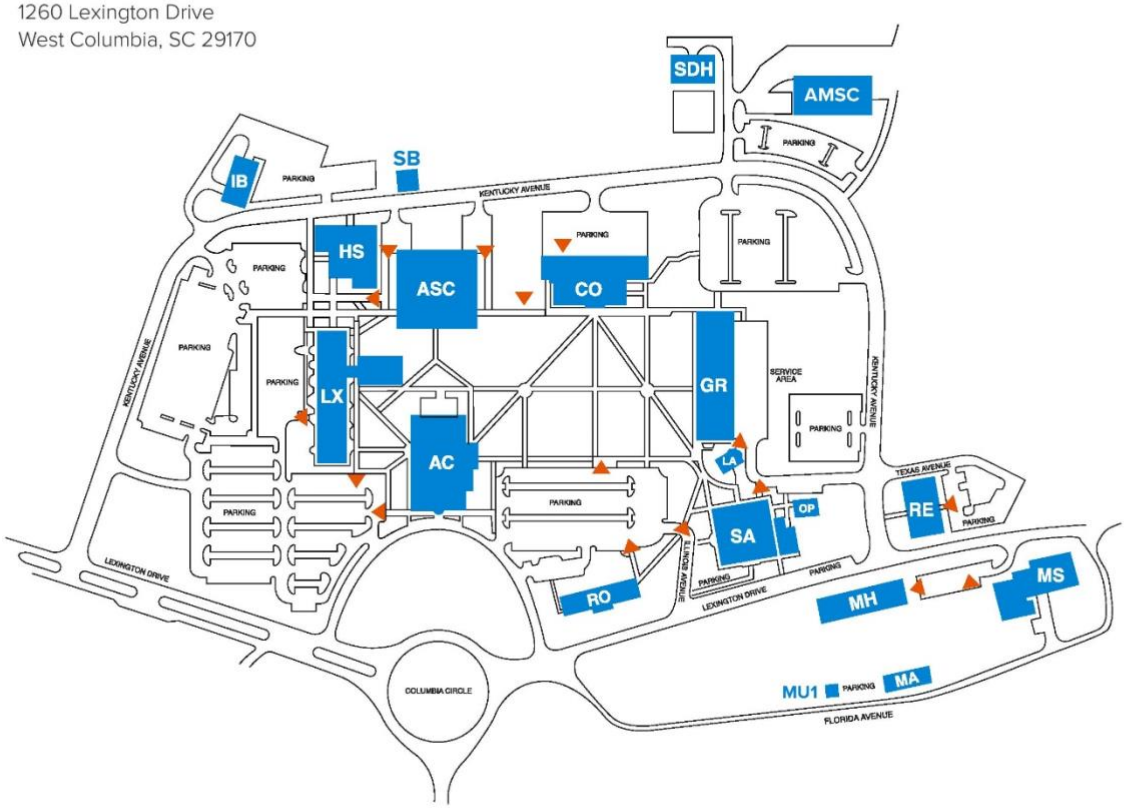
School of Healthcare students are responsible for their online actions. **Students may be dismissed from their program should the content they post on social media breach the rules of patient privacy/confidentiality or professional behavior.**

Midlands Technical College
Airport Campus Map

BUILDING LOCATION MAP
AIRPORT CAMPUS

MIDLANDS TECHNICAL COLLEGE

1260 Lexington Drive
West Columbia, SC 29170



Building Legend
Airport Campus

AC - Academic Center
AMSC - Advanced Manufacturing and Skilled Crafts Center
ASC - Airport Student Center
CO - Congaree Hall
GR - Granby Hall
HS - Health Science Building
IB - Industrial Building
LA - Lab Building
LX - Lexington Hall
MA - Maintenance Building
MH - Morris Hall
MS - Materials Support Facility
MU1 - Mobile Unit #1
OP - Operations
RE - Reed Hall
RO - Robinson Building
SDH - Springdale Hall
SA - Saluda Hall
SB - Storage Building

▲ Curb access ramps for students with disabilities

Clinical Education

Clinical Laboratory Rotation

This curriculum promotes a systematic coordination of the didactic phase of the program with the clinical phase. Students enter clinical rotations only after completing classroom lecture and laboratory sections applicable to the areas of clinical rotation undertaken. Students are also required to achieve standards of professional development before being placed in a clinical rotation. A student who has not met the professional standards will not be given placement in a clinical and will be referred to counseling services.

Given an explanation of the professional and legal responsibilities of a medical laboratory assistant to the patient, the laboratory, and the physician, the student will practice professional ethics. Rotation in the clinical facility offers the student the opportunity to develop and apply laboratory testing skills in directed learning experiences, under close supervision. The student will assume responsibility for success in the directed training by completing assignments and maintaining records of progress.

The curriculum is designed so that the student enters each segment of the medical laboratory assistant curriculum as a fluid unit interrelated to all areas of the clinical laboratory. In each major subject area or department of the clinical laboratory, the training emphasis is based on mastery of related concepts, proficiency in performing techniques, and adapting to the role of the medical laboratory assistant. Upon completion of the clinical practicum courses, the student should be able to function at the expected job entry level of a medical laboratory assistant.

Clinical Rotation Schedule

Summer Semester (3rd & Final Semester)

MLT 251 Clinical Experience I

Departments

- **Phlebotomy**
- **Accessioning**
- **Processing**
- **Send-Outs**
- **Waived Testing**
- **Slide preparation, staining, and focusing**

The clinical rotation will encompass the first **six (6) weeks** of the summer semester.
Students will rotate a **7-hour shift 4 days a week** during weekdays (Monday–Thursday).
Students must complete a total of **168 clinical hours** for graduation clearance.
Students must successfully perform and document **at least 50 venipunctures** during the MLT-251 course.
Students must complete their **Clinical Task List with a passing score of 75% or higher**.
Students must not exceed the attendance policy during the clinical rotation **or** senior seminar sessions.
Students must pass the **Exit Exam with a 75% or higher** to graduate from the MLA program.

Further information about the clinical rotation, including a clinical orientation, will be provided in the Spring semester. Note: Students must meet the clearance requirements for the clinical rotation before the start date. Failure to do so may result in withdrawal from the MLT-251 course, which will result in a 1-year delay in graduation, as the MLT-251 course is taught on rotation and thus is only offered once a year in the Summer. The clearance requirements are different for each clinical site, but mostly include the requirements as outlined on the *Health Form*. Clinical placement and thus clinical clearance requirements will be provided to each student during the Spring semester (typically February or March), which gives the students months to complete all requirements. Students will be given the contact information for the Education Coordinator at the clinical site when they are given their clinical placement letter.

Clinical Practice Placement

This is to inform you that when you register for the Medical Laboratory Assistant Program at Midlands Technical College, you may be in a competitive status during your first two semesters, and possibly for the remainder of the Clinical Practicums. The number of Clinical Practice sites is limited. If the number of sites available is less than the number of students, **placement will be based on academic and professional performance in MLA curriculum courses**. Students will be placed on a waiting list and every effort will be made to arrange a clinical practicum at the earliest date. During said event, students may be asked to participate in simulated clinical rotations, or to defer until next year.

Since clinical placements are limited, the program is not obligated to give an alternate placement to any student who refuses their clinical assignment. Be aware that some placements are not in close proximity of the college or even the Columbia area.

Selection for continuance in the MLA Program will be made at the beginning of the second semester by a committee based on an evaluation of the student's performance in the MLT-prefix courses. The criteria for the assignment shall be determined by the academic standards for the Medical Laboratory Assistant Program and course evaluation. Students are required to achieve standards of professional development before being placed in a clinical rotation.
A student who has not met the professional standards will not be given placement in a clinical and will be referred to counseling services for other career options.

The Clinical Placement Selection Committee is composed MLA faculty

Clinical Affiliates - MLA Program

FACILITY	CONTACT
Aiken Regional Medical Center 302 University Pkwy Aiken, SC 29801	Kennel Draper
Columbia Nephrology Associates 121 Park Central Drive Columbia, South Carolina 29203	Kristan Bullard
Dorn VA Medical Center 6439 Garners Ferry Road Columbia, SC 29209	Joielle Knightner
Lexington Medical Center 2720 Sunset Blvd. West Columbia, SC 29169	Tiffany Smith
MUSC Downtown 2435 Forest Drive Columbia, SC 29204	Thelma (TJ) Propst
MUSC Kershaw Haile and Roberts Streets Camden, SC 29020	Dawn Nesbit
MUSC Orangeburg 3000 St Matthews Road Orangeburg, SC 29118	Sherqunda James
Newberry County Memorial Hospital 2669 Kinard Street P.O. Box 497 Newberry, SC 29108	Janet Osborne
Prisma Health Richland 5 Richland Medical Park Columbia, SC 29203	Delketria Drayton
South Carolina Oncology Associates 166 Stoneridge Dr, Columbia, SC 29210	Bert Crosby
Enrichment Sites	
Lexington Oncology 2728 Sunset Blvd. West Columbia, SC 29169	Frank Brown
Moncrief Army Health Clinic 4500 Stuart Street Columbia, SC 29207	Tanja Reed

Task List - Sample Rotation Grade Form

Midlands Technical College

MLA CLINICAL EXPERIENCE EXAMPLE
URINALYSIS SKILL CHECKLIST/EVALUATION FORM

STUDENT: _____

AFFILIATE (Hospital or Clinic Name): _____

ROTATION DATES: _____

Given access to resources provided by the clinical affiliate, upon completion of this clinical rotation, the student will be able to meet the designated competency for each of the skills identified in the checklist.

For those skills in which COMPETENT is identified as the expected level of achievement, this means that the student demonstrates:

- Accuracy in results and or procedural steps
- Independent performance under supervision as expected for an entry level employee prior to new employee training
- Consistent adherence to affiliate procedures/policies to ensure effective work relationships that contribute to patient safety through quality care

LEVELS OF ACHIEVEMENT FOR ROTATION CHECKLISTS

DISCUSSED: Test or procedure discussed; principle explained. (Student can explain principle in own words)

OBSERVED: Test or procedure demonstrated. (Student has observed demonstration and asked questions if needed)

PERFORMED: Student can perform the test under direct supervision

COMPETENT: Student can perform with minimal supervision to obtain the expected results

PRE-ANALYTIC	**DISCUSSED**	**OBSERVED**	**PERFORMED**	***COMPETENT***	***COMPETENCY***	***COMMENTS***
SKILL						
Specimen identification and labeling					Recognize identification errors & recommend appropriate action.	
Test request					Correlate specimen received with test requested.	
Specimen integrity					Recognize storage, transport, & processing errors, and recommend appropriate action.	
ANALYTIC	**DISCUSSED**	**OBSERVED**	**PERFORMED**	**COMPETENT**	***COMPETENCY***	***COMMENTS***
AUTOMATED PROCEDURES						
Maintenance					Perform daily preventative maintenance. As applicable, observes/assists with other maintenance procedures.	
Calibration					Recognize when calibration is necessary. Perform procedures and check validity before running patients.	
Reagents					Reconstitute as appropriate. Check lot numbers and expiration dates. Participate in inventory maintenance.	
OPERATIONS						
General Operation					Operate instrument according to procedure.	
Dilutions					Dilute samples as needed, online or offline depending on protocol. Perform calculations as needed.	
Troubleshooting					Recognize the need for and apply troubleshooting protocol as needed.	
MANUAL PROCEDURES						
Physical examination of urine					Perform color and clarity determination. Perform specific gravity by refractometer, if applicable.	
Chemical examination of urine					Perform according to procedure. Recognize and report interfering substances.	
Microscopic examination of urine					Obtain expected results and recognize significance. Correlate physical, chemical, and microscopic urinalysis results.	

ALTERNATE & SPECIAL PROCEDURES	**DISCUSSED**	**OBSERVED**	**PERFORMED**	**COMPETENT**		***The following special procedures may or may not be performed at your facility. Therefore, no minimum performance level is identified. If your site performs the item, indicate the level of achievement accomplished in student training. If your site does not perform the procedure, write N/A in the comment section.***
Urine confirmatory tests					Obtain expected results and recognize significance.	
Microalbumin					Obtain expected results and recognize significance.	
Fecal occult blood test					Obtain expected results and recognize significance.	
Manual body fluid cell count (If performed in this department)					Obtain expected results and recognize significance	
Semen analysis and/or postvasectomy semen analysis					Obtain expected results and recognize significance.	
Wet preparations (If performed in this department)					Obtain expected results and recognize significance.	
Immunologic kit testing (If performed in this department; may include hCG, Rapid Strep, Mono, Influenza A+B, etc.)					Obtain expected results and recognize significance.	
QUALITY CONTROL If QC performed on alternate shift from student experience, then discuss each skill with the student.	**DISCUSSED**	**OBSERVED**	**PERFORMED**	**COMPETENT**	***COMPETENCY***	***COMMENTS***
SKILL						
Control selection & preparation					Document expiration date & lot number.	
Control integrity					Check laboratory temperatures.	
QC performance & documentation					Perform & document according to procedure.	
QC Evaluation					Recognize out of control results	
					Suggest appropriate action	

POST-ANALYTIC	**DISCUSSED**	**OBSERVED**	**PERFORMED**	**COMPETENT**	***COMPETENCY***	***COMMENTS***
SKILL						
Result Documentation					Record result.	
Patient result evaluation					Recognize normal and abnormal results, test errors & delta checks as applicable.	
Critical value recognition & documentation					Recognize critical values	
					Notify appropriate healthcare personnel with documentation	
Test result correlation					Correlate test result with disease or condition.	
GENERAL LAB PRACTICES	**DISCUSSED**	**OBSERVED**	**PERFORMED**	**COMPETENT**	**COMPETENCY**	**COMMENTS**
SKILL						
Standard precautions					Comply with standard precautions.	
Waste disposal					Follow procedures.	
Work environment					Maintain clean work environment; restock supplies.	
Workload organization					Demonstrate improved efficiency & workload management.	
Adherence to procedures					Consistently follow written procedure.	
Laboratory Information System (LIS)					Demonstrate basic LIS usage skills.	

Feedback is essential to proper student evaluation. Please respond to the following:

List methodology used for testing.

List at least one strength demonstrated by the student in this department of the laboratory.

List at least one area for improvement in this department of the laboratory.

Midlands Technical College
MLA CLINICAL EXPERIENCE EXAMPLE
URINALYSIS TECHNICAL PROFICIENCY

Final Evaluation: Using the following guidelines, initial next to the level that most accurately reflects the student's achievement of technical proficiency in chemistry. Student performance should be evaluated with reference to the requirements outlined on the preceding technical checklist rather than the competency level of department employees.

Level	Description	Initial of evaluator
0-Does not meet	The student did NOT fulfill the minimum requirements of the clinical experience as outlined in this checklist	
1-Meets requirements	The student fulfilled all of the minimum requirements of the clinical experience as outlined in this checklist.	
2-Above average	While fulfilling the requirements of the clinical experience, this student's technical proficiency surpassed that of the average student. Factors contributing to above average performance could include but are not limited to student preparation, speed of skill acquisition, retention of skills, speed of work, and problem-solving skills.	
3-Exceeds expectations	While fulfilling the requirement of the clinical experience, the student demonstrated mastery of the skills and knowledge necessary for career entry in the Urinalysis department. His/her critical thinking skills, technical proficiency, and independence exceeded the level expected from a student, although he/she may not have achieved employee-level competency.	

NOTE: Students must achieve level 1 ratings or higher to successfully pass this portion of their internship. A zero rating must include comments and recommendation for appropriate action that may include additional scheduled time in the rotation.
Comments:

Signatures:
My signature below indicates that I have discussed this evaluation with the student.

Completed by: _____ Date: _____

Position: _____

Evaluation discussed with the student by:_____Date:_____

Position: _____

My signature below indicates that I have seen this form, not necessarily that I agree with evaluations made.

STUDENT SIGNATURE:_____Date: _____

Professional Evaluation Grade Form

Midlands Technical College
MLA CLINICAL EXPERIENCE EXAMPLE
PROFESSIONAL SKILLS EVALUATION FORM

STUDENT:_____ROTATION DATES: _____
AFFILIATE (Hosp. or Clinic Name): _____
LAB DEPARTMENT: _____

LEVELS OF COMPETENCY FOR ROTATION CHECKLISTS
S = Consistently demonstrates skill (Satisfactory performance)
NI = Usually demonstrates skill (May need improvement or more practice in some situations)
U = Consistently does NOT demonstrate skill (Unacceptable performance)

Please evaluate the student's performance for each of the following areas.
Ratings other than 'S' must be supported with comments.

Affective Skill/Competency	S	NI	U	COMMENTS
Attendance: Maintains satisfactory attendance; communicates tardiness, &/or absences				
Appearance: Adheres to affiliate dress code/appearance policy				
Adaptability/Stress Management: Responds to a changing environment with a positive attitude, flexibility, & cooperation; maintains accuracy & composure when working under time/volume pressures				
Attitude: Displays a positive attitude toward laboratory work and experience				
Integrity: Accepts responsibility for actions; doesn't hide errors; is truthful				
Interpersonal Relationships: Establishes effective working relationships with & demonstrates respect for peers, lab/healthcare personnel, and patients; demonstrates respect for authority				
Communication: Demonstrates the ability to accurately convey information & concepts verbally & in writing; appropriately personable with customers and staff; asks appropriate questions				
Confidence: Displays appropriate confidence in his/her abilities, recognizes limitations				
Confidentiality: Adheres to HIPAA regulations; only discusses test results as they apply to laboratory educational setting		X		
Criticism: Accepts criticism and guidance openly, applies constructive criticism as positive information				
Initiative/Motivation: Performs assigned work willingly & independently; uses time constructively; gets involved; is self-motivated; demonstrates preparation for the clinical experience				
Prioritization: Puts other interests aside to concentrate entirely on learning; is neat/organized at the bench; completes work in a timely manner				
Application of Knowledge/Critical Thinking Skills: Uses theoretical knowledge; demonstrates good judgment				
Cultural Competency: demonstrates respect and understanding of cultural differences (to include, but not limited to gender, race, age, sexual orientation, religion)				

ADDITIONAL COMMENTS:

Strengths:

Clinical Rotation Grade Form

MLT 251 CLINICAL ROTATION GRADE FORM

STUDENT NAME:_____DATE:_____

ROTATION SITE:_____

Item	Score	Percent	Weight (%)	Total Points
Phlebotomy Task List			15%	
Phlebotomy Professionalism			10%	
Phlebotomy Final Exam			10%	
Laboratory Task List			15%	
Laboratory Professionalism			10%	
Laboratory Final Exam			10%	
Homework Assignments			20%	
Exit Exam			10%	
Total Points Combined			100%	

FINAL GRADE: NUMBER:_____LETTER:_____

COMMENTS:

INSTRUCTOR:_____
(Signature)

Criteria for Professional Achievement in Clinical Rotation Page 1 of 2

Students should not undertake the study of Medical Laboratory Assistant until they acquire a sufficient degree of seriousness of purpose and have reached the degree of maturity to appreciate their obligations to society and to themselves. The student is responsible for observing all rules of Midlands Technical College, Medical Laboratory Assistant, and the affiliating hospital. Criteria for professional achievement have been divided into the following areas: attendance, appearance and grooming, efficiency, attitudes, and health requirements. Failure to meet any one of these criteria will result in unsatisfactory achievement of professional standards.

I. Attendance:

1. Attendance at every class/lab and clinical session is expected. Illness or emergencies will be considered on an individual basis. However, no more than the allotted absences per course will be permitted. For MLT-prefix courses that meet 2+ times a week, no more than 2 absences are allowed for continuation in the MLA program. For MLT-prefix courses that meet 1 time per week, no more than 1 absence is allowed for continuation in the MLA program.
   Two (2) tardies constitute an absence. Missing any portion of class time, arriving late or leaving early, also constitutes an absence from the class/lab or clinic. Sleeping during lecture or lab is strictly prohibited. Any student sleeping will be dismissed from class and given an absence for that class.
   Three (3) sleeping offenses will result in dismissal from the class and program.

2. The student with absences in excess of the above may request a meeting with a faculty committee to explain the absences and request permission to continue in the program. Otherwise, the student will not be allowed to continue and will receive a grade of "W" prior to midterm or a "WF" after midterm if the student is failing the course.
   We understand that personal issues may arise. In which case, we will advise that you take a year off and continue the program during the next rotation.

3. It is the prerogative of the instructor and program director to determine absence validity.

4. The student is responsible for material covered.

5. Any invalid absence from a laboratory session will result in a grade of zero for that laboratory session.

6. A student who is absent must complete an *Incidence Report* and submit it to the instructor no later than 24 hours after return from absence.

7. **Students are only allowed to make up one (1) missed lab per course. All additional missed labs will be awarded a grade of zero (0) and no opportunity will be given to make up said labs.** Any information provided by the laboratory exercise is still required knowledge that may be assessed on a future lab, final practical, or written assessment.

8. **Students will be required to make up any missed clinical time / days.**

II. Appearance and Grooming:

1. In Clinical Rotations, all students are to wear socks, dark gray or pewter scrub uniforms, and all-black or all-white shoes (leather, closed-toe, fluid resistant) with name tags visible. Uniforms should be neatly pressed and shoes should be clean and in good repair.
   Dark gray scrubs with the MTC logo can be purchased from the MTC bookstore.

2. Visible tattoos are not allowed in clinical rotation. Tattoos must be covered at all times.

3. Dress uniforms will be no more than one (1) inch above the knee and slips should touch the hemline.

4. Long hair must be tied back, out of the eyes, and neat.

5. Students should be free from offensive odors, i.e., breath, body, smoke, etc.

6. Excessive makeup will not be tolerated.

7. Hands will be well-groomed with nails trimmed short. Colorless nail polish may be worn.
8. Jewelry will consist of a watch, wedding band, school rings, and small gold, silver, or white studs for no more than 1 set of pierced ears. No facial or tongue piercings are allowed. Ear gauges must be covered.
9. Remember, when you wear a lab coat and/or uniform, you represent the profession as well as the Medical Laboratory Assistant program at Midlands Technical College.
10. No gum chewing in the classroom or in affiliated institutions.

III. Efficiency:

1. Work areas in the laboratory will be kept clean and neat.
2. Proper terminology will be used in performing and reporting the work in the laboratory and in the hospital.
3. No first names are to be used for instructors (unless specifically requested by the instructor) at the college or at affiliated hospital laboratories.
4. Punctuality is an important part of good daily habits. Arrive at the laboratory early enough to permit necessary personal preparations in order to begin work at the scheduled time. If you must be late or absent, call the coordinator or the clinical instructor at the facility and MTC faculty as soon as possible. Give enough information so that the reason for your absence or tardiness can be verified.

IV. Attitudes:

1. Healthy attitudes are basic prerequisites to successful performance, achievement, and work experience. Undue disagreement and conflict with associates must be avoided.
2. The Medical Laboratory Assistant will accept his/her obligation to protect the health of the patient by providing the best service of which he/she is capable and by reporting abnormal conditions to the instructor or doctor for consultation.
3. The Medical Laboratory Assistant's facial expression or spoken remarks should never arouse undue concern, alarm, or embarrassment to the patient.
4. The Medical Laboratory Assistant should never refer despairingly to the services of another laboratory professional in the presence of the patient.
5. Most information related to the hospital and patient is confidential in nature and is NOT to be discussed with anyone inside or outside the hospital unless the person is authorized to receive such information, and the communication relates to the care and welfare of the patient. Idle gossip about patients and associates is in poor taste and destructive of professional standards. Release of confidential information will be defined as an act of dishonesty and basis for dismissal of the student.
6. Use of strong, vulgar, and profane language may result in the dismissal of the student.

V. Health Requirements:

1. Students a crutches are not allowed to enter the Clinical area unless written permission is given by the clinical site authorities.
2. Students who have experienced surgery or delivery within 6 weeks must have written permission from the attending physician in order to enter clinical rotation.
3. Students must meet health requirements of the affiliating agencies and must be able to perform essential functions before entering the agency for their clinical experience.

INFRACTIONS OF THE REGULATIONS MAY RESULT IN CLINICAL PROBATION.

Applied Competencies of Clinical Rotation

1. Attitude of concern for patient's welfare.
2. Ability to communicate and relate to other personnel and patients.
3. Appropriate concept of one’s role as a MLA and relationships as a health care professional.
4. Discretion with professional information.
5. Knowledge to assess the suitability of all routine specimens for examination and properly process, store, or refer them.
6. Ability to correctly perform the procedures and use the instruments required for duties, after appropriate introduction to unfamiliar techniques or equipment and sufficient practice.
7. Ability to follow directions carefully and assume and fulfill responsibility.
8. Ability to use routine quality control systems to check work.
9. Ability to use preset protocols for correlation of test results.
10. Ability to perform routine instrument check systems, preventative maintenance and simple troubleshooting checks by preset protocol.
11. Ability to use pre-programmed computers and/or calculators.
12. Practice of routine safety precautions.
13. Positive attitude toward professional growth and continuing education.
14. Positive non-verbal communication which conveys attentiveness and interest.

Student Responsibilities - Affective Behavior

Throughout the clinical program experience the student through discussion, demonstration, didactic instruction, and practice will demonstrate acceptable progress in developing and/or demonstrating the professional attributes listed:

1. Be punctual and ready to begin at designated time.
2. Reflect professional standards through personal appearance/habits.
3. Be within guidelines of designated dress code with professional attire/appearance.
4. Maintain work area in a neat and organized manner.
5. Inform supervisor of whereabouts during practicum hours.
6. Demonstrate understanding of being dependable by following established attendance policy.
7. Accept instructional assignments/tasks willingly.
8. Follow assignments/tasks through to successful completion.
9. Persevere with motivation through challenging and/or difficult tasks.
10. Show confidence in own ability to carry out assigned tasks.
11. Assimilate facts, protocols and directions to make valid technical decisions.
12. Set priorities in accordance with laboratory operating standards.
13. Prepare for assigned tasks independently through appropriate research and review.
    This includes preparedness for class, lab, clinical, and program meetings by demonstrating good organization skills, bringing required equipment, and wearing proper attire.
    Note that having the course textbook and, at minimum, blank paper for taking notes is mandatory for each class session. It is preferred to print and bring copies of the PowerPoint lectures to class.
14. Acknowledge errors and willingly attempt necessary corrections.
15. Complete assigned tasks within designated time frame.
16. Cooperate willingly with others.
17. Volunteer to be of assistance to others when needed.
18. Inform supervisor of problems affecting laboratory operation or practicum experience.
19. Remain alert during all phases of practicum experience.
20. Initiate learning experiences when appropriate.
21. Respond to supervision with a positive acceptance of suggestions for improvement when given.
22. Respond to stress with maturity and self-control; do not allow stress to affect laboratory testing.
23. Respect the role that reliable laboratory testing plays in the practice of medicine and practice discretion with professional information.
24. Follow established safety protocol at all times in all clinical locations.
25. Demonstrate listening and reading comprehension skills by following directions.

MLA ASCP Certification

Graduates of the MLA program are eligible to sit for the Board of Certification examination for MLA offered by the American Society for Clinical Pathology (ASCP).

The ASCP Board of Certification is the oldest and most widely recognized of the national certifying agencies. REF: ASCP Board of Certification. www.ascp.org

MLA graduates will apply for the ASCP exam via the ASCP website, and will select "Route 1" as their eligibility route. "Route 1" is written as follows:

- High school graduation or equivalent,
- AND successful completion of a NAACLS-accredited Medical Laboratory Assistant (MLA) program within the last five years.

Although students have 5 years to take the ASCP exam upon graduating from the MLA program, faculty **strongly encourage** graduates to take the exam as soon as possible. Not only because most positions require the certification before employment, but also because success rates are much higher in students who take the exam as soon as possible.

Health and Safety

Health Services

As a non-residential college, Midlands Technical College expects students will normally secure medical services through a private physician or medical facility. However, it is the policy of Midlands Technical College to provide all students with accidental injury, accidental death and dismemberment insurance. In addition, the college sponsors a health awareness program to support good health and wellness, and referral information for accessing local health services and health insurance is provided through the Student Life Office on the respective campus.

All students entering a School of Health Care program are required to have a health examination. This health exam requirement is listed on the *Health Form*, which is provided post-interview.

Accidental insurance covers all students while on the premises while college is in session, and during college-sponsored and supervised activities, including intramural athletics.

Any student involved in an accident requiring medical treatment at an emergency center, hospital or physician's office should take appropriate action as follows:

Accidental Injury

Campus Police should be contacted immediately. Campus Police will determine interim emergency assistance, as needed. An incident report will be completed by Campus Police and the student will be given a student insurance claim form. Benefits provided under the accident insurance covers medical claims submitted within 90 days of the date of the accident.

Illness

Any student who is ill or becomes ill and needs immediate medical attention should take whatever actions are appropriate, such as:

1. Call family member or friend and leave campus.
2. Call a physician.
3. Authorize ambulance to be called. (NOTE: the student or family member shall assume full responsibility for the costs.)
4. If the student is incapacitated and requires immediate evacuation, contact Campus Police. The college shall refer the student to the nearest hospital or emergency center for emergency care. (NOTE: the costs of such emergency care, including ambulance charges, are the full responsibility of the student as the college does not provide students with health insurance coverage.)

Professional Liability Coverage

Medical Laboratory Assistant students who receive clinical training in authorized programs are required to have professional liability insurance while they are within the scope of the educational program. The coverage does not apply to outside activities that are not a part of the training.

MLA students obtain professional liability coverage through the College when the semester's tuition and fees are paid.

Student Accident Insurance

Midlands Technical College provides all full-time and part-time curriculum students with accidental injury, accidental death, and dismemberment insurance while on the premises of the College during a scheduled school day. College is defined herein to include the location of any clinical or laboratory courses conducted in conjunction with regular curriculum programs. It covers students traveling for program curriculum purposes directly and uninterruptedly between the locations of any clinical or laboratory courses and the college's premises. However, travel between the insured home premises and the college's premises or off-campus clinical or laboratory sites is not covered under the terms of the policy.

Any student involved in an accident requiring medical treatment at an emergency center, hospital or physician's office should take appropriate action as follows: MTC police should be contacted immediately. MTC police will determine interim emergency assistance, as needed. If medical attention is needed, it should be sought immediately. An incident report will be completed by MTC police, and the student will be given a student insurance claim form to be submitted immediately to the Office of the Vice President of Student Development Services for processing. Benefits provided under the accident insurance cover medical claims submitted no later than ninety (90) days of the date of the accident. Claims cannot be paid until medical documentation is received.

School of Health Care students on rotation in clinics or laboratory classes should follow the instructions in the School of Health Care Post-Exposure Protocol Packet. If the student is treated at the clinic site’s Employee Health office or in the site’s emergency room, the student should retain a copy of the facility’s paperwork. When submitting an accident insurance claim, the student is responsible for completing all information about the claim.

Midlands Technical College
School of Health Care
Policy on Transmitted Diseases

School of Health Care students and faculty should be particularly aware of the potential contamination from infectious agents in the health care environment. It is important that everyone be alert to prevent accidental exposure. Since we cannot reliably identify all patients with a transmissible disease, especially those in an emergency situation, it follows that health care practitioners should treat all patients at all times as if they were a potential source of infection. This approach includes precautions for contact with patient's blood and body fluids. This is referred to by CDC (Center for Disease Control) as "standard precautions"!! Practice of these precautions will ensure protection against HIV (Human Immunodeficiency Virus), the cause of AIDS, HBV (Hepatitis B Virus), the primary cause of viral hepatitis, and all other blood-borne infectious agents. Rigorous adherence to these guidelines will be required of all students and faculty.

A. PRECAUTIONS FOR THE TRANSMISSION OF HIV AND OTHER BLOOD-BORNE AGENTS TO HEALTH CARE STUDENTS AND FACULTY:

Basic Aseptic Technique practiced by health care students/faculty in conjunction with the following blood and body fluid precautions can prevent the transmission of HIV, HBV, and other blood-borne agents.

1. All patients, their blood and other body fluids, will be considered to be infectious at all times.

2. Whether or not the patient is known to be infected with HIV or HBV, the student and faculty will:

   a. Wash hands thoroughly with soap and water before and immediately after contact with patients, their blood, urine, or other body fluids.

   b. Consider sharp items (needles, scalpel blades, other sharp instruments) as being potentially infective and handle with extreme care to prevent accidental injury.

   c. Dispose of sharp items in puncture-resistant containers immediately after use.

   d. Do not recap, purposefully bend, or otherwise manipulate by hand needles that are to be disposed.

   e. Minimize the need for emergency mouth-to-mouth resuscitation by using pocket masks, bag value masks, or the ventilation devices.

   f. Wear gloves when handling patient's blood, body fluids, and/or items soiled with blood or other body fluids.

   g. Use gloves when performing venipunctures, arterial punctures and capillary sticks.

   h. Wear gown, mask and eye covering when performing procedures where aerosolization or splattering are likely to occur (e.g., dental and surgical procedures, wound irrigation, bronchoscopy, endoscopy, high speed centrifugations, etc.

   I. Clean up spills of blood or body fluids immediately with a disinfectant such as a 1/10 dilution of chlorine bleach.

B. PROCEDURE FOR REPORTING POTENTIAL EXPOSURE

1. Any incident of potential contamination must be reported to and fully documented by the immediate supervisor, college or clinical faculty, and the appropriate college department head and associate vice president.

2. The division department chair will be responsible for assessing the situation and recommending action.

C. ADDITIONAL DEPARTMENTAL GUIDELINES

In some instances, additional precautions are required for special situations (dialysis patients, autopsies, etc.) or specific disciplines (medical lab, dental, respiratory therapy, etc.). These guidelines will be discussed fully by the appropriate faculty when applicable.

MEDICAL LABORATORY ASSISTANT GUIDELINES:

Standard Precautions for Hepatitis and Human Immunodeficiency Virus (HIV)

Patients who are infected with blood-borne pathogens such as hepatitis or human immunodeficiency virus (HIV) cannot always be readily detected. Therefore, the CDC states that "under standard precautions, blood and certain body fluids of all patients are considered potentially infectious for Hepatitis B virus (HBV); and other blood-borne pathogens". "Standard precautions" eliminate the need for a separate isolation category of "blood and body-fluid precautions." Other categories of isolation precautions should still be retained if conditions are appropriate. The following excerpt from the *Morbidity and Mortality Weekly Report* indicates the necessary precautions for prevention of blood-borne pathogens.

1. All Medical Lab Personnel should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin on all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of the mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

3. All Medical Lab Personnel should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for transport to the reprocessing area.

4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

5. Medical lab personnel who have exudation lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

6. Pregnant medical lab personnel are not known to be at greater risk of contracting HIV infection than MLT's who are not pregnant however, if a medical lab person develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant medical lab personnel should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

Furthermore, the CDC recommends that all health-care facilities should be responsible for continuing education and training, monitoring, and providing necessary supplies for compliance with the listed procedures.

Hand Washing:

Hand washing is the most important procedure in the prevention of disease transmission in hospitals and laboratories. It should be the first and last step of any isolation procedure.

Masking:

After washing hands, a mask (if necessary) may be put over the nose and mouth. Most masks become ineffective after prolonged usage (20 minutes).

Gowning:

A sterile gown or apron should be put on by touching only the inside surface of it. It should have long sleeves and be large enough to cover all clothing. They are generally made of cloth or paper. The sleeves should be pulled to the wrists.

Gloving:

Clean disposable gloves may be used for most procedures. The exception is with protective isolation where sterile, disposable gloves should be used. Gloves should be pulled over the ends of the gown sleeves. It is recommended that rings or other jewelry not be worn as they may puncture the gloves.

Following the collection of the specimen(s) the mask, gown and gloves must be removed.

The mask, if used, can be removed by carefully untying the lower tie first then the upper one. Only the ends of the ties should be held as it is disposed of in a proper container.

The gown is removed first by breaking the paper tie or untying the sash. It should be removed and folded with the contaminated side turned inside and with care not to touch one's uniform.

One glove may be removed and the second one can be slipped off by sliding the index finger of the ungloved hand between the glove and the hand.

All protective items should be placed in a biohazard bag for autoclaving. Personnel should wash hands again before proceeding with other duties.

Environmental Services: (Housekeeping)

It is important for housekeeping personnel to understand the reasons behind the cleaning procedures and their key role in the prevention of infection of themselves and others. They must be cautioned regarding their exposure to potentially contaminated materials and wastes in the course of their duties. Of greatest concern at present is the possibility of Hepatitis B infection after accidental inoculation from contaminated needles, syringes, and glassware in loose refuse. Such materials must be secured in a firm, clearly designated container to reduce this possibility. Needle sticks and other wounds should be promptly reported to the Employee Health Service for evaluation and follow-up.

The Housekeeping Department has the responsibility for maintaining adequate hand-washing facilities for staff, patients, and visitors. Employees and students must be knowledgeable about infections that they may bring into the work environment. These include skin and acute respiratory infections and diarrhea. Active skin lesions due to Staphylococcus aureus, Streptococcus pyogenes, and Herpes simplex will restrict employees from working in lab areas until healing has occurred. Similarly, employees and students with streptococcal pharyngitis or influenza must not work around others until they have received effective treatment for this disease.

ALL EXPOSURE INCIDENTS MUST BE REPORTED IMMEDIATELY TO THE INSTRUCTOR OR CLINICAL FACULTY. EXPOSURE FORMS WILL BE PROVIDED FOR CLINICAL ROTATIONS.

In Case of Accidents

Always call or notify a laboratory instructor as soon as possible.

Fire

Burning Reagents: Immediately extinguish any gas burners in the vicinity. Fire extinguishers are available in various parts of the laboratory. The newer type of extinguisher charged with carbon dioxide under pressure is usually more satisfactory than a liquid (carbon Tetrachloride) extinguisher. If the latter is used, direct the liquid to the base of the flame. It is important to note that toxic vapors may be formed when carbon tetrachloride extinguishers are used, and are a source of danger in a confined space.

For burning oil use powdered solid sodium bicarbonate.

Burning Clothing: Avoid running (which fans the flame) and take great care not to inhale the flame. Rolling on the floor is often the quickest and best method for extinguishing a fire on one's own clothing.

Smother the fire as quickly as possible using wet towels, laboratory coats, heavy (fire) blankets, or carbon dioxide extinguisher. Do not use carbon tetrachloride (pyrene).

Treatment of Small Burns: Wash with sterile gauze, soap and water. Cover with cod liver oil ointment (or Vaseline) and sterile gauze pad. Fasten dressing in place with bandage or adhesive tape. In small second or third degree burns in which blisters have formed or broken, or in which deep burns are encountered, a physician should be consulted.

Extensive Burns: These require special treatment to avoid serious or fatal outcome-summon medical treatment at once. Combat the effects of shock by keeping the patient warm and quiet.

Injuries and Chemical Burns

Reagents In The Eye: Wash immediately with a large amount of water, using the emergency eyewash station. If any severe discomfort remains after this treatment, the patient should see a physician.

Reagents On The Skin: Acids-Wash immediately with a large amount of water, then soak the burned part in water for at least three hours. Cover the burned area with cod liver oil ointment (or Vaseline) and a dressing.

Alkalies-Wash immediately with a large amount of water, then soak the burned part in water for at least three hours before applying boric acid ointment and a dressing.

Bromine-Wash immediately with a large amount of water, then soak the burned area in 10% sodium thiosulphate, or cover with a wet sodium thiosulphate dressing, for at least three hours. Cod liver oil ointment and a dressing may be applied later.

Organic Substances-Most organic substances can be removed from the skin by washing immediately with ordinary alcohol, followed by washing with soap and warm water, If the skin is burned (as by phenol), soak the injured part in water for at least three hours, then apply a cod liver oil or boric acid ointment and a dressing.

Cuts

Wash the wound with soap and water. Cover with a sterile dressing and keep dry.

Safety Agreement Form

Although there are certain hazards present in the medical laboratory, it is possible to make the laboratory a safe working environment. Each laboratory worker must agree to observe all safety rules posted or unposted which are required by the instructor or employer. No set of rules can cover all of the hazards that may be present. However, several general rules are listed below:

1. Refrain from horseplay.
2. No eating, drinking, smoking, gum chewing or applying makeup in the work area.
3. Wear a fluid-resistant laboratory coat and close toed, close heeled, fluid impermeable shoes.
4. Pin long hair away from face or tie back to avoid accidents.
5. Keep hands and fingers away from eyes, nose and mouth.
6. Avoid wearing chains, bracelets, rings, or other loose hanging jewelry.
7. Use gloves when handling blood, biological specimens, and hazardous chemicals or reagents.
8. Use standard barrier precautions in handling patients and biological specimens, including human blood and diagnostic products made from human blood.
9. Disinfect work area before and after laboratory procedures, and any other time necessary.
10. Wash hands thoroughly with soap and water at the beginning and end of each lab period, after removing gloves and before leaving the laboratory.
11. Discard all contaminated materials into an appropriate, labeled biohazard container. (A rigid, puncture-proof container must be used for disposal of sharp objects such as needles and lancets.)
12. Dispose of all material carefully in the way prescribed by the instructor.
13. Wear safety goggles when working with strong chemicals and when splashes are likely to occur.
14. Wipe up spills promptly and appropriately for the type of spill.
15. Avoid tasting, smelling, or breathing the dust of any chemicals.
16. Follow the manufacturer's instructions for operating equipment.
17. Handle equipment with care and store properly.
18. Report any broken or frayed electrical cords, exposed electrical wires, or damaged equipment.
19. Keep personal items in the designated places away from the work area.
20. Discard any broken glassware into a safe container.
21. Follow appropriate procedures in case of fire, and body or eye chemical contact.
22. Report any accident to the supervisor immediately.

I agree to follow all set rules and regulations as required by the instructor or supervisor, including those listed above.

I have been informed that biological specimens and blood products may possess the potential of transmitting diseases such as hepatitis and acquired immunodeficiency syndrome (AIDS).

I understand that even though diagnostic products are tested for HIV antibodies and Hepatitis B surface antigen (HBsAg), no known test can offer 100% assurance that products derived from human blood will not transmit disease.

Alcohol and Drug Policy

Midlands Technical College seeks to provide a drug-free, healthy, safe and secure work and educational environment. Employees and students are required and expected to report to their work, class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles.

Midlands Technical College prohibits the unlawful manufacture, distribution, dispensation, possession or use of narcotics, drugs, or other controlled substances or alcohol at the workplace and in the educational setting. Unlawful for these purposes means in violation of federal/state/local regulations, policies, procedures, rules and legal statutes. Workplace means either on college premises or while conducting college business away from the college premises. Educational setting includes both institutional premises and approved educational sites off campus.

To prevent the consequences of alcohol and other drug abuse at the workplace and in the educational setting, Midlands Technical College and the South Carolina Technical College System have implemented this policy to ensure a drug-free work and educational environment.

Midlands Technical College recognizes that chemical dependency through the use of controlled or uncontrolled substances, including alcohol, is a treatable illness. The college supports and recommends employee and student rehabilitation and assistance programs, and it encourages employees and students to use such programs. Midlands Technical College also performs a biennial review of alcohol and drug policies, programs, incidents, and needs and uses this information in the development, adjustment and implementation of related policies, procedures and programs.

The college will implement drug-free awareness programs for employees and students. Such programs will annually ensure employees and students are aware that:

Alcohol and other drug abuse at the workplace and in the educational setting is dangerous because it leads to physical impairment, loss of judgment, safety violations, and the risk of injury, poor health or even death. The health risks and effects of controlled substances and alcohol will be provided to students and employees. Alcohol and other drug abuse can significantly lower performance on the job and in the classroom, thus adversely affecting the college and the college's mission, as well as seriously affecting a student's educational and career goals. Employees must report any personal conviction under a criminal drug statute for conduct at the workplace to their human resource officer within five days. Management must report to granting agencies any employee conviction for conduct in the workplace within ten days of receiving notice. It is a condition of employment and enrollment that all employees and students must abide by the policy on alcohol and other drug use as well as related procedures, statements, laws and guidelines. Violation of any provisions may result in disciplinary action up to and including termination or expulsion respectively, and may have further legal consequences consistent with federal and state laws and regulations. Additionally, management may require an employee or student to enter an employee/ student assistance or drug rehabilitation program as a condition of employment or enrollment. In addition, management is specifically required by law to take appropriate action within 30 days of receiving notice of any employee's conviction for conduct in the workplace. Use of employee assistance programs (EAP), student assistance programs (SAP) or drug/alcohol rehabilitation services is encouraged.

> For information on substances that can cause chemical dependence and their side effects and health risks, please visit the Student Life Office on either campus or obtain information online at www.midlandstech.edu/about/compliance-and-consumer-information.

Criminal Background Check and Drug Screening

All MLA students are required to have a criminal background check and drug screen completed once they have been fully accepted to the program. The criminal background check and drug screening must be scheduled through the student's Viewpoint Screenings account. Information on how to make an account will be provided by the Program Director after being accepted into the MLA program.

These requirements must be completed by the designated due date given by the Program Director in order to continue forward in the MLA program. Said due date is typically the last week in August for each starting class.

All MLA students must be aware that random drug screening may occur at any time during program matriculation. Students are also responsible for letting program personnel know of any additions to their criminal background status.

Campus Emergency Protocol

In the event of a security emergency, students and employees should immediately call **Campus Police** at **803-738-7199,** with the exception of **calling 911 first** in the event of an Active Shooter. For a medical emergency, call 911 first. Then, call Campus Police. If an emergency occurs, the college will use a variety of methods to communicate additional information and instructions, including the MTC Information Centers, text messaging, campus speakers, MTC-VNN, voice mail, email, college intranet, and the MTC website homepage. In addition, MTC has placed emergency call boxes in campus parking lots to provide immediate communication to Campus Police in the event of an emergency. Students and employees are asked to report safety concerns or suspicious activities to Campus Police. All students are strongly encouraged to register for the college's emergency text messages, MTC Alerts, at MyMTC.

MIDLANDS TECHNICAL COLLEGE

MEDICAL LABORATORY ASSISTANT
STUDENT INCIDENT REPORT

STUDENT:_____

ID #:_____ DATE:_____

NATURE OF INCIDENT: _____

LOCATION OF INCIDENT:_____

DATE OF INCIDENT:_____

DESCRIPTION

ACTION TAKEN - To be completed by instructor

Attach any appropriate forms if applicable

_____ _____
Student Signature Date

_____ _____
Instructor Signature Date

_____ _____
Program Director Signature Date

Forms to be Signed

MIDLANDS TECHNICAL COLLEGE
MEDICAL LABORATORY ASSISTANT
Safety Agreement Form

Although there are certain hazards present in the medical laboratory, it is possible to make the laboratory a safe working environment. Each laboratory worker must agree to observe all safety rules posted or unposted which are required by the instructor or employer. No set of rules can cover all of the hazards that may be present. However, several general rules are listed below:

1. Refrain from horseplay.
2. No eating, drinking, smoking, gum chewing or applying makeup in the work area.
3. Wear a fluid-resistant laboratory coat and close toed, close heeled, fluid impermeable shoes.
4. Pin long hair away from face or tie back to avoid accidents.
6. Keep hands and fingers away from eyes, nose and mouth.
6. Avoid wearing chains, bracelets, rings, or other loose hanging jewelry.
7. Use gloves when handling blood, biological specimens, and hazardous chemicals or reagents.
8. Use standard barrier precautions in handling patients and biological specimens, including human blood and diagnostic products made from human blood.
9. Disinfect work area before and after laboratory procedures, and any other time necessary.
13. Wash hands thoroughly with soap and water at the beginning and end of each lab period, after removing gloves and before leaving the laboratory.
14. Discard all contaminated materials into an appropriate, labeled biohazard container. (A rigid, puncture-proof container must be used for disposal of sharp objects such as needles and lancets.)
15. Dispose of all material carefully in the way prescribed by the instructor.
13. Wear safety goggles when working with strong chemicals and when splashes are likely to occur.
14. Wipe up spills promptly and appropriately for the type of spill.
15. Avoid tasting, smelling, or breathing the dust of any chemicals.
16. Follow the manufacturer's instructions for operating equipment.
17. Handle equipment with care and store properly.
18. Report any broken or frayed electrical cords, exposed electrical wires, or damaged equipment.
20. Keep personal items in the designated places away from the work area.
20. Discard any broken glassware into a safe container.
21. Follow appropriate procedures in case of fire, and body or eye chemical contact.
22. Report any accident to the supervisor immediately.

Please initial the items listed below:

Initial

_____ I agree to follow all set rules and regulations as required by the instructor or supervisor, including those listed above.

_____ I have been informed that biological specimens and blood products may possess the potential of transmitting diseases such as hepatitis and acquired immunodeficiency syndrome (AIDS).

_____ I understand that even though diagnostic products are tested for HIV antibodies and Hepatitis B surface antigen (HBsAG), no known test can offer 100% assurance that products derived from human blood will not transmit disease.

Student Name (please print):_____

Student Signature:_____ Date:_____

MIDLANDS TECHNICAL COLLEGE
MEDICAL LABORATORY ASSISTANT

MLA Student Handbook Sign-Off for Receipt

You should attempt to complete reading of the MLA Student Handbook as quickly as possible, but certainly by the first day of class. Be sure to ask for clarification of any points in the handbook which you do not clearly understand

I will read and ask for clarification of anything I do not understand, and I agree to abide by the policies outlined in the Midlands Technical College Medical Laboratory Assistant Student Handbook

Student Name (print): _____

Student Signature: _____

Date: _____

Questions or Comments:

Please note that it is okay to have questions or comments. Appropriate addendums may be made, but ultimately, every student must sign this form in order to continue forward in the MLA program. Acknowledgement and acceptance of all rules as outlined in this handbook are necessary for the safety of oneself, fellow classmates, faculty, staff, clinical employees, and patients at the clinical sites.