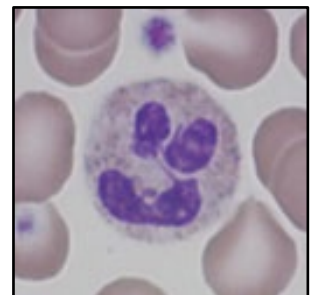


DOCTORATE IN CLINICAL LABORATORY SCIENCES STUDENT HANDBOOK 2023 – 2024 ACADEMIC YEAR



ZIEL Simulation Center University of Kansas Medical Center

UNIVERSITY OF KANSAS MEDICAL CENTER
SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF CLINICAL LABORATORY
SCIENCES



THIS HANDBOOK REPLACES ALL PREVIOUSLY PUBLISHED KU MEDICAL CENTER DCLS STUDENT HANDBOOKS

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**CLINICAL LABORATORY SCIENCES DEPARTMENT
SCHOOL OF HEALTH PROFESSIONS
UNIVERSITY OF KANSAS MEDICAL CENTER**

Information for the graduate students in the DCLS Program

Welcome graduate students! We have prepared this document to assist you during your graduate studies in the Department of Clinical Laboratory Sciences. The information presented is a combination of Office of Graduate Studies and Departmental requirements. It is important that you become familiar with all the pertinent Office of Graduate Studies rules and regulations as described in the Graduate catalog which can be found online at:

[Office of Graduate Studies Catalog](#)

In addition to the Graduate catalog, the University of Kansas Medical Center (KU Medical Center) maintains a student handbook that details the Policies and Guidelines of the KU Medical Center campus, the campus calendar, and includes each individual school's handbook. The KU Medical Center Student Handbook is available online (and is printable if you prefer a hard copy) at:

[KU Medical Center Student Handbook](#)

The School of Health Professions student handbook can be directly accessed at the following site:

[School of Health Professions Student Handbook](#)

As graduate students, you are responsible for the information obtained in these documents. It is important that you maintain good standing within the Office of Graduate Studies, and that all requirements are fulfilled. The DCLS Program Director will be pleased to discuss any question or concern involving the graduate program. The attainment of an advanced degree is a difficult task but provides high reward. To reach the required level of knowledge and skill requires substantial effort. Because of the level of training excellence required and expected, each degree aspirant will be mentored, advised, counseled, and encouraged throughout the program. While the responsibility for success lies with each student, the Department faculty want every student to succeed. Consequently, the Department will make every effort to provide you with the best possible learning environment to give you the opportunity to reach your goal.

Accreditation Statement

The Department of Clinical Laboratory Sciences' Doctorate in Clinical Laboratory Sciences program will be seeking accreditation when the program is deemed eligible to apply for accreditation through the:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road #720
Rosemont, IL 60018

Phone: (773) 714-8880

Fax: (773) 714-8886

E-mail: info@naaccls.org
www.naaccls.org

University of Kansas Medical Center Mission Statement

“To improve lives and communities in Kansas and beyond through innovation in education, research and health care.”

This KU Med mission statement can be found at the following website:
[KU Med Mission Statement](#)

School of Health Professions Mission Statement

“The mission of the University of Kansas School of Health Professions is to serve the citizens of Kansas, the region, and the nation, and to develop tomorrow's leaders through exemplary education, research and service.”

This document can be found at the following website:
[School of Health Professions Mission Statement](#)

Department of Clinical Laboratory Sciences and its Academic Programs Vision Statement

The ***vision*** of the Department of Clinical Laboratory Sciences and its Academic Programs is to produce exemplary clinical laboratory science professionals qualified to provide safe and competent services to the public.

[About CLS department Mission and Vision](#)

Department of Clinical Laboratory Sciences Mission Statement

The **mission** of the Clinical Laboratory Sciences Department is to provide undergraduate and graduate programs in a setting where qualified students can prepare themselves for careers in the clinical laboratory sciences. The Department, an integral part of the University of Kansas Medical Center, subscribes to and supports the mission of the University of Kansas Medical Center.

The Department is to be responsive to current manpower needs in the life science and health care systems, and, when appropriate, provide leadership in developing programs to meet those needs. The Department strives to provide the best possible resources for attainment of the stated mission.

Doctorate in Clinical Laboratory Sciences Program Mission Statement

The **mission** of the Doctorate in Clinical Laboratory Sciences Program is to provide a setting where qualified students can prepare themselves for advanced practice in the clinical laboratory sciences.

The opportunities provided are to be such that graduates will become valuable members of the healthcare team by providing consultative laboratory services to improve patient care and safety, reduce costs through appropriate lab testing and utilization, and perform evidence-based research to advance the practice of clinical laboratory science.

The program strives to develop in each graduate an understanding of and an appreciation for the needs and concerns of the patient and other members of the health care team.

DCLS Program Goals

To fulfill these missions as well as meet the needs of the clinical laboratory community, the Department's DCLS program will:

1. Provide patient-centered, customized consultation services on appropriate test selection and interpretation for the purpose of clinical decision-making among the interprofessional healthcare team and for the patient.
2. Monitor laboratory data, test utilization, and diagnostic testing processes for individual patients and populations using informatics and analytics to reduce diagnostic errors, improve efficiency, and reduce costs.
3. Conduct research and apply evidence to demonstrate clinical utility of laboratory tests and algorithms and to improve the quality, efficiency, and safety of the overall diagnostic testing process.
4. Educate health care providers, patients, their families, and the general public on the indications, best evidence, patient preparation, and interpretation of clinical laboratory testing, including home self-testing.
5. Direct laboratory operations to comply with all state and federal laws and regulations, as well as guidelines determined by professional boards of licensure, and certification/accreditation agencies.
6. Participate in public and private health policy decision making at all organization and government levels using best evidence.

Code of Ethics FOR DCLS STUDENTS

We, as Doctoral students of Clinical Laboratory Sciences, will apply the following Code of Ethics to our actions toward patients, physicians, and hospital personnel in our clinical program and in our future work. This code will apply to our personal as well as professional attitudes and conduct.

As Professionals we will:

- assume a professional manner in attire and conduct;
- treat our fellow humans with care, dignity and patience;
- establish a rapport with hospital staff, supervisors, and physicians;
- hold in confidence information relating to patients;
- strive for increased efficiency and quality through organization;
- be willing to accept responsibility for our own work and results;
- establish confidence of the patient through kindness and empathy.

In Personal conduct we will:

- achieve the highest degree of honesty and integrity;
- maintain adaptability in action and attitude;
- establish a sense of fraternity among fellow students;
- strive to have a pleasant manner at all times;
- remember that we are University as well as Doctor of Clinical Laboratory Science Students; therefore, we should strive to be educated individuals outside our technical field and uphold the highest standards of respect to our fellow man.

The DCLS Oath

As a Doctor of Clinical Laboratory Science, to the best of my ability I will fulfill my duty to patients, to society, to the medical laboratory profession and to healthcare colleagues as set forth by this pledge:

- I will ensure that each patient receives the highest standard of care that is safe, effective, efficient, timely, equitable, and patient-centered.
- I will place the welfare and best interest of my patients above my own needs.
- I will improve access to laboratory testing services and encourage the use of evidence-based practices to support informed clinical decision processes.
- I will abide by the laws and regulatory requirements enacted to protect patients from illegal or unethical medical practice.
- I will serve as a patient advocate and safeguard patient information with the utmost confidentiality as prescribed by the law.
- I will use my influence for the improvement of conditions that will provide patients with the highest quality of care.
- I will continue to learn, study, and apply pertinent scientific knowledge to ensure consultation of relevant information for my patients, my profession, other healthcare professionals, and society.
- I will establish cooperative, collegial 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 patient populations we serve.

Adapted from: ASCLS Code of Ethics: <http://www.ascls.org/about-us/code-of-ethics>

THE UNIVERSITY OF KANSAS
Organizational Structure
School of Health Professions

DEAN

Abiodun Akinwuntan, Ph.D., MPH, MBA

DEPARTMENT CHAIRS

CLINICAL LABORATORY SCIENCES	Eric Elsinghorst, PhD, MPH, MLS(ASCP) ^{CM} MBC ^{CM}
DIETETICS and NUTRITION	Debra Sullivan, PhD, RD
HEALTH INFORMATION MANAGEMENT	Rosann McLean, DHSc, MS, RHIA, CDIP
HEARING and SPEECH	Tiffany A. Johnson, PhD, CCC-A
NURSE ANESTHESIA EDUCATION	Donna Nyght, DNP, CRNA
OCCUPATIONAL THERAPY EDUCATION	Dory Sabata, OTD, OTR/L, SCEM, FAOTA
PHYSICAL THERAPY, REHABILITATION SCIENCE, And ATHLETIC TRAINING	Patricia M. Kluding, PhD, PT
RESPIRATORY CARE and DIAGNOSTIC SCIENCE	Lisa Trujillo, DHSc, RRT

THE UNIVERSITY OF KANSAS SCHOOL OF HEALTH PROFESSIONS

DEAN'S OFFICE

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[KU MEDICAL CENTER OFFICE OF GRADUATE STUDIES](#)

Processes all paperwork related to graduate students, faculty, degrees, programs, and coursework.

[Graduate Studies Academic Calendar](#) with timelines for defenses and graduation deadlines.

Vice Chancellor for Academic and
Student Affairs

Dean of Postdoctoral Affairs
and Graduate Studies

Director of Graduate Studies

Robert Klein
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KU MEDICAL CENTER OFFICE OF THE REGISTRAR

KU Medical Center Registrar's Office: (913) 588-7055 kumcregistrar@kumc.edu

Visit the [Office of the Registrar](#) for:

- Change of Name or contact information
- Enrollment Certification: verification of grades/or student enrollment (for insurance, work etc.)
- Billing questions
- Transcripts and Diploma information
- Tuitions/fees
- [Academic calendar](#)

Clinical Laboratory Sciences Department

DCLS Faculty & Staff

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UNIVERSITY OF KANSAS MEDICAL CENTER
SCHOOL OF HEALTH PROFESSIONS
CLINICAL LABORATORY SCIENCES DEPARTMENT

Technical Standards for Admission and Retention

Graduates of the Doctorate in Clinical Laboratory Sciences must have the knowledge and skills to function in a broad variety of clinical laboratory and patient care environments, including hospitals, reference, public health, and physician office settings. Therefore, the following abilities and expectations must be met by all students in the program.

Essential Observational Requirements

1. Read and comprehend text, numbers, and graphs displayed in print and other visual displays.
2. Perform comparative observations of text, movement, shapes, graphs, colors, etc.
3. Observe and respond to subtle cues of individual's moods, temperament, and social behavior.
4. Observe, learn from, and analyze medical record content, including discernment and use of clinical and administrative data displayed within the medical record.
5. Observe, learn from, and analyze statistical, financial, and reimbursement data, including utilizing spreadsheets, software, databases, and performing mathematical calculations.
6. Observe, learn from, and analyze class demonstrations and experiences in disciplines relevant to Clinical Laboratory Sciences that include but are not limited to information management, biochemistry, physiology, statistics, clinical correlations, and research methodology.

Essential Movement Requirements

1. Perform actions requiring coordination of both gross and fine muscular movement, equilibrium and use of senses.
2. Move freely and safely about healthcare settings (hospitals, patient rooms, clinics, laboratory, etc.).
3. Travel to sites both on and off campus involved in coursework and residency.
4. Perform moderately taxing continuous physical work over several hours.
5. Use an electronic keyboard to generate, calculate, record, evaluate, and transmit information.
6. Prepare assignments, both written and on-line.
7. Deliver public presentations to large and small audiences.

Essential Communication Requirements

1. Read, interpret, and comprehend technical and professional materials (e.g., textbooks, journal articles, handbooks, instruction manuals, and patient healthcare records).
2. Be able to share and to elicit information from patients, healthcare providers, peers, and research collaborators verbally and in a recorded format.
3. Assimilate information to prepare papers, produce reports, and complete documentation for patient care and research purposes.
4. Effectively, confidently, and sensitively converse with patients, laboratory staff, and healthcare providers regarding laboratory test selection, interpretation, and follow-up.
5. Communicate effectively (speaking, writing, typing, graphics, or telecommunication) with faculty, students, laboratory staff, patients, and other healthcare professionals.
6. Take paper and computer examinations.

Essential Intellectual Requirements

1. Understand and perform measurements, calculations, synthesis, analysis, reasoning, and problem solving.
2. Participate in research activities involving the laboratory or patient oriented research activities.
3. Possess sufficient judgment to recognize and correct performance deviations.

Essential Behavioral and Social Requirements

1. Manage the use of time and be able to systematize actions in order to complete academic, professional, and technical tasks within realistic constraints.
2. Possess the emotional health necessary to effectively employ intellect, act ethically, and exercise appropriate judgment.
3. Demonstrate appropriate affective behaviors and mental attitudes as to not jeopardize the emotional, physical, mental, and behavioral safety of other individuals with whom there is interaction in academic clinical, and residency settings.
4. Possess the mental and emotional rigor to maintain relationships and demonstrate respect to all people, including students, faculty, patients, and other healthcare professionals at residency settings, without showing bias or preference based on race, color, age, sex, religion or creed, national origin or ancestry, gender expression, gender identity, disability, veteran status, sexual orientation, or genetic testing & screening.
5. Adapt to professional and technical change, being flexible and creative.
6. Use appropriate language.
7. Demonstrate empathy when appropriate.
8. Work effectively in inter-professional teams.
9. Demonstrate an understanding of the rationale and justification for one's performance.
10. Demonstrate attention to detail and flexibility to function in a clinical and/or research setting.
11. Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to self and nearby individuals.
12. Practice honesty, compassion, and responsibility.
13. Be forthright about errors or uncertainty.
14. Critically evaluate one's own performance, accept constructive criticism, and look for ways to improve.
15. Critically evaluate the performance of students, patients, and healthcare providers, tactfully offering constructive comments.
16. Provide professional and technical services while experiencing the stresses of heavy workloads (i.e., large number of tasks to complete in a limited amount of time), task-related uncertainty (i.e., ambiguous test-ordering, ambivalent test interpretation), emergent demands (i.e., "stat" test orders, interaction with other members of the healthcare team), and a distracting environment (i.e., high noise levels, crowding, complex visual stimuli).

Description of the Profession

Doctorate in Clinical Laboratory Science (DCLS)*

The DCLS is an advanced practice degree for actively practicing, currently ASCP certified, Medical Laboratory Scientists who are interested in increasing practical and theoretical knowledge of Clinical Laboratory Science, advancing in the profession, and positively impacting the current healthcare system through interprofessional collaboration with other members of the healthcare team.

The DCLS will have the depth of knowledge and training required to provide real-time clinical decision support thereby mitigating the challenges to improved patient outcomes associated with laboratory testing. The DCLS will interpret complex testing panels, address appropriate clinical utility, and correlate test results with patient's symptomology to provide real-time clinical decision support. The DCLS will serve as a consistent resource for the patient and members of the healthcare team. By providing these consultations, the DCLS will enable meaningful use, appropriate utilization management, and provide interpretation leading to better patient care and safety while also lowering cost and increasing reimbursement.

DCLS graduates will be prepared to act as consultants to healthcare providers, serve as laboratory directors, educate patients and healthcare providers, perform, and disseminate research on evidence base practice and test utilization, and enter academic faculty positions.

** Adapted from: American Society for Clinical Laboratory Sciences Document: Advanced Practice, Doctorate in Clinical Laboratory Science: Position Paper August 2016.*

DCLS PROGRAM INFORMATION

Educational Goals of the Program

Goal

The **Goal** of the program is to provide graduates with educational experiences such that they can develop the competencies needed for advanced practice in Clinical Laboratory Science as outlined on page 3.

To realize this goal, the DCLS program will:

- Provide an exemplary curriculum that allows graduates to perform as competent advanced practice professionals
- Promote transfer of knowledge and skills relevant to the current and evolving scope of practice
- Promote the development of critical thinking, clinical reasoning, and creative problem-solving skills
- Explore, cultivate, and integrate innovative educational methods in clinical laboratory science education
- Promote the profession through innovative education and engagement
- Promote interprofessional education and practice between clinical laboratory scientists and other healthcare professionals
- Promote opportunities to develop communication, teamwork, and leadership skills that will enable graduates to function as an integral member of the healthcare team
- Cultivate an environment of active participation in professional organizations
- Model professional, ethical practice, and leadership

Curriculum

The general mission of the DCLS program is to provide broad-based knowledge and skills to prepare students for advanced careers in clinical laboratory sciences, such as consulting with physicians and diagnostic management teams to improve test selection, utilization, and result interpretation, patient and healthcare provider education on laboratory related issues, performing evidence-based research to support changes in the role of the laboratory in patient care, improve patient safety, and reduce costs. To realize this mission, the curriculum is structured to build upon the students' firm foundation as a credentialed Medical Laboratory Scientist by increasing theoretical and practical knowledge in advanced principles related to clinical correlation of laboratory tests with disease presentations, development of diagnostic algorithms, antibiotic stewardship, and research methodologies. The curriculum combines traditional coursework as well as a year-long clinical residency experience.

The Doctorate in Clinical Laboratory Sciences is a minimum 76 credit hour program that can be completed in three years if taken on a full-time basis, as outlined below.

Course Load:

A full-time student typically enrolls in 10 to 14 credit hours each semester and 3 to 9 credit hours in the summer sessions (including clinical residency). Minimum credit hour requirements for financial aid/medical insurance/etc. may differ from these numbers. The minimum number of credit hours needed to be considered a full-time student is 9 during the fall and spring semesters, and 6 in the summer.

Balancing Program Load and Outside Work:

A number of graduate students find employment outside of the university because of financial need. The faculty recognizes that employment may be a necessary and potentially positive experience for a graduate student, to the extent that the student's academic and clinical obligations are not negatively impacted. Students must carefully consider the total number of hours required for outside employment and the flexibility of the work schedule. As a general guideline, 10-16 hours per week of outside work is typically compatible with an acceptable level of performance within the DCLS program for most full-time students. A heavier workload often places significant time restrictions and added stress that negatively impacts academic and clinical performance. If the student's performance within the program is suffering because of a heavy workload, the student should consider reducing the workload or reducing the academic/clinical load (part-time option). Reducing the academic or clinical load will likely increase the total number of semesters needed to complete the program. Students are encouraged to discuss their work plans with their academic advisor for assistance in balancing program load and outside work.

Writing skills

Graduate studies places an emphasis on writing. A practicing DCLS will need to have excellent writing skills to ensure proper communication. There are writing support services available (see resources below). The writing center also has a great resource tab ([writing center resources](#)) that outlines the basics of writing, what graduate writing looks like, grammar guides, and tips on research writing.

Recommended Course Progression – Full Time Schedule & Course Descriptions

Courses subject to change based on availability of the course. This plan reflects the online (distance friendly) full time version of the plan. Please see the Program Director for additional plan of study options. [DCLS Core Course Descriptions](#)

Year 1 – Fall – 11 credit hours

DCLS 815 Research Methods in Clinical Laboratory Sciences (2)

A discussion of research methods used in clinical laboratory sciences, with an emphasis on selecting and applying appropriate research designs. Includes an overview of the research methods and various approaches in current use in clinical laboratory science; focused on research question formulation; internal and external validity of research; variable measurement and reliability, and generalizability of findings. Specific approaches covered include non-experimental, experimental and quasi-experimental designs, epidemiologic methods (e.g., cohort and case-control studies), survey research, and qualitative research. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 830 Advanced Clinical Chemistry (3)

This course focuses on in depth physiology and pathophysiology together with the principles of current and emerging chemistry tests. Emphasis on the correlation between chemistry tests and disease states, interpretation and limitations of chemistry test results. Current clinical chemistry literature, clinical scenarios, case studies, and advanced laboratory practice issues will be used to enhance knowledge and skills. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 836 Advanced Hematology (3)

This course focuses on enhancement of scientific and technical knowledge in hematology and hemostasis to consult with other healthcare practitioners on the selection of screening and diagnostic tests for hematological disorders, interpretation of results, and recommendations for follow-up testing. Topics to be investigated include physiology and regulation of the hematopoietic system and hemostasis, and the genetic, molecular and cellular mechanisms underlying the pathophysiology of selected hematological disorders

such as anemias, leukemias, lymphomas, and disorders of hemostasis with additional focus on utilization of appropriate hematology, hemostasis, and molecular diagnostic tests, and reducing turn-around time. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

BIOS 704 Principles of Statistics in Public Health (3)

Introductory course concerning the concepts of statistical reasoning and the role of statistical principles as the scientific basis for public health research and practice. Prerequisite: Permission of instructor.

Year 1 – Spring – 12 credit hours

DCLS 842 Advanced Clinical Microbiology (3)

Course Description: This course focuses on enhancement of scientific and technical knowledge in clinical microbiology necessary for consultation with other healthcare practitioners for (i) the selection of screening and diagnostic tests for suspected infectious diseases, (ii) interpretation of results, and (iii) recommendations for follow-up testing. Topics to be investigated include utilizing molecular diagnostic tests, antimicrobial susceptibility testing and resistance mechanisms, bioterrorism, biofilms, opportunistic and emerging infections, utilization of appropriate microbiology tests, evidence based practice in clinical microbiology, and reducing turn-around time. Current scientific literature, clinical scenarios, case studies, and advanced laboratory practice issues will be used to enhance knowledge and skills. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 844 Advanced Immunohematology (3)

This course will explore advanced blood banking theory and transfusion medicine concepts pertaining to basic-to-advanced serological testing techniques, blood product utilization, molecular immunohematology testing methods, quality assurance, and other relevant topics. Learners will be re-introduced to specialized blood banking procedures including (but not limited to) the following: ABO/Rh, antibody screens, antibody identification, fetal screen, elutions, phenotyping, and crossmatching. Using case studies and discussion, learners will correlate laboratory data to clinical disease processes encountered in transfusion medicine. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 851 Clinical Correlations I (3)

Course Description: This course will correlate clinical presentation and laboratory testing as it relates to physiological changes associated with select diseases of major organ systems (e.g., endocrine, muscle, cardiovascular, respiratory, renal, gastrointestinal, immune, nervous, and reproductive). Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program or instructor permission.

NRSG812 Advanced Pathophysiology (3)

Course focus is the in-depth scientific knowledge base relevant to selected pathophysiological states confronted in advanced nursing practice. This information provides a foundation for clinical assessment and the formulation of decisions related to clinical diagnosis and the management of therapeutic regimens. Age specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age-appropriate examples. Prerequisite: Admission to the graduate nursing program or consent of instructor.

Year 2 – Summer – 4 credit hours

PRVM 800 Epidemiology (3)

Basic concepts of epidemiology and methods for identification of factors influencing health and disease in human populations. Considerations are centered on physical, biological, environmental, psycho-social, and cultural factors in relation to infectious and non-infectious diseases; interactions between agent, host, and environmental factors as determinants of health and disease; the application of epidemiological approaches to health services; retrospective and prospective analysis of morbidity and mortality data.

PTRS 807 Ethics in Health Care (1)

This course covers the basic ethical concepts, principles, relevant theories, and ethical decision-making models applied to major contemporary health care issues and dilemmas facing health professionals. Development of skills for ethical clinical decision making is the focus. Prerequisites: Permission of instructor.

Year 2 – Fall – 12 credit hours

DCLS 802 Principles of Healthcare Education (3)

This course will address various aspects of teaching in healthcare settings. This includes educating patients and their families, educating other healthcare professionals, and the more formal area of undergraduate and graduate education. Education theory, pedagogical methods, educational resources, learning objectives, and evaluation techniques applicable to each type of educational situation will be addressed. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 805 Advanced Molecular Diagnostics (2)

This course focuses on the enhancement of scientific and technical knowledge in nucleic acid-based testing for the diagnosis of acquired and hereditary genetic disorders, and infectious diseases. Topics include an in-depth review of the theory of molecular techniques and the application of these techniques in inherited disorders, oncology, infectious disease, pharmacogenetics, histocompatibility, identity determination, and genomics. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 838 Advanced Immunology/Transplant (3)

This course focuses on enhancement of scientific and technical knowledge in clinical immunology and transplantation in order to consult with other healthcare practitioners on clinical applications and diagnostic and therapeutic testing of immune-mediated diseases. Topics include autoimmunity, hypersensitivity, immunotherapy and immunotoxicology, transplantation and HLA testing/compatibility, cancer immunology and immunodeficiency. This course also includes test methodologies in cellular, humoral, and molecular immunology, selection and interpretation of test results, and recommendations for follow-up testing for patient monitoring. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 880 Principles of IPE Theory (1)

An introductory course to core competencies in interprofessional education and practice for healthcare teams including roles and responsibilities, values and ethics, teamwork, communication, and collaborative practice as it relates to the improvement of patient safety outcomes and the provision of quality patient care. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

HP&M 810 Health Care System (3)

The structure and function of the components of the U.S. healthcare system are introduced in the context of the history, values and social forces that influenced its

development and evolution. Students gain exposure to the concepts and vocabulary associated with aspects of the system, including delivery (providers, institutions, services), resources (finance, payment, insurance), population and public health, and outcomes (cost, access, quality). Healthcare outcomes from consumer, clinical, and societal perspectives are explored. LEC

Year 2 – Spring – 12 credit hours

DCLS 820 Evidence Based Practice (3)

Evidence-Based Practice (EBP) encompasses Evidence-Based Medicine and Evidence-Based Laboratory Medicine. EBP is a problem-based approach to decision making using research evidence combined with clinical expertise, the patient's values, circumstances, and the clinical context. This course addresses the historical development of EBP, why using EBP in clinical decision making improves patient care, when and how to implement and use EBP in clinical decision making, and how to discuss the EBP finding with patients, family members, and other healthcare practitioners. Evaluating research studies for their applicability to EBP and designing research studies based on clinical evidence focused on laboratory testing will make up most of the course content, activities, and assignments. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 852 Clinical Correlations II (3)

This course will complement CLS851 Clinical Correlations I and will correlate clinical laboratory testing as it relates to physiological changes associated with patient symptomology (e.g., chest pain, shortness of breath, unresponsiveness, fever of unknown origin, jaundice) and treatment in a consultation model. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program or instructor permission.

DCLS 881 DCLS Interprofessional Practice (1)

This course is designed for DCLS program students to apply core competencies in interprofessional practice for healthcare teams including roles and responsibilities, values and ethics, teamwork, communication, and collaborative practice via participation in interprofessional activities. Prerequisite: Successful completion of DCLS 880 and admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 890 Advanced Laboratory Operations (3)

This course will explore laboratory quality, utilization, accreditation, regulation, and management topics. Core course content explores the selection, implementation, strengths, and weaknesses of appropriate quality assurance programs to maintain desired quality goals. All aspects of laboratory services will be explored to enhance consultative skills that will be applied in the clinical residency. The use of practice guidelines, critical or clinical pathways, algorithms and reflex testing, direct access testing, evidenced-based practice, and outcomes measurements, as well as initiatives to change the practice of laboratory services in all phases (pre-analytical, analytical, and post analytical) are covered. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

PTRS 855 Pharmacology for Physical Therapists (2)

Pharmacological background for the clinical treatment of patients referred to physical therapy. Fundamentals of the actions of drugs including mechanisms of therapeutic and adverse effects. Prerequisite: Successful completion of semester 1 of the DPT curriculum or permission of instructor.

Year 3 – Summer – 7 credit hours

DCLS 800 Advanced Topics (1)

Seminar course that addresses topics and issues relevant to DCLS clinical practice, including ethical and social issues in healthcare practice, health informatics, and communication techniques needed for interaction with healthcare colleagues and patients. Repeatable. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 901 DCLS Research I (2)

Research I is part of a three-course series (DCLS 901, DCLS 902, DCLS 903) taken consecutively. The goal of DCLS 901 is to initiate the development of a research project by preparing a formal written research proposal that includes selecting a topic, reviewing current literature, preparing and submitting an IRB approval, and other activities required to begin data collection. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program.

DCLS 911 DCLS Residency I (4)

The first of a three-course series (DCLS 911, DCLS 912, DCLS 913) providing a structured and supervised experience correlating coursework with practice. Designed to develop the DCLS student to meet national professional responsibilities. Students work with management, laboratory staff, physicians, nurses, and other members of the healthcare team to provide guidance in laboratory utilization and interpretation to optimize patient outcomes. Requires 14-16 weeks of full-time placement at a program affiliate. Prerequisite: Permission of instructor.

Year 3 – Fall – 9 credit hours

DCLS 800 Advanced Topics (1)

Seminar course that addresses topics and issues relevant to DCLS clinical practice, including ethical and social issues in healthcare practice, health informatics, and communication techniques needed for interaction with healthcare colleagues and patients. Repeatable. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 902 DCLS Research II (3)

Research II is part of a three-course series (DCLS 901, DCLS 902, DCLS 903) taken consecutively. The goal of DCLS 902 is to continue the work begun in DCLS 901 by initiating data collection, analyzing and interpreting the data collected, beginning the writing of a manuscript draft, and other activities required to move the research project forward. Prerequisite: Satisfactory completion of DCLS 901.

DCLS 912 DCLS Residency II (5)

The second of a three-course series (DCLS 911, DCLS 912, DCLS 913) providing a structured and supervised experience correlating coursework with practice. Designed to develop the DCLS student to meet national professional responsibilities. Students work with management, laboratory staff, physicians, nurses, and other members of the healthcare team to provide guidance in laboratory utilization and interpretation to optimize patient outcomes. Requires 14-16 weeks of full-time placement at a program affiliate. Prerequisite: Permission of instructor.

Year 3 – Spring – 10 credit hours

DCLS 800 Advanced Topics (1)

Seminar course that addresses topics and issues relevant to DCLS clinical practice, including ethical and social issues in healthcare practice, health informatics, and communication techniques needed for interaction with healthcare colleagues and

patients. Repeatable. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program, or consent of instructor.

DCLS 903 DCLS Research III (3)

Research III is part of a three-course series (DCLS 901, DCLS 902, DCLS 903) taken consecutively. The goal of DCLS 903 is to complete the project begun in DCLS 901 and DCLS 902 by finalizing the analysis and interpretation of the data collected and develop a defensible conclusion regarding the research hypothesis. Completion of a final draft of the manuscript describing the research project and outcomes is the culmination of this course. Prerequisite: Satisfactory completion of DCLS 902.

DCLS 913 DCLS Residency III (5)

The third of a three-course series (DCLS 911, DCLS 912, DCLS 913) providing a structured and supervised experience correlating coursework with practice. Designed to develop the DCLS student to meet national professional responsibilities. Students work with management, laboratory staff, physicians, nurses, and other members of the healthcare team to provide guidance in laboratory utilization and interpretation to optimize patient outcomes. Requires 14-16 weeks of full-time placement at a program affiliate. Prerequisite: Permission of instructor.

DCLS 999 DCLS capstone (1)

The capstone is completed during the final semester of the program and consists of a written manuscript and an oral examination. The manuscript, suitable for publication, is based on the research developed and completed during the research course series DCLS 901, 902, and 903. The final oral defense will be scheduled once the final draft of the manuscript is accepted by the student's Graduate Committee. The oral examination is a defense of the manuscript and can include questions regarding general knowledge of clinical laboratory science concepts and applications from across the entire DCLS curriculum. Prerequisite: Satisfactory completion of DCLS 902.

Additional Core Courses that are offered in person on the KU Med Campus that can be substituted into the plan of study:

Fall semesters:

PRVM 853 Responsible Conduct of Research (1)

The purpose of this course is to engage research trainees in reading about, considering, and discussing the responsible conduct of science. The course is designed as an option for meeting current federal regulations, which require that all NIH training grants provide training in the responsible conduct of research. This course provides a concise overview of key subject areas in the responsible conduct of research. It is designed to make students aware of relevant guidelines, policies and codes relating to ethical research, as well as to provide the skills for identifying and resolving ethical conflicts that may arise in research.

PHCL 898 Principles of Pharmacology (1)

Chemical fundamentals in structure, actions and metabolism of drugs and toxicants. Included are molecular features of drugs and toxicants, stereoisomerism, receptor theory, dose-response relationships, agonists and antagonists, absorption, pharmacokinetics, and structure-activity relationships.

HP&M810 may also offered in the Summer semester.

Spring Semesters:

PHSL 843 Physiology of Disease (3)

This course will cover physiological changes associated with representative diseases of major organ systems (endocrine, muscle, cardiovascular, respiratory, renal, gastrointestinal, immune, nervous, and reproductive). Example diseases to be covered include diabetes, pituitary disorders, osteoporosis, obesity, non-alcoholic fatty liver disease, muscular dystrophy, hypertension, chronic obstructive pulmonary disease, asthma, glomerulonephritis, polycystic kidney disease, gastroesophageal reflux disease, inflammatory bowel diseases, rheumatoid arthritis, multiple sclerosis, infertility, endometriosis, and pregnancy complications. Class will include lectures, faculty-mentored student presentations, evaluations of research papers, and discussions. LEC
Prerequisite: Comprehensive Human Physiology (PHSL 842), an equivalent course, or consent of Course Director.

Additional course for students who need additional enrollment.

DCLS 899 Independent Study (1-3 credits)

Faculty-guided, student-directed individualized study for students enrolled in the DCLS program who need additional enrollment associated with their plan of study. The specific course requirements are to be described in the Independent Study proposal form to be completed by the student and approved by the faculty mentor and DCLS Program Director prior to enrollment. Can be repeated for credit. Prerequisite: Admission into the Doctorate in Clinical Laboratory Science program.

Degree Progression & Completion

During degree progression and completion, DCLS students will be guided by a minimum of a three-member Graduate Advisory Committee (GAC) consisting of two CLS Department Graduate Faculty and one external member of the KU Medical Center Graduate Faculty. The external member must be a master's prepared (doctoral preferred) individual who is helping to guide the research from the clinical site perspective. The external member will be offered a volunteer faculty appointment in the Department of Clinical Laboratory Sciences with membership in the KU Medical Center Graduate Faculty. Potential external members will need to submit a CV to the Department Chair for their appointment. Additional information regarding the GAC can be found under "Student Advising".

Students will complete core courses prior to clinical residency education. All degree candidates must successfully complete a residency qualifying exam, residency portfolio, and capstone project. Residency and capstone projects may encounter unforeseen delays. Therefore, caution should be used when planning vacation or personal time in anticipation that the program requirements will be completed by a particular date. It is imperative that there is open communication between the DCLS student, the clinical residency coordinator, and the program director on the development and implementation of the residency.

Residency Qualifying Examination.

Prior to starting the clinical residency, all degree candidates will complete a qualifying examination developed by the Department of Clinical Laboratory Science Graduate Faculty. Students will demonstrate their command of the clinical laboratory science body of knowledge, as well as their ability to statistically analyze data, and their expertise in the broad scope of clinical practice. Students must be in good academic standing with the KU Medical Center Office of Graduate Studies (i.e., hold a minimum 3.0 cumulative GPA) to be eligible for the qualifying examination. The qualifying exam is offered each Spring semester. Students must be enrolled in their final core courses and be on track to satisfactorily complete the current enrollment at the time of the exam. The examination must be successfully completed to qualify for enrollment in residency courses. Students who fail to pass will be allowed to repeat the examination one time upon the recommendation of the DCLS faculty. The repeat examination must be taken when the exam retake is offered. Failure to pass the retake examination may result in dismissal from the program. Additional information about the structure and timing of the exam will be available the semester before the exam.

Residency Portfolio.

A portfolio will be developed during the DCLS candidate's residency. This portfolio will contain documentation of experiences and work products completed during the DCLS candidate's residency and may include de-identified summaries of consultations, papers and abstracts published or submitted, PowerPoint presentations, method evaluation data and/or written procedures from utilization projects. Development of the portfolio will be directed by competencies and guidelines necessary to sit for DCLS-associated national certification examinations. The portfolio will be assessed by the DCLS residency course faculty and the student's GAC in conjunction with residency completion.

Capstone.

The capstone project is the culminating academic and intellectual experience of the DCLS program. It consists of a research project conducted during the residency year and defended during the final semester of the program.

Research Project

A prospectively planned and approved translational research project which is advisor-guided, student-directed, and designed to support and enhance students' ability to apply their graduate knowledge and achieve tangible outcomes for the DCLS profession. The DCLS Research Project is completed in conjunction with the Residency. DCLS Research Project is a series of three courses taken consecutively (DCLS 901, DCLS 902, DCLS 903). The three-course series includes all aspects of the translational research project, including the planning, data collection, analysis/interpretation of results, preparation, and presentation of the research project, both oral and written. The three-course series outcome is the preparation of a manuscript suitable for publication. Research projects will advance practice in clinical laboratory medicine, such as the development and implementation of diagnostic and interpretive algorithms, clinical practice guidelines, and collaborative interprofessional patient care. Examples of DCLS research projects include reducing unnecessary test orders by implementing a physician education program in hemostasis testing for stroke patients; cost savings following test utilization review for commonly inappropriately ordered tests; assessing the transfusion criteria for select populations (oncology, liver transplant, refractory platelet, etc.).

DCLS students actively working on their research project will be guided by their GAC. The students must maintain active enrollment in applicable coursework each semester while in the research phase. Each student enrolls in the research project courses DCLS 901, DCLS 902, and DCLS 903 only once. If additional enrollment is required to complete the research project, the student must enroll in a suitable and repeatable course such as DCLS 800 Advanced topics or DCLS 899 Independent study for each additional semester. DCLS students may begin working on their research projects prior to the start of their residency only with the approval of their GAC, the DCLS residency coordinator, and the DCLS program director. This will be approved on a case-by-case basis and is not guaranteed. Approval to conduct research prior to the DCLS901 course requires additional enrollment in DCLS899.

Capstone Defense

Defense of the research project described above while enrolled in DCLS 999. The capstone is completed during the final semester of the program and consists of both written and oral components. The written component consists of a manuscript suitable for publication based on the research completed as described above. The written component consists of a manuscript suitable for peer-reviewed publication based on the research completed as described above. The manuscript should be formatted in IMRAD format: Introduction with pertinent literature review; Materials and Methods (including IRB approval, if necessary); Results; and Discussion. The manuscript should also include an abstract of 200-250 words. While there is no specific page minimum or maximum, the student's GAC must approve the manuscript as adequately describing the capstone research project. The capstone oral defense will be scheduled once a draft of the manuscript is accepted by the student's GAC as adequate for defense. That draft must be accepted no less than two weeks prior to the anticipated defense date. The capstone oral defense will be scheduled once a draft of the manuscript is accepted by the student's GAC. The oral component is a defense of the manuscript and can include questions regarding general knowledge of clinical laboratory science concepts and applications addressed within the capstone project. Performance on the oral defense will be rated as "Honors," "Satisfactory", "Satisfactory with modifications, due no later than (date)", or "Unsatisfactory" and this rating will be forwarded to the Office of Graduate Studies. Students who fail to pass will be allowed to repeat the defense one time upon the recommendation of the student's GAC. If a rating of at least "Satisfactory" is not achieved after the second attempt, the student is subject to dismissal from the program. Students should follow the graduate studies guidelines on due dates for the semester in which they anticipate graduating. Failure to meet these deadlines will result in a delay in graduation. The program follows the graduate studies guidelines on submission of the capstone to the department. This requires that the final manuscript is delivered to the GAC two weeks prior to the defense.

Students would need to enroll in at least 1 credit hour the semester they graduate. If need to repeat the defense, an unsatisfactory will be given in the DCLS 999 Capstone course and retaken the following semester.

Residency Procedures and Policies

A one-year, full time clinical residency experience is required to complete the Doctorate in Clinical Laboratory Science. The residency will take place at an affiliate site. If a DCLS student wants to complete their residency at a site that is not already affiliated with the School of Health Professions, they will be responsible for identifying an appropriate site and working with the clinical residency coordinator to establish the affiliation.

Establishing a new affiliation agreement can take a long time which may result in a delayed start to the residency and is not guaranteed. If a new affiliation cannot be established, the DCLS student can choose to complete their residency at an existing affiliate if space permits, which may result in a delayed start to the residency. If the clinical residency is delayed, either by choice or by inability to secure a placement, the DCLS student may need to apply for a leave of absence or enroll in additional credits. (See Section on Leave of Absence.) If a delay in residency occurs, the program director and clinical residency coordinator will provide the student with a new timeline for graduation.

The clinical residency is a 46-week placement in a professional practice component of the program. It is a customizable experience that occurs across 3 semesters. The DCLS student will work with the DCLS clinical residency coordinator and the DCLS program director to establish a residency plan at their affiliate site.

Typical structure for a clinical residency (EXAMPLE):

2024 DCLS Residency Design:

1. Summer Block – May 13 through Aug 16, 2024 (14 weeks)
2. Fall Block – Aug 26 through Dec 13, 2024 (16 weeks)
3. Spring Block – Jan 6 through Apr 25, 2025 (16 weeks)

Note: the residency does not follow the typical semester schedule. Do not plan vacations or other events during school breaks as these are not observed during residency. Caution should be used in planning vacations immediately upon anticipated graduation as delays in research and residency can occur.

See KU Medical Center DCLS Program Residency Handbook for additional information.

Career Entry Competencies

Direct patient care

- Assess patients, including identifying and prioritizing patient problems and laboratory-related needs.
- Evaluate laboratory orders for appropriateness, effectiveness, safety, adherence, and affordability.
- Develop/initiate diagnostic testing algorithms.
- Follow up on and monitor the outcomes of laboratory orders and results.
- Collaborate with other members of the health care team to achieve optimal patient outcomes across the continuum of care.
- Apply knowledge of the roles and responsibilities of other health care team members to patient care.

Clinical laboratory knowledge

- Demonstrate and apply in-depth knowledge of hematology, clinical chemistry, immunology, molecular diagnostics, transfusion medicine, clinical microbiology, pathophysiology, and the clinical signs, symptoms, and natural history of diseases and/or disorders.
- Demonstrate and apply in-depth knowledge of laboratory operations including quality, utilization, accreditation, regulation, and management.
- Locate, evaluate, interpret, and assimilate scientific/clinical evidence and other relevant information from the biomedical, clinical, epidemiological, and social-behavioral literature.
- Use scientific knowledge and evidence-based medicine as the basis for clinical decision-making.
- Maintain and enhance laboratory medicine knowledge, including MLS recertification (DCLS when available) and other appropriate methods of self-assessment and learning.

Systems-based care and population health

- Use health care delivery systems and health informatics to optimize the care of individual patients and patient populations.
- Participate in identifying systems-based errors and implementing solutions.
- Resolve laboratory-related problems to improve patient/population health and quality metrics.
- Apply knowledge of laboratory operations and risk-benefit analysis to patient-specific and/or population-based care.
- Participate in developing processes to improve transitions of care.
- Design quality improvement processes to improve laboratory testing use.

Communication

Communicate effectively with:

- Patients, caregivers, families, and laypersons of diverse backgrounds.
- Other health professionals and stakeholders.
- Provide clear and concise consultations to other health professionals.
- Develop professional written communications that are appropriate to the audience.
- Use verbal communications tailored to varied clinical and patient-specific environments.
- Communicate with appropriate levels of assertiveness, confidence, empathy, and respect.

Professionalism

- Uphold the highest standards of integrity and honesty.
- Commit to a fiducial relationship with patients, always working in their best interests.
- Serve as a credible role model/leader for students, trainees, and colleagues by exhibiting the values and behaviors of a professional.
- Advocate for the clinical laboratory profession through stewardship, training of future clinical laboratorians, and active engagement in professional societies.

Continuing professional development

- Commit to excellence, integrity, and lifelong learning.
- Demonstrate skills of self-awareness, self-assessment, and self-development.
- Identify and implement strategies for personal improvement through continuing education and professional development.
- Provide professional education to students, trainees, or other health professionals.
- Maintain MLS certification to ensure that laboratory knowledge is up to date.

Academic and Grievance Policies

INTRODUCTION

The minimum seventy-six (76) hours of credit offered in the Doctorate in Clinical Laboratory Sciences Program at the University of Kansas Medical Center provide an opportunity for the student to acquire competence of a high standard in laboratory practice. The DCLS student must develop problem solving and consultative skills. The courses demand time, effort, high standards of professionalism, and acquisition of advanced theoretical knowledge, all to be accomplished in a prescribed period.

The basis for evaluation of student performance in each course will be included in the course syllabus and provided to the student at the beginning of the course.

The DCLS student is required to take a clinical residency qualifying examination over all core coursework prior to the start of the residency year. A satisfactory grade on the qualifying exam is required for admission to the clinical residency.

The rules and regulations of the School of Health Professions of the University of Kansas pertaining to academic policies, grade, tests, examinations and final examinations are published in the [School of Health Professions Handbook](#). It is the student's responsibility to read these policies and as well as the policies for the Clinical Laboratory Sciences department. Specific academic standards for students in the Clinical Laboratory Sciences department follow below.

Read "[The Grading System](#)" for the University of Kansas policy on Incompletes.

ACADEMIC STANDARDS

The School of Health Professions academic and performance standards and policies are published in the School of Health Professions Student Handbook which can be accessed at: [School of Health Professions Handbook](#). You must demonstrate knowledge obtained in the courses of the program. Academic failure precludes fulfillment of this requirement.

To remain in good standing in the program, you must maintain a "B" average (cumulative grade-point average [GPA] of at least 3.0 on a 4.0 scale). Only grades of "A" or "B" are considered satisfactory in graduate courses with a "DCLS" designation. If a grade of "C" or below is obtained in a DCLS course, the work is considered as unsatisfactory and will not count toward fulfilling degree requirements, and the course must be repeated the next semester in which the course is scheduled (provided that the cumulative GPA in the program is at least 3.0 at the start of that semester). For courses with a designation other than DCLS, only grades of "A", "B", or "C" are considered satisfactory. If a grade below "C" is obtained in a non-DCLS course, the work is considered as unsatisfactory and will not count toward fulfilling degree requirements, and the course must be repeated the next semester in which the course is scheduled (provided that the cumulative GPA in the program is at least 3.0 at the start of that semester). If a grade of "U" is obtained for any course graded on a U/S basis, the work is considered unsatisfactory and must be repeated the next semester in which the course is scheduled (provided that the cumulative GPA in the program is at least 3.0 at the start of that semester). Students can only repeat a course one (1) time and must achieve an acceptable grade on the second try, or they may be dismissed from the program. Students may be dismissed from the program if they earn two unsatisfactory grades. This condition applies to any combination of courses (e.g., unsatisfactory grades in two different courses, or unsatisfactory grades obtained during the repeat of a particular course).

COMMUNICATION

Communication is important in education and in healthcare. Distance education is a challenge. It is even more challenging when communication is hindered. The program faculty will diligently attempt to provide adequate deadlines; however, there may be instances when a quick turnaround time is unavoidable. Please be cognizant of communicating with the program director and your faculty as issue arise. If you find yourself falling behind in your course work, contact the instructor. To aid in communication:

Communication is provided to students via the following formats:

1. E-mail (kumc.edu address)
 2. Announcements in Blackboard
 3. Semester meetings with Advisors
 4. Additional course communication may be delivered through other medias as defined by the faculty (e.g. phones, text, etc.).
- Students enrolled in the program can communicate with university-based faculty through e-mail, personal office appointments and/or by phone.
 - Except during approved time off, all students are required to check their e-mail and blackboard courses **daily**.
 - Students are responsible to follow through on any information, policies, e-mails, or memos addressed to students.
 - E-mails and texts are to be considered to have the same importance as policies/procedures within the Program, University, and the affiliate sites, and are enforced as such.
 - If a student has identified a communication issue (e.g., missing emails, etc.), it should be brought to the attention of the program director as soon as possible.

Changes in enrollment should be discussed in advance with the program director.

LEAVE OF ABSENCE (LOA)

A student may request a leave of absence for a variety of reasons (personal, family, medical, military, etc.). A LOA may be submitted for 3 semesters at a time (summer semester is included). By filing a LOA, the student will not lose access to university accounts. It is important to discuss a potential LOA with your temporary or major advisor and the program director. All leave of absences must be approved by the DCLS program director. Return to program from LOA must be filed prior to re-enrollment in coursework. Allow several weeks for processing.

- a. A student desiring to interrupt the curriculum for any reason (e.g., military or medical leave) may submit an application for Leave of Absence to the DCLS Program Director. A leave of absence shall not exceed 12 months (3 semesters including summer) in length. The student may resume the program the next semester in which courses are scheduled by completing a return from LOA form, provided that the student meets the course prerequisites. Students who fail to renew a LOA or return from LOA will be considered in inactive status and will lose access to all university accounts and benefits.
- b. Students called to Military Service Duty should follow the guidelines for LOA as detailed on the Registrar's office Military and Veteran's services Leaving for Active-Duty guidelines. Additional assistance is available at veterans@kumc.edu or 913-588-7055.
- c. KU Med Registrar policies and procedures for requesting a Leave of Absence can be found at the KU Med Registrar's Change in Enrollment website (links provided below).

[Office of Graduate Studies](#)

[SHP LOA Checklist](#)

[SHP Return from LOA checklist](#)

A delay in program may require a LOA such as a delay in residency. If the clinical residency is delayed longer than a summer semester, either by choice or by inability to secure a placement, the DCLS student may need to apply for a leave of absence (depending on the circumstances) or register for at least 1 credit to maintain active status in the program.

PROBATION

If at any time the cumulative GPA falls below "B" (3.0 on a 4.0 scale), the student will automatically be placed on academic probation by the KU Medical Center Office of Graduate Studies and will be required to raise the cumulative GPA to at least a 3.0 during the next semester (including the summer semester). Failure to meet this requirement may result in a recommendation that the student terminate graduate study. Students must be in good academic standing (i.e., enrolled in at least one credit hour in regular status with a minimum 3.0 cumulative GPA) during the semester in which they wish to graduate. Students must have a minimum 3.0 cumulative GPA at the end of their final semester to complete the program.

A student will be allowed to enroll on a probationary status for one semester only. Good standing will be achieved by attaining a cumulative grade point average of 3.0 or above in the DCLS coursework upon completion of the probationary semester. A student not meeting academic requirements for two consecutive semesters (including summer session) may be dismissed. Students being placed on probation will be notified in writing by graduate studies and the program director.

SUMMARY OF GROUNDS FOR DISMISSAL DUE TO POOR ACADEMIC PERFORMANCE

- failure to maintain a cumulative program GPA of at least 3.0 for two consecutive semesters
- earning two (2) unsatisfactory grades in any courses at any time while in the program.
- failure to pass the residency qualifying examination on the second attempt
- failure to pass the capstone defense on the second attempt

ACADEMIC MISCONDUCT AND PLAGIARISM

As cited in the School of Health Professions Student Handbook, **academic misconduct includes, but is not limited to:**

- giving, receiving, or utilizing unauthorized aid on examinations, assignments, preparation of notebooks, themes, reports, projects, and/or other assignments or undertakings.
- misrepresenting the source of academic work;
- plagiarism;
- copying from a textbook or class notes during a closed book exam;
- taking a test or writing a paper for another student;
- securing or supplying in advance, a copy of an exam without the knowledge and consent of the instructor;
- using non-approved technology during an exam;
- giving or receiving of unauthorized aid in the preparation of notebooks, themes, reports, other assignments or in the preparation the capstone;
- falsifying clinical hours or student data
- during clinical residency, engaging in any unprofessional behavior, inappropriate acts or omissions which place the patient in jeopardy;
- during clinical residency, concealing and not reporting any illegal, unethical, fraudulent, or incompetent acts of others;
- during clinical residency, committing any breach or violation of the confidence of a person being served;
- committing unethical practices in conducting and/or reporting research;
- Or otherwise acting dishonestly.

Plagiarism.

- The Dykes Library page on “Plagiarism” states that plagiarism involves one or all the following:
 - Using other people’s text or ideas in writing without citation of the original source
 - Submitting a paper written by someone else, either downloaded on-line or from a friend who took the same class
 - Paraphrasing sources with an inadequate citation
 - Failing to provide a citation when information is not common knowledge

Students must be aware that plagiarism is a very serious form of academic misconduct that can result in immediate dismissal from the program. Students should familiarize themselves with the various forms of plagiarism by visiting sites such as:

- [Plagiarism Website](#)
- [KU Med Library guide to Plagiarism](#)

Failure to abide by regulations or acts of academic misconduct may result in admonition, warning or censure and, in addition, may subject the student to reduction of grade, disciplinary probation, suspension, or expulsion in accordance with University Senate Rules and Regulations, Article II Section 6, [Article II Section 6](#).

NON-ACADEMIC MISCONDUCT

Students and student organizations are expected to conduct themselves as responsible and professional members of the University community. Non-academic misconduct includes any violation of the university policy on prevention of alcohol abuse and drug use on campus and in the workplace as well as any other published University policies applicable to School of Health Professions students.

While on University premises or at university-sponsored or supervised events, students and organizations are subject to disciplinary action for violations of published policies, rules, and regulations of the university and Kansas Board of Regents, and for the following offenses:

While on University or clinical affiliate premises or at University sponsored or supervised events, students and organizations are subject to disciplinary action for violations of published policies, rules, and regulations of the University and Kansas Board of Regents, and for the following offenses:

- A. Failure to comply with DCLS Program Affective Objectives stated previously in this handbook.
- B. Offenses Against Persons include, but are not limited to, the following:

When a student:

1. Threatens the physical health of another person; places another person in serious bodily harm; uses physical force in a manner that endangers the health, welfare, or safety of another person; or willfully, maliciously, and repeatedly follows or attempts to make unwanted contact with another person (students, patients, visitors, faculty, staff, co-workers).
2. Exhibits inappropriate sexual behaviors with students, patients, visitors, faculty, staff, or co-workers.
3. Possesses or carries any firearm, weapon, or explosive on University premises.
4. Falsely reports a bomb, fire, or other emergencies.
5. Is convicted of a misdemeanor or felony involving crimes against persons (e.g. assault, battery, physical or sexual abuse).*
6. Is convicted of a misdemeanor or felony related to moral turpitude (e.g. prostitution, public lewdness/exposure, etc.).*

**In this context, "conviction" is intended and understood to include pleas of guilty, pleas of nolo contendere, and diversion agreements.*

- C. Offenses Against Property include, but are not limited to, the following:

When a student:

1. Knowingly and without proper consent or authorization has in his or her possession the property of another person, the University, or any clinical site.
2. Knowingly and without proper consent or authorization removes, uses, misappropriates, or sells the property of another person, the University, or any clinical site.

3. Willfully or maliciously damages or destroys property owned or in the possession of another person, the university, or any clinical site.
4. Obtains the property of another person by misrepresentation or fraudulent means.
5. Misuses, damages, or alters any firefighting or other safety equipment.
6. Enters the facilities of, or uses the property of another person, the University, or any clinical site without proper consent or authorization.
7. Knowingly, and without proper payment, uses the services of the University or any clinical site that require payment of a charge.

D. Offenses Against the Orderly Process of The University may be committed, but are not limited to, the following:

When a student:

1. Intentionally causes or attempts to cause a substantial disruption or obstruction of classroom or clinical teaching, research, administration, disciplinary proceedings, other University learning activities, or other authorized, permitted, or constitutionally protected activities on University premises, including employment, recruitment, and public service functions.
2. Knowingly furnishes false information to the University, faculty, or staff; or a student, applicant, or former student forges, alters, misrepresents, or misuses University documents, records, or instruments of identification.
3. Misuses computing resources in violation of university policy

E. Offenses by a Student Organization or Campus Organization

Organizations may be held responsible for conduct in accordance with guidelines applicable to individual students. Organizations may be held responsible for their conduct determined to be a recognized group activity regardless of location (on or off University premises) or University supervision or sponsorship. Organizations may be sanctioned in a manner suitable to circumstances, similar to those outlined for individual students.

F. Other offenses include, but are not limited to, the following:

When a student:

1. Is convicted of a misdemeanor or felony for the sale, possession, distribution, or transfer of narcotics or controlled substances.*
**In this context, "conviction" is intended and understood to include pleas of guilty, pleas of nolo contendere, and diversion agreements.*
2. Is impaired or under the influence of alcohol or other drugs while in clinical settings or on University premises.
3. Displays unprofessional dress.
4. Misses a clinical experience without notice and a valid reason or leaves a clinical experience without notice and a valid reason.
5. Uses University broadcast email for personal purposes (e.g., to sell a personal item or promote a non-KUMC event. (Per the University of Kansas Medical Center Operational Protocol: Email)
6. Commits any other acts or omissions which, if the student were a credentialed practitioner, could result in discipline by the credentialing agency.

Additional examples and policies regarding non-academic misconduct are outlined in the [School of Health Professions Handbook](#)

The Program Director shall obtain a statement for the student's file that verifies that the student has been informed of these regulations and conditions. The statement shall be signed and dated.

ACTIONS RELATED TO ACADEMIC OR NON-ACADEMIC MISCONDUCT

Each department defines, through the components of its written policies and the written statements of academic and non-academic misconduct, the expectations of that department's students. The department monitors each student's performance relative to these expectations.

Should students jeopardize their status in the department by not performing at the level expected and defined by the department, the student will be notified in writing that their student status is in jeopardy. This notification will take place within five (5) working days from the time the department first becomes aware of the circumstances.

If, following the program policies and procedures regarding due process, a student is found to have violated regulations or to have engaged in academic or nonacademic misconduct, the student may receive admonition, warning or censure and/or be subject to reduction of grade, academic or disciplinary probation, suspension, or dismissal. Sanctions for academic misconduct or non-academic misconduct should be determined and imposed to maintain the integrity of the academic program and the rights of all individuals; maintain the mission of the University and its intellectual environment and to assist in the education of the student responsible for the academic or non-academic misconduct.

Types of sanctions include:

1. **Warning:** A formal written warning for the student's acknowledgment and signature; the signed warning to be placed in the student's department or program record.

This official written notification shall include the following information:

- a. the reason the student is being so notified;
 - b. the potential consequences of the circumstances;
 - c. the timeframe in which the student may attempt to rectify the situation;
 - d. the steps necessary to rectify the situation;
 - e. the consequences of the successful or unsuccessful attempt to resolve the matter in the specified timeframe (See Grievance Procedure Below: Clinical Laboratory Sciences, 2a).
2. **Probation:** Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to suspension or dismissal if involved in any academic or non-academic misconduct, including violations of the terms of the probation, while on probation.
 3. **Suspension:** Involuntary separation of the student from the university for a definite period of time after which the student is eligible to return. The student is subject to immediate dismissal if involved in any subsequent act of misconduct after the suspension has been imposed and/or lifted.
 4. **Dismissal:** Involuntary separation of the student from the University.

The Program Director shall obtain an acknowledgement for the student's file that verifies that the student has been informed of these regulations and conditions. The statement shall be signed and dated.

GRIEVANCE PROCEDURE: CLINICAL LABORATORY SCIENCES DEPARTMENT

1. If the student has or anticipates a problem relating to status in the program, the student should consult their advisor.
 - a. if the problem is of a general nature and is serious, the student and their advisor should meet with the Program Director.
2. If the problem is with an individual faculty member, the student should communicate with the faculty member involved and together they should try to solve the problem.
 - a. if the problem is not resolved within a week, the student, the student's advisor, the involved faculty member, and the Program director shall meet within the next week and work to resolution. (*Note: at the discretion of the department, an extension may be granted. Documentation of this arrangement must be attached to the original notifications*).
 - b. it is within the discretion of the Program Director to talk to the student, their advisor, and the faculty member (alone or in a group) to reach a resolution before the scheduled meeting.
 - c. at the time of the scheduled meeting within the second week, the student and the involved faculty member shall provide written documentation setting out problems and providing factual information in support of statements.
 - d. if more time is needed, all parties may meet again at a specified date within a week.
 - e. if all parties agree to a resolution the decision will be binding and settlement will be without prejudice.
 - f. if the problem cannot be resolved among the parties, the Program Director will decide the issue.
 - g. if the student or faculty member is dissatisfied with the resolution, either may seek the involvement of the Dean of School of Health Professions. (*Note: Grievance procedures for grade disputes do not proceed beyond the department level.*)

GRIEVANCE PROCEDURE: SCHOOL OF HEALTH PROFESSIONS AND OFFICE OF GRADUATE STUDIES

The grievance procedure may not be used as an appeal for a grade. Grades should be appealed at the department or program level. Appeals from the decision of a department or program regarding matters of academic or non-academic misconduct can be appealed to the School of Health Professions and the Dean of Graduate Studies.

Appeals procedures apply to situations in which the student wishes to appeal a proposed suspension or dismissal due to alleged misconduct. Procedures may only be pursued after all departmental procedures have been exhausted.

Proposals to suspend or dismiss a student for misconduct shall be sent from the department chair or program director, in writing, to the dean of the School of Health Professions, the vice chancellor for academic affairs, and to the student. The letter shall specifically recite those facts and circumstances relied upon by the program for recommending the proposed discipline. To access the SHP appeals procedure, the student must file, in writing, a Notice of Appeal to the dean of the School of Health Professions within two (2) weeks of the date of the chair's or program director's recommendation of discipline.

See [School of Health Professions Student Handbook](#) and [Graduate Studies Handbook](#).

ENGLISH LANGUAGE REQUIREMENTS FOR DEGREE PROGRAM

These requirements *must* be met *prior* to beginning the Professional Program. Official documentation of scores must be provided to the admissions committee.

All students *must* satisfy at least ONE of the following requirements.

- be a natural born citizen of a country where English is the native language, e.g., United States, Great Britain, Australia, New Zealand or English-speaking provinces in Canada;
- earned a baccalaureate degree or higher from an institution in one of the countries listed above;
- successfully passed (within the last two years) the academic format of the **International English Language Testing System (IELTS)**;
 - minimum requirements: overall band score of 7.5 and no part score lower than 7.0;
- successfully passed (within the last two years) the **Internet Based TOEFL**;
 - minimum requirements: at least 23 or higher on the Reading and Listening Sections; a score of 5.0 or 23 or higher on the Writing Section; a score of 26 or higher on the Speaking Section;
- successfully passed (within the last two years) **the Paper-based TOEFL**;
 - minimum requirements: at least 57 on each section with a 5.0 or higher on the **Test of Written English**;
- earned a minimum score of 50 on the **TSE** (Test of Spoken English) exam or a minimum of 50 on the **Speak Test** (available at the AEC, Lawrence campus).

STUDENT EXPOSURE PROTOCOL (NEEDLESTICK OR SPLASH)

Students, if injured or exposed to (mucous membranes or open skin) blood, body fluids, or other infectious material via needle stick or splash while performing duties at an Outside Facility should:

- A. Follow procedures consistent with the institution and report to nearest emergency room if applicable
- B. Student or supervisor calls Student Health (588-1941) and leaves a message regarding the incident (student name, date, and time). Fill out Student Incident Form.
- C. A student health representative will work with the outside agency to assess risk factors and plan follow-up care

The entire Student Exposure Protocol can be found at: [Student Exposure Protocol](#)

Student Advising

A. Initial Assignment

At the time of admission, the DCLS Program Director appoints a DCLS faculty member as a temporary advisor.

- B. The temporary advisor will be responsible for meeting regularly with the DCLS student, acquainting them with the policies and procedures, and providing information about the DCLS student and their progress to other faculty members as needed. The temporary advisor can answer questions and direct the DCLS student to proper resources as needed. Change in Advisor (Temporary or Major advisor)

The Program Director should be contacted if there are any problems with the advisor-student relationship. In some cases, the Director may attempt to mediate the relationship. In other cases, a change in advisor may be recommended. Students may request to change advisors for a variety of reasons. Typically, a change is requested due to differences in research interests, personality, etc. A change in advising is initiated by either the student or advisor completing the Change of Advisor form. A new advisor must be willing to assume responsibilities.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the Program Director or the Advising Committee upon notification by either the student or advisor. The Program Director may temporarily serve as an advisor until a new advisor is found.

C. Major advisor and Graduate Advising Committee

The student will be guided by a minimum three-member Graduate Advising Committee (GAC) comprised of 2 CLS department faculty and 1 external member. A Major Advisor (or co-Advisor) should be identified no later than the fall semester prior to expected clinical residency placement. The major advisor will serve as chair (or co-chair) of the GAC. The identification of the major advisor is by mutual agreement between the student and the faculty member who must be a member of the KU Med Center Graduate Faculty. The remaining CLS department faculty should be chosen by the fall semester before the anticipated clinical placement and should be selected prior to beginning the clinical residency qualifying exam (CRQE). The two DCLS faculty members of the GAC will administer and grade portions of the clinical residency qualifying exam. The final member of the GAC will be determined in conjunction with the clinical placement and project goals. GAC membership is guided by the major advisor and is by mutual agreement between the student and the committee. The external member will need to have a graduate studies appointment. The member will need a master's degree or higher (doctoral level is preferred) and have a faculty appointment at KU Med. This may require a volunteer appointment through the department and submission of a CV to graduate studies. The student should work with their advisor(s) and keep the advisor(s) informed as to the student's program of study, and clinical and research activities. Although the advisor is not the sole counselor to the student, the advisor is the primary counselor. Communication between the advisor and the student is necessary to make advising a meaningful and productive process. Students are encouraged to meet with their academic advisor at least once every semester.

Program Policies

1. Class attendance

Class attendance is required for face to face and synchronous online courses because the complex material presented is essential for the development of the student in this professional discipline. All assignments and course objectives must be completed to the satisfaction of the instructor. Students are expected to actively engage in their education by attending and/or participating in class activities (face-to-face or at a distance). Faculty is expected to monitor their students' active participation. It is the responsibility of the faculty to report any student who has not attended or actively participated in learning activities for a period of **two weeks** to the Program Director.

Note: Individual course requirements regarding attendance may be more restrictive. Refer to the School of Health Professions Student Handbook for [attendance policies](#) specific to the school. It is the student's responsibility to review the SHP policies on attendance.

2. Clinical Residency

The clinical residency is a full-time commitment. Attendance is mandatory. In the event of serious illness or family emergency, the student must contact their preceptor at the affiliate site AND their DCLS Residency Coordinator early that day to report they are ill and will not be in. During residency, the maximum number of excused absences (for any reason) permitted is three (3). Any absences (whether due to illness or not) are expected to be made up at the end of the course for additional time corresponding to that lost from absence. Failure to make up lost time may result in an "Unsatisfactory" in the residency course(s). See Clinical Residency Handbook regarding absence policies.

3. Professional Meetings

The department strongly encourages all DCLS students to attend professional meetings while enrolled in the program when possible and consistent with DCLS absence policies. Attendance or presentations at meetings should not be prioritized over education or residency responsibilities and should be discussed with your professors whose courses may be impacted, Major Advisor, clinical residency coordinator, and/or Program Director. Caution should be used in planning attendance to conference around the anticipated capstone defense scheduling. Residents are advised not to overcommit their time during their residency year.

4. Representing the DCLS profession or the DCLS program at KU Med Center

- a. As a student in the DCLS program, you may be approached by organizations to provide information about the DCLS profession or the KU Med Center DCLS program.
 - i. Any presentation given using "DCLS student" or University of Kansas Medical Center DCLS program should be discussed with the student's Major Advisor (MA) and program director (PD) prior to submission and reviewed by the student's MA and/or PD prior to delivery.
 - ii. If a student is approached to be interviewed as a "DCLS student" or as a student attending the University of Kansas Medical Center DCLS program, the student should contact the program director and [KU Media](#) for guidance **prior to accepting** the interview and arranging a scheduled time.

- b. Use of the term “DCLS Student” or “DCLS Resident”:
 - i. KU Med DCLS student should NOT be used as a credential behind your name at any time (e.g., S. Renee Hodgkins, PHD, DCLS student, MLS(ASCP))
 - ii. You may use KU Med DCLS student as a description in your speaker bio, in your email signature, on LinkedIn or in other social media platforms.
 - iii. Once a student has passed the CRQE AND started a clinical placement, the use of “DCLS Resident” instead of “DCLS student” is permitted.
 - c. Use of the term “Doctor”:
 - i. KU Med DCLS students should NOT use the term “Doctor” until completion of all graduation requirements (including successful completion of the DCLS Capstone).
 - ii. Unlike PhD students, there is no ABD (all but dissertation) status.
5. Social Media
- a. KU official policy on social media: <https://policy.ku.edu/chancellor/social-media>
 - b. DCLS students are often easily identified on social media (Facebook, Instagram, X [formerly Twitter], etc.) It is important to recognize your status in the healthcare community and understand the impact your posts, comments, and social media presence may have because of this status. We recognize your individuality and right for expression. As leaders in the profession, you may be a target for social media users as an expert in the field.
 - c. LinkedIn is also a social media site. You may choose to identify as a DCLS student or DCLS resident (while in residency only) on LinkedIn.
 - d. Social media should not be used as a way to communicate absences or attendance at conferences to the program faculty.
6. Leave of Absence. See Leave of Absence Section above.

INTERPROFESSIONAL EDUCATION & SIMULATION ACTIVITIES

Changes in the organization and delivery of health services are happening nationwide. Increased team-based care and communication practices are central to the effective delivery of patient-centered care in an environment of expanding access. These changes impact every aspect of the health care system, including the clinical laboratory. In simulation, students are provided the opportunity to hone their skills in an environment that mimics the real-life patient care setting. DCLS program students will have the opportunity to foster clinical skills (e.g., consult with clinicians and interact with patients) and practice interprofessional collaboration utilizing a team approach with other healthcare program students to efficiently deliver comprehensive patient care. Students will be able to integrate complex concepts, correlate laboratory information with patient cases, and contribute their clinical expertise to the healthcare team in a collaborative effort to improve patient care. As part of the KU Medical Center campus-wide initiative to prepare health care practitioners who can deliver care as members of a collaborative team ([Center for Interprofessional Education and Research - CIPER](#)), the Department requires Clinical Laboratory Science students to participate in various interprofessional and simulation activities.

[Zamierowski Institute for Experiential Learning](#)
[Neis Clinical Skills Lab -- Standardized Patients](#)

To increase campus safety, yellow Alertus units have been installed on walls around campus. The units are a way for the KU Medical Center police department to communicate in real time during an emergency (e.g., severe weather that causes the need for immediate action, situations that affect public safety, hazardous spill, or environmental danger). In an emergency, the Alertus unit sounds an audible alarm, flashes lights, and displays a text message with information and instructions. Additionally, an emergency e-mail goes out to all university accounts, and a text message is sent to those individuals who have provided their mobile phone number. All students who have provided phone numbers in Enroll & Pay will automatically receive emergency text messages. If you would like to opt-out of these emergency notification text messages, log onto Enroll & Pay, click on the “Emergency Contact Info” link in the Main menu, and follow the instructions.

HEALTH

The students must maintain physical, emotional, and mental health (well-being), which will permit them to meet the course and program objectives.

Health requirements can be found at [Health Requirements for Enrollment](#) Students will need to meet KU Medical Center Health requirements for enrollment and for continuation in the program. Student Health will perform all necessary tests, examinations, and blood work and assist you in filling out all required forms. Please contact 913.588.1941 to make an appointment. Plan to bring all immunization records to your appointment. Because you cannot enroll in classes until your health information is complete, please do not delay.

The TB test is required annually for all clinical students to be eligible for enrollment. The DCLS residency affiliates may have additional health related requirements. See DCLS Residency Handbook.

Health requirements holds may be waived if the student is not attending a class delivered on campus or does not have any in person requirements. In any semester that the student takes a hybrid or in person class, the student will need to meet all health requirements to enroll. Please discuss any enrollment concerns with the DCLS Program Director.

Additional health requirements may be in effect at clinical residency affiliates. These will be communicated with the student when a residency site is identified, and the affiliation agreement is in place. Requirements differ by site and are the student’s responsibility to complete.

Health Insurance the University requires all students taking courses at KU Medical Center to maintain current health insurance throughout their enrollment. You may choose any health insurance plan. Information about student health insurance can be found here: [Student Health Insurance](#)

The University of Kansas Medical Center offers a health insurance policy for eligible students. This plan is offered through Student Resources and is underwritten by UnitedHealthcare. For information about the policy, please visit [Student Affairs Health Insurance FAQs](#).

HIPAA AND RELATED CONFIDENTIALITY ISSUES

Students are required to complete the online HIPAA course offered at KU Medical Center. Prior to participating in the clinical residency, the student may be required to sign a form whereby they agree to abide by the rules and regulations of the clinical sites utilized by the program while on their premises during any assigned clinical, research or enrichment rotations. Clinical sites other than KU Medical Center may require the student to satisfy their specific HIPAA policies and additional confidentiality concerns. See DCLS Residency Handbook.

REQUIRED ADDITIONAL TRAINING

CPR training may be required prior to clinical residency. Students will provide a copy of their certification prior to starting residency for those affiliates that require this training.

All new and continuing students, campus-wide, are required to take (and complete at the level of competency indicated on each) the following University training modules annually:

- Information Security Awareness
- HIPAA
- FERPA
- Occupational Safety
- Equal Opportunity Rights and Responsibilities
- Sexual Assault Prevention
- Student Confidentiality Agreement (this requires reading and checking an “I Accept” box);
- Additional modules as required.

CITI Training (IRB) is required every 3 years to be eligible to submit for an IRB. For students on plan of study longer than 3 years, you will need to renew your CITI training prior to IRB submission for your capstone.

Students are notified annually by the KU Medical Center Office of Compliance regarding training requirements and how to access the required modules. Failure to complete the required training modules will result in loss of access to network privileges. Additional training may be required to enter clinical residency and is site dependent.

BACKGROUND CHECK

On January 1, 2004, The Joint Commission (TJC) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these new regulations requires that all persons who are involved in patient care activities, i.e., employees, volunteers, AND STUDENTS, must have criminal background checks and other healthcare-related checks. Most public/private school systems are requiring background checks as well.

Acceptance into the School of Health Professions academic programs is conditional, pending the results of a criminal/healthcare-related background check. Acceptance into the Clinical Laboratory Sciences Programs, School of Health Professions, will not be final until the School receives the student’s background check information. The School of Health Professions requires only one background check prior to final acceptance and subsequent enrollment.

While most health care facilities with whom the School of Health Professions has affiliation contracts will accept the school’s verification that a background check has been performed

on a student, some may require a more current report and a drug screen. The cost of any additional screening may be the responsibility of the student.

POLICIES AND PROCEDURES WHEN APPLIED EXPERIENCE CANNOT BE GUARANTEED

There is no substitution or transfer credit accepted for the residency year courses (DCLS 800, 901, 902, 903, 911, 912, 913, and 999). These courses are taken in sequence typically starting the summer semester unless approved by the program director. Residency can be customized to the student based on experience and clinical site.

Students will not be excused from clinical residency for disabilities or health reasons. Their participation in the educational experience may be modified to fit their disability. Each student's request will be handled on an individual case basis. If the student is restricted for health reasons by the KU Medical Center student health physician, the student will complete a comparable project that has been approved by the curriculum committee.

The DCLS Program diligently coordinates with the clinical residency sites in the applied education of students enrolled in the Program. In the event that a site cannot participate in instruction, an acceptable, alternative site will be identified, and the student is placed at that institution.

If there is a delay in start of residency longer than the summer semester, a leave of absence may need to be filed depending on the circumstances or additional enrollment be needed to maintain active status. See LOA section.

COURSE EVALUATIONS

Course evaluation by students is part of the continuing course and program improvement process. Therefore, your participation is very important. Course evaluations will be distributed by email the week prior to final examinations and are completed on-line by the last day of class. Participation is tracked; however, all student responses are anonymous and will only be presented to faculty as aggregate data. Due to the value that the CLS department places on these evaluations, your course grade will be withheld until the course evaluation is completed. All students are required to submit course evaluations for every course. No points are associated with the course evaluation in the determination of final course grades

Failure to complete a course evaluation may result in a grade of "I" (incomplete) being assigned until the course evaluation has been submitted unless you are the only student enrolled in the course. Once the instructor has been notified that a student has submitted their evaluation form, the grade will be changed.

Professional Organizations

A variety of opportunities exist for DCLS students to attend professional meetings and/or to participate in professional development activities through professional organizations of relevance in the CLS profession.

All on campus DCLS program students are required to maintain membership (student or professional) with the American Society for Clinical Laboratory Sciences (ASCLS). In addition, DCLS students must participate in the voluntary Credential Maintenance Program (CMP) through the American Society for Clinical Pathology (ASCP) if their original MT or MLS credentials were obtained prior to 2005.

Students are encouraged to participate in one or more of the following professional organizations (list is not exhaustive):

[AABB \(formerly American Association of Blood Banks now Association for the Advancement of Blood & Biotherapies\)](#)

[American Association of Bioanalysts \(AAB\)](#)

Association for Diagnostics & Laboratory Medicine (ADLM) formerly [American Association for Clinical Chemistry \(AACC\)](#)

[American Association of Immunologists \(AAI\)](#)

[American Society for Biochemistry and Molecular Biology \(ASBMB\)](#)

[American Society for Clinical Laboratory Sciences \(ASCLS\)](#)
Including participation in Constituent societies (e.g. ASCLS-KS, ASCLS-MO, etc.)

[American Society for Clinical Pathology \(ASCP\)](#)

[American Society for Hematology \(ASH\)](#)

[American Society for Histocompatibility and Immunogenetics \(ASHI\)](#)

[American Society for Microbiology \(ASM\)](#)

[Association of Molecular Pathology](#)

[Clinical Laboratory Management Association \(CLMA\) – merging with ASCP](#)

[Genetics Society of America \(GSA\)](#)

[Southwestern Association for Clinical Microbiology \(SWACM\)](#)

[Heart of America Association of Blood Banks](#)

[Society to Improve Diagnosis in Medicine](#)

Potential Certifications to explore (post-graduation):

[National Registry of Certified Chemists \(NRCC\)](#)

[American Board of Bioanalysis \(ABB\) – High Complexity Laboratory Director \(HCLD\)](#)

[ASCP IS DEVELOPING A DCLS CERTIFICATION ~ 5 YEARS \(2027???\)](#)

Additional Resources

ACCESS TO RECORDS

Students can request their academic transcripts via KU Medical Center Enrollment Services. See information at the following link regarding options for ordering electronically, by mail, or in person:

[KU Med Center Enrollment Services](#)

Requests for copies of clinical contact hour summaries can be made to your academic advisor.

FINANCIAL AID

Dykes Library
913-588-5170

[Student Financial Aid](#)

- Questions about financial aid-programs and process
- Scholarships and grant programs

IT HELP DESK CUSTOMER SUPPORT

913-588-7995

[IT Help - Did you turn it off and back on again?](#)

- Email accounts – Password Reset
- Computer Access problems
- Multi-factor Authentication

[KU MED STUDENT GUIDE TO ONLINE LEARNING](#)

WRITING CENTER

The Writing Center at KU Medical Center offers students and residents a welcoming place for discussing writing. Staffed by graduate writing specialist Lisa Brune, Ph.D., the Center offers free tutoring on writing assignments, workshops and 12 presentations, resources, writing groups, and more including written feedback via email. The goal is to make students more effective, confident writers by providing feedback on their work and advice on their writing process.

Appointments can be made online at [Writing Center Appointments](#) or by phone (913-945-8477; TTY: 711).

Visit the [Writing Center Website](#) for more information.

STUDENT HEALTH

Student Center 1st floor
913-588-1941

[Student Health Services](#)

- Immunizations, Appointments for health/sickness
- Appointments 588-1941
- KU Medical Center Student Counseling Center 588-6580
- KU Medical Center Emergency 588-6500
- KU Medical Center Switchboard 588-5000

KU MED CREDIT UNION

1035 Delp
913-588-5375

[KU Med Credit Union Website](#)

(notary public: \$2 fee for non-members)

DYKES LIBRARY

913-588-7166

[Dykes Library Website](#)

LOST AND FOUND

is located in Dykes Library

KU MEDICAL CENTER BOOKSTORE

913-588-2537

[KU Med Bookstore Website](#)

PARKING

2nd Level of the P5 Parking garage
(913) 11 588-5175

Monday through Friday, 8 AM–5PM

[KU Med Parking Website](#)

Students may purchase yellow parking permits on a space-available basis.

Online vehicle registration can be completed at: [KU Med Vehicle Registration and Permits](#)

Shuttle service is available from satellite KU Medical Center parking lots starting at 6:30AM and run about every 20 minutes throughout the day (more frequently during morning and evening rush hours).

A map of the KU Medical Center parking lots and shuttle stops can be found at:

[KU Med Parking Maps](#)

A mobile phone app is available for tracking the location of KU Medical Center shuttles.

Information can be found at: [Shuttle Service Maps and Schedules](#)

If you are struggling to find a parking spot, call the Parking department at 913-588-5175. They will direct you to an available space, possibly in another color lot (red, etc.)

There is an after-hours security escort. After sunset, you can call campus police at 913-588-5030 for a free escort to your car, if it is on or near campus.

KU MEDICAL CENTER POLICE

[KU Med Police](#)

115 Support Services Facility

2100 West 36 Avenue Kansas City, Kansas 66160-7145

*** For immediate access to the campus police, pick up or activate any blue phone on campus

- any day, any time. You do not need to dial.

- Emergency: 911

- Non-Emergency: 913-588-5030

- Lost & Found: 913-588-5177

- Escort service starts at 6PM – Dial 8-5030

Area covered: Chester to the north, State Line Road to the east, 43rd Street to the south, and Fisher to the west (see [Escort Area](#))

MAIL

You have been issued a KU Medical Center Outlook e-mail account. All University business and department business is conducted only through your Outlook account, so check it regularly. If you have not already done so, you should access your account and change the password assigned to you.

To use your e-mail account, go to [KU Med Outlook Login](#), then enter the username (UserID) and password provided in your email message. Your Outlook account will be the only e-mail address used for program communications.

A mailbox for the receipt of campus and federal mail by Clinical Laboratory Science graduate students is located in the administrative assistant's office (G004A Eaton). Outgoing federal and campus mail can be deposited in the same office. Be certain to include Mail Stop (MS) numbers on items sent through campus mail. The MS number for the Clinical Laboratory Sciences department is MS4048.

KU MEDICAL CENTER ENVIRONMENT, HEALTH, AND SAFETY OFFICE

[KU Med Center EH&S Office](#)

Links for Health and Safety Programs and Policies

[Training](#)

Chemical Safety (including Hazardous Materials)

[Chemical Safety](#)

KU MEDICAL CENTER NO-SMOKING POLICY

The KU Med campus is smoke-free and the use of tobacco products is prohibited inside and outside - anywhere considered to be a part of our campus property.

Accommodation of Individuals with Disabilities

Accommodation Policy:

It is the policy of the University of Kansas Medical Center to provide reasonable accommodation to qualified individuals with known impairments that meet the statutory definition of a covered disability except where such accommodation would impose an undue hardship or present the threat of harm. Reasonable accommodation applies to all aspects of employment and all educational programs, services, and activities. Persons with disabilities who are covered under this policy include students who satisfy eligibility criteria; and, with or without reasonable accommodation, meet the technical standards and matriculation requirements of the program.

In order to maintain the integrity of the curriculum and standards of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), it is inevitable that the inability to adhere to the technical standards will disqualify some students. This does not imply however, that a program has discriminated against these students on the basis of a protected class, e.g., sex, race, color, national origin or ancestry, age, religion or creed, disability, veteran status, or sexual orientation. The University is committed to providing equal opportunity and non-discrimination to all members of the academic community, including students.

Procedure for Requesting Accommodation:

Students who believe they may need academic accommodations are encouraged to contact Cyn Ukoko, in the Academic Accommodations Services Office, as soon as possible to better ensure that such accommodations can be implemented in a timely fashion. Online appointments may also be made at [MedConsult](#).

For online information about academic accommodations, please go to [Academic Accommodations](#).

Cyn Ukoko, Academic Accommodations Services Office
G020 Dykes Library
Mail Stop: 4029
Telephone: (913) 945-7035

Students may also discuss their need(s) for accommodation with faculty or the school's Disability Officer.

UNIVERSITY OF KANSAS MEDICAL CENTER Civil Rights and Title IX

KU Medical Center is committed to the elimination and prevention of discrimination or harassment based on race, religion, color, ethnicity, sex, disability, national origin, ancestry, age, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, genetic information, or retaliation. KU Medical Center and the KU Med Sexual Harassment Policy also prohibit all forms of sexual violence, including domestic violence, relationship violence, stalking and assault. Allegations of violations of the University's Nondiscrimination Policy are investigated in accordance with the Discrimination Complaint Resolution Process. Additionally, KU Medical Center prohibits retaliation against anyone who files a complaint or otherwise participates in the complaint process.

If you believe that you are being discriminated against or harassed, contact Lauren Jones McKown, KU Med's Title IX Coordinator at civilrights@ku.edu to discuss your rights and options for filing a complaint or taking other steps to help stop the behavior.

Policies and procedures are available through the [KU Medical Center Office of Civil Rights and Title IX](#).

UNIVERSITY OF KANSAS MEDICAL CENTER Diversity, Equity, and Inclusion

The University of Kansas Medical Center is committed to creating and maintaining a diverse and inclusive learning and working environment that nurtures the growth and development of our students, faculty, staff, and patients.

KU Med defines diversity as a state of being in which the variety of cultures, experiences, expertise, and viewpoints are valued and incorporated into the fabric of our community. Diversity encompasses age, education level, ethnicity and race, gender expression and identity, nationality, national origin, physical and mental ability, political and religious perspectives, sex, sexual orientation, socioeconomic status, veteran status, and other human differences.

By embracing diversity our University will attract and retain skilled and talented employees and students dedicated to excellence in education, research, patient care, community, and global initiatives. A diverse and inclusive community that fosters mutual respect requires the engagement of the University at all levels.

For more information, visit: <http://www.kumc.edu/diversity.html>

**UNIVERSITY OF KANSAS MEDICAL CENTER
SCHOOL OF HEALTH PROFESSIONS
CLINICAL LABORATORY SCIENCES DEPARTMENT**

**Technical Standards for Admission and Retention
Doctorate in Clinical Laboratory Sciences**

The expectations for Doctor of Clinical Laboratory Sciences Students are published in the Technical Standards you received with the application materials. The standards identify the requirements for admission, retention and graduation of applicants and students respectively.

Therefore, it is the responsibility of the student with disabilities to request those accommodations that they feel are reasonable and are needed to execute the essential requirements. If you have questions about the process for requesting accommodations, please contact: Academic Accommodations Services Office, University of Kansas Medical Center, at 913-945-7035, TDD Kansas Relay Number: 1-800-766-3777.

Please sign and date this form and return it to the Clinical Laboratory Sciences department.

I certify that I have read and understand the University of Kansas Medical Center Doctorate in Clinical Laboratory Sciences Program's *Technical Standards for Admission and Retention* and that I meet each of them, with or without reasonable accommodation.

Signature

Date

Printed or Typed Name

**DOCTORATE IN CLINICAL LABORATORY SCIENCE (DCLS)
DEPARTMENT OF CLINICAL LABORATORY SCIENCES
UNIVERSITY OF KANSAS MEDICAL CENTER**

Certification of Receipt of DCLS Student Handbook Form

I do hereby acknowledge that I have received a copy of the current DCLS Student Handbook and that I have read and understood the policies and procedures and, will abide by the regulations listed therein. I have also received access and have read the regulations and conditions related to academic misconduct and nonacademic misconduct, and the School of Health Professions student handbook

I have also been provided an opportunity to question the DCLS Program Director about content that I do not understand, and I realize that failure to return this form prevents me from entering a residency site.

Date of Orientation: **August 14, 2023**

Printed Name: _____

Signature: _____

Date: _____