

2023-2024 GRADUATE STUDENT HANDBOOK

UNIVERSITY OF VERMONT
MEDICAL LABORATORY SCIENCE PROGRAM
DEPARTMENT OF BIOMEDICAL AND

PROGRAM DIRECTOR'S WELCOME 4

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VISION

To be

services, and practice. Members of the department are advocates for their respective professions and serve their professional associations in leadership roles at the community, state, national, and international levels.

PRACTICE

Working at various clinical settings throughout Vermont, faculty strive to improve the health of individuals and communities through promotion of best practice in their professions and specialty areas. They serve as role models to professional colleagues and students for their high standards of professional behavior, accountability, integrity, advocacy, and caring.

DEPARTMENTAL GOALS

- 1) Contribute to the health science body of

sciences. Upon completion of the program, these students will be eligible to take the national certification exam in medical laboratory science offered by the American Society of Clinical Pathology (ASCP).

- Track 2 is for Medical Laboratory Science certified graduates who seek graduate training in evidence-based practice, healthcare management, and scientific research.

We also offer an Accelerated Master's Program (AMP) where select students have opportunity to earn both the bachelor's and master's degrees in Medical Laboratory Science in five years. Students in the UVM Medical Laboratory Science bachelor's degree program must apply for admission to the AMP in the spring semester of their junior year.

All MLS graduate students will complete a capstone project that will engage students in hands-on research methodology, experimental practice, and scientific communication. The capstone project provides students with the opportunity to develop important skills in clinically-related research. Students are required to present their capstone projects publicly at either a departmental seminar or the CNHS Zeigler Research Symposium.

The breadth and depth of our faculty allow us to offer advanced practice courses in molecular methods, clinical genetics and genomics, clinical laboratory correlations, healthcare management, policy, ethics, quality, research design and methods, and hands-on research experiences to prepare graduates to be future leaders in the Medical Laboratory Science profession.

PROGRAM GOALS:

The MMLS degree prepares students for advanced practice as a medical laboratory scientist. The program prepares students to:

- Promote positive patient outcomes through communication, education and dissemination of laboratory-related information to healthcare professionals, patients and their families.
- Identify, critically examine, and problem-solve issues related to the practice of medical laboratory science.

is contained. Faculty may have policies related to use of laptop computers, cell phones, electronic resources, collaborations, etc.

- Teachers and students must be familiar with and compliant with the University policies on harassment (of any sort) and equal opportunity in educational programs, which are available on the UVM website.

The University adheres to Vermont State and federal laws that ensure equal opportunity in educational programs and activities and non-harassment. There are numerous relevant policies accessible through the UVM website.

Equal opportunity in educational programs and activities and non-harassment:

<http://www.uvm.edu/policies/student/equaledu.pdf>

Sexual harassment: http://www.uvm.edu/policies/general_html/sexharass.pdf

Procedures for investigating and resolving discrimination complaints:

<http://www.uvm.edu/policies/student/equaledu.pdf>

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS) FOR MLS GRADUATE STUDENTS

BASIC REQUIREMENTS

In order to acquire the knowledge and skills requisite to the practice of medical laboratory science in a broad variety of clinical situations and to render a wide spectrum of patient care, individuals must have skills and attributes in four areas: communication, motor, intellectual-cognitive, and behavioral- social. These enable a student to meet graduate and professional requirements as measured by national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred (*) items, however, are skills that are more inherent and should be present when a student begins the program.

If a student cannot perform each function in the manner described below, they will not necessarily be precluded from participating in the program, but will need to be able to perform all essential functions with or without reasonable accommodation. Efforts will be made by the program in which the student is enrolled to arrange clinical experiences in environments where appropriate accommodations can be made; however, the availability of

control.

COMMUNICATION: The student must be able to:

- recognize and respond in a controlled and respectful manner to various types of communication including written, verbal, and non-verbal communication; *
- relay and receive information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and *
- convey information accurately with relevance and culture sensitivity.

PSYCHOMOTOR: The student must be able to:

- perform assigned activities throughout a normal work period;
- move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators; *
- possess sufficient eye-motor coordination to allow delicate manipulation of specimens, instruments, and tools; *
- grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers);
- manipulate otheBT/gFETQq0.00000912 0 612 792 reW* nBT/F2 10.98 Tf1 0 0 1 168.98 335.3 Tm0 g0 G(o)-8 10.

COGNITIVE: The student must be able to thoroughly, efficiently and reliably:

- interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, laboratory, discussion, patient observation, examination and evaluation/assessment;
- possess and apply mathematical skills to determine what data are needed to solve problems;
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, laboratory, discussion, and patient evaluation/assessment;
- apply knowledge, skills, and values learned from course work and life experiences to new situations.

BEHAVIORAL/SOCIAL: The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals; *
- consistently demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture; *
- work independently and effectively in groups under time constraints;
- meet externally established deadlines;
- be an active and engaged learner demonstrating cognitive, communication and psychomotor skills in the classroom, laboratory, and clinical settings;
- maintain professional behavior at all times even during stressful situations;
- recognize and respond appropriately to potentially hazardous situations;
- prioritize requests and work concurrently on at least two different tasks;
- demonstrate professionalism including appearance, dress, and confidence;
- possess and maintain the psychological health required to make sound decisions;
- recognize emergency situations and take appropriate action.

ACCOMMODATIONS

The University of Vermont is committed to a policy of equal educational opportunity and welcomes individuals with diverse backgrounds and abilities. The University therefore prohibits discrimination, including discrimination on the basis of disability. At the same time, all students in the College of Nursing and Health Sciences (CNHS) must be able to perform the essential clinical as well as academic requirements, as the overall curricular objectives are to prepare students to actually practice in their chosen fields.

Services and accommodations for students with disabilities are coordinated by three University offices:

- Student Accessibility Services (SAS)

have been agreed upon by the student and the Certifying Office, the faculty for whom the accommodation is relevant will be notified, in writing. A student's specific disability

regulations that govern each course you take, as detailed in the course syllabus. This includes but is not limited to things such as arriving to class on time, prior to the start time, attending mandatory components of the course, reading assigned materials, meeting deadlines, coming prepared for course activities, checking University email, communicating in a timely manner.

First and foremost, _____ to the Standards for Academic Integrity outlined in University policy (<https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf>)

Faculty also expect students to show respect to peers and professors at all times. Approach professors with courtesy and respect for their position:

1. Set up advance appointments

additional responsibilities associated with their individual programs. Most of the information students need to understand concerning their rights and responsibilities is contained in the University Policies and Procedures websites:

<https://www.uvm.edu/policies/?Page=alphalist.php>

<http://www.uvm.edu/policies/student/studentcode.pdf>

ALCOHOL AND DRUG USE

The University of Vermont provides services and programs for all students, faculty, and staff who need assistance confronting drug and/or alcohol abuse. Free and confidential assessments, referrals to on- and off-campus programs, and a variety of support groups are available. A student who needs assistance for a personal problem concerning his/her own use, or use by friends, family or associates, may approach any faculty or staff person at the university to seek help and information. All information will be held in the strictest of confidence. The UVM Alcohol and Drug Policy can be found at the following website:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the federal student records law known as FERPA. In general, the faculty follow the guidelines listed below:

1. Only those individual student records necessary for the fulfillment of teaching and advising responsibilities are kept by the faculty.
2. Student scores or grades are not displayed publicly.
3. Papers, graded exams, books, or lab reports containing student names and grades are not placed in publicly accessible places.
4. Student educational record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
5. Information from student educational records, including grades or grade point averages, are not shared with parents or others outside the institution, including in letters of recommendation, without written permission from the student.

The University of Vermont FERPA Rights Disclosure can be found at:

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

STUDENT CONCERNS

Students with a grievance about a course grade should follow the instructions outlined in the UVM Grade Appeals Policy found at:

<https://www.uvm.edu/sites/default/files/UVM-Policies/policies/gradeappeals.pdf>

Students with a concern or grievance regarding any aspect of the program may refer to the CNHS Student Concern Policy on the Handbooks, Forms and Policies page of the CNHS website:

http://www.uvm.edu/cnhs/handbooks_forms_and_policies.

ADVISING

All students in the department have an academic advisor. The advisor is your own personal link to the department, college, and university and can help the student navigate and understand their rights and responsibilities, the requirements of their program and university, and the services available. Although the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student, the academic advisor assists by helping to identify and assess alternatives and the consequences of decisions. Advisors assist students in the development of educational plans; clarification of career and life goals; selection of appropriate courses and other educational experiences; interpretation of institutional requirements; evaluation of student progress toward established goals; and referral to and use of institutional and community support services.

Students provide evaluations of their faculty advisors and such evaluations are considered in reviews for reappointment, promotion, and tenure. The CNHS Office of Student Services oversees the responsibility for the evaluation process.

PROGRAM EVALUATION

There are many policies relevant to graduate students that can be found on the Graduate College Policy website: <http://catalogue.uvm.edu/graduate/academicenrollment/>

ACADEMIC STANDARDS

Each course syllabus indicates the prerequisites for enrollment in the course. Students must pass any prerequisite courses in order to gain entrance to a course. In order to enroll in clinical education courses, students must be in good academic standing and have passed all prerequisite courses. The University outlines these grade options for courses and their definitions in the Graduate College: <http://catalogue.uvm.edu/graduate/academicenrollment/gradingpolicies/>

COURSE GRADING SCALE

A+	97 – 100	B+	87 – 89	C+	77-79
A	93 – 96	B	83 – 86	C	73-76
A-	90 – 92	B-	82 – 80	C-	70-72
F	less than 70				

When students plan to return from leave or to repeat required classes, they must notify the department chair in writing one month prior to the scheduled date of return. Students

COURSE CREDIT TRANSFER, WAIVER OR SUBSTITUTION FORM

Due first day of classes for semester. Please attach _____ and
or supporting documents.

Student Name ID# _____ Date _____

Local Address _____

E--Mail Address _____

Local Phone _