

Jefferson State Community College Histotechnology Program

Student Handbook

2021 - 2022



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INTRODUCTION

This handbook is intended to provide you with information regarding the HST Program. It is intended to serve as a guide while you are enrolled in the program. Please read it carefully and thoughtfully and ask questions if you do not understand what is meant. We welcome your questions. We want you to be successful in reaching your educational destination. We hope this handbook will assist you in achieving your goals.

PROGRAM MISSION

The mission of the Histologic Technician Program at Jefferson State Community College is to promote and maintain standards of quality for the services and the environment necessary for students to achieve their educational goals and to enhance the social, cognitive, and professional skills required for entry level employment as histologic technicians (HTs) in the healthcare community.

Our philosophy is to strive to be totally committed to giving students the resources needed to continue their education in Histotechnology and to instill in them the desire to uphold the highest standards of performance.

PROGRAM GOALS

The Histotechnology program seeks to provide a quality education for students by:

- providing a program which is of excellent quality and which meets the Guidelines and Essentials prescribed by the National Accrediting Agency for Clinical Laboratory Science (NAACLS).
- providing competent, well qualified faculty to guide, instruct, and train students through basic and advanced clinical laboratory practice.
- providing an atmosphere and example of performance among the faculty which portrays the laboratory professional as an honest, caring, highly qualified professional, and the field of laboratory medicine as a needed and respected profession.
- helping students develop an awareness that quality patient care is our most important objective.
- creating in the student a personal responsibility to provide quality patient care while performing as a student Histotechnician and later as a professional.

It is also our purpose and goal to help each student discover and develop his/her own integrity as a person and a Histotechnician, and to aid in the realization of his/her potential in the field of Histotechnology.

STUDENT LEARNING OUTCOMES

Upon graduation and initial employment, the Histotechnician should be able to:

1. Perform laboratory procedures safely.
2. Integrate legal and ethical principles into job responsibilities.
3. Recognize, analyze, and solve problems related to laboratory procedures.

4. Demonstrate the academic knowledge and technical skills for entry-level histologic technicians.
5. Perform mathematical calculations related to generating laboratory results.
6. Read and understand laboratory manuals and related technical materials.
7. Use current technologies to access and process information.
8. Demonstrate effective written and oral communication skills with consumers and coworkers.
9. Display professionalism by projecting a positive attitude, working as a team member, and showing initiative and responsibility.

AFFECTIVE DOMAIN PROGRAM OBJECTIVES

1. Comply with biosafety regulations by practicing proper disposal of biohazardous materials, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions by participating.
3. Help maintain a neat, clean, and orderly work area in all the labs without being asked.
4. Demonstrate proper care and use of the lab equipment, as evidenced by lack of breakage.
5. Attend class regularly and be punctual.
6. Demonstrate preparedness for the lab by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing lab tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism maturely.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress code.
14. Comply with all program policies as outlined in the HST Student Handbook, the JSCC College Catalog, and each course syllabus. This includes the HST Program Performance Standards.

These objectives are evaluated as part of the coursework using student evaluation tools in the didactic and clinical components throughout the Histotechnology Program. Specific course objectives as well as a copy of the evaluation tool used are provided to each student at the beginning of each HST course.

PROGRAM DESCRIPTION

The Jefferson State Community College Histotechnology Program provides students with the knowledge and skills necessary to prepare tissue specimens for microscopic examination using various stains and dyes to identify tissue and cell structures. Students complete general education course work (Biology, English, Math, Psychology, Chemistry and Humanities) prior to beginning the major Histologic Technician (HST) courses.

HST major courses needed for the degree in Histotechnology are offered at the Main Campus of Jefferson State Community College and online. Students must complete required first semester

general education coursework before enrolling in the HST courses. The entire program can be completed in 5 Semesters.

The program, through online lectures, campus-based student laboratory and clinical experiences, prepares graduates to use dyes and stains in combination with tissue composition to reveal the secrets held by tissue structures with color and clarity. The Histotechnician works under the supervision of a histologist. Upon successful completion of program requirements, the student will earn the Associate in Applied Science degree. Granting the degree is not contingent upon the student passing any external certification examination.

The program is currently seeking accreditation that will enable graduates to take the American Society of Clinical Pathologist (ASCP) Histotechnician (HT) examination required for certification as a Histotechnician.

TEACHING AND LEARNING

Learning is a life-long process that takes place inside and outside educational institutions. It is an active process controlled by the learner. Learning is facilitated in an atmosphere that encourages learners to be active, emphasizes the uniquely personal nature of learning, promotes personal discovery of ideas, and emphasizes self-evaluation, goal-setting, and self-respect.

The role of the teacher is to facilitate the learning process. This is done by designing learning activities and by providing resources, reinforcement, feedback, and role modeling. The teacher models the role of learner. The learning environment includes experiences that bring students to discover and construct knowledge and to solve problems. Such an environment encourages the development of critical thinking skills essential for successful application of knowledge.

Self-direction and accountability for one's own learning are essential. The teacher should foster the development of the learner's ability to identify his/her own learning goals and to seek appropriate methods of reaching those goals. Since students have different styles of learning, the inclusion of a variety of learning strategies can best assist students to meet their educational goals.

HISTOTECHNOLOGY ADVISORY COMMITTEE

The program annually reviews its goals and outcomes with input from an advisory committee. Members represent specific communities of interest served by the educational program and include the following: Program Director, Education Coordinator, Faculty, Student, Graduate, College Administration, and Employers. Changes to the program are discussed and implemented in response to the committee's recommendations.

The 2021-22 HST Advisory Committee members

- Nekia Barns, HT(ASCP)^{CM} – Committee Chair, Cunningham Pathology Histology
- Amanda Adkinson, HTL (ASCP)^{CM}, Children's Hospital of Alabama
- Stephen Bayles, HT (ASCP), Skin Diagnostic Group PC
- Danitra Blevins, BS, HTL(ASCP), MSHA Grandview Medical Center
- Candy Hill, B.S.Ed., M.A.Ed., MT (ASCP), Program Coordinator, Medical Laboratory Technology/Histologic Technician , Jefferson State Community College
- M. Lamar Jones, BS, HT/HTL(ASCP), Education Coordinator, Histologic Technician, Jefferson State Community College
- Matthew Lurken, PA(ASCP)^{CM} UAB Medicine/Hospital Labs
- Tara Pope, HT/HTL(ASCP) Huntsville Hospital
- Michelle Posey, MS, HTL(ASCP)^{CM}, LSSGB, Lab Services UAB Medicine
- Lavinia Ray, HT (ASCP)^{CM}, QLS(ASCP)^{CM}, LSSGB
- Melissa Sittason, Chief Operating Officer, Pathology Associates
- Yolanda Stoves, HTL(ASCP)^{CM} Children's Hospital of Alabama
- Student Representative

ACCREDITATION

The Histotechnology Program is currently seeking accreditation by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018.

DESCRIPTION OF THE PROFESSION

The Histotechnician is an allied health professional who is qualified by academic and practical training to provide service in clinical laboratory science. The Histotechnician must also be responsible for his/her own actions, as defined by the profession.

The ability to relate to people, a capacity for calm and reasoned judgment and a demonstration of commitment to the patient are qualities essential for a Histotechnician. He/she must demonstrate ethical and moral attitudes and principles that are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnoses must be maintained.

Jefferson State Community College Essential Functions for Histotechnology Students

Purpose: In addition to JSCC requirements and course objectives, there are professional standards that encompass communication, motor skills, sensory and cognitive ability and professional conduct that are essential for the competent study and practice of medical assisting.

The foundations for the Essential Functions for Histotechnology Students in the JSCC program are as follows:

- The faculty has authority for the course as described in the Faculty Handbook.
- The instructor is to be treated with respect and has the right and authority to direct the class in whatever manner he/she determines will best facilitate the student's learning based upon the instructor's education and experience.
- Mutual respect is an essential component to effective education. It is important that all positions of a discussion are treated with equal respect and courtesy.
- The instructor's obligation is to design a learning opportunity and present it effectively.
- It is the student's responsibility to attend all components of the course and take responsibility for his/her performance in the course.

These Essential Functions are to be used as a guide:

- For admission, retention and graduation policies
- For comprehensive evaluation of subjectively and objectively measured skills, behaviors and attributes
- To articulate a set of standards for students and faculty to refer to for identification,

- reflection upon and correction of unsatisfactory behavior
- To assist students to reflect on, understand and accept accountability for the overt and subtle aspects of their behavior and how it impacts the learning environment, clients, colleagues, and the academic and health care environments.
- To assess the reasonableness of requests for special accommodations that would allow the student to perform according to the medical laboratory scope of practice without fundamentally altering the program of study

The Essential Functions are referenced in the following manner:

- Intent Form/Application Packet
- Program Orientation
- Course Syllabi
- HST Student Handbook
- JSCC General Catalog and Student Handbook

Process

The Histotechnology Student Handbook is distributed and reviewed with students at the onset of the program. Once a variation in Essential Functions is initiated, it will remain in effect throughout the student's continuous progress through the program. To communicate between semesters, probation status will be documented with all Histotechnology Personnel.

The Essential Functions for HISTOTECHNOLOGY Students in the JSCC program are outlined below. These functions include but are not limited to the following:

I. Motor Skills

- A. Sufficient motor function to execute movements required to perform necessary tasks in a laboratory setting and to perform necessary procedures to patients both in-house and in an ambulatory setting.
 - 1. Manipulate equipment to perform procedures
 - 2. Lift and transport containers weighing up to 25 pounds
 - 3. Ability to organize and manage laboratory inventory including the processing and dispersing of laboratory supplies and reagents.
- B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.
 - 1. Participate completely in classroom activities.
 - 2. Participate fully in required activities in clinical setting including extended periods of sitting, standing, and lifting laboratory equipment.

III. Sensory

- A. Hearing sufficient to assess health needs.
 - 1. Hear and identify an alarm on a clock or laboratory instrument and to respond in an appropriate manner.
 - 2. Hear a cry for help or sounds of distress.
- B. Vision sufficient for assessment necessary to deliver appropriate care.
 - 1. Accurately interpret non-verbal communications.
 - 2. Read the scales on pipettes and syringes in order to make

- necessary dilutions and to calibrate instrumentation.
 - 3. See a change in color that is necessary for interpretation of a laboratory procedure.
 - 4. Ability to see adequately when using a microscope that all cellular detail is clearly visible.
 - 5. Ability to see and interpret miller disks and micrometers microscopically.
 - C. Sense of touch sufficient to perform a lab procedure requiring fine motor skills needed to pick up slides and coverslips
- III. Cognitive
- A. Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1. Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting.
 - 2. Apply broad class concepts to unique client situations.
 - 3. Concentrate to correctly perform histotechnology procedures within their scope of practice and document appropriately in the often distracting and noisy, clinical setting.
 - 4. Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5. Respond appropriately to constructive feedback.
- IV. Communication
- A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family, and other professionals.
 - 1. Establish and maintain a professional relationship with patients and colleagues.
 - B. Effective communication with others, both verbally and in writing.
 - 1. Explain procedures and treatments, document actions, record patient responses to treatment in a professional manner.
 - 2. Convey information in a clear, professional and timely manner.
 - 3. Listen and respond to others in an accepting and respectful manner.
 - 4. Ability to make and receive phone calls from physicians and other health care professionals.
- V. Professional Conduct
- A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1. Examine and change his or her behavior when it interferes with professional relationships or the academic or health care environments.
 - 2. Maintain mature, sensitive and effective relationships with patients, colleagues, faculty, staff and other professionals.
 - 3. Demonstrate emotional stability to participate fully in the clinical and academic setting at an appropriate level.

- B. Incorporate professional standards of practice into all activities.
 - 1. Work effectively with a team in an academic or ambulatory care setting.
 - 2. Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.
- C. Demonstrate integrity and accountability in clinical and academic setting.
 - 1. Complete all assignments in a timely manner while adhering to the JSCC code of ethics.
 - 2. Respond appropriately to constructive feedback.
- D. Present self in a professional manner in clinical and academic settings.
 - 1. Attend clinical following uniform policy, including appropriate hygiene with no detectable scents or odors.
 - 2. Wear appropriate clothing that is not distracting or offensive when in the learning environment.

JEFFERSON STATE COMMUNITY COLLEGE HST CURRICULUM COURSES

Associate in Applied Science Degree Program HISTOLOGIC TECHNICIAN

HST Major Courses

Major Courses (Semester System of Credit)

HST 110	Intro to Histotechnology
HST 120	Histology
HST 130	Histotechniques
HST 140	Histochemistry
HST 210	Histopathology
HST 220	Histotechnology Clinical
HST 230	Professional Issues

General Education Courses (Semester System of Credit)

BIO 201	Anatomy & Physiology I
BIO 220	General Microbiology
CHM 104	Introduction to Chemistry
SPH 106 or 107	Fundamentals of Oral Communication or Fundamentals of Public Speaking
ENG 101	English Composition
MTH 116 or 100	Mathematical Application or Intermediate College Algebra
PSY 200	General Psychology Elective (Humanities course)

Clinical Affiliates

Clinical experiences may include rotations at the following clinical affiliates:

Baptist Medical Center South - Montgomery
Cunningham Pathology- Birmingham
Huntsville Hospital – Huntsville
Skin Diagnostic Group – Birmingham

Current affiliation agreements are being negotiated with:

UAB Hospital- Birmingham
DCH – Tuscaloosa

The program is seeking additional clinical affiliates in other area hospitals and private histology labs in the city of Birmingham

HISTOTECHNOLOGY PROGRAM POLICIES

The following policies apply to all students enrolled in each Histologic Technician (HST) course in the Jefferson State Community College Histotechnology Program:

POLICY REGARDING CLINICAL PLACEMENT IN THE HST PROGRAM

As a part of the Histotechnician curriculum, students are assigned to a clinical rotation that will be completed in the second year of study. When the number of students admitted to the program exceeds the number of available clinical sites the following criteria will be implemented.

1. Students will be placed in clinical assignments based on GPA of HST prefix course work. The number of students placed will be based on the number of available clinical sites.
2. Students that are not placed in a clinical experience will be placed on an alternate list. As clinical space becomes available, these students will be given preference to progress to the clinical assignments in order of GPA in HST prefix courses.
3. If a tie occurs, preference will be given to the student with the higher overall GPA.

POLICIES REGARDING HST ADMISSION WITH ADVANCED STATUS

The general admission requirements of the college and of the HST program apply to persons seeking admission into the HST program with advanced standing. Those applying for advanced standing must have attended a formally accredited program. The procedure for these applicants follows the college procedure for granting transfer credit except for HST course credit (HST prefix).

Transfer Credit for HST Courses

The decision regarding transfer credit for HST courses is made by the Program Director in consultation with other HST faculty members. Syllabi for the courses for which credit is requested will be required.

Credit by Examination for HST Courses

A student may request course credit by challenge examination for a 100-level HST course. Specific information regarding challenge examination for these courses will be provided to applicants upon request. In general, if the student successfully completes the challenge exam and meets performance standards, then, course credit may be granted.

POLICY REGARDING ROLE OF STUDENT IN CLINICAL SETTING

The primary focus of the clinical experience is for educational purposes only. Students are not to be substituted for regular laboratory staff. If a student performs any duties for the clinical affiliate during the scheduled clinical hours, no compensation may be given to that student. If a student performs work for the clinical affiliate, a formal employment agreement must be entered into and completely separated from the clinical experience.

Criminal Background Check:

The clinical site prior to participation in the clinical component may require a criminal background check and/or drug testing.

If any clinical facility refuses to allow the student to participate in clinical experiences in that clinical agency, the student will not be able to progress in the program.

ATTENDANCE

General Statement of Policy:

It is expected that students will be in attendance at every class and clinical lab. **There are no cuts in this program.** Because reliability in attendance is highly valued in health care, potential employers frequently inquire about students' attendance patterns during their educational experience. Detailed records of attendance are kept throughout enrollment and are included in our response to those seeking a reference from us.

Students are responsible for meeting the objectives of the course in both the theory and clinical components. It is not possible to remediate or repeat learning experiences in most instances. Students are responsible for the knowledge and skills expected at their level whether or not they have been present in class or clinical labs when that content and/or skill was taught. Although faculty are willing to work with students in situations which are beyond the student's control, it is not always possible to achieve the objectives of a course when absences are frequent. Students must be present in class, on-campus labs and clinical labs for sufficient time to permit valid evaluation of performance and to demonstrate achievement of the course objectives.

Time and Place of Clinical Lab Assignments:

Because practice in a health care facility is an essential part of education, students will be expected to make arrangements to attend assigned clinical labs at varying times and locations during their enrollment in the program. Securing appropriate experiences may necessitate the use of evenings and could involve weekends as well. Travel to and from distant clinical agencies will be necessary. Notification regarding clinical lab schedules is given as soon as possible in the preceding semester. Students are responsible for making whatever arrangements may be necessary in order to attend clinical labs off campus at the site and time required.

Illness or Emergencies:

When illness or emergencies arise which necessitate a student's absence from any scheduled class, lab, or other scheduled activity, the instructor should be notified in advance. When the absence is from a scheduled clinical lab, the student must also notify the assigned clinical agency at least one hour prior to the time at which he/she was scheduled to begin the clinical lab. Failure to do so will result in a negative evaluation.

Missing Scheduled Tests/Exams:

A student who is absent on the day of a scheduled test or examination must contact the instructor prior to the end of the time scheduled for the test or exam in order to receive full credit when it is taken. The student should be prepared to take the test on the first day he/she returns to campus or at the earliest convenience of the instructor. The test or examination grade will be lowered 10 percentage points for each school day which elapses until the student makes arrangements to take the test/exam.

Late Written Assignments:

The grade on written assignments presented late without prior permission of the instructor will be lowered ten percentage points for each school day late.

Promptness and Early Departure:

Students are expected to be on time for class and clinical assignments and to remain for the entire session scheduled. Two episodes of tardiness or early departure will be equated to one class or clinical absence.

Students who anticipate being late for a clinical assignment are responsible for notifying the clinical unit to which they are assigned as soon as possible.

Absences for Labs/Clinicals:

A student who must be absent from a scheduled lab or clinical session is expected to attend an alternate section or make arrangements with the instructor to make up any missed work. It is not always possible to make up missed labs or clinical sessions. Therefore, it is important to attend all sessions. A student who must be absent from a scheduled clinical session must notify appropriate program personnel or it may result in dismissal from the program.

Accommodation Plans:

As stated in the college catalog in "Provisions for Persons with Disabilities," it is the student's responsibility to request academic adjustments or auxiliary aids to the Vocational Rehabilitation counselor in the Enrollment and Career Services Center or the Dean, Student Services and Enrollment Management, or Associate Dean, Jefferson State Campus. When the student receives an accommodation plan, it is the student's responsibility to request the use of the accommodation

plan. The Department of Education, Office of Civil Rights publication describing rights and responsibilities concerning students with disabilities states: postsecondary “school is not required to lower or waive essential requirements.” Accommodation plans may be used on tests involving content but not on practical skills assessments or in the clinical setting

PROFESSIONAL BEHAVIOR EXPECTIATIONS

Professional Values and Ethics

This program is designed to prepare the student to assume the role of a member of the discipline of Histotechnology. An important part of the education of health care professionals is the development of essential values, attitudes, and personal qualities essential to being a health care professional. Some of these values and attitudes are listed below:

- *concern for the welfare of others
- *recognition of the equality of all persons
- *belief in the individual's right to self determination
- *belief in the individual's inherent worth and uniqueness
- *concern for justice, moral, and legal principles
- *truthfulness
- *patient confidentiality

Students are expected to demonstrate professional values and ethical behavior consistently. Failure to do so will result in academic sanctions and may result in a failing grade in a course.

Patient Records/Reports/Results

The following ethical considerations are especially important for students enrolled in the HST Program. Failure to adhere to the principles below will result in academic sanctions. Violation of HIPAA regulations may result in Federal sanctions.

1. Patient records, reports, and results are confidential information.
2. It is unethical to read the chart or access computer results of a friend, relative or other acquaintance.
3. Never discuss a patient or patient results outside the lab or classroom.
4. Never give a report to anyone except the physician or physician’s agent such as a nurse, unit clerk, etc.
5. Always have a person identify himself/herself before giving out a report on the phone and record the person’s name you are giving the report to in the computer or on any requisition or lab report.
6. No lab test may be done without a physician’s order.

Electronic Communication Devices

Any electronic communication devices (cellular telephones, pagers, etc) that are taken into the classroom must not be audible to others in the room. These devices must be turned off and put away during any testing. An instructor may add other stipulations for his/her classroom in addition to these guidelines and they must be adhered to as well. Any electronic communication device is prohibited in the clinical setting.

Liability Insurance

All students must be covered by liability insurance while in the clinical setting. Liability insurance is purchased from the college upon admission to the program for a fee of \$15.00 paid in the cashier's office. This coverage is for your individual liability as a student for your actions in the clinical setting.

If you are employed in a health care agency while enrolled as a student in the program, liability for your actions as an employee is not covered by the terms of the college policy.

Appearance in the Clinical (Off-Campus) Setting

Appearance in the clinical setting is a concern for several reasons. First, there are concerns related to safety of clients. For example, the cleanliness of persons giving care to the client is important because of the risk of infecting clients. Promoting the image of Histotechnology as a professional discipline is also of concern. There are certain expectations held for the appearance of professional health care workers in the work setting. Appearance is a part of non-verbal communication and can be used to communicate a serious professional approach or the opposite. Because clinical labs are being held in a hospital setting, students are expected to abide by the dress code in place at the host site. Three primary means are used to help students learn acceptable professional appearance in the work setting: agency dress codes, faculty feedback, and faculty role modeling.

The regulations regarding appearance in the clinical setting are offered in order to clearly communicate faculty expectations regarding the norm. It is hoped that students will internalize these expectations so that they become part of their own self-image as a health care professional.

NOTE: Classroom dress should be appropriate for laboratory sessions. Leather shoes with closed toes and heel should be worn (OSHA requirement). Lab gowns will be provided for on-campus labs. Hats should not be worn in the classroom, laboratory or clinical areas.

General Appearance:

When in the clinical area students must be clean, well groomed, and free of body and perfume odor. Nails must be short, smooth, and free of polish. Tattoos or other permanent body adornment must be covered.

Jewelry:

Wedding bands and watches may be worn in the clinical setting. Small plain stud earring may be

worn in each ear. Jewelry should be kept to a minimum. No tongue rings or multiple earrings will be acceptable.

Dress Code:

- a. **On Campus:** Usual clothing may be worn to campus classes. Students will be required to wear scrubs to all student laboratory experiences..
- b. **In Agencies:** Regulation scrub suits with appropriate college name badges are required. Scrub colors are limited to Dark Purple or Gray.
Lab coats for use in clinical areas are supplied by clinical affiliates; however, students may purchase their own lab coats for wearing outside the laboratory work area. Scrubs may be purchased in the college Bookstore.

Not Acceptable:

- Blue jeans, faded denim clothes
- Gym clothes (Sweat pants, leotards, shorts, etc.)
- Clothing with commercial, political, obscene, rude, or suggestive messages
- Tight or clingy pants
- Short tops or blouses
- Canvas or cloth shoes, open toed shoes, sandals, or shoes with decorative openings
- Heavy perfumes or colognes
- Costumes or very formal attire

Always dress in a professional manner. If you have any questions, please ask your instructor.

Shoes:

Shoes must be white leather and as plain as possible. Canvas shoes are not allowed. No large logos, no open toes, no open heels/back, no sling backs are allowed. Invest in good quality shoes.

Identification:

Students must wear the designated student nametag while in the clinical or lab setting whether in uniform or lab coat.

Hair:

Hair must be styled out of the eyes and confined neatly near the head so that it does not fall forward when the neck is flexed. No hair ornaments may be worn with uniforms. Beards and mustaches must be neatly trimmed.

Clinical Assignments:

There is always some risk present when students are present in actual practice settings such as hospitals and clinics. Part of the responsibility of the instructor in supervising students is to make a reasonable and prudent judgment about students' readiness to undertake an assignment in order to protect both students and clients in such settings. Prior to any contact with clients and/or blood

or body fluids in the clinical setting all students will be instructed in the use of universal precautions to protect themselves and their clients from the risk of infection. All students are also warned of the risk of exposure to Hepatitis B infection and are encouraged to avail themselves of Hepatitis B vaccination. This information is provided to accepted applicants prior to entry. In addition to protecting both students and clients from unreasonable risks, the instructor is obligated to prepare the student to assume the role of a beginning level HST. Part of this responsibility involves contact with and caring for persons with communicable diseases.

Refusal to care for a client based upon the nature of that client's illness - for example, because that illness is communicable - is not compatible with the professional code of ethics unless some special circumstance should exist which would place a particular student or client at especially high risk.

Choice of clinical assignments and experiences for the HST program will be made weighing several criteria:

- The assignment provides experiences that permit the student to develop the knowledge and skills necessary for beginning level practice as a medical laboratory technician.
- The assignment is appropriate for the student's present level of knowledge and skill in the professional judgment of the instructor.
- The assignment relates to currently or previously taught concepts.

Unless some special extenuating circumstances exist in the judgment of the Education Coordinator of the HST Program, a student's refusal to accept a clinical assignment made by the clinical instructor will be cause for failing the course.

HEALTH

General:

Students should not report to the clinical setting when their physical or mental health status might impair their ability to practice in a safe manner. When there is a question as to physical or mental health, the possible effect of illness, infection, medications, or any other health concern, the student is expected to confer with the clinical instructor. In special circumstances where applicants or students are positive for human immunodeficiency virus (HIV) or hepatitis B virus (HBV) or other bloodborne diseases the provisions of that policy apply.

Pregnancy:

It is the student's responsibility to notify the faculty that she is pregnant so appropriate measures may be taken to ensure the safety of the mother and the baby. Students who are pregnant should consult with their health care provider regarding the demands of the program and its compatibility with their pregnancy.

Impaired Thinking:

Impaired thinking by a student constitutes a risk to the safety of clients. Impaired thinking is evidenced by an inability to make appropriate judgments and/or to carry out laboratory functions in relation to the delivery of client care. Impaired thinking may be the result of fatigue, anxiety, sleep deprivation, medication use, legal or illegal drug use, or alcohol use.

An instructor who determines that a student is exhibiting signs of impaired thinking will relieve the student of all responsibilities and consult with the Program Director. If he/she is not available the HST Education Coordinator at Jefferson State Community College, should be contacted. The student may be asked to provide a sample of body fluids for examination if drug or alcohol use is suspected (see section below). The student will be subject to further disciplinary action as outlined under the clinical grading policy and the Jefferson State College Catalog under Student Code of Conduct and Sanctions.

Drug/Alcohol Use

The College Code of Conduct (*JSCC Catalog/Student Handbook*) prohibits the use of alcoholic beverages or illegal drugs on campus or in college activities. For students in the Histologic Technician Program, this includes clinical labs as well as classes on the JSCC campus or any other sites.

Students who are convicted for the possession of or the use of controlled substances (drugs), or who appear in the classroom or the clinical setting under the influence of such drugs or alcohol will be evaluated for suspension from the HST Program.

Under the terms of the Policy Regarding Acceptance for Clinical Training, a clinical instructor or manager in the clinical setting may request a student to provide a urine or blood sample to validate or disprove use of controlled substances or alcoholic beverages when the instructor or manager has reason to suspect such use. The student will be responsible for the expense of any such testing. Failure to provide body fluid samples will be interpreted as supportive of impairment. Test values indicating use of controlled substances or alcoholic beverages will be grounds for suspension from the program.

Illness or Injury in the Clinical Setting:

Illness, accidents or injuries occurring during a clinical lab should be reported to the instructor immediately and the student will be expected to comply with the policy of the clinical agency in regard to follow-up and reporting such injuries. Each injury must also be reported in writing to the college. First aid or emergency treatment may be provided by the clinical agency; however,

the student is ultimately responsible for seeking medical attention. Treatment required as the result of such illness or injury is the financial responsibility of the student. Insurance in effect for students at their admitting college may cover the injury in some instances.

HEALTH REQUIREMENTS

Immunization forms must be completed in accordance with the program and clinical affiliate regulations. A full explanation of the required documentation will be provided to the student upon admission to the program.

EXPOSURE TO BLOODBORNE DISEASES

1. All students in this program are required to adhere to the standards required of all health care workers for the use of standard precautions in the care of all clients. These precautions include the appropriate use of hand washing, protective barriers, and care in the use and disposal of needles and other sharp instruments. Students will receive instruction regarding standard precautions prior to contact with any clients.
2. Students who have exudative lesions or weeping dermatitis shall not perform direct care for clients or handle equipment and devices used in performing invasive procedures on clients until the condition resolves. A release from an approved physician will be necessary before the student can resume direct client care activities.
3. Students will be informed of the risks associated with direct client care at orientation. The student is expected to take the precautions necessary to protect their clients from infection. These precautions will include:
 - a. Good personal hygiene with emphasis on good hand washing technique.
 - b. Wearing gloves for direct contact with eyes, mouth, and non-intact skin of all clients.
4. In the event a client is exposed to a student's blood or body fluids, the student will immediately report the incident to the clinical instructor. The client's physician will be notified of the client's exposure. This reporting procedure applies to all students regardless of their HIV/HBV status. All health care workers, including students, are expected and ethically obligated to undergo testing for a blood pathogen when a client has been clearly exposed to the health care worker's blood or body fluids.
5. In the event a student is exposed to a client's blood or body fluids, the student will immediately report the incident to the clinical instructor. The client's physician and the infection control nurse in the clinical agency will be notified of the exposure. Appropriate follow-up of the exposure will be initiated in consultation with these individuals. Each injury must also be reported to the

ACADEMIC HONESTY

Academic dishonesty is defined as cheating; working with another person(s) without permission;

copying; use of notes or books on examinations; giving or receiving information on quizzes or examinations, classroom, lab or other assignments without instructor approval; or plagiarism.

Unless the instructor specifically indicates otherwise, all student work is to be done independently if it is to be submitted for a grade.

Instructors may change a grade, require another measure of competency, or deny academic credit in cases of academic dishonesty if due process is given to the student. The student may appeal the sanction of the instructor by following the College's Grade Appeal Procedure.

GRADING POLICY

Final grades for all HST courses with the **exception of HST 220** (see below) will use the following grading scale:

A	90-100
B	79-89
C	75-79
D	60-74
F	59 and below

HST 120, 130, 140, and 210 consist of both a class and a lab component. Course grades in these courses will be determined by the grades earned in the class and lab component of the course, but in order to pass the course, the grade in the lab component of the course must be satisfactory. A listing of criteria necessary to achieve a satisfactory lab grade will be provided in each course syllabus.

The grade for **HST 220 Histotechnology Clinical**, which consist of clinical practicum only, will be determined based on clinical performance evaluation criteria established that course as well as tests, quizzes and any other assignments. A score of 80 or higher on this clinical performance evaluation is required to pass the course. The following scale is used for this clinical course:

A	100-94
B	93-87
C	86-80
F	79 and below

A more detailed explanation of the grading policy for each course may be found in the specific course syllabus.

See Probation and Suspension Policies for further explanation of the grading policy as it applies to progression in the HST Program.

PROGRESSION POLICIES

Histologic technician student progression policies apply to all HST students. These policies are in addition to any existing policies of the college. HST policies supersede campus policies with regard to all HST-prefix courses.

A grade of “C” or higher in all HST-prefix courses is required for progression in the HST Program.

A student is placed on **suspension status** from the program for the following reasons:

- a. fails to consistently abide by safe practice standards as judged by the faculty.
- b. fails to consistently practice in a legal, ethical and professional manner.
- c. receives a final grade below “C” in any HST-prefix course.
- d. receives a final grade below “C” in any BIO or CHM prefix course prior to the 200 level HST prefix courses.

Students who are suspended from the program are ineligible to continue in HST-prefix courses. Since requirements for progression in the program are in addition to the general requirements of the admitting college, a student suspended from the program is not necessarily suspended from the admitting college. Students who are eligible to do so may continue in their support courses and apply for readmission to the program at a later time or may elect to change their major. Readmission to the HST program is limited to one time only. (See the section on Readmission to the HST Program)

Student rights and responsibilities in decisions regarding academic performance and discipline or suspension in HST courses are addressed in the JSCC College Catalog.

POLICIES REGARDING RE-ENTRY INTO THE HST PROGRAM

Jefferson State Community College recognizes that circumstances may cause a disruption in the progress of a student toward the completion of his/her course of study and that the student may find it necessary to withdraw from the program of study or from the College. The student is encouraged, when the circumstances, which caused the disruption in academic progress, have been corrected, to apply for readmission to the program and/or college in order to successfully complete his/her course of study.

Readmission into the HST program is limited to one time and is contingent upon space being available in the component of the program at the appropriate point of re-entry. Enrollment is limited by the regulations of the college and its accrediting agencies, budgetary limitations, the size of clinical facilities, and the availability of adequate clinical experiences.

Qualified applicants re-enter the program at a point determined by the applicant's prior academic record and/or HST curriculum changes. A comprehensive exam covering previously completed HST course work may be required prior to enrollment in any clinical component of the curriculum to assure competence in curriculum content. A passing score of 70% on the exam is required to re-enter and continue in the program. In general, the following guidelines are used to determine the appropriate point for re-entry:

1. **Students who withdraw in good academic standing-**
(Good academic standing is defined as GPA 2.00 or above, grades in HST courses "C" or better, and clinical evaluations "satisfactory" or better.)
 - a. **and are re-admitted within one calendar year:**
re-enter at the point of exit unless curriculum changes have occurred.
 - b. **and are re-admitted more than one year later:**
are admitted at a point judged appropriate by the Program Director based upon elapsed time and curriculum changes.

2. **Students who withdraw in academic difficulty-**
(Academic difficulty is defined a GPA below 2.00; or grade below "C" in any required course in the last semester attended; or clinical evaluation less than "satisfactory" in the last semester attended.)
 - a. **and are readmitted within one calendar year:**
are re-admitted at a point following the last semester previously completed with a satisfactory grade. Audit of earlier courses may be advised based on individual academic record.
 - b. **and are re-admitted more than one year later:**
are re-admitted at a point judged appropriate by the Program Director based upon elapsed time, curriculum changes, and academic record.

RE-ENTRY ADMISSION PROCEDURES - HST PROGRAM

In order to apply for readmission to the HST program the procedures below are to be followed:

1. The applicant will write a formal letter to the program director requesting readmission to the program. In this letter, the student will discuss the reasons the student was unsuccessful previously, and the circumstances that have changed or have been modified that will allow their future success.
2. The Program Director will review the re-admission letter and will make a recommendation to the Education Coordinator regarding the appropriateness of re-entry. The Program Director may request an interview with the applicant if more information is needed. If the applicant is recommended for re-entry, the Program Director of the HST Program will notify the applicant of the appropriate point for re-entry in written form.
3. After the applicant has completed the re-admission process and has been favorably recommended for re-admission, and **if space is available** at the required point of re-entry, the qualified applicant will be accepted for re-entry. In the event two or more applicants are eligible for re-entry at the same point in the curriculum, and insufficient space is available for all, selection will be based upon the students' GPA.

EVALUATION OF CLINICAL PERFORMANCE

Purpose of Clinical Evaluation

Clinical evaluation is a method used to determine whether students are achieving the goals established for clinical or lab learning experiences.

Evaluation of performance has two components: first, the evaluation process is intended to give the student feedback from the instructor in order to overcome deficiencies or further develop strengths; second, the process is used to arrive at a final measure of the student's performance in relation to the course objectives.

Clinical Performance Evaluation

Performance objectives are identified as attitudinal and psychomotor in the clinical evaluation tool for each course. The objectives generally relate to basic professional responsibilities or behaviors or to objectives critical to the demonstration and/or performance of laboratory testing and duties associated with such tasks. Incidents that vary from the expected performance level will be documented with a Variance Report and, depending upon the nature and number of such incidents, result in further academic penalty. See the section on failing clinical grades following.

In each course students are expected to effectively utilize skills and knowledge gained in previous courses while attaining the objectives of the current course. Because clinical performance objectives are cumulative and progressive in nature, failure to demonstrate competency in objectives expected in earlier courses may result in failing clinical evaluations.

Frequency of Clinical Evaluation

Weekly clinical evaluations (Student Progress Reports) are provided by the instructor to assist students to identify areas of relative strength and weakness and to communicate to students the instructor's perception of their performance in comparison to performance expectations of the course. Students are encouraged to schedule conferences with their clinical instructor to clarify questions regarding clinical performance evaluation.

Final Clinical Evaluation

At the completion of the course, a final clinical evaluation will be determined by comparing the student's performance rating in the clinical setting to the clinical evaluation grade scale.

Warning Regarding Clinical Performance

Clinical performance in any individual clinical lab experience which is judged by the instructor to be less than "satisfactory" will be identified as such on the weekly evaluation (Student Progress Report) and will be documented in the form of a variance report (see following page). This process serves to warn the student that clinical performance must be improved as well as providing suggestions to the student about methods to improve performance. Clinical evaluation conferences will be scheduled where performance at that point indicates substantial need for improvement.

Failing Clinical Evaluation

Since students must pass the clinical course in order to complete the program. Receiving a final clinical evaluation of “**Failing**” in the clinical course in suspension of the student from the HST program.

Failing clinical performance levels include the following:

1. Performance judged to be unsafe or actions which would have resulted in unsafe performance without the intervention of the clinical preceptor/instructor.
2. Failure to attend an adequate number of clinical labs to achieve the course objectives and/or to provide an adequate basis for evaluating achievement of clinical objectives.
3. Inability to obtain intended competency level for appropriate skills.

STUDENT RIGHT TO APPEAL

Students have the right to appeal any decision regarding their academic or clinical performance in HST courses. The process for doing this is outlined in the *JSCC College Catalog* in the section entitled "Student Grievance Policy and Procedures."

CLINICAL EVALUATION SCALE

The following scale is used to evaluate clinical performance for each HST course in the HST curriculum:

SATISFACTORY	Consistently meets the professional and ethical behavior standards of the program and achieves a performance evaluation in which 80 % or more of the attitudinal and/or 80 % of psychomotor objectives are met.
UNSATISFACTORY	Does not consistently meet the professional and ethical behavior standards of the program and does not achieve a performance evaluation in which 80 % or more of the attitudinal and/or 80 % of psychomotor objectives are met.

**HISTOLOGIC TECHNICIAN
VARIANCE REPORT**

STUDENT _____ **DATE** _____

I. PROFESSIONAL VALUES/ETHICS

Failure to demonstrate one or more of the following behaviors:

- _____ Provide care based on the individual's needs irrespective of that individual's personal characteristics, social or economic status, or the nature of the illness.
- _____ Safeguard the client's privacy
- _____ Maintain confidentiality.
- _____ Report and document honestly.
- _____ Treat others with respect.
- _____ Report errors promptly to instructor.
- _____ Report incompetent, unethical, or illegal practices.
- _____ Accept responsibility for own decisions and actions.
- _____ Recognize own abilities and limitations.
- _____ Seek assistance when situation is beyond own knowledge and experience
- _____ Accept feedback and make appropriate changes in behavior.
- _____ Demonstrate unimpaired mental functioning.
- _____ Truthfulness

II. UNSAFE PERFORMANCE

Demonstrated unsafe performance or actions which would have resulted in unsafe performance without the intervention of the instructor in any of the following:

- _____ Serious knowledge or skill deficits.
- _____ Failure to demonstrate knowledge of basic principles.
- _____ Failure to follow directives of instructor.
- _____ Require direct supervision in order to perform task at appropriate knowledge level.
- _____ Exhibit highly inconsistent, dishonest, or unethical behavior.

III. PROFESSIONAL BEHAVIOR/APPEARANCE

- _____ Failure to notify clinical agency of anticipated absence, tardiness.
- _____ Violation of the student dress code.

Jefferson State Community College
STATEMENT OF POLICY REGARDING ACCEPTANCE FOR CLINICAL TRAINING
IN THE HISTOLOGIC TECHNICIAN PROGRAMS

Students accepted into the above programs must meet the standards of both the College and the contracting clinical site in order to participate in the appropriate clinical training for the program. Each clinical site where a student receives training reserves the right to refuse clinical training to any student found to be unacceptable according to that site's policies and regulation. Reasons for refusal could include, among other considerations, a documented police record indicating convictions for drug or alcohol related charges, child abuse or molestation, burglary, larceny or other convictions deemed inappropriate to the particular clinical setting. Clinical sites may require a law enforcement record check prior to a student's placement for training at that site. No applicant shall be denied admission to clinical training due to age, sex, race, religion, national origin or handicap.

The student must conform to, and be subject to, all policies and regulations of the assigned clinical site. The site reserves the right to end clinical training of any student found violating rules, policies or procedures. This suspension of clinical training can only follow consultation between personnel at the clinical site and college personnel. Written justification must be provided for such suspension. The clinical site and college personnel reserve the right to take appropriate immediate action when necessary to maintain the proper and safe operation of its facilities and the safety of clients in the clinical site.

Students in clinical training sites who exhibit impaired job performance or impaired thinking (the inability to make appropriate judgments and/or to carry out functions appropriately) or who exhibit other signs of possible use of alcohol or controlled substances may be requested to provide a urine or blood sample for testing in order to determine whether or not there has been use of drugs or alcohol. Failure to provide body fluid samples will be interpreted as supportive of impairment. Test results indicating use of controlled substances or alcoholic beverages will be grounds for suspension from the program.

Jefferson State Community College

STATEMENT OF UNDERSTANDING REGARDING ACCEPTANCE FOR CLINICAL TRAINING

I verify that I have read and understand the policies of Jefferson State Community College regarding placement for clinical training. I understand that conviction for certain crimes under the law may prevent my ability to obtain clinical training, licensure and/or employment.

I understand that it is a privilege to be accepted as a student in these above programs of study and that the sensitive nature of the programs require that students participating in clinical practice should be free from any controlled substances which might impair the abilities of the student to perform his or her duties in such a setting. This is true whether the substances are prescribed or not.

In view of the foregoing, I affirm that I do not currently use any illegal drugs; nor do I abuse alcohol or prescribed or non-prescribed medications.

During my clinical practice involvement as a student at Jefferson State Community College, I agree to voluntarily give body fluid samples should the instructor or manager of the clinical unit where I am assigned so request on the basis of impaired job performance. I understand and agree that refusal to provide samples, when requested, will make me subject to disciplinary actions as provided in the rules and regulations of the College. This could result in suspension from the program. I further agree that the College shall be relieved from any liability and cost associated with the taking and testing of samples of my body fluids which shall be done by independent medical or laboratory personnel.

FURTHERMORE, I authorize the release of the results of these tests and examinations to the designated Jefferson State Community College representatives. By this authorization I do hereby release the previously designated doctors, medical personnel or employees of the College and clinical agency from any and all liabilities arising from the release or use of the information derived from or contained in my physical examination and test results.

I also authorize Jefferson State Community College to conduct any investigation of law enforcement records necessary and pertinent to placement with a clinical training site.

I verify that I have read and fully understand the foregoing statement prior to my admission into the program and that I have executed this agreement of my own free will and volition without any compulsion or coercion whatsoever.

Signature _____

Print Name _____

Date received in Admissions Office

Date _____