



**ANDERSON**  
UNIVERSITY

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**School of Clinical  
Laboratory Sciences**

**Pathologists' Assistant Program  
Clinical Rotation Handbook**

**2025-2026**

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# Attestation of Receiving Clinical Rotation Handbook

I, \_\_\_\_\_, have received the Clinical Rotation Handbook for the Pathologists' Assistant Program. I understand that the policies in this handbook and the Student Handbook are effective throughout the Pathologists' Assistant Program and Clinical Rotations. Any Violation of these policies will result in disciplinary action.

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

# Anderson University Pathologists' Assistant Clinical Expectations

I, \_\_\_\_\_, agree to adhere to the following list of clinical expectations:

- Adherence to Anderson University Student Handbook, Pathologists' Assistant Student Handbook, and the Clinical Rotation Handbook
- Punctuality to duties at clinical rotation sites and adherence to listed hours; staying voluntarily to complete assigned work is appreciated
- The dress code of each rotation site
- Proper use of cellphones and internet during appropriate times (e.g. breaks)
- Working hard to improve as a Pathologists' Assistant student
- Maintenance of a professional, respectful, and appropriate demeanor during clinical rotations and Pathology Review
- Proper use of PPE at all times (e.g. protective eyewear, gloves, N-95 mask)

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

# Purpose of Clinical Handbook

This handbook is designed to serve as an informational guide for the students entering the clinical year of the Pathologists' Assistant Program at the Anderson University School of Clinical Laboratory Sciences. The contents of the handbook represent an official communication of the policies and procedures of the program, as well as present the set expectations of the students and clinical sites. Students are expected to be familiar with the contents of this handbook and the Student Handbook. The Student Handbook of Anderson University as well as the Pathologists' Assistant Student Handbook should be reviewed for academic and professional expectations, policies, and procedures.

In order to reach the goals and fulfill the mission of Anderson University, the requirements and regulations herein are subject to continue review and change by the university's administrators and the faculty of the Pathologists' Assistant Program. The program, therefore, reserves the right to change, delete, supplement, or otherwise amend the information and policies contained herein without prior notice. Changes to the handbook will be re-published on the program website and Pathologists' Assistant students will be alerted of the changes.

The Pathologists' Assistant Program is committed to a policy of Equal Opportunity and does not discriminate on the basis of race, color, sex, age, religion, handicap, veteran status, sexual orientation or national origin in the administration of its educational programs or activities or with respect to admission and employment. As set forth in the Affiliation Agreement, clinical rotation sites are expected to adhere to this policy as well.

## Contact Information

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# Board of Certification Guidelines for Ethical Behavior



Recognizing that my integrity and that of my profession must be pledged to the best possible care of patients based on the reliability of my work, I will:

- Treat patients with respect, care and thoughtfulness.
- Develop cooperative and respectful relationships with colleagues to ensure a high standard of patient care.
- Perform my duties in an accurate, precise, timely and responsible manner.
- Safeguard patient information and test results as confidential, except as required by law.
- Advocate the delivery of quality laboratory services in a cost-effective manner.
- Strive to maintain a reputation of honesty, integrity and reliability.
- Comply with laws and regulations and strive to disclose illegal or improper behavior to the appropriate authorities.
- Continue to study, apply, and advance medical laboratory knowledge and skills; and share such with other members of the health care community and the public.
- Render quality services and care regardless of patients' age, gender, race, religion, national origin, disability, marital status, sexual orientation, political, social, or economic status.

[https://www.ascp.org/content/docs/default-source/boc-pdfs/about\\_boc/boc-guidelines-ethical-behavior.pdf?sfvrsn=8](https://www.ascp.org/content/docs/default-source/boc-pdfs/about_boc/boc-guidelines-ethical-behavior.pdf?sfvrsn=8)

## **Service Work Policy**

Students enrolled in the Pathologists' Assistant Program are expressly prohibited from rendering care or treatment in any form to any patient, including other students or staff of the University, except when rendered as a part of the classroom or laboratory instruction and/or assigned participation.

The standards for Pathologists' Assistant Programs from the National Accrediting Agency for Clinical Laboratory Sciences addresses students working in the clinical laboratories. Standards V. E - F states:

*"Policies and processes by which students may perform service work must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. After demonstrating proficiency, students, with qualified supervision, may be permitted to perform procedures. Service work by students in clinical settings outside of academic hours must be non-compulsory."*

Students in assigned clinical rotations are made aware of hours of duty prior to the beginning of the rotation. Work outside these hours is voluntary, to gain experience or see a novel procedure. No clinical assignment can demand a student stay beyond assigned hours.

Further, at no time do students replace regular staff. When students are not on site, the laboratory work is assigned to regular Pathologists' Assistants, Pathologists or other assigned staff.

## **Employment Policy**

The aim of the Anderson University Pathologists' Assistant Program is to provide a strong educational background in the anatomic laboratory sciences which includes anatomic laboratory experience in surgical and autopsy pathology. The experiences typically take place (with exceptions in the second year to provide a complete experience), between 8:00 AM to 5:00 PM Monday through Friday, but may vary based on the needs and schedule of the laboratory.

PGY-2 students in clinical rotations may work in suitable positions that are supervised, voluntary, paid, subject to employee regulations, and outside of the hours (typically 8:00 AM – 5:00 PM, Monday through Friday) of their educational experience. At no time can outside employment interfere or replace academic or clinical experiences.

## **Professionalism**

Remember that the clinical preceptors are not being paid to have students. With this being said, be respectful of their time and efforts. Additionally, the program has a contract with these clinical sites and they are expecting a PA student to be present. Each student is graded based on performance both professionally and technically. Students DO NOT replace regular staff; there will be someone to do the work when the student is not present. However, the student is expected to be there and perform professionally and with good work ethic.



## Appearance

A student's personal appearance is an extension of the SCLS and will reflect on how visitors, patients, and colleagues view the student, the program, and the profession of Pathologists' Assistance. Thus, students are expected to maintain professional standards of language, communication skills, hygiene, and professional attire. Class attire should include shirts with no offensive wording/graphic, holes, tears, or tattered appearance. Business casual attire is required for days in which a guest lecturer is expected. Appropriate lab attire scrubs and full coverage tennis shoes. shirts with no offensive wording/graphic, holes, tears, or tattered appearance; and closed-toed shoes, preferably athletic shoes. Cadaver dissection lab attire may include medical scrubs and/or lab coats. Students are expected to dress in a casual, yet professional manner for class.

In addition, students are expected to observe the following guidelines to present a professional appearance:

- Men and women must remove hats and sunglasses when indoors during any class, lab, or clinical activity.
- Excessive facial jewelry may be asked to be removed.
- Any clinic policies related to the covering of tattoos should be followed.
- Personal cleanliness is essential. Regular bathing, hair washing, and use of deodorant are part of personal cleanliness. The application of perfume, cologne, scented lotion, or body spray is not allowed because these fragrances may trigger an allergic response in some people.
- Long hair in men or women must be pulled back or neatly restrained so that it will not interfere with laboratory activities. Extreme hairstyles and/or distracting hair colors are unacceptable. Final determination of appropriate appearance of hair for any given clinical experience will be made by the faculty member responsible for each course. Beards and mustaches are permissible but should be kept neatly trimmed.
- Makeup may be worn, but excessive amounts should be avoided.
- Fingernails must be neatly manicured (not chipped) and kept short and clean, at a length that will not interfere with the duties of a pathologists' assistant (e.g., tearing gloves, manipulating specimens and laboratory tools).
- No chewing gum is allowed in the lab or clinical setting.
- Revealing clothing (e.g., tank tops, halter tops, midriffs, tube tops, swim tops, or any other low-cut top) is not permitted, except when indicated for lab activities. Proper undergarments must be worn but should not be visible.
- The use of tobacco products is strictly prohibited on campus grounds as well as all clinical settings.
- When in the clinical setting, students should wear university-issued name tags/IDs, and follow the clinic dress code.

Violation of dress code may result in professional probation.

## **Absences, Tardiness and Days Off**

**General: Attendance is mandatory** in both classes and clinicals.

Students are required and expected to show up to their scheduled rotations each day by the designated start time established by each site. Students are expected to be present and keep the same working schedule as their preceptor.

To receive a clinical day off, an email must be sent to the clinical site preceptor, with a “cc” to Hannah Reilly ([hreilly@andersonuniversity.edu](mailto:hreilly@andersonuniversity.edu)) and Julie Bostick ([jbostick@andersonuniversity.edu](mailto:jbostick@andersonuniversity.edu)) no less than 24 hours in advance.

If the student, for whatever reason, is going to be unusually late, is in an unavoidable emergency, or is sick he/she must contact the site preceptor as soon as possible and email Hannah Reilly within a reasonable amount of time. A doctor’s excuse must be presented for any day missed due to illness to be considered excused. Extenuating circumstances will be considered on an individual basis by the program director and other faculty.

Students will receive one week off for the Christmas holiday: December 25<sup>th</sup> – January 1<sup>st</sup>. In addition, five days/tardies in total **can be requested for approval** as an excused day off/late day. For necessary absences please email Professor Reilly. Taking days without prior notice will be considered unexcused.

The following course of action will be taken upon recurring unexcused absences, that is any absence that does not receive prior written approval:

1 = counseling

2 = warning

3 or more = an automatic grade of 80% will be issued for the clinical rotation and required make-up days at the end of the year will be assigned at a designated rotation site.

The program must approve all missed classes/clinicals and it must not exceed 10% of the total days. The advisory committee and program director will decide if the student will be permitted to stay based on the reasons for exceeding 10% of the TOTAL education days

*Extended Illness:* Students who are absent due to an extended illness are required to bring the *Fitness for Duty-Return to Classroom and Clinical Courses* medical clearance form signed by their physician when they return to coursework. As changes to student health status occur (i.e., hospitalization, surgery, pregnancy, etc.), the student is required to inform the PA program Chair so that changes may be made to the health record. Full healthcare provider clearance is required.

A student who appears ill for clinical may be asked by the preceptor to leave and consult a health care provider.

*Inclement Weather:* In the event of inclement weather the students will follow the policy of the hospital or facility and be in communication with the preceptor for guidance on whether or not to attend the clinical rotation.

Violation of the attendance policy may result in professional probation.

## **Professional Probation**

Students are expected to maintain professional behaviors and control of the affective domain as specified in the essential functions and handbook. Students who do not meet these standards will be subject to the following:

1. The preceptor will notify Professor Reilly and/or Director Bostick and the student will receive written or verbal warning. After the student has been warned, the professional behavior issue/s should be documented.
2. Should the professional behavior problem/s continue, the student will be required to meet with the preceptor and program director to discuss professional behavior expectations.
3. In the event the behaviors continue to persist, the student will be placed on professional probation. Students placed on professional probation must meet with the SCLS Chair and a designated faculty member to be informed on their status and outline a remediation plan.
4. Upon successful remediation, students will be removed from probation and restored to good standing.
5. If professional behavior problems begin again after the student has been removed from probation, they will automatically be placed back on probation and required to go before faculty to discuss their situation. At that time, the patterns in professional behavior will be discussed and a recommendation will be made whether to establish another round of remediation or dismiss the student from the program.

Any clinical rotation days the student misses while on professional probation during the second year must be made up at the end of the clinical year.

## **Program Dismissal**

Students may be dismissed from the program for reasons including, but not limited to:

- Failing to meet academic or professional behavior standards.
- Failing to meet the terms of their probation.
- Earning 3 course grades of "C."
- Earning a grade of "D" or below in any course.
- Students who fail to achieve an average of 75% or higher on major exams or quizzes that assess knowledge of course content are subject to course failure, and subsequent dismissal.
- Demonstrating unsatisfactory clinical performance in a clinical education experience following remediation, or failing to follow through with his/her probation plan.
- Students may also be dismissed for non-academic reasons including consistent demonstration of unprofessional behaviors, evidence of academic dishonesty, violation of the university's code of conduct, or conviction of a misdemeanor or felony offense. Such incidents must be documented in writing. In most cases, students dismissed for nonacademic reasons will have no opportunity for readmission.

Students dismissed from the program will be notified in writing by the SLCS Chair, as soon as the program dismissal threshold is reached.

## Use of Phones/Headphones

Students should use a cell phone for telephone calls only. Cell phones should be silent during clinical rotations except for communication with program faculty and in the case of emergencies. Communication with possible job opportunities must be kept to a minimum and occur during breaks or lunch; use of email is encouraged for this communication. At no time should cellphones be used in the clinical setting, gross rooms, or autopsy area. Airpods or headphones are strictly prohibited at clinical rotation sites.

## Social Networking Policy

As per the University policies stated in the Pathologists' Assistant Student Handbook under Policies, Procedures, & Guidelines on the Use of Information Technology Resources:

### Use of Social Networking Sites, Blogs, and Instant Messaging Policies:

- In accordance with HIPAA, FERPA, and AU IT policy, please be advised that faculty, staff, residents, and students are not permitted to post confidential patient information, including protected health information (PHI), educational records protected by FERPA, institutionally owned asset data, confidential, proprietary, or private information on any social networking sites (Facebook, Instagram, Twitter, YouTube, etc.), personal/business related blogs, and/or via instant messaging service.
- Make sure you understand the permanency of published material on the Web, and that all involved in healthcare have an obligation to maintain the privacy and security of patient records under HIPAA and that AU fully complies with protecting the privacy of education records under FERPA policy.
- Always comply with the current institutional policies with respect to the conditions of use of technology and of any proprietary information such as university logos.
- Finally, please note that social networking sites are increasingly being targeted by cyber- criminals drawn to the wealth of personal information supplied by users. Data posted on the sites (i.e. name, date of birth, address, job details, email, and phone numbers) is a windfall for hackers. Viruses on these networks can hijack the accounts of social networking site users and send messages steering friends to hostile sites containing malware, a malicious software often designed to infiltrate a computer system for illicit purposes. Malware can be used to steal bank account data or credit card information once installed on a personal computer. Another danger of social networking sites are the popular quizzes, horoscopes, and games made available for free to users which can sometimes be used to hide links to hostile sites.
- Examples of information (not all inclusive) that should not be shared on social networking, blog sites, and instant messaging services are:
  - Reporting on or about official medical activities and/or patient's personal health information.

Requiring patients to participate in “social networking” activities to influence or maintain the provider/patient relationships.  
Posting of and/or the discussion of student grades, evaluations, course feedback, etc.  
Reviewing profiles of patients.  
Participating in activities that may compromise the provider/patient or faculty/student relationship.  
Providing medical advice on social networking sites.  
Posting or displaying images of patient specimens or patient information.

## **Breaks**

Each day, breaks are given in the clinical rotations and students should follow the rules specific to each site. At no time will refreshments and/or smoking be permitted in the laboratories. Rules of the laboratory apply for all lunches and breaks.

## **Hospital Policies**

The Pathologists’ Assistant students must abide by the University policies as well as the policies of the hospital at which they are rotating.

### **Key Points to Remember:**

1. No eating, drinking, smoking, mouth pipetting, or applying makeup in student or clinical laboratories.
2. No placing of objects (fingers, pens, pencils, etc.) in the mouth.
3. Always wash hands before leaving the laboratory area.
4. Use laminar flow hoods and other safety equipment when required.
5. Follow universal precautions at all times. Consider all specimens/autopsies to be highly contagious.
6. Absolutely no contact lenses are to be worn in the laboratory.

## **Safety**

Students are given laboratory safety training, as well as disaster and fire training throughout the first year. Fit testing for N-95 masks are performed on the clinical sites that require N-95 mask fitting. Those not able to wear the N-95 masks are asked to utilize the PAPR in times of potentially infectious cases.

The program has made every effort to ensure the basic safety of students with proper supervision and orientation. It is the student’s responsibility to use common sense when traveling to and from clinical sites, stay out of unsafe areas, not be provocative and or aggressive towards others, and maintain a professional decorum. At no time is it acceptable for students to carry firearms or other weapons into the hospital/clinical

sites. When traveling through an airport, questionable items are to be left at home. The student has had instruction in occupational exposure to bloodborne pathogens, protective practices to avoid contamination, and procedures for decontamination in case of exposure, or potential exposure, to infectious materials or potentially infectious materials.

## **Universal Precautions & Laboratory Safety**

The student will be collecting, processing, and working with patient and known blood, body specimens, and microorganisms that could be potentially pathogenic during his/her professional education. The student has been oriented to and understands the use of and need for Universal Precautions and will follow these guidelines both in the student and hospital laboratories (Appendix D).

The student will notify the Pathologists' Assistant Program office and the course instructor or laboratory supervisor concerning ALL accidents involving breaks in the skin, contamination of mucous membranes (aerosols, splashes, etc.), or ingestion. Please note that you are not in trouble. This happens to every PA and reporting is for your safety and protection and is not punitive.

## **Procedure Following Occupational Exposure to Blood & Body Fluids**

If you are exposed to another person's blood or body fluid (e.g. through a needle stick injury or mucous membrane splash, scalpel cut) take the following steps:

1. Remove the soiled clothing; flush mucous membranes, rinse then wash the exposed area with soap and water.
2. Notify the attending physician, resident, or site coordinator.
3. Obtain the name of the source patient and a full description of the offending device. Include size, gauge, length, model, and manufacturer.
4. At AU, report to the instructor for further instructions. (If the exposure occurs at an off campus site, present it to the designated department at that site.) It is vital that this be done in a timely manner.

During this visit to the designated department for immediate intervention the following will occur:

A risk assessment will be performed. This assessment will evaluate the type of exposure that you have received and the benefits of treatment. Baseline blood testing will be performed.

You will be given instruction in the procedure to be followed. If the patient's status is not known, hospital personnel will ask the patient for consent for HIV testing. You should not ask the patient for this consent or information yourself. Information will be provided to assist you in making an informed decision regarding post exposure prophylaxis. Vaccinations will be updated as necessary.

If the exposure occurs while you are at an off campus site, follow steps 1-3 above and then report to the location designated by that site for post exposure assessment and treatment.

## **Clinical Rotation Evaluations**

Formal written evaluations are completed by the site preceptor at the end of each student's rotational month. Preceptors are encouraged to have an informal discussion halfway through the rotation to set goals and discuss areas of improvement; students are encouraged to approach the preceptor about receiving this feedback. All constructive criticism should be considered an opportunity to improve, and students should always be open to receive such. Students should make note of these and like-conversations in their specimen logs.

Preceptors have direct contact information to the Clinical Coordinator as well as the Program Director to report any unprofessional or unacceptable behavior. In this instance, an immediate meeting between the faculty and the student will take place and corrective action will be taken to include possible expulsion from the program.

Students are required to do a respectful, fair and honest evaluation of each clinical site following the completion of their rotation. An email or paper copy will be sent following each rotation that will allow the student to evaluate the site. Stay current with these evaluation submissions on Canvas, as the evaluations are an important part of our program's review for improvement and accreditation. Failing to complete the site evaluations may affect your student status and grade. Any problems or concerns should be addressed to the Clinical Coordinator and/or Program Director immediately.

## **Drug Screening**

Students are subject to the policies of the hospital at which they are rotating. Students who test positive for any of the following drugs of abuse or any other illegal substance (without a prescription; copy of prescription in possession of clinical coordinator) will be dismissed from the program: cannabinoids, cocaine, opiates, methamphetamine, amphetamine, methadone, methylenedioxymethamphetamine, secobarbital, oxazepam, phencyclidine, buprenorphine, oxycodone.

## **Attendance of Conferences at Clinical Sites**

Students are encouraged to attend conferences (e.g. tumor board) held at the site, at the discretion of the site mentor. At no time do conferences replace the clinical experience in the laboratories. The student requires absolute professional decorum during these professional conferences where patient information, diagnosis and treatments are discussed. These conferences are an extraordinary opportunity for learning and seeing the correlation and interaction of various specialties. If the student has a question, discuss it with the site mentor or Pathologist after the conference.

## **Portfolio**

A portfolio will be provided for the student to keep track of the training and exposure they have during the clinical rotation year. This portfolio will house the Clinical Year Handbook, a specimen log, sample dictations, sample autopsy reports, and any other documents or samples of work that may be useful to present at a job interview.

The specimen log will be updated each day and will include the tally of the types and quantities of specimens grossed and the procedures completed. The file to be used will be found on canvas; it is to be updated daily and uploaded to canvas at the end of each rotation. A physical copy will be held in the portfolio.

Five sample dictations per service will be added to the portfolio for review (copy and paste with no patient identifiers). At least two sample autopsy reports will be provided in the portfolio for review.

The digital portfolio in Canvas will be graded at the end of each semester and will count for 20% of the Practicum grade.

## **Travel and Assignment**

Students in the Pathologists' Assistant program will rotate at any of our affiliated clinical sites. Assignments will be made based on several factors, including site availability, preceptor capacity, and student needs.

### **Personal Requests and Accommodations:**

While students may express preferences for certain clinical sites, accommodations will be made based on availability and priority. The following factors will influence assignment decisions:

- **Higher GPA Consideration:**  
Students with higher GPAs will be prioritized for preferred rotations, if requested.
- **Equity in Distribution:**  
All requests will be considered equitably, but there is no guarantee that specific site requests will be met.
- **If Accommodations Cannot Be Met:**  
In cases where student preferences cannot be fulfilled due to limited availability, students will be assigned to other available sites. Notification of rotation assignments will be provided in May for rotations starting in September.

### **Length of Clinical Rotation:**

The length of each clinical rotation may vary based on the student's needs, the clinical site, and preceptor availability.

- **Flexible Duration:**  
The rotation can be as short or as long as needed to meet the educational objectives of the student. The duration will be determined by the site and



preceptor's availability, ensuring that all necessary competencies are met for the student's development.

- **Site and Preceptor Availability:**  
The availability of both the clinical site and preceptor will ultimately determine the final length of the rotation. While student preferences are considered, the site's capacity and scheduling needs take precedence.

### **Finalization of Rotation Schedules:**

Once rotation schedules are finalized, typically in May, they will be considered fixed.

- **Changes Due to Extenuating Circumstances:**  
Rotation schedules may only be adjusted in cases of extenuating circumstances beyond the student's control, such as site closures, unexpected changes with preceptors, or emergency situations.
- **No Changes for Personal Preference:**  
After schedules are confirmed, students are expected to adhere to the assigned rotations. Changes based on personal preferences will not be accommodated once the schedule is finalized.

### **Communication and Notification:**

Students will be informed of their assigned rotation sites and schedules in May, prior to the start of their clinical rotations in September. This notice will include all relevant details such as site location, rotation duration, and any specific instructions or expectations.

If changes arise due to extenuating circumstances, students will be notified as soon as possible, with ample time to make necessary adjustments.

This policy is designed to ensure fair and transparent clinical rotation assignments while maintaining flexibility to meet the educational needs of our students. We strive to provide each student with valuable, high-quality clinical experiences and encourage open communication regarding any concerns or issues.

Daily commutes to rotation sites may be as much as 2 hours one way. All travel costs are the student's responsibility.

## **Accommodations for Disability**

Please refer to Anderson University's Student Handbook for the process of requesting accommodations for disability of any sort. While the University and our affiliates will provide such accommodations, there is a process for request and provision of the appropriate and necessary accommodations.

## Job Interviews

It is understood that students will need to have limited time off for interviews and some time is built into what is required to complete the minimum for your clinical rotations. If you have an interview for a job, you must do the following:

1. Schedule the interview on a Monday or Friday to minimize days away as much as possible.
2. Request (not demand) the time off in an email to the Clinical Coordinator, Program Director and the site preceptor, including the following:
  - a. Name and location of lab/hospital/group at which you are interviewing
  - b. Interview times and dates
  - c. Contact person scheduling the interview

If these are not included in the email, this will be an unexcused absence and will be made up following the last day of clinical rotations, as you will not have completed all necessary competency time.

## Immunizations

The following list of immunizations is required by AU and does not necessarily represent all of the required immunizations by all of the clinical sites. It is the student's responsibility to become aware of the requirements for each site early enough to be able to meet the requirements, including immunizations. All immunizations may be received through student health. The student is to keep both digital and hard copies of all immunizations and health records.

### Immunizations and required paperwork:

- Hepatitis B series (or a signed waiver of declination)
- Two-step skin test for tuberculosis; if you test positive, you will need to get a chest x-ray.
- Provide documentation of the following immunizations:
  - Measles, Mumps, Rubella (MMR)
  - Tetanus/Diphtheria booster
  - Chickenpox
  - Rubella (2MMRs)
  - Covid-19 (hospital dependent)
- Criminal background check:
  - Completed in August before your first rotation. These typically last one year
  - Once requested, it will take a few days to process. Email/call Professor Reilly and she will email you the document.
- Seasonal flu-shot
- N-95 mask fit test
- Basic Life Support (BLS) certification card.

# Objectives for Clinical Rotations

PATH 650, 651, 652

Pathologists' Assistant Program

Anderson University School of Clinical Laboratory Sciences

The clinical rotations of the Pathologists' Assistant program aim to provide students with the clinical skills pertinent to the duties of a Pathologists' Assistant. The students will become proficient at the techniques used in surgical and autopsy pathology in order to assist the pathologist in diagnosis of disease and abnormalities.

**Clinical expectations:** the surgical schedule should be reviewed for the following day. Review clinical histories for major cases and (that night at home) read Lester and Robbins on the relevant grossing and pathology for those anticipated specimens.

## Objectives of the Clinical Rotations

1. *Professionalism Behavior and Attitude*; the student will:
  - a. Demonstrate punctuality and attendance by:
    - i. Arriving at the clinical site at the specified time, prepared to start on time
    - ii. Returning from breaks at the specified time
    - iii. Performing tasks at assigned time
    - iv. Delivering assignments on due date
  - b. Exhibit appropriate interpersonal skills by:
    - i. Communicating thoughts clearly
    - ii. Asking appropriate questions
    - iii. Maintaining a non-judgmental attitude
    - iv. Adhering to proper phone etiquette
    - v. Showing respect through good listening skills and courteous prompt responses
  - c. Internalize the value of a professional appearance and neatness by:
    - i. Maintaining personal cleanliness and hygiene
    - ii. Adhering to the dress code
    - iii. Cleaning the work area after performing procedures
    - iv. Consistently and routinely maintaining organization
  - d. Demonstrate an attempt to improve by:
    - i. Not repeating mistakes
    - ii. Investigating problem areas and asking for help to make it better
    - iii. Requesting additional assignments or repeat work to improve performance
    - iv. Following directions
  - e. Accepts constructive feedback by:
    - i. Willingly changing behavior or activity as suggested
    - ii. Not getting defensive
    - iii. Encouraging feedback
  - f. Responds to laboratory pressures and stress by:
    - i. Staying focused
    - ii. Prioritizing work

- iii. Doing things without being told
    - iv. Anticipating department needs
    - v. Maintaining acceptable performance
  - g. Demonstrates professional ethics in these ways:
    - i. Maintains patient confidentiality by not discussing patients' conditions, diagnosis, or treatment unless necessary in the performance of duties
    - ii. Does not divulge confidential information
    - iii. Does not remark about physicians or care of individual
    - iv. Offers constructive criticism
    - v. Is honest about mistakes and results
    - vi. Will record tasks only if performed
    - vii. Will total the correct clinical hours
    - viii. Will maintain an accurate specimen log to assist in correct evaluation and personal progress
  - h. Demonstrates safety measures by:
    - i. Washing hands frequently
    - ii. Utilizing correct personal protective equipment for grossing specimens, frozen sections and other procedures
    - iii. Wearing lab coats as policy dictates
    - iv. Avoiding touching face with hands
    - v. Wiping up wet spots on the floor
    - vi. Disposing of all contaminated materials appropriately
    - vii. Adhering to fire drills
2. *Performance*; the student will:
- a. Complete procedure in a self-directed manner, ahead of schedule, with a high degree of competency, and seek additional tasks.
  - b. Maintain accuracy using excellent work habits, rarely needing to repeat work.
  - c. Problem solve by correlating, sorting, and organizing information to recognize and resolve problems in a timely fashion.
  - d. Become proficient at procedures and perform work in a reasonable amount of time for level of expertise
  - e. Organize and triage specimens so the work to be performed is done in a timely manner.
  - f. Maintain an organized, clean, and safe work area.
  - g. Strive to work independently once procedures are mastered, handling most situations and making good decisions
  - h. Work cooperatively with appropriate personnel in problem solving and decision making, seeking assistance when necessary
3. *Medical Skills and Knowledge*; the student will be proficient in:
- a. Basic Skills, such as:
    - i. Correct evaluation and identification of specimen information on the specimen container and requisition for accuracy
    - ii. Compile a correct dictation for the specimen being examined
    - iii. Correctly process an uncomplicated frozen section within seven minutes, providing the pathologists with a diagnostic slide
    - iv. Seeking the assistance of a pathologist when appropriate
    - v. Taking useful and appropriate photos of specimens
  - b. Independently processing simple specimens:
    - i. GI biopsies

- ii. Simple skin biopsies (e.g. punch, shave, simple excision)
- iii. Endocervical/endometrial curettage
- iv. Artery biopsy
- v. Bone marrow biopsies
- vi. Calculi/surgical hardware (gross only)
- vii. Fallopian tubes/vasa deferentia for sterilization
- viii. Heart valves
- ix. Hemorrhoids
- x. Hernia sac
- xi. Intervertebral disc
- xii. Breast core biopsy
- xiii. Lymph node for lymphoma protocol
- xiv. Pediatric thymus resection
- xv. Parathyroid dissection
- xvi. Products of conception
- xvii. Prostate biopsies
- c. Independently processing less complex specimens correctly, including but not limited to:
  - i. Appendix
  - ii. Gallbladder
  - iii. TURP/TURB
  - iv. Cervical cone biopsy (LEEP)
  - v. Oriented and wide skin excisions
  - vi. Prolapse uterus
  - vii. Extremity amputation, non-tumor
  - viii. Fallopian tube
  - ix. Femoral head for osteoarthritis
  - x. Oriented breast lumpectomy
  - xi. Placenta
  - xii. Hysterectomy for leiomyomas
  - xiii. Thyroid resections
  - xiv. Prostate resection
  - xv. Colon for tumor
  - xvi. Colon for non-tumor
- d. Independently processing complex specimens correctly, including but not limited to:
  - i. Laryngectomy
  - ii. Pneumonectomy
  - iii. Radical neck dissection
  - iv. Mastectomy
  - v. Uterus for malignancy
  - vi. Pelvic exenteration
  - vii. Gastrectomy
  - viii. Esophagectomy
- e. Autopsy skills, under the direction of the attending pathologist, the student will:
  - i. Verify body identity/tags
  - ii. Verify if consent is correct
  - iii. Verify limitations on autopsy consent forms
  - iv. Thoroughly review patient history/charts when possible

- v. Perform a full external exam that identifies signs of death and features and signs of common diseases
- vi. Display the ability to perform evisceration of a body
- vii. Display proper dissection of organs and organ blocks
- viii. Collaborate with residents and faculty to formulate a PAD and FAD
- ix. Display proper use and techniques of photography
- x. Perform chart review as indicated, with a brief summary for attending
- xi. Estimate weight or correctly use the scale
- xii. Miscellaneous autopsy duties to be reviewed:
  - 1. Release of bodies
  - 2. Tissue dumping and storage of tissue
  - 3. Interaction with funeral homes, clinical floors
  - 4. Set up of autopsy suite
  - 5. Sign out with attending pathologist
  - 6. Various duties as assigned by attending pathologist or assigned technician

## **Evaluation of Cognitive Psychomotor Objectives**

Use the following factors and scale to complete the evaluation of the performance of the student's skills as indicated on the following pages:

1. Accuracy:
  - a. 100 – Exceptional: rarely needs to repeat work; excellent work habits conducive to attaining accuracy. (Exceeds expectations; provide comments)
  - b. 90 – Above Average: occasionally repeats work; very good habits (exceeds expectations) 80 – Average: acceptable performance; repeat work is average in frequency (meets expectations)
  - c. <75 – Needs Improvement: difficulty in achieving accuracy in the non-routine technical procedures on a regular basis; require more repetitions than what is desirable (sometimes below expectations; needs comments)
2. Problem Solving:
  - a. 100 – Exceptional: correlates, sorts and organizes data to recognize and resolve various problems in a timely fashion. (Exceeds expectations; provide comments)
  - b. 90 –Above average: with little prompting and some initial guidance is able to identify problems and develop a course of action. (Exceeds expectations)
  - c. 80 –Average: usually needs input from peers to recognize a problem and significant input to determine an acceptable course of action to resolve problems. Good follow through. (Meets expectations)
  - d. < 75 – Needs Improvement: has difficulty recognizing a discrepancy or a potential problem. When the problem is identified, follow the recommended course of action. However, you cannot develop an acceptable course of action. (Sometimes below expectations; need comment)
3. Production/Efficiency:
  - a. 100 – Exceptional: procedures are mastered quickly. Organizes work load, performs almost at the rate of seasoned technicians. (Exceeds expectations; provide comments)

- b. 90–Above Average: procedures are mastered in at timely fashion. Once mastered, does very well in getting the work completed. Contributes to the department's overall production and organization. (Exceeds expectations)
- c. 80 –Average: most procedures are mastered in an acceptable time frame. Once mastered, production and efficiency increase gradually. Sometimes a real asset to the department; at other times needs more help than expected. (Meets expectations)
- d. < 75 – Needs Improvement: takes longer than usual to master procedures and perform with confidence. With more time, production and efficiency should improve somewhat. (Sometimes below expectations; need comments)

4. Neatness and Organization:

- a. 100 – Exceptional: work is always organized and in order. Easy for someone else to enter into the middle of a task and complete it if the student had to leave unexpectedly. When completing tasks, the working area is immediately cleaned-up and restored appropriately. (Exceeds expectations; provide comments)
- b. 90 – Above average: Well organized. (Exceeds expectations)
- c. 80 – Average: usually organized and neat. Generally restores the work area appropriately. Sometimes additional minor clean-up work needs to be done due to some neglect. (Meets expectations)
- d. < 75 – Needs improvement: difficult to work with because not well organized. Additional clean up is often substantial. Sometimes work habits give the appearance that results may not be good. (Sometimes below expectations; need comments)

5. Ability to Work Independently:

- a. 100 – Exceptional: once procedure mastered, needs very little direction; takes the initiative; recognizes responsibility readily. Follows through on tasks. Handles most situations and makes good decisions. Communicates well with peers and superiors in and outside of the department. (Exceed expectations; provide comments)
- b. 90–Above average: once a procedure is mastered, the student may still need some direction, but recognizes and assumes responsibility readily. Follows through on tasks. Handles most situations and makes good decisions. (Exceeds expectations)
- c. 80 –Average: usually needs some specific direction each day as to what needs to be done. However, accepts assignments willingly. Generally works without much assistance but will usually seek input on fairly routine decision. (Meets expectations)
- d. < 75 – Needs Improvement: Will usually wait to be assigned specific tasks for the day. Avoid making decisions without assistance. However, there has been steady (albeit slow) improvement as time passes; suggesting that more experience is required before the student can work independently but average performance might be reached. (Sometimes below expectations; need comments)

6. Ability to Work Cooperatively:

- a. 100 – Communicates well: actively seeks to involve appropriate personnel in problem-solving and decision making. Recognizes and adapts to majority rule if applicable. Assumes appropriate responsibility in contributing to the team's

- effort of completing the work of the unit. (Exceed expectations; provide comments)
- b. 90–Above average: works somewhat comfortably with peers and when requested will engage in cooperative efforts and follow through well. Will assume responsibility and work with others as assigned. (Exceeds expectations)
  - c. 80–Average: prefers to work alone. Usually needs specific direction as to the task at hand. Functions better and can communicate with group members if assignments are specific and task oriented and given on a relatively small scale. (Meets expectations)
  - d. < 75 – Needs Improvement: Not comfortable working with others. Easily intimidated and sometimes becomes defensive. Behavior is not conducive to cooperative work arrangements. Easily intimidated and defensive. Will criticize others. Insists on advancement of own ideas. A “my way or the highway” attitude or approach. (Sometimes below expectations; need comments)

## **Clinical Site Closure/Relocation**

In the event a clinical site must close or can no longer accommodate a student, the Clinical Education Coordinator will, first, contact the student’s next rotation site to check for the possibility of an earlier start date. If this is not an option, the student will be assigned to a frequently used site with availability. The student will have up to one full week to relocate and begin at the new rotation site.

If no availability can be secured within a two-week period, the student will return to Bearwood for daily rotations grossing animal organs and/or play-doh organs, practicing frozen sections, and completing review sessions with Path A faculty. A new placement will be secured and the student will return to clinical rotations within one month.



## **Clinical Rotation Sites**

- Abbeville County Coroner's Office
- Anderson County Office of the Coroner
- Basset Health
- Carolinas Pathology Group (CPG)
  - Spartanburg Regional
- Charleston County Coroner
- City of Hope Cancer Center
- Coastal Pathology Laboratories (Charleston Pathology)
  - Medical University of South Carolina
- Cobb County Coroner
- Common Spirit Health
  - St. Alexius Medical Center
- Dekalb County Medical Examiner's Office
- Eastern Carolina Pathology
- Emory University Hospital Midtown
- FirstHealth of the Carolinas
- Greenville County Coroner
- John's Hopkins Health System Corporation
- Kansas University Medical Center
- Lexington County Coroner
- McCormick County Coroner
- Oconee County Coroner's Office
- Pathology Associates of Lexington
  - Lexington Medical Center
- Pathology Associate of North Texas
- Pathology Consultants
  - Self-Regional Healthcare
  - Greenville Memorial Hospital
  - Patewood Memorial Hospital
  - Baptist Hospital – Columbia
  - Richland Hospital
- Path Group
- Pickens County Coroner
- Piedmont Pathology Association
  - AnMed
- Roper St. Francis Healthcare
- San Diego County Medical Examiner
- Southeastern Pathology Associates
- St. Francis Hospital Emory Healthcare
- Upstate Pathology, PA
- University of California Davis
- University of Kansas Hospital Authority
- University of North Dakota
- Yosemite Pathology/Precision Pathology

## **Pregnancy**

If a student becomes pregnant during her time in the program, she is to notify Director Bostick immediately. Time taken for maternity leave is to be determined by the student, however, basic competencies must be achieved prior to completion of the program or additional clinical time may be required.

## **Title IX- Prohibiting Sexual Misconduct and Discrimination on the Basis of Sex**

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in educational programs and activities at institutions receiving federal financial assistance.

Anderson University and its affiliated educational sites are committed to providing a safe and supportive environment that is free from unlawful discrimination on the basis of sex in its admissions practices, in its employment practices, and in its educational programs or activities. Any form of sex discrimination and sexual misconduct, including harassment, coercion, intimidation, or sexual violence, is reprehensible; runs counter to AU's teachings and guiding beliefs; and will not be tolerated. In keeping with this commitment, Anderson University maintains a strict policy prohibiting unlawful discrimination or harassment based on personal characteristics of gender, sexual orientation, gender identity, race, color, religion, national origin, disability, age, or veterans' status. Also prohibited is retaliation of any kind against individuals who report alleged incidents of discrimination or sexual misconduct, or who assist in a University investigation of such allegations.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://andersonuniversity.edu/resources/title-ix> or contact the Title IX Coordinator:

Robyn Sanderson, Title IX Coordinator  
316 Boulevard, Box 1122  
Anderson, SC 29621  
Phone: (864) 231-7075  
Email: [rsanderson@andersonuniversity.edu](mailto:rsanderson@andersonuniversity.edu)

## Exposure Incident Report

Student: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Date of Exposure/Incident: \_\_\_\_\_ Time of Exposure/Incident: \_\_\_\_\_

Where did the exposure/incident occur? \_\_\_\_\_

Describe the task you were performing at the time of exposure/incident? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the nature of the exposure/incident? \_\_\_\_\_

List the part of the body that was exposed? \_\_\_\_\_

Did the foreign object penetrate your body? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what was the exposure? \_\_\_\_\_

\_\_\_\_\_

Was any liquid injected into your body? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what was the liquid? \_\_\_\_\_

\_\_\_\_\_

Were you wearing personal protective equipment at the time of exposure? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what type were you wearing? \_\_\_\_\_

\_\_\_\_\_

Did you receive medical treatment? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, where? \_\_\_\_\_

Date: \_\_\_\_\_ Doctor's name providing treatment: \_\_\_\_\_

Additional Information about the incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

A copy must be provided to the School of Nursing Graduate Chair and Anderson University Health Services