

**KINGDOM OF SAUDI ARABIA**

**INAYA MEDICAL COLLEGE**

**CLINICAL LABORATORY SCIENCES**

**Internship log book**



Contents

Personal information ---------------------------------------------------------- 2

Intern's responsibilities ------------------------------------------------------- 3

Introduction -------------------------------------------------------------------- 4

Distribution of the weeks ---------------------------------------------------- 5

Attendance record--------------------------------------------------------------6

Microbiology ------------------------------------------------------------------ 8

Evaluation of student in microbiology lab --------------------------------- 9

Hematology --------------------------------------------------------------------11

Evaluation of student in Hematology lab ----------------------------------12

Serology& blood banking ----------------------------------------------------15

Evaluation of student in serology& blood banking lab ----------------- 16

Immunopathology ------------------------------------------------------------19

Evaluation of student in Immunopathology lab --------------------------20

Histopathology& cytology --------------------------------------------------23

Evaluation of student in Histopathology& cytology lab ----------------24

Clinical chemistry ------------------------------------------------------------27

Evaluation of student in Clinical chemistry lab---------------------------28

Urinalysis& body fluids -----------------------------------------------------31

Evaluation of student in Urinalysis& body fluids lab -------------------32

Special Rotation Evaluation Form -----------------------------------------35

Overall Evaluation Form ----------------------------------------------------37

Student intern feedback------------------------------------------------------42

Personal information

|  |  |
| --- | --- |
| Name |  |
| Student ID |  |
| Telephone number |  |
| Email address |  |
| Training Institution |  |
| Date | From To |
| Preceptors at training institution |  |
| Name of Faculty Supervisor |  |

أتعهد أنا الطالب/ الطالبه: -------------------------------------------------------------------------------

**Intern's responsibilities**

* Student should have committed to the intern's job description.
* Student is obliged to attend and leave in the official working hours or according to the appointments of each section in commensurate with the operational plan for each section in training entity.
* Student is obliged to alternate cover required by the section that he/she works with in training entity.
* Student should follow instructions and regulations of training entity that he/she works with.

student should have obliged to the hospitals' obligations. In case of suspension of an intern by the hospital, the internship will be suspended as well according to the college system, and student will be responsible for bring another approval, thus suspension duration will not be counted within internship year.

* If student is absent for three days or more during the training in hospital, the clinical entity should be informed to take the necessary action.
* The dean has the right in accordance to clinical training entity to cancel the training if student absent without a good reason or breach of college or training site regulations.
* Disciplinary regulations will be applied on intern who violates college’s regulation.

Student name: ……………………………..…

Signature: ……………………………..…

Date: ………………………….…………

Introduction

* Clinical education is an integral part of the Program in Clinical Laboratory Science and is designed to provide students with an opportunity to integrate and apply previously acquired knowledge and technical skills in actual clinical settings.
* Under the guidance of experienced Clinical Laboratory Scientists and other qualified laboratory personnel and health professionals, students learn more about diagnostic test procedures, quality control methods and programs, and instrumentation in the clinical laboratory.
* They also gain an understanding of the roles and functions of the Clinical Laboratory Scientist and other health care professionals
* Clinical education practice is applied learning experiences during which the student should:

1. Practice skills learned in student laboratories.

2. Practice skills in problem-solving.

3. Perform quality control procedures.

4. Learn to adapt easily to new procedures.

5. Operate and maintain various instruments used in routine clinical testing.

6. Understand the responsibilities, roles, and functions of the Medical Laboratory Scientist.

7. Develop organizing and organization abilities.

8. Report accurate and precise results.

9 Relate test results to patient conditions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SECTION/AREA OF TRAINING | Regular students | | Bridge students | | Date of training | Comments |
|  | Duration | Total | Duration | Total |  | |
| 1 -Phlebotomy/Receiving | |  | |  | | |
| Receiving Room | 3 weeks | 3 weeks | 1 weeks | 1 weeks |  |  |
| 2-Hematology | | | | | | |
| Routine hematology | 4 weeks | 7 weeks | 2 weeks | 6 weeks |  |  |
| Special hematology | 2 weeks | 2 week |  |  |
| Coagulation | 1 week | 2week |  |  |
| 3-Blood Transfusion & blood banking | | | | | | |
| Donor Room | 2 week | 6 weeks | 1 week | 4 week |  |  |
| Component Room | 2 week | 1 week |  |  |
| Serology room | 3 week | 2 week |  |  |
| 4-Microbiology | | | | | | |
| Bacteriology | 7 weeks | 16 week | 6weeks | 11weeks |  |  |
| Mycology/TB | 2 weeks | 1 week |  |  |
| Parasitology | 2 weeks | 1 week |  |  |
| Virology | 2 weeks | 1 week |  |  |
| Serology | 3 weeks | 2 weeks |  |  |
| 5- Clinical chemistry | | | | | | |
| Routine Chemistry | 6 weeks | 11weeks | 4 weeks | 7weeks |  |  |
| Special Chemistry | 3 weeks |  | 2 weeks |  |  |  |
| Endocrinology | 2 weeks |  | 1 week |  |  |  |
| 6- Histopathology& cytology | | | | | | |
| Histology /Cytology /Electron Microscopy | 4 weeks |  | 2 weeks |  |  |  |
| 7- Extra Benches | | | | | | |
| Molecular Biology |  | 4 weeks |  | 3 weeks |  |  |
| Flow Cytometry |  |  |  |  |
| HLA |  |  |  |  |
| Cytogenetics |  |  |  |  |
| Toxicology |  |  |  |  |
| IVF (in vitro Fertilization) |  |  |  |  |

Attendance record

Intern name:

Department:

Period:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Department | Time in | Time out | signature |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |

Total hours worked: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Late | | Days Absent | | | |
| Hrs. | Min. | Sick | Excused | Unexcused | Vacation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Microbiology

**Objectives:**

The student will perform the following:

1. Select appropriate media for planting all specimens.

2. Determine appropriate incubation temperatures and atmospheric requirements for all specimens.

3. Select and organize the reagents, supplies, and materials needed to process, inoculate, and identify all specimens he or she is assigned.

4. Differentiate between normal flora and possible pathogens in various clinical specimens.

5. Perform the tests and procedures necessary to accurately identify all pathogenic bacteria (both aerobes and anaerobes), fungi, parasites, and viruses present.

6. Perform and accurately interpret antimicrobial sensitivity testing on all appropriate cultures, and report appropriate findings.

7. Correlate identification of pathogens with antimicrobial sensitivity patterns and perform appropriate tests to remedy any discrepancies.

8. Apply methods of sterile technique in the laboratory at all times.

9. Perform automation techniques in microbiology labs.

10. Establish all quality assurance, quality control and fellow SOPs in microbiology lab.

11. Interact and communicate effectively with other health care professionals during infection control practice.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in microbiology lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Under minimal supervision, the student was able to:** | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. Select appropriate media for planting all assigned specimens. |  |  |  |  |  |
| a. aerobic |  |  |  |  |  |
| b. anaerobic |  |  |  |  |  |
| 2. Determine appropriate incubation temperatures and atmospheric requirements for all assigned specimens. |  |  |  |  |  |
| 3. Select and organize reagents, supplies, and materials needed to process, plant, and identify all assigned specimens. |  |  |  |  |  |
| 4. Use methods of sterile technique in the laboratory at all times. |  |  |  |  |  |
| 5. Differentiate between normal flora and possible pathogens in various assigned clinical specimens. Grade according to percent acceptable performance |  |  |  |  |  |
| 6. Perform and accurately interpret automated antimicrobial sensitivity testing on all appropriate cultures. Grade according to percent acceptable performance |  |  |  |  |  |
| 7. Perform and interpret manual antibiotic susceptibility Grade according to percent acceptable performance |  |  |  |  |  |
| 8. Work independently to identify pathogens present, interpret results, and report appropriate findings. |  |  |  |  |  |
| 9. Correlate identification of pathogens with antimicrobial sensitivity patterns and perform appropriate tests to remedy any discrepancies. |  |  |  |  |  |
| 10. observe/perform testing in AFB |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. In what area(s) do you feel the student needs to improve?

………………………………………………………………………………………………………………………………………………………………………………

Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hematology

Objectives

1. After appropriate instruction and orientation, the student will assemble reagents and supplies needed to collect requested blood samples.

2. Given selected specimens, the student will gather the reagents, supplies, and QC products needed to perform a CBC and differential.

3. The student will perform the following tests, with an acceptable level of accuracy predetermined by the laboratory, on selected specimens:

1. CBC.
2. Blood film preparation.
3. Blood film interpretation.
4. Differential count of WBCs.
5. ESR.
6. Sickle cell tests.
7. Coagulation profile test.

4. After appropriate instruction, the student will routinely perform preventive maintenance procedures on those instruments to which he or she is assigned.

5. The student will prepare, store, and maintain the supply of reagents needed for his or her assigned workload.

6. After performing assigned tests, the student will evaluate QC parameters obtained and institute proper procedures to remedy discrepancies.

7. The student will review instrument components, principle of operation, and limitations for those instruments to which he is assigned.

8. The student will routinely check instruments to which he or she is assigned for proper functioning and correct any malfunctions detected, or, when indicated, refer the problem to the appropriate person or agency.

9. The student will interpret results of tests performed

Inaya medical college

Clinical Laboratory Science

Evaluation of student in Hematology lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Under minimal supervision, the student was able to:** | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. assemble and organize all specimens, reagents, and supplies needed to perform thetests assigned. |  |  |  |  |  |
| 2. Given selected specimens, gather reagents, supplies, and QC products needed to perform a CBC and a differential. |  |  |  |  |  |
| 3. Perform the following tests, with an acceptable level of accuracy and rate of performance as determined by the laboratory, on selected specimens: |  |  |  |  |  |
| a. CBC (minimum 50) |  |  |  |  |  |
| b Blood film preparation. (smear, fixation and stain) |  |  |  |  |  |
| c. Blood film interpretation and differential count of WBCs. |  |  |  |  |  |
| 1. minimum 5 with abnormal RBC morphology |  |  |  |  |  |
| 1. minimum 7 with abnormal WBC morphology |  |  |  |  |  |
| 1. minimum 3 leukemias |  |  |  |  |  |
| 1. correlate 15 scattergrams, normal and abnormal. |  |  |  |  |  |
| c. Coagulation profile test and platelet function tests. |  |  |  |  |  |
| 1. PT and APTT (minimum 20) |  |  |  |  |  |
| 1. Bleeding time. |  |  |  |  |  |
| 1. Thrombin time. |  |  |  |  |  |
| 1. factor assays. |  |  |  |  |  |
| 1. Fibrin Split Products and/or D-Dimer |  |  |  |  |  |
| 1. Fibrinogen level |  |  |  |  |  |
| e. ESR |  |  |  |  |  |
| f. Sickle cell screen |  |  |  |  |  |
| 1. Sickling test |  |  |  |  |  |
| 1. Solubility test |  |  |  |  |  |
| 4. After appropriate instruction, routinely perform preventive maintenance procedures on those instruments to which he or she is assigned. |  |  |  |  |  |
| 5. prepare (where appropriate), store, and maintain the supply of reagents needed for his or her assigned workload. |  |  |  |  |  |
| 6. After performing assigned tests, evaluate QC parameters obtained and institute proper procedures to remedy discrepancies. |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. In what area(s) do you feel the student needs to improve?

………………………………………………………………………………………………………………………………………………………………………………

Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Serology& blood banking

**Objectives**

1. The student will perform the following procedures:

1. ABO and RH typing (Given selected patient specimens, the student will perform ABO and Rh typing, detect any discrepancies and suggest possible solutions).
2. Compatibility testing (Using specimens and reagents provided, the student will perform compatibility tests with no errors)
3. Direct antiglobulin test (DAT test)
4. Antigen typing.
5. Rh globulin work-up.
6. Antibody screening and identification (Using specimens and reagents provided, the student will identify the specificity of an antibody with 95% accuracy)
7. Absorption and elution techniques

2. The student will perform and/or observe the following procedures:

1. Issuing of blood or blood derivatives for transfusion purposes
2. Preliminary transfusion reaction investigation procedures
3. Inventory of blood supplies
4. Administration of blood components

3. The student will prepare appropriate red blood cell suspensions for testing.

4. Given selected patient specimens, the student will recognize Rouleau and hemolysis while reading reactions and give plausible explanations for their occurrence.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in serology& blood banking lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Under minimal supervision, the student was able to:** | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| Perform and interpret the following tests, with acceptable level of accuracy and rate of performance as determined by laboratory, on selected specimens using manual and automated methods (if applicable): |  |  |  |  |  |
| a. ABO and RH typing at a minimum accuracy of 98% |  |  |  |  |  |
| b. Compatibility testing at a minimum accuracy of 98%. At least one must be a 4-unit crossmatch |  |  |  |  |  |
| c. Direct antiglobulin test |  |  |  |  |  |
| d. Antigen typing |  |  |  |  |  |
| e. Rh globulin work-up |  |  |  |  |  |
| f. Antibody screening and identification at a minimum accuracy of 95% |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one)

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. In what area(s) do you feel the student needs to improve?

………………………………………………………………………………………………………………………………………………………………………………

Student's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Immunopathology

**Objectives**

1. The student will gather appropriate reagents, supplies, and QC products needed to perform the routine immunologic procedures.

2. The student will perform, with an acceptable level of accuracy as predetermined by the laboratory, the following tests:

* 1. RPR
  2. RF
  3. ELISA method for infectious disease
  4. Other routine Immunologic testing as available

3. The student will observe or have hands-on experience with the following tests as available:

* 1. ANA
  2. ELISA or other enzyme immunoassays
  3. Fluorescent Antibody assays
  4. Hepatitis testing
  5. HLA/Tissue Typing
  6. Flow Cytometry
  7. Other tests as available

4. After performing assigned tests, the student will evaluate QC parameters obtained and institute proper procedures to remedy discrepancies.

5. The student will relate test results to patient conditions.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in Immunopathology lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Under minimal supervision, the student was able to:** | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. gather appropriate reagents, supplies, and QC products needed to perform routine immunologic procedures. |  |  |  |  |  |
| 2. observe and/or perform, with at an accuracy of 95%, the following tests:  *Indicate whether student observed or performed. If observation only, student accurately described and/or responded to questions on procedure and result parameters.* |  |  |  |  |  |
| a. RPR |  |  |  |  |  |
| b. Monospot |  |  |  |  |  |
| c. ELISA method for infectious disease Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| d. other routine Immunologic testing as available  Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 3. observe and/or perform the following tests as available:  *Indicate whether student observed or performed. If observation only, student accurately described and/or responded to questions on procedure and result parameters.* |  |  |  |  |  |
| a. ANA |  |  |  |  |  |
| b. ELISA or other enzyme immunoassays Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| c. Fluorescent Antibody assays Specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| d. Hepatitis testing |  |  |  |  |  |
| e. HLA/Tissue typing Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| f. Flow Cytometry Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

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1. In what area(s) do you feel the student needs to improve?

………………………………………………………………………………………………………………………………………………………………………………

Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Histopathology & cytology

**Objectives**

1. The student will gather appropriate reagents, supplies, and QC products needed to perform the routine histological procedures.

2. The student will perform, with an acceptable level of accuracy as predetermined by the laboratory, the following:

1. Specimen reception.
2. Fixation.
3. Tissue processing (Dehydration, Clearing and impregnation with paraffin).
4. Tissue embedding.
5. Microtome.
6. Staining.
7. Slides mounting.
8. Alternative techniques:
9. Frozen Section Histology.
10. IHC.
11. Commonly requested Histologic Stains
12. H&E (hematoxylin and eosin)
13. Special stain (Trichrome, PAS, Silver Stains…….)
14. Immunohistochemistry Stain.
15. Cytological technique:
    * + 1. Reception
        2. PAP Staining.
        3. Diff quick Staining.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in Histopathology & cytology lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Under minimal supervision, the student was able to:** | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. Wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. Consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. Report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. Handle the specimens carefully. |  |  |  |  |  |
| f. Consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. Perform all assigned tasks willingly |  |  |  |  |  |
| h. Explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. Respect the confidentially of patient test results. |  |  |  |  |  |
| j. Follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. Accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. Select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. Identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. Accurately perform routine tests used in the laboratory. |  |  |  |  |  |
| b. Explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| c. Recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. Gather appropriate reagents, supplies, and QC products needed to perform routine procedures. |  |  |  |  |  |
| 2. observe and/or perform, with at an accuracy of 95%, the following tests:  *Indicate whether student observed or performed. If observation only, student accurately described and/or responded to questions on procedure and result parameters.* |  |  |  |  |  |
| 1. Specimen reception. |  |  |  |  |  |
| 1. Fixation |  |  |  |  |  |
| 1. Tissue processing (Dehydration, Clearing and impregnation with paraffin) / Operation. |  |  |  |  |  |
| 1. Embedding. |  |  |  |  |  |
| 1. Microtome. |  |  |  |  |  |
| 1. Commonly requested Histologic Stains 2. H&E (hematoxylin and eosin) 3. Special stain (Trichrome, PAS, Silver Stains…….) 4. Immunohistochemistry Stain. |  |  |  |  |  |
| 1. Mounting. |  |  |  |  |  |
| 1. Alternative techniques: 2. Frozen Section Histology. 3. IHC. |  |  |  |  |  |
| 1. Cytological technique: 2. Reception 3. PAP Staining. 4. Diff quick Staining. |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

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Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

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1. In what area(s) do you feel the student needs to improve?

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Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Chemistry

**Objectives**

1. The student will assemble and organize all specimens, reagents, and supplies needed to perform the tests assigned.

2. The student will select all appropriate QC products before performing assigned tests.

3. After appropriate instruction, the student will routinely perform preventive maintenance procedures on those instruments to which he or she is assigned.

4. The student will prepare (where appropriate), store, and maintain the supply of reagents needed for his or her assigned workload.

5. The student will produce test results, with an acceptable level of accuracy predetermined by the laboratory, using the following types of instrumentation or methodologies (where available):

1. Atomic absorption spectrophotometry
2. Blood gas analysis
3. Chromatography -- GC, Column and HPLC
4. Discrete analyzer
5. Electrophoresis
6. Enzyme analyzer
7. Multiple channel analyzer

6. After performing assigned tests, the student will evaluate QC parameters obtained and institute proper procedures to remedy discrepancies.

7. The student will routinely check instruments to which he or she is assigned for proper functioning and correct any malfunctions detected, or, when indicated, refer the problem to the appropriate person or agency.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in clinical chemistry lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (eg: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Under minimal supervision, the student was able to: | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. produce test results, with an acceptable level of accuracy predetermined by the laboratory, using the following types of instrumentation or methodologies (where available): |  |  |  |  |  |
| a. Blood gas analysis |  |  |  |  |  |
| b. Manual methods (list):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| c. Chromatography -- GC, Column and HPLC |  |  |  |  |  |
| d. Discrete analyzer (toxicology, endocrine, specific proteins, |  |  |  |  |  |
| e.Electrophoresis |  |  |  |  |  |
| f. Immunochemistry analyzer |  |  |  |  |  |
| g. Multiple channel analyzer |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

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Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

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1. In what area(s) do you feel the student needs to improve?

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Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Urinalysis& Body fluid

**Objectives**

1. The student will gather appropriate reagents and supplies needed and perform:

1. Manual macroscopic routine urinalysis, including specific gravity and confirmatory tests
2. Automated routine urinalysis.

2. The student will gather and organize the reagents and supplies needed to perform a microscopic urinalysis, within an acceptable time frame and at an overall accuracy rate of at least 95%, to include the following abnormalities:

1. Cellular elements
2. Crystals
3. Casts
4. Abnormal microscopic results

3. Given the results of reagent strip tests, the student will perform appropriate confirmatory procedures on selected urine specimens as done in the particular laboratory.

4. Perform microscopic examination and/or biochemical analysis of other fluids, as available, to include:

1. Cerebrospinal
2. Synovial
3. Cavity Effusion
4. Seminal
5. Cyst fluid
6. Other: specify

The amount of time each student spends on the performance of routine tests may vary with the student's ability to satisfy the above criteria, and is at the discretion of the supervisor.

Inaya medical college

Clinical Laboratory Science

Evaluation of student in Urinalysis& body fluid lab

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Under minimal supervision, the student was able to: | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| I. Affective domain (attitudes, values, interests) |  | | | | |
| a. wear appropriate protective clothing in all laboratories at all times |  |  |  |  |  |
| b. consistently arrive in the laboratory at the assigned time at the beginning of the shift and after breaks. |  |  |  |  |  |
| c. consistently adhere to safety rules in all areas of the laboratory. |  |  |  |  |  |
| d. report patient test results only to appropriate authorized persons. |  |  |  |  |  |
| e. handle patient specimens carefully to avoid contamination of the specimen and himself or others in the laboratory. |  |  |  |  |  |
| f. consistently clean instruments and work counter and keep the work area well supplied. |  |  |  |  |  |
| g. perform all assigned tasks willingly |  |  |  |  |  |
| h. explain the importance of a quality assurance program in the clinical laboratory. |  |  |  |  |  |
| i. respect the confidentially of patient test results. |  |  |  |  |  |
| j. follow oral/written directions |  |  |  |  |  |
| II. Cognitive domain (knowledge, integration, problem-solving) | | | | | |
| a. accurately state normal values for the various test procedures he or she is performing in the clinical laboratory. |  |  |  |  |  |
| b. Given appropriate reagents and supplies, the student will be able to select what is needed for each test procedure he or she is performing. |  |  |  |  |  |
| c. select appropriate quality control products and specimens from supplies provided in the laboratory |  |  |  |  |  |
| d. identify the proper time to collect various specimens which are sent to the laboratory. |  |  |  |  |  |
| Under minimal supervision, the student was able to: | | | | | |
| a. accurately perform routine statistical calculations used in the clinical laboratory. |  |  |  |  |  |
| b. Given the necessary data, the student will be able to perform the calculations needed to convert findings into appropriate units for  reporting |  |  |  |  |  |
| c. explain the principal and theory of the various tests he or she is performing in the clinical laboratory |  |  |  |  |  |
| d. recognize abnormal test results/ identify abnormal results from test procedures performed, and suggest additional tests to aid in further diagnosis of the suspected pathology. |  |  |  |  |  |
| e. Using appropriate quality control parameters, the student will be able to evaluate the validity of test results and institute proper procedures to remedy discrepancies |  |  |  |  |  |
| Discipline competencies | | | | | |
| 1. Demonstrate theoretical knowledge of formed and cellular elements seen in urinary sediments |  |  |  |  |  |
| 2. perform the following tests, with an acceptable level of accuracy and rate of performance as determined by the laboratory, on selected specimens: |  |  |  |  |  |
| a. perform macroscopic routine urinalysis including specific gravity and confirmatory tests |  |  |  |  |  |
| b. perform microscopic urinalysis, identify and quantify all formed and cellular elements present |  |  |  |  |  |
| a. perform urinalysis (minimum 25) at an overall accuracy rate of at least 95%, to include the following abnormalities: |  |  |  |  |  |
| (1) minimum 2 with cellular elements |  |  |  |  |  |
| (2) minimum 2 with crystals |  |  |  |  |  |
| (3) minimum 2 with casts |  |  |  |  |  |
| (4) minimum 2 with abnormal macroscopic results |  |  |  |  |  |
| 3. Biochemical Analysis, Other Fluids (list): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 4. Microscopic Exam, Other Fluids: *Indicate N/A if not applicable.* |  |  |  |  |  |
| - Cerebrospinal |  |  |  |  |  |
| - Synovial |  |  |  |  |  |
| - Cavity Effusion |  |  |  |  |  |
| - Seminal |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

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Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

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1. In what area(s) do you feel the student needs to improve?

………………………………………………………………………………………………………………………………………………………………………………

Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Inaya medical college

Clinical Laboratory Science

Special Rotation Evaluation Forms

Instructions to Evaluator: The columns indicate numerical grades and equivalent letter grades. Please indicate, by assigning a numerical grade within one column, the level of competence at which the student performed in each category while on rotation in your laboratory. (e.g.: 96% would be entered under column excellent) If you feel a category or sub-category is not applicable to your clinical situation, please mark "N/A".

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Under minimal supervision, the student was able to: | **Excellent**  **100 -95** | **V. good**  **94 -90** | **Good**  **89-85** | **Fair**  **84- 80** | **Need improvement <84** |
| - Probe hybridization / Hybrid capture |  |  |  |  |  |
| - In-situ hybridization (fluorescent-FISH / chromogenic-CISH) |  |  |  |  |  |
| - Nucleic acid purification |  |  |  |  |  |
| - Blotting and probing procedures |  |  |  |  |  |
| b. Nucleic Acid Amplification: |  |  |  |  |  |
| - Polymerase chain reaction (PCR) |  |  |  |  |  |
| - PCR variations (*e.g.,* RT, nested, multiplex) |  |  |  |  |  |
| - Sequence based (NASBA) |  |  |  |  |  |
| - Transcription-mediated technology (TMA) |  |  |  |  |  |
| - Strand displacement amplification (SDA) |  |  |  |  |  |
| c. DNA Sequence Analysis: |  |  |  |  |  |
| - Chain terminators |  |  |  |  |  |
| - Manual gel sequencing |  |  |  |  |  |
| - Automated sequence analyzer |  |  |  |  |  |
| - Restriction fragment length polymorphism (RFLP) |  |  |  |  |  |
| - Other (e.g., pyrosequencing) |  |  |  |  |  |
| d. Other Techniques: |  |  |  |  |  |
| - Denaturing gradient gel |  |  |  |  |  |
| - Denaturing HPLC |  |  |  |  |  |
| - Heteroduplex and single strand conformation analysis |  |  |  |  |  |
| - Melting curves analysis |  |  |  |  |  |

Overall performance

1. Was the student's overall performance in your lab **Satisfactory** or **Unsatisfactory**? (Circle one).

*If unsatisfactory, what recommendations would you make to help the student perform as an entry level medical laboratory scientist?*

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Additional comments:

1. In what area(s) did the student demonstrate outstanding ability(ies)?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. In what area(s) do you feel the student needs to improve?

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Intern Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall Evaluation Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance of Items | Poor | Good | Very good | Excellent | Remarks |
| Knowledge of work & working Abilities: |  |  |  |  |  |
| 1.To what extent does the intern demonstrate capability of using scientific facts and skills as a basis of his/her performance? |  |  |  |  |  |
| 2. To what extent does he/she demonstrate a desire to learn more than just routine aspects of the prescribed work? |  |  |  |  |  |
| 3. To what extent does the intern adjust to new work methods and conditions? |  |  |  |  |  |
| 4. How effective is has the intern been in planning and organizing his/her work? |  |  |  |  |  |
| 5. How effective does the intern communicate in speech and writing? |  |  |  |  |  |
| 6. To what extent does the intern accept the maximum responsibilities for his/her work and volunteer for new assignments? |  |  |  |  |  |
| 7. How effective has the intern been in establishing working relationship with others. |  |  |  |  |  |
| 8. To what extent is the intern receptive to new ideas and information. |  |  |  |  |  |

Comments:

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Overall Evaluation Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance of Items | Poor | Good | Very good | Excellent | Remarks |
| Quality & Quantity of Work: |  |  |  |  |  |
| 1.To what extent has the quality of his/her work matched the responsibilities given? |  |  |  |  |  |
| 2. How efficient is the intern as to thoroughness and completeness of his/her work? |  |  |  |  |  |
| 3. How successful has he/she been in meeting the requirements with respect to the amount of work within the time allotted? |  |  |  |  |  |

Comments:

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Overall Evaluation Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance of Items | Poor | Good | Very good | Excellent | Remarks |
| General performance |  |  |  |  |  |
| 1.To what extent has the intern been punctual and complying with working hours of the institution? |  |  |  |  |  |
| 2. How effective has the intern been in following departmental policies and procedures. |  |  |  |  |  |
| 3. How effective were the intern’s attitudes towards other members of the healthcare team and patients? |  |  |  |  |  |
| 4. After finishing this training how well do you think the intern will be able to execute his/her responsibilities |  |  |  |  |  |
| 5. Over-all performance evaluation |  |  |  |  |  |

Comments:

…………………………………………………………………………………………………………………………………………..............................................................................................................................................................................................

Signature of the preceptor…………………… Date………………