

Example Portfolio for MLS Level III

John E. Boyd, MLS (ASCP) PAL Portfolio Level III

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SAMPLE PORTFOLIO MLS Level III

Introduction

I obtained my undergraduate degree from University of Tennessee College of Health Professions in the Medical Laboratory Science program of the School of Clinical Laboratory Sciences in May of 2010. My clinical rotations were conducted at two clinical affiliates in Memphis: at Baptist Memorial Hospital and at Methodist University Hospital. I completed the clinical chemistry rotation at Baptist Memorial.

In addition to being a full-time student in the program, I worked on a part-time basis during my junior and senior years. I was regularly scheduled to work 15 hours a week as a phlebotomist and a specimen processor. For me, this work experience as a phlebotomist was particularly valuable. It provided me with an opportunity to interact with patients and gain a more complete perspective about the patient's concerns about what laboratory testing means to his or her health. It also helped to more strongly reinforce that each test result is more than just a number, it's really about the patient and how this "number" can help diagnose or better manage treatment. I also learned in this job that the laboratory has a key role in supporting patient care and that it's important for clear and accurate communication to occur between laboratory staff and other health care providers, such as doctors, nurses, and medical assistants.

During my senior year, the program requires that we must complete a seminar on a topic of interest which the student chooses and is subject to approval by the program director. My seminar topic was focused on infection from hepatitis viruses. Students are required to use resources to expand knowledge on the topic of particular interest and present a 40 minute continuing education lecture to fellow students. I conducted literature searches to review recent published materials from the past 5 to 7 years concerning the clinical pathology of Hepatitis A, Hepatitis B and C viruses and recommended testing protocols. Based on my literature review, I

presented an overview of the history of the hepatitis viral disease and current test methodologies and algorithms.

Upon graduation, I successfully completed my national Board of Certification examination and obtained my Tennessee license in August of 2010. Since September 2010 and I have been working as a full-time Medical Laboratory Scientist in the Core Lab of the VUMC Diagnostic Laboratories. Initially I worked 10 months on the night shift. I found this to be an important learning opportunity about laboratory services since this shift is primarily focused with supporting patient care in critical situations. Most of the time, test orders were in response to patients in critical need who are undergoing treatment in the ED, Critical Care units, and the Operating Room. Clear communication about test orders is very important and the ability to accurately and quickly complete results is vital to patient care.

After transferring to the day shift, there were a number of opportunities for me to further develop my clinical expertise. In the fall of 2012, I took on the instructor duties for the Lab Math lecture for the Medical Laboratory Science program. As part of the 2013 College of American Pathology (CAP) self-inspection requirements, I participated with Dr. Cagiula to conduct a mock inspection 3 satellite laboratories. In January 2013 through April 2014, I was a member of an interdisciplinary committee to define and develop a professional advancement ladder for both medical laboratory scientist/technologists and technicians. From March 2014 through July 2014, I worked with the Core Lab clinical leadership to validate test methods on the Roche Integra and trained MLS staff on these test methods. Also, I worked with a team from both Core Lab and Specimen Receiving to redesign workflow and reduce the turnaround time for STAT test results. We worked with a consultant from Highland Performance Partners and

learned a number of different analytical tools to evaluate work processes and define lean methods to more efficiently complete work.

During the past 2 years, I have completed 24 hours of continuing education learning. In 2012, I was able to attend the state ASCLS meeting and completed 8 CEU. In addition, I have completed another 16 CEU hours through lectures provided at VUMC.

For the future, I plan to continue my growth as a professional in medical laboratory science. I would like to pursue additional opportunities for improving patient care and laboratory services by requesting opportunities to work on clinical quality improvement projects. I will also attend continuing education courses and have agreed to replace a coworker as the Safety Officer for the Core Lab on the Diagnostic Labs Safety Committee. For these reasons, I believe that I am an excellent candidate for advancement in the PAL program.

SAMPLE Portfolio MS Level III

DLPAL Profile Petition Cover Sheet

The petition packet is due to the Chair of the Review Board no later than the deadline noted on the DLPAL's current calendar (submit 11 copies).

Candidate Name: John E. Boyd Advancement to Level: III

Sponsor Name: Jo Ann Miller Sponsor Level/Status: Level IV

Packet includes: This cover sheet with the sponsor statement, coversheet of the most recent performance evaluation, candidate's curriculum vita, and summary of activities and achievements across all categories (limit this summary to 3 pages).

Sponsor Statement:

It is a pleasure to add my endorsement to the petition of John E. Boyd for promotion to a Level III Medical Lab Scientist. John demonstrates strong performance in his duties as an MLS. He has taken ownership of defining the methodologies and training program for establishing the Roche Integra as backup instrument for the Abbott APS. John has taken on the instructor duties in the MLS program for the lab math module. He is an active participant in the Kaizen project to reduce the TAT for STAT tests.

X I verify the information contained in the report is accurate.

X I endorse this Candidate's advancement to Level III without reservation

Signature of Sponsor: Jo Ann Miller

TEACHING AND SUPERVISION

Instructor: Lab Math

VUMC MLS Class 2012-present

Provide three four-hour lectures and a written test to 10 MLS students.

HONORS, AWARDS, PUBLIC SERVICE

Not applicable

SAMPLE Portfolio MLS Level III

NOTE:

Copy of employee's front page from annual performance review should be inserted to document that appropriate performance ratings were met for both key function and Credo behaviors. It is not possible to create a 'mock' review in VPES for this sample portfolio submission.

SAMPLE Portfolio MLS Level III

DLPAL Activities Summary

Technical Operations

In an effort to assure that the Diagnostic Laboratories could support patient care during an event which disabled all of the Abbott “c” analyzers, clinical leadership determined that the Roche Integra instrument should be validated for BMP tests. I accepted responsibility for performing the validation for this test method on the Integra instrument. In addition to the instrument validation for this test, a test method procedure was written and a training in-service was conducted for 25 MLS staff. The protocol also required that the Integra instrument was correlated with the Abbott instrument.

I worked with both the Dr. Nichols, medical director, and Mary Jane Smith, supervisor, to define the validation protocols. Validation included 20 normal adult specimens, 20 normal pediatric specimens, 20 abnormal adult specimens and 20 abnormal pediatric specimens. All necessary quality control (QC) and calibration testing was completed. The initial data analysis indicated that there were some unacceptable performance issues with the pediatric specimens. Based on the medical director’s instruction, the pediatric validation testing was repeated with redefined specimen requirements and was successfully completed. Data from all specimen results, QC results, calibrations are included in the attached documents. Also included is the instrument correlation data.

I completed the draft of the BMP test method procedure for the Integra and used the defined test procedure format to comply with CAP document control standards. Both Dr. Nichols and Mary Jane reviewed and approved the test procedure.

As per protocol, the test method could not be implemented until appropriate staff training occurred for all eligible staff shifts. I worked with Mary Jane to develop a 60 minute

training in-service which also included a 15 question test and defined competency requirements. I was responsible for training 25 MLS staff and shared this training with Mary Jane who trained the remaining 28 MLS staff.

Process and Quality Improvement

I was a participant in an 8 member team to reduce the TAT for STAT tests. I was one of 4 members from the Core Lab and there were 4 members from the Lab Client Services. Current data indicated that only 69% of STAT results were completed within 60 minutes from receipt in the lab. The committee first worked to map all activities performed with the existing process. This workflow mapping identified that there were numerous “non-value-added” activities which slowed the movement of specimens from Central Receiving to the Lab bench. Some examples of these “non-value added” tasks included activities such as sorting specimens more than once and requiring LSR and MLS staff to deliver or pickup specimens.

We implemented process changes to eliminate nonessential tasks from LSR and MLS staff. Designated staff were established as specimen transporters to move and deliver specimens. These individuals would take specimens from the accessioning stations and either deliver them directly to the appropriate Core Lab bench or deliver them to the specimen processing station for centrifugation if necessary. Color-coded bins were implemented to sort specimens at each accessioning station and the transporter would remove the filled color-coded bins from the accessioning station and replace them with empty color-coded bins so the specimens were not re-sorted.

Attachments for this committee’s work are included. The original workflow process map, the TAT data for STAT test that was collected prior to any changes, and data collected after the changes are attached. These documents demonstrate the inefficient activity and its impact on

TAT prior to the workflow improvements and the positive impact that was generated as a result of these changes.

I worked with Dr. Anthony Cagiula to conduct a mock CAP inspection of 3 satellite VUMC laboratories: ED Lab, adult HemOnc Lab, and peds HemOnc Lab. As part of preparation for this mock inspection, I successfully completed the online inspector training program provided by the CAP. All of these labs have limited test menus. I identified that none of these labs had the appropriate paper forms nor the written policies that must be used during computer downtimes. This performance gap with the standards was reviewed with the supervisors for the labs and I made the recommendation to: 1) provide the necessary policy and forms and, 2) conduct a staff in-service.

Professionalism and Leadership

I was an active participant on a multidisciplinary team to develop a career advancement ladder for the Diagnostic Laboratories professional staff, specifically the medical laboratory scientist/technologist and technician. Members on this team included laboratory professionals from the various sub specialty areas, laboratory management, and HR staff. This team worked together over a 16 month period. I was responsible to represent the Core Lab staff and regularly presented updates at Core Lab staff meetings to review the progress on the program development and also to solicit feedback from coworkers.

Initially, we worked together to understand existing VUMC career ladders for other professional disciplines and reviewed information provided by laboratory career advancement programs at Atlantic Health Systems in New Jersey and Virginia Commonwealth University Health System. I participated in career ladders strategy sessions where we defined the vision and

goals for the career ladder and developed a framework of specific professional performance domains.

These strategy sessions were conducted over several four hour meetings. The team was set up in separate groups to work collaboratively and use the nominal group brainstorming technique. We developed a list of potential competency domains and over two dozen performance expectations. These performance standards were then assigned to one of 4 levels with Level I reflecting novice and Level IV reflecting expert. The outcome of this work was the definition of general descriptions for each professional level which would apply across all subspecialty lab disciplines and to both medical laboratory scientist/technologists and technicians.

Once this work was completed, I continued to participate on the committee which moved to the next phase of the program development. I worked with other members during hourly meetings which were held twice a month. I now worked with the team to identify appropriate performance behaviors for each level and the minimum required activities for Level III and Level IV. The outcome of these meetings was the development of the professional advancement ladder activities list for both the medical laboratory scientist/technologist and the technician roles (see attached).

Education and Teaching

I am the instructor for the Lab Math module for the Medical Laboratory Science program. This module consists of three 4 hour lectures. The emphasis of these lectures is to review the mathematical calculations applicable to the clinical laboratory. I provide an overview on the metric system and detailed instruction on the necessary calculations that must be performed in the preparation of laboratory solutions and solutions. My lecture includes

numerous case studies for review during lecture. The students are assigned homework so that they have adequate practice to both understand the mathematical principles and perform the calculations. All homework assignments are reviewed in class so that students who may have incorrectly completed assignments can ask questions and gain full understanding of these key mathematical concepts. In addition, students must successfully complete a test with 15 problems. I have taught this course for the past two years and to date, as all students from both classes have successfully completed this class with a test score of no lower than 80%.

As noted above, I worked with the laboratory leadership team to validate a backup method, Roche Integra, for performing key chemistry tests if an unexpected situation rendered the Abbott “c” instruments non-functioning. The backup method assures that the Diagnostic Laboratories can continue to provide some key tests to support patient care. In addition to this clinical validation work, I also prepared and conducted four in-service training programs for the Core Lab MLS staff so that they are competent in performing these tests on the backup instrument. Staff competency on these backup instruments is vital to assure the clinical accuracy of the test results during a critical situation when the primary Abbott instrument is not available.

DLPAL Activities List – MLS/Technologists

In the table below, mark the number of activities (ex. 1, 2, 3) next to each activity you have completed. The minimal activity requirements for each category for each level are described below.

Include written examples or details in the bullets below the activity descriptions listed on the following pages. If something you have done is not included in the list, add it in the “Other” section.

Once you have accounted for all of your activities, delete the description/examples that do not apply to you.

Activity Requirements:

Below are the activity requirements for all disciplines. These are minimum expectations for each level and are used for attainment and maintenance of each level. There is no substitution of categories. Activities in bold are level four (4) activities.

CATEGORY	Level III 6 required activities: 1 in each of the 4 categories, and 2 additional activities	Level IV 4 required activities: at least 1 in each category
Technical Operations	1	
Process/Quality Improvement	2	
Professionalism/Leadership	1	
Education/Teaching	2	
TOTAL	6	

Circle: Level

I

II

III

IV

Circle Discipline

Medical Lab Scientist

Cytotechnologist

Histotechnologist

Cytogenetic Technologist

TECHNICAL OPERATIONS: Demonstrated ability to perform testing and tasks with consistent, timely and accurate results, according to department policies and procedures.

_____ Participates in test/validations, research and development protocols

- Examples: *Worked with supervisor and medical director to establish protocol for using Roche Integra for backup to Abbott APS. Performed necessary validations and data documentation and worked with supervisor to draft training protocol. Presented staff in-service with supervisor.*

 1 TOTAL Activities

PROCESS/QUALITY IMPROVEMENT: Activities that enhance performance in compliance, proficiency and patient/employee safety while supporting a culture of continuous improvement

_____ Participates as a member in quality improvement projects

- Example: *Member of Core Lab/Lab Client Services Team to redesign workflow and reduce TAT for STAT tests. Improved TAT performance 89% of STAT results completed in less than 60 minutes from 69%.*
- Example: *Participated with resident and conducted mock CAP inspection of satellite labs: ED, adult HemeOnc, and Peds HemeOnc.*

 2 TOTAL Activities

PROFESSIONALISM & LEADERSHIP: Process of continuing professional development beyond the formal training required for technical proficiency. Professional development improves the capabilities of others to provide safe, high quality and efficient results for patient care. Demonstrated ability to constructively engage others in an efficient and effective process to achieve common goals.

_____ Team member of professional project

- Examples: *Participated on task force to define and develop professional advancement ladder for Diagnostic Laboratories*

 1 TOTAL Activities

EDUCATION AND TEACHING: Improving knowledge base of others by continuing to improve education focused on development to allow access for learning opportunities for all departments

_____ Preceptor for students

- Example: *Provide the 'Lab Math' lecture in the MLS program*

_____ In-service – delivery to members of primary work area at least 30 minutes or to another Vanderbilt service outside of primary work area (up to 3times for same in-service)

- Example: *Provided 4 in-service programs to 25 MLS staff on method and procedures for using Roche Integra as backup for Abbott APS.*

 2 TOTAL Activities

Affirmation Statement:

This statement affirms that the contents of this document are true, correct and reflect professional performance. Providing false information may result in disciplinary action.

 John E. Boyd Date 10/12/14
Employee's Signature

 John E. Boyd
Employee's Printed Name

 Mary Jane Smith Date 10/15/14
Manager's Signature

 Mary Jane Smith
Manager's Printed Name

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NOTE:

This section would continue with the documents that support the six activities listed above for the four domains. Some examples are included but other examples are not since it would be difficult to create them for this non-existent employee! Following is a list of documents that would be included in this portfolio:

TECHNICAL OPERATIONS:

1. Copy of summary page for test validation with signature of medical director and supporting data.

PROCESS and QUALITY IMPROVEMENT:

1. Copy of PowerPoint presentation on TAT for STAT results (to be included)
2. Copy of completed CAP inspection checklist for mock inspection, written citation and recommendation

PROFESSIONALISM and LEADERSHIP:

1. Copy of strategy session guidelines (included below)
2. Copy of activities lists (included below)

EDUCATION and TEACHING:

1. PowerPoint lecture presentation and blank test
2. Copies of training for test methods on Roche Integra, blank competency form developed specifically for this training, and trainees

Lab Career Ladder Strategy Sessions

Attendees: MLS/Technologist and Lab Technician Focus Teams and Leadership

Facilitator: Stephanie Brodtrick MBA RN

GOALS for the Sessions

- 1) Understand the concept of Career Ladders
- 2) Identify potential competencies and framework for potential Lab Career Ladder
- 3) Design a proposed model for Lab Career Ladder

Deliverable

A proposed model for the Lab Career Ladder

Ground Rules for the Sessions:

- Focus to topic
- No derailing
- Parking Lot
- No sidebars
- Start / Stop on time
- Silence beepers / pagers
- Everyone contributes inputs
- Proactive responses
- Feedback can be shared
- Share inputs
- Agree and disagree
- Ultimately: support the group's work

Non-negotiables to consider for the work:

- Federal Guidelines
- TN State Guidelines
- Licensure Guidelines
- Model: must consider Vanderbilt context, policies, precedence and standards

Session One (4 hours)

- Introductions
- Overview of purpose of sessions and GOALS
- Career Ladders: purpose and examples
- Brainstorm competencies and framework for potential Lab Career Ladder
- Next Steps

Session Two (4 hours)

- Review Session One work and outcomes
- Continue work: competencies and framework for potential Lab Career Ladder
- Finalize proposed DRAFT of the Lab Career Ladder work
- Next Steps

Next Steps

- DRAFT of proposed Lab Career Ladder Model
- Inputs from key stakeholders: Medical Directors, Lab Leadership, Human Resources

- Share recommendations with Strategy Session Workgroup
- Finalize and communicate

GROUP NAME: GROUP MEMBERS:			
POTENTIAL COMPETENCIES			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

DLPAL Activities List - MLS/Technologists

In the table below, mark the number of activities (ex. 1, 2, 3) next to each activity you have completed. The minimal activity requirements for each category for each level are described below.

Include written examples or details in the bullets below the activity descriptions listed on the following pages. If something you have done is not included in the list, add it in the “Other” section.

Once you have accounted for all of your activities, delete the description/examples that do not apply to you.

Activity Requirements:

Below are the activity requirements for all disciplines. These are minimum expectations for each level and are used for attainment and maintenance of each level. There is no substitution of categories. Activities in bold are level four (4) activities.

CATEGORY	Level III 6 required activities: 1 in each of the 4 categories, and 2 additional activities	Level IV 4 required activities: at least 1 in each category
Technical Ops		
Process/QI		
Professionalism/Leadership		
Education/Teaching		
TOTAL		

Circle: Level I II III IV

Circle Discipline Medical Lab Scientist
 Cytotechnologist
 Histotechnologist
 Cytogenetic Technologist

TECHNICAL OPERATIONS: Demonstrated ability to perform testing and tasks with consistent, timely and accurate results, according to department policies and procedures.

_____ Obtains and demonstrates expertise in sub-specialty areas/instruments
○ Examples:

_____ Participates in clinical trials/beta testing (intermittent)
○ Examples:

_____ Participates in test/validations, research and development protocols
○ Examples:

_____ Provides expert training for test method/instrument
○ Examples:

_____ Performs activities on benches outside of normal job requirements
○ Examples:

_____ Demonstrates expertise in LIS and instrument software systems, trouble shoot common and uncommon issues, and train new employees and students.
○ Examples:

_____ *** Demonstrates ability to design and write reagent, instrument validations and test SOPs**
○ Examples:

_____ *** Manages supplies to meet budget, cost effective use of resources and fully support clinical operations**
○ Examples:

_____ *** Designs, writes and implements test/validations, research and development methods**
○ Examples:

_____ *** Develops training tools and provide expert training for test method/instrument**
○ Examples:

_____ ***Super User for LIS and instrument software systems, assist with interface development, installation, and upgrades. Creates and monitors training for new employees and students.**

_____ Other Activities

_____ TOTAL Activities

PROCESS/QUALITY IMPROVEMENT: Activities that enhance performance in compliance, proficiency and patient/employee safety while supporting a culture of continuous improvement

- _____ Participates as a member in quality improvement projects
 - Example:
- _____ Responsible for ensuring compliance with assigned accreditation standards
 - Example:
- _____ Serves as Safety Officer for laboratory section
 - Example:
- _____ Participates as a member on cross-functional task teams
 - Example:
- _____ Investigates and recommends corrective action of VERITAS report
 - Example:
- _____ Participates as a member of quality audit team
 - Example:
- _____ Participates as an inspector in mock inspections
 - Example:
- _____ Develops and implement “Learner Boards”
 - Example:
- _____ *** Leads quality improvement projects**
 - Examples:
- _____ *** Leads cross functional task teams**
 - Examples:
- _____ *** Leads a quality audit team**
 - Examples:
- _____ *** Leads a mock inspection**
 - Examples:
- _____ *** Participates in lab inspections**
 - Examples:
- _____ *** Develops and implement quality policies**
 - Examples:
- _____ *** Acts as a lead contact with inspectors from regulatory agencies**
 - Examples:

_____ * **Acts as an inspector in dealing with regulatory agencies**

- Examples:

_____ Other Activities

_____ TOTAL Activities

PROFESSIONALISM & LEADERSHIP: Process of continuing professional development beyond the formal training required for technical proficiency. Professional development improves the capabilities of others to provide safe, high quality and efficient results for patient care. Demonstrated ability to constructively engage others in an efficient and effective process to achieve common goals.

_____ Specialty certification (primarily for outside hires with many years of experience)

- Examples:

_____ Team member of professional project

- Examples:

_____ Attends meeting of a relevant association (6 hours)

- Example:

_____ Actively participates in department committee.

- Example:

_____ Improves expertise of others through coaching and mentoring

- Example:

_____ Problem-solving: resolves problems and conflicts independently

- Example:

_____ Represented as an author for a poster or abstract

- Example:

_____ Involvement in Professional Organizations: assumes responsibilities and is asked to provide leadership within professional groups

- Example:

_____ * **Consistently improves expertise of others through coaching and mentoring**

- Example:

_____ * **Involvement in Professional Organization: serves in a leadership capacity in a professional organization (elected officer, chair of a committee, member of a program committee or a resource panel of experts)**

- Example:

_____ * **Committee – facilitates a primary work area committee other than focus team/CQI project**

○ Example:

_____ * **Professional presentation at national/regional/state/local meeting/conference**

○ Example:

_____ * **Submits article for publication or has article published**

○ Example:

_____ * **Participates in advisory boards/collaborative groups outside of Vanderbilt specific to clinical profession**

○ Example:

_____ * **Problem-solving: is considered a resource in conflict resolution, negotiation and problem-solving within the department**

○ Example:

_____ * **Internal collaboration: coordinates and implements activities aimed at ensuring collaboration and cooperation between groups; is considered a resource in developing collaborations**

○ Example:

_____ * **Compliance with accreditation standards: coordinates and implements activities to ensure program/department compliance with mandatory and facility accreditation standards**

○ Example:

_____ Other Activities

_____ TOTAL Activities

EDUCATION AND TEACHING: Improving knowledge base of others by continuing to improve education focused on development to allow access for learning opportunities for all departments

_____ Preceptor for students

○ Example:

_____ Team member of education project

○ Example:

_____ Guest lectures

○ Example:

_____ Presents a CE

- Example:
- _____ Initiates the development and/or revisions of clinical handouts/patient education material for department wide use
 - Example:
- _____ In-service – delivery to members of primary work area at least 30 minutes or to another Vanderbilt service outside of primary work area (up to 3x for same in-service)
 - Example:
- _____ *** Instructor**
 - Example:
- _____ *** Resident education**
 - Example:
- _____ *** Coordinates a training session and provide training**
 - Example:
- _____ Other Activities
- _____ TOTAL Activities

Affirmation Statement:

This statement affirms that the contents of this document are true, correct and reflect professional performance. Providing false information may result in disciplinary action.

Employee's Signature

Date _____

Employee's Printed Name

Manager's Signature

Date _____

Manager's Printed Name

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DLPAL Activities List - Technicians

In the table below, mark the number of activities (ex. 1, 2, 3) next to each activity you have completed. The minimal activity requirements for each category for each level are described below.

Include written examples or details in the bullets below the activity descriptions listed on the following pages. If something you have done is not included in the list, add it in the “Other” section.

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Activity Requirements:

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CATEGORY	Level III 6 required activities: 1 in each of the 4 categories, and 2 additional activities	Level IV 4 required activities: at least 1 in each category
Technical Ops		
Process/QI		
Professionalism/Leadership		
Education/Teaching		
TOTAL		

Circle: Level I II III IV

Circle Discipline Medical Lab Technician

Cytotechnician

Histotechnician

TECHNICAL OPERATIONS: Demonstrated ability to perform testing's and tasks with consistent, timely and accurate results, according to department policies and procedures.

_____ Obtains and demonstrates expertise in sub-specialty areas/instruments
○ Examples:

_____ Participates in test/validations, research and development protocols
○ Examples:

_____ Provides expert training for test method/instrument
○ Examples:

_____ Performs activities on benches outside of normal job requirements
○ Examples:

_____ Demonstrates expertise in LIS and instrument software systems, trouble shoot common and uncommon issues, and train new employees and students.
○ Examples:

_____ *** Writes reagent, instrument validations and test SOPs**
○ Examples:

_____ *** Manages supplies to meet budget, cost effective use of resources and fully support clinical operations**
○ Examples:

_____ *** Develops training tools and provide expert training for test method/instrument**
○ Examples:

_____ Other Activities

_____ TOTAL Activities

PROCESS/QUALITY IMPROVEMENT: Activities that enhance performance in compliance, proficiency and patient/employee safety while supporting a culture of continuous improvement

_____ Participates as a member in quality improvement projects:

- Example:

_____ Responsible for ensuring compliance with assigned accreditation standards

- Example:

_____ Serves as Safety Officer for laboratory section

- Example:

_____ Participates as a member on cross-functional task teams

- Example:

_____ Investigates and recommend corrective action of VERITAS report

- Example:

_____ Participates as a member of quality audit team

- Example:

_____ Participates on a mock inspection team

- Example:

_____ *** Leads quality improvement projects**

- Examples:

_____ *** Leads a quality audit team**

- Examples:

_____ *** Leads a cross functional task team**

- Examples:

_____ *** Participates in preparation in lab inspections**

- Examples:

_____ Other Activities

_____ TOTAL Activities

PROFESSIONALISM & LEADERSHIP: Process of continuing professional development beyond the formal training required for technical proficiency. Professional development improves the capabilities of others to provide safe, high quality and efficient results for patient care. Demonstrated ability to constructively engage others in an efficient and effective process to achieve common goals.

_____ Team member of professional project

- Examples:

_____ Attends meeting of a relevant association (3 hours)

- Example:

_____ Actively participates in department committee.

- Example:

_____ Problem-solving: resolves problems and conflicts independently

- Example:

_____ Improves expertise of others through coaching and mentoring

- Example:

_____ Involvement in Professional Organizations: assumes responsibilities and is asked to provide leadership within professional groups

- Example:

_____ * **Consistently improves expertise of others through coaching and mentoring**

- Example:

_____ * **Committee – participates in a primary work area committee other than focus team/CQI project**

- Example:

_____ * **Problem solving: is considered a resource in conflict resolution, negotiation and problem solving within the department**

- Example:

_____ * **Participates in advisory boards/collaborative groups outside of Vanderbilt specific to clinical profession**

- Example:

_____ * **Submits article for publication or has article published (not CQI project)**

- Example:

_____ * **Compliance with accreditation standards: participates in activities to ensure program/department compliance with mandatory and facility accreditation standards**

- Example:

_____ Other Activities

_____ TOTAL Activities

EDUCATION AND TEACHING: Improving knowledge base of others by continuing to improve education focused on development to allow access for learning opportunities for all departments

_____ Preceptor for students during clinical rotations

- Example:

_____ Develops topics for CE, lectures and other educational tools and assists in the creation of the documentation or presentation

- Example:

_____ In-service: delivery to members of primary work area at least 30 min or to another Vanderbilt service outside of primary work area (up to 3 times for same in-service)

- Example:

_____ Present a CE

- Example:

_____ Initiates the development and/or revisions of clinical handouts/patient education material for department wide use

- Example:

_____ *** Presents an A/V project for departmental education/in-service/CE (6 times for same in-service)**

- Example:

_____ *** Team member of education project**

- Example:

_____ *** Coordinates a training session and provide training**

- Example:

_____ Other Activities

_____ TOTAL Activities

Affirmation Statement:

This statement affirms that the contents of this document are true, correct and reflect professional performance. Providing false information may result in disciplinary action.

Employee's Signature

Date _____

Employee's Printed Name

Manager's Signature

Date _____

Manager's Printed Name

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