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MISSION STATEMENT

The Department of Medical and Molecular Sciences is committed to providing skilled, critically-thinking practitioners equipped to be future leaders in health sciences. In this pursuit, the Department is committed to active engagement of undergraduate and graduate students in experiential learning, to forming collaborative partnerships with educational, clinical, industrial, and research experts locally and globally, to discovering innovative breakthroughs in research that contribute to the health and basic sciences body of knowledge, and to functioning as an expert resource regarding all issues related to Medical and Molecular Science.
ADMINISTRATIVE OFFICIALS

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GOALS

A central tenet of the University of Delaware is to encourage students to achieve their highest standard of scholarship and to help them assume responsibility for developing and achieving their own goals and objectives. Moreover, the mission of the College of Health Sciences (CHS) is, in part, to educate the next generation of healthcare professionals in a collaborative and interprofessional learning environment. In accordance with this, the aim of the Medical Diagnostics Pre-PA track is to prepare students to function in professional positions as competent practitioners for the healthcare environment of the 21st century, and to prepare students to be life-long learners remaining current with advances in medical science.

The curriculum is designed to prepare students for entry into a Physician Assistant Program through challenging and comprehensive didactic instruction in the areas of hematology, immunology, immunohematology, clinical physiological chemistry, medical microbiology and mycology, genetics, healthcare ethics, nutrition, and molecular diagnostics. The capstone course, MEDT462 Interdisciplinary Healthcare Perspectives, is a continuum of specialized, medical education and designed to broaden the student’s education and experience.

Goals:

1. Interpret laboratory test data accurately and correlate significant results to disease processes
2. Apply principles of quality assurance and quality improvement to the pre-analytical, analytical, and post-analytical phases of the clinical laboratory
3. Develop skills and knowledge to become life-long learners
4. Communicate through oral and written skills effectively and professionally to enable consultative and educational interactions with healthcare personnel, the public, and patients in order to function successfully as a member of the healthcare team
5. Demonstrate ethical behavior and professionalism, maintain confidentiality of patient information, and participate in continuing education for one’s own professional career development
6. Apply principles and concepts of laboratory operations to critical pathways and clinical decision making, performance improvement, dynamics of healthcare delivery systems in relationship to laboratory services
General Education Goals of the University

After successfully attending lectures and completing assignments in the liberal arts courses, the student will be able to:

1. Read critically, analyze arguments and information, and engage in constructive ideation
2. Communicate effectively in writing, orally, and through creative expression
3. Work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences
4. Critically evaluate the ethical implications of what they say and do
5. Reason quantitatively, computationally, and scientifically

ESSENTIAL FUNCTIONS

As a Medical Diagnostics major (Pre-PA track) you have chosen to pursue a healthcare profession, where honesty and integrity are critical personal characteristics required both in academic and studies and in the practice of the medical profession. Successful students are self-sufficient, problem-solvers who like the challenge and responsibility that careers in healthcare provide. In order for graduates to maintain their competence, they need to be life-long learners. That entails developing skills such as resourcefulness and thoroughness. The principles that embody the Essential Functions are applicable to the many career opportunities that exist in healthcare including PA’s. The following Essential Functions are comprised of emotional and professional/intellectual demands and are the expectations for a student who plans to pursue the PA profession.

The emotional demands required of students include the ability to:

1. Maintain composure and professionalism, while providing appropriate services under stressful situations, such as time constraints, emergencies, rudeness, etc…
2. Utilize independent judgment and act logically in the performance of one’s duties.
3. Organize and accept responsibility for one’s work, including acknowledgement of errors or uncertainty and acceptance of constructive criticism.
4. Employ sufficient psychological stability to consistently and dependently utilize critical thinking in order to formulate and implement safe and ethical healthcare decisions in a variety of healthcare settings.

The *professional/intellectual demands* required of students include the ability to:

1. Communicate in a professional, positive, tactful manner with patients, physicians, nurses, and other healthcare and non-healthcare employees.
2. Communicate in a competent manner and follow directions in English as evidenced by verbal, written, and reading skills.
3. Communicate, through the use of assistive devices (hearing aids, phone receivers, etc…) if needed, so as to converse in a competent manner in English.
4. Maintain patient confidentiality and exercise ethical judgment, integrity, honesty, dependability, and accountability in the performance of one’s responsibilities.
5. Demonstrate the intellectual skills required to comprehend scientific and medical information, perform mathematical calculations, analyze information, evaluate information, and use critical thinking to solve problems.
6. Maintain a well-groomed, neat, professional appearance.

**HEALTH AND SAFETY REQUIREMENTS**

**Health Requirements**

To safeguard the health and safety of staff and patients when performing educational activities in the clinical setting, students may be required to have a routine physical examination before the start of volunteer activities. The physical examination provides verification that the student appears to be free from disease or any impediment which would interfere with normal activity, study, or physical effort.

**Immunizations**

Before starting clinical activities, students may be required to have specific testing and/or immunization (or documentation thereof) for hepatitis B, tetanus, measles (rubeola), mumps, and rubella (MMR), varicella (chicken pox), influenza and tuberculosis. Students might be required to submit documentation of immunity as evidenced by positive immune titers for several of these diseases. For the safety of patients, healthcare institutions have the right to refuse students participation, if the student is unwilling to comply with immunization requirements.
Healthcare personnel are among those at increased risk for acquiring hepatitis B virus infection due to their frequent contact with human blood and other body fluids. A student who wishes to be immunized may receive the injections from his or her primary care provider. Such immunizations should begin at least six months prior to volunteer activities. Alternatively, the vaccine is available through Student Health Services paid for by the student. The vaccine is administered as a series of three injections given at appropriate intervals over a six-month period. If a student has been vaccinated previously, most hospitals will require a blood test to determine antibody titer to the hepatitis B virus.

**Drug Screening and Criminal Background Check**

Before starting clinical activities, a student may be required to complete a urine drug screening and a criminal background check. There are some requirements that may be specific to certain healthcare institutions, including but not limited to 1) child abuse registry investigation, and 2) adult abuse registry investigation. For the safety of patients, healthcare institutions reserve the right to request a urine drug screening and such criminal/abusive background checks at the commencement of clinical activities.

Students should be aware that results from the aforementioned criminal background check, urine drug screening, child abuse registry and adult abuse registry investigation could negatively impact the student’s ability to participate in clinical activities at healthcare institutions. In addition, candidates applying for employment in healthcare are typically required to undergo a criminal background check and urine drug screening. Each student should use sound judgment and avoid situations which could result in poor decisions. Failure to do so could jeopardize the student’s ability to complete a post-graduate PA program as well as impacting future career goals.
ACADEMIC REQUIREMENTS

MAJOR COURSES

HLTH 241 Ethical Aspects of Healthcare (3)
Study of basic ethical thought and principles and their applications to selected contemporary issues in healthcare

MEDT 360 Clinical Immunology and Medical Virology (3)
Introductory immunology concepts and use of immunological assays, such as enzyme immunoassays and fluorescent antibody assays, for diagnosis of infectious diseases and immunological disorders. Study of viruses, diseases they cause, and methods used to diagnose viral infections.

MEDT 398 Body Fluid Analysis (1)
Overview of protocols, technical and clinical correlations involved in body fluid analysis of non-blood body fluids, including urine, synovial, cerebrospinal, seminal, serous, amniotic and gastric fluids.

MEDT 401 Clinical Physiological Chemistry I (3)

MEDT 403 Clinical Physiological Chemistry II (3)
Application and theory of methodologies in enzymology, endocrinology and toxicology. Relationship of normal and abnormal laboratory findings in organ functional tests.

MEDT 404 Hematology I (2)
Quantitative and qualitative study of the formed elements of blood with emphasis on the normal state, as well as the study of normal and abnormal coagulation and hemostasis.

MEDT 405 Hematology II (2)
Study of the pathophysiology of erythrocytic and leukocytic disorders and the laboratory findings of these disorders.
MEDT 406 Medical Microbiology (3)
Study of the occurrence and pathogenesis of human infections and microorganisms associated with humans in health and disease.

MEDT 409 Immunohematology I (2)
Study of antigen and antibody systems of human red cells and compatibility testing of blood for transfusion.

MEDT 420 Immunohematology II (2)
Study of blood and component transfusions, their risks, complications and quality assurance. Blood component therapy and testing of the neonate and adult is also covered.

MEDT 430 Diagnostic Bacteriology and Medical Mycology (2)
Diagnostic bacteriology, emphasizing the correlation of in vitro and in vivo findings in the diagnosis and treatment of infectious disease, including human mycoses. Identification of pathogenic and nonpathogenic bacteria and fungi in clinical specimens.

MEDT 462 Interdisciplinary Healthcare Perspectives (3)
Final reflective component of the volunteer experiences accumulated throughout the student's undergraduate years in preparation for a graduate program in a healthcare field. Evidence of critical thinking and knowledge of healthcare concepts will be demonstrated through various assignments.

MEDT 490 Clinical and Molecular Cell Biology (3)
Molecular diagnostics topics emphasize DNA, RNA and protein structure and function, including detailed review of the central dogma. Genetic topics emphasize cell development, chromosome structure and function, and disease inheritance patterns.

MEDT 491 Human Molecular Genetics (3)
Introduction to the molecular biology of eukaryotes and prokaryotes. Topics include structure and function of proteins and nucleic acids; replication and repair of DNA; biosynthesis of RNA and proteins; membranes, transport, composition and function of the eukaryotic cell, chromosomes, viruses, the immune system and recombinant DNA.

BISC 401 Molecular Biology of the Cell (3)
Introduction to the molecular biology of eucaryotes and procaryotes. Topics include structure and function of proteins and nucleic acids; replication and repair of DNA; biosynthesis of RNA and proteins; membranes, transport, composition and function of the eucaryotic cell, chromosomes, viruses, the immune system and recombinant DNA.
BISC 403 Genetics (3)
The physical and chemical basis of heredity, the nature and mechanisms of gene action.

NOTE: STUDENTS TAKE THE SEQUENCE OF MEDT490 AND MEDT491 OR BISC401 AND BISC403

Grading

Students must obtain a grade of C- or higher in each of the Department of Medical and Molecular Sciences (MEDT) courses to progress in the Medical Diagnostics major. A grade of C- requires attainment of a minimal grade of 70%. MEDT courses are offered only once a year. To avoid problems that may impede progression in the major, a student who finds himself/herself in academic difficulty is encouraged to seek assistance from the Office of Academic Enrichment and the Center for Counseling and Student Development. NOTE: In accordance with University policy, courses taken at another institution must be graded C or better to transfer (a grade of C- is not acceptable for transfer). See http://www.udel.edu/registrar/transfer/transins.html

Lecture Attendance

As the MDD Pre-PA concentration is intended as a gateway for applying to accredited PA programs after graduation, attendance is tacitly expected in all major courses listed above. Students should review each course manual for procedures to follow for absenteeism and tardiness. In general, absence from class due to illness, death of a family member, a personal emergency, military duty, or observance of a religious holiday will constitute cause for an excused absence. Examples of unexcused absences include but are not limited to scheduling routine medical and dental appointments during class time, expanding spring break beyond its allotted time, or scheduling other travels for personal reasons.

Student Grievances and Disciplinary Action

Honesty and reliability are essential in the medical profession, and these qualities are emphasized in all of the undergraduate professional courses. Any incidence of personal misconduct, suspected cheating on an examination, plagiarism, or any other form of academic dishonesty by a student will be communicated to the Office of Student Conduct. If warranted, the incidence may be adjudicated by the Undergraduate Student Conduct System. Determination of misconduct may result in an “F” in the course and automatic dismissal from the Medical Diagnostics major.

Student grievances are handled according to the policies of the Department of Medical and Molecular Sciences, the College of Health Sciences, and the University at large. Students should refer to the University of Delaware Student Guide to University Policies for detailed information on academic and non-academic grievance procedures (http://www.udel.edu/stuguide/current).
Center for Health Profession Studies

The Center for Health Profession Studies (CHPS) focuses on assisting students who are interested in careers in health professions. The CHPS helps students achieve success in career areas or roles including physician assistants, medicine, dentistry, optometry, podiatry, advanced practice RN’s, pharmacy, physical therapy, and occupational therapy. For additional information about the CHPS, students are referred to https://sites.udel.edu/healthpro.

Patient Contact Hours and Healthcare Experiences

While there are no requirements for patient contact hours in the MDD Pre-PA track a course is available to aid students in accruing patient contact hours for entry into PA school. The course is MEDT255 EMS Seminar and is offered in the winter and summer sessions. This course provides education and training in emergency medical services including classroom work and practical experience. Upon completion, students are eligible to take the National Registry of Emergency Medical Technicians certification examinations. Other healthcare experiences that may qualify toward patient contact hours for PA school include military corpsmen or medic, certified nursing assistant (CNA), RN, phlebotomist, radiation therapist, physical therapist assistant, or athletic trainer. Experiences as a medical scribe or shadowing may not be acceptable to some PA schools. It is best to check with the PA school of interest regarding acceptability of healthcare experiences.
It is the student’s responsibility to read and understand the policies in this handbook.

MY SIGNATURE ATTESTS THAT I HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND INFORMATION RELATED IN THE MDD PRE-PA STUDENT HANDBOOK FOR PROGRESSION IN AND COMPLETION OF THE MEDICAL DIAGNOSTICS MAJOR.

__________________________  _________________________
WITNESS to Student’s Signature       Date                  Student’s Signature        Date

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Print Student’s Name