

# CLEC 2022

**38<sup>th</sup> Annual  
Clinical Laboratory Educators Conference**  
March 14 - 16, 2022 // Denver, Colorado

**ATTEND IN-PERSON  
OR VIRTUALLY**

Register for #CLEC2022  
by January 14  
and SAVE

[www.ascls.org/clec](http://www.ascls.org/clec)



## **CLEC 2022**

**The Clinical Laboratory Educators Conference (CLEC)** is the most impactful annual gathering for faculty, administrators, directors, advisers, and all in medical laboratory education. It is a unique shared experience unlike any other—educators from all types of programs and with varying years of experience gather to exchange innovative ideas, discuss research activities, and receive support from their peers.

By attending CLEC, you will be able to identify new trends in laboratory education, develop innovative teaching techniques, manage change, enhance instructional skills, and so much more. The educational content addresses the diverse needs of our educator community. From sessions focused on educational theory, to program management, to meeting the needs of students, the program is designed to give you take-aways that you can bring home and implement in your program.

Faculty at the forefront of medical laboratory education will present a wide range of timely topics that will provide you with the knowledge and skills required to meet today's challenges and succeed with today's opportunities.



## **GENERAL LEARNING OBJECTIVES**

At the conference's conclusion, participants will be able to:

- Discuss teaching strategies to engage students and improve learning outcomes.
- Integrate new topics, science, and skills into the current curriculum.
- Identify innovative and novel approaches to the education of future laboratory professionals.



Check the CLEC website for complete details as they become available. Read the eCLECtic blog for regular updates on new developments and interesting opportunities for CLEC 2022. [www.ascls.org/clec](http://www.ascls.org/clec)



## **CONTINUING EDUCATION CREDIT**

CLEC's continuing education programs are approved by the ASCLS P.A.C.E.<sup>®</sup> program for clinical laboratory sciences. P.A.C.E.<sup>®</sup> contact hours are accepted by the ASCP/ASCLS/AGT Board of Certification, and all states, including California and Florida, for recertification and licensure. Registrants will have access to all educational sessions, both live and recorded for 30 days after the event and can earn about 40 P.A.C.E.<sup>®</sup>-approved contact hours.

To document the P.A.C.E.<sup>®</sup> credits you earn, you will be able to produce a P.A.C.E.<sup>®</sup> certificate of attendance using the ASCLS CE Organizer. The CE Organizer is online at <http://ceorganizer.ascls.org>. As an ASCLS member benefit, contact hours earned will be automatically transferred to the BOC Certification Maintenance Program (CMP) for re-certification purposes if you have a valid ASCP customer ID number listed in CE Organizer.



## **IN-PERSON AND VIRTUAL ATTENDANCE OPTIONS**

To provide you flexibility to participate in CLEC in the format that best fits your personal circumstances, you have the option to attend CLEC either in-person in Denver, Colorado, or virtually through the streaming device of your choice, wherever you are.

**All educational sessions will be streamed live and recorded.** Both in-person and virtual registrants will have access to all session recordings for 30 days after the event—about 40 hours of P.A.C.E.<sup>®</sup>-approved credit—as well as additional virtual content provided in the conference app. You get to choose which sessions and events you want to attend live and which recordings you will view later when the time is right. Design a CLEC schedule that fits your work and personal life.

- **In-person Attendance:** CLEC 2022 will be held at the Sheraton Denver Downtown Hotel. In addition to the more than 40 educational sessions detailed in this brochure, the event also includes poster presentations, industry partner exhibits, networking activities, and select meals.

By registering for CLEC 2022, participants agree to abide by any ASCLS policies related to maintaining the health and safety of all CLEC participants. Those policies may include requirements that in-person participants be fully vaccinated against COVID-19, submission of proof of full vaccination, or appropriate masking while indoors. ASCLS urges those who may be unable to comply with these policies to participate in CLEC 2022 virtually.

- **Virtual Attendance:** You will have access to the more than 40 educational sessions detailed in this brochure, either streamed live or recorded; industry partner virtual activities; virtual poster presentations; and virtual networking events.

*If your circumstances change and you want to change your registration from virtual to in-person, or vice versa, you can modify your registration at any time. Modifications from in-person to virtual attendance made before **February 18, 2022**, will include the registration payment balance refunded. After February 18, no refunds will be issued.*

## **PRECONFERENCE WORKSHOP**

### **TRAINING THE CLINICAL PRECEPTOR - HOW CAN WE DO IT?**

MONDAY, MARCH 14

9:00 – 11:30 am Mountain Time

Clinical preceptors—we need them, love them, and want them to be able to provide an exceptional clinical experience for students. Come prepared to share, learn, and brainstorm practical ways to provide unique training for your technically competent clinical preceptor to be empowered as a training educator. This workshop can also apply to training new employees and is applicable for both the novice and experienced participant.

Presented by Louise Ferrell, MT(ASCP), Sr. Technical Education Specialist at Sonora Quest Laboratories/Laboratory Sciences of Arizona.

*Available to in-person attendees only and must be purchased separately.*

*Cost: \$75 for ASCLS members/\$95 for non-members.*

*Participants can earn 2.0 hours of P.A.C.E.<sup>®</sup> credit.*

## **SCHEDULE-AT-A-GLANCE**

*All times in Mountain Standard Time. Schedule subject to change*

### **MONDAY, MARCH 14**

- 9:00 am – 11:30 am Preconference Workshop
- 11:30 am – 12:30 pm Networking, Industry Engagement
- 12:45 pm – 6:00 pm Opening Keynote and Educational Sessions
- 6:00 pm – 8:00 pm Reception with Industry Partners and Poster Presentations

### **TUESDAY, MARCH 15**

- 7:00 am – 5:45 pm Educational Sessions, Industry Engagement, Networking

### **WEDNESDAY, MARCH 16**

- 7:30 am – 12:30 pm Education Scientific Assembly Meeting and Breakfast, Educational Sessions, and Closing Keynote



## **NAACLS WORKSHOP**

MONDAY, MARCH 14

7:00 am – 12:00 pm Mountain Time

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) will present the following hybrid workshop, “**Commonly Identified Concerns on the Self Study/Site Visit,**” on Monday, March 14, 2022, from 7:00 am - 12:00 pm MT, at the Sheraton Denver Downtown Hotel in Denver, Colorado.

The workshop will be co-presented by **Candice Grayson, MS, MA, MLS(ASCP)<sup>CM</sup>**, MLT educator on the NAACLS Review Committee for Accredited Programs (RCAP), and **Rita Miller, EdD, MLS(ASCP)<sup>CM</sup>**, clinical assistant educator on the NAACLS Programs Approval Review Committee (PARC). Ms. Grayson is the program director of the MLT program and HT program at Community College of Baltimore County in Baltimore, Maryland. Dr. Miller is the program director of the MLT program at Minnesota West Community and Technical College in Luverne, Minnesota.

For complete information on the workshop and to register, please visit the NAACLS website at [www.naacls.org](http://www.naacls.org) after **December 1**.

*This NAACLS workshop is SEPARATE from the CLEC Program, and the workshop registration and payments are processed directly through NAACLS.*



## EDUCATIONAL SESSIONS PREVIEW

We invite you to explore the more than 40 educational opportunities you will experience at CLEC 2022. Sessions have been grouped by themes—**Education: Theory, Delivery, Format; Program Management/Administration; Student-Focused/Holistic; Miscellaneous; and Speed Learning.**

All educational sessions will be recorded, and registered attendees will have access to recordings for 30 days after the event. Each educational session is one contact hour of P.A.C.E.® credit, except for Speed Learning sessions (see additional information on page 12). Program dates and times will be published at [www.ascls.org/clec](http://www.ascls.org/clec).

*Note: Due to the hybrid meeting format, some sessions may be presented virtually; and educational sessions are subject to change.*

### EDUCATION: THEORY, DELIVERY, FORMAT

#### CONFESSIONS OF A CLINICAL LABORATORY SLACKER

**SPEAKER: Matthew Schoell, PhD, MLS(ASCP)<sup>CM</sup>**

Nazareth College

Our CLS program operates out of a small liberal arts college (SLAC) that lacks direct affiliation with a major medical center. This requires us to use inventive pedagogy and active learning techniques to help students gain clinical understanding during on-campus classes. In this presentation, we will discuss using active learning techniques, such as POGIL and JIGSAW, and simulated laboratory activities that help students prepare for clinical experiences.

**LEVEL OF INSTRUCTION:** Intermediate

#### A NEW MASTER'S IN MLS PROGRAM—CHALLENGES AND REWARDS

**SPEAKERS: Leslie Allshouse, MEd, MLS(ASCP)<sup>CM</sup>**

University of Delaware

**Paula Melancon, MEd, MT(ASCP)**

University of Delaware

**Heather Walters, MEd, MLS(ASCP)<sup>CM</sup>**

University of Delaware

An entry-level MS in Medical Laboratory Science program for individuals holding a BS in biology, chemistry, or related major who are not certified medical laboratory professionals is a pathway to eligibility for ASCP/BOC certification. This session will describe some of the challenges and rewards resulting from creating this graduate program.

**LEVEL OF INSTRUCTION:** Intermediate

#### LEARNING STYLES—FACT OR FICTION?

**SPEAKER: Dawn Taylor, EdM, MT(ASCP)**

Oregon Institute of Technology

The truth about what you think you know about student learning styles may surprise you. This session will look at current research and factors that should be considered when educating today's students.

**LEVEL OF INSTRUCTION:** Basic

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## CASE STUDY SCAFFOLDING IN HEMATOLOGY COURSES

**SPEAKER: Malissa Norfolk, MBA, SH(ASCP)<sup>CM</sup>**

University of Massachusetts Dartmouth

The utilization of case studies as an assessment tool in hematology courses is beneficial to students as it forces them to critically use the information that they have learned about hematologic disorders. Incorporation of digital microscopy to case studies will also be discussed, but is not necessary for the case studies to be effective.

**LEVEL OF INSTRUCTION:** Basic

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## CLINICAL CORRELATIONS: PROBLEM-BASED LEARNING IN MLS CURRICULA

**SPEAKERS: Benjamin Robedee, MPS, MLS(ASCP)<sup>CM</sup>**

SUNY Upstate Medical University

**Hailey Westrick, MS, MLS(ASCP)<sup>CM</sup>**

Ascension - St. Elizabeth Hospital

Problem-based learning is an active learning technique intended to promote critical thinking, teambuilding, and professionalism. Designed around this learning approach, Clinical Correlations was incorporated into the MLS curricula of both a university and a hospital-based program. Using case studies, students are challenged to assimilate information across different laboratory concentrations.

**LEVEL OF INSTRUCTION:** Basic

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## PREDICTORS OF SUCCESS IN AN MLS PROGRAM

**SPEAKERS: Kathy Kenwright, EdD, MLS(ASCP)<sup>CM</sup>**

University of Tennessee Health Science Center

**Jacen Moore, PhD, MT(ASCP)**

University of Tennessee Health Science Center

This presentation will provide findings from a 10-year retrospective analysis of Nelson-Denny and Watson Glaser scores, BOC pass rates, and GPAs from students enrolled in an entry-level MLS program. In addition, intervention strategies will be shared.

**LEVEL OF INSTRUCTION:** Intermediate

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## LEARNER-CENTERED TEACHING: CHANGING THE PARADIGM

**SPEAKER: Pat Tille, PhD, MLS(ASCP)<sup>CM</sup>**

University of Cincinnati

As a professional educator in a highly technical discipline, how does an instructor change the focus from content to critical thinking, processes, and the development of highly-skilled professional students? Learner-centered teaching (LCT) is very challenging for faculty, but overwhelmingly more enriching for the students. This session will present methods, challenges, and effectiveness of LCT in a graduate level MLS program.

**LEVEL OF INSTRUCTION:** Advanced

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## EDUCATING HIGH SCHOOL STUDENTS: A MODEL TO ENDING THE WORKFORCE SHORTAGE

**SPEAKER: James Payne IV, MEd, CPT(NHA)**

Monroe 2 Orleans BOCES (WEMOCO)

This session presents a solution to address the current workforce shortage crisis of the medical laboratory—build the “minor league team” for the medical laboratory workforce from the bottom up with a medical laboratory assisting and phlebotomy program using a career and technical education model. High school students learn employable laboratory and phlebotomy knowledge and skills while exploring and developing a passion for medical laboratory careers.

**LEVEL OF INSTRUCTION:** Basic

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## PROFESSIONALISM, PRACTITIONERS, AND PATIENT CARE: TEACHING STUDENTS TO PUT PATIENTS FIRST

**SPEAKERS: Michelle Butina, PhD, MLS(ASCP)<sup>CM</sup>**

West Virginia University

**Kathy Doig, PhD, MLS(ASCP)<sup>CM</sup>SH<sup>CM</sup>**

Michigan State University

**Catherine Otto, PhD, MLS(ASCP)<sup>CM</sup>**

Rutgers, The State University of New Jersey

**Linda Smith, PhD, MLS(ASCP)<sup>CM</sup>**

UT Health San Antonio

Do you believe the best patient care is provided by individuals who view their work as a profession and not merely a job? Educators begin the process of helping students develop professionalism, which extends into their career. Learn practical methods to help students develop a professional mindset.

**LEVEL OF INSTRUCTION:** Intermediate

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## ENHANCING THE CLS CURRICULUM THROUGH SOCIAL MEDIA—ONE PROGRAM DIRECTOR’S JOURNEY THAT HAD GLOBAL EFFECTS

**SPEAKER: Tiffany Gill, MA, MLS(ASCP)<sup>CM</sup>**

College of Southern Maryland

The use of social media in education has become a hot topic in curriculum development. This session describes how the creation and implementation of the Medical Lab Lady Gill YouTube channel improved the MLT student learning outcomes at the College of Southern Maryland and served as a resource for laboratorians around the globe.

**LEVEL OF INSTRUCTION:** Intermediate

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## PANDEMIC KNOCKDOWN

**SPEAKERS: Cordy Kudika, MHA, CHS(ABHI)**

UT Health San Antonio

**Terri Murphy-Sanchez, MS, MLS(ASCP)<sup>CM</sup>**

UT Health San Antonio

Learn how a comprehensive simulation lab in the areas of microbiology, immunohematology, hematology, urinalysis, and chemistry was designed after the COVID-19 pandemic led to a sudden end of clinical practicums.

**LEVEL OF INSTRUCTION:** Intermediate

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## **INCORPORATING DIGITAL DESIGN AND COMMUNICATION STRATEGY IN THE CLINICAL LABORATORY CURRICULUM**

**SPEAKER: Shawn Luby, MS, MLS(ASCP)<sup>CM</sup>**

University of North Carolina

This session will introduce digital design and communication strategy and explore multiple digital design and content creation platforms. Examples of student projects will highlight the power of design strategy for both internal (laboratory facing) and external (public facing) communications. Participants will discuss potential topic ideas and activities that may benefit from a digital design and communication strategy approach.

**LEVEL OF INSTRUCTION:** Basic

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## **THINKING ABOUT EQUITABLE ASSIGNMENT DESIGN**

**SPEAKER: Tracey Graney, PhD, MT(ASCP)**

Monroe Community College

Providing equitable learning experiences for our students can remove barriers to learning and help diversify the laboratory profession. Using an Equity Protocol based on one from the School Reform Initiative, participants will have the opportunity to look at the design of their own assignments through an equity lens.

**LEVEL OF INSTRUCTION:** Intermediate

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## **PICOT MODEL ADAPTATION TO LABORATORY MEDICINE TO IMPROVE CLINICAL OUTCOMES AND STUDENT EDUCATION**

**SPEAKERS: Michael L. Bishop, MS, MLS(ASCP)<sup>CM</sup>**

Education and Laboratory Quality Consulting

**James March Mistler, MS, MLS(ASCP)<sup>CM</sup>**

University of Massachusetts Dartmouth

**Michelle Moy, MAdEd, MT(ASCP)SC**

Madonna University

**Carleen Van Siclen, MS, MLS(ASCP)<sup>CM</sup>**

Mayo Clinic

Clinical Laboratorians and educators strive to improve patient outcomes and knowledge/problem solving skills of our students. For decades, nursing has applied the PICOT model (Patient information, Intervention, C - alternate intervention, Outcome and Time) in evidence-based medicine and individual patient cases. This presentation will discuss how to easily adapt PICOT to laboratory medicine and educational activities.

**LEVEL OF INSTRUCTION:** Basic

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## **ASYNCHRONOUS ONLINE DISCUSSIONS—A POWERFUL LEARNING TOOL**

**SPEAKER: Erin Rumpke, MS, MLS(ASCP)<sup>CM</sup>, AHI(AMT)**

University of Cincinnati

Asynchronous Online Discussion (AOD) forums are an important point of interaction in online and blended learning environments. Recognizing the best instructional design practices and pitfalls in the design of AODs, providing support to scaffold student participation, and intentionally selecting protocols to promote critical thinking can increase the value of AODs in MLS/MLT learning environments.

**LEVEL OF INSTRUCTION:** Intermediate



## ANY PROGRAM CAN IMPLEMENT A SIMULATED CLINICAL ROTATION

**SPEAKERS:** Tami Alpaugh, PhD, MLS(ASCP)<sup>CM</sup>

University of Minnesota

**Lorna Ruskin, EdD, MT(ASCP)**

University of Minnesota

This session will provide information and ideas on implementing an immersive hybrid simulation experience to reduce the length of clinical rotations and respond to challenges related to clinical placements. We'll share our positive outcomes and how any laboratory program can implement an effective simulated clinical experience with minimal resources in the areas of microbiology, transfusion medicine, and the core laboratory.

**LEVEL OF INSTRUCTION:** Intermediate

## SCHOLARSHIP OF TEACHING AND LEARNING

**SPEAKER:** Janice Conway-Klaassen, PhD, MLS(ASCP)<sup>CM</sup>SM, FACS<sup>c</sup>

University of Minnesota

Do you have a novel idea about a successful teaching module or activity? What is the scholarship of teaching and learning, and how do you transition what you are already doing in the classroom or program into a publishable manuscript? This session will walk you through methods to create a basic research study around your educational practices and get them ready for publication.

**LEVEL OF INSTRUCTION:** Intermediate

## USING OPEN EDUCATION RESOURCES—TAKING THE PLUNGE WITHOUT DROWNING

**SPEAKER:** Grace Leu Burke, MS, MT(ASCP)

University of Alaska Anchorage

Adoption of open education resources (OER) has been embraced by universities as an alternative to standard textbook material, reducing student costs. This presentation will explore how OER can be used in medical laboratory science curriculum without completely eliminating our beloved reference books.

**LEVEL OF INSTRUCTION:** Intermediate

## PROGRAM MANAGEMENT/ADMINISTRATION

### NAACLS APPROVAL AND ACCREDITATION: FROM DEVELOPMENT TO DONE

**SPEAKERS:** Charity Accurso, PhD, MLS(ASCP)<sup>CM</sup>

University of Cincinnati

**Candy Hill, MEd, MT(ASCP)H**

Jefferson State Community College

This presentation (designed for NAACLS reviewers and site visitors, as well as seasoned, new, and prospective program directors) will identify and demonstrate approaches for the preparation, organization, and presentation of materials for approval and accreditation. Recommendations for how to ensure a thorough and objective review of self-study and site visit materials and how to avoid common errors will be discussed.

**LEVEL OF INSTRUCTION:** Intermediate

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## PROGRAM DIRECTOR SURVIVAL STRATEGIES 101

**SPEAKER: Marisa James, MA, MLS(ASCP)<sup>CM</sup>**

North Kansas City School of Medical Laboratory Science

Program directors have an overwhelming to-do list. There are students to shepherd, faculty to guide, and \*GASP\* accreditation standards to meet, not to mention trying to manage your own work-life balance. This session will provide attendees with road-tested survival strategies to help maximize your limited amount of time, both personally and professionally, so you can reach your program goals and maintain your sanity.

**LEVEL OF INSTRUCTION:** Basic

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## FOCUS ON ADMISSION PROCESS: IMPLEMENTATION OF MULTIPLE MINI INTERVIEWS FOR MLS CANDIDATES

**SPEAKERS: Elinette Albino, PhD, MT(ASCP)**

University of Puerto Rico

**Wilma J. Lopez-Vergne, EdD, MT(ASCP)<sup>SM</sup>**

University of Puerto Rico

In this session, you will learn the approach of multiple-mini-interviews orientated and adapted to fit the evaluation of candidates interested in studying medical laboratory science. In addition, we will offer a guide to conduct multiple-mini-interviews in a virtual setting, and for a large number of qualifying candidates.

**LEVEL OF INSTRUCTION:** Intermediate

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## MANAGING STUDENTS IN CLINICAL ROTATIONS: HOW TO SUCCEED WITH FLYING COLORS USING ALTERNATIVE OPTIONS

**SPEAKER: Alese Thompson, MS, MLS(ASCP)<sup>CM</sup>**

University of Missouri

Do you find yourself stressed from managing student clinical rotations? Whether it's to address difficult students, rotation site staffing issues, or unexpected circumstances limiting rotation spots, do you want to get more creative with how students perform rotations? This presentation will discuss multiple options available to help programs address today's clinical site rotation challenges.

**LEVEL OF INSTRUCTION:** Basic

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## FIGHTING THE LAB "BRAIN DRAIN" IN RURAL SOUTHWEST VIRGINIA

**SPEAKERS: Teresa Nadder, PhD, MLS(ASCP)<sup>CM</sup>**

Virginia Commonwealth University

**Joshua Williams, PhD, MLS(ASCP)<sup>CM</sup>**

Virginia Commonwealth University

With support from the Virginia Tobacco Commission and the Southwest Virginia Higher Education Center, Virginia Commonwealth University extended MLS training opportunities to the Southwest Virginia region to address staffing shortages and lack of education opportunities in that area. Challenges of implementing a synchronous delivery of the MLS educational program, as well as the factors that contribute to the exodus of laboratory staff from underserved rural areas, will be discussed.

**LEVEL OF INSTRUCTION:** Intermediate



## STUDENT-FOCUSED/HOLISTIC

### ONLINE STUDENT SUPPORT RETENTION STRATEGIES

**SPEAKERS:** Michele Bourgeois, MEd

University of Massachusetts Dartmouth

**Malissa Norfolk, MBA, SH(ASCP)<sup>CM</sup>**

University of Massachusetts Dartmouth

The development of online programs has shown the need for adequate support services for online student retention, including orienting the students to the university and the services available, bridging the gap between faculty and student, and action plans for at risk students. This session will discuss the use of communication plans between the support services coordinator, faculty, and students in order to meet retention goals.

**LEVEL OF INSTRUCTION:** Basic

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### INFUSING YOUR COURSE WITH EMPATHY TO DRIVE STUDENT SUCCESS (WITHOUT LOSING CONTENT, STANDARDS, OR YOUR MIND!)

**SPEAKER:** Marianne Downes, PhD, MLS(ASCP)<sup>CM</sup>

West Virginia University

Data indicates that students perform better and are more engaged when they believe that an instructor supports them. This session will provide simple techniques and tools that will allow you to demonstrate instructor support of student success in both in-person and online asynchronous classrooms, which do not alter course standards or take away from content.

**LEVEL OF INSTRUCTION:** Intermediate

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### PROFESSIONALISM PRACTICE: PREPARING STUDENTS FOR ENTRY INTO THE LABORATORY WORKFORCE

**SPEAKER:** Cherika Robertson, MEd, MLS(ASCP)<sup>CM</sup>

University of Arkansas for Medical Sciences

To help address students lacking the skills of professionalism necessary for successful interviews and the overall job application process, one program created a student Workforce Readiness Workshop. This session will discuss the implementation of this workshop, including the needs, structure, and activities involved; required support from area laboratory administrators; student feedback; and opportunities for further event growth.

**LEVEL OF INSTRUCTION:** Basic

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### REGIONAL VIRTUAL STUDENT BOWL COMPETITION

**SPEAKERS:** Emilea Haddox, MS, MLS(ASCP)<sup>CM</sup>

University of Louisiana Monroe

**Jessica Lasiter, MHIM, MLS(ASCP)<sup>CM</sup>**

University of Louisiana Monroe

Would your students like to participate in a virtual student bowl competition? The student bowl competition is an engaging and interactive method of preparing students for the national certification exam. This interactive activity fosters teamwork and confidence among the students, while broadening their medical laboratory science knowledge. Conducting the competition in a virtual format allows any interested team to participate, regardless of location.

**LEVEL OF INSTRUCTION:** Basic

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## TENDING THE GARDEN—COACHING STUDENTS TO CULTIVATE LEARNING AND ACADEMIC SUCCESS

**SPEAKER: Carol Rentas, PhD, MT(ASCP)SC**

George Washington University

Coaching, mentoring, and tutoring—how are these methods used to guide instruction? In this presentation, we will review models of instructional coaching and their application to medical laboratory education. To further illustrate the utility of coaching programs, we will share feedback from students who used coaching to ensure academic success.

**LEVEL OF INSTRUCTION:** Basic

## MISCELLANEOUS

### GARBAGE IN=GARBAGE OUT: TEACHING THE IMPORTANCE OF SPECIMEN QUALITY AND INTEGRITY

**SPEAKER: Beth Warning, MS, MLS(ASCP)<sup>CM</sup>**

University of Cincinnati

With decentralized phlebotomy, central processing, and total lab automation, a “garbage” collection can go unnoticed until we obtain “garbage” patient results. This session will review various preanalytical situations and potential patient consequences as a means for teaching the importance of specimen integrity.

**LEVEL OF INSTRUCTION:** Intermediate

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### FROM CLINICAL LAB TO EDUCATION—BRINGING IN NEW FACULTY THE RIGHT WAY

**SPEAKERS: Rebecca Bird, MT(ASCP)**

University of Arkansas

**Cherika Robertson, MEd, MLS(ASCP)<sup>CM</sup>**

University of Arkansas

Often times lab professionals transition from clinical practice to education with minimal educational background. Usually, the new faculty is expected to be the expert and begin teaching immediately. This session will discuss implementation of a new faculty mentorship system, including junior faculty challenges, the mentor-mentee relationship, program structure, and model incorporation outcomes.

**LEVEL OF INSTRUCTION:** Basic



**SPEED LEARNING**— *The following are 25-minute presentations that will be paired in a one-hour session with Q&A at then end.*

### **GO GO MOLECULAR GADGETS!**

**SPEAKER: Katie Bennett, PhD, MB(ASCP)<sup>CM</sup>**

Texas Tech University Health Sciences Center

In the expensive and fast-paced world of molecular diagnostics, new and cost-effective molecular instruments are now available to teach and demonstrate molecular techniques and applications. The use of a portable PCR and electrophoresis apparatus and a DNA sequencing instrument that fits in the palm of your hand will be discussed, along with an overview of how we integrated them into our curriculum for hands-on and remote molecular laboratory skill development.

**LEVEL OF INSTRUCTION:** Basic

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### **CHAOS, CHALLENGES, AND CLINICAL CHEMISTRY**

**SPEAKER: Beth Warning, MS, MLS(ASCP)<sup>CM</sup>**

University of Cincinnati

Chaos of the pandemic created unique challenges in terms of using on-campus student labs. This session will discuss changes made specifically to convert hands-on lab sessions to virtual experiences while providing continuity of student education in clinical chemistry.

**LEVEL OF INSTRUCTION:** Basic

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### **ENGAGING STUDENTS THROUGH SERVICE-LEARNING ACTIVITIES IN A LABORATORY COURSE**

**SPEAKER: Jie Gao, PhD, MLS(ASCP)<sup>CM</sup>**

University of Alabama at Birmingham

Service learning is an effective pedagogy and not specific to any one curriculum. It benefits all participants, students, faculty, academic institutions, and the communities. This presentation provides an application of service-learning activities in a laboratory course for MLS education.

**LEVEL OF INSTRUCTION:** Intermediate

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### **TEACHING THROUGH VISUALIZATION: INFOGRAPHIC GROUP PROJECTS TO SUPPORT IMMUNOLOGY CURRICULUM DELIVERY**

**SPEAKER: Letycia Nuñez-Argote, MPH, MLS(ASCP)<sup>CM</sup>**

University of Kansas

Facilitated development of an infographic can encourage creativity and inspire deeper learning of complex foundational information. The presenter will guide participants through the implementation of an assignment framework that creates opportunities for learners to engage with immunology topics while developing professional skills such as communication of science topics and team work.

**LEVEL OF INSTRUCTION:** Basic

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### **THE POSITIVE IMPACT OF USEFUL REPETITION**

**SPEAKER: Beverly Barham, PhD, MT(ASCP)**

Illinois State University

Teaching diverse groups of MLS students can be challenging even for the most experienced educators. Infusing useful repetition exercises into content coursework will help students build a stronger foundation in both lecture and lab.

**LEVEL OF INSTRUCTION:** Basic

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## ONLINE EDUCATIONAL TOOLS: WHICH ONES SHOULD I CHOOSE?

**SPEAKER: Deborah Johnson, MS, MT(ASCP)SM**

Illinois State University

Do you want to use some online educational tools but do not know where to begin? This session will be an overview of select online educational tools and how they can be used in the MLS curriculum. Tools covered will include Nearpod, Vevox, Edpuzzle, Edublog, ThingLink, Kahoot!, and many more. You will have a toolbox full of different options to begin your online adventure.

**LEVEL OF INSTRUCTION:** Basic

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## CREATING ONLINE LABORATORY UNKNOWNNS AND DEMONSTRATION VIDEOS

**SPEAKER: Linsey Donner, MPH, MLS(ASCP)<sup>CM</sup>**

University of Nebraska Medical Center

This session explores the creation and implementation of online lab unknowns from a microbiology perspective. The process of developing lab demonstration videos and building online lab unknowns in a microbiology course to enhance student learning will be discussed. The principles presented in this session may be used to create demonstration videos and online unknowns in other disciplines.

**LEVEL OF INSTRUCTION:** Basic

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## WHAT'S IN YOUR TOOLBOX?

**SPEAKER: Carla Simpson, MAEd, MT(ASCP)**

Jackson State Community College

Let's explore various tools that can lead students to be involved in active, and interactive, learning. This session is designed to help those who want to go outside of the ordinary lecture, want to spice it up, or who want to make the students sit back later and marvel at how you helped them learn. The difficulty level of what we teach at MLT and MLS level does not mean that an equal level of confusion and misunderstanding must exist with our students.

**LEVEL OF INSTRUCTION:** Basic

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## USING YOUR LEARNING MANAGEMENT SYSTEM AS AN LIS

**SPEAKER: Lynnett Paneitz, MA, MLS(ASCP)<sup>CM</sup>**

Southeast Community College

Exposing students to laboratory information systems (LIS) can be challenging in non-hospital based programs. Using your learning management system can help simulate the real world experience of using an LIS. This presentation will have examples of how to use the tools already at your disposal to provide a more realistic student laboratory experience.

**LEVEL OF INSTRUCTION:** Basic



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## ONE-YEAR ACCELERATED MLT PROGRAM

**SPEAKER: Leah Narans, MBA, MT(ASCP)**

Madison Area Technical College

“We need laboratorians NOW!” is what we keep hearing. Meanwhile universities are pumping out microbiologists and chemists that can’t find jobs. Our program has been successfully running an 11-month Accelerated MLT program for over 15 years with great outcomes. Come learn how to streamline MLT education while maintaining both 100 percent BOC pass rates and 100 percent job placement rates.

**LEVEL OF INSTRUCTION:** Basic

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## UTILIZING REVERSE CASE STUDIES AS AN INNOVATIVE APPROACH TO DEVELOP CRITICAL THINKING SKILLS IN MEDICAL LABORATORY STUDENTS

**SPEAKER: Phyllis Ingham, EdD, MLS(ASCP)<sup>CM</sup>**

West Georgia Technical College

In this interactive session, we will discover how to utilize reverse case studies to engage students in active learning activities to develop skills to think critically and solve problems using key concepts.

**LEVEL OF INSTRUCTION:** Intermediate

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## FUELING PASSION AND PURPOSE WHILE DESIGNING A SUCCESSFUL MLS COURSE IN TODAY’S CHANGING EDUCATIONAL LANDSCAPE

**SPEAKER: Nadine Lerret, PhD, MLS(ASCP)<sup>CM</sup>**

Rush University

Today’s educator needs to be able to connect with students encompassing a wide variety of ages, backgrounds, and life experiences. This presentation will identify ways to create a course and classroom environment that helps students feel connected and engaged while still delivering the necessary content to be successful laboratory professionals.

**LEVEL OF INSTRUCTION:** Basic

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## STRATEGIES FOR TEACHING STUDENT BLOOD BANK LABORATORY IN UNIVERSITY-BASED MLS PROGRAMS

**SPEAKER: Brad Pfaltzgraff, MS, MLS(ASCP)<sup>CM</sup>MB**

University of Kansas Medical Center

Blood bank student lab structures vary widely between programs due to difficulties in sample preparation, challenges in simulating real-world workflows, and discrepancies among learner results. This session aims to provide techniques to simplify sample preparation, authenticate simulation experiences, and standardize learner outcomes to both ease the burden on the instructor and provide a better learning environment for the student.

**LEVEL OF INSTRUCTION:** Intermediate

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## DEVELOPING THE PROFESSIONAL IDENTITY OF MLS/MLT STUDENT SCHOLARS

**SPEAKER: Adrienne Davis Zapfe, EdD, MLS(ASCP)<sup>CM</sup>**

University of Cincinnati

Preparing alumni to contribute to the scholarship of our profession begins with supporting the development of a student's professional identity. Empowering students to become competent consumers of research, modeling participation, and providing opportunities to produce and present scholarship, can graduate alumni who view themselves as contributing members of the greater scholarly community.

**LEVEL OF INSTRUCTION:** Intermediate

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## CREATING BOUNDARIES OF SIMULATION FOR CLINICAL PRACTICUM - MLS IN CANADA

**SPEAKER: Christine Nielsen, BHA, MLT(CSMLS)**

Canadian Society for Medical Laboratory Science

Learn how Canada created a guidance document for educators and program accreditors to allow for the use of simulation in the obtainment and sign off of competencies traditionally done in practicum settings. How did we mobilize stakeholders to achieve this? What are the lessons learned? Is there such a thing as too much simulation?

**LEVEL OF INSTRUCTION:** Basic

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## BEYOND BENCHMARK—ONE MODEL OF COMPREHENSIVE PROGRAM ASSESSMENT

**SPEAKER: Rachele Barrett, MLS(ASCP)<sup>CM</sup>SBB**

Oregon Institute of Technology

Sometimes programmatic assessment can feel like just administrative numbers crunching. This session will walk through one program's programmatic assessment process and share examples of what to do with assessment data after it is gathered, helping to improve teaching practices and student experience.

**LEVEL OF INSTRUCTION:** Intermediate

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## ASSESSMENT PLANNING—THE JOURNEY IS THE DESTINATION

**SPEAKER: Andrea Jensen, MPH, MLS(ASCP)<sup>CM</sup>**

University of Illinois Springfield

Assessment planning can feel like a daunting process, especially for educators who have transitioned from disciplinary areas outside of academia. This session will support attendees in their efforts to create and/or revise a comprehensive programmatic assessment plan inclusive of mission, goals, student learning outcomes, curriculum map, and final assessment plan/schedule. The techniques and processes discussed are applicable to any academic program.

**LEVEL OF INSTRUCTION:** Basic





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## ADDRESSING IMPLICIT BIAS IN HEALTH SCIENCE PROGRAM ADMISSIONS PROCESS

**SPEAKER: LaDonna Moreland, MS, MLS(ASCP)<sup>CM</sup>**

Rush University

As applications for allied health programs increase, many programs have become more stringent in their admission of students. This presentation will identify the implicit bias one may have when considering a prospective student who does not present as the ideal candidate, as well as discuss creative and appropriate ways to address implicit bias during the college admissions process.

**LEVEL OF INSTRUCTION:** Basic

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## HELPING STUDENTS OVERCOME ANXIETY

**SPEAKER: Audrey Folsom, DHSc, MT(ASCP)**

Arkansas State University

This session provides a quick presentation of tools and recommendations to help students overcome anxiety, manage stress, and stay calm and focused during test-taking.

**LEVEL OF INSTRUCTION:** Basic

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## INTERPROFESSIONAL EDUCATION IN ALLIED HEALTH SCIENCE

**SPEAKER: Kristen Pesavento, MA, MLS(ASCP)<sup>CM</sup>**

Loyola University Chicago

Laboratory medicine has often been referred to as the hidden profession. One way to increase the visibility is to expose others in the health sciences to our scope of practice. This session will detail interprofessional education sessions hosted in a school of applied health sciences that brought together MLS, dietetics, and exercise science students.

**LEVEL OF INSTRUCTION:** Basic

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## A NEW "TWIST" IN WRITING ONLINE DISCUSSION QUESTIONS

**SPEAKER: Phyllis Ingham, EdD, MLS(ASCP)<sup>CM</sup>**

West Georgia Technical College

Creating online discussion questions can become more than just a challenge. Often you only have one chance to ask a question that actually compels a student to speak up and become a participant in the conversation. Dry online discussion boards lead to disengaged students and ultimately lackluster learning experiences. Learn how to develop outstanding discussion questions.

**LEVEL OF INSTRUCTION:** Intermediate

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## REGISTRATION RATES

	EARLY BIRD by 1/14/22	REGULAR by 2/18/22	ONSITE starts 3/14/22
<b>ASCLS Professional Member</b>	in-person <b>\$545</b> virtual <b>\$445</b>	in-person <b>\$595</b> virtual <b>\$495</b>	in-person <b>\$645</b> virtual <b>\$545</b>
<b>ASCLS Developing Professional and Ascending Professional Member</b>	in-person <b>\$445</b> virtual <b>\$345</b>	in-person <b>\$495</b> virtual <b>\$395</b>	in-person <b>\$545</b> virtual <b>\$445</b>
<b>Non-Member</b>	in-person <b>\$675</b> virtual <b>\$575</b>	in-person <b>\$725</b> virtual <b>\$625</b>	in-person <b>\$775</b> virtual <b>\$675</b>
<b>Guest</b>	<b>N/A</b>	<b>N/A</b>	in-person <b>\$200</b>
Pre-Conference Workshop: \$75/ASCLS Member; \$95/Non-Member. Available to in-person attendees only.			

*\*Should your circumstances change, and you want to change your registration from virtual to in-person, or vice versa, you can modify your registration at any time. Modifications from in-person to virtual attendance made before **February 18, 2022**, will include the registration payment balance refunded. After February 18, no refunds will be issued.*

### IN-PERSON CLEC 2022 REGISTRATION

includes access to all educational sessions, industry partner activities, all educational session recordings for 30 days following the event, reception on Monday, lunch on Tuesday, continental breakfast on Tuesday and Wednesday, and a cocktail hour on Monday. **Discounted early bird registration fees are only available through January 14, 2022.**

### VIRTUAL CLEC 2022 REGISTRATION

includes access to all educational sessions, industry partner virtual activities, virtual networking events, and all educational session recordings for 30 days following the event. **Discounted early bird registration fees are only available through January 14, 2022.**

The member fees listed above are for persons holding current membership in the American Society for Clinical Laboratory Science (ASCLS). If you are not currently a member, join online at [www.ascls.org/membership/join](http://www.ascls.org/membership/join) or submit a paper membership application and dues payment with your paper CLEC registration by mail to receive the member discount on your registration fee. For a membership application, call ASCLS at **571-748-3770** or download the form at [www.ascls.org/join](http://www.ascls.org/join).



## HOW TO REGISTER

**ONLINE REGISTRATION (Credit Card):** Register online at [www.ascls.org/CLEC](http://www.ascls.org/CLEC). Click the Registration tab for online registration.

**REGISTER BY MAIL (Check or Purchase Order):** Download the registration form at [www.ascls.org/CLEC](http://www.ascls.org/CLEC)

**Make checks payable to: ASCLS CLEC.** Payment must accompany your registration form for your registration to be processed. If paying by purchase order, please include your purchase order number on the registration form. **NOTE:** If purchase order payment is not received prior to the start of the conference, payment via check or credit card will be collected onsite or registration will not be honored. Mailed registrations postmarked by January 14 will qualify for the early bird registration fee discount. Registrations postmarked after this date will be processed at the regular registration rate.

Mail your completed registration form and payment to the mailing address indicated on the form.

For registration, membership, or other inquiries, contact the ASCLS office at **571-748-3770** or [ascls@ascls.org](mailto:ascls@ascls.org).



## HOTEL

Reserve your room at the Sheraton Denver Downtown Hotel. Visit [www.ascls.org/CLEC](http://www.ascls.org/CLEC) and click on the CLEC Accommodations tab for more information.

**ROOM RATES:** \$209 per night (single/double) + taxes and fees. Reserve your room by February 18, 2022, to receive the discounted rate. Reservations can be made online at <https://book.passkey.com/go/ClinicalLab2022>.



## ACCESSIBILITY

If you have a disability and require a reasonable accommodation to fully participate in this event, please **contact ASCLS before February 18, 2022**, by email at [ascls@ascls.org](mailto:ascls@ascls.org) or by telephone at **571-748-3770** to discuss your accessibility needs. Closed captioning will be available on the broadcast of educational sessions.



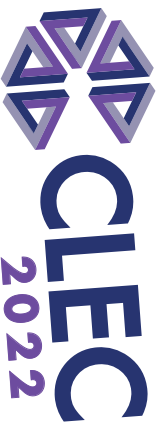
## CANCELLATIONS AND REFUNDS

If it becomes necessary for you to cancel your CLEC registration, please **notify ASCLS in writing before February 18, 2022**. Your registration fee will be refunded, less a \$75 processing fee. Written cancellations/requests for refunds must include registrant's name, signature, return address, and the name of the person, company, or institution to which the refund check should be made payable. If needed, modifications from in-person to virtual attendance can be made up until February 18, 2022, with the balance refunded.





1861 International Drive, Suite 200  
McLean, VA 22102



**38<sup>th</sup> Annual  
Clinical Laboratory  
Educators Conference**

March 14 - 16, 2022  
Denver, Colorado  
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