



# **NAACLS**

**National Accrediting Agency  
for Clinical Laboratory Sciences**

# **2013**

# **Volunteer**

# **Report**

This report has been created by the  
National Accrediting Agency for Clinical Laboratory Sciences

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# Evaluations of NAACLS Volunteers

**1** – Evaluations of NAACLS Self-Study Reviewers

**2** – Evaluations of NAACLS Site Visit Teams

**3** – Evaluations of the Site Visit Report completed by the Site Visit Team Coordinator

# 1: Evaluations of NAACLS Self-Study Reviewers

(Completed by Site Visit Team Coordinators)

	2013							Previous 3 year avg (2010-2012)
	winter			summer			total	% Yes/NA
	Yes	No	NA	Yes	No	NA	% Yes/NA	
The self-study review is concise, clear and well organized.	36	1	0	24	2	0	95%	98%
The self-study reviewer adequately addressed all Standards.	34	3	0	24	2	0	92%	94%
Identified concerns and missing information or documentation are noted with their respective standards in the body of the report.	36	1	0	24	2	0	95%	96%
All sections of the report are complete.	37	0	0	21	5	0	92%	96%
Missing information or documentation is clearly summarized in the "List of Missing Information or Documents" section of the report.	36	1	0	22	4	0	92%	96%
All concerns are listed by Standard and summarized in the "Concerns to be Addressed by the Site Visit Team" section of the report.	37	0	0	19	7	0	89%	92%
All statements or comments made are specific, objective, and without opinions or recommendations.	36	1	0	26	0	0	98%	96%
The self-study reviewer remained objective in applying the Standards.	37	0	0	26	0	0	100%	99%

## 2: Evaluations of NAACLS Site Visit Teams

(Completed by Director of the Program visited)

	2013						total	% Yes/NA	3 yr avg
	winter			summer					
	Yes	No	NA	Yes	No	NA			
The site visitors were knowledgeable about the program and well prepared for the site visit.	40	1	0	29	0	0	99%	98%	
The site visitors were objective in interpreting and applying the Standards to the program.	41	0	0	29	0	0	100%	98%	
The site visitors' interactions with program faculty during the site visit were appropriate.	41	0	0	29	0	0	100%	99%	
The site visitors' interactions with students during the site visit were appropriate.	40	1	0	29	0	0	99%	100%	
The report findings during the exit conference were clear.	41	0	0	29	0	0	100%	97%	
The report findings during the exit conference were objective.	41	0	0	29	0	0	100%	99%	

### **3: Evaluations of the SV Report completed by the SV Team Coordinator**

(This evaluation is completed by the NAACLS Review Committee for Accredited Programs)

	2013							3 yr avg
	winter			summer			total	% Yes/NA
	Yes	No	NA	Yes	No	NA	% Yes/NA	
The Site Visit Report is concise, clear and organized.	27	2	0	28	0	0	96%	95%
The Site Visit Report adequately addresses all Standards.	27	2	0	28	0	0	96%	96%
Identified concerns are noted by Standard in the body of the report and comments are provided for each.	29	0	0	28	0	0	100%	97%
All sections of the report are complete.	25	4	0	27	1	0	91%	94%
Concerns noted by the self-study reviewer are listed in detail by Standard in the "Concerns Noted by the Self-Study Reviewer" section of the report.	27	2	0	26	2	0	93%	95%
Actions taken based on the self-study reviewer's concerns are listed in detail by Standard in the "Concerns noted by the Self-Study Reviewer" section of the report.	29	0	0	27	1	0	98%	95%
Identified Site Visit concerns are listed by Standard and clearly summarized in the "Concerns of the Site Visit Team" section of the report.	26	1	2	27	1	0	96%	94%
All statements or comments made are specific, objective and without opinions or recommendations.	26	3	0	28	0	0	95%	96%
The Site Visit team remained objective in applying the Standards.	27	2	0	27	1	0	95%	99%
The team coordinator responded to requests for clarification or missing information in a timely manner.	15	2	12	17	0	11	96%	97%



## **Information Station:**

- **Writing a Professional Self-Study Review and Site-Visit Report**
- **How does NAACLS Keep a Fresh and Active Volunteer Pool?**

## NAACLS VOLUNTEERS

### Writing a Professional Self-Study Review and Site-Visit Report

*By Andrea G. Gordon, M.Ed., MT(ASCP)SH, PARC Chair*

Completing the documentation for the self-study review process or a site visit should be simple and intuitive. The role of reviewer is, through an understanding of the NAACLS Standards and supporting documents such as the *NAACLS Volunteer Manual* and their expertise in the field, to determine if the educational program has provided evidence that it meets the requirements for providing quality educational experiences to students.

As described in the *NAACLS Volunteer Manual*, the usefulness of both the self-study report review and the site-visit report will ultimately be evaluated during the accreditation/approval process. For example, the self-study report review is evaluated by site visitors for a given program, and the evaluation is based on the following criteria:

#### *Format*

- *Was the review of the self-study report concise, clear and well organized?*
- *Did the reviewer adequately address all Standards?*
- *Were concerns identified and missing information or documentation noted with their respective standards in the body of the report?*
- *Were all sections completed?*

#### *Content*

- *Was the required missing information and/or documentation clearly summarized in the “list of missing information or Documents” section of the report?*
- *Were all concerns listed by Standard and summarized in the “Concerns to be Addressed by the Site Visit Team” section of the report?*
- *Were all statements or comments specific, objective, and without opinions or recommendations?*
- *Was the reviewer objective in applying the Standards?*

NAACLS Volunteer Manual, for Paper Reviewers and Site Visitors, 2002, p. 4

#### **Acceptable Reporting Practices**

Both the self-study report review and the site visit report must also be professionally prepared documents. Although the prepared documents for a self-study report review and site-visit report are of a “fill-in-the-blank” format, that does not exempt the responsibility of the reviewer to be sure that any comments follow standard acceptable grammatical practices.

Very few laboratory scientists, regardless of specific disciplines, are writers by nature. Most have come to the field because of their interest in science, investigation, and the medical field. Writing is a tool, and can be used to document work, policies and procedures. For individuals drawn toward research, writing is a part of the process of publication in a journal or a presentation. But for most clinical laboratory workers, writing is not be their greatest strength. Compound that with a generation that has created as many language shortcuts as possible while texting or using social media and there are now sub-languages or sub-texts within the greater English language. Content and meaning gets lost and the reader is left to interpret meaning, or make inferences that may not be the writer’s intent. Most word processing programs will identify grammatical or spelling errors (although not all); when completing a review, it makes sense to take advantage of such tools.

Language in the self-study report review and site-visit report must be clear, concise, complete, and as universal as possible. The audience of these documents is diverse with varying purposes for their review. For the program director, it is a reflection of how well they are doing their job and the quality of the educational program. For administrators such as department chairs, deans, and above, they may be used to determine if the program will continue to be financially supported. For the NAACLS review committee members, it speaks directly to how well standards are being met and directs members toward recommendations for either approving an initial or continuing accreditation/approval status.

It is important that self-study report reviews and site visit reports are written so that the reader is not left to wonder what the author meant by the written comments. These reports provide verification of the programs quality, and such reports should also give clear, objective information that can used by the program – should improvements be required.

Here are a few things to be remembered by volunteers reviewing a self-study or preparing a site-visit report:

1. **NAACLS is a professional nationally recognized accrediting agency.** In representing the volunteer pool of NAACLS, submitted documentation should follow all grammatical and structural rules typically found in professional documents of such organizations.
2. **Laboratory science workers are professional members of the health care team.** Being a professional encompasses being a well-rounded educated person; reading, writing, and critical thinking should be representative elements in one’s writing.
3. **Accreditation is a peer reviewed process that helps to maintain a level of quality** of our educational programs for laboratory sciences – a field that is a critical component in providing the highest level of health care services. Each step of the accreditation process should reflect quality.

### **Proper Formatting of NAACLS Reports**

The *NAACLS Volunteer Manual* explains the rules for completing the review forms. Although this has been written about in the past, it deems repeating here:

- **When a concern is noted by a reviewer, or if information is missing, the Standard *must be noted by checking the NO box and a comment must be made explaining what is missing or the concern.***
- **When evidence has been provided and confirmed to meet a Standard, then the YES box is checked and no comment is necessary.** Comments commending the program or identifying strengths are best placed at the end of the report.
- **Under no conditions should the comment include any concerns or references to missing documents if the YES box is checked. In other words, if any concern is identified, the standard statement *must be marked NO.***

The following are a few examples of some comments that could be improved. An evaluation is provided along with a suggested change to the comment and why it would better reflect a professional, clear, concise and objective response for the self-study or site-visit process.

### **Example #1 (taken from the old 2009 Standards)**

**Standard 3A. The sponsor (and participating entities, in cases of consortia) is responsible for providing assurance that the activities assigned to students in the clinical setting are educational.**

YES   NO   NA

*COMMENT: Suggestion revise the word choice for the objectives utilize.*

**Evaluation:** This statement suggests a concern, yet the reviewer checked YES for the standard. In addition, the relationship of the comment to the Standard is unclear. If the objectives do not clearly describe the activities, and they cannot be demonstrated to be educational, the NO box should have been checked. If the Standard is met, no comment is required.

**Possible Replacement Statement:**

*Evidence was not provided that clearly indicate that the activities and assignments for the clinical setting are for the purpose of education. Objectives for clinical assignments do not define the activities in measurable and specific terms.*

**Why:** The initial statement is a suggestion that can be interpreted as optional. This new statement is clear with respect to what is missing from the self-study or the site-visit documentation and is required. It should be noted that the new statement is based on an assumption of the reader since the actual intent of the initial statement cannot be determined.

**Example #2 (taken from the old 2009 Standards)**

**Standard 14C. Faculty recruitment and employment practices are non-discriminatory.**

YES  NO NA

COMMENT: *Nothing provided but can assume an approved educational agency. Policy or Procedure Handbook?*

**Evaluation:** Some questions to ask when evaluating this comment might include: Does it represent grammatically and properly structured complete sentences. What is being “assumed an approved educational agency?” What is the context to the second sentence? Is the reader expressing concern over the handbook content, or is the reader asking if one exists? The statements assume a great deal of the reader, his/her understanding of the Standards and the intent of the author.

**Possible Replacement Statement:**

COMMENT: *No documentation was provided in the self-study or as supporting documentation that confirms faculty recruitment practices are non-discriminatory.*

**Why:** This is now a direct, objective, factual statement that leaves nothing to question by the reader. If it is part of a self-study review the program director knows exactly what must be provided in the response, or available at the time of the site visit.

**Example #3 (taken from the old 2009 Standards)**

**Standard 5: An institutionally approved budget is submitted OR there is a written statement or continued financial support for the educational program from an executive officer of the sponsor (and participating entities, in cases of a consortia)**

YES NO NA

COMMENT: *A letter is submitted as documentation, however you may want to present a signed copy of the letter.*

**Evaluation:** Again, this reviewer has noted YES, indicating that the standard has been met however they have included a recommendation that appears to be optional. First, it is not explicitly stated that the letter provided was unsigned. This can be assumed from the second sentence. But, we really don’t know this to be the case. We also do not know from the comment the content of the letter. Finally, a sentence containing the word “you” appears that this document is

intended for one individual. As a reader, one assumes it to be addressing the program director. Review reports are designed to inform program directors, educational institutions administrators, and NAACLS Review Committees.

### **Possible Replacement Statements:**

#### COMMENT:

Example 1: *A letter of financial support is provided from the Office of (the Dean/President/Vice President) committing to continued financial support of the program.*

Example 2: *An unsigned letter of financial support from the Office of (the Dean/President/Vice President) that commits to continued financial support of the program is provided. However, as this is unsigned, we cannot be assured of the intent of the officer. A copy of the programs budget or a signed letter must be submitted.*

**Why:** Two examples have been provided to address this situation. The first assumes that the letter provided meets the Standard and checking YES is appropriate. However, it must be asked if an unsigned letter meets the Standard. This would be a question for the NAACLS Staff and/or decision making bodies. The second example best addresses this standard. Both comments are now clear and aligned with the YES or NO boxes as checked.

### **Summary**

Reviewers should read or re-read the *NAACLS Volunteer Manual* and the *Guide to Accreditation/Approval* each time they are asked to perform a self-study review or a site-visit. Even those who are experienced can benefit from these documents that provide instructions regarding their role as a NAACLS volunteer.

Adhering to a professional and objective process during accreditation cycles elevates the quality of both the educational programs and NAACLS, benefiting the laboratory science professions as a whole.

Use the word processing tools available to review spelling and grammar in the document before submitting. It can also be useful to have another set of eyes proofread the document.

The accreditation process is a daunting process for everyone involved. Some program officials and faculty begin the collection and organization of materials years in advance. Volunteers can demonstrate their appreciation and respect through a thorough review of the documents submitted and a carefully drafted response in review reports, with each step of the process reflecting professionalism and quality.

# How Does NAACLS Keep a Fresh and Active Volunteer Pool?

*By Edward Rotchford, Volunteer Services Manager*

Compared to other specialized accrediting agencies, NAACLS has a smaller staff and volunteer pool. As of December 2013, NAACLS has seven full-time paid staff, two part-time paid staff, and over 551 different volunteers since 2000 – all to serve over 600 currently accredited and approved programs. Since NAACLS is dedicated to a peer review process, the volunteer pool is NAACLS' backbone, and is absolutely essential for all levels of NAACLS business to be conducted (remember that the review committees and the Board of Directors are all made up of volunteers too!).

So how does NAACLS keep a fresh and active volunteer pool to serve all of these programs? The answer is a three-step approach that NAACLS put into motion nearly six years ago:

## **Step One: Improve Volunteer Services**

## **Step Two: Increase Retention**

## **Step Three: Promote New Services & Use Relationships to Recruit**

### **1. Improve Volunteer Services**

The first step that NAACLS took to improving volunteer services was to make sure that we were properly recognizing all of the hard work that our volunteers do. In 2007, NAACLS implemented a Volunteer Recognition Program that recognizes volunteers categorically based on the number of volunteer activities (site visits and self-study reviews) that an individual has done since the year 2000. Those that have participated in 10 or more volunteer activities have received a multi-purpose tote bag with the NAACLS logo on the front. Those that have participated in 20 or more volunteer activities have received a gift card, and those that have participated in 30 or more volunteer activities have been given a personalized Plaque of Recognition. NAACLS reviews volunteer activities every year and notifies a volunteer if they have moved into a new "category".

The next step that NAACLS took to improve volunteer services was to redesign all evaluation forms to make them compatible for analyzing data. This began in 2009 when a subcommittee of the Review Committee for Accredited Programs (RCAP) presented a simplified question list for each evaluation form to the NAACLS Board of Directors, who voted to approve the use of the new forms. NAACLS then worked with an online survey organization to make these forms easy to develop, edit, and complete online.

The implementation of the new forms eventually led to two important developments, the first of them being the Annual Volunteer Report. The first edition of the Annual Volunteer Report debuted in 2010, and each year the report contains a group report on the results from the evaluations that are completed each year. The Annual Volunteer Report also contains various education pieces in its "Information Station", updates from Board of Directors meetings that may be pertinent to volunteers, and a section that recognizes volunteers from the Volunteer Recognition Program. The second development was the creation of Individualized Volunteer Feedback, beginning in 2013. Volunteers are now notified if evaluations noted any concerns with an individual's performance on a self-study review or during the site visit.

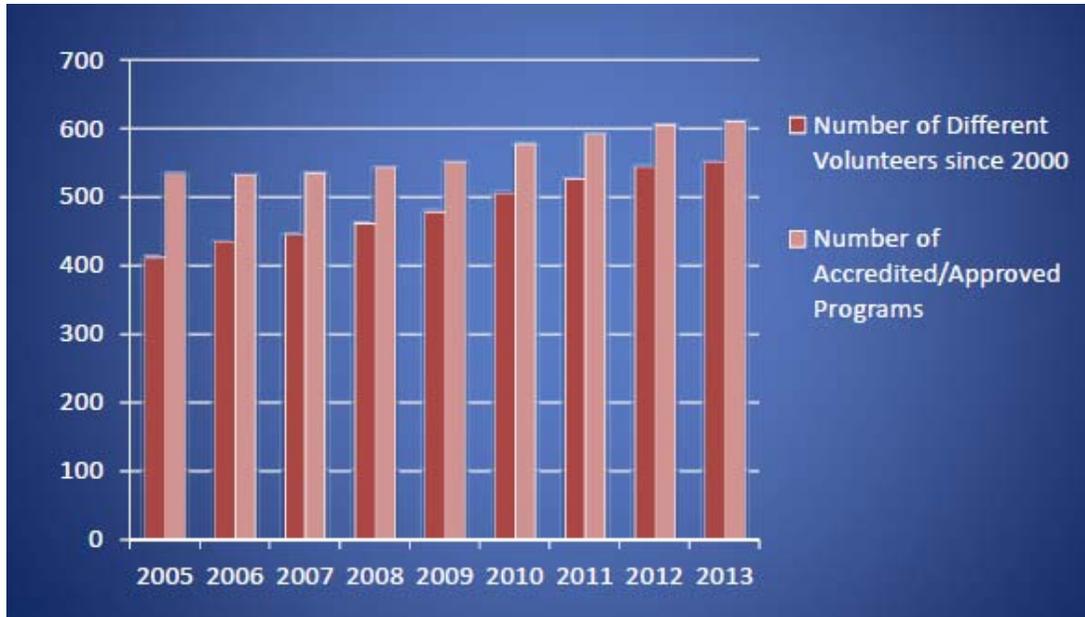
In the last few years, NAACLS has continued to implement new services for its volunteers, including:

- Volunteer Mentors for Initial Program Directors (Starting 2010)

- NAACLS News blog (Starting 2011)
- New "Volunteer Pack" of items useful for volunteers (Starting 2012)
- New orientation materials for new Review Committee and Board of Directors members (Starting 2013)

## 2. Increase Retention

It is our belief that the numerous services that NAACLS has implemented in the last six years has contributed to an increased retention rate. This also means that when we do add new volunteers, our overall number grows at a faster pace than it otherwise would have if volunteers had dropped off. This is allowing NAACLS to close the gap between the amount of volunteers we have and the amount of programs we have.



- During period of newly implemented volunteer services, the total volunteer pool has kept up with increase in programs.



### 3. Promote New Services & Use Relationships to Recruit

NAACLS made sure to promote its new services both through the use of the new materials and through outlets such as the NAACLS News. However, one of the best ways to recruit (not to mention, one of the most fiscally conservative) is through word of mouth – having experienced volunteers describe their time at NAACLS with other potential volunteers. DeAnne Maxwell, current an MLS Educator serving on the Review Committee for Accredited Programs, remembers the first time she was inspired by a NAACLS volunteer to run for an open committee position:

*“In 2005, Terry Taff (former review committee chair) served as a site visitor to my MLS program. I had been director since 1993, and felt as though we had a great program. Terry agreed, and suggested that I might enjoy being a site visitor as well. Since I had been a student and clinical instructor prior to becoming director of the same program, I really thought that seeing how other programs worked would be a great idea.*

*What an amazing experience. Since that year, I have performed several site visits every year. Now I serve as a team coordinator, and I eagerly help other volunteers get the best from the experience of meeting new people and seeing how other programs are set up. I especially like finding a program director during a site visit that has such a command of the Standards that they too would be a great resource for others.*

*I felt very prepared when asked to volunteer for the RCAP committee. It has given me some of the best friends I have had in the profession, and a wealth of ready information and guidance at my fingertips from all across the country - from a variety of different kinds of programs. Being a volunteer in your own accreditation committee makes you feel as though you can really make a difference in the education of future laboratory scientists. My program, my instructors, and my graduates are all better since I have had the opportunity to serve in this role.”*

This experience is a good example at why NAACLS volunteer pool is so strong, and why others may be motivated to join. It also shows the culmination of NAACLS’ strategy in how to keep the volunteer pool fresh and active: Improved volunteer services lead to happy and confident volunteers, and those volunteers pass a positive experience along to those who are having their program reviewed - and maybe a few may be eager to spread the word of the benefits of volunteering as well.



# **Recognizing Outstanding NAACLS Volunteers**

## Recognizing Outstanding NAACLS Volunteers for 2013

*Edward Rotchford, Volunteer Services Manager*

Since the year 2000, NAACLS has had over 550 different volunteers devote their time to reviewing Self-Studies, attending Site Visits, and participating in one of NAACLS' programs review committees. In 2007, NAACLS implemented a Volunteer Recognition Program, as a way of categorically recognizing those who have gone above and beyond:

<b>Category 1:</b>	10 or more Volunteer Activities since January 2000
<b>Category 2:</b>	20 or more Volunteer Activities since January 2000
<b>Category 3:</b>	30 or more Volunteer Activities since January 2000

In the year 2013 the following volunteers achieved new heights in NAACLS volunteering:

### **30 or more Volunteer activities since January 2000**

James Daly

Peter Hu

### **20 or more Volunteer activities since January 2000**

DeAnne Maxwell

Betty White

Martha Lake

Mark Kellogg

Cheryl Selvage

### **10 or more Volunteer activities since January 2000**

Kathleen McEnerney

Jean Cooper

Andrea Gordon

Julie Richards

Karen Brown

Marilyn Barbour

Rose Ann Crawford

Theresa Spain

# **IV**

## **Important Dates and Facts to Remember**

# Important Dates and Facts to Remember

Date	Action	Volunteer Activities Affected
<b>Fall 2014</b>	All NAACLS Self-Studies submitted from this point forward must show compliance with the new 2012 Standards.	<ul style="list-style-type: none"> <li>• Self-Study Review Forms are under construction and will be available for viewing by Summer 2014. Review Committee Members will have knowledge of these forms and will serve as extra resources for reviewers during this time of transition.</li>   <li>• Programs submitting Self-Studies under the new Standards will be using the new Standards Compliance Guide (SCG) to help determine what materials to submit. Since Self-Study Reviewers are on a fact finding mission, they would be well served to review the SCG at their earliest convenience.</li> </ul>
<b>Spring 2015</b>	All programs being site visited from this point forward must show compliance with the new 2012 Standards.	<ul style="list-style-type: none"> <li>• Site Visit Report Forms are under construction and will be available for viewing by Summer 2014. Review Committee Members will have knowledge of these forms and will serve as extra resources for reviewers during this time of transition.</li>   <li>• Programs being reviewed under the new Standards will be using the new Standards Compliance Guide (SCG) to help determine what materials to have available for site visitors. Like Self-Study Reviewers, Site Visitors are on a fact finding mission, and they would be well served to review the SCG at their earliest convenience.</li> </ul>



# **NAACLS Volunteer Information Packet**

Send all Volunteer Information Forms via email to [info@naacsls.org](mailto:info@naacsls.org) or via fax to 773-714-8886.



# You Are Invited...

To support the NAACLS accreditation process through service as a Self-Study Report Reviewer, Site Visitor, and/or Volunteer Mentor for Initial Program Directors. Because the process relies on volunteers, we need your participation and your encouragement of faculty and administration to participate!

Volunteers may use the NAACLS process to help fulfill continuing education requirements and to support the educational mission of their institution. The NAACLS experience is also an opportunity to promote professional development by working with other colleagues in the field.

We hope you will take a few minutes to complete the *Volunteer Information Form*, and send it back to us via mail, fax, or email. Feel free to share it with others at your programs that are interested and qualified.

We need program directors, education coordinators, medical advisors/medical directors, faculty and administrators to volunteer.

**\*If you have submitted a form previously, please complete this year's form so that your NAACLS program coordinator knows when you are available and can update any new information.**

Thank you from the National Accrediting Agency for Clinical Laboratory Sciences!

# 2014-2015 Volunteer Information Form

Name and Credentials, Title \_\_\_\_\_

Institution, Mailing Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone, Fax \_\_\_\_\_

Email \_\_\_\_\_

Are you fluent in Spanish? Y  N

If you will be driving a vehicle while conducting NAACLS business, do you hold primary insurance?

Y  N

Do you agree to provide NAACLS with the name, contact information and policy number of your insurance in the event of an incident? Y  N

Did you change your position in the last year? Y  N

**Your Program Information:**

<input type="checkbox"/> MLS	<input type="checkbox"/> Path. Asst.
<input type="checkbox"/> MLT	<input type="checkbox"/> DMS
<input type="checkbox"/> HTL	<input type="checkbox"/> CG
<input type="checkbox"/> HT	<input type="checkbox"/> PHLEB
	<input type="checkbox"/> CA

**Type of Institution:**

4 Yr.     2 Yr.     Hospital  
 Other

Any additional program levels you would like to volunteer for:

**AVAILABILITY IN 2014/2015**

I am available to serve as a **SITE VISITOR** during the following month(s):

2014	JAN <input type="checkbox"/>	FEB <input type="checkbox"/>	MAR <input type="checkbox"/>	APR <input type="checkbox"/>	-----	-----	-----	AUG <input type="checkbox"/>	SEP <input type="checkbox"/>	OCT <input type="checkbox"/>	NOV <input type="checkbox"/>	DEC <input type="checkbox"/>
2015	JAN <input type="checkbox"/>	FEB <input type="checkbox"/>	MAR <input type="checkbox"/>	APR <input type="checkbox"/>	-----	-----	-----	AUG <input type="checkbox"/>	SEP <input type="checkbox"/>	OCT <input type="checkbox"/>	NOV <input type="checkbox"/>	DEC <input type="checkbox"/>

I am available to serve as a **SELF-STUDY REPORT REVIEWER** during the following month(s):

2014	JAN <input type="checkbox"/>	FEB <input type="checkbox"/>	MAR <input type="checkbox"/>	APR <input type="checkbox"/>	MAY <input type="checkbox"/>	JUN <input type="checkbox"/>	JUL <input type="checkbox"/>	AUG <input type="checkbox"/>	SEP <input type="checkbox"/>	OCT <input type="checkbox"/>	NOV <input type="checkbox"/>	DEC <input type="checkbox"/>
2015	JAN <input type="checkbox"/>	FEB <input type="checkbox"/>	MAR <input type="checkbox"/>	APR <input type="checkbox"/>	MAY <input type="checkbox"/>	JUN <input type="checkbox"/>	JUL <input type="checkbox"/>	AUG <input type="checkbox"/>	SEP <input type="checkbox"/>	OCT <input type="checkbox"/>	NOV <input type="checkbox"/>	DEC <input type="checkbox"/>

Maximum number of **SITE VISITS** I am willing to do each year:

Maximum number of **SELF-STUDY REPORT REVIEWS** I am willing to prepare each year:

**YOUR NAACLS EXPERIENCE**

NUMBER OF TIMES SERVED	ATTENDED A NAACLS WORKSHOP?	VIEWED THE SITE VISITOR VIDEO at <a href="http://www.naacls.org/volunteer-center/">www.naacls.org/volunteer-center/</a>	PARTICIPATED IN A NAACLS TELECONFERENCE ORIENTATION FOR SITE VISITORS?
_____ Team Coordinator	<input type="checkbox"/> YES	<input type="checkbox"/> YES	<input type="checkbox"/> YES
_____ Team Member	_____ Year attended	<input type="checkbox"/> NO	_____ Year attended
_____ Self-Study Reviewer	<input type="checkbox"/> NO		<input type="checkbox"/> NO

**CONFLICT OF INTEREST** – please list programs with which you have been affiliated, and therefore would not be able to review

**ADDITIONAL ADDRESSES**

Address for UPS, FED EX or others (if applicable):	Home Address (Optional):
Name/Title:	Name:
Program Level:	Mailing Address:
Institution:	City/State/Zip:
Mailing Address:	Telephone:
City/State/Zip:	E-mail:

**Volunteer mentor for Initial Programs (VIP)** – To apply, please check “Yes” if you comply with the following criteria:

**Volunteer Activity** – VIP Candidate must have reviewed at least one self-study as a NAACLS Reviewer, and if a VIP for accredited programs, candidate must have conducted at least one accreditation site visit as a Team Coordinator.

**Experience as Program Director** – At least 3 years of experience as program director of a NAACLS Accredited/Approved Program, including having gone through at least one successful accreditation/approval review in which the maximum accreditation/approval length was awarded.

Yes, I would like to be a VIP    If “Yes”, please check one of the following:     Initial Program VIP     Cont. program VIP     No Pref.

If selected, NAACLS Staff will inform you of your VIP appointment.

(2/2014)

# SITE VISITOR

## QUALIFICATIONS:

- **Current or experienced program director, faculty member, clinical laboratory professional, physician or dean with knowledge of the clinical laboratory sciences.**
- **Current or prior association with a NAACLS accredited program.**
- **Currently licensed and/or credentialed and in good standing with the licensing/accrediting body, as appropriate.**
- Familiarity with NAACLS' Standards.
- Familiarity with current practices in:
  - A. Clinical laboratory procedures.
  - B. Staffing, space, equipment, budgeting for clinical services and educational purposes.
  - C. Health professions education.
- Familiarity with the purposes of accreditation and the protocol for conducting a site visit and reporting the outcome.
- Ability to conduct interviews and perform observational functions with discretion.
- Capacity for making objective assessments based upon established criteria.
- Ability to respect and maintain confidentiality of privileged information.
- Experience as a site visit team member is necessary to qualify as team coordinator. Satisfactory completion of NAACLS' Accreditation Process Workshop or Site Visitor Training Workshop is helpful but not mandatory to qualify as a team member.

## RESPONSIBILITIES:

<b>Team Members &amp; Team Coordinators</b>
1. Read the program's Self-Study Report in the context of its Paper Review and the Standards.
2. Note questions to be asked and particular observations to be made during the site visit per the comments made in the Self-Study Report and Paper Review.
3. Assist the team coordinator in scheduling the site visit.
4. Conduct the site visit according to NAACLS protocol and in a professional manner.
5. Assist in preparing the Site Visit Report.
6. Submit a NAACLS Expense Form and Site Visit Evaluation Form (according to instructions).

<b>Team Coordinators Only</b>
1. Conduct all communications with the program director to arrange the site visit and with the team member(s) to finalize schedule.
2. Communicate with the program director to set up interview schedules for program and affiliate(s) personnel, students, etc.
3. Prepare a draft of the Site Visit Report, and Circulate the draft to team member(s) for review and signature.
4. Assure that all site visitors review and sign the Site Visit Report.
5. Submit final Site Visit Report to the NAACLS office within the prescribed allotted time (usually three weeks after the site visit date).
6. Submit the Paper Review Evaluation Form.

## TIME REQUIRED:

The times provided below represent estimates for completion of the tasks listed.

<b>Activity</b>	<b>Estimated Time</b>
Travel	Varies
Site visit: Hospital based program	1 day
Academic based program	2 days
Reading Self-Study Reports	4-5 hours
Identifying questions, observations, etc.	2 hours
Scheduling site visit	2 hours
Drafting the Site Visit Report	1-3 hours
Typing and proofreading the Site Visit Report	1-3 hours

# SELF-STUDY REPORT REVIEWER

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## QUALIFICATIONS:

- **Current or experienced program director, faculty member, clinical laboratory professional, physician or dean with knowledge of the clinical laboratory sciences.**
- **Current or prior association with a NAACLS accredited/approved program.**
- **Currently licensed and/or credentialed and in good standing with the licensing/accrediting body, as appropriate.**
- Education plus experience in curriculum design and teaching techniques.
- Familiarity with NAACLS' Standards.
- Familiarity with current practices in:
  - A. Clinical laboratory procedures.
  - B. Staffing, space, equipment, budgeting for clinical services and educational purposes.
  - C. Health professions education.**
- Familiarity with the purposes of accreditation/approval.
- Capacity for making objective assessments.
- Ability to meet deadlines.
- Ability to respect and maintain confidentiality of privileged information.
- Comfortable reading electronic documents (most Self-Studies are submitted using the PDF Self-Study Template created by NAACLS)

## RESPONSIBILITIES:

<b>Self-Study Report Reviewers</b>
1. Read the program's Self-Study Report in the context of the Standards, analyzing the quantitative information provided.
2. Complete the Self-Study Report Review Form according to standard protocol for content and format.
3. Submit the Self-Study Report Review according to established timelines.

## TIME REQUIRED:

The times provided below represent estimates for completion of the tasks listed.

<b>Activity</b>	<b>Estimated Time</b>
Reading Self-Study Reports	4-5 hours
Organizing material	3 hours
Drafting Review	3 hours
Typing Review	Varies

**(9/2000)**

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# Volunteer Mentor for Initial Program Directors (VIP)

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## QUALIFICATIONS:

- **Volunteer Activity** – Candidate must have reviewed at least one self-study as a NAACLS Reviewer, and if a VIP for accredited programs, conducted at least one accreditation site visit as a Team Coordinator.
- **Experience as Program Director** – Candidate must have at least 3 years of experience as program director of a NAACLS Accredited/Approved Program, including having gone through at least one successful accreditation/approval review in which the maximum accreditation/approval length was awarded.

## RESPONSIBILITIES:

**New Program VIPs** would act as mentors to new program directors of programs applying for initial accreditation/approval and have the following responsibilities:

- Answer general questions submitted via email. The time window in which New Program VIP's and new program directors will communicate will take place from the time the letter of intent to apply for accreditation/approval has been received until the program has been awarded initial accreditation/approval.

**Continuing Program VIPs** would act as mentors to new program directors of programs that are already accredited/approved with NAACLS, and have the following responsibilities:

- Answer general questions submitted via email. The time window in which Continuing Program VIP's and new program directors will communicate will take place for six months, beginning with the date the program director was approved by NAACLS.
- In the case that the new Program Director is one of temporary status (Acting Program Director or Program Supervisor w/ Consultant), the Continuing Program VIP must review the *Guide to Accreditation & Approval* with the Program Director, placing special emphasis on the standards and assure that any questions are answered. *A checklist will be provided.*

**TIME REQUIRED:** *Varies*

**To apply to be a VIP, simply indicate so on your updated Volunteer Information Form!!**

*Individuals that are considering volunteering as a NAACLS review committee member are highly encouraged to apply!*

**(2/2012)**

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