



NAACLS

National Accrediting Agency
for Clinical Laboratory Sciences

2011

Volunteer

Report

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

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A Message from the Editor...

Hello to all current and future NAACLS Volunteers! I truly hope that you enjoy this edition of the NAACLS Annual Volunteer Report. In this year's report, we were able to do a statistical analysis by comparing the evaluations in 2011 to the evaluations in 2010. You will notice that in each of the content areas that were cited as "needing improvement" in 2010, all were improved upon in 2011! We have again suggested areas with which NAACLS Volunteers can improve performance, but overall our volunteers should be extremely pleased with their efforts!

Last year, our CEO described the need to share data with all of our volunteers in the form of an annual report, and I am happy to announce that our future plans extend beyond this. While the annual report does an excellent job of displaying the broad view, we are currently working to add personal feedback for our volunteers on all of their efforts. Keep an eye out for this in the near future.

We are also happy to add that this year's report has three education pieces for you to read. One focuses on the role of the self-study reviewer, one concentrates on working with the self-study template PDF, and the last gives volunteers insight as to some online education that NAACLS is working on for the future. Also like last year's report, we highlight our most outstanding volunteers through our Volunteer Recognition Program.

A new addition to this year's report is a section titled "Updates, Etc." In this section, we talk about updates that the NAACLS Board of Directors has passed within the last year that you will need to consider when conducting your self-study and site visit reviews. Other notes are included in here as well, such as reminders of past updates that tend to get overlooked, such as the new Clinical Affiliate Fact Sheet for accredited programs, which eliminates the need for clinical faculty to fill out Faculty Fact Sheets.

Finally, we hope that you will view this year's report as another opportunity for the NAACLS Staff, review committees, and Board of Directors to reach out to you, the current and future NAACLS volunteer. While today's electronic age has sped up NAACLS' processes by allowing information and materials to pop up in a single email rather than communicated through a letter or a phone call, our staff, committee, and Board of Directors would like you to know just how important you are to NAACLS' mission. If you ever have any questions, please feel free to contact us at any time!

Sincerely,



Edward Rotchford
Accreditation Specialist



Evaluations of NAACLS Volunteers

1A – Evaluations of NAACLS Self-Study Paper Reviewers

1B – Improvement Opportunities for NAACLS Self-Study Paper Reviewers

2A – Evaluations of NAACLS Site Visit Teams









2B – Improvement Opportunities for NAACLS Site Visitors during the Site Visit

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

3B – Improvement Opportunities for NAACLS Site Visitors when completing the Site Visit Report

1A: Evaluations of NAACLS Self-Study Paper Reviewers

(Completed by Site Visit Team Coordinators)

	Answered "YES" (Programs Reviewed by Board of Directors in April 2011)	Answered "YES" (Programs Reviewed by Board of Directors in September 2011)	Average Answered "YES" in 2011	Average Answered "YES" in 2010
The paper review is concise, clear and well organized.	97%	100%	99% 	96%
The paper reviewer adequately addressed all Standards.	94%	92%	93% 	96%
Identified concerns and missing information or documentation are noted with their respective standards in the body of the report.	100%	92%	96% 	95%
All sections of the report are complete.	94%	96%	95% 	99%
Missing information or documentation is clearly summarized in the "List of Missing Information or Documents" section of the report.	97%	92%	95% 	89%*
All concerns are listed by Standard and summarized in the "Concerns to be Addressed by the Site Visit Team" section of the report.	91%	96%	94% 	87%*
All statements or comments made are specific, objective, and without opinions or recommendations.	91%	92%	92% 	99%
The paper reviewer remained objective in applying the Standards.	100%	100%	100% 	98%

* Cited in 2010 as "Areas of needed improvement by NAACLS Self-Study Paper Reviewers"

1B: Improvement Opportunities for NAACLS Self-Study Paper Reviewers

The paper reviewer adequately addressed all Standards. (93% of reports, down from 96% last year)

All sections of the report are complete. (95% of reports, down from 99% last year)

All statements or comments made are specific, objective, and without opinions or recommendations. (95% of reports, down from 99% last year)

Sample of comments given by Site Visit Team Coordinators that completed the evaluation:

- **The paper reviewer adequately addressed all Standards.**

- Ø “No response for 15 and incorrect information for 14F.”
- Ø “The paper reviewer referred to not having access to information several times. She had been provided with access to the online program, but appeared to not use it.”
- Ø “There were issues with standard 1 and some other details that were missing.”
- Ø “Missed unsigned agreements in the "comment" section.”

- **All sections of the report are complete.**







- Ø “Missing response for 15”
- Ø “The paper reviewer missed several boxes (not checked).”
- Ø “Under #3 "Granting the associate degree or certificate" box was not checked”

- **All statements or comments made are specific, objective, and without opinions or recommendations.**

- Ø “Under concerns on the summary page, the reviewer suggesting an increase in the admitting GPA.”
- Ø “Comments about Program Director's professional development indicated activities did not include state and national conferences.”
- Ø “Paper Reviewer seemed to interject some questions which did not seem appropriate for site visit...example: questions about succession planning for program director.”

2A: Evaluations of NAACLS Site Visit Teams

(Completed by Director of the Program visited)

	Answered "YES" <small>(Programs Reviewed by Board of Directors in April 2011)</small>	Answered "YES" <small>(Programs Reviewed by Board of Directors in September 2011)</small>	Average Answered "YES"		<i>Average Answered "YES" in 2010</i>
The site visitors were knowledgeable about the program and well prepared for the site visit.	97%	97%	97%		99%
The site visitors were objective in interpreting and applying the Standards to the program.	97%	100%	99%		98%
The site visitors' interactions with program faculty during the site visit were appropriate.	97%	100%	99%		99%
The site visitors' interactions with students during the site visit were appropriate.	100%	100%	100%		99%
The report findings during the exit conference were clear.	100%	100%	100%		96%*
The report findings during the exit conference were objective.	97%	100%	99%		99%

* Cited in 2010 as "Areas of needed improvement by NAACLS Self-Study Paper Reviewers"

2B: Improvement Opportunities for NAACLS Site Visitors during the Site Visit











- **The site visitors were knowledgeable about the program and well prepared for the site visit. (97% of reports, down from 99%)**

Sample of comments given by Site Visit Team Coordinators that completed the evaluation:

- **The site visitors were knowledgeable about the program and well prepared for the site visit.**
 - ∅ “Perhaps only one is supposed to have read (the self-study) but I thought they both were.”
 - ∅ “I feel that they were not completely prepared.”

3A: Evaluations of the SV Report completed by the SV Team Coordinator

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

	Answered "YES or NA" <small>(Programs Reviewed by Board of Directors in April 2011)</small>	Answered "YES or NA" <small>(Programs Reviewed by Board of Directors in September 2011)</small>	Average Answered "YES or NA"	Average Answered "YES" in 2010
The Site Visit Report is concise, clear and organized.	88%	100%	94% 	94%
The Site Visit Report adequately addresses all Standards.	94%	100%	97% 	97%
Identified concerns are noted by Standard in the body of the report and comments are provided for each.	100%	100%	100% 	95%
All sections of the report are complete.	100%	100%	100% 	92%*
Concerns noted by the paper reviewer are listed in detail by Standard in the "Concerns Noted by the Paper Reviewer" section of the report.	94%	100%	97% 	94%
Actions taken based on the paper reviewer's concerns are listed in detail by Standard in the "Concerns noted by the Paper Reviewer" section of the report.	94%	100%	97% 	93%*
Identified Site Visit concerns are listed by Standard and clearly summarized in the "Concerns of the Site Visit Team" section of the report.	94%	94%	95% 	94%
All statements or comments made are specific, objective and without opinions or recommendations.	88%	100%	94% 	95%
The Site Visit team remained objective in applying the Standards	94%	100%	97% 	98%
The team coordinator responded to requests for clarification or missing information in a timely manner.	88%	100%	94% 	99%

* Cited in 2010 as "Areas of needed improvement by NAACLS Self-Study Paper Reviewers"

3B: Improvement Opportunities for NAACLS Site Visitors when completing the Site Visit Report

- **All statements or comments made are specific, objective and without opinions or recommendations. (94% of reports, down from 95%)**
- **The Site Visit team remained objective in applying the Standards. (97% of reports, down from 98%)**
- **The team coordinator responded to requests for clarification or missing information in a timely manner. (94% of reports, down from 99%)**

Sample of comments given by the RCAP members that completed the evaluation:

- **All statements or comments made are specific, objective and without opinions or recommendations.**
 - ∅ "There appears to be a definite conflict between the site visitor's interpretation of the standard(s)... and the program director's interpretation."
 - ∅ Comments provided were vague.
- **The Site Visit team remained objective in applying the Standards.**
 - ∅ "Clarification should have been sought on Standard interpretation."
 - ∅ "(The Program Director was) not pleased with the tenor of the visit's conclusion or unwillingness to even review their provided proof."
- **The team coordinator responded to requests for clarification or missing information in a timely manner.**
 - ∅ We have played phone tag...but it would have been nice to just hear conflicts first hand."
 - ∅ "Did not return e-mail or phone call. Received information directly from Program Director."



Information Station:

- **“The Role of the Self-Study Reviewer”**
- **“Tips on Working With NAACLS’ Self-Study Template”**
- **“Coming Soon to a Computer Near You: NAACLS Online Education”**

The Role of the Self-Study Reviewer

Suzanne Campbell, PhD, MLS(ASCP)^{CM}, Former NAACLS PARC Chair
Andrea Gordon, M.Ed., MT(ASCP)SH, NAACLS PARC Chair

The self-study review process is a critical first step in the evaluation of NAACLS accredited programs, and an even more important process for programs that are approved. As a NAACLS volunteer, the self-study reviewer completes a diligent, thorough assessment of the self-study and any additional documents that have been provided to reflect the program.

The role of the self-study reviewer for an accredited versus an approved program is slightly different. Only one reviewer is assigned to review an accredited program's self-study, while two reviewers are assigned for an approved program's self-study. For an accredited program, the self-study reader objectively reviews the information provided, and identifies any missing information and any areas of concern, yet is not responsible for assessing compliance with the Standards- this task is the responsibility of the site visit team. However, self-study reviewers for an approved program are elected members of NAACLS' Programs Approval Review Committee, and therefore are charged with "ensuring that the self-study adequately demonstrates the program's compliance with the Standards" (p.2. Section II, NAACLS Guide to Approval, 4/2008) as well as identifying any missing information and areas of concern.

Resources available to the self-study reviewer include the *Guide to Accreditation* or the *Guide to Approval*, the *NAACLS News*, and the self-study review report form. A well done self-study review is not only important in regard to accurate reporting to determine accreditation status, but also provides the program director with direction for providing missing information or correcting areas of concern within the program response to the self-study review.

In addition to the self-study narrative, other materials will accompany the document. These may include the university/college/institution catalog and student handbook, the program student handbook, and clinical affiliate site information. All publications should accurately reflect program and faculty information. Clinical affiliate site information must include a current, signed affiliation agreement that addresses all of the items outlined in the respective standard. Additional clinical information **for each clinical site** may include fact sheets (and in the case of

approved programs, faculty lists), lists of major analytical equipment, instructional resources, and safety equipment (if required), and identification of any additional textbooks, and/or policies and procedures that are unique to the clinical site.

The self-study for an accredited program will include a sample of curriculum from the program, while the curriculum for an approved program must be all inclusive. Items to be considered include cognitive, psychomotor, and affective objectives at the appropriate taxonomic level as well as evaluation items. For an approved program, the curricular objectives and evaluation tools must be cross-referenced to the NAACLS competencies. The NAACLS website provides a form to make this easier for the program director. The phlebotomy module must be included for a clinical assistant program as well as any additional modules.

It can be very tempting to look for components within a self-study that parallel those of the program in which the reviewer works or is familiar. However, it is important that the reviewer maintain an attitude of objectivity. The finished self-study review report should be a representation of the material as presented by the program, and in the case of approved programs, will reflect compliance with the Standards. Comments included in the self-study review must be objective. All sections of the self-study review should be completed with each statement marked as a 'yes' or 'no' response. If a 'no' is marked, a comment must be made. The comment should indicate the missing information or explain the concern. If a statement is marked with a 'yes' response, no comment should be made.

While every reviewer will develop his/her own pattern for reviewing a self-study, it is recommended that the document be read through carefully at least twice. When completing the self-study review form, having the self-study and documents readily available will help the process. The summary section is easily completed by a copy-and-paste method of all comments made throughout the document. Remember to identify the respective Standard for each missing item or area of concern when completing the summary section.

Since approved programs will have two self-study reviewers, it is recommended that they collaborate on the process early and frequently to ensure the best outcome of the report. Once the report has been reviewed and finalized, the self-study reviewer contact information must be provided and the necessary signature(s) obtained before submitting the report to the NAACLS office.

Tips on working with NAACLS' Self-Study Template

Edward Rotchford, NAACLS Accreditation Specialist

It has now been a little over two years since the debut of the Self-Study Template on the NAACLS website, and so far it has been an amazing success. In a short period of time, approximately 90% of the self studies that NAACLS receives from accredited programs are submitted on flash drives using the Self-Study Template. This undoubtedly saves programs quite a bit of money on printing and shipping copies to both the NAACLS office and to site visitors.

Of course, there are numerous advantages for NAACLS' volunteers as well. Paper Reviewers no longer have to lug around a 5-inch binder with their computer or laptop to complete the report. Site Visitors don't have to worry about needing an extra large carry-on in order to bring their copies with on the way to the site visit.

Here are a few tips when reviewing Self Studies that use the Self-Study Template provided by NAACLS:

Read the "Directions" portion at the beginning

This tip might be a little obvious, but while the directions are primarily to help the program understand how to assemble their self-study, it also gives the reader a good idea of how the program intended it to look when reviewed.

Make use of your toolbars

The most effective toolbar on the Self-Study Template is the one on the left side of the screen. If you click on the "Bookmarks" icon, you will be able to expand/minimize the Bookmarks Panel, allowing you to skip to different sections of the self-study quicker than if you

were to use the scrollbar. If you click on the "Attachments" icon, you will be able to expand/minimize the Attachments Panel, allowing you to scroll through the different documents that have been attached to the self-study (this is particularly helpful if a document is referenced more than once throughout the documents).

ZOOM!

Sometimes reading material on a computer screen can be difficult and can strain the eyes. Make sure to "zoom" in on the document to make the print easier to read (also minimize the Bookmark or Attachment Panels when you can to make full use of your screen). Another reason to zoom: Sometimes programs have to fit a lot of attachments into the boxes provided. When you zoom in, the document gets bigger, but the "push pin" attachment icon stays the same size, allowing you to pick which attachment you want to open.

Comments/Annotations

The newest free version of Adobe Reader has some pretty nice features that Self-Study Reviewers and Site Visitors can use. First, it is recommended to save a new copy of the document as to not alter the original provided to you. Now, on the newly saved copy, make use of the comments/annotations feature in the same way that you may have written notes on a paper self-study. Among the tools you can use to help collect your thoughts are "sticky notes" (think of them as electronic "Post-Its"), a "highlight text" tool, and even a "record audio" feature that will allow you to record spoken notes if you have a microphone! Using these features, there should be no need for a memo pad full of handwritten notes!

Coming Soon to a Computer Near You: NAACLS Online Education

*Suzanne Campbell, PhD, MLS(ASCP)^{CM}, Former NAACLS PARC Chair
and NAACLS Online Education Task Force Member*

Have you ever wondered about the process to earn NAACLS accreditation for your medical laboratory science program? Have you ever wanted to obtain information about the interpretation of a Standard while at your office computer? Are you a new program director that needs to obtain knowledge of educational methodology but don't have the time or funds to travel to a workshop? Have you ever wanted to know more about the role of a NAACLS volunteer while sitting in your pajamas at your home computer?

In the near future, this information will be available at your fingertips. A very dedicated group of experienced NAACLS volunteers have been writing a course of study that contains modules on the following topics:

- About NAACLS
 - NAACLS Organization and Mission
 - Philosophy of Accreditation and Approval
- The Process of Accreditation
 - Steps for Initial and Continuing Accreditation
 - Creating the Self-Study
 - Self-Study Review and Program Response
 - Site Visit and Program Response
 - RCAP/DRC and BOD Review; Due Process
- The Process of Program Approval
 - Steps for Initial and Continuing Approval
 - Approval – Creating the Self-Study
 - Approval – Self-Study Review and Program Response

- PARC and BOD Review; Due Process
- Core Standards for Accredited and Approved Standards
- Unique Standards for Accredited and Approved Programs
- Become a NAACLS Volunteer
 - Being a Self-Study Reviewer
 - Being a Site Visitor
- Review Committee Members
 - Position Descriptions
 - RCAP Meeting Protocol
 - DRC Meeting Protocol
 - PARC Meeting Protocol
 - Preparing and Presenting Motions and Minutes
 - Sub-committee Assignments

Initially, the online training modules will emphasize accreditation of medical laboratory science and medical laboratory technician programs and approval of phlebotomy programs. Additional instructional units will include diagnostic molecular science, cytogenetic technologist, pathologist's assistant, histotechnician, histotechnologist, and clinical assistant programs. The instructional format will use a learning management system that offers audio-narrated powerpoint presentations. Each unit will identify the NAACLS resources and appropriate forms. Each Standard will be addressed and participants will have self assessment opportunities to test their knowledge. Upon successful completion of the modules, the participants can elect to earn continuing education credit.

Minimum education requirements will be required for all NAACLS volunteers, i.e. board members, self-study reviewers, site visitors, and committee members. Program administration and faculty are strongly encouraged to complete the training modules and to earn continuing education credit.

The vision of this project began in 2008 and will become a reality in the near future. We hope you will take advantage of this online learning opportunity. Watch for an announcement from NAACLS officials for details.

III

Recognizing Outstanding NAACLS Volunteers

Recognizing Outstanding NAACLS Volunteers for 2011

Edward Rotchford, NAACLS Accreditation Specialist

Since the year 2000, NAACLS has had almost 500 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:

Category 1:	10 or more Volunteer Activities since January 2000
Category 2:	20 or more Volunteer Activities since January 2000
Category 3:	30 or more Volunteer Activities since January 2000

In the year 2011, the following volunteers achieved new heights in NAACLS volunteering:

30 or more Volunteer activities since January 2000

Carol McCoy
Colleen Halupa
Judith Thompson
Zoe Ann Durkin
Susan Noblitt

20 or more Volunteer activities since January 2000

Evelyn Paxton
Cheryl Davis
Alisa Petree
Lori Holmes

10 or more Volunteer activities since January 2000

Wendy Sweatt
Edwin Beitz
Colleen O'Hare

IV

Updates, Etc.

Updates for 2011

Date	Action Taken	Volunteer Activities Affected
Sept 2011	<p>NAACLS adopted a change to Standard 7, which required adding item “N”:</p> <p>The new Standard 7N requires at least one outcomes measure to be included in a program’s materials available to students and the public.</p>	<ul style="list-style-type: none">• Self-Study Review Form, Standard 7(for self-studies received after 9-1-2012)• Site Visit Report Form, Standard 7 (for site visits conducted after 1-1-2013)

Don't Forget....

Date	Action Taken	Volunteer Activities Affected
Sept 2010	NAACLS accepts Candidacy or Preaccreditation status from USDE recognized regional or national accreditors as fulfillment of the recognition requirement for Standard 1.	<ul style="list-style-type: none"> • Self-Study Review Form, Standard 1 • Site Visit Report Form, Standard 1
Sept 2010	<p>Editorial Change to Core Standard 8 in regards to HT/HTL prerequisites:</p> <p>8. Admissions</p> <p>Admission of students, including advanced placement if available, must be made in accordance with the clearly defined and published practices of the institution. Specific academic standards and essential functions required for admission to the program must be clearly defined, published and provided to prospective students and made available to the public.</p> <ul style="list-style-type: none"> • For HTL programs: Required prerequisite course work for admission to a certificate program shall include chemistry, biology, and mathematics, all at the college level. • For HT programs: Required prerequisite course work for admission to a certificate program shall include chemistry, biology, and mathematics, all at either the high school or college level. 	<ul style="list-style-type: none"> • Self-Study Review Form, Standard 8 • Site Visit Report Form, Standard 8

Don't Forget....

Date	Action Taken	Volunteer Activities Affected
Sept 2010	<p>To remain consistent with other programs levels, NAACLS removed Standards 22B6 and 22B7 from the DMS Standards:</p> <p>22B6: principles and practices of computer science;</p> <p>22B7: acquisition and evaluation of laboratory information systems.</p>	<ul style="list-style-type: none"> • Self-Study Review Form, Standard 22 • Site Visit Report Form, Standard 22
Sept 2009	<p>NAACLS approved the new Clinical Facility Fact Sheet for accredited programs (found in appendix of Guide to Accreditation) that requires information on clinical faculty, eliminating the need for Faculty Fact Sheets for clinical faculty.</p>	<ul style="list-style-type: none"> • Self-Study Review Form, Standards 1, 21 • Site Visit Report Form, Standards 1, 21

IV

NAACLS Volunteer Information Packet

Send all Volunteer Information Forms via email to 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!

2012-2013 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"/> CLS/MT	<input type="checkbox"/> Path Asst
<input type="checkbox"/> CLT/MLT	<input type="checkbox"/> DMS
<input type="checkbox"/> HTL	<input type="checkbox"/> CG
<input type="checkbox"/> HT	

Type of Institution:

4 Yr. 2 Yr. Hospital

Any additional program levels you would like to volunteer for:

AVAILABILITY IN 2011/2012

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

2012	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"/>
2013	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 **PAPER REVIEWER** during the following month(s):

2012	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"/>
2013	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 PAPER 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 www.naacls.org/volunteer-center/	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
_____ Paper 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 conducted at least one accreditation site visit as a Team Coordinator, and must have reviewed at least one self-study as a Paper Reviewer

Experience as Program Director – VIP Candidate must have at least 3 years of experience as program director of a NAACLS Accredited Program, including having gone through at least one successful accreditation review in which the maximum award of seven (7) years accreditation 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. New VIP Terms will last through February 2014.

(2/2012)

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:

Team Members & Team Coordinators
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).

Team Coordinators Only
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.

Activity	Estimated Time
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

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.**
- 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.
- 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:

Self-Study Report Reviewers
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.

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

(9/2000)

Volunteer Mentor for Initial Program Directors (VIP)

QUALIFICATIONS:

- **Volunteer Activity** – Candidate must have conducted at least one accreditation site visit as a Team Coordinator, and must have reviewed at least one self-study as a Paper Reviewer
- **Experience as Program Director** – Candidate must have at least 3 years of experience as program director of a NAACLS Accredited Program, including having gone through at least one successful accreditation review in which the maximum award of seven (7) years accreditation was awarded

RESPONSIBILITIES:

New Program VIPs would act as mentors to new program directors of programs applying for initial accreditation 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 has been received until the program has been awarded initial accreditation.
- Provide an annual report to the Review Committee for Accredited Programs (RCAP) of all communication.

Continuing Program VIPs would act as mentors to new program directors of programs that are already accredited 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* with the Program Director, placing special emphasis on the standards and assure that any questions are answered. *A checklist will be provided.*
- Provide an annual report to the Review Committee for Accredited Programs (RCAP) of all communication.

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)
