



Doctorate in Clinical Laboratory Science Clinical Experience: A Tale of Two Programs




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Objectives




- Appreciate the difference between a PhD and Clinical doctorate in Clinical Laboratory Science (DCLS).
- Describe the clinical experience of the DCLS student.
- Compare the clinical experience approaches utilized by Rutgers University and University of Texas Medical Branch (UTMB).

Clinical Practice Doctorate vs. PhD What is the Difference?




	Research Doctorate PhD	Advanced Practice Clinical Doctorate	Graduate Entry Level Clinical Doctorate (e.g. DPT)	Graduate Entry Level Professional Degrees (e.g. PA)	Classic Master Degrees
>50% of overall credits are research related ¹	X				
<30% of overall credits are research related ¹		X	X	X	X
Candidacy Exam	X				
Dissertation	X				
Teach & Apply EBP Principles	X	X	X	X	X
Applies Research ²	X	X	X	X	X
Independent Research Project ³	X	X			X
Clinical Expertise		X	X	X	
Related to licensure or 1 st credential to practice			X	X	

Developed by the Rutgers, School of Health Professions (formerly the University of Medicine & Dentistry of NJ) Practice Doctorate Task Force. Task Force examined entry and advanced practice doctorate degree components using several documents including the Council of Graduate Schools document, the ASHP Position Statement on Practice Doctorates and discipline-specific (PT, Genetics, Nursing) practice doctorate components.

What is a DCLS?




- PhD in CLS vs DCLS, what's the difference?
 - PhD -
 - Focus is on **research**
 - Little to no clinical component/advanced practice component
 - DCLS -
 - Focus on **advanced practice** with a Clinical Experience/Residency
 - Research associated with advanced clinical practice and clinical application
- Who offers the DCLS?
 - Rutgers University, New Jersey
 - University of Texas Medical Branch (UTMB), Galveston
 - University of Kansas Medical Center (KUMC), Kansas City
 - Recently approved program. First class to start Fall 2019.

Doctor of Clinical Laboratory Science (DCLS) Professional Responsibilities

Approved 6/27/16


1. Provide patient-centered, customized consultation services on appropriate test selection and interpretation for the purpose of clinical decision-making among the interprofessional healthcare team and for the patient.
(IOM Core Competencies¹: patient-centered care, interprofessional teams)
2. Monitor laboratory data, test utilization, and diagnostic testing processes for individual patients and populations using informatics and analytics to reduce diagnostic errors, improve efficiency, and reduce costs.
(IOM Core Competencies¹: quality improvement, informatics)
3. Conduct research and apply evidence to demonstrate clinical utility of laboratory tests and algorithms and to improve the quality, efficiency, and safety of the overall diagnostic testing process.
(IOM Core Competencies¹: evidence-based practice, quality improvement, patient-centered care, informatics)
4. Educate health care providers, patients, their families, and the general public on the indications, patient preparation, and interpretation of clinical laboratory testing, including home self-testing.
(IOM Core Competencies¹: patient-centered care, interprofessional teams)



DCLS Professional Responsibilities cont.

5. Direct laboratory operations to comply with all state and federal laws and regulations, as well as guidelines determined by professional boards of licensure, and certification/accreditation agencies.
(IOM Core Competencies¹: quality improvement)
6. Participate in public and private health policy decision making at all organization and government levels.
(IOM Core Competencies¹: quality improvement, interprofessional teams)

¹From Institute of Medicine. Health Professions Education: A Bridge to Quality. Washington, DC: National Academies Press, 2003.
²Diagnostic testing processes includes those used for screening, diagnosis, prognosis, and monitoring disease states.



A TALE OF TWO PROGRAMS

Rutgers University and University of Texas Medical Branch (UTMB)



DCLS Program Overview

80 credits -post BS- <http://shp.rutgers.edu/dept/CLS/index.html>

- Theoretical (online)- 57 credits; FT & PT options
- 1 yr. FT residency – 23 credits

Curriculum:

- Advanced Clinical Laboratory Science Core
- Professional Core
- Research Core
- Clinical Residency Core
- Doctoral Research Project

Diagnostics Consultation Model©

- Establishes a framework for DCLS to address the quality gap in clinical laboratory services delivery**
 - Defines activities related to quality and value improvement in clinical laboratory services delivery
 - Gathers and analyzes the evidence to determine best practices
- Operationalizes the practice of the DCLS**
 - DCLS as active members of interprofessional health care teams in a variety of settings
 - Consultation Model functions are consistent among other healthcare service providers MD, PharmD, DNP, DCH, DPT
 - Implementation strategies (consumer populations, provider system organization, analytics and data sources) will differ among settings

(Leibach, 2018)

Diagnostics Consultation Model© Implementation Four Service Delivery Settings

Patient Care Intervention (PCI) - Interprofessional healthcare team

- Daily patient-care clinical rounds
 - Clinician, residents, PharmD, DCLS, nurses, other healthcare providers

Diagnostics Management Intervention (DMI)-Interprofessional team

- Encounters received through direct case management requests to the clinical laboratory
 - Pathologist, DCLS, clinicians other laboratories and healthcare providers

Utilization Review Intervention (URI)-Interprofessional team approach

- Encounters through review of reports generated by the LIS rules
 - DCLS, pathologists, other laboratorians, clinicians, other healthcare providers i.e. genetic counselors

Community Intervention (CI)-Interprofessional team approach

- Consumer information response encounters via labtestsonline.org and the ASCLS public consultation network, other community-based setting

UTMB DCLS

Graduate

- Clinical Doctorate

3-5 years in length

- Total program: 75 credit hours
- 9 credit hours (Fall/Spring) 7 credit hours (Summer)
- Part-time/Full time
- Competency based curriculum



UTMB DCLS

Didactic and Clinical education

- Majority of coursework completed via distance
- Clinical rotations completed face to face
 - Clinical rounds
 - Diagnostic management teams

Inter-professional Team

Doctoral research project



Let's meet the "Students"



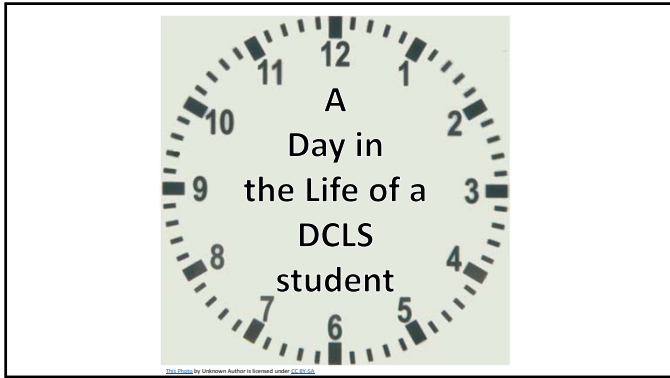
Brandy Gunsolus

- First DCLS graduate Nationwide!



Julie Soder

- Completed 3 of the 4 clinical experiences



We want to hear from you!

Text ReneeHodgkin149 to 22333 to join. Then text us your questions!
Or join via the web at PollEv.com/reneehodgkin149

