**Jeffrey Wolz, MA, MT(ASCP)**

**Medical Laboratory Science Program**

**College of Health Solutions**

**Arizona State University**

**Curriculum Vitae**

**Jeffrey Wolz**

**Director, Medical Laboratory Science Program**

**Arizona State University**

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**Academic Training**

* **University of Phoenix, Tempe, AZ, MA in Education, 2003**
* **University of Pittsburgh, Pittsburgh, PA, BS, Medical Technology, 1993**

**Credentials**

* **American Society for Clinical Pathology, Medical Technologist Certification, 1993 to present**

**Professional Memberships**

* **ASCP (American Society for Clinical Pathologists) 1993 to present**
* **ASCLS (American Society for Clinical Laboratory Science) 2013 to present**

**Professional Employment**

* **Director, Medical Laboratory Science Program, Arizona State University, 2010 to present**
* **Faculty, Clinical Laboratory Science Program, Arizona State University, 2008 to 2010**
* **Adjunct Faculty, Clinical Laboratory Science Program, Arizona State University, 1995 to 2007**
* **Adjunct Faculty, Phoenix College, 2006 to 2007**
* **Lead Technologist, Blood Bank, Arizona Heart Hospital, 2000 to 2008**
* **Reference Laboratory Technologist, Blood Systems Laboratories, 1995 to 2003**
* **Medical Technologist, Central Blood Bank, Pittsburgh, PA, 1992 to 1995**

**Arizona Presentations**

* **February 2011 and November 2012, Sonora Quest Leadership Council, Model of Phoenix College/Arizona State University Alliance Program, Medical Laboratory Science, primary speaker**

**National Presentations**

* **Innovator Spotlight, Virtual Conference, September 2012, co-speaker on Phoenix College/Arizona State University Alliance Program, Medical Laboratory Science**

**Professional Conferences and Workshops Attended (last 3 years)**

* **Diagnostics summit, ASU virtual attendance, October 2022**
* **Benefits of LTOWB (low titer, cold stored, O whole blood), Labucate, Octoboer 2022**
* **The crucial role of Donation Screening Laboratories, Ortho Webinar, April 2022**
* **How to deal with ABO discrepancies, BIORad Webinar, April 2022**
* **Understanding Statistics and Evidence Based Medium, ASU HealthTalk Seminar, January 2022**
* **Mandates: Why are they a healthcare issue, ASU HealthTalk Seminar, January 2022**
* **CLEC-Clinical Laboratory Educator’s Conference, ASCLS, Virtual attendance, February 2021**
* **Clinical Rotation Management Platforms, ASAHP January 2021**
* **Making “Cents” of Unexpected Reactions, Immucor Webinar, January 2020**
* **CHS Analytics Workshop, February 2020**
* **Using Technology to Combat the Opioid Epidemic, CHS, February 2020**
* **Covid19:Legal Preparedness and Public Health Response Efforts, Network for Public Health Law, February 2020**
* **CLEC-Clinical Laboratory Educator’s Conference, Orlando, February 27-28, 2020**
* **Covid19 Pandemic, Causes, Testing, Options, Care, CHS/ASU April 2020**
* **Capture R to the Rescue, Immucor Webinar, May 2020**
* **Convalescent Plasma: Past, Present, Future, ASCLS Webinar, May 2020**
* **History of Pandemics, AZPHA Webinar, May 2020**
* **Considerations in Reintegrating Students into Clinical Settings, ASAHP Webinar, May 2020**
* **Responding to Covid19, Developing and Distributing a Vaccine, June 2020**
* **Variant D: Identification and Management, Immucor Webinar, August 2020**
* **ASCP Annual Meeting, Virtual, September 9-11, 2020**
* **Covid19, taking back Control, ASU presentation, September 2020**
* **From Bench to Bedside in the Covid19 Era, ASU/CHS Health Talk, September 2020**
* **C to e and Rh’s In-between, Immucor Webinar, February 2019**
* **Leading the College to Success Retreat, ASU, March 2019**
* **Molecular Microbiology-What to Teach, ASCLS Webinar, March 2019**
* **OLC (ASU sponsored Webinars, April 4-5, 2019)**
  + **Right-Mixing Blended Learning for Optimal Student Engagement**
  + **Scaling a Mountain, Whose Job Is It and What Shoes are They Wearing?**
  + **Blending Apprenticeships and Online Education**
* **Managing Disruptive Classroom Behavior, ASU Seminar, April 2019**
* **Assessing and Addressing Social Determinants of Health, AZPHA April 2019**
* **Platelet Refractoriness and Fetal/Neonatal Autoimmune Throbocytopenia, American Red Cross Webinar, July 2019**
* **Impacts of an Undisclosed Monoclonal Antibody Therapy on Serological Testing, Immucor Webinar, July 2019**
* **When Things Don’t Go As Expected: Transfusion Reactions, Immucor Webinar, September 2019**
* **Faculty Training, DRC/DoS Counseling, ASU, October 2019**
* **Multiply Transfused Sickle Cell Disease Patients/Benefit from RBC Genotyping, Immucor Webinar, October 2019**

**Courses Taught at the University Level**

* **Advanced Immunology/Immunohematology, MDL 440**
* **Advanced Clinical Urinalysis and Body Fluids, MDL420**
* **Laboratory Leadership and Management, MDL410**
* **Advanced Practicums, MDL 421, 431, 441, 451, and 461**
* **Laboratory Education, CLS 460**
* **Clinical Chemistry Laboratory, CLS 310**
* **Immunohematology, CLS 440**
* **Immunohematology Practicum, CLS 441**
* **Intro to Clinical Laboratory Sciences/Discoveries, CLS 100/191**

**Courses Developed at the University Level**

* **Laboratory Leadership and Management, MDL 410**
* **Advanced Immunology/Immunohematology, MDL 440**
* **Advanced Practicums, MDL 421, 431, 441, 451, and 461**
* **(co-developed with Faculty Associates) MDL 420, 430, 450 and 460**

**Department Service (MDL)**

* **Created and facilitate the MDL Mentor Club, 2015-Present**
* **Obtained ongoing Accreditation through NAACLS (April 2023) after completion of Program Self-Study and Site Visit, 2022—updated progress report submitted in April, 2022**
* **As the only full-time member of the MDL Program, have coordinated all program activities at a satellite location (Phoenix College), to include course development, course instruction, hiring faculty associates, managing student clinical rotations, coordinating advisory council meetings, monitoring and modifying aspects of the program, evaluate student achievement, manage student recruitment and program admission, and developing policies and procedures required of the program**
* **MDL Curriculum Committee**
* **Help maintain and run pre-clinical skills lab housed at Phoenix College**

**College Service**

* **AZ Clinical Education Consortium 2018-present**
* **CHS 101 guest speaker liaison 2022**
* **CHS student engagement activity 2022**
* **ELC participant 2021 (experiential learning committee)**
* **Served as panelist on NTE promotion panel presentation, 2020-22**
* **Hiring Committee, MED Studies April-June 2019 (screened multiple applicants and participated in interviews with 8 candidates)**
* **Served on Promotion Process Panel (*SUN Award* Received for participation) May 2019**
* **Member of Mentor Committee, helped form mission/vision of committee, lead mentor presentation, responsible for survey questions that will be part of online committee review, also serve as a primary mentor to a lecturer at ASU (meet once per month for mentoring activities) 2019-2020**
* **Member of TLC Committee (have participated in both small and large group activities) 2019-2020**

**University Service**

* **Mayo Clinic Health Career Open House, Represented ASU/CHS, January 11, 2020**
* **Participated in Faculty Calling Campaign, personally calling 10 newly admitted students to ASU, welcoming and offering assistance, as they considered attending/enrolling.**
* **Participated/Presented at Paradise Valley High School Career Day, March 28, 2017**
* **Articulation Task Force, 2010 to present**
* **Arizona Course Equivalency Tracking System (ACETS), 2010 to Present**
* **MDL Scholarship Committee 2011 to present**

**Mentorship**

* **Established the MDL Mentor Club, Fall 2015 to Present**
  + **Work with current students and new students on program and career leadership and advocacy**
  + **Facilitate networking and mentorship between senior level students and entering junior level students**
* **Serve on CHS Mentor Committee and as a Primary Mentor to CHS faculty**

**Honors and Awards**

* **Received ASCP Foundation Laboratory Science Program Director Educational Grant, June 2018**
* **Received Sun Award, Service, October 2020**

**Self-Assessment**

In teaching my courses, I firmly believe that the student needs to be attached to the learning experience in order to achieve the higher-level goals. I try to create a comfortable and interactive classroom, with enthusiastic and diverse lectures and content. Since these courses are primarily of a clinical nature, I use my years of previous clinical experience to provide anecdotal and relevant information that supplements our course material. Feedback on progress is important to students, and I always attempt to be timely with all types of feedback—from formal grades to a simple acknowledgment of achievement in the lecture or laboratory environment. One of my strengths is sensing where to transition a class from fundamental to higher-end concepts—making sure that we’ve met our goals along the way. Another important aspect of my teaching involves being prepared and being current in a field of medicine that transitions quickly with technology and discoveries. It is my responsibility to stay on top of the material and incorporate new themes into my lectures.

I also handle the day to day administration of the program in its entirety, in the position of director. Starting a program anew, has been a challenging, yet satisfying experience. The program has had success in gaining and maintaining accreditation, graduating 8 cohorts of students, actively recruiting new students, providing a valued position within the community (hospitals and clinical laboratories having job-ready graduates), and providing a continuous and effective program in alliance with Phoenix College.

**Job Effectiveness**

The primary goal of this program is to graduate students who are job-ready. An overwhelming majority of our students have found employment in local clinical or hospital laboratories. Students also typically sit for national certification examinations after graduating, enhancing their professional and employment potential. The majority of our graduates have been successful in their first attempt at certification exams. There is also a community partnership, not only with Phoenix College, but with our clinical affiliates, who train students in the practicum or clinical rotation portion of their experience. I have established and maintained a number of excellent sites for our students. In each year that I have directed the program, we have had students awarded the Siemens/ASCP scholarship and/or the ASCP’s National Student Honor Award (2011-2019). While this is mostly due to the students accomplishments, it does speak well of this program. Lastly, maintaining accreditation through NAACLS (National Accrediting Agency for Clinical Laboratory Science), is an essential piece, and allows national recognition of the program. In this past accreditation cycle (2017-2019), I participated in the accreditation self-study review and report process, and hosted a team of site visitors from NAACLS in November of 2022, and thus receiving our continuing 5-year accreditation through April of 2028.

**Teaching Effectiveness**

From developing courses and teaching in this specific field of clinical laboratory instruction, learning and modifying all aspects of the courses of the program are considered. Using the student surveys is an important measure of the effectiveness of the courses. In regards to the cumulative scores in the areas of overall teaching and course rankings, my average responses are typically in the mid- to high-4 range out of 5.

**Service Effectiveness**

I have always attempted to maintain and participate in various service level roles and covet the opportunity that service provides. In addition to the various service efforts listed previously, the entries below contain some additional information.

Serving on the Substance Abuse Committee (2011-2013), we looked at the current by-laws and amended several areas due to the changes in expectation from the clinical affiliates and from understanding the practical roles of the clinical instructor. These changes were necessary and submitted to the board for final review. My role in the committee was as a director who places students in clinical settings, but also offered some knowledge of the testing parameters and results for routine drug-of-abuse testing, with my laboratory background.

I also serve on the Scholarship Committee, as the lead member of the MDL awards committee. I worked with two different benefactors that worked exclusively with our program. In this role, I assisted in the development of the selection criteria, and have selected and notified final awardees.

Since taking my position, I have served as an evaluator on the ACETS (Arizona Course Equivalency Tracking System), to evaluate and assign equivalencies from new courses developed in Arizona community colleges. And, as a member of the ATF (Articulation Task Force), have attended regular meetings to discuss and implement changes in the course equivalencies and pathway guide.

Since the summer of 2015, I have also worked to build up our simulation laboratory with analyzers, protocols, and plans. This is in conjunction with Phoenix College’s Alliance Program. It will provide a realistic laboratory experience for students and enhance our learning outcomes. I also established an ongoing mentor program with junior and senior students.

Lastly, while not in an official advising capacity, I do regularly meet with students in person, via email or phone, and discuss the program, where a student may fit in, and can evaluate transcripts at a basic level. Being on the Phoenix College campus, I do get some students referred by their advisors, or others who have received my contact information. I am proud to be an advocate of this program, and do welcome the opportunity to speak with potential students.

**Appendix A**

Course Descriptions:

**MDL410 (1 credit) Laboratory Leadership and Management**

This course provides an emphasis on the principles of leadership and management in a clinical laboratory. Application of the principles of problem-solving and decision-making, constructing and utilizing management tools, cost and budget considerations, communication techniques, and ethical issues.

**MDL420 (2 credits) Advanced Clinical Urinalysis and Body Fluids**

Advanced applications of urine and body fluid analysis with particular attention given to correlation of results to disease status, identification of abnormal cellular elements, cell-counting techniques, and non-routine urinalysis testing. On-Campus, student laboratory sessions included.

**MDL430 (3 credits) Advanced Clinical Hematology and Hemostasis**

Advanced applications of hematology and hemostasis with particular attention given to identification of premature cell lines, correlation of results with disease status, molecular techniques, non-routine coagulation testing, and extensive morphological studies. On-Campus, student laboratory sessions included.

**MDL440 (3 credits) Advanced Immunohematology and Immunology**

Advanced applications of immunohematolgoy and Immunology with particular attention given to immunology and serology testing, specialized antibody identification techniques, resolution of unique discrepancies, rare blood types, and unique transfusion scenarios. On-Campus, student laboratory sessions included.

**MDL421 (1 credit) Advanced Practicum: Clinical Urinalysis and Body Fluids**

Advanced laboratory application of methods and techniques used to evaluate and diagnose based on analysis of urine and body fluids.

**MDL431 (1 credit) Advanced Practicum: Clinical Hematology and Hemostasis**

Advanced laboratory application of methods and techniques used to evaluate hematologic and hemostatic disorders.

**MDL441 (2 credits) Advanced Practicum: Clinical Immunology and Immunohematology**

Advanced laboratory application of serologic methods and techniques used to diagnose disease and select appropriate blood components for transfusion therapy.

**MDL450 (3 credits) Advanced Clinical Microbiology**

Advanced applications of clinical microbiology with particular emphasis on identification of medically important fungi, mycobacterium, and parasites, along with applications of molecular testing and specialized identification and culture techniques. On-Campus, student laboratory sessions included.

**MDL60 (3 credits) Advanced Clinical Chemistry**

Advanced applications of clinical chemistry with particular emphasis on correlation of test results to disease status, statistical analysis, pre-analytical testing, critical values, calibration, and trending and tracking of quality control results. On-Campus, student laboratory sessions included.

**MDL451 (1 credit) Advanced Practicum: Clinical Microbiology**

Advanced laboratory application of the principles of specimen collection, processing, detection, identification, and antimicrobial testing of human pathogens.

**MDL461 (1 credit) Advanced Practicum: Clinical Chemistry**

Practical laboratory application of the principles of clinical chemistry, with emphasis on lab techniques, instrumentation, and clinical correlation.