

Jeffrey Wolz, MA, MLS(ASCP), MB^{CM}

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 Laboratory Science Certification, 1993 to present**
- **American Society for Clinical Pathology, Molecular Biology Certification, 2024**

Professional Memberships

- **ASCP (American Society for Clinical Pathologists) 1993 to present**
- **ASCLS (American Society for Clinical Laboratory Science) 2013 to present**
- **AGT (Association of Genetic Technologists) 2024**

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**

Professional Conferences and Workshops Attended (last 3 years)

- ASU Presentations, Active Shooter Training and Safety and De-escalation training June 2024
- ASCLS Labucate – Pre-examination/Pre-analytical Variables in Laboratory Testing, March 2024
- AZCEC Lab Professions Task Force meeting February and March 2024
- CLEC Conference (attended virtual sessions) Feb 21-23, 2024
 - Attended 11 presentations and break out sessions specific to the MLS and education field
- ASU Health Talks, Ethics of AI in Medical Education, February 2024
- Immucor Webinar, Molecular Genetic Testing, April 2023
- Immucor Webinar, Principles of Histocompatibility Antigen Test Methods, April 2023
- Immucor Webinar, HLA Basics, March 2023
- How are Blood Groups Discovered, February 2023, Ortho Clinical
- ChatGPT!, February 2023, ASU Teacher Talks
- Health Policy In AZ: A lane for Healthcare Professionals, February 2023, ASU Health Talks
- Patient Blood Management, The Why and Why Not, ASCLS, March 2023
- In the Beginning: HLA Basics, March 2023, Immucor
- Molecular Genetic Testing: Finding the Right Test for the Job, March 2023, MediaLab
- Principles of Histocompatibility Antigen Test Methods, April 2023, Immucor
- The Highs and Lows of Medical Marijuana, April 2023, ASU Health Talks
- Utilizing Humor in the Workplace, April 2023, CHS Presentation
- Diagnostics for the Healthy: The Screening Paradox, June 2023, ASU BMD Seminar
- Clinical Applications of HLA Testing, August 2023, Immucor
- AZCEC Centralized Healthcare Orientation, August 2023
- Promoting the Profession by Aligning Educational Program Titles to the MLS Career, September 2023, ASCLS
- Decoding Genetics: Direct to Consumer Testing and Services in AZ, September 2023, ASU Health Talks
- ASU/CHS Health Technology and Equity Virtual Summit, Multiple sessions attended, September 2023
- MALDI-TOF and the Laboratory Advantages and Disadvantages, October 2023, ASCLS

- HLA Antibody Case Study, November 2023, Immucor
- Diagnostics summit, ASU virtual attendance, October 2022
- Benefits of LTOWB (low titer, cold stored, O whole blood), Labucate, October 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
- Clinical Rotation Management Platforms, ASAHP January 2021

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
- Newly Developed MDL 570 and 580 for proposed graduate certificate program (courses approved by curriculum committee, fall 2023)

Department Service (MDL)

- Created and facilitate the MDL Mentor Club, 2015-Present
- Obtained ongoing Accreditation through NAACLS (April 2028) after completion of Program Self-Study and Site Visit, 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
- MDL Scholarship Committee
- Help maintain and run pre-clinical skills lab housed at Phoenix College

College Service

- Hiring Committee, MS Cytology, June 2024
- Annual Review Committee, Jan-Feb 2023 and 2024
- AZ Clinical Education Consortium 2018-present
- CHS 101 guest speaker liaison 2022
- CHS student engagement activity 2022
- ELC participant 2021 (experiential learning committee)
- 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) 2019-2020
- 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) 2019-2022

University Service

- ASU Refugee Family Workshop, STEM-M Presenter, Saturday November 11, 2023
- Mayo Clinic Health Career Open House, Represented ASU/CHS, January 11, 2020
- Articulation Task Force, 2010 to present
- Arizona Course Equivalency Tracking System (ACETS), 2010 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 learning goals. I try to create a comfortable and interactive classroom or laboratory environment, 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 12 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. The job-placement rate of the program graduates is very high, typically above the 90% range. 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 the time that I have directed the program, we have had multiple students awarded the Siemens/ASCP scholarship and/or the ASCP's National Student Honor Award (2011-2024). 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 (2022-2023), 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. The mean scores combined for all of my AY22-23 courses in the areas of Instructor Effectiveness and Course Effectiveness were 4.8 and 4.5 respectively (on a 5-point scale).

Service Effectiveness

I have always attempted to maintain and participate in various service level roles and covet the opportunity that service provides. I have participated in various service activities, including the yearly annual evaluation committee, promotion panels, hiring committees, mentor committee, service as a senior mentor to junior faculty, conducting peer classroom reviews, community outreach opportunities and participation in affinity networks.

In addition to the various service efforts listed previously, the entries below contain some additional information.

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 immunohematology 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 Immunoematology

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.

MDL460 (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.

Courses under development/approval:**MDL570 (3 credits) Applications of Molecular Diagnostics in the Clinical Laboratory****MDL580 (2 credits) Practicum**

