

Clinical Laboratory Management and Decision-Making

CLLS-418-01-200901

CRN: 14977

2 Credits

Fridays 1:40 – 3:00 pm- Room 320, Annex 1

<http://blackboard.howard.edu>

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Other appointments may be scheduled by e-mail or telephone

COURSE DESCRIPTION

This course is conducted in a relaxed and mutually respectful environment and is designed to foster self-directed learning and active student participation. Students will discuss the principles of laboratory management; participate in the processes of clinical laboratory problem solving; and use the instructional methodologies relevant to clinical laboratory science education with particular emphasis on educational technology and student-centered learning approaches. Students will apply the principles of laboratory management, clinical problem solving and educational methodology through the development and presentation of case studies, instructional units, standard laboratory operating procedures (SOPs) and other related activities.

You are expected to attend all scheduled class sessions on time. This is particularly important when a guest lecture is scheduled as this demonstrates respect for the guest. In addition regular and timely attendance ensures that you will glean maximum benefit from lectures and class discussions. Please note that assignment due dates and examination dates published in the syllabus are subject to change only with prior approval of the instructor. If an emergency prevents you from submitting your work on time, email an explanation to mneita@howard.edu asking to be *excused* from submitting that assignment on time. You must then submit the assignment as soon as possible after the due date. Be prepared to provide documentation of your excuse upon request. Students are allowed one unexcused class absence without penalty. Each additional unexcused absence will incur a penalty of 3.5 points from your final grade for participation. If you miss class, it is your responsibility to obtain lecture notes and assignments from another student or from Blackboard. Please turn off all electronic communication devices not integral to the activities in the class.

Prerequisites or Co- requisites:

Because students must be enrolled in clinical practicums to participate effectively this course is restricted to senior students in the Clinical Laboratory Science program.

This syllabus is a valuable resource. It is your responsibility to become familiar with all aspects of this document. Please review the course outline and objectives, use the rubrics to prepare your assignments, note the dates of scheduled presentations and due dates for assignments.

Plases note that the instructor reserves the right to make schedule changes to or alter the content of this course syllabus.

Terminal Objectives

The main goal of this course is to promote an atmosphere of collegiality in which students continue the process of professional development by building on their academic and practical experiences. I hope the course will accomplish the following:

1. Enhance the student's critical thinking abilities through the preparation, analysis, and discussion of clinical and management case studies.
2. Strengthen communication skills through in-class discussions, presentations and on-line collaborative discussions and exercises.
3. Promote self-directed learning
4. Expose the student to a variety of learning resources
5. Provide the student with a background in the principles of educational methodology and their application to laboratory medicine
6. Provide the student with the principles of laboratory and personnel management

Course Objectives

On completion of the course, students will be able to:

Educational Component:

- A. The student will be able to discuss the need for continuing education Programs (CEU) and correlate that need with the requirement for lifelong learning in a professional career:**

1. Justify the need for effective teaching in clinical laboratory science education.

2. Identify and describe the various teaching methodologies used in clinical laboratory science education.
3. Identify the organizations involved in Clinical Laboratory Science education
4. Define and explain the components of an educational program
 - a. Curriculum
 - b. Competencies
 - c. Objectives
 - d. Evaluation
5. Collaborate with other professionals in the field of education to fulfill the conditions of a signed contract (See contract page below).
6. Define and write objectives for each of the following domains:
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
7. Discuss the value of effective assessment instruments in determining student performance
8. Prepare and deliver an educational unit that consists of all the essential elements with 90% efficiency
 - a. Prepare teaching objectives that cover all three domains
 - b. Ensure that objectives are written at varying levels of Bloom's taxonomy
 - c. Deliver an educational unit with 95% efficiency
 - d. Develop an evaluation unit (student examination) with at least one question matched to each objective with 100% accuracy
 - e. Develop questions that cover the varying levels of taxonomy

B. Problem Solving and Critical Analysis

Using Problem Based learning techniques, students will practice and develop logical and analytical approaches to problem solving in the clinical laboratory:

9. Develop two case studies which integrate at least two clinical laboratory disciplines utilizing previous clinical and didactic knowledge.
10. Demonstrate an understanding of the application of critical pathways as guidelines for routine patient care
11. Evaluate and discuss the role of the laboratory in the application of critical pathways
12. Justify the need for epidemiology, surveillance compliance and the Notifiable Disease Surveillance (NDS) program
13. Discuss the role of the clinical laboratory in public health and disease surveillance
14. Define bioterrorism and identify the potential biological agents
15. Discuss the role of the clinical laboratory in the first response to a bioterrorism attack
16. Participate in, successfully complete and receive CEUs for a minimum of four modules in the BTT bioterrorism training as outlined in the assignment

C. Management & Professionalism

Students will define and discuss the basic principles of management applicable to the clinical laboratory. They will:

Management:

17. Communicate effectively in small group environments.
18. Demonstrate respect for the culture and personal attributes of fellow students during collaborative discussions and activities 100% of the time
19. Define management and the roles of a manager
 - a. Planning
 - b. Organizing

- c. Directing
 - d. Regulation
 - e. Leadership
20. Correlate the development of specific skills with effective management:
- a. Commitment
 - b. Developing team effectiveness
 - c. Accountability & trustworthiness
 - d. Conflict negotiation
 - e. Attention to results
 - f. Communication skills
- i. Listening well
 - ii. Responsiveness
21. Discuss different management styles and discuss the effectiveness of each
22. Prepare a plan for the management of safety in the clinical laboratory
23. Discuss the issues associated with effective staffing and scheduling in the clinical laboratory
24. Explain the needs and purpose of laboratory policies and procedures
25. Develop recruitment strategies for new laboratory personnel that comply with regulatory requirements
26. Develop a laboratory orientation program for a new employee
27. Develop and write job performance standards
28. Design a performance appraisal instrument
29. Develop an effective personnel evaluation instrument
30. Describe the role of personnel management in the effective operation of the clinical laboratory

31. Employ logical and analytical approaches solving management issues in the laboratory
 - a. Staff scheduling
 - b. Staff development
 - c. Compliance issues
 - d. Quality management
32. Discuss solutions for personnel and laboratory management issues
33. Define the principles of Quality Management
 - a. Quality Programs
 - b. Continuous Quality Improvement
 - c. Quality control
34. Define the Six Sigma concept as a measure of quality management
35. Identify the elements of six sigma (DMAIC)
 - a. **Define**
 - b. **Measure**
 - c. **Analyze**
 - d. **Improve**
 - e. **Control**
36. Discuss and analyze the benefits and drawbacks, if any, of applying six sigma principles to laboratory practice.

Professionalism

37. Define the professional Clinical Laboratory Scientist
38. Demonstrate respect for the culture and personal attributes of fellow students during collaborative discussions and activities

39. Discuss the roles of the clinical laboratory professional in the current and future healthcare field
40. Discuss the need for lifelong learning and professional development
41. Justify the necessity of belonging to and active participation in professional organizations and activities.
42. Critically analyze and correct a personal professional resume to comply with standard expectations
43. Prepare with 100% accuracy samples of each of the following:
 - a. cover letters
 - b. business memoranda
 - c. personal resume
 - d. Job advertisement for CLS position
 - e. Standard Operating Procedure (SOP) for a clinical laboratory process

Web Links

There is no assigned textbook for this class. However students are expected to read material on the web as assigned and to look for relevant and current information specific to the topics to share with the class. The links below will direct you to information that will assist you in preparing your assignments. These are also posted in the EXTERNAL LINKS folder and attached to the relevant assignments on Blackboard.

Six-Sigma:

To retrieve the Six Sigma Case Study and for additional information on Six Sigma principles and their relevance to clinical laboratory practice CLICK on the links below.

1. http://www.radiologyimprovement.nhs.uk/%5Cdocuments%5CLEan%5CSt_Helens.pdf
2. [http://www.valumetrixservices.com/pdf/WHC_CaseStudy\(final\).pdf](http://www.valumetrixservices.com/pdf/WHC_CaseStudy(final).pdf)

Quality Control and Quality Assurance:

This website is an excellent educational and reference resource for clinical laboratory students and professionals. Here you will find information case studies on the “Westgard Rules”, Quality requirement, QC applications, Six-Sigma, Validation studies, High Reliability Testing and more.

<http://www.westgard.com/>

Business and Professional Writing:

For assistance in writing the business memorandum, resume and cover letter click on the LINK provided here. SELECT the LINK to **[Professional, Technical and Job Search Writing](#)** to see examples and use the workshop. Please be reminded that the memorandum should discuss or outline a laboratory management or training issue.

<http://owl.english.purdue.edu/owl/resource/590/01/>

Case Studies:

The following links provide information that will assist you in preparing your case studies.

Critical Pathways:

This website illustrates several algorithms for routine patient care including the laboratory investigations recommended for patient diagnosis and management. You may surf the web for others. These will be useful in preparing your clinical case study.

<http://www.utmb.edu/cpg/>

For definitions and further information on preparing case studies see the American Society for Clinical Laboratory Science (ASCLS) website at:

<http://www.ascls.org/education/CLI/CLI-Submissions.pdf>.

Writing Instructional Objectives:

When writing the instructional objectives for your instructional unit, these sites contain valuable information regarding taxonomic levels, relevant verbs to be used and information on question format and matching questions to the objectives.

1. <http://www.naacls.org/program-center/>
2. <http://www.adprima.com/objectives.htm>
3. <http://saulcarliner.home.att.net/id/objectives.htm>
4. <http://med.fsu.edu/education/FacultyDevelopment/objectives.asp>

Bioterrorism Training.

This free online class is required. You must complete the laboratory resource network module on *The Laboratory's Role in Bioterrorism Response*, the *Laboratory Biosecurity* module and any two others, for a minimum of four (4) modules. You will earn continuing education units /credits (CEU s) for each module successfully completed.

Access the course on Blackboard via the EXTERNAL LINKS or log in to:
<http://www.bttrain.org>

Preparing PowerPoint Presentations:

Do you need assistance preparing your presentation? Are you unsure of what to include on a slide? How much information is too much? Click on the links below, (or cut & paste them into your browser), to access tutorials on preparing effective PowerPoint presentations.

1. http://www.kumc.edu/SAH/OTEd/jradel/Preparing_talks/TalkStrt.html

1. <http://fno.org/sept00/powerpoints.html>

http://www.masterviews.com/2005/01/03/dos_and_donts_when_preparing.htm

Assignments:

1. *BTT online:*

Participation in this free online course on the role of laboratorians as ‘first responders’ to bioterrorism is required. The course begins on the first of each month; therefore you should register in time to complete the program by April 01. The program consists of several modules and is self paced. Much of the material is already familiar to you; however the course develops your understanding of the laboratory’s role in the detection and response to biological agents of terrorism. Students must complete the laboratory resource network module on *The Laboratory’s Role in Bioterrorism Response*, the *Laboratory Biosecurity* module and any two others, for a minimum of four (4) modules. You will earn continuing education units /credits (CEU s) for each module successfully completed. You must print and submit a copy of the CEU certificate to earn credit for this activity. Employers consider it an advantage for new graduates to already have CEUs on their resume

Access the course on Blackboard via the **EXTERNAL LINKS** or log in to <http://www.bttrain.org>

2. *Case Studies:*

Students are expected to develop two case studies: One of the case studies must be a *clinical case* that depicts a hypothetical patient with a particular condition or disease (e.g. diabetes)and the role of the clinical laboratory in the diagnosis, treatment and monitoring of patient status. The other must depict a *management issue* related to laboratory practice and its solution. Case studies must adhere to the rubric for oral and written case study presentations (Rubrics B and C) attached below and posted in the COURSE INFORMATION folder on Blackboard. Case studies should include the following elements:

A. Clinical cases must be challenging and complex enough to effectively demonstrate the role of the laboratory in patient diagnosis, treatment and monitoring. To achieve an acceptable degree of complexity the case must incorporate at least two (2) areas of clinical laboratory science.

Clinical cases must include:

1. Demographic information about the patient
2. Diagnosis (laboratory and clinical)
3. Laboratory monitoring of patient status

4. Analysis and interpretation of results
5. Possible strategies for control, prevention and patient education

B. Management cases may involve issues such as laboratory organization and quality control; personnel management; budgeting financial resources; medical/legal concerns in the laboratory; quality assurance and peer review; or accreditation and licensure

Management cases must include:

1. A detailed description of the problem
2. Impact of the problem on laboratory operations
3. The management strategy used for problem resolution
4. Assessment of the intervention and follow-up of the success of the intervention

Students may select ONE of their case studies for oral presentation. Case studies for oral presentation MUST be submitted in Microsoft PowerPoint. For further information see the American Society for Clinical Laboratory Science definition for case studies at <http://www.ascls.org/education/CLI/CLI-Submissions.pdf>. This link is also posted in the EXTERNAL LINKS folder on Blackboard.

3. Instructional Unit

Continuing education is an essential aspect of the career laboratory professional. Laboratorians are required to complete a specified number of continuing education credits (CEUs) to maintain their certification. They are also required to either present continuing education workshops or in-service training to students, fellow laboratorians or other healthcare professionals. As an accreditation standard the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) requires CLS programs to provide students with the basic foundations of educational methodology in order to facilitate their on the job teaching experiences. Therefore, each student will contract (see page 13 below) with the instructor of their choice to develop an instructional unit for delivery to clinical laboratory science professionals or students. The unit must be brief enough to be delivered in a 15 minute period and must have the following components:

- I. Instructional objectives
- II. PowerPoint presentation or other mode of delivery
- III. Examination / quiz questions at various taxonomic levels to test student comprehension
- IV. An instrument to determine instructor and unit effectiveness.

Grading Criteria for Presentations (See Rubric D –attached below and posted in COURSE INFORMATION folder)

Grades will be based on:

1. Coverage of the material
2. Clarity of presentation
3. Organization
4. Presentation style
5. (Including visual and other supportive materials)

4. Business Writing

The initial impression you provide to potential employers often comes from your resume and cover letter. Logically organized and clearly written documents may be the deciding factor for some employers. In addition, individuals in managerial or supervisory positions must frequently communicate with their supervisors and others in writing. These assignments will assist you in preparing documents for the job market and clarify the acceptable formats for selected documents in the workplace.

- a. Job advertisement for CLS position
- b. Resume
- c. Cover letter
- d. Memoranda
- e. SOP for a selected laboratory procedure

Manuscript Conventions:

The student is required to provide adequate and appropriate citations for all PowerPoint presentations, case studies, SOP and other documents produced for this course. Citation style for the class can be either APA, or the style used in any journal of medicine or clinical laboratory science. For the management cases you must use the APA format.

Computation of Final Course Grade:

200 points Case Study Analyses & presentations (100 points each)

50 points Class participation & Discussion Board

50 points Bioterrorism preparedness training

100 points Instructional Unit & presentation (see schedule)

100 points Professional writing

Job advertisement for CLS position

Resume

Cover letter

Memoranda

SOP

Extra Credit is offered only during the term and only to the class as a whole. Therefore, you cannot improve your grade at the last minute by requesting additional work.

A grade of Incomplete (I/-) is given only if the student has satisfactorily completed 75% of the assigned course material, is passing the course, and is unable to finish the semester due to a documented emergency or unforeseen circumstance. Since this course is offered only to senior students in the last semester of the senior year. An incomplete (I/-) will prevent the student from graduating that semester.

REQUIRED TECHNICAL RESOURCES

Because some aspects of this course will be on-line you need to have the following resources to best utilize the print media, images, animations, simulations, virtual tours, and video that will be made available. Therefore, in addition to Internet Explorer or Netscape, you will need the following programs installed on your computer to play or view these media:

- Acrobat Reader, MS Word, Power Point, QuickTime, Flash, Shockwave, Real Player, and Windows Media Player.
- Go to <http://www.cetla.howard.edu/FVSR.htm> and download any programs you do not have.
- Download the most recent version of Acrobat Reader, Windows Media Player, and Flash. Downloading now will spare you the inconvenience of having to wait for a download when you're trying to complete an assignment.

If you find other digital media or texts please be prepared to share them with the class. I will periodically assign WebQuests so that the class can exploit the Internet to co-create knowledge.

Technology Requirements

Hardware: You may use a PC or Mac, as long as the computer meets the following requirements. If you bought your computer within the last three years, it probably does.

- Processor speed of 133 MHZ or faster
- 64 MB RAM or more
- Minimum 800x600 resolution
- 16-bit color
- Video card
- Audio card and speakers

Connectivity: Theoretically, you can access the course by dialing up with a 56K modem. However, we strongly recommend that you access a high-speed network (e.g., cable, DSL, or the campus network) so that you will not waste time waiting for files and web pages to download. You will also need an email account. Please [update your email address](#) in Blackboard.

Software: At minimum, you need a modern operating system, web-browser, anti-virus software, and a standard word-processing program.

- *Operating System:* PC Users: Windows 95 or higher; Mac Users: OS 7.5 or higher
- *Web Browser:* for best results, [Internet Explorer 6.0 or higher](#), [Netscape 4 or higher except 6](#), or another recent version of a web browser with Java and JavaScript capability (When you access Blackboard, if you see a message that Java is not enabled, try [adjusting the settings](#) in your browser.)
- *Anti-Virus Program:* Norton, MacAfee, or other anti-virus software
- *Word-Processor:* [Microsoft Word](#) or a word-processor that can save and open files in Word format

To access the Blackboard chat rooms, you may also need to [disable your pop-up blockers](#) and download a Java plug-in. Click the VIRTUAL CHAT button on Blackboard and follow the instructions for downloading, if prompted.

Internet Basics. To succeed in this course, you need to know how to use email, search library databases and the World Wide Web, handle the Blackboard course management system, and protect your computer from viruses. If you do not, please see the following resources:

- HU Email: [illustrated instructions from ISAS](#)
- Web and Database Searches: [HU Library guide](#)
- Blackboard: [CETLA's Blackboard Resource Center](#)
- Anti-Virus Protection: [CETLA's Protecting Your PC Tutorial](#)

Blackboard skills are critical because you will submit some assignments via Blackboard's DIGITAL DROPBOX, or test/survey software. Please note that ***I will NOT accept assignments via hand-delivery, postal service, fax, or email. Under no circumstances will I open email attachments.*** Remember even if you are sending attachments via Blackboard, you must scan documents with up-to-date anti-virus software.

Computer Skills. It is critical that you know how to create, copy, and paste documents by means of a word-processor. To facilitate the exchange of documents, **you MUST use and submit files in Microsoft Word format.**

Activities and Assignments

You will be assigned activities such as exploring websites, studying images, watching online videos, and reading postings or attached documents. When you explore websites, you do not need to read every page. Just access each link on the homepage so that you will know what resources are available on that website when you need them. However, carefully read all documents listed as “readings” in the course schedule.

Manuscript Conventions. In your assignments, if you cite an unassigned online source, please include the hyperlink so that we can access it right away. On the other hand, if you cite an unassigned offline source, please provide the publication information in [a standard format](#). The citation styles that are appropriate for use in this course will be discussed in the class.

Participation. You are required to check the ANNOUNCEMENTS, ASSIGNMENTS, and DISCUSSION BOARD weekly. However you should not assume that you can just log on to see what is new. Even if you successfully complete all of your assignments without participating in class, and online when required, you cannot earn more than a “C” for the course (see “Computation of the Final Grade” below). Every student is expected to post, read other students’ responses, reflect, and provide feedback and new information.

ON-line Assignments are due by midnight on the posted date (Eastern U.S. time).

HELP RESOURCES

If you run into computer-related difficulties, here are some tips:

- If you experience computer problems at home, go to a lab, library, workplace, or friend's house where you can complete your work.
- If you encounter a problem in a lab, ask the lab assistant to email us so that you won't lose credit.
- If the Blackboard server goes down, IMMEDIATELY e-mail me so that you won't lose credit.
- If the HU network goes down please note the time so that we can confirm it

Blackboard Support: CETLA's [Blackboard Resource Center](#) is the fastest way for students to find the answer to a question about Blackboard. The Blackboard Resource Center provides illustrated step-by-step instructions for performing common tasks, Frequently Asked Questions (FAQs) about administrative issues, and detailed manuals. To view these go to [Blackboard FAQs site for students](#).

GRADING POLICIES

Blackboard allows you to check your grades "anywhere, anytime," so take advantage of this opportunity to monitor your progress. Just click the TOOLS button and then MY GRADES. You will see your grade for each assignment as well as the class average; however, to determine the weights, see "Computation of the Final Grade" below. If you have questions about a grade, email mneita@howard.edu immediately. **I will not** adjust grades after submitting them to the Registrar unless there is a computational error.

Academic Integrity

Howard University is committed to creating an environment of trust and civility in the classroom. Students and faculty share the responsibility for maintaining this environment in which all are challenged academically, encouraged to learn, and treated fairly and honestly. You violate academic integrity by participating in or facilitating dishonest activities including, but not limited to cheating, cheating, fabricating information, tampering or plagiarism.

For specific information regarding student conduct at Howard University, you are referred to the Student Academic Code of Conduct

<http://www.howard.edu/StudentActivities/CodeofConduct.html> and to the statement on plagiarism found below.

STATEMENT OF PLAGIARISM

Plagiarism is the representation of another person's word and ideas as your own. This misrepresentation is a breach of ethics that seriously compromises a person's reputation. Professional careers have been ruined by revelations of plagiarism.

Researchers, therefore, must scrupulously acknowledge sources to give proper credit for borrowed materials. The following rules should be observed to make sure that the distinction between your own words and ideas and those of others is justly maintained. Of course, submitting a paper that is completely the work of another person is plagiarism in its most extreme form.

1. Words, phrases, and sentences of another person should be enclosed in quotation marks and cited in proper form.

2. Paraphrases and summaries of the ideas of others should be properly cited. These paraphrases and summaries should not represent merely the rearrangement of sentence elements but should be written in your own style.

3. Quotations, paraphrases, and summaries should be introduced with the name of the writer being cited.

4. Every item in the paper (i.e., all sources of others' word and ideas) should appear in the bibliography in proper form.

5. Citations should contain all the information required by standard conventions and specifically indicate the location of the material cited. Page numbers should be checked for accuracy before the paper is submitted; the reader must be able to find the source of the material quoted, paraphrased, or summarized. Forms for citations and bibliographies should conform to those indicated by the professor.

If you plagiarize all or part of an assignment, you can expect severe penalties, ranging from failure in that assignment to being recommended for a hearing before a judiciary body of the University. For a list of penalties, which may be imposed, see *The Student Code of Conduct and Judiciaries* in the *Student Reference Manual and Directory of Classes*.

Students should be aware that any incident of plagiarism or other form of academic dishonesty in this class will be dealt with severely.

American Disabilities Act

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact The Dean for [Special Student Services](#) (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the first week of classes

Department of Clinical Laboratory Science

CLLS-418

Student–Instructor Agreement for Instructional Unit Presentation.

The undersigned instructor and student have agreed to participate in the following instructional exercise in partial fulfillment of the *Educational Methodology* Unit defined in *CLLS – 418/ Clinical Laboratory Decision Making*:

Course #: _____

Instructor: _____

Selected Unit of Instruction

1. Title: _____

2. Length of Unit Presentation: _____

3. **Date of Unit Presentation:** _____ **Time:** _____

Signatures: _____

Student

Instructor

Date

<i>Rubric A:</i>	Advanced	Proficient	Developing	Beginning	Score
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<i>Discussion Board</i>	A	B	C	4	
Word Limit 5%	A minimum of 100 words	A length of 50 -100 words per response	Is less than 50 words	Is less than 50 words	
Comprehension 20%	Is substantively related to and reinforces the topic overview, text or supplementary readings Substantive discussion which relates to key principles	Contains references to the overview, text or supplemental readings, but not well integrated in the response makes reference to key points, but they are not developed or integrated into the response	Contains some references to the overview, text or supplemental readings but they are not integrated into the response. Makes few references to key points.	Contains no references to key principles, overview, text or supplemental readings; if key principles are mentioned there is no evidence that they are clearly understood	
Analysis of Information 35%	Responds to the ideas and concerns of other readers Has three or four of the following: a. Thought- provoking b. Supportive c. Challenging d. Reflective Presents personal or professional material to demonstrate application of principles.	Response is unrelated to the ideas and concerns of others Response lacks two or more of the following: a. Thought-provoking, b. Supportive, c. Challenging or reflective	No reference to personal or professional examples. Response lacks three of the following: a. Thought-provoking, b. Supportive, c. Challenging or reflective	No reference to personal or professional examples. Response lacks the following: a. Thought-provoking, b. Supportive, c. Challenging or reflective	
Resourcefulness 15%	Provides relevant and substantial information from external sources including the web.	Provides some information from external sources	Provides no additional information	Provides no additional information	
Timeliness 5%	Submitted according to the deadlines	Submitted according to the deadlines	Submitted according to the deadlines	Not submitted according to deadlines	

Language 20%	Language is clear, concise, and easy to understand; response is well organized; terminology is used appropriately. References used where applicable	Is adequately written; uses some terms incorrectly; may need to be read two or more times to be understood.	Poorly written; many terms used incorrectly; Needs to be read more than twice to be understood.	Poorly written; with incorrect terminology throughout.. Response is not well organized and is difficult to understand after several readings.
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<i>Rubric B.</i>	Advanced	Proficient	Developing	Beginning	Score
<i>Presentations</i>	A	B	C	D	
Organization 20%	Presentation is logical and organized sequentially. Easily understood and interesting	Presentation is logical and sequential. Easily understood	Presentation is not organized logically or sequentially. Difficult for audience to follow.	Audience cannot understand presentation. No sequence of information.	
Subject Knowledge 30%	Demonstrates full understanding of information. Explains concepts; uses examples; applies information. Elaborates.	Understands information and concepts. Explains but does not elaborate	Uncomfortable with information. Displays rudimentary grasp of concepts. Cannot explain or elaborate	Demonstrates a lack of understanding. Cannot answer questions about the subject.	
Creativity Media, Graphics, Props 10%	Used relevant and appropriate visuals to enhance presentation. Visuals were engaging and reinforced content.	Used relevant and appropriate visuals.	Used few visuals. Some visuals were inappropriate and did not support text	Used no visual aids.	

<p style="text-align: center;">Delivery</p> <p style="text-align: center;">15%</p>	<p>Delivery was clear, well modulated and appropriately paced. Terms were pronounced correctly. Few notes were used and eye contact was maintained with the audience</p>	<p>Delivery was clear, well modulated and appropriately paced.. Most terms pronounced correctly. Notes checked repeatedly, but eye contact was maintained.</p>	<p>Delivery was clear and well modulated. Most terms pronounced correctly. Notes checked repeatedly (mainly reads), some eye contact .</p>	<p>Delivery was unclear; pace was either too fast or too slow; pronunciation was mostly incorrect; poor eye contact.</p>
<p style="text-align: center;">Response to Questions</p> <p style="text-align: center;">20%</p>	<p>Answered confidently; explained responses and expanded information</p>	<p>Some hesitation, but answered correctly with some explanation</p>	<p>Responded hesitantly, with some “I don’t know’s”.</p>	<p>Body language displays lack of confidence / knowledge (e.g. shrugs). Frequent “I don’t know’s”.</p>
<p style="text-align: center;">References</p> <p style="text-align: center;">5%</p>	<p>Provides citations for text as well as graphic sources in appropriate format. Uses substantive sources other than class texts</p>	<p>Provides citations for text as well as graphic sources in appropriate format. Uses few sources other than class texts.</p>	<p>Provides citations for all text but not graphic sources. Format is mostly appropriate. Uses only class text</p>	<p>Provides no citations for text or as graphic sources Format inappropriate.</p>

Rubric. C.	Advanced	Proficient	Developing	Beginning	Score
Case Studies	A	B	C	D	
Context and background information 30	Background information and issues are clearly defined. Relevant details are provided. Case is informative, interesting and realistically portrayed with some dramatic emphasis.	Background information and issues are clearly defined. Relevant details are provided. Case is informative.	Background information and issues are clearly defined. Relevant details are provided.	Some background information provided. Case provides no new information. And is neither interesting nor realistic.	
Complexity of the case 30%	Case is challenging and complex. Requires correlation of data from two or more laboratory disciplines or application of creative management decision for solution. Includes some missed diagnoses or errors that require further investigation.	Case is challenging and fairly complex. Requires correlation of data from two or more laboratory disciplines or application of creative management decision for solution.	Case is straightforward. Utilizes data from two laboratory disciplines or application of simple management decision for solution.	Case is simple. Relies on data from one laboratory or application of basic management guideline for solution	
Effective analysis/solutions/strategies. 35%	Careful and logical analysis of results/data. Assessment clearly demonstrate that intervention or investigation produced positive outcome	Careful and logical analysis of results/data to demonstrate positive outcome..	Superficial analysis of results/data . Outcome unclear and questionable .	Flawed analysis of results/data. Outcome unclear	

References 5%	Substantial research of the problem. Uses several relevant sources other than class texts. Provides citations for text as well as graphic sources in appropriate format.	Good research. Uses few relevant sources other than class texts. .Provides citations for text as well as graphic sources in appropriate format.	Minimal research. Uses fewer than three source other than class text Provides citations for all text but not graphic sources. Format is mostly appropriate.	Uses only class text. Provides no citations for text or as graphic sources Format inappropriate.	
Rubric D. Instructional Unit	Advanced A	Proficient B	Developing C	Beginning D	Score
EDUCATIONAL METHODOLOGY					
Instructional Objectives 20%	Objectives are clear, measurable, and at varying taxonomic levels from 1-4. Correct verbs used.	Objectives are clear, measurable, and at least three taxonomic levels. Correct verbs used	Objectives are measurable. Limited to one or two taxonomic levels. Correct verbs used most of the time.	Incorrect verbs used frequently; objectives not always measurable. Objectives only at taxonomic level 1.	
Assessment Questions 20%	Questions clearly match lecture objectives. Questions are at varying taxonomic levels. Appropriate question types used.	Questions clearly match lecture objectives. Taxonomic levels 1 and 2 only. Appropriate question types used.	Questions do not always match lecture objectives. Taxonomic levels 1 and 2 only. Some inappropriate question types used	Questions do not match lecture objectives. Taxonomic levels are low (Level 1). Inappropriate question types used	
Faculty Evaluation Instrument 5%	Evaluation addresses all issues 1-5 below as well as timeliness of instructor	Evaluation addresses all issues 4/5 issues below as well as timeliness of instructor	Evaluation addresses fewer than 3 issues below.	Evaluation is inadequate to assess any of the issues below.	
PRESENTATION					
1. Subject Knowledge 20%	Full understanding of information. Explains concepts; uses examples; applies information. Elaborates. Presentation logical, sequential and easily followed and interesting	Understands information and concepts. Explains but does not elaborate. Presentation is logical and sequential. Easily understood	Uncomfortable with information. Displays rudimentary grasp of concepts. Cannot explain or elaborate Presentation is not organized logically or sequentially. Difficult for audience to follow.	Demonstrates a lack of understanding. Cannot answer questions about the subject. Audience cannot understand presentation. No sequence of information.	
2. Creativity Media, Graphics, Props 5%	Used relevant and appropriate visuals to enhance presentation. Visuals were engaging and reinforced content.	Used relevant and appropriate visuals.	Used few visuals. Some visuals were inappropriate and did not support text	Used no visual aids.	

3. Delivery 5%	Delivery was clear, well modulated and appropriately paced. Terms were pronounced correctly. Few notes were used and eye contact was maintained with the audience	Delivery was clear, well modulated and appropriately paced.. Most terms pronounced correctly. Notes checked repeatedly, but eye contact was maintained.	Delivery was clear and well modulated. Most terms pronounced correctly. Notes checked repeatedly (mainly reads), some eye contact .	Delivery was unclear; pace was either too fast or too slow; pronunciation was mostly incorrect; poor eye contact.
4. Response to Questions 20%	Answered confidently; explained responses and expanded information	Some hesitation, but answered correctly with some explanation	Responded hesitantly, with some".	Body language displays lack of confidence / knowledge (e.g. shrugs). Frequent "I don't know's".
5. References 5%	Provides citations for text as well as graphic sources in appropriate format. Uses substantive sources other than class texts	Provides citations for text as well as graphic sources in appropriate format. Uses few sources other than class texts.	Provides citations for all text but not graphic sources. Format is mostly appropriate. Uses only class text	Provides no citations for text or as graphic sources Format inappropriate.

CLLS-418.

Clinical Laboratory Management & Decision Making

Lecture and Assignment Schedule

Spring 2009

You MUST Attend All **Guest Lectures designated in BLUE**

JAN. 09 Introductory Lecture- Basic Principles of Management

JAN. 16 Clinical Laboratory Management

Diagnostic Essay – Management Style due

JAN. 30 Administration Management

FEB. 06 Constructing the Instructional Unit

Bloom's Taxonomy

Instructional Objectives

Writing Test Items

FEB. 13 The Instructional Unit -Continued

Assignments due: Contract for Instructional Unit

FEB. 20 Management & Case Study Review Session

Assignments due: Resume & Cover Letter - Review

First Draft of Case Study I -due for review

FEB. 27 Cultural Competence

Mrs. Souzan Hawala-Druy

Assignments due: First Draft of Instructional Unit / PowerPoint presentation

MAR. 6: Conflict Management & Decision Making

Mrs. Michele Best

Systems Director for Clinical Laboratories

Dimensions Health

Assignments due: Business Memorandum

MAR. 13

Total Quality Management

Mr. Dereje Tekle

Assignments due: Six Sigma Assignment due by Midnight on March 12, 2009

MAR. 20

No Class – Spring Break

MAR. 27

Scheduling & Staffing

Mr. Dereje Tekle

Assignments due: CLS Position Advertisement due

APR.1, 2, 3

Presentation Weeks 2 – Case Study

APR 10

Accreditation: Regulatory & Professional Oversight

Ms. Diana Davis – Howard University Hospital

APR.17

Finance & Budgeting

Mr. Bentley Reid

ASCLS Region II Case Study Competition

Saturday, April 25, 2009, 12:30 pm

Baltimore, MD

The Annual Region II ASCLS Case Study Competition is an optional activity for interested students. Information regarding this activity is posted in Blackboard in the COURSE INFORMATION folder. If you would like to participate, please inform the instructor of this course and the faculty will provide you with the support necessary to ensure a good performance. Transportation will be provided if students wish to participate.