I. Introduction

CLT:205 was designed to show the student the inter-relationships of laboratory tests correlated with the disease. Significance of laboratory testing and results will be taught with a dynamic overview to diagnosis, prognosis, etc.

The course has been organized into the following components:

- Clinical Laboratory Student Bowl, Trivial Pursuit, Clot, Infection (If time permits)
- Mock Board of Registry (Pretest & Post-test)
- New Employee Orientation Training and Demonstration
- Journal Club (If time permits)
- Case Studies
- Tech Samples (If time permits)
- Written Assignment and Oral Report

This course meets on Monday (12:30 PM - 2:30 PM) in B417. On-line and out of class assignments are also required.

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Emeritus Professor
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Appointments should be made at a mutually convenient time, by contacting the instructor. Prior appointments & commitments will take priority over walk-in meetings.

II. Course Objectives

Upon successful completion of the course, the student should be able to:

1. Relate specified diseases to laboratory testing and results.
2. Describe specified disease processes.
3. Discuss etiology and classification of specified diseases.
4. Summarize their knowledge of laboratory results and their interpretation concerning disease, diagnosis and prognosis.
5. Applies principles of technical training to orient new employees.
6. Write about a selected countries health care system and the impact of its culture on delivery of patient care in the United States.
7. Work with others in a cooperative manner and as an equal partner.
III. Expected Outcomes:

The student should:

1. Relate laboratory findings to common disease processes.
2. Explain the pathophysiology of specified diseases.
3. Describe the classification and etiology of specified diseases.
4. Express the knowledge of laboratory results and their interpretation of disease diagnosis and prognosis.
5. Demonstrate correct usage of training methods sufficient to orient a new employee.
6. Explain how health care in a selected country differs from the United States and how its culture effects utilization and communication with patients.
7. Interact with classmates in a cooperative, respectful manner; demonstrating preparation for and involvement in the assigned learning activity.

IV. Basis for Evaluation

Grades will be assigned as follows:

C - Attendance and punctuality; Class participation; Satisfactory written assignments on assigned and selected topics; Completion of all assigned on-line modules at 80%; Satisfactory new employee orientation demonstration; and a passing score on the Mock Registry (65%).

A or B – Performance as described for a grade of C plus: Oral summary of written assignments; Quality and completeness of written assignments and oral reports. A clear understanding of the topics should be related. Mock registry is passed on the first attempt. The score on the mock registry will be averaged in with case study and written assignment scores.

If a grade of less then passing is obtained on the Mock Registry, arrangements will be made individually for a retake.

V. Policies

1. Students are expected to attend all classes. The course grade will be dropped one letter grade for each unexcused absence. Acceptable documentation may be required for an absence to be excused.

2. Students are expected to participate in class and on-line by processing case studies. A summary mind map or concept map will also be submitted. Reports will be presented to class. The course grade will be dropped one letter grade for each time these items are not provided.

3. Students are expected to engage in meaningful interaction about their case, with their group members, on Blackboard’s discussion board. Each student should exchange information about their case in a thoughtful, respectful, and focused way. A minimum of 4-6 postings per student per case is expected.

4. Cheating is defined as plagiarism or the use of texts or aids in test situations not specifically authorized by the instructor. To plagiarize is to copy someone else’s work and to submit it as
your own original work without crediting the author. Even if you rewrite a little, such a paper is still considered to be plagiarized. A plagiarized paper receives an F and no points. Unethical behavior such as cheating is cause for dismissal.

5. All papers are due on the day of the first oral report.

6. Please make an appointment with the instructor to discuss any problems you are experiencing with the course assignments.

7. Please turn off cell phones and pagers during class.

VI. Case Study Presentation

Each case study presentation should include information about the patient, and appropriate test results. You can also include situations that may effect test results. Please do use slides, smears, or pictures to enhance your presentation. Be prepared to present this information with PowerPoint, on the overhead projector, handouts, or via chalkboard. I can copy handouts for you, but I must have them in advance.

Ask 3-5 thought provoking questions. (i.e. Questions should go beyond the simple recall of facts. They should either require the use of facts or problem solving skills.)

After allowing the class some time to process the information and answer the questions, be prepared to summarize information pertinent to the case. This should include a review of the topic, and specific information about your case. Be prepared to answer questions about your case.

VII. Special Project

A Special Project is a requirement for satisfactory completion of this course. The special project, assigned to each member of the class, is the preparation and presentation of a paper on a country (from a region listed below) and specifically assigned by the Instructor.

This Special Project (Research paper) should include:
1. Brief overview of a countries location and health care system.
2. Etiology of the countries top diseases contrasted with the United States.
3. The disease process associated with the countries top diseases.
4. Diagnosis correlated with laboratory testing and results (all departments). Contrast methods used in the country with methods used in the United States.
5. Treatment (Briefly), correlated with laboratory testing and results. Contrast with treatment used in the United States.
6. Prognosis (Briefly), contrasted with the United States.
7. Summary of the countries culture and how it impacts utilization of health care services and communication with patients in the United States. (Eg. Language, Customs, Gender, Religious)
8. If possible, case studies obtained from one's clinical sites would provide excellent additional material.

It should be 10-20 pages in length with at least four (4) references (1 should be a current professional journal article). An outline/mindmap and rough draft must be submitted to instructor for approval, on scheduled dates. The final paper must contain the outline/mindmap and rough draft.

This special project **MUST BE TYPED** (12 point Font [Arial, Courier, or Times New Roman]; double spaced) and have a bibliography. Footnotes should be included when appropriate. The final finished paper will be presented to the class.
Scheduling of class presentations will be made by the instructor. If you wish to hand out a summary of your report, I can copy it for you. **I will need it 3 days in advance of your report.**

**TOPICS TO BE ASSIGNED:**

Choose a country in one of the following regions of the world.

1-Asia/Pacific  
2-Caribbean  
3-Europe  
4-Africa/Mideast  
5-North America (not USA)  
6-Latin America

**VIII. Access Office**

The ACCESS OFFICE-Disability Support Services (G-215, 644-9039) has been designated by the College as the primary office to assist students with disabilities. If you have a disability and receive services through the ACCESS OFFICE, feel free to discuss your approved accommodation needs with me. (Approved classroom accommodations will be listed on the Instructor Notification Memo you will bring with you from the ACCESS OFFICE). I will hold any information you share with me in the strictest confidence, unless you give me permission to do otherwise.

Students need to inform faculty members of special needs as soon as possible to ensure that those needs are met in a timely manner.

**IX. Assessment**

St. Louis Community College is committed to the continuous improvement of student academic achievement. The college undertakes assessment of its academic programs and courses to assure that student learning is not only occurring but improving. Further, classroom assessment by individual instructors discovers what is working in the particular classroom to facilitate learning. At each of these levels of academic achievement - classroom, course and program - you, the student, will be asked to participate to enable the College to improve its product, which is your learning. Assessment is a means to evaluate the learning process and is separate from the grading process. Your participation will be solicited and appreciated.

**X. Disclaimer**

From time to time this syllabus may need to be amended. Students will be notified of syllabus changes during a regularly scheduled class. It will be the responsibility of the student to ensure they possess the latest version of the syllabus.

**X. Textbooks**


Jarreau, Patsy. Clinical Laboratory Science Review, LSUHSC Foundation, Department of Clinical
XI. Additional Resources

1. ASCP (Board of Registry Information) [on-line]  

2. Advance [a free biweekly publication] (800)355-1088


4. Resumes, Cover letters, interview strategies, etc.  
   < www.cln.org/themes/writing_resumes.html>

5. Karen Kiser’s Home Page on the Internet. (Internet access is available in the classroom and library.)


8. Medical Laboratory Technician Review (CD-ROM, available in the classroom)