



## Course Syllabus

### **MLAB 1211 – Urinalysis**

*Revision Date: 9/8/2016*

**Catalog Description:** An introduction to the study of urine and body fluid analysis. Includes the anatomy and physiology of the kidney, physical, chemical and microscopic examination of urine, cerebrospinal fluid, and other body fluids as well as quality control, quality assurance and safety.

**Lecture hours = 2, Lab hours = 1**

**Prerequisites:** Enrollment in this course and the Medical Laboratory Technology Program requires department head approval and successful completion of the admissions process. Students must be accepted into the MLT Program

**Semester Credit Hours: 2**

**Lecture Hours per Week: 2**

**Lab Hours per Week: 1**

**Contact Hours per Semester: 80**

**State Approval Code: 5110040000**

**Instructional Goals and Purposes:** The purpose of this course is to teach the principles and procedures of urinalysis. The first phase of this course covers the study of macroscopic and microscopic structure of the kidney and the principles of renal function. The analysis of urine with specific application of techniques is included.

The second phase of this course covers the composition, formation, and functions of body fluids other than blood and urine. Included is the collection, processing, and laboratory analysis of body fluids. Throughout this course, special emphasis is placed on correlating or laboratory results with the patient's probable condition.

#### **Learning Outcomes:**

1. Apply principles of safety, quality assurance and quality control.
2. Evaluate specimen acceptability.
3. Explain principles of each test included in a routine urinalysis.
4. Describe the composition, formation and function of selected body fluids.
5. Explain the anatomy and functions of the renal system.
6. Evaluate and correlate laboratory results with patient condition(s).

#### **Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

1. **Chapter 1 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**
  - a. List six major Functions of the kidney and urinary system.
  - b. Sketch the urinary tract, labeling each of the four basic anatomical components.
  - c. Diagram the kidney and the structures it contains.
  - d. Identify the main functional unit of the kidney.
  - e. Identify the structures and components of the nephron.

- f. Describe the functions of the glomerulus, the tubule, and the loop of Henle.
- g. Sketch the structures of Bowman capsule and the glomerulus.
- h. Summarize the blood flow through the kidney from the renal artery through the renal vein, including the glomerulus.
- i. Describe the process of glomerular filtration and list what is filtered and what is not filtered from blood.
- j. Discuss the glomerular filtration rate and how filtration is affected by blood flow and by the dilation and contraction of the afferent arteriole.
- k. Describe what happens to the glomerular ultrafiltrate as it becomes the urine that is excreted.
- l. Define renal threshold and countercurrent mechanism. State the renal threshold range for glucose.
- m. Discuss the reabsorption process and what is reabsorbed.
- n. Summarize the process of tubular secretion in the nephron.
- o. Explain the role of the kidney in ion secretion and acid–base balance and identify the roles of (a) hydrogen ions, (b) bicarbonate ions, and (c) ammonium ions in accomplishing this balance.
- p. Describe the process of formation of urine.
- q. Describe the effect of each of the following and their effect on urine production: (a) aldosterone, (b) renin, and (c) vasopressin (antidiuretic hormone [ADH]).
- r. List the major organic and inorganic constituents of urine.
- s. List and sketch the three types of epithelial cells that can be found in a routine urinalysis, name their source, and explain their clinical significance.
- t. List three areas of patient’s renal function assessment.
- u. Write the formula for the classic creatinine clearance and discuss its value.
- v. List three factors that can affect classic creatinine clearance testing.
- w. Name three methods used for calculating an estimated glomerular filtration rate (eGFR) and discuss their uses.
- x. Evaluate the use of the cystatin C test.
- y. Name two tests for assessing tubular secretion function.
- z. Write the formula for the renal blood flow calculation and state the use of this calculation.

**2. Chapter 2 & 3(1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Define the following: Glomerulonephritis, nephrosis, glomerulosclerosis, cystitis, and pyelonephritis.
- b. Describe and discuss the typical signs and symptoms of kidney stones, the types of stones, and laboratory tests that may be ordered for patients with stones.
- c. Categorize the various renal diseases in this chapter as to whether they are glomerular, tubular, interstitial, or vascular in origin.
- d. Describe how immunologic processes damage the kidney.
- e. Match urinalysis findings with urinary tract and kidney diseases.
- f. Differentiate between findings in cystitis and in pyelonephritis.
- g. Differentiate between membranous and membranoproliferative glomerulonephritis.
- h. Discuss the course of disease for IgA nephropathy and the associated laboratory findings.
- i. Name a urinary finding that is diagnostic of renal tubular damage.
- j. Discuss diabetic nephropathy and the development of end-stage renal disease in diabetic patients.
- k. Differentiate between diabetic nephropathy, diabetes insipidus, and syndrome of inappropriate antidiuretic hormone.
- l. Describe the inborn errors that can result from deficiencies in metabolic pathways.
- m. Discuss the current status of newborn screening methods in the laboratory.
- n. List abnormal characteristics such as urinary odors, colors, crystals, and other laboratory findings.
- o. Define and list the various types of aminoacidurias.
- p. Identify the two most common fatty acid oxidation disorders.
- q. Describe the metabolic deficiency in phenylketonuria and the dietary implications for the patient.
- r. Describe the metabolic pathway deficiency resulting in tyrosinemia and albinism.

- s. Differentiate between cystinuria, cystinosis, and homocystinuria.
- t. Describe the synthesis of heme and its significance to the porphyrias.
- u. List the causes for the major porphyrias.
- v. Discuss how to differentiate between porphobilinogen and urobilinogen.
- w. Describe a carbohydrate disorder that justifies testing for urinary reducing substances in newborns.
- x. Name a metabolic disorder of purine metabolism.

**3. Chapter 4(1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Define compliance and discuss how it relates to urinalysis and body fluid analysis.
- b. List the four categories of clinical laboratory testing under CLIA '88 and list which personnel may perform laboratory tests in these categories.
- c. Write a synopsis of the federal regulations and federal regulatory agencies that govern activities of the clinical laboratory and state their corresponding jurisdictions.
- d. Discuss external accreditation and CLSI standards and their importance in laboratory management and compliance.
- e. Describe legal and ethical concerns related to the clinical laboratory.
- f. Write a summary of the scope of and importance of quality assessment.
- g. Explain how the components of quality assessment are implemented in the clinical laboratory.
- h. Safety in the Clinical Laboratory
  - i. Explain the responsibility of laboratories to develop and publicize safety policies and procedures.
  - j. Identify and describe six types of safety risks that exist in the clinical laboratory.
  - k. Discuss the effective management of safety concerns in the clinical laboratory.
  - l. Comply with standard precautions; proper use of PPEs, handling of hazardous materials, and disposal of sharps in the laboratory.
- m. Compare chemical labeling systems.
- n. Interpret the meaning of various safety symbols and pictograms.

**4. Chapter 5 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Identify the parts of a compound microscope.
- b. Explain the function of each microscope component.
- c. Differentiate among the basic principles of microscopy techniques presented in this chapter.
- d. Suggest appropriate use of microscopy techniques.
- e. Explain methods used to adjust illumination.
- f. Explain methods used to improve image contrast.
- g. Outline proper handling and care of a microscope.

**5. Chapter 6 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Compare methods of urine collection.
- b. Suggest appropriate urine collection method depending on testing ordered.
- c. Compare urine preservation methods.
- d. Select appropriate types of urine preservation depending on testing ordered.
- e. Explain what changes occur in unpreserved urine over time.

**6. Chapter 7 & 8 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Explain what is included in physical examination of urine.
- b. Identify normal and abnormal urine color and clarity.
- c. Suggest causes for urine odor, color, and clarity.
- d. Describe the methods for measuring urine concentration.
- e. Judge whether a method for measurement of specific gravity needs correction for temperature and chemical effects.
- f. State normal values for urine concentration.
- g. Suggest causes for abnormal urine concentration.
- h. Recognize and correct for sources for error when measuring urine concentration.
- i. Explain what is included in physical examination of urine.

- j. Identify normal and abnormal urine color and clarity.
- k. Suggest causes for urine odor, color, and clarity.
- l. Describe the methods for measuring urine concentration.
- m. Judge whether a method for measurement of specific gravity needs correction for temperature and chemical effects.
- n. State normal values for urine concentration.
- o. Suggest causes for abnormal urine concentration.
- p. Recognize and correct for sources for error when measuring urine concentration.

**7. Chapters 9 & 10 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Compare methods for specimen preparation.
- b. Describe the procedure for proper microscopic examination and enumeration of urinary sediment.
- c. Identify causes for altered appearance and distribution of urinary sediment on the slide.
- d. Identify urinary sediment and artifacts.
- e. Describe characteristics of urine sediment.
- f. Recognize sources of error in identification of urine sediment.
- g. Suggest methods to confirm the identification of urine sediment (staining, alternate microscopy, solubility tests).
- h. Describe the appearance of urine sediment using confirmatory methods of identification.
  - i. Distinguish among cells seen in urine.
  - j. Distinguish among crystals seen in urine.
  - k. Distinguish among urine casts.
    - l. Explain the formation of casts and their sequence of degeneration.
- m. Suggest the clinical significance of urine sediment.
- n. Correlate urine sediment with chemical analysis.
- o. Identify cells that may be found in urinary sediment.
- p. Identify crystals that may be found in acidic urine.
- q. Identify crystals that may be found in alkaline urine.
- r. Identify casts that may be found in urinary sediment.
- s. Identify microorganisms that may be found in urinary sediment.
- t. Identify artifacts that may complicate the identification of urinary sediment.
- u. Recognize when bright field, phase contrast, polarized light, and interference contrast microscopy have been used.
- v. Recognize when Stemheimer–Malbin staining and other staining have been used.
- w. Compare and contrast urinary sediment viewed using bright field, phase contrast, polarized light, and interference contrast microscopy.
- x. Compare and contrast urinary sediment viewed using bright field, Stemheimer–Malbin staining, and Sudan III staining.
- y. Recognize when sediment has been stained by bilirubin.
- z. Differentiate between true urinary sediment and artifacts.

**8. Chapter 11 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Describe the composition of body fluids.
- b. Describe the main function of body fluids.
- c. Explain the process of fluid accumulation in body cavities.
- d. Name the procedure used to collect fluid from each body cavity.
- e. List the tests that are normally performed on body fluids.
- f. List the causes for abnormal appearance of body fluids.
- g. Explain the use of a hemocytometer in performing body fluid cell counts.
- h. Correlate diluents that may be used during hemocytometer counts with the fluid for which they most likely would be used.
  - i. Explain the use of a cytocentrifuge in preparing smears.
  - j. Suggest techniques to minimize cell destruction during smear preparation.

**9. Chapter 12 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Explain the utility of cerebrospinal fluid analysis in evaluating the central nervous system.
- b. Explain the function of cerebrospinal fluid.
- c. Explain the function of the blood–brain barrier.
- d. List the indications and contraindications for performing a cerebrospinal fluid analysis.
- e. Describe the anatomy of the central nervous system.
- f. Explain the formation, circulation, and reabsorption of cerebrospinal fluid.
- g. Name and describe the procedure for collection of cerebrospinal fluid.
- h. Compare and contrast the appearance of cerebrospinal fluid in health and disease.
- i. List the normal constituents of cerebrospinal fluid and their normal levels.
- j. Discuss the mechanism for maintenance of normal cerebrospinal fluid chemical levels.
- k. Suggest tests on CSF to diagnose central nervous system disorders (meningitis, hemorrhage, etc.).
- l. Differentiate between uncompromised and compromised cerebrospinal fluid results (hemorrhage vs. traumatic tap, side effects created by test procedures and interventions)
- m. Use chemistry test results to evaluate the integrity of the blood–brain barrier.
- n. Compare and contrast cerebrospinal fluid chemistry results in health and disease.
- o. Identify cells normally present in cerebrospinal fluid.
- p. Explain the pathophysiology resulting in abnormal cellular constituents in cerebrospinal fluid.
- q. Suggest appropriate microbiology procedures for the detection of micro-organisms in cerebrospinal fluid.
- r. Explain the use of immunologic procedures in diagnosing central nervous system disorders.
- s. Interpret cerebrospinal fluid analysis results.
- t. Correlate cerebrospinal fluid analysis results to possible etiologies for central nervous system disorders.

**10. Chapter 13 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Define serous body fluids.
- b. List the various serous body fluids and correlate to body cavity from which they are obtained.
- c. Explain the formation of effusions.
- d. Describe body fluid collection procedures and the risk involved during the procedure.
- e. Differentiate between transudates and exudates using laboratory results.
- f. Differentiate between chylous and pseudo-chylous effusions.
- g. List causes for various effusions.
- h. Select appropriate laboratory tests for the body fluid being tested.
- i. Describe the appearance of normal and abnormal body fluids.
- j. Compare and contrast the morphology of cells seen in body fluids.
- k. Interpret laboratory results in the analysis of body fluids.

**11. Chapter 14 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Define synovial.
- b. Describe the formation and function of synovial fluid.
- c. Explain the collection and handling of synovial fluid.
- d. Describe the appearance of normal and abnormal synovial fluids.
- e. Correlate the appearance of synovial fluid with possible cause.
- f. Describe tests for synovial fluid analysis.
- g. Describe cells seen in synovial fluid.
- h. Interpret laboratory tests on synovial fluid.
- i. Suggest further testing for synovial fluid, based on preliminary results.
- j. Classify joint diseases into their recognized categories.

**12. Chapter 15 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Describe gastrointestinal tract physiology and fecal formation.
- b. Explain mechanisms of diarrhea, including its relationship to reabsorption of intestinal water and hypermotility.
- c. Compare disorders of the gastrointestinal tract.
- d. Describe collection procedures for gastric fluid and fecal samples.

- e. Describe the appearance of normal and abnormal gastric fluid and feces.
- f. Describe laboratory testing for gastrointestinal tract disorders: enzymes, fecal carbohydrates, fecal fat, occult blood.
- g. Interpret laboratory findings in various gastrointestinal tract disorders.

**13. Chapter 16 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Name the organs involved in the production of semen and explain the involvement of each.
- b. Explain the process of spermatogenesis.
- c. Explain the proper collection and specimen handling of semen samples.
- d. Describe procedures for macroscopic and microscopic analysis of semen.
- e. Identify normal and abnormal values for tests comprising a routine semen analysis.
- f. Correlate results of semen analysis tests.
- g. Identify and describe normal and abnormal spermatozoa morphologies.
- h. Identify and describe various sperm motilities.
- i. Identify and describe the appearance of viable and nonviable spermatozoa.
- j. Classify semen using parameters of count, motility, and morphology.
- k. Suggest confirmatory tests for suspected infertility.
- l. Explain how confirmatory tests for infertility are performed.
- m. Interpret confirmatory infertility tests.
- n. Discuss the clinical significance of other cells that may be found in semen besides sperm.
- o. Describe types of specimens for which semen detection may be requested.
- p. Suggest appropriate laboratory tests to detect the presence of semen.

**14. Chapter 17 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Describe the production and components of amniotic fluid.
- b. Explain the procedure and reasons for performing amniocentesis.
- c. Define terminology associated with variation in amniotic fluid volume.
- d. Discuss how to differentiate amniotic fluid from maternal urine.
- e. Describe the testing available for genetic and congenital abnormalities.
- f. Explain the disease process of hemolytic disease of the newborn.
- g. Summarize testing available to detect hemolytic disease of the newborn.
- h. Compare and contrast the amniotic fluid testing available for fetal lung maturity.
- i. Discuss the risks for the fetus in preterm delivery and explain assessment of fetal risk using the Liley graph.

**15. Chapter 18 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Explain the procedure collection and handling of vaginal secretion specimens.
- b. Discuss the origin of substances present in amniotic fluid used in the diagnosing of rupture of fetal membrane (ROM).
- c. Describe tests for detecting amniotic fluid in vaginal secretions.
- d. Differentiate among various forms of vaginitis.
- e. Describe laboratory tests for detection of atrophic vaginitis, desquamative inflammatory vaginitis, bacterial vaginosis, trichomoniasis, and candidiasis.
- f. Summarize laboratory findings in normal vaginal secretions, atrophic vaginitis, desquamative inflammatory vaginitis, bacterial vaginosis, trichomoniasis, and candidiasis.
- g. Recognize sources of error when performing laboratory testing of vaginal secretions.

**16. Chapters 19 & 20 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Explain what is detected in a pregnancy test and what may affect test results.
- b. Explain the importance of testing for urine eosinophils.
- c. Describe the collection of bronchial washings and the bronchoalveolar lavage.
- d. Describe normal and abnormal findings for tests performed on bronchial specimens.
- e. Describe methods for detection and identification of various microorganisms found in bronchial specimens from patients with various conditions.
- f. Describe testing of middle ear effusions.
- g. Describe the procedure for collection of vitreous fluid.

- h. Suggest testing that may be performed on vitreous fluid. 9. Suggest reasons for which other body fluids may be tested.
- i. State the rationales for using automated systems for urinalysis and body fluids examination.
- j. List and describe the available automated urinalysis systems.
- k. List and describe the available automated body fluid analysis systems

**17. Lab #1 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Define proteinuria.
- b. Describe how to use a urometer (hydrometer).
- c. Define pH.
- d. List factors that may cause a fluctuation of urine pH in vivo.
- e. List abnormal urine colors and their causes.
- f. Describe two things that can make a NORMAL urine cloudy in vitro.
- g. List the 10 tests found on a urine reagent test strip.
- h. Define "reducing substance."
- i. Describe how to perform a "clinitest" and what the results mean.

**18. Lab #2 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Describe/Identify the appearance of hyaline casts in urine microscopically.
- b. Describe/Identify the appearance of WBC and RBCs in urine microscopically.
- c. Identify sperm in urine microscopically and explain why the different reasons they appear in the urine of males and females.
- d. Be able to distinguish artifacts from other urine components.
- e. Identify the appearance of bacteria in urine. Discuss the importance of bacteria in different types of collection methods (void, clean catch, catheterized) and in males and females.
- f. Distinguish between the following crystals: xray dye, Calcium Oxalate, Triple Phosphate.
- g. List the NORMAL components of urine.
- h. Identify mucus in urine microscopically.
- i. Describe/Identify the appearance of epithelial cells in urine microscopically.
- j. Name and explain the usage of each test (10) on the urine test strip.

**19. Lab #3 (1a-i,ii,iii,iv,v. 1b-ii,iii,iv,v,vi. 1c-i,ii,iv,v. 2a-iii. 2c-i,ii,iii,iv)**

- a. Describe the proper microscope procedure for use of a hemacytometer including cleaning and magnification.
- b. Describe the grid set up of a hemacytometer.
- c. Identify the measurements of the hemacytometer used to obtain the volume of the square (L x W x D)
- d. Describe the technique used for counting cells in the grid as "in" or "out."
- e. Describe the appearance of RBC, WBC, and artifacts on a hemacytometer.
- f. Be able to properly count RBC and WBC on a hemacytometer using appropriate magnification and rules.
- g. Know the formula to calculate the cellular content of a solution after counting via hemacytometer.
- h. Be able to dilute and properly "charge" a hemacytometer

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Methods of Instruction/Course Format/Delivery:** This course is offered in an online format. However, there will be three mandatory Saturday labs, which will be listed along with their corresponding time by the instructor. Students will be fully responsible with keeping track of all assignments due dates, lab dates and time, as well as being aware of the testing center times for the four mandatory proctored exams.

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Proficiency will be measured by quizzes, assignments, laboratory assignments and quizzes, three regular examinations and a comprehensive final exam.

### **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

1. Chapters 1-20 Quiz
2. Pre lab quiz
3. Post lab quiz

#### **Assessment(s):**

1. 3 Major exams
2. 3 Lab exams
3. Final exam

### **Course Grade:**

The grading scale for this course is as follows:

- Lecture Grade = 2/3 of grade
- Lab Grade = 1/3 of grade
- Major Exams 50%
- Quizzes 15%
- Homework Assignments 20%
- Final Exam 15%

### **Texts, Materials, and Supplies:**

- *Mundt, Lillian A. and Shanahan, Kristy. Graff's Textbook of Urinalysis and Body Fluid Analysis 3rd Edition, Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-2016-2*

### **Required Readings:**

- *Mundt, Lillian A. and Shanahan, Kristy. Graff's Textbook of Urinalysis and Body Fluid Analysis 3rd Edition, Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-2016-2*

### **Recommended Readings:**

- Medical Dictionary

### **Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>



- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

More Information:

**Laboratory Dress Code**

The student will be expected to attend class clean and neatly dressed in long pants or scrubs and wear closed-toe shoes. A laboratory coat will must be worn snapped or buttoned up during all laboratory sessions. Hair that is shoulder length or longer must be worn up or securely tied back. Gloves must be worn when handling biological materials.

**Behavioral Conduct**

While a student is representing Panola College as a Medical Laboratory Technology student, they will be expected to conduct themselves in such a manner as to reflect favorably on themselves and on the Program. If a student acts in such a manner as to reflect immature judgment or disrespect for others, the student will be called before the MLT Department Chair for determination of their status in the Program. Inappropriate conduct is grounds discipline and may be cause for immediate probation or dismissal from the Program.

**Academic Dishonesty**

Under no circumstances shall a student submit work that is not their own. Copying answers for study questions, cheating on exams and/or submitting laboratory results which are not your own are expressly prohibited.

**Time Commitment**

According to "Hints on How to Succeed in College Classes" <http://astrosociety.org/edu/resources/success.html> you should budget your time per week for this two hour credit course as follows:

1. Reading assigned text 1 to 2 hours
2. Homework assignments 3 to 5 hours
3. Time for review and test preparation 2 hours
4. Total study time per week 6 to 9 hours PER WEEK

## SCANS CRITERIA

### 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - i) Creative Thinking: generate new ideas.
  - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - iii) Problem Solving: recognize problems and devise and implement plan of action.
  - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.