Clinical Laboratory Educators' Conference 2008 Technology Demonstration Abstracts

SAVANNAH GA

The 2008 technology demonstration abstracts from the Clinical Laboratory Educators' Conference, February 21-23 in Savannah GA, were omitted in error from the Spring 2008 issue of Clinical Laboratory Science. The abstracts follow. ASCLS and Clinical Laboratory Science sincerely regret the omission.

TECHNOLOGY DEMONSTRATIONS

Presenters are listed in bold face type.

Meeting Biohazard Training Requirements of Health Science Students via a Web-based ToolBook Module

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Since 1992, the Occupational Safety & Health Administration (OSHA) Bloodborne Pathogens Standard (29 CFR, Part 1910) for occupational exposure to blood/other potentially infectious materials (OPIM) has provided guidance and training requirements for workers who might be exposed to such hazards. The problem faced by many university-based clinical laboratory science and other health science programs is that program students are not considered to be employees of the university nor the multiple, disparate clinical affiliates they attend. Although many clinical affiliates will provide the required biohazard training, students attend laboratory courses on campus in which they handle or are exposed to blood and OPIM and therefore require biohazard training weeks/months prior to assignments to clinics. A web-based training program using ToolBook (an e-learning product) was developed through a collaborative effort between the authors (faculty in the School of Medical Laboratory Sciences) and an instructional designer located in our Center for Learning Technologies. The collaboration resulted in an interactive tutorial placed within the BlackBoard course management system employed by the university. Students enrolled in pre-clinical courses easily log into, receive, and complete their Biohazard training in a standardized fashion. The training module contains both formative and summative objective evaluations and provides documentation for the faculty member that the student has successfully completed the module. A tutorial of this type can be used by all health science students in a variety of majors and applied to any institution that wishes to effectively meet OSHA training guidelines.

Narrated Video Microscopic Case Studies

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Self-study microscope slide sets given to students are a traditional learning tool in blood film examination. But they do not take the place of instructor coaching and one can never be sure that the student is recognizing all of the key indicators. By filming and narrating slide reviews of study set materials, we created an interactive multimedia resource that addresses these issues. First, the student completes an assess ment sheet while reviewing a filmed scan of a blood smear for abnormalities. Second, numerical hematology data is revealed and then finally, the student views a narrated version of the initial scan. In the narrations, two instructors discuss the case and the findings. The package allows the users to experience the slide review—complete with "z-axis" control—as if they were seated with the instructors at a two-headed scope. The assessment sheet can then be reviewed and the student can self-assess or be coached by an on-site instructor in light of the objectives and key indicators that are provided for each case study. The design yields a multimedia tool for learning and assessment that could be applied to new student training as well as competency assessment and continuing education in the workforce.

Use of Presenter Software for Preparing Students for Laboratory Exercises

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The Clinical Laboratory Sciences Program at the University of Minnesota is expanding to include a student laboratory site in Rochester, Minnesota. In order to provide students at the Minneapolis and Rochester locations with similar laboratory experiences, Presenter software and video clips have been utilized to create material for the students to view before coming to the student laboratory exercises. Presenter software allows the instructor to place PowerPoint presentations online with voice-over, video clips, animations, and interactive quizzes. Students were able to view specific por-

tions of pre-laboratory PowerPoint presentations, including the online video demonstrations, as often as they wanted. Online quizzes were included in order to motivate students to complete the online activities before coming to the laboratory. Student evaluations clearly stated that the video clips were important for their understanding and learning the procedures. Students thought they were able to come to laboratory better prepared because they were able to view the pre-laboratory demonstrations as often as necessary and were able to get a clear, unobstructed view of the procedure, which can be difficult in a classroom laboratory with forty students. Faculty liked knowing that students were coming to laboratory prepared and that class time did not need to be used for demonstrations that students can have a difficult time viewing.