

Continuing Education Questions

FALL 2013

- One common immunophenotype seen in chronic lymphocytic leukemia is
 - CD 2, 4, 10
 - CD5, 19, 20
 - CD 8, 20, 23
 - CD10, 23, 38
- The incidence of chronic lymphocytic leukemia (CLL)
 - increases from the age of 30 on
 - is consistent in frequency until the 7th decade
 - occurs only in the elderly
 - is dependent on gender with males getting CLL earlier than females
- The presence of ZAP 70 correlates with
 - a good prognosis
 - increased incidence of complications
 - a difficulty in making adequate amounts of IgG
 - the absence of the IgVH marker
- Which of the following tests would be most beneficial in the determination of a potential CLL?
 - bone marrow biopsy
 - IgVH
 - ATM
 - flow cytometry
- Which of the following test results is used to evaluate the potential for drug resistance in CLL cells?
 - IgVH
 - ATM
 - NOTCH1
 - Chromosome 12+
- What characteristic is required for a diagnosis of multiple myeloma to be made?
 - polyclonal increase of immunoglobulins
 - presence of end organ damage
 - greater than 10% plasma cells in the bone marrow
 - hypocalcemia
- Differentiation between normal and malignant plasma cells can be made by visualizing
 - Mott cells
 - Russell bodies
 - Dutcher bodies
 - Flame cells
- Which of the following markers is greater in the plasma cells of multiple myeloma than in normal plasma cells?
 - CD138
 - CD 95
 - CD20
 - CD5
- A patient's beta-2-microglobulin results over time have increased from 2.6 to 5.9. This would be considered to be reflected of a
 - good prognosis
 - hemolytic anemia
 - disease progression
 - decreased tumor burden
- If a patient with MGUS has a small IgM paraprotein, it is more likely that he/she may progress to
 - Waldenstrom macroglobulinemia
 - Plasma cell leukemia
 - chronic lymphocytic leukemia
 - non-secretory myeloma

Continuing Education Registration Form

To earn continuing education (P.A.C.E.[®]) credit, (1) complete the form below, (2) record your answers, and (3) mail a photocopy with a check or money order (\$18 for ASCLS members, \$28 for non-members) to:

American Society for Clinical Laboratory Science
1861 International Dr., Suite 200, McLean, VA 22102

A certificate of completion will be awarded to participants who achieve a passing grade of 70% or better. Participants should allow eight weeks for notification of scores and receipt of certificates.

Alternately the Focus exam can be completed online. To register as a participant and receive a username and password to access the online quiz, go to the ASCLS Online Store at <http://www.ascls.org/store> and log in to the website (non-members will need to create an account). Select "Merchandise" in the "Shop for" pull down menu; select "Online Quizzes" in the "Select Category" pull down menu; then find your quiz title. Allow 1-2 business days to receive username, password and instructions.

Focus: Lymphoproliferative Disorders in Adults carries 1.0 hours of Intermediate level P.A.C.E.[®] credit. This form can be submitted for credit for up to two years from the date of issue.

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Participant Information

Please circle the most appropriate answers.

1. Is this program used to meet your CE requirements for:
(a) state license (b) BOC (c) employment (d) other
2. Did these articles achieve their stated objectives?
3. How long did it take you to complete both the reading and the quiz? _____ minutes
4. What subjects would you like to see addressed in the future Focus articles?

Answers

Circle correct answer.

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d

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1. Improving patient-centered care requires incorporating
 - a. skills in quality improvement methods into the MLS curriculum
 - b. skills in cultural competence and consultation into the MLS curriculum
 - c. skills in evidence-based medicine into the MLS curriculum
 - d. skills in evaluation of case-studies
2. Medical laboratory science curricula can improve patient safety by all but which of the following?
 - a. use case studies to examine errors in the pre and post-analytic phases of laboratory testing
 - b. review testing protocols reported in the medical literature for effectiveness
 - c. use role playing to develop skills communicating with patients
 - d. add more chemistry laboratory procedures to develop analytical expertise
3. Which of the following IOM Aims will most likely be improved by incorporating collaboration skills into the MLS curriculum?
 - a. Patient-centered healthcare
 - b. Effective healthcare
 - c. Timely healthcare
 - d. All of the above
4. Which of the following competencies has historically been a component of Medical Laboratory Science education?
 - a. practice evidence-based medicine
 - b. employ quality improvement methodologies
 - c. deliver patient-centered care
 - d. work as a part of an interdisciplinary team
5. Which of the following competencies will be the most challenging to incorporate into the Medical Laboratory Science curriculum?
 - a. practice evidence-based medicine
 - b. employ quality improvement methodologies
 - c. deliver patient-centered care
 - d. work as a part of an interdisciplinary team
6. The IOM core competencies for healthcare workers include all of the following except
 - a. Evidence-based practice
 - b. Interprofessional teamwork
 - c. Patient-centered care
 - d. Quality control
7. Critical thinking includes
 - a. Analysis, evaluation, and synthesis
 - b. Cognitive, psychomotor, and affective domains
 - c. Patient-centered care, interprofessional teamwork, and quality improvement
 - d. Recall, application, and synthesis
8. Instruction in critical thinking
 - a. Correlates well with grades in General Education courses
 - b. Is effective at any stage in education
 - c. May be accurately assessed using non-subject-specific evaluations
 - d. Should take place during discipline-specific education
9. Performance tasks are characterized by
 - a. Abstract context
 - b. A single correct answer
 - c. Incorporation of discipline-specific knowledge
 - d. Lack of higher-order thinking skills
10. Rubrics
 - a. Are created by backwards design
 - b. Are used for summative assessment only
 - c. Offer one scoring level
 - d. Provide opportunity for peer review
11. Evidence Based Practice (EBP) can improve laboratory practices in which phase(s) of testing?
 - a. Preanalytic, analytic phases of testing
 - b. Preanalytic, postanalytic phases of testing
 - c. Preanalytic, analytic, and post analytic phases of testing

FOCUS: REDEFINING PATIENT SAFETY IN THE CLINICAL LABORATORY

- d. Only analytic phase of testing
12. The purpose of EBP incorporation into MLS student curriculum:
- a. Encourage clinical research and collection of pertinent data
 - b. Keep students busy during clinical practicum rotations
 - c. Give students awareness of laboratory workload
 - d. Reduce student error in performance of laboratory testing
13. The purpose of EBP for clinical laboratories:
- a. Keep students busy during clinical practicum rotations
 - b. Develop recommendations for identification of best practices for the laboratory
 - c. Give management an awareness of laboratory workload
 - d. Develop faster methods to report testing
14. LMBPTM reports can aid instruction of EBP to students by:
- a. Giving data results of past studies for instructors to duplicate in student labs
 - b. Provide a framework and structure for studies to be conducted by students in the clinical lab
 - c. Reading LMBP reports to gain a full understanding, assessment, and applicability of the studies previously conducted
 - d. A & B
 - e. B & C
15. Students performing clinical research can provide real quality improvement to the clinical laboratory by:
- a. Providing pertinent data for a clinical project that has definitive application in the clinical laboratory
 - b. Practicing a new method to be sure all lab personnel can perform it
 - c. Staying busy in another section of the laboratory so lab staff can perform work unhindered
 - d. Performing all validation work on a new instrument without direct supervision

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- | | |
|-------------|-------------|
| 1. a b c d | 11. a b c d |
| 2. a b c d | 12. a b c d |
| 3. a b c d | 13. a b c d |
| 4. a b c d | 14. a b c d |
| 5. a b c d | 15. a b c d |
| 6. a b c d | |
| 7. a b c d | |
| 8. a b c d | |
| 9. a b c d | |
| 10. a b c d | |

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