



HPRS 1209 - Interpretation of Laboratory Results 401

Course Syllabus

Description

An introduction to interpretation of commonly ordered laboratory results.

Credits 2

Lecture Hours 1

Lab Hours 2

Extended Hours 0

Contact Hours 32

State Approval Code 51.0000

Instructor Name L. Royal

Semester/Year Spring 2025

Meeting Time and Location

Online—students are expected to spend at least 2-3 hours per week** reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

No use of Generative AI permitted.

This option assumes that all work submitted by students will be generated by the students themselves, whether they are working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of this course is to introduce the student to laboratory tests that are commonly ordered by physician. This includes the name of the test, its clinical significance have and the correlation of results with disease states.

Learning Outcomes

1. Explain the significance of commonly ordered laboratory tests.
2. Identify normal ranges.
3. Interpret results

Specific Course Objectives (includes SCANS)

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

1. **Hematology (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
 - a. Define the parameters of a CBC in adults and children
 - b. List the primary component of red blood cells.
 - c. Discuss the relationship of hemoglobin and hematocrit to anemia.
 - d. Explain the terms thrombocytopenia and thrombocytosis.
 - e. Discuss the terms leukocytopenia and leukocytosis and common conditions associated with each.
 - f. Define reticulocyte.
 - g. Discuss the clinical correlations of ESR.
 - h. Discuss the results of increased and decreased results for iron studies.
 - i. Understand what sickle cell disease does to a patient.
2. **Coagulation (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**

- a. Describe the test used to measure the extrinsic coagulation system.
 - b. Discuss the test used to monitor heparin therapy.
 - c. Explain specimen requirements for coagulation testing.
 - d. Explain when protamine sulfate is used.
 - e. Explain the clinical use of FDP.
 - f. Define and describe DIC.
 - g. Discuss the test used to monitor warfarin/Coumadin therapy.
 - h. Define INR.
 - i. Define D-Dimer.
3. **Chemistry (General) (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Discuss the enzyme that is related with the liver, but is also high in adolescents due to growth.
 - b. Describe the clinical associations of AST and GGT.
 - c. List the specimen collection and transport requirements for ammonia.
 - d. Discuss the two tests that are best for the diagnosis of pancreatitis.
 - e. Recognize the approximate reference range for fasting blood sugar in a healthy adult.
 - f. Identify the disease state associated with increased levels of uric acid.
 - g. List test in a BMP and a CMP
 - h. Know what serum potassium levels are used to evaluate patients.
 - i. Know what LDH is useful in diagnosing.
4. **Chemistry (Special) (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Identify Tumors marker used for ovarian cancer, colorectal cancer, breast cancer, gastric cancer, trophoblastic/germ cell tumors, and prostate cancer.
 - b. Name the common Drugs of Abuse.
 - c. Identify the reference range for Glycosylated hemoglobin.
 - d. Describe the effect of a low B12 level on the blood.
 - e. Explain the expected thyroid test results in hypothyroidism.
 - f. b-hCG usage during a pregnancy.
5. **Urinalysis (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Discuss factors that may cause abnormal urine colors.
 - b. Define specific gravity and give the normal specific gravity range of urine and water.
 - c. Discuss the findings of excessive urinary albumin.
 - d. Explain possible causes of urinary ketones.
 - e. Discuss the finding of urinary myoglobin and the issues it may cause.
 - f. Interpret the meaning of a positive urinary nitrate test.
 - g. Understand the components of a urinalysis
6. **Blood Bank (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Define and Explain IAT and DAT in blood bank.
 - b. Explain ABO blood type and the antibodies associate with each ABO type.
 - c. Summarize the importance of proper patient identification in all steps of crossmatching and transfusion.
 - d. Explain the purpose of the crossmatch.
7. **Serology (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Explain the diagnostic significance of ANA.
 - b. Give the disease caused by each of the following viruses: Epstein-Barr and Varicella Zoster.
 - c. Identify the tests used for screening and diagnosis of Syphilis.
 - d. Identify the test used to diagnose cystic fibrosis.
 - e. Identify the differences between Hepatitis A, B, and C.
 - f. Discuss the transmission of mononucleosis
 - g. Identify the bacteria commonly associated with active gastritis and peptic ulcers.
 - h. Discuss the detection of the HIV antigen in the blood after exposure.
 - i. Understand what chlamydia and gonorrhea cause in a person.
 - j. Understand what Rheumatoid factor test and monitors
 - k. Understand the difference between Influenza A & B
 - l. State what a Rubella serology and a Varicella-Zoster Virus test is looking to diagnose
8. **ABGs (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Discuss the normal pH of human blood and what the pH is indicative of.
 - b. Contrast acidosis and alkalosis as it pertains to blood pH.

- c. Explain how to perform and interpret the Allen test.
 - d. Discuss hyperbaric oxygenation with increased Pao₂
 - e. Define the purpose of a "mixed venous" blood gas.
 - f. Discuss what is measured by arterial bicarbonate.
 - g. Define carboxyhemoglobin.
 - h. Discuss the affinity of CO to the hemoglobin molecule and how CO poisoning is treated.
 - i. Contrast arterial blood gasses and venous blood gases
 - j. Explain how barometric pressure factors into blood gas measurement.
9. **Microbiology (1a-i, ii. 1b-ii, iii, iv, v, vi. 1c-i, iv. 2a-i. 2c-i, ii, iii, iv.)**
- a. Explain how temperature spikes relate to intermittent or transient organisms.
 - b. Name the causative agent of whooping cough.
 - c. Discuss the proper collection of sputum.
 - d. Discuss proper collection of samples for stool culture.
 - e. Define the word "occult" as in "occult blood test".
 - f. Recognize the organism identified by the transparent tape method.
 - g. Discuss the proper collection of ear, eye, nasal, nasopharyngeal, semen, sputum, and wound specimens for cultures
 - h. Discuss the cause and effects of *Candida albicans*

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.

Students in all sections of this course will be required to do the following:

1. Introduction
2. Syllabus quiz
3. Section quizzes
4. Section homework assignments and discussions
5. Proctored Major Exams (2)
6. Proctored Comprehensive Final Exam

Methods of Instruction/Course Format/Delivery

This course is offered in online format through Canvas. Students are required to take a minimum of two proctored exams taken in a Panola College (or other approved) testing center.

Major Assignments/Assessments

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

Assignments

1. Hematology, Coagulation and General Chemistry homework
2. Special Chemistry, Urinalysis and Blood Bank homework 4
3. Serology, ABG and Microbiology homework

Assessments

1. Hematology, Coagulation and General Chemistry quizzes
2. Proctored Exam #1
3. Special Chemistry, Urinalysis and Blood Bank quizzes
4. Proctored Exam #2
5. Serology, ABG and Microbiology quizzes
6. Proctored Comprehensive Final Exam

Course Grade

The grading scale for this course is as follows:

- Assignments – 40%

- Quizzes and Exams – 40%
- Final Exam – 20%

Texts Materials, and Supplies

- Chernecky, Cynthia C., Berger, Barbara J. Laboratory Tests and Diagnostic Procedures. ISBN: 9781455706945

Required Readings

- Course Textbook
- All information given in Canvas course.

Recommended Readings

- Medical Dictionary

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- 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 Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/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: <https://www.panola.edu/> (located on at the bottom under student)

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 timeline 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 databases 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.