Advanced Clinical Concepts in Immunohematology & Immunology
CLSC 6304

Syllabus 2018

Instructor Information
Instructor: Sandra L. Tijerina
Office: HSHW 2.206
Office Hours: Times & Days
   TBA
   Do not hesitate to send me an email if we need to talk so we can agree on a
   convenient time for a phone call, Connect session, or a meeting.
Office Telephone: 956-665-2296
E-mail: Sandra.Tijerina@utrgv.edu

Main contact but you can also contact me through
Blackboard using the blackboard messages, e-mail tool or the Weekly General Questions
Discussions. Students are encouraged to use the Weekly General Questions Discussions
first before using email or the course message tool within Blackboard for questions of a
general nature. More student specific questions are best handled through the course
message tool within blackboard. Response to questions will be within 24 hours if you
use my UTRGV address. If I plan to be away from my computer for more than a couple
of days, I will let you know in advance.

University policy requires that all electronic communication between the
University and students be conducted through the official University supplied
systems; namely UTRGV Mail for email or Blackboard for course specific
correspondence. Therefore, please use your UTRGV assigned e-Mail or
Blackboard message system for all correspondence with the instructor.

Course Description

This course focuses on the function of the immune system in both health and disease.
Advanced concepts in immunology are covered in the areas of transplantation, clinical
immunopathology, immunotherapy and transfusion practice. Current research in red
cell, antigens and antibodies, autoantibodies, drug induced sensitization and problem solving techniques are explored.

Prerequisite

Admission into the program or permission of the instructor. Certification as a medical technologist or clinical laboratory scientist is required.

Textbook & Course Materials

Required Text


• This textbook is available through the University bookstore and is also available through several online retailers including Amazon.com and Barnes and Noble. It is also available directly from the publisher, FA Davis. The textbook may be rented or purchased in an “eBook” or paperback format. It is not necessary to purchase access to the publisher’s online resources so a used textbook will work as well as a new textbook. Make sure that if you choose to rent the textbook, you have sufficient access for the duration of the module.

Other Required Supplemental Readings

• Other readings will be made available in Blackboard as pdfs.
  
  o Most will be on the www.aabb.org or www.bbguy.org websites. I will have links for you.

Other References: AABB Technical Manual (not required)

Technical Requirements

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

• Mozilla’s Firefox (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection
- Microsoft Office
- Respondus Lockdown Browser

To download the lockdown browser to: LockDown Browser (http://www.respondus.com/lockdown/information.pl?ID=721834533)

  a. Select Windows or Mac
  b. Review the short video which explains the features of the Lockdown Browser
  c. Click on Download Installer -
  d. Run the Software.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Helpdesk Ticket
- COLTT Help Desk Contact Information (UTRGV Blackboard Support)

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Friday 7:30AM – 6:00PM</td>
<td>Monday – Friday 7:30AM – 6:00PM</td>
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</table>

Course Organization & Online Tools

Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

The course is divided into seven weekly modules. Each module begins on a Wednesday and ends on the following Tuesday. Dates are assigned for each module on the left hand menu in blackboard. Each module contains an overview, a list of objectives for the
week, a “To Do List”, and a chart with assigned activities for the week and due dates. Each week will have assigned readings and a quiz. Weeks 1-6 will have power point presentations, 1-2 prerecorded lectures with a quiz over the lecture, a discussion forum on a case study or topic, and an assignment. Week 7 will have an assignment dealing with developing a policy to deal with look back and fatalities and a quiz over the assigned readings and the powerpoint presentation. The other assignment will be to evaluate quality control results and provide corrective action. Students should review this information carefully the first day of the assigned module.

**Note:** Most materials used in conjunction with the course are subject to copyright protection.

**Discussion Forums**

You will find the following discussion forums for each module in the course:

**Weekly Discussions (Weeks 1,2,3,4,5,6)**

- Weekly discussion topics will involve a case study. Students will need to post the initial post by Day 3 which is the Friday of the corresponding week at 11:59 p.m. After reading the postings of other class members, each student should ask a question or pose a substantive response to at least one other course member by the following Sunday which is day 5 at midnight. Then respond to questions and comments posed to you by your classmate(s) by Monday, which is day 6 at midnight.
- Use proper grammar, punctuation, and sentence structure.
- Weekly discussion forums will be graded using a rubric. The rubric for the discussions may be found on the syllabus page under rubrics. Please read this carefully as it describes how you will be evaluated on the weekly discussion assignments.
- Any questions regarding that particular module’s content, general questions about an assignment or lecture or assigned readings should be posted here.
- Students are encouraged to use the Weekly General Questions Discussions first before using the Mail tool within Blackboard. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from the answer to your question. I also encourage other students to check this forum during the week to help other students.
- Of course, don't hesitate to email me directly if your concern is of a personal nature.
- My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.
**Assessment Overview**

There will be a total of seven weekly quizzes. Quizzes will be drawn from a pool of questions. Students are expected to maintain a student code of honor and professional responsibility when taking exams and quizzes. Exam and quiz material may not be shared or discussed with other members of the class. **Books and other notes or reference material may not be used during exams or quizzes.** Students are expected to take all quizzes and self-assessments during the scheduled time period. Self-assessments may be taken multiple times and the grade is not recorded but the instructor will track whether they are completed or not. Self-assessments may be provided to allow students to assess their understanding of the material prior to taking a graded quiz. Quizzes are graded activities and may be taken twice. The highest grade will be recorded.

Students will have 10 minutes for each 10 question quiz. Quizzes will be available starting Friday 8AM each week.

Quizzes will be due by Tuesday, Day 7 at 11:59 pm. After the scheduled availability dates and times for Quizzes, students will be able to access ALL grades in the My Grades area for students.

**IMPORTANT:** All quizzes and self assessments require the “Respondus Lockdown Browser”. Please make sure that you have the most recent version installed on your computer. Also make sure that you have a strong, reliable internet connection before attempting any quizzes.

**Assignments Overview**

There will be a total of 3 tables and 4 algorithms which you will need to develop. Your algorithms will be assigned via e-mail. Your last assignment will be to develop a protocol for look back and fatalities and to evaluate quality control results and determine a course of action. This paper must be done individually and typed. Grammar, spelling, punctuation and format will be evaluated. Each assignment has a grading rubric which shows how the assignment will be evaluated. Please review the rubric before submitting your algorithms and papers.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Introduction, Discussion topic #1 Case study 1 ABO/Rh interpretation &amp; resolution, Create a table listing characteristics of weak subgroups of A and B, funny Rh's and para-Bombay, Quiz over reading assignments</td>
<td>Week 1, Tuesday, Day 7 11:59 PM</td>
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<tr>
<td>Discussion topic #2 Case study 2 Polyagglutination table of characteristics,</td>
<td>Week 2, Tuesday, Day 14 11:59 PM</td>
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create a table listing low and high incidence antigens, Quiz over reading assignment

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<thead>
<tr>
<th>Discussion topic #3</th>
<th>Case study 3 Multiple antibodies, Create a testing algorithm for identification of antibodies, Quiz over reading assignment</th>
<th>Week 3, Tuesday, Day 21  11:59 PM</th>
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</thead>
</table>

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<tr>
<th>Discussion topic #4</th>
<th>Case study 4 Crossmatching problem, Create a testing algorithm for crossmatching protocols, Transfusion reactions, Create an algorithm for transfusion reaction workup, Create a table listing emerging diseases, Quiz over reading assignment</th>
<th>Week 4, Tuesday, Day 28 11:59 PM</th>
</tr>
</thead>
</table>

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<tr>
<th>Discussion topic #5</th>
<th>Case study 5 HDFN, Create a testing algorithm for identification and intervention of HDFN, And for parentage testing Quiz over reading assignment</th>
<th>Week 5, Tuesday, Day 35 11:59 PM</th>
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<tr>
<th>Discussion topic #6</th>
<th>Table listing protocols for Tissue Banking SOP for banking a tissue of your choice, Write a 1 page paper on advances in preservation of RBCs and PLTs Quiz over reading assignment</th>
<th>Week 6, Tuesday, Day 42 11:59 PM</th>
</tr>
</thead>
</table>

| Week 7 Develop an evaluation form for a QC problem to include remedial action and submit a flow chart depicting the cycle of organization wide quality management Quiz over reading assignment | Week 7, Tuesday Day 49 11:59 PM |

### Grading Policy/Graded Course Activities

Final grades assigned for this course will be based on the following weights for the assessments and assignments in this course.

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Introduction</td>
<td>5%</td>
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<tr>
<td>7 Quizzes</td>
<td>30 %</td>
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<td>5-6 Discussions/Case studies</td>
<td>10 %</td>
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<tr>
<td>10 Charts/Tables/Algorithms</td>
<td>30 %</td>
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<tr>
<td>1 SOP for Tissue Banking</td>
<td>10%</td>
</tr>
<tr>
<td>1 Form for evaluation of nonconformance management</td>
<td>10%</td>
</tr>
<tr>
<td>1 Flow chart for cycle of organization-wide quality management</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%

Late Work Policy
Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes. Late work will be accepted but will be subject to having 5 points deducted per day.

Viewing Grades in Blackboard
Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time an assignment has been completed. This is typically done within 7 days following the completion of an activity. Quiz grades are updated automatically. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Naming and Submitting Documents
Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<table>
<thead>
<tr>
<th>The name of your...</th>
<th>...should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>LastNameFirstInitial_title of paper.doc</td>
<td>SmithJ_title of paper.doc</td>
</tr>
</tbody>
</table>

Course & Institutional Policies

Participation
Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

- Be aware of and keep up with the Course Schedule in the Syllabus.

- Participate in group activities to the best of your ability. How well your group does—and how well you do—depends on all the team members working cooperatively.
Course participation in all assigned activities is required. The blackboard tracking tool will be used to monitor student participation in the discussion forums. Each student will receive a grade for the weekly discussion forum. Each forum will be graded using a rubric. It is important that you read all posts from other students so you will need to log into the course at least once a day for new announcements and posts. Self-assessments, if used, will not receive a grade, but will help you prepare for the weekly quizzes.

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Complete Assignments**

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

**Communication Skills**

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their ideas in the papers.

**Time Commitment**

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts covered are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.
Incomplete Policy

Under special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student is currently passing the course and has a justifiable and documented reason for requesting the incomplete. Examples of justifiable reasons for an incomplete include serious illness, major accident, military service, birth of a child etc. All requests must be received by the instructor before the last day of class. All incomplete course requirements must be completed within one year.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Sexual Harassment, Discrimination and Violence

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Evaluation

By UTRGV Policy, Students are required to complete an ONLINE evaluation of this course accessed through your UTRGV account (https://my.utrgv.edu/); you will be contacted through email with further instructions on the evaluation process. The evaluation window closes at 11:59 pm on the last day of classes for the module. Students who complete their evaluations will have priority access to their grades.

Commit to Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual,
all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

**Program Goals**
1. Prepare healthcare professionals for advanced leadership roles in the healthcare system.
2. Provide students with the advanced knowledge and skills needed to serve as leaders in the delivery of healthcare.
3. Prepare students for advancement in clinical, education, research and administrative arenas.
4. Prepare students to communicate effectively with all members of the healthcare/interdisciplinary team.

**Course Objectives**

1. Analyze and apply immunohematological testing to the interpretation of immunohematological blood groupings and antibody identification.
2. Select appropriate testing methodologies in immunohematology.
3. Evaluate and recommend selected advanced analytical techniques in immunohematology.
5. Identify and evaluate current advances in immunohematology dealing with RBC and PLT preservation research, tissue banking and parentage testing.
6. Evaluate Quality Control data in Immunohematology and suggest corrective action.

**SPECIFIC COURSE OBJECTIVES**

**Week 1 Weekly Objectives:**
Upon completion of this unit, you will be able to:

1. describe the characteristics of weak subgroups of A and B blood types.
2. compare and contrast the Bombay and para-bombay phenotypes.
3. interpret the results from ABO typing and resolve discrepancies using other techniques.
4. interpret the results from RH typing and resolve discrepancies using other
techniques
5. communicate effectively with other members of the health care team.

Week 2 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. explain the genetics and biosynthesis of the Lewis, P, I, MNS, K, Fy, Jk, Lu antigens
2. describe characteristics of low and high incidence antigens
3. describe the clinical significance of low and high incidence antigens
4. categorize polyagglutination according to their reactions with lectins
5. communicate effectively with other members of the health care team.

Week 3 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. identify multiple antibodies in patient panels
2. recommend reflex testing needed in order to identify multiple antibodies
3. communicate effectively with other members of the health care team

Week 4 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. resolve complex crossmatching problems
2. justify the safety of computer crossmatch
3. identify transfusion issues and suggest a course of action
4. identify emerging new diseases and testing in transfusion medicine
5. communicate effectively with other members of the health care team

Week 5 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. evaluate data to resolve problems in perinatal transfusion.
2. list criteria to select a genetic system for parentage testing.
3. interpret results of parentage testing
4. communicate effectively with other members of the health care team

Week 6 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. list common tissues found in tissue banks
2. create an SOP for an assigned tissue in the tissue bank
3. list the requirements for autologous tissue labels
4. communicate effectively with other members of the health care team
5. discuss advances in preservation of RBCs and PLTs
Week 7 Weekly Objectives:
Upon completion of this unit, you will be able to:

1. resolve issues in quality management
2. list the components of a document control system.
3. identify the various types of nonconformances
4. develop and evaluation form for a nonconformance problem including remedial action
5. create a flowchart depicting the cycle of organization-wide quality management.

TOPIC OUTLINE/SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each module’s corresponding weekly content area. If you have any questions, please contact your instructor or post a question to the “General Questions” Discussion Forum.

Note: All Weeks Begin on Wed and End on Tues

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Due</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Read/View</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Syllabus</td>
<td>Fri-Jun 22 11:59PM</td>
<td>100</td>
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<tr>
<td></td>
<td>• Module Objectives</td>
<td>Mon-Jun 25 11:59PM</td>
<td>100</td>
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<tr>
<td></td>
<td>• Read Assignments</td>
<td></td>
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<td></td>
<td>• Recorded lectures&lt;br&gt;Lecture 1: Introduction&lt;br&gt;Lecture 2: Subgroups of A and B&lt;br&gt;Rh negative&lt;br&gt;Lecture 3: Rare Group II and IV discrepancies&lt;br&gt;• Watch parabombay podcast on <a href="http://www.bbguy.org">www.bbguy.org</a></td>
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<td>Discuss&lt;br&gt;• Case Study: The group will be assigned a case study for discussion due after week 1&lt;br&gt;Post answers to case study&lt;br&gt;• Student Introductions</td>
<td>Fri-Jun 22 11:59PM</td>
<td>100</td>
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<tr>
<td></td>
<td>Complete&lt;br&gt;• Introduction&lt;br&gt;Case study discussion&lt;br&gt;Table of A and B subgroup characteristics&lt;br&gt;Table listing characteristics of Bombay and parabombay phenotypes.</td>
<td>Mon-Jun 25 11:59PM</td>
<td>100</td>
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<tr>
<td>Week</td>
<td>Assignments</td>
<td>Due</td>
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| Week 1 | Submit answer to interpretation and resolution of ABO and Rh typing.  
Multiple choice quiz over material from Week 1 | Tuesday Jun 26 11:59 PM  
Tuesday Jun 26 11:59 PM | 100  
100 |
| Week 2 | Read/View  
Read Assignment and articles  
Listen to recorded lectures: Lecture 4: Low and High Incidence Antigens  
Lecture 5: Polyagglutination  
Complete  
Case study discussion  
Chart listing the characteristics of low and high frequency antigens & clinical significance  
Chart listing different types of polyagglutination and characteristics  
Multiple choice quiz over material from Week 2 | Sunday Jul 1, 11:59PM  
Sunday Jul 1 11:59 PM  
Tuesday Jul 3 11:59 PM  
Tuesday Jul 3 11:59 PM | 100  
100  
100  
100 |
| Week 3 | Read/View  
Read Assignment  
www.arupconsult.com/Algorithms  
Discuss  
Discussion Questions: Discuss the case studies posted by answering the questions and justifying your answers.  
Complete  
Case study discussion  
Interpretation of 2 panels  
Algorithm for identification of multiple Antibodies | Monday Jul 9 11:59PM  
Tuesday Jul 10 11:59PM | 100  
100 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Due</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>• Quiz over week 3</td>
<td>Tuesday Jul 10 11:59PM</td>
<td>100</td>
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<tr>
<td>Week 4</td>
<td>Read/View</td>
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<td></td>
<td>• Read Assignment</td>
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<td></td>
<td>• View recorded lectures: Lecture 8: Complex Crossmatching Problems Lecture 9: TRALI vs TACO Lecture 10: New/Emerging Diseases</td>
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<td></td>
<td>• <a href="http://www.arupconsult.com/Algorithms">www.arupconsult.com/Algorithms</a></td>
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<td></td>
<td>Discuss</td>
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<td>• Discussion Question case study assigned for Initial post</td>
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<td>Complete</td>
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<td></td>
<td>• Case study discussion</td>
<td>Monday Jul 16 11:59 PM</td>
<td>100</td>
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<tr>
<td></td>
<td>• Algorithm for resolving compatibility problems</td>
<td>Monday Jul 16 11:59 PM</td>
<td>100</td>
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<td></td>
<td>• Flowchart for computer crossmatching</td>
<td>Monday Jul 16 11:59 PM</td>
<td>100</td>
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<tr>
<td></td>
<td>• Table to compare and contrast TRALI and TACO</td>
<td>Tuesday Jul 17 11:59 PM</td>
<td>100</td>
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<td></td>
<td>• Table of Emerging diseases, characteristics, and lab findings</td>
<td>Tuesday Jul 17 11:59 PM</td>
<td>100</td>
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<td></td>
<td>• Multiple choice quiz over material from Week 5</td>
<td>Tuesday Jul 17 11:59 PM</td>
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<td>Week 5</td>
<td>Read/View</td>
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<td></td>
<td>• Read Assignment</td>
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<td></td>
<td>• View recorded lecture Lecture 7: HDFN NAITP</td>
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<td>• YouTube Video-</td>
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<td>Tuesday Jul 12 11:59PM</td>
<td>Monday Jul 23 11:59PM</td>
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<td></td>
<td>• Case study discussion</td>
<td>Monday Jul 23</td>
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<td></td>
<td>• Flow chart for NAITP or HDN.</td>
<td>Monday Jul 23</td>
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<tr>
<td>Week</td>
<td>Assignments</td>
<td>Due</td>
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<td></td>
<td>• Algorithm for parentage testing</td>
<td>11:59PM Tuesday Jul 24 11:59 PM</td>
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<td>• Multiple choice quiz over material from Week 4</td>
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<tr>
<td>Week 6</td>
<td>Read/View</td>
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<tr>
<td></td>
<td>• Read 22 and 28</td>
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<td>• View recorded lectures:</td>
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<tr>
<td></td>
<td>Lecture 11: To Bank or not to Bank: that is the Tissue</td>
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<td>Lecture 12: Relationship Testing</td>
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<td>Complete</td>
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<td>• Case study discussion</td>
<td>Monday Jul 30 11:59 PM</td>
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<td>• Table listing common tissues and their storage</td>
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<td>• An SOP for banking a tissue</td>
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<td>• 1 page paper on RBC and PLT preservation</td>
<td>Tuesday Jul 31 11:59 PM</td>
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<td>• Multiple choice quiz over material from Week 6</td>
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<td>Week 7</td>
<td>Read/View</td>
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<td></td>
<td>• Read Chapter 23</td>
<td>Monday Aug 6 11:59PM</td>
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<td>• View recorded lectures:</td>
<td>Tuesday Aug 7 11:59PM</td>
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<td>Lecture 13 Quality Management:</td>
<td>Wednesday Aug 8 11:59 PM</td>
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<td>• Form for nonconformance management.</td>
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<td>• Flow chart showing the cycle of organization-wide quality management.</td>
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<td>• Multiple choice quiz over material from Week 7 LAST QUIZ!!!!!!!!!!!!!!!!!!!</td>
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<td>Hooray!</td>
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