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# Competency Assessment for POCCs

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# Competency Assessment Program from CAP

Your state-of-the-art approach  
to meeting CLIA mandates  
for the laboratory

# CLIA standards

## Competency Assessment Program and GEN.55500

The chart below is an assessment of how the Competency Assessment Program can be used to satisfy the elements of competency included in Laboratory General Checklist question GEN.55500. For each requirement, we have attempted to explain how the Program can satisfy the element using two scenarios: with no manipulation by the laboratory (i.e., without using the CourseBuilder tool to customize a course/checklist) and with manipulation by the laboratory.

Requirements of GEN.55500	Does the Competency Assessment Program Satisfy GEN.55500 Requirement With No Manipulation of the Program by the Laboratory?	Does the Competency Assessment Program Satisfy GEN.55500 Requirement with Manipulation of the Program by the Laboratory?
Direct observations of routine patient test performance, including patient preparation, if applicable, specimen handling, processing and testing	<b>Maybe.</b> This can be achieved through the use of the instrument-specific observation checklists. However, the Competency Assessment Program does not have observation checklists for every available instrument. Also, there are no checklists available for laboratory tests/procedures that are performed manually.  Checklists should be reviewed and modified as necessary to meet the laboratory's standard operating procedures (SOPs).	<b>Yes.</b> If an instrument-specific observation checklist does not exist for the instrument used by a laboratory, then the laboratory would use CourseBuilder, a tool to modify CAP-provided courses and checklists as well as to create custom courses and checklists. A checklist could also be created to use for observation and tracking.  The CourseBuilder tool can also be used to create observation checklists for manual tests/procedures.
Monitoring the recording and reporting of test results	<b>No.</b>	<b>Yes.</b> This can be achieved through the use of the CourseBuilder. A checklist could be created to use for observation and tracking.
Review of intermediate test results or worksheets, quality control records, proficiency testing results, and preventive maintenance records	<b>No.</b>	<b>Yes.</b> This can be achieved through the use of the CourseBuilder. A checklist could be created to use for observation and tracking.
Direct observation of performance of instrument maintenance and function checks	<b>Maybe.</b> This can be achieved through the use of the instrument-specific observation checklists. However, the Competency Assessment Program does not have observation checklists for every available instrument.  Checklists should be reviewed and modified as necessary to meet the laboratory's standard operating procedures (SOPs).	<b>Yes.</b> If an instrument-specific observation checklist does not exist for the instrument used by a laboratory, one can be created using the CourseBuilder tool.
Assessment of test performance through testing previously analyzed specimens, internal blind testing samples or external proficiency testing samples	<b>No.</b>	<b>Yes.</b> This can be achieved through the use of CourseBuilder. A checklist could be created to use for observation and tracking.
Evaluation of problem-solving skills	<b>Yes.</b> Competency assessments (which include customized training courses) and reassessments satisfy this requirement.	<b>Yes.</b> If a laboratory requires additional material to assess their employees' competence, the CourseBuilder tool will allow the laboratory to modify a CAP course or create a new course.

M:\Group\Education\Competency Assessment\Online Competency Assessment and GEN55500.doc  
Created 7.25.06. Modified 10.13.06

# Easy, online administration



## Nine laboratory disciplines with 36 courses for assessment and continuing education

- Blood Banking/Transfusion Medicine
- Chemistry
- Hematology and Coagulation
- Immunology
- Microbiology
- Phlebotomy/Specimen Processing
- Point of Care Testing
- Safety
- Urinalysis

## Point-of-care testing courses

Competency Assessment Program <i>Assessment Course Schedule</i>		
Discipline	January to June 2009	July to December 2009
Point of care testing	POC whole blood prothrombin time	POC cardiac biomarkers

## Point-of-care testing courses

### Competency Assessment Program

#### *Pro Course Schedule*

Discipline	January to June 2009	January to December 2009	July 2009 to June 2010
Point of care testing	Blood gases and electrolytes	Provider performed microscopy and testing	Point-of-care urine reagent strip testing

# Customized training and CE credit



## Competency Assessment Program



Help



Exit



Next

### 2008 Assessment: Erythrocyte Morphology

Title >> Instructions >> Objectives >> **Competency Assessment** >> Customized Training >> Resources >> Course Evaluation

**X** You answered the question **incorrectly**.

What is the predominant morphologic abnormality seen in these red blood cells?

*(The correct answer is highlighted below)*

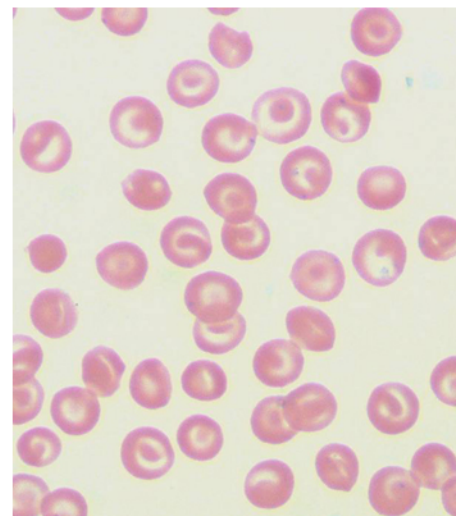
- ☐ Stomatocytes
- ☒ Target cells
- ☐ Helmet cells
- ☐ Burr cells

#### Feedback

The prominent morphologic abnormality in the photomicrograph is the presence of numerous target cells. Target cells are thin cells with a disproportionately large surface compared to their volume. When spread and dried on a slide, they look like a target with a bullseye, thus the name "target cell."





*(The red cells in this image are sometimes described as 'Mexican hat cells' or codocytes. The correct term for clarity in reporting these cells is "target cell.")*

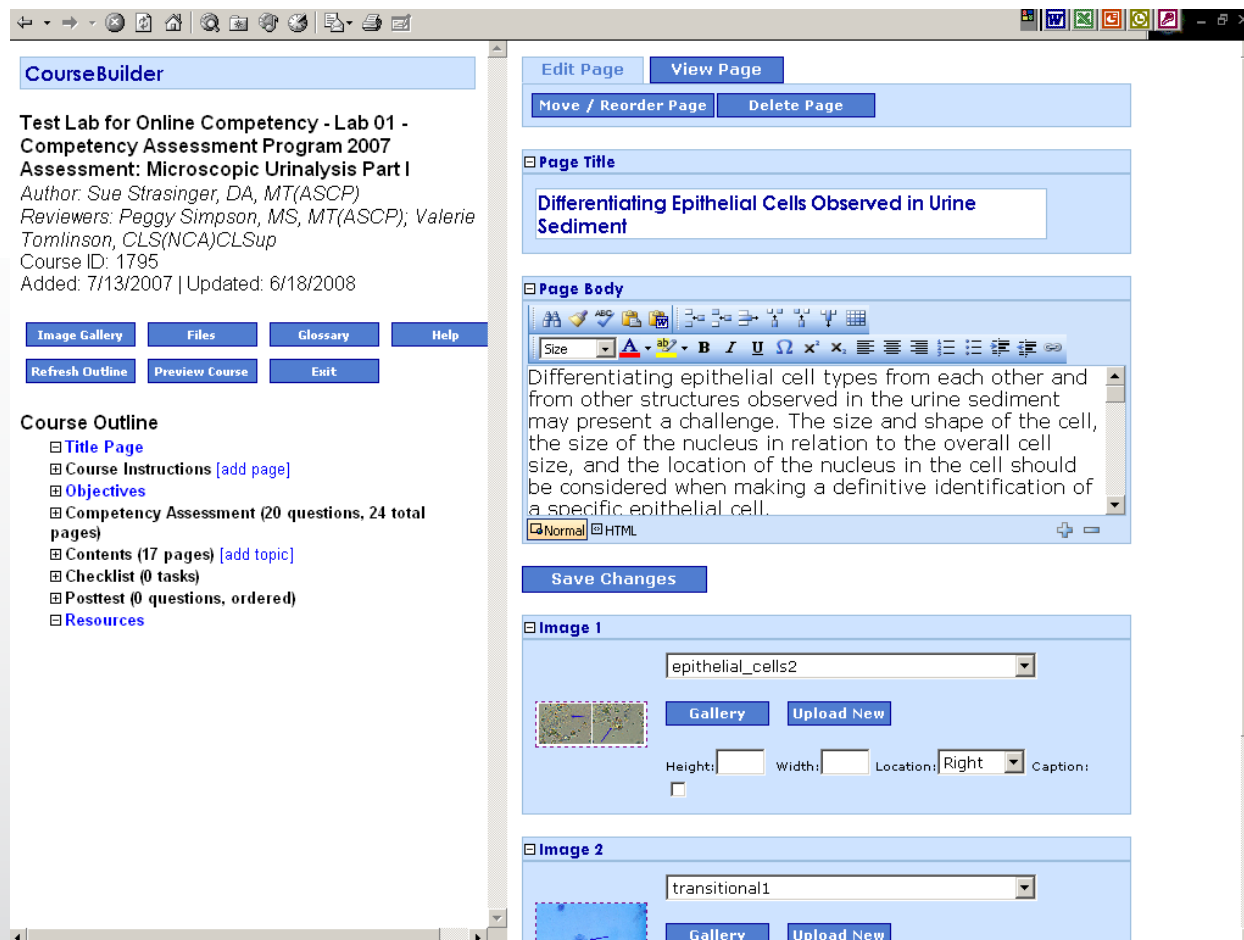
These red cells have a centrally-stained condensed area surrounded by a clear achromic zone and a thin ring of cytoplasm. Stomatocytes have the opposite appearance with a central oval or slit-like area of pallor surrounded by well stained cytoplasm. Burr cells and helmet cells do not have the smooth, round cytoplasmic membrane seen in the cells pictured here.






# Instrument-specific observation checklists

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Task 5: Process samples and quality control material</b>	<b>Comments</b>	<input type="checkbox"/>
	<b>2/22/08 (KPG)</b>				
			<b>Subtask(s) for Task 5</b>	<b>Resource(s)</b>	<b>Comments</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Set sample racks into the sampler appropriately	 <b>Setting the Sample Rack into the Sampler</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Apply appropriate precautions on cap piercing units (if applicable)	 <b>Cap Piercer Precautions</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Run samples utilizing a bi-directional host computer interface	 <b>Routine Run with Bi-directional Interface</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Manually identify and request testing utilizing the Work List screen	 <b>Manual Entry of Routine Run</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Request STAT samples utilizing the STAT sample holder (if applicable)	 <b>STAT Run Utilizing the STAT Sample Holder</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identify Work List status symbols	 <b>Work List Analysis Symbols</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Request quality control samples	 <b>Quality Control Run</b> Web Page	6/18/2008 <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Identify flags and symbols associated with	 <b>Stored Data</b>	6/18/2008 <input checked="" type="checkbox"/>



# Extensive management reporting


**Competency Assessment Program**

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[View or Edit Courses](#)
[View or Edit Checklists](#)
[View Reports](#)

**Welcome, Mr. Tim Westover !**  
*Education Administrator, Test Lab for Online Competency - Lab 01 - (CAP Lab ID: 9990001)*

**View Student Assessment and Checklist Details**

**Assessment and Posttest Details**

This student's answers to competency assessment questions, graded content questions, and posttest questions, if applicable, are listed below. The student's answer is indicated by the checked squares or filled circles; the correct answer is highlighted.

[Printable Version](#)

**2008 Assessment: Red Blood Cell Components - Composition, Storage, Processing, and Selection**

**Keri Gonzalez**

**Which of the following is true regarding Red Blood Cells after storage at 1 – 6° C?**  
 Student answered **correctly**.

- ☐ Intracellular potassium levels are increased.
- ☐ Plasma hemoglobin levels are reduced.
- ☐ ATP levels are increased.
- ☒ Plasma potassium levels are increased.

**If the seal on the blood collection bag is broken during processing of red blood cell components, what is the outdate of the component if it is stored at 1 – 6° C?**  
 Student answered **incorrectly**.

- ☒ Four hours
- ☐ Twenty-four hours
- ☐ Forty-eight hours
- ☐ Retains the unit's original outdate

**Red Blood Cells Leukocyte-reduced must be prepared such that the residual leukocyte number conforms to which of the following standards?**  
 Student answered **correctly**.

- ☐ Less than  $8.3 \times 10^5$

# Course comparison data



Competency Assessment Program

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Manage Students

Manage Assignments

View or Edit Courses

View or Edit Checklists

View Reports

Welcome, Mrs. Keri P González !

Education Administrator, Test Lab for Online Competency - Lab 01 - (CAP Lab ID: 9990001)

## Course Comparison Report

The data show below for currently available courses is up-to-date as of today but will change before the courses become unavailable.

Course Name	Your Lab's Average Score	All Labs' Average Score
2007 Assessment: ABO Typing Discrepancies	[n/a] (0 completed assignments)	67% (1514 completed assignments)
2007 Assessment: Antibody Screen and Identification	[n/a] (0 completed assignments)	81% (1836 completed assignments)
2007 Assessment: Bloodborne Pathogens	96% (2 completed assignments)	79% (2450 completed assignments)
2007 Assessment: Common Pitfalls in Specimen Processing	100% (1 completed assignments)	81% (2183 completed assignments)
2007 Assessment: Common Serological Test Kits	35% (1 completed assignments)	83% (2149 completed assignments)
2007 Assessment: Electrolytes, Acid-Base, Anion and Osmolal Gaps	[n/a] (0 completed assignments)	62% (1292 completed assignments)
2007 Assessment: Erythrocyte Inclusions	[n/a] (0 completed assignments)	79% (1648 completed assignments)
2007 Assessment: General Laboratory Safety	90% (1 completed assignments)	82% (4410 completed assignments)
2007 Assessment: General Specimen Handling and Transportation	[n/a] (0 completed assignments)	79% (3443 completed assignments)

## Reference

This page displays how your students' assessment and posttest averages compare with other labs. Data is collected from students' answers to assessment and posttest questions. The collected data lets you view how your students are performing on specific courses in comparison to students at all other labs. For custom courses, only your lab's average score is displayed.

For courses with only competency assessments, the competency assessment score is displayed. For courses with only posttests or courses with both a competency assessment and a posttest, only the posttest score is displayed.

# Question comparison report



## Competency Assessment Program

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Welcome, Mrs. Keri P Gonzalez !

Education Administrator, Test Lab for Online Competency - Lab 01 - (CAP Lab ID: 9990001)

### View Question Data

The data shown below for currently available courses is up-to-date as of today but will change before the courses become unavailable.

#### 2007 Assessment: Common Serological Test Kits

Test Lab for  
Online  
Competency - [All students](#)  
Lab 01 -

% Answering Correctly

Correct answers are highlighted. The numbers in parentheses to the left of each answer choice are the percentages of students at the lab and all students who selected the answer choice. For questions that require students to select more than one correct answer, these percentages will not add up to 100%.

Carrie works in the laboratory at Merryville Clinic that includes women's health and pediatric clinics. Specimens are collected in the clinics and delivered to the laboratory. A urine specimen is brought to the lab mid-afternoon for a pregnancy test and urinalysis. Carrie performs both tests. The urinalysis results include a specific gravity of 1.005, a pH of 6.5, and a trace of protein. The rest of the urine dipstick results are negative. The pregnancy test is also negative. The woman's doctor questions this result because pregnancy is suspected. What may have caused a false negative result?

- (100%; 4%) The urine may be too acidic.
- (0%; 3%) The urine has a trace of protein.
- (0%; 92%) The urine may be too dilute.
- (0%; 1%) The specimen was at room temperature when it was tested.

0% 92%  
(0 out of 1) (2023 out of 2189)

The doctor decides to repeat the pregnancy test. What would be the optimal specimen to assure accurate results?

- (100%; 99%) A first morning specimen.
- (0%; 1%) A catheterized specimen.
- (0%; 0%) A sample collected in a container with a preservative.
- (0%; 0%) A 24-hour urine collection.

100% 99%  
(1 out of 1) (2170 out of 2188)

An aide from the pediatric clinic brings three throat swabs to the lab for Strep A testing. Mike sets up all three tests at the same time. The process involves an extraction step, so Mike sets up unlabeled extraction tubes in the rack and places the patients' throat swabs in the tubes. He matches the tube position in the rack to the position of the patient's name on his worksheet. According to the procedure, the swabs must be left in the tubes with the extraction reagents for at least one minute, but may be left up to 15 minutes. He adds the extraction reagents, rotates the swabs in the tubes, sets a timer for 10 minutes, and moves to hematology to

0% 97%

# Student and course activity report



Competency Assessment Program

Student Home

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Manage Students

Manage Assignments

View or Edit Courses

View or Edit Checklists

View Reports

Welcome, Mrs. Keri P Gonzalez !

Education Administrator, Test Lab for Online Competency - Lab 01 - (CAP Lab ID: 9990001)

All students, All courses, All assignments

Only active students

For assignments assigned: 1/22/2007 to 1/22/2008

Report Generated on 1/22/2008

Export to CSV

Printable Version

Student	Course	Assigned	Last Accessed	Due	Assessment	Content	Posttest	Checklist	Student Signoff	Time Spent	
Cobia, Paul	Observation Checklist: Bayer ADVIA Centaur (All Operators)	12/10/2007	12/10/2007	12/31/2007	n/a	n/a	n/a	0 of 20 tasks	0 of 20		
Cobia, Paul	Observation Checklist: Bayer Clinitek AT-210 ATLAS with Rack Sample Handler (All Operators)	12/10/2007	12/10/2007	12/31/2007	n/a	n/a	n/a	0 of 14 tasks	0 of 14		
Cobia, Paul	Observation Checklist: Ortho VITROS ECI/ECIQ System (Key Operator)	12/10/2007		12/31/2007	n/a	n/a	n/a	0 of 12 tasks	0 of 12		
Cobia, Paul	Observation Checklist: Sysmex SP-1000	12/10/2007		12/31/2007	n/a	n/a	n/a	0 of 5 tasks	0 of 5		
Cobia, Paul	Observation Checklist: Sysmex XE-ALPHA	12/10/2007		12/31/2007	n/a	n/a	n/a	0 of 9 tasks	0 of 9		
Gonzalez, Keri	2008 Assessment: Erythrocyte Morphology	1/21/2008	1/21/2008	3/17/2008	75 %	Complete	n/a	n/a	n/a	0h 47m	
Gonzalez, Keri	2008 Assessment: Hazardous Chemicals	1/21/2008	1/21/2008	6/16/2008	p. 3	Incomplete	n/a	n/a	n/a	0h 1m	
Gonzalez, Keri	2008 Assessment: Microscopic Urinalysis Part 2	1/21/2008	1/21/2008	6/16/2008	95 %	Complete	n/a	n/a	n/a	0h 6m	
Gonzalez, Keri	2008 Pro Course: ABO Typing Discrepancies	1/21/2008	1/21/2008	6/30/2008	n/a	Complete	n/a	n/a	n/a	0h 4m	
Gonzalez, Keri	2008 Pro Course:	1/21/2008	1/21/2008	6/30/2008	n/a	Complete	n/a	n/a	n/a	0h 2m	

## Who can benefit from Competency Assessment Program from CAP?

- Point of care testing personnel
- Nurses
- Medical laboratory technicians
- Medical technologists
- Respiratory therapists
- Physicians

# Learn more

[www.cap.org/competency](http://www.cap.org/competency)