Free Educational Products Offering Continuing Education Credits

The Division of Laboratory Systems (DLS) at the Centers for Disease Control and Prevention (CDC), in collaboration with stakeholder organizations, has developed multiple online educational materials to help laboratory professionals and healthcare providers understand recommended practices for quality laboratory services. All of these training courses are available free of charge, and provide continuing education (CE) credits in many categories.

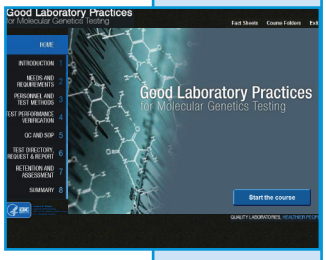
Sources for Free Educational Credit

CDC Laboratory Training

http://www.cdc.gov/labtraining/

CDC Laboratory Training offers a variety on online and classroom-based training designed for the public health and clinical laboratory community. The CDC Laboratory Training website connects you with course listings, descriptions, registration information, and continuing education credit opportunities as well as links to other training providers. Course topics range from fundamental laboratory skills to applications of emerging technology to address the need for laboratory professionals to maintain essential skills, conduct high-quality tests, and adopt new testing technologies and practice.

Credit Type: ASCLS PACE contact hours, Florida Laboratory Licensure contact hours.



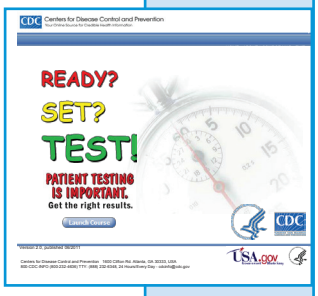
Good Laboratory Practices for Molecular Genetic Testing

http://www.cdc.gov/labtraining/course_listing/molecular_genetics.html

This is an interactive, multimedia online learning module intended to help laboratory professionals understand recommended good laboratory practices and enhance competencies for molecular genetic testing. The course presents a realistic scenario in which the learner joins a laboratory team to plan for and introduce the laboratory's first molecular genetic test. Upon completion of the course, learners will be able to:

- Describe the application of the CLIA requirements to molecular genetic testing.
- Select quality assurance measures for molecular genetic testing which are consistent with good laboratory practices.
- Develop procedures and processes for a molecular genetic test which are consistent with regulatory requirements and good laboratory practices.

Credit Type: ASCLS PACE contact hours, Florida Laboratory Licensure contact hours, and CME.



Good Laboratory Practices for Waived Testing

http://wwwn.cdc.gov/clia/Resources/WaivedTests/default.aspx

The goal of the Ready? Set? Test! course is to promote reliable, high quality testing and enhance patient safety by explaining steps of the waived testing process. The training provides testing personnel with information needed to safely and accurately perform waived testing. By taking this course, the learner will be able to:

- Identify basic requirements and recommended practices that help facilities get ready to perform waived testing.
- Select good laboratory practices that help assure accuracy of sample type, patient identification, and sample labeling.
- Identify good laboratory practices recording and reporting test results.

Credit Type: CME, CNE, CPE, and CEU.

Good Laboratory Practices for Biochemical Genetic Testing and Newborn Screening for Inherited Metabolic Disorders

http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=3133

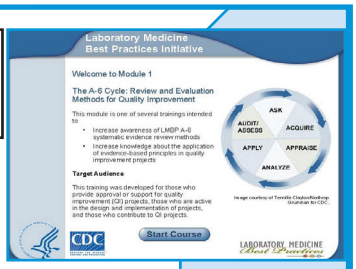
This 2012 CDC guideline serves as a comprehensive guide for quality practices in laboratory services for biochemical genetic testing and newborn screening for heritable metabolic disorders. Topics addressed include assuring the quality of all testing phases, confidentiality, and personnel competencies.

Credit Type: CME, CNE, CHES, and CEU.

Center for Surveillance, Epidemiology, and Laboratory Services
Division of Laboratory Systems

CS258149

The A-6 Cycle: Review and Evaluation Method for Quality Improvement



http://wwwn.cdc.gov/futurelabmedicine/tutorials/default.aspx

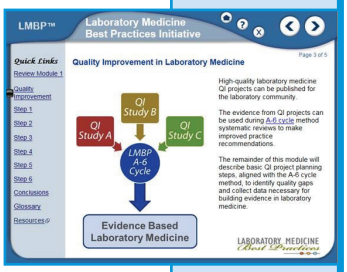
This course introduces the use of systematic reviews for developing evidence-based recommendations to improve the quality of laboratory medicine decision-making.

The course is targeted to those who provide approval/support for quality improvement (QI) projects, are active in the design and implementation of projects and contribute to QI projects. This module will teach learners to:

- Recognize how evidence-based methods can improve the quality of laboratory medicine decision-making
- Describe the main features of systematic reviews
- Describe the Laboratory Medicine Best PracticesTM initiative
- Identify the LMBP A-6 review and evaluation steps

Credit Type: CME (in application), CEU, and CECH

Application of Laboratory Medicine Best Practices Initiative (LMBP™) A-6 Method for Laboratory Practitioners



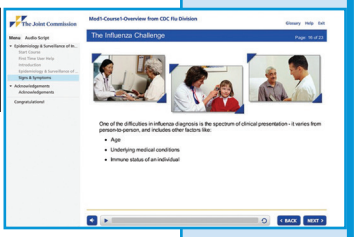
http://wwwn.cdc.gov/futurelabmedicine/tutorials/default.aspx

Based on "The A-6 Cycle", this module provides guidance to practitioners on designing quality improvement studies that meet the rigor for inclusion in systematic reviews, and support evidence-based quality improvement in laboratory medicine. At the conclusion of this training, learners will be able to:

- Recognize and apply evidence-based principles to the design of a quality improvement project
- Implement the population, intervention, comparator, and outcome (PICO) approach to define laboratory practice quality gaps
- Formulate answerable questions to focus quality improvement studies
- Identify opportunities to contribute to the growing body of evidence that supports laboratory best practices.

Credit Type: CME (in application), CEU, and CECH

Strategies for Improving Rapid Influenza Diagnostic Testing in Ambulatory Setting – SIRAS



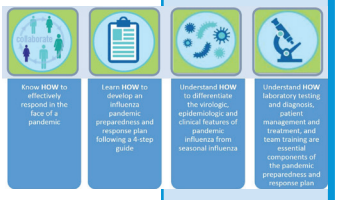
http://www.jointcommission.org/siras.aspx

The Joint Commission and CDC are offering two educational training modules – one on appropriate rapid influenza diagnostic testing (RIDT) for health care practitioners, and another as a series of videos on specimen collection, for anyone who collects specimens for RIDT. The SIRAS course provides information regarding the use of rapid influenza diagnostic tests for the diagnosis and treatment of influenza in the ambulatory setting, and includes the following four, 30–minute modules (0.5 CE each):

- CDC Overview, Epidemiology/Surveillance, Signs/Symptoms of Influenza
- Diagnosis of Influenza, Use of RIDT & Interpretation of RIDT
- Specimen Collection & Quality Assurance
- Influenza Treatment & Chemoprophylaxis

Credit Type: CE (ACCME, ANCC, ACHE, IACET, ASCLS/PACE, and California Board of RN)

Influenza Pandemic Preparedness and Response in Ambulatory Settings



http://www.jointcommission.org/topics/influenza_pandemic_preparedness.aspx

The Joint Commission and CDC are offering an educational training module for pandemic preparedness and response. The course provides 2 CE credits and training on:

- How to effectively respond in the face of a pandemic
- How to develop an influenza pandemic preparedness and response plan following a 4-step guide
- How to differentiate the virologic, epidemiologic and clinical features of pandemic influenza from seasonal influenza
- How laboratory testing and diagnosis, patient management and treatment, and team training are essential components of the pandemic preparedness and response plan

Credit Type: CE (ACCME, ANCC, ACHE, IACET, ASCLS/PACE, and California Board of RN)