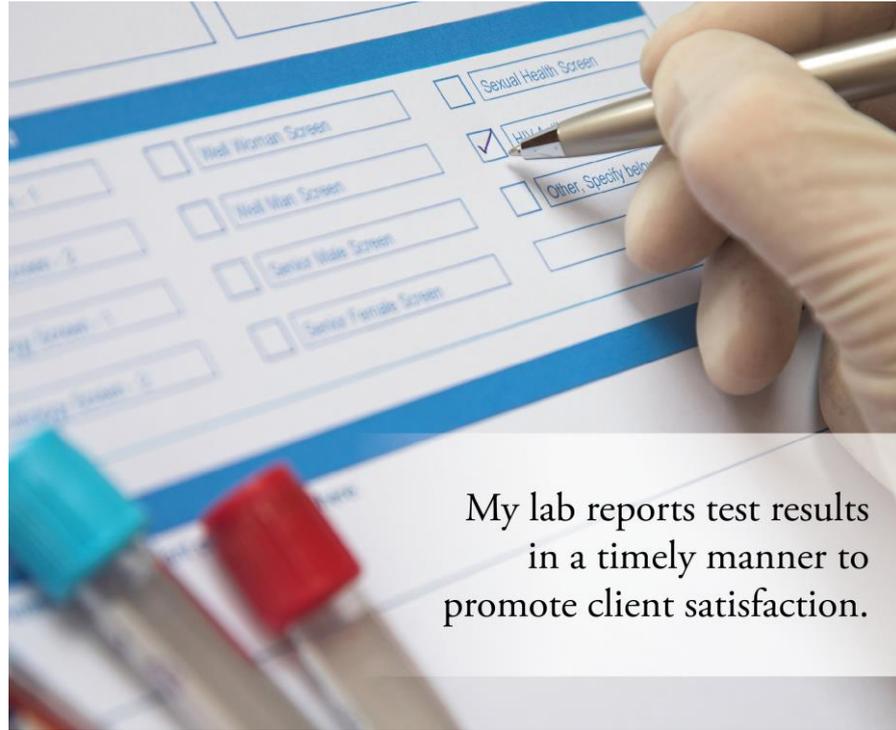


2015 Version

MODULE 9

Test Result Reporting



My lab reports test results
in a timely manner to
promote client satisfaction.

SLMTA Trainer's Guide

Overview

MODULE 9. TEST RESULT REPORTING

Performance Outcome

With satisfactory participation in the training and successful implementation of laboratory improvement projects, a participant's laboratory should achieve the following outcome:

- Reporting of accurate test results and findings within established turn around time
- Satisfied clients

Checklist Items Supported by this Module

This module supports the requirements for the following items from the SLIPTA Checklist:

1.2, 1.5, 2.2, 4.1, 4.2, 4.3, 4.4, 4.5, 8.1, 8.2, 11.2, 11.4, 11.5

Learning Objectives (Management Tasks)

By the end of this module, participants should be able to perform the following management tasks:

1. Aggregate and report all test findings for each patient
2. Ensure test results reach referral sites or test requestors
3. Consult with clients regarding specimen quality, test results and findings in a professional manner and ensure each issue is resolved promptly and documented appropriately
4. Conduct customer satisfaction survey to identify areas for improvement

What's in this Module?

ACTIVITY TITLE	PURPOSE	DURATION
Customer Service	The laboratory is a service organization and its primary reason for existence is to care for patients. In this activity, following sensitization to the patient's perspective, participants are provided tools for developing a customer friendly laboratory.	50 min
Meet the Clinician	Clinicians and laboratorians must work as a team to provide quality patient care. In this activity clinicians and laboratory personnel meet and share viewpoints with the goal of improving delivery of quality service to the patients.	1 hr 30 min
TOTAL ACTIVITY TIME:		2 hrs 20 min

Overview

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Activity: Customer Service	9-1
Activity: Meet the Clinician	9-11

ACTIVITY Customer Service Module 9

PURPOSE:

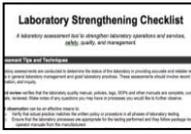
The laboratory is a service organization and its primary reason for existence is to care for patients. In this activity, following sensitization to the patient's perspective, participants are provided tools for developing a customer friendly laboratory.

RESOURCES FOR FACILITATOR:

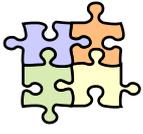
-  [PowerPoint](#) slides: 9.4 to 9.8
- [Tool: Clinic Day Role-play Script](#)
- Role-play supplies
- 'Post-it notes', Pens, Flip chart, & Markers

RESOURCES FOR PARTICIPANT:

- [Job Aid 1: Customer Communication Guidelines \(901\)](#)
- [Job Aid 2: Customer Satisfaction Survey \(902\)](#)

This activity supports the following laboratory management tasks and SLIPTA checklist items	
<p>Management Tasks</p> 	<p>1.12 Develop and implement lab improvement plans based on best practices and feedback from staff, patients, customers, quality indicators, and external assessment</p> <p>9.3 Consult with clients regarding specimen quality, test results and findings in a professional manner and ensure each issue is resolved promptly and documented appropriately</p> <p>9.4 Conduct customer satisfaction survey to identify areas for improvement</p>
<p>Checklist Items</p> 	<p>1.5 <u>Laboratory Policies and Standard Operating Procedures</u> Are policies and/or standard operating procedures (SOPs) for laboratory functions, technical and managerial procedures current, available and approved by authorized personnel? (Communication (internal and external); Advisory Services; Resolution of Complaints and Feedback; Continual Improvement)</p> <p>4.1 <u>Advice and Training by Qualified Staff</u> Do staff members with appropriate professional qualifications provide clients with advice and/or training regarding required types of samples, choice of examinations, repeat frequency, and interpretation of results?</p> <p>4.2 <u>Resolution of Complaints</u> Does the laboratory investigate (review) and resolves of customer complaints?</p> <p>4.3 <u>Laboratory Handbook for Clients – information to users</u> Is there a laboratory handbook for laboratory users that includes information on location of the lab, services offered, laboratory operating times, instructions on completion of request forms, instruction for preparation of the patient; sample collection including patient collected samples, transport, agreed turnaround times, acceptance and rejection criteria, availability of advice on examination and interpretation of results; lab policy on protection of personal information, laboratory complaints procedure?</p> <p>4.4 <u>Communication Policy on Delays in Service</u> Is timely, documented notification provided to customers when the laboratory experiences delays or interruptions in testing (due to equipment failure, stock outs, staff levels, etc.) or finds it necessary to change examination procedures and when testing resumes?</p> <p>4.5 <u>Evaluation Tool and Follow up</u> Is there a tool for regularly evaluating client satisfaction, staff suggestions and is the feedback received effectively utilized to improve services?</p> <p>11.2 <u>Quality Management System Improvement Measures</u> Does the laboratory</p>

	<p>identify and undertake continual quality improvement projects?</p> <p>11.4 Are quality indicators (TAT, rejected specimens, stock-outs, etc.) selected and tracked?</p> <p>11.5 Is the outcome of the review of quality indicators used to improve lab performance?</p>
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This activity is related to the following activities:	
	<p>Cross cutting: Managing Performance – the Balanced Scorecard</p> <p>Cross cutting: Planning Improvement Projects – Master Class</p> <p>Cross cutting: Process Mapping</p> <p>Module 7: Specimen Management</p>

ACTIVITY AT-A-GLANCE				
Step		Time	Resources	Key Points
1	Discuss why it is important to focus on customer needs	5 min	Slides 9.4 to 9.7	
2	Conduct the clinic day role-play	10 min	<u>Tool</u> Role-play supplies	
3	Debrief the role-play	5 min		
4	Brainstorm ways to assess customer satisfaction	5 min	Slide 9.8 Flipchart, Post-It Notes, Pens	
5	Debrief the brainstorming session	10 min	Flipchart & markers	
6	Discuss Job Aids	10 min	<u>Job Aid 1</u> <u>Job Aid 2</u>	
7	Conclude the Activity	5 min		
	TOTAL TIME:	50 min		

PROCESS

Preparation

- Gather supplies required for the role-play.
- Preselect three participants to perform the role-play. Provide them with [Tool: Clinic Day Role-play Script](#) in advance.

Step 1. Discuss why it is important to focus on customer needs 5 min

- Project  Slide 9.4. Review related tasks.
- Project  Slides 9.5 to 9.6. The laboratory's sole reason for existence is to care for the patient. Revisit the 5 guidelines for quality assurance to determine how to best accomplish that commission. The first guideline is to focus on *customer needs*. The laboratory's customers include the patient, the clinician, the community at large, and fellow laboratorians.
- This activity also focuses on another guideline for quality assurance - to *improve communication*. Clear, concise, respectful, and responsive communication is one of the key factors in assuring customer satisfaction.
- Patients & clinicians are not interruptions in the work of the laboratory; they *are* the work. They are why laboratories exist!
- Project  Slides 9.7. Remind participants that customer satisfaction is one of the key quality indicators. The patient's perspective of the entire testing & reporting process is a very important indicator. (Refer to Process Table from *Process Mapping Activity* in Cross-cutting.)



Step 2. Conduct the Clinic Day Role-Play 10 min

- Announce the role-play, describe the setting and introduce the actors.
- Ask participants to assess the quality of customer service in this role-play.

Step 3. Debrief the Role-Play 5 min

- Ask participants to assess the level of customer service.
- Point out that this incident actually happened and it was discovered through a customer satisfaction survey.
- Stress that if one wants to know whether customer expectations are being met in a laboratory, queries must be made! Maybe a few verbal people will complain about the problems. And maybe fewer still will report their positive experiences. But if one wants to know what is actually going on, then laboratorians and administrators will have to ask!

Step 4. Brainstorm ways to assess customer satisfaction 5 min

- Project  Slides 9.8. Ask participants to brainstorm about how they could assess customer satisfaction in their own lab. Remind them that they can address the concerns of any of their customers.
- Give participants 5 minutes to write down ideas on 'post-it notes' and post on the flip chart. Possible responses include:
 - Survey patients using a questionnaire regularly

- Provide a suggestion box in the lab
- Have a clerk ask patients for comments at the end of service on specified days
- Send a questionnaire/survey to the clinicians asking for feedback on service
- Meet with the hospital administrator once a month and ask for suggestions on how the lab can improve
- Randomly query clinicians or patients to determine if the laboratory has met their expectations

Step 5. Debrief the brainstorming session **10 min**

- Read the suggestions posted on the flipchart and categorize according to assessment method.
- Encourage participants to comment on those suggestions, including pros and cons of each method.

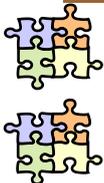
Step 6. Discuss job aids **10 min**

- Refer participants to [Job Aid 1: Customer Communication Guidelines](#). Discuss how to use it in the labs. Possible responses include:
 - As a handout for a staff in-service training
 - Posted next to the reception window as a guide
 - Placed in the new employee orientation materials
 - On the agenda for a staff meeting
- Refer participants to [Job Aid 2: Customer Satisfaction Survey](#). For an additional example, refer to the [Patient Phlebotomy Survey](#) (*Specimen Collection: Phlebotomy Role-Play Activity, Module 7*). Remind participants that they may choose to design another survey or obtain customer satisfaction in an entirely different fashion.



Step 7. Conclude the Activity **5 min**

- Link to *Managing Performance - the Balanced Scorecard* activity (Cross cutting). This customer satisfaction activity provides practical guidelines and tools for collecting data on this key quality indicator.
- Link to *Planning Improvement Projects - Master Class* activity (Cross-Cutting). Planning to improve customer service is a prime consideration for an assigned improvement project.
- Highlight or reiterate the key messages below.
- Make sure participants achieved objectives of the activity.





KEY MESSAGES

- Patient care is why laboratories exist. Laboratorians must strive to ensure the quality of services.
- The extent to which customer expectations are met or not must be determined by querying.
- Customer satisfaction data will be critical to improve laboratory service.

Can they:

- Perceive the patient's point of view?
- Use the tools provided to assess customer satisfaction?
- Use the tools provided to improve customer service?



ACTIVITY OBJECTIVES MET?



➤➤ Connections and Applications

- Remind participants that the goal of this training is to return to their laboratories and actually make changes for the better. Collecting complaints is only the beginning. Reiterate the importance of following through on customer complaints/concerns.
- Five guidelines for quality assurance:
 - **Focus on the needs of the users** - Customers are why laboratories exist.
 - **Focus on processes to increase the productivity of work**
 - **Use data to improve services** - "What gets measured (and monitored), gets fixed"
 - **Use teams to improve quality**
 - **Improve communication** - The majority (70%) of untoward incidents in health care, when investigated, demonstrate a root cause of poor communication.

Tool: Clinic Day Role-play Script

Clinic Day Role-play Script

Setting:

Diabetic Clinic Day at your hospital/health center. The diabetic patients come to your facility fasting and must have their blood drawn before they can eat breakfast. The Laboratorian is to be positioned in the "lab". The two patients are to be positioned outside the "lab".

Actors:

- 1) Laboratorian
- 2) Diabetic Patient #1
- 3) Diabetic Patient #2

Resources:

Cell phone (may borrow one from participants or provide toy cell phone)

Lab Coat - to identify laboratorian (optional)

Table with sign designating "Laboratory" (optional)

Action:

Laboratorian: Talking on Cell Phone about personal matters. He /She never even notices or acknowledges the patients. Makes conversation with friend on cell phone.

Diabetic patient #1 (speaking to diabetic patient #2): Wow, I am feeling very weak. I have to be fasting to have my blood drawn. I have been waiting here for 45 minutes and no one is helping me.

Diabetic patient #2 (responding to Diabetic patient #1): I am very hungry also. I have walked for 2 hours to arrive here for the clinic. Why is it taking so long to have our blood drawn? Is there a problem?

Diabetic patient #1 (answering Diabetic patient #2): I do not even see the laboratory technician. Shall we go into the lab to ask for assistance?

Diabetic patient #1 and #2 pretend to open the "door" and walk into the lab. They observe the laboratorian on the cell phone.

The laboratorian continues to talk and does not notice the patients.

The END!

Job Aid 1: Customer Communication Guidelines

Customer Communication Guidelines

PURPOSE To standardize laboratory communications in order to provide excellent customer service to all customers

SCOPE Applies to all staff members in the laboratory and all communications with external customers (physicians, residents, nurses, patients, visitors)

Situation	How to respond
Standard greeting for all customers	<p>“Good morning/afternoon, how may I help you?”</p> <p>“Hello Dr. _____, how may I help you?”</p>
Standard greeting to patient with explanation of phlebotomy procedure	<p>For outpatients:</p> <p>“Good morning (afternoon) Mr. or Mrs. _____. My name is _____. I need to draw some blood from you for the lab tests your doctor had ordered. I will try to be as painless as possible. If at anytime during the procedure, you feel pain or discomfort, please let me know.”</p> <p>For inpatients:</p> <p>Knock first before entering any patient room. Respect patient privacy. If a patient is busy or has guests, greet them as above and ask “May I draw your blood now?” If the answer is no, ask the patient “When may I return to draw your blood?”</p>
Patient asks, “What tests are being ordered? Why is my doctor ordering these tests?”	<p>Answer: “There are a variety of reasons for a doctor to order any laboratory test. Your doctor can explain exactly why he/she is ordering tests on you.”</p>
Patient complains about a long wait or poor customer service	<p>Let the patient vent first then listen carefully to the problem. Offer a sincere blameless apology like “I am sorry you had that experience. What can I do to help you?”</p> <p>If follow-up is required, state: “I will speak with the appropriate parties and we will get back to you. Thank you for bringing this to our attention.” (Make no inference that someone failed to do their job or should have done it differently.)</p>
You miss the vein or fail to obtain blood	<p>Explain to the patient, “I had some difficulty in obtaining your blood. I will need to make a second attempt to draw it. Please bear with me as I try again.” (No excuses or comments on veins are difficult, rolling veins, etc.)</p>
Patient states doctor did not order these tests	<p>Answer: “I will recheck your order with the doctor/nurse.” (Confirm with nurse the orders on the patient.)</p> <p>On return, advise the patient “I have verified your orders with the doctor/nurse and I do need to draw blood based on your doctor orders.”</p>

Job Aid 1: Customer Communication Guidelines

Situation	How to respond
<p>Physician calls to complain about delay in testing For example, "Where are the results? I ordered them yesterday and they are still not available! This lab service is awful!"</p>	<p>Answer: "I am sorry you had that experience/ for the delay. I will locate your results right away. May I place you on hold?" If results are not in the files, state that you are having difficulty locating the results and will investigate and get right back to the physician. Ask for the call-back number. If results are available, provide results and ask the physician to read them back.</p>
<p>Physician complains about results not on the chart For example, "I ordered a CD4 count yesterday. The results are not on the chart. When will the results be ready?"</p>	<p>Answer: "I am sorry for the delay. I am working on it and it will be ready in _____minutes (give a good time estimate). If instrument problem exists, call the physician back and explain the reason for the delay and what you will do to obtain results.</p>

Avoid the following statements in all communications with customers:

- There is nothing I can do about it.
- I am too busy.
- Nursing did not order the test; it is not the lab's fault.
- I don't know.
- I will get to it later.
- No, I cannot help you.
- It is not my job.
- Why didn't you look it up in the patient chart?
- I will draw the patient when I get to it.

Administration: Verification and Approvals

Prepared by: _____

Distribution: Standard Operating Policy and Procedures Manual / All laboratory sections

Date Adopted: _____ DATE REVISED: _____

Department Approval: _____

Review History: _____

Job Aid 2: Customer Satisfaction Survey

Customer Satisfaction Survey

	Excellent (5 points)	Good (4 points)	Average (3 points)	Fair (2 points)	Poor (1 point)
Staff was available in a timely manner.					
Staff was friendly and cheerful throughout.					
Staff greeted you and offered to help you.					
Staff answered your questions.					
Staff showed knowledge of the laboratory/services.					
Staff offered pertinent advice.					
Staff was courteous throughout.					
Overall, how would you rate our customer service?					

Opened Ended Questions
<p>What did you like best about our customer service?</p>
<p>Is there a staff person you would like to commend?</p> <p>Name:</p> <p>Reason:</p>
<p>How could we improve our customer service?</p>
<p><i>Thank you for taking the time to complete our customer service survey.</i></p>

ACTIVITY Meet the Clinician Module 9

PURPOSE:

Clinicians and laboratorians must work as a team to provide quality patient care. In this activity clinicians and laboratory personnel meet and share viewpoints with the goal of improving delivery of quality service to the patients.

RESOURCES NEEDED FOR FACILITATOR:

-  [PowerPoint](#) slides: 9.9 to 9.11
- [Tool: Questions for Clinicians](#)

RESOURCES NEEDED FOR PARTICIPANTS:

- [Job Aid: Creating a Clinician Handbook \(903\)](#)
- [Worksheet: Questions for Laboratorians \(904\)](#)
- Flipchart and markers

This activity supports the following laboratory management tasks and SLIPTA checklist items	
<p>Management Tasks</p> 	<p>1.12 Develop and implement lab improvement plans based on best practices and feedback from staff, patients, customers, quality indicators, and external assessment</p> <p>9.3 Consult with clients regarding specimen quality, test results and findings in a professional manner and ensure each issue is resolved promptly and documented appropriately</p> <p>9.4 Conduct customer satisfaction survey to identify areas for improvement</p>
<p>Checklist Items</p> 	<p>1.2 <u>Laboratory Quality Manual</u> Is there a current laboratory quality manual, composed of the quality management system's policies and has the manual content been communicated to, understood and implemented by all staff?</p> <p>1.5 <u>Laboratory Policies and Standard Operating Procedures</u> Are policies and/or standard operating procedures (SOPs) for laboratory functions, technical and managerial procedures current, available and approved by authorized personnel?(Resolution of Complaints and Feedback; Pre-examination Processes)</p> <p>2.2 <u>Management Review</u> Does the laboratory management perform a review of the quality system at a management review meeting at least annually?</p> <p>4.1 <u>Advice and Training by Qualified Staff</u> Do staff members with appropriate professional qualifications provide clients with advice and/or training regarding required types of samples, choice of examinations, repeat frequency, and interpretation of results?</p> <p>4.2 <u>Resolution of Complaints</u> Does the laboratory investigate (review) and resolves of customer complaints?</p> <p>4.3 <u>Laboratory Handbook for Clients – information to users</u> Is there a laboratory handbook for laboratory users that includes information on location of the lab, services offered, laboratory operating times, instructions on completion of request forms, instruction for preparation of the patient; sample collection including patient collected samples, transport, agreed turnaround times, acceptance and rejection criteria, availability of advice on examination and interpretation of results; lab policy on protection of personal information, laboratory complaints procedure?</p> <p>4.4 <u>Communication Policy on Delays in Service</u> Is timely, documented notification provided to customers when the laboratory experiences delays or interruptions in testing (due to equipment failure, stock outs, staff levels, etc.) or finds it necessary to change examination procedures and when testing resumes?</p> <p>4.5 <u>Evaluation Tool and Follow up</u> Is there a tool for regularly evaluating client</p>

	<p>satisfaction, staff suggestions and is the feedback received effectively utilized to improve services?</p> <p>8.1 <u>Information for patients and users</u> Are guidelines for patient identification, specimen collection (including client safety), labelling, and transport readily available to persons responsible for primary sample collection?</p> <p>8.2 Does the laboratory adequately collect information needed for examination performance?</p> <p>11.2 <u>Quality Management System Improvement Measures</u> Does the laboratory identify and undertake continual quality improvement projects</p> <p>11.4 Are quality indicators (TAT, rejected specimens, stock-outs, etc.) selected and tracked?</p> <p>11.5 Is the outcome of the review of quality indicators used to improve lab performance?</p>
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This activity is related to the following activities:	
	<p>Cross cutting: Managing Performance – the Balanced Scorecard</p> <p>Cross cutting: Planning Improvement Projects – Master Class</p>

ACTIVITY AT-A-GLANCE				
Step		Time	Resources	Key Points
1	Explain why teamwork and communication are important for patient care	5 min	Slides 9.9 to 9.10	
2	Provide ground rules for the discussion	5 min	Slide 9.11	
3	Facilitate the dialogue between clinicians and laboratorians	50 min	<u>Tool Worksheet</u>	
4	Debrief the discussion	10 min		
5	Brainstorm ideas to improve communication	10 min	Flipchart & markers	
6	Present Job Aid	5 min	<u>Job Aid</u>	
7	Conclude the Activity	5 min		
	TOTAL TIME:	1 hr 30 min		

PROCESS

Preparation

- Prior to the workshop, make arrangements for at least three clinicians to come and meet with the laboratorians.
 - Specify the time, location, and expected duration of the activity.
 - Provide [Tool: Questions for Clinicians](#) to invited clinicians so they can prepare for the discussion.
 - Explain the goal for the activity is to encourage communication and teamwork for quality patient care.



- Direct participants to [Worksheet: Questions for Laboratorians](#). Assign these questions for homework on the evening prior to this activity.
- Arrange seating in a circle for the discussion.

Step 1. Explain importance of teamwork/communication for patient care 5 min

- Project  [Slides 9.9 to 9.10](#). Reintroduce the 5 guidelines for quality assurance. Indicate that this session will focus on communication and teamwork.

Step 2. Provide ground rules for the discussion 5 min

- Project  [Slides 9.11](#). Explain that the purpose of this activity is to encourage communication and teamwork for quality patient care.
- Allow the clinicians and laboratorians to introduce themselves.
- Introduce the ground rules for the discussion.
 - Share viewpoints openly and respectfully
 - Respect time constraints, allowing equal time for both clinicians and laboratorians
 - Focus discussion on common goal - to improve patient care
 - Provide constructive suggestions, not criticism

Step 3. Facilitate the dialogue between clinicians and laboratorians 50 min

- Use questions from the [Tool: Questions for Clinicians](#) and the [Worksheet: Questions for Laboratorians](#) as a guide.
- Divide time equally between clinicians and laboratorians, facilitating both perspectives.
- Designate a scribe to record discussion points on the flipchart.

Step 4. Debrief the discussion 10 min

- Highlight common themes such as:
 - Both clinicians & laboratorians want to provide excellent patient care, but are equally frustrated when this type of care is not delivered.
 - Clinicians and laboratorians likely do not communicate routinely;

therefore, there are issues that they did not know existed.

- Both clinicians and laboratorians appreciate mutual respect.
- Specimen rejection is fraught with misunderstanding and may be an issue of frustration for both groups.

Step 5. Brainstorm ideas to improve communications **10 min**

- Brainstorm ways to foster ongoing communication and team building. Possible responses include:
 - Routine patient care meetings with representatives from various disciplines
 - Laboratory representatives on hospital “clinical rounds”
 - Joint professional association meetings of clinicians & laboratorians
 - Communicating/discussing new clinical requirements with laboratory administration so testing is in place to meet clinical demands
 - Direct communication in unusual clinical or laboratory situations
 - Written laboratory guidelines/policies for reference
 - Laboratorians to present a lecture or lead a discussion at hospital/health center continuing education meetings

Step 6. Present Job Aid & Quality Improvement Project Plan **5 min**

- Present [Job Aid: Creating a Clinician Handbook](#). With its clearly outlined laboratory policies, a clinician handbook can serve as a key communication tool. A handbook would include information on specimen management, laboratory hours, expected turn-around-times, etc

Step 7. Conclude the Activity **5 min**

- Highlight or reiterate the key messages below.
- Make sure participants achieved objectives of the activity.

KEY MESSAGES

- Communication is the first step in building an effective patient care team.
- Both clinicians and laboratorians desire to provide excellent patient care.
- All members of the patient care team have specific requirements which must be met in order to provide the best patient care.

Can they:

- Describe the concerns and requirements of other members on the patient care team?
- Appreciate the importance of ongoing teambuilding and communications between clinicians and laboratorians?
- Explain the benefits of a written Clinician Handbook?

ACTIVITY OBJECTIVES MET?



➤➤ Connections and Applications

- **Guidelines for Quality Assurance - Use teams:** Becoming acquainted with clinicians is the first step in promoting teambuilding and teamwork in patient care.
- **Guidelines for Quality Assurance - Improve communication:** Open channels of communication facilitate good patient care as issues can be communicated preemptively, thereby avoiding misunderstandings.
- The *Meet the Clinician* activity is an excellent opportunity to take the tools learned in the classroom and move them to the participant's lab through an improvement project. It is important to begin communicating with the clinician and working as a team to improve patient care.

Job Aid: Creating a Clinician Handbook

The clinician handbook is an excellent form of communication from the laboratory to clinicians. The handbook provides a written repository of laboratory policies that affect clinicians. The following is a sample table of contents to guide the laboratory administration in producing such a document for its own use.

Table of Contents

- I. Laboratory Quality Assurance
 - II. Operating Hours and Turn-Around-Times
 - Where do I send my samples?
 - III. Daily cut-off times when the Laboratory stops doing tests
 - IV. Preparing Laboratory Samples
 - 1. General Requirements for Laboratory Tests
 - 2. Specific Requirements for Venous Blood Collection
 - 3. Specific Requirements for Pediatric Dried Blood Spot (DBS) collection
 - 4. Specific Requirements for Adult Dried Blood Spot (DBS) collection
 - 5. Specific Requirements for Urine Collection
 - 6. Semen Analysis
 - 7. Blood Culture
 - 8. Sputum Collection
 - 9. Specific Requirements for Cytology Collection & Transportation
 - 10. Specific Requirements for Histology Collection
 - 11. Specimen Requirements for CSF, surgical wound, stool, and urine culture collection
 - V. Conditions for Sample Rejection
 - 1. Blood
 - 2. Cytology
 - 3. Urine
 - 4. Stool
 - 5. Sputum
 - VI. Getting Back Results
 - Where do I collect my results?
- Appendix A: Contact Information