

2015 Version

MODULE 6

Quality Assurance



My lab assures accurate and reliable testing processes.

SLMTA Trainer's Guide

Overview

MODULE 6. QUALITY ASSURANCE

Performance Outcome

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

- Consistently accurate and reliable test processes (pre-analytical, analytical, post-analytical)

Checklist Items Supported by this Module

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

1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 7.5, 8.7, 8.8, 8.9, 8.10, 8.14, 10.1, 11.1

Learning Objectives (Management Tasks)

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

1. Ensure that the Quality Manual with quality assurance policies and procedures is accessible to and reviewed by all staff
2. Ensure that QC material is tested according to SOP
3. Establish acceptable ranges for control material
4. Validate new equipment, reagents, and supplies
5. Track test performance (e.g., Levy-Jennings chart) for trends
6. Review discordant rates and determine appropriate action
7. Review records of environmental checks & QC trends to assess impact on testing and take corrective action
8. Review occurrence log for patterns/trends and take corrective action
9. Monitor reagent performance
10. Customize site-specific SOP's as needed
11. Ensure that SOP are read and understood by staff
12. Enroll in EQA program, monitor results, and take corrective actions
13. Periodically observe/assess accuracy of staff performance and take corrective action

Overview

What's in this Module?

| ACTIVITY TITLE | PURPOSE | DURATION |
|--|--|--------------------|
| Using Standard Operating Procedures | The simple process of hand washing is used to demonstrate the utility and importance of Standard Operating Procedures (SOP's). In this activity, writing and following a simple SOP is a preface to a discussion about how SOP's will be used in the participants' own laboratories. | 1 hr 5 min |
| Is QC That Important? | For an effective Quality Control (QC) management system, QC must be consistently performed, monitored, reviewed, and deemed essential. In this activity, participants have an opportunity to voice and examine underlying perceptions or issues which can undermine a QC program. | 1 hr |
| Is There More to QC Than Just Plotting the Data? | The right quality control (QC) approach can detect and prevent errors. In this activity, participants learn the importance of establishing acceptable ranges for control material and the importance of control rule selection in interpreting changes in the analytical system. | 1 hr 50 min |
| TOTAL ACTIVITY TIME: | | 3hrs 55 min |

Overview

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ACTIVITY **Using Standard Operating Procedures** **Module 6**

PURPOSE:

The simple process of hand washing is used to demonstrate the utility and importance of Standard Operating Procedures (SOPs). In this activity, writing and following a simple SOP is a preface to a discussion about how SOPs will be used in the participants' own laboratories.

RESOURCES FOR FACILITATOR:

-  [PowerPoint](#) slides: 6.5 to 6.12
- Flipchart paper & markers
- Small pieces of paper
- Supplies for hand washing demonstration (Set-up):
 - Picher of water
 - Bowl (to represent sink basin)
 - Two drinking glasses (to represent faucet handles)
 - Towels
 - Bar of Soap

RESOURCES FOR PARTICIPANT:

- [Handout: Hand Washing Article \(601\)](#)
- [Job Aid 1: SOP Template \(602\)](#)
- [Job Aid 2: Annotated SOP \(603\)](#)

| This activity supports the following laboratory management tasks and SLIPTA checklist items | |
|---|--|
| <p>Management Tasks</p>  | <p>6.1 Ensure that the Quality Manual with quality assurance policies and procedures is accessible to and reviewed by all staff</p> <p>6.2 Ensure that QC material is tested according to SOP</p> <p>6.10 Customize site-specific SOPs as needed</p> <p>6.11 Ensure that SOP are read and understood by staff</p> <p>8.1 Monitor testing to ensure SOPs are followed and tests are performed and reported properly and promptly</p> <p>10.1 Maintain a library of documents (policies, guidelines, SOPs, references, etc.); review and update annually</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?</p> <p>1.6 <u>Policy and SOPs Accessibility</u> Are policies and SOPs easily accessible/available to all staff and written in a language commonly understood by respective staff?</p> <p>1.7 <u>Policies and SOPs Communication</u> Is there documented evidence that all relevant policies and SOPs have been communicated to and are understood and implemented by all staff as related to their responsibilities?</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>3.5 <u>Personnel Filing System</u> Are records of personnel maintained?</p> <p>3.6 <u>Laboratory Staff Training</u> Is there a system for training?</p> |

| | |
|--|--|
| | <p>3.7 <u>Staff Competency Assessment and Retraining</u> Is there a system for competency assessment?</p> <p>3.8 <u>Staff meetings</u> Are staff meetings held regularly?</p> <p>8.7 <u>Documentation of Examination Procedures</u> Are examination procedures documented in a language commonly understood by all staff and available in appropriate locations?</p> |
|--|--|

| This activity is related to the following activities: | |
|---|--|
|  | <p>Module 1: Benefit of a Standardized Process</p> <p>Module 7: Specimen Collection – Phlebotomy Role-play</p> |

| ACTIVITY AT-A-GLANCE | | | | |
|----------------------|--|---------------|---|------------|
| Step | | Time | Resources | Key Points |
| 1 | Explain why SOPs are important | 5 min | Slides 6.5 to 6.8 | |
| 2 | Introduce the activity | 5 min | Slide 6.9 <u>Handout</u> <u>Job Aid 1</u> <u>Job Aid 2</u> | |
| 3 | Write an SOP on hand washing | 20 min | Flipchart paper Markers | |
| 4 | Demonstrate hand washing following the steps outlined in the SOP | 15 min | Slides 6.10 to 6.11 Hand washing demonstration supplies | |
| 5 | Debrief the demonstration | 5 min | | |
| 6 | Brainstorm SOP applications in the laboratory | 10 min | Flipchart paper & markers Post-It-Notes | |
| 7 | Conclude the activity | 5 min | Slide 6.12 <u>Job Aid 2</u> | |
| | TOTAL TIME: | 65 min | | |

PROCESS

Preparation

- Set up a demonstration table with all the hand washing supplies. Cover the set-up with a towel.
- Have two flipchart pages and markers available for each group.
- Write each group number/name on a small piece of paper and drop into the bowl (basin).



Overnight Homework: Assign the reading of [Handout: Hand Washing Article](#) on the night prior to the activity.

Step 1. Explain why SOPs are so important

5 min

- Project  [Slides 6.5 to 6.6](#). Review associated tasks.
- Project  [Slides 6.7 to 6.8](#). SOPs are vital to the work of laboratories. They ensure accurate and reliable testing results by providing best laboratory practices and standardizing the process.
- SOPs take complex processes and break them down into simple steps. Good SOPs provide complete, clear, concise, and easy to follow instructions so that these complex tasks can be completed appropriately.

Step 2. Introduce the activity

5 min

- Project  [Slide 6.9](#). Participants will be writing a simple SOP for hand washing using [Handout: Hand washing Article](#), [Job Aid 1: SOP Template](#), and [Job Aid 2: Annotated SOP](#) as guides.
- Emphasize that, since this is a simple procedure, their SOP only need to cover 7 (underlined and bolded on template) out of the 13 components noted in the template (i.e., Title of Procedure, Test Summary, Principle; Reagents, Materials & Equipment; Procedure, Notes, and References).
- Divide participants into groups of 5-6. Number or name each group.
- One group will be selected randomly, by drawing numbers/names, to share their SOP with the audience. Another group will be selected to demonstrate the SOP.
- Distribute flipchart pages and markers to each group.

Step 3. Write an SOP

20 min

- Give each group 20 minutes to complete the assignment.
- Monitor the activity. Make sure that each group understands the requirements. Keep participants 'on-track' to complete SOP writing in the allotted time.

Step 4. Demonstrate hand washing following an SOP

15 min

- Draw numbers/names to determine which group will share the SOP and which group will demonstrate the SOP.

- Project  Slides 6.10 to 6.11. Post the selected SOP adjacent to the demonstration table. Discuss the criteria for a good SOP.
- Orient the audience to the 'set-up'.
- Ask the demonstration group to demonstrate hand washing by following the steps exactly as outlined in the selected SOP.
- Ask the audience to observe the demonstration.

Step 5. Debrief the demonstration

5 min

- Ask the demonstration group to critique the SOP. Note if the SOP is complete, clear, concise, & easy to follow.
- Ask the audience to add any additional critique of the SOP.
- Note any omissions, ambiguities, or wrong steps.
- Show a sample hand washing SOP using the PPT.

Step 6. Brainstorm SOP applications in the laboratory

10 min

- Indicate that SOPs can be used in several circumstances and/or situations in the laboratory in addition to the analytic phase of testing.
- Ask the audience, "In what circumstances will you use SOPs when you return to your laboratory?" Provide a Post-It-Note for each participant. Request at least one circumstance/situation be written on each Post-It-Note. Have each participant trade notes with his/her neighbor. Ask each person to share one example with the audience. Some suggested responses follow:
 - Procedures for all phases of testing
 - Quality Assurance procedures
 - Orientation for new employees
 - Teaching/training - staff, students, & new employees
 - Competency Assessment / Identify re-training needs / Checking each other's work
 - Inventory List for laboratory procedures
 - Procedures for laboratory safety
 - Procedures for equipment maintenance
 - Procedures for document & record management

Step 7. Conclude the Activity

5 min



- Project  Slide 6.12. Relate the activity to the associated checklist items.
- Link to *What are the Benefits of a Standardized Process* activity.
- Refer to the [Job Aid 2: Annotated SOP](#). This is an actual SOP for performing a serum creatinine test. This SOP has been annotated to indicate the components of each section of the SOP. Job aids are for reference when returning to one's own laboratory. Encourage use of this job aid for additional guidance in writing SOPs for clinical testing procedures.
- Highlight or reiterate the key messages below.
- Make sure participants achieved objectives of the activity.



KEY MESSAGES

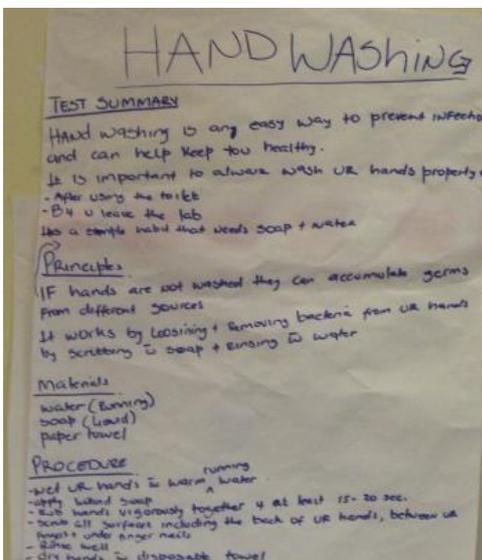
- SOPs define and standardize best laboratory practices. If properly followed, SOPs ensure a laboratory consistently produces accurate and reliable test results.
- SOPs take complex tasks and break them into simple steps, thereby assuring completion of the entire task.
- SOPs must be complete, clear, concise, and easy to follow.
- If an SOP is not available, participants can easily create one for their own laboratories using the SOP template and available technical information such as the operator's manual or package insert.
- Hand washing is one of the most important methods of infection control.

Can they:

- Recognize the components of a correctly written SOP?
- Write a clear, concise SOP that includes all the steps of a specific process?
- Read reference material to find the steps of a procedure?
- Use skills gained in this activity to write an SOP for his/her own laboratory, if the need arises?
- Describe various circumstances in which one will use SOPs in a laboratory?
- Consistently implement the practice of hand washing in his/her own laboratory?



ACTIVITY OBJECTIVES MET?



Handout: Hand Washing Article**AN EASY WAY TO PREVENT INFECTION**

Hand washing is a simple habit that can help keep you healthy. Learn the benefits of good hand hygiene, when to wash your hands and how to clean them properly.

Hand washing is a simple habit, something most people do without thinking. Yet hand washing, when done properly, is one of the best ways to avoid getting sick. This simple habit requires only soap and warm water or an alcohol-based hand sanitizer – a cleanser that doesn't require water. Do you know the benefits of good hand hygiene and when and how to wash your hands properly?

The dangers of not washing your hands

Despite the proven health benefits of hand washing, many people don't practice this habit as often as they should – even after using the toilet. Throughout the day you accumulate germs on your hands from a variety of sources, such as direct contact with people, contaminated surfaces, foods, even animals and animal waste. If you don't wash your hands frequently enough, you can infect yourself with these germs by touching your eyes, nose or mouth. And you can spread these germs to others by touching them or by touching surfaces that they also touch, such as doorknobs.

Infectious diseases that are commonly spread through hand-to-hand contact include the common cold, flu and several gastrointestinal disorders, such as infectious diarrhea. While most people will get over a cold, the flu can be much more serious. Some people with the flu, particularly older adults and people with chronic medical problems, can develop pneumonia. The combination of the flu and pneumonia, in fact, is the eighth-leading cause of death among Americans.

Inadequate hand hygiene also contributes to food-related illnesses, such as salmonella and E. coli infection. According to the Centers for Disease Control and Prevention (CDC), as many as 76 million Americans get a food-borne illness each year. Of these, about 5,000 die as a result of their illness. Others experience the annoying signs and symptoms of nausea, vomiting and diarrhea.

MORE ON THIS TOPIC

- * Germs: Understand and protect against bacteria, viruses and infection
- * E. coli: Dangers of eating raw or undercooked foods

Good hand-washing techniques include washing your hands with soap and water or using an alcohol-based hand sanitizer. Antimicrobial wipes or towelettes are just as effective as soap and water in cleaning your hands but aren't as good as alcohol-based sanitizers.

Antibacterial soaps have become increasingly popular in recent years. However, these soaps are no more effective at killing germs than is regular soap. Using antibacterial soaps may lead to the development of bacteria that are resistant to the products' antimicrobial agents – making it even harder to kill these germs in the future. In general, regular soap is fine. The combination of scrubbing your hands

Handout: Hand Washing Article

with soap – antibacterial or not – and rinsing them with water loosens and removes bacteria from your hands.

Proper hand-washing techniques

Proper hand washing with soap and water

Follow these instructions for washing with soap and water:

- Wet your hands with warm, running water and apply liquid soap or use clean bar soap. Lather well.
- Rub your hands vigorously together for at least 15 to 20 seconds.
- Scrub all surfaces, including the backs of your hands, wrists, between your fingers and under your fingernails.
- Rinse well.
- Dry your hands with a clean or disposable towel.
- Use a towel to turn off the faucet.

When should you wash your hands?

Although it's impossible to keep your bare hands germ-free, there are times when it's critical to wash your hands to limit the transfer of bacteria, viruses and other microbes.

Always wash your hands:

- After using the toilet
- After changing a diaper – wash the diaper-wearer's hands, too
- After touching animals or animal waste
- Before and after preparing food, especially before and immediately after handling raw meat, poultry or fish
- Before eating
- After blowing your nose
- After coughing or sneezing into your hands
- Before and after treating wounds or cuts
- Before and after touching a sick or injured person
- After handling garbage
- Before inserting or removing contact lenses
- When using public restrooms, such as those in airports, train stations, bus stations and restaurants

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On the web at <http://www.mayoclinic.com/health/hand-washing/HQ00407#>

Job Aid 1: SOP Template

Procedures will contain the following, where applicable:

I. Title of Procedure

Write a title that clearly defines the content of the SOP.

II. Test Summary

State the physiologic and diagnostic reasons for performing the test.

III. Principle

Outline the scientific principle involved in the process.

IV. Specimen Handling and Preparation

V. Quality Control

VI. Calibration

VII. Reagents, Materials, & Equipment -

List by category any equipment, reagents, or materials required for following the SOP.

VIII. Procedure

Give the steps, in order, required to complete the procedure.

IX. Result Reporting

X Expected Values

XI. Limitations

XII. Notes

Document any additional useful information such as possible sources of error, pitfalls, or special precautions.

XIII. References

Include a complete list of source material used in the preparation of the document.

Job Aid 2: Annotated SOP

Annotated SOP⁶⁰³

| | | |
|---|--|--------------------|
| Cape Clinic Laboratory Policy & Procedure Manual | Policy # GC12\v03 | Page 1 of 6 |
| Section: General Chemistry Procedure Manual | Title: Creatinine in Serum by IL 300 Plus Analyzer Procedure | |
| Written by: Anne Lugo, BLS | Original Date: June 3, 2006 | |
| Approved by: H. Grady Hines, PhD | Revision Date: May 28, 2008 | |
| | Annual Review Date: September 1, 2009 | |

SOP Document Control Plan
 Document control, an essential component, can be handled in several ways. In this example, the use of a complete standardized header that appears on the first page and a reduced header that appears on subsequent pages is one method. Another alternative is the use of a signatory cover page. The chosen method must include the document's title, version number, number of pages, authority for use, and laboratory name. There should be a written policy/procedure regarding document control that addresses creation, approval of use, distribution, revisions, periodic review, and discontinuation.

The title is concise, descriptive, and, if applicable, inclusive of the type of specimen.

Creatinine in Serum by IL 300 Plus Analyzer Procedure

Test Summary:

Creatinine is produced as a waste product through the conversion of phosphocreatine. Because most of the creatinine is produced in the muscle, the amount of creatinine is proportional to the patient's muscle mass. Serum creatinine is useful in the evaluation of kidney function and in monitoring renal dialysis.

The test summary captures the physiologic and diagnostic reasoning underlying the performance of the test.

Principle:

Creatinine is measured as a fixed timed chemical reaction using picric acid in an alkaline environment to form an orange-red product. The increase in absorbance at 510 nm due to the orange-red complex is proportional to the creatinine concentration in the sample.

The scientific principle involved in the testing is outlined. Chemical reactions, specimens, and/or organisms involved are indicated.

Specimen Handling and Preparation:

Serum is the specimen of choice. The serum may be stored for up to 24 hours at 2-8°C.

Conditions for patient preparation, preferred specimen type, amount of specimen, type of collection container, and any special specimen handling requirements (i.e. timing, transport, storage) are noted.

Quality Control:

SeraChem 1 and SeraChem 2 are used for quality control. Both are analyzed each day of use and anytime a new reagent, regardless of lot number, is added to the system throughout the day. If testing extends longer than 8 hours, SeraChem 1 is analyzed as a second shift and both controls must be analyzed.

Quality control materials are listed. Instructions for preparing, storing, testing, evaluating results, and troubleshooting are included. The appropriate uses, expected results and safety precautions for these materials are also noted.

SeraChem Preparation

1. Gently tap bottle on counter top. Remove cap and stopper without spilling its contents
2. Add 5.0 ml of dH₂O and replace stopper
3. Gently swirl reconstituted material until all lyophilized contents are dissolved.

Job Aid 2: Annotated SOP

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4. Label reconstitution date on bottle. This information will be needed when preparing frozen aliquots
5. Allow material to sit for 30 minutes at 15-30°C, periodically swirling bottle during this time.
6. Gently invert bottle several times before removing any portion.

SeraChem Storage and Stability

- Unreconstituted material is stable at 2-8°C until expiration date indicated on label
- Reconstituted material is stable for 5 days at 2-8°C .Frozen aliquots are stable (-20°C) for 2 weeks. Frozen aliquots may not be refrozen.

SeraChem Expected Results

Refer to the “Value Table” enclosed in each kit for result information. Select the IL 300 table and choose the umol/L row to determine manufacturer’s range, SD, and mean. After the observed mean and SD are calculated from parallel testing, those values will be used.

SeraChem Testing

Before testing, always gently invert the bottle or thawed aliquot. Control material can be tested either in the ‘Sample’ area or in the ‘Std/Ctrl’ area. Reagent blanking (RBL) should be performed with running QC.

Evaluation of SeraChem Results

- Review results for acceptability or the presence of flags in the ‘Calibration Results’ menu after each quality control run. If any result is unacceptable (flagged), begin troubleshooting. Patient results may not be reported until QC is acceptable for the test.
- Each week, review the Levy Jennings Charts for both levels of SeraChem. Look for trends or shifts and take corrective action where appropriate.

Troubleshooting Unacceptable Results

If a control is flagged with an error code, then begin investigating the cause starting with a review of both L-J charts. Rerun controls or reconstitute new control material only when deemed appropriate. Refer to the quality control guidelines for this instrument. If the problem remains unresolved then continue with troubleshooting measures and notify the supervisor. Never release patient results until issue is resolved.

Safety Precautions

Use Universal Precautions (treat as potentially infectious) while handling material. Wear PPE while handling. Avoid contact with skin and eyes. If splashing occurs, rinse affected area immediately. Do not empty contents into drains. Discard material into biohazard receptacles

Job Aid 2: Annotated SOP

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Calibration:

Referril G calibrator is used to calibrate creatinine

Preparation

1. Gently tap bottle on counter top. Remove cap and slowly reconstitute without spilling its contents
2. Add 3.0 ml of Referril G Diluent and replace stopper
3. Gently swirl reconstituted material until all lyophilized contents are dissolved
4. Label reconstitution date and time on bottle.
5. Allow material to sit for 30 minutes at 15-30°C, periodically swirling during this time.
6. Gently invert bottle several times before removing any portion

Calibration materials are specified. Instructions for preparing, storing, testing, evaluating results, and troubleshooting are included. The appropriate uses, expected results and safety precautions for these materials are also noted.

Storage and Stability

- Unreconstituted material is stable at 2-8°C until expiration date indicated on label
- Reconstituted material is stable for 24 hours at 10-15°C, and 10 days at 2-8°C for creatinine.

Expected Results

Refer to the "Value Table" enclosed in each kit for result information. Select values from the S.I. units column. (umol/L) from the row labeled 'CREA.'

Calibration Frequency

Calibrate the creatinine each time a new reagent lot number is introduced. For the current in-use lot number, the creatinine must be recalibrated every 5 days. Reagent blanking (RBL) must be performed with each calibration.

Testing and Interpretation

In the 'Calibration & QC Setup' menu (3.3.4 of the operator's guide), select the calibrator column in the 'CREAT' row. By highlighting the box, a drop-down menu will appear and choose Referril G. Press the 'Assign/Check' button to determine Referril G cup placement. Gently invert the bottle into the sample cup. Click the 'OK' button and exit. Select the green 'Start' button located on the 'System Monitor' screen and enable 'Calibration & QC' function. Press 'OK' to start testing. After testing is complete, review the calibration results in the 'Calibration Results' menu. Look for the presence of any error flags in the RBL or STD columns. If no flags appear, calibration was successful. If flags appear, then begin troubleshooting calibration.

Troubleshooting Unacceptable Results

If calibration fails, then repeat calibration. If calibration continues to fail, then verify that the reagent and the calibrators were prepared correctly and are within stability for that analyte. If resolution can not be found, then notify the section supervisor or contact the instrument hotline.

Job Aid 2: Annotated SOP

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Safety Precautions

Use Universal Precautions (treat as potentially infectious) while handling material. Wear PPE while handling. Avoid contact with skin and eyes. If splashing occurs, rinse affected area immediately. Do not empty contents into drains. Discard material into biohazard receptacles

Reagents, Materials, and Equipment:

- Referril G
- Referril G Diluent
- SeraChem 1
- SeraChem 2
- Sample Cups
- Creatinine Kit
 - Contents*
 - CREA R1(sodium hydroxide)
 - CREA R2 (picric acid)

All reagents, materials, and equipment needed to perform the test are specified. Guidelines for preparation, storage, stability, and safe handling of these entities are included.

Reagent Preparation

1. CREA R1 AND R2 are ready-to use
2. Write opened date and expiration date on bottle
3. Gently invert bottle before placing it into a room temperature reagent rack

Reagent Storage and Stability

- Unopened kits and materials are stable at 15- 30°C until expiration date indicated on label
- Opened reagents are stable for 7 days at 15 - 30°C
- Recap opened reagents when not in-use and store at 15 - 30°C

Safety Precautions

Use Universal Precautions (treat as potentially infectious) while handling material. Wear PPE while handling. Avoid contact with skin and eyes. If splashing occurs, rinse affected area immediately. Discard material into biohazard receptacles.

Procedure:

1. Under 'Work List Setup', menu, enter patient demograp specimen is hemolyzed, lipemic or icteric, enter comme section of the demographic screen.
2. Select 'CREAT' to be performed from the 'Methods' por the 'Save' button when completed and move to the nex
3. Using the 'Position' area of the menu either pour specir sample tubes directly into the correct rack position. Place prepared specimen rack into a rack slot in the analyzer.
4. When all requests have been entered, press the 'Exit' button

Stepwise imperative instructions for the procedure are fully outlined. Any special instructions for equipment operation, necessary calculations, or cautions regarding hazardous materials are noted.

Job Aid 2: Annotated SOP

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- At the 'Monitor' screen, select the green 'Start' button. and enable the 'Work List' button. Choosing the same rack number displayed where the rack was physically placed in to the instrument, replace 'Nothing' from its drop-down box and enter the rack number associated with your specimens. Select 'OK' to begin analysis.
- To review and archive patient results, go to the 'Result by Patient' menu. Select the patient to be reviewed and the results will appear at the bottom of the menu. Archive only those results that do not have any flags except 'c,' 'G,' 'H,' or 'L'. Print the results for reporting. For those results with additional flags, further investigation must occur before release of those results. Select the "Rerun" icon for those flagged results. If the repeated investigate the cause of the flag.

The appropriate units and concentrations for reporting result are specified. Instructions on how to report repeated and/or supplemental testing and critical values are presented.

Result Reporting:

- Creatinine is reported in umol/L.
- Indicate on the test requisition any value that has been reported.
- No patient results may be reported if accompanied by 'G', 'H' or an 'L.'
- All 'c' and 'G' flags must be repeated.
- Results may be reported directly from the instrument print-outs.
- Transcribe the instrument results onto the requisition in the 'CREAT' row.
- Initial the requisition.

Critical Values

All critical values must be rechecked and noted on the requisition. When reporting a critical value, the provider must be verbally notified. Indicate on the test requisition the following: the date/time of notification/result parameter(s) the provider was notified about/ and your initials.

| Parameter | Low Critical Value | High Critical Value |
|------------|--------------------|---------------------|
| Creatinine | | > 707 umol/L |

Refer to the procedure, "Critical Result Reporting" for complete details.

Expected (normal) ranges are indicated.

Expected Values:

| Parameter | Male Reference Interval | Female Reference Interval | Children (< or = 12 yrs) Reference Interval | Units |
|------------|-------------------------|---------------------------|---|--------|
| Creatinine | 62 - 115 | 53 - 97 | 27 | umol/L |

Procedural limitations; whether obtained from evaluation procedures, experience, or package inserts; are noted. Interfering substances, such as preservatives or medications, are indicated.

Limitations:

Hemolysis may interfere with creatinine measurements. There is no interference from icteric and lipemic specimens.

Instrument Linearity:

| Parameter | Linearity Range | Units |
|------------|-----------------|--------|
| Creatinine | 9 - 2210 | umol/L |

Procedural notes include additional useful information such as possible sources of error, pitfalls, and/or special precautions.

Job Aid 2: Annotated SOP

| | | |
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| General Chemistry Procedure Manual | | |

References:

Arneson, Wendy and Jean Brickell. Clinical Chemistry: A Laboratory Perspective. F.A. Davis Company. 2007.

Burtis, Carl A, and Edward R. Ashwood (eds.) Tietz: Fundamentals of Clinical Chemistry. 5th ed. Saunders. 2001.

ILab 300 Plus Applications Manual. Instrumentation Laboratory. March 2005.

ILab 300 Plus Clinical Chemistry System Operator's Manual. Instrumentation Laboratory. March 2003

All source materials used for the writing of the SOP must be acknowledged. A manufacturer's package insert should be attached to the SOP, if available.

ACTIVITY Is QC That Important? Module 6

PURPOSE:

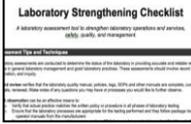
For an effective Quality Control (QC) management system, QC must be consistently performed, monitored, reviewed, and deemed essential. In this activity, participants have an opportunity to voice and examine underlying perceptions or issues which can undermine a QC program.

RESOURCES FOR FACILITATOR:

-  [PowerPoint](#) slide: 6.14
- Tape, flipchart and markers

RESOURCES FOR PARTICIPANT:

- [Handout: Why a QC Program is Essential \(604\)](#)
- [Worksheet: QC Program Questions \(605\)](#)

| This activity supports the following laboratory management tasks and SLIPTA checklist items | |
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| <p>Management Tasks</p>  | <ol style="list-style-type: none"> 6.1 Ensure that the Quality Manual with quality assurance policies and procedures is accessible to and reviewed by all staff 6.2 Ensure that QC material is tested according to SOP 6.3 Establish acceptable ranges for control material 6.4 Validate new equipment, reagents, and supplies 6.5 Track test performance (e.g., Levey-Jennings chart) for trends 6.6 Review discordant rates and determine appropriate action 6.7 Review records of environmental checks & QC trends to assess impact on testing and take corrective action 6.8 Review occurrence log for patterns/trends and take corrective action 6.9 Monitor reagent performance 6.10 Customize site-specific SOPs as needed 6.11 Ensure that SOP are read and understood by staff 6.12 Enroll in EQA program, monitor results, and take corrective actions 6.13 Periodically observe/assess accuracy of personnel's work and take corrective action |
| <p>Checklist Items</p>  | <ol style="list-style-type: none"> 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? 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?(Risk Management, Quality Control and Quality Assurance) 1.6 <u>Policy and SOPs Accessibility</u> Are policies and SOPs easily accessible/available to all staff and written in a language commonly understood by respective staff? 1.7 <u>Policies and SOPs Communication</u> Is there documented evidence that all relevant policies and SOPs have been communicated to and are understood and implemented by all staff as related to their responsibilities? 2.1 <u>Routine Review of Quality and Technical Records</u> Does the laboratory routinely perform a documented review of all quality and technical records? 3.3 <u>Laboratory Director</u> Is the laboratory directed by a person(s) with the competency, delegated responsibility to perform? 3.4 <u>Quality Management System Oversight</u> Is there a quality officer/manager with delegated responsibility to oversee compliance with the quality management system? 7.5 <u>Budgetary Projections</u> Are budgetary projections based on personnel, test, facility and equipment needs, and quality assurance procedures and |

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| | <p>materials?</p> <p>8.8 <u>Reagents Acceptance Testing</u> Is each new reagent preparation, new lot number, new shipment of reagents or consumables verified before use and documented?</p> <p>8.9 <u>Quality Control</u> Is internal quality control performed, documented, and verified for all tests/procedures before releasing patient results?</p> <p>8.10 <u>Quality Control Data</u> Are QC results monitored and reviewed (including biases and Levy-Jennings charts for quantitative tests)?</p> <p>8.14. Does the laboratory participate in interlaboratory comparison program or alternative assessment systems for all tests?</p> <p>10.1 Are all identified nonconforming activities/ work identified and documented adequately?</p> |
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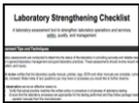
| This activity is related to the following activities: | |
|---|------|
|  | None |

| ACTIVITY AT-A-GLANCE | | | | |
|----------------------|------------------------|---------------|--------------------------------|------------|
| Step | | Time | Resources | Key Points |
| 1 | Introduce the activity | 2 min | Slide 6.14 <u>Worksheet</u> | |
| 2 | Conduct the discussion | 45 min | <u>Worksheet</u> | |
| 3 | Debrief the discussion | 10 min | <u>Handout</u> | |
| 4 | Conclude the activity | 3 min | | |
| | TOTAL TIME: | 60 min | | |

PROCESS

Preparation

- Reflect upon your own perceptions regarding the essentiality of a QC program and create a list. Use your list and [Handout: Why a QC Program is Essential](#) to assist with the discussion's facilitation.
- Review the resource documents, *Lab Management Framework* tasks and the *SLIPTA Checklist* items pertaining to Quality Assurance (QA) and QC. Be prepared to discuss the 'why' or rationale for their inclusion of QC and QA items into the framework or assessment checklist. It is important that participants understand the purpose and utility behind each task or item and make the following connection:



- The checklist items use specific language to spell out the actions required to be in compliance with the standards.
- The standards are the fundamental principles grounded in quality and good laboratory practice (GLP).



Overnight Homework: Assign [Worksheet: QC Program Questions](#) on the night prior to the activity.

Step 1. Introduce the activity

2 min

- Project  [Slide 6.14](#) to introduce the activity and refer participants to [Worksheet: QC Program Questions](#).
- Remind participants to share viewpoints and attitudes toward QC openly and respectfully throughout discussion.

Step 2. Conduct the discussion

40 min

- Facilitate a discussion regarding each question ([Worksheet: QC Program Questions](#)) by asking participants to share their responses. Structure the discussion so that the outcomes noted in during the debrief portion (Step 3) of this activity are achieved.
 - For Questions 5 and 6, ask participants which one was easier to answer
 - For Question 8, ensure the following components are noted:
 - Establish written policies and procedures, including corrective action, and incorporate them into the Quality Manual
 - Create and make available all the necessary logs to record QC activity
 - Train all staff regarding the QC program and document this training
 - Review QC logs to ensure documentation is complete
 - Monitor and assess QC data, and take corrective action when needed
- Consider designating a scribe to record responses on a flipchart.

Step 3. Debrief the discussion

10 min

- List the outcomes/conclusion from the discussion on a flipchart. Ensure the following outcomes are achieved:
 - QC program is an essential component of a quality laboratory. Without it,

- o a laboratory can not deliver accurate and reliable information.
- o QC monitors the analytical phase of the testing process. The goal of QC is to detect, evaluate, and correct errors before patient results are reported and released.
- o It is the manager's responsibility to manage the quality of the laboratory results being produced at their site.
- Distribute or refer participants to [Handout: Why a QC Program is Essential](#). Indicate to participants that some of the counter arguments can be used to communicate with upper management or staff members regarding the essentiality of a QC program.
- Emphasize that a QC program is an essential component to a laboratory's quality assessment/assurance (QA) processes. QA monitors the laboratory's total testing process. Without an effective QC program, the laboratory can never reach a level of quality required for accuracy.

Step 4. Conclude the Activity 3 min

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

⤴ **KEY MESSAGES**

- QC program is an essential component of a quality laboratory. Without it, a laboratory cannot deliver accurate and reliable information.
- QC monitors the analytical phase of the testing process. QC is used to detect, evaluate, and correct errors before patient results are released.
- It is the manager's responsibility to manage the quality of the laboratory results being produced at their site.

Can they:

- Recognize the essentiality of a QC program?
- Recognize issues or challenges that contribute to the disconnection between knowledge and the behavior applied at the site?
- Recognize that a QC program is the manager's responsibility?

☑ **ACTIVITY OBJECTIVES MET?**

➤➤ **Connections and Applications**

- A QC program is part of the Quality Management System's (QMS) Process Control. Process control monitors the activities of the laboratory testing processes, such as sample management, method verification/validation, and quality control, to ensure accurate and reliable testing.
- Quality Assurance (QA) monitors the accuracy, reliability and timeliness of the total testing process (pre-analytical, analytical, and post analytical). Quality Control (QC) monitors activities related to the analytical phase of testing.
- A QC program consists of both internal QC (performed at the site to continually assess the laboratory work) and external QC (evaluated and compared against a peer group of laboratories or the performance of a reference laboratory). Some tests or analytes may not have QC material to perform internal QC testing. In those rare instances, external quality assessments requiring the evaluation of photographs or images, or split sample comparisons may be possible alternatives.

Worksheet: QC Program Questions

| Quality Assurance (QA) | Quality Control (QC) |
|--|--|
| QA monitors the accuracy, reliability and timeliness of the total testing process (pre-analytical, analytical, and post analytical). | QC monitors activities related to the analytical phase of testing. |

The following questions focus on QC.

1. Is each test performed at your site included in your QC program?
If not, what challenges or issues do you encounter that prevent you from doing this at your laboratory?
2. What is your viewpoint regarding a quality control program for the laboratory?
3. Comment on the following regarding your actions and behavior as a manager as it relates to your site's current QC program:
 - For each test done in your laboratory that has QC, is the QC satisfactory before patient results are reported?
 - Is there indication that the staff member who did the test evaluated and assessed the QC?
 - For tests done by each staff member, do you as the manager routinely monitor and review the QC records to ensure they are current and up-to-date?
 - If results are out of range or unacceptable has the appropriate corrective action been taken and documented by the staff member?
 - As the manager of the laboratory, do you enforce the expectations for QC performance and the requirement that patient results should not be released until QC is acceptable?
 - Why or why not for the above questions?
4. Is your viewpoint (Question 2) regarding a quality control program consistent with your actions and behavior as a manager (Question 3)? If not, what are the reasons behind this?
5. List 2-3 reasons or examples for not performing QC
6. List 2-3 reasons or examples for performing QC.
7. In your opinion, can a laboratory manager provide quality results without a quality control program? If not, why? If so, why and how?
8. What steps or elements does a manager need to consider when developing, implementing, and maintaining a quality control program?

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|--|
| <p>Cost</p> <ul style="list-style-type: none"> ▪ QC material is too expensive. | <p>Costs must be understood in the context of quality. There are expenses incurred with a QC program. For many of us, we see QC as expensive especially when we compare the cost of the item to its quantity or size. However, to strive for high quality patient testing, management of high quality laboratory testing systems must include the use of QC processes and procedures. Not only are QC programs worth the expense, they add a cost-savings value for the long term by preventing errors and eliminating waste.</p> <p>When considering costs, the overall cost within the healthcare system must take into account the many hidden costs attributed to inaccurate and unreliable laboratory information. Costs associated with incorrect laboratory results include the following:</p> <ul style="list-style-type: none"> ○ delays in necessary care, ○ unnecessary care, ○ inadequate patient management, ○ inappropriate medical investigation of nonexistent disease, ○ complications from unnecessary treatment, ○ improper utilization of medications. <p>If quality improves, waste is reduced, which in turn reduces cost.</p> |
| <ul style="list-style-type: none"> ▪ Increased costs will make the test too expensive for some (most) patients. | <p>No result will always be better than a wrong result. However, accurate laboratory information is vital. Laboratory services are essential for disease diagnosis, treatment, surveillance, and outbreak investigations in the country’s health system. Availability of diagnostic laboratory confirmation allows the provider to use evidence-based medicine instead of relying on presumptive/empirically-drawn diagnosis to:</p> <ul style="list-style-type: none"> ○ differentiate between diseases indistinguishable by clinical syndrome, ○ direct appropriate antimicrobial therapy (inappropriate antimicrobial therapy results in increased drug resistance), ○ improve patient care, ○ conduct accurate infectious disease surveillance, ○ direct the country’s public health care policy, one that is based upon the true disease prevalence because of the laboratory’s diagnostic confirmation data. |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|--|
| | <p>Overall, it will be less expensive for the patient to receive a quality result the first time compared to the additional costs associated with repeat testing or additional, yet unnecessary diagnostic testing or services. A laboratory must meet the quality needed for the patients it serves.</p> |
| <ul style="list-style-type: none"> ▪ The staff performs the QC when there is time (usually after the patient results are released), so the extra cost of doing QC because we are told we should do this task does not really change the results being reported. | <p>The attitude managers have towards their management responsibilities are reflected clearly through their interactions, communications, and work activities. Staff members closely monitor their manager’s behavior and attitude.</p> <p>Every laboratory accrediting organization will require a QC program that is able to monitor, and detect errors and correct them before patient samples are released. Because accreditation evaluates a laboratory’s quality structures to assess whether or not a laboratory operates at a recognized, accepted, and required level of performance, items pertaining to the QC program will be included. A laboratory can not describe the quality of their patient results if QC is not performed.</p> |
| <p>Difficulty</p> <ul style="list-style-type: none"> ▪ QC is too difficult because of training and data analysis. ▪ After we run QC, what should we do with the data? ▪ The staff keeps getting too many values that are unacceptable and wastes a lot of reagent, time, and money when I have indicated in the past that patient results should not be released until QC is acceptable. | <p>The manager must know the basics of QC and how to interpret and assess the QC data. The right QC strategy will detect and prevent errors by maximizing the probability of detecting significant errors and minimizing the number of false positive flags. Therefore, an effective QC program results in quality and not waste.</p> <p>Lacking the fundamental knowledge or education should not prevent a manger from seeking resources. However, if the root cause is the manager’s commitment, behavior, and attitude towards an effective QC program, then improving quality will be difficult, at best.</p> |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|--|
| <p>Time</p> <ul style="list-style-type: none"> ▪ I (or the staff) do not have enough time to do everything required for QC. ▪ There is not enough staff to perform patient testing and do QC. ▪ I have other tasks that are high priority and I balance as best as I can. Sometimes this means the QC is not done. | <p>Insufficient staffing is a constant challenge for laboratory managers. A laboratory should be staffed based upon the number of specimens that it handles and the level of automation. Even the best-equipped laboratory will not function at top efficiency if it is improperly staffed.</p> <p>However, laboratories must establish their service goals and objectives, and establish clinical and analytical quality requirements for testing. An effective manager must make a decision and commitment based upon the objectives and goals. If the goal is to provide quality patient results, then a QC program must be designed, implemented and maintained.</p> <p>Performance, not just effort, will be the criteria used for meeting objectives. A manager will always have decisions and choices to make, including what level of quality should be achieved. Without a QC program, that level of quality will be low.</p> <p>If managers do what they can do, but “do it well,” then it will be easier to receive the support and recognition to address the larger, more systemic issues such as staffing. Delivering quality results will increase customer’s confidence making it easier to receive their support to address these challenges.</p> |
| <ul style="list-style-type: none"> ▪ It takes valuable time in the morning to prepare controls and run them when the clinic is busy. | <p>Quality does not just happen, it must be planned, monitored and managed to assure quality is achieved. Managing quality is the laboratory’s work, and not just simply a sideline addition to work.</p> <p>A laboratory’s productivity and efficiency takes into account its performance to provide quality services, which includes quality patient results. Besides, it will always take less time to perform the originating activities right the first time than to ‘just get the work out’ and address the subsequent errors and adverse publicity afterwards.</p> |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|---|--|
| <ul style="list-style-type: none"> ▪ If I perform the instrument maintenance and QC, then I can test only 80 patients instead of 100. Are you saying those 20 patients’ results are not important? | <p>Refer to the second bulleted point under “Cost.”</p> |
| <ul style="list-style-type: none"> ▪ The providers get angry when the results are delayed because the QC is unacceptable. ▪ Customers are already complaining about the wait time for their tests. | <p>Doing it faster won’t satisfy the customer’s needs if the test is inaccurate. Listening to the voice of the customer does not mean doing exactly what the customer says. We need to hear the words and then interpret/translate to understand and fix the problem. A customer will never say, “Just give me the wrong result if it is quicker.”</p> <p>Customers will always demand faster turn-around-times, while simultaneously inferring that it must be a quality result. It is the laboratory’s responsibility to deliver the quality in conformance to the requirements of their customers. Additionally, incorrect test results erode the customer’s confidence with laboratory services.</p> |
| <p>Supplies/Facility</p> <ul style="list-style-type: none"> ▪ Consumables reagents/supplies that could have been used for patient testing are no longer available if used for QC, and I will run out of supplies. | <p>We must meet the quality needed for the patient results we report. The use of reagents and supplies for QC testing must be understood in the context of quality. This consumption for QC is to prevent problems and provide quality results. Additionally, the costs of poor quality results in waste to other healthcare areas; waste of time and effort by physicians and nurses, and waste of resources that were unnecessarily consumed (i.e. medications, occupied hospital beds, etc).</p> |
| <ul style="list-style-type: none"> ▪ I have insufficient storage space (or equipment such as refrigerators) for QC material. | <p>Sufficient storage space is a challenge for many laboratories. However, even when laboratories receive QC material with test kits stored at room temperature, the QC is not performed or monitored as should be.</p> <p>In those instances, the challenge can become a convenient excuse. Essentially, there are 2 actions, excuses or performance. If a laboratory has QC material available for only some of the tests offered, then design, implement, and maintain a QC program for these tests. Create the needed policies and procedures for a QC program, and train the staff so that a solid foundation is</p> |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|--|
| | <p>laid. Do those areas well with existing resources so that when you receive the administrative and financial support to include additional tests, you have laid the foundational groundwork necessary for an effective QC program.</p> |
| <p>Limited Understanding of QC's Role</p> <ul style="list-style-type: none"> ▪ It is only necessary to check QC if there has been a major change in some facet of the test system - for example, a change in reagent lot#, a repair such as tubing changes or the instillation of a new light source. ▪ Performing QC for this test is a waste of time, effort and resources since the obtained values always fail (i.e. out of range or unacceptable). | <p>The acceptance or rejection of the unknown (patient) sample results is dependent on the initial comparison of the control material measured values with their expected values or range. It is through this QC evaluation process that QC results are used to validate whether the test is operating within pre-defined specifications before patient results are reported.</p> <p>When QC samples do not produce the accurate or precise results, it can be assumed that any patient results obtained at the same time are also erroneous. Therefore, the patient samples are the unknown and the QC material provides the 'known.'</p> <p>QC results allow you to compare 'where you are' to 'where you expect to be.' If 'where you are' is not 'where you expect to be' you must determine what has changed. It is up to the technologist to interpret if that change is significant and requires corrective action.</p> <p>One of the reasons an effective QC program can significantly increase the level of quality is that it alerts us to change even when it is unexpected. It allows us an opportunity to address those errors that otherwise would have gone undetected.</p> |
| <ul style="list-style-type: none"> ▪ All my system checks are acceptable, so the instrument is performing correctly and QC is not needed (or this was the QC). | <p>System checks tell us whether the instrument is acceptable for use; QC tells us whether the results furnished by the instrument are acceptable.</p> |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|---|
| <ul style="list-style-type: none"> ▪ The QC has been within range or acceptable for the past 10 days (month, etc), so we know the instrument is reliable. ▪ Running QC occasionally is good enough to check my equipment. Things will not deteriorate so quickly that it is necessary to run QC every day. | <p>For some very stable systems, QC data changes minimally. However, past performance tells us about the stability but not when a change occurs. To be alerted to a change requires QC to be performed and assessed. A decision to accept or reject a run should be based upon the current data of the test's performance.</p> |
| <ul style="list-style-type: none"> ▪ We monitor the reagent refrigerator (or we make sure the correct patient is drawn), so we know the test is correct. | <p>QC is used to assess and alert us to change in the method's performance. One part of the analytical system is reagent. However, QC monitors much more than just reagents. It also monitors different steps necessary to prepare samples for testing, preparing reagents and calibrators, instrument set-up and maintenance, and combining samples with reagents. Depending upon the specifics or requirements of the test, QC can monitor operator's technique, environment of the test (temperature and humidity), water quality, sterility, pH, and even electricity</p> <p>Proper patient identification and sample handling are essential components of the QA process. The quality of the results is dependent on the quality of the sample being analyzed. It is important to monitor the entire testing process. A QC program focuses on the analytical portion of the QA process. Any problem or error that occurs within the QA process can invalidate the results.</p> |
| <ul style="list-style-type: none"> ▪ We only perform QC when we have a proficiency test sample. It is important we receive a good score. | <p>Even though proficiency test (PT) samples are 'unknowns,' they should be handled in the same manner as patient samples. The entire PT process should mimic the patient process and provide opportunities for process improvement to your total testing process as part of your Quality Assurance (QA) activities.</p> <p>The laboratory's goal is to provide quality patient results and services. Receiving a passing score helps us assess our QA; however, the patient is the reason the laboratory exists.</p> |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|---|
| <ul style="list-style-type: none"> ▪ I know the media supports organisms' growth when present and does not show growth when not present because I see that demonstrated in my patient samples. ▪ I know the Ziehl-Neelsen stain works properly since I noted acid fast bacilli in several of my patient smears. ▪ We record both positive and negative patient results throughout the day so the test is working just fine. | <p>The acceptance or rejection of the unknown (patient) sample results is dependent on the initial comparison of the control material measured values with their expected values or range. It is through this QC evaluation process that QC results are used to validate whether the test is operating within pre-defined specifications before patient results are reported.</p> <p>Some of the consequences of a false negative result are:</p> <ul style="list-style-type: none"> ○ treatment is not started ○ patients continue to unknowingly transmit the bacilli ○ inadequate treatment during the intensive phase ○ increased drug resistance due to inappropriate therapy ○ resistance patterns will occur more quickly within the population. <p>Some of the consequences of a false positive result are:</p> <ul style="list-style-type: none"> ○ unnecessary treatment ○ medications wasted ○ extended treatment during the intensive phase ○ complications resulting from the extended length of treatment. <p>However, one consequence shared by both incorrect result types is the loss of the customer's confidence and trust in the laboratory and TB program.</p> <p>Overall, the microbiology section is much more inclusive than its application towards a TB program. As in all laboratory sections, a QC program must appropriately address all testing performed in that section. Unique to the microbiology section, the performance of all media, including diluents and other suspension fluids, must be validated. This validation and traceability to the corresponding lot numbers must ensure the suitable performance as follows:</p> <ul style="list-style-type: none"> ○ verification of sterility ○ recovery/survival of the target organisms ○ inhibition/suppression of the non-target organisms ○ required physical and biochemical attributes used to identify/differentiate organisms |

Handout: Why a QC Program is Essential

| Possible Reasons or Excuses for Not Performing QC | Counter-argument in Support of a QC Program |
|--|---|
| <ul style="list-style-type: none"> ▪ We only run a positive control since the abnormal value is the only clinically significant one. ▪ We analyze a normal control. It seems redundant to analyze an abnormal-low control and an abnormal-high control, as well. | <p>QC material selection should consider medical decision points to closely monitor changes in those areas. The QC material selection or requirements should ensure that a provider can reach a valid diagnosis or decision from the laboratory information.</p> <p>Providers often compare the patient's result value against a reference range ('normal value') and treat the patient accordingly. Providers will also use laboratory result information to compare the patient's result value obtained at the present time to an earlier result value to monitor change in the patient.</p> <p>For the provider to have confidence to use the results, accurate information must be provided. It is important to establish performance standards for the test and monitor changes to the method's performance. Changes in accuracy and precision do impact the clinical interpretation of patient results.</p> |
| <ul style="list-style-type: none"> ▪ We always verify the built-in control area as specified in the insert, so other QC is not needed. | <p>Frequently the built-in control area assures the sample flow was sufficient to come in contact with a reagent or the reagent was introduced into the sample. It does not measure the presence or absence of a substance. Qualitative controls should still be performed.</p> |
| <ul style="list-style-type: none"> ▪ I received the same lot # in the second shipment and that was already validated when first used (placed on the instrument, etc.). | <p>QC is used to assess and alert us to change in the method's performance. One part of the analytical system is reagent. However, QC monitors much more than just reagents. It also monitors different steps necessary to prepare samples for testing, preparing reagents and calibrators, instrument set-up and maintenance, and combining samples with reagents.</p> |

ACTIVITY **Is There More to QC Than Just Plotting the Data?** **Module 6**

PURPOSE:

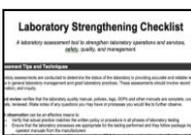
The right quality control (QC) approach can detect and prevent errors. In this activity, participants learn the importance of establishing acceptable ranges for control material and the importance of control rule selection in interpreting changes in the analytical system.

RESOURCES FOR FACILITATOR:

-  [PowerPoint](#) slides: 6.15 to 6.35
- Flipchart and markers
- [Tool 1: Normal Control Answers](#)
- [Tool 2: Rule Violation Answers](#)
- [Tool 3: Completed L-J Chart](#)

RESOURCES FOR PARTICIPANT:

- [Worksheet 1: Normal Control \(606\)](#)
- [Worksheet 2: Data Points \(607\)](#)
- [Worksheet 3: L-J Charts \(608\)](#)
- [Job Aid 1: PT General Guidelines \(609\)](#)
- [Job Aid 2: PT Checklist \(610\)](#)

| This activity supports the following laboratory management tasks and SLIPTA checklist items | |
|--|--|
| <p>Management Tasks</p>  | <p>6.3 Establish acceptable ranges for control material</p> <p>6.5 Track test performance (e.g., Levey-Jennings chart) for trends</p> <p>6.7 Review records of environmental checks & QC trends to assess impact on testing and take corrective action</p> <p>6.12 Enroll in EQA program, monitor results, and take corrective actions</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? (Quality Control and Quality Assurance)</p> <p>2.1 <u>Routine Review of Quality and Technical Records</u> Does the laboratory routinely perform a documented review of all quality and technical records?</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>8.10 <u>Quality Control Data</u> Are QC results monitored and reviewed (including biases and Levy-Jennings charts for quantitative tests)?</p> <p>8.14. Does the laboratory participate in interlaboratory comparison program or alternative assessment systems for all tests?</p> <p>10.1 Are all identified nonconforming activities/ work identified and documented adequately?</p> <p>11.1 Are graphical tools (charts, graphs, tables) used to communicate quality findings and identify trends?</p> |

| This activity is related to the following activities: | |
|---|--|
|  | <p>Module 1: Creating a Management Calendar.</p> <p>Module 1: Planning and Conducting a Staff Meeting</p> <p>Module 5: Creating a Maintenance and QC Log</p> |

| ACTIVITY AT-A-GLANCE | | | | |
|----------------------|---|----------------|--|------------|
| Step | | Time | Resources | Key Points |
| 1 | Explain why QC is important and introduce basic concepts | 15 min | Slides 6.15 to 6.22 | |
| 2 | Introduce the activity (QC ranges) | 15 min | Slides 6.23 to 6.25 <u>Worksheet 1</u> <u>Tool 1</u> | |
| 3 | Conduct the activity (QC ranges) | 5 min | <u>Worksheet 1</u> | |
| 4 | Review ranges and introduce L-J plotting | 15 min | Slides 6.26 to 6.27 <u>Worksheet 1</u> <u>Worksheet 2</u> <u>Worksheet 3</u> <u>Tool 1</u> | |
| 5 | Conduct the L-J Chart portion of the activity | 15 min | <u>Worksheet 1</u> <u>Worksheet 2</u> <u>Worksheet 3</u> | |
| 6 | Debrief the L-J Chart portion of the activity | 10 min | Slide 6.28 <u>Worksheet 3</u> | |
| 7 | Interpret control results when different QC rules are applied | 20 min | Slides 6.29 to 6.32 <u>Worksheet 3</u> <u>Tool 2</u> <u>Tool 3</u> | |
| 8 | Discuss the manager's role for a quality QC program | 10 min | Slides 6.33 to 6.35 <u>Job Aid 1</u> <u>Job Aid 2</u> | |
| 9 | Conclude the Activity | 5 min | | |
| | TOTAL TIME: | 110 min | | |

PROCESS

Preparation

- Ensure the [Worksheets 1, 2 and 3](#) are printed using a single-sided format. Participants will use information on these 3 worksheets to complete the activity. Any information printed on the flip side of a double-sided print format will make this activity less 'user-friendly'.

Step 1. Explain why QC is important and introduce basic concepts

15 min

- Project  [Slides 6.15 to 6.17](#) to introduce the activity. Indicate this activity will focus on the quantitative category of QC
- Project  [Slides 6.18 to 6.22](#). Explain each slide using one simple and consistent example illustrated on a flipchart.
 - Demonstrate how a mean is obtained. For example using the data set {10, 9, 11, 12, 8} the mean is 10.
 - Demonstrate how confidence limit values are calculated by drawing the Gaussian Curve and labeling the X-axis. Include arrows displaying the area of the curve that includes 68%, 95% and 99% of the values. Indicating the mean is 10 and the SD is 1, label the X-axis with values such as -3SD's value is 7.
 - Demonstrate how to determine the range of values that would fall between 68%, 95%, and 99%. For example, 68% of the data will fall between 9 and 11.
 - Demonstrate how the Gaussian Curve relates to the Levey-Jennings (L-J) Chart by drawing the curve at a 90° angle with the SD lines extended to create a L-J chart. Label the Y-axis of the chart using the obtained values from the previous example.
 - Write a few data points on the flipchart and demonstrate how they are plotted into the L-J Chart. Connect the data points together using a line.

Step 2. Introduce the activity (QC ranges)

15 min

- Project  [Slides 6.23 to 6.25](#) to provide an overview of the activity. Indicate that we will be exploring why a laboratory must establish their own QC ranges for the control material. Explain that the mean and SD are calculated based upon quality control data obtained during the parallel testing. Once the mean and SD are established, the control values for that control material are followed day-to-day.
- Refer participants to [Worksheet 1: Normal Control](#). Explain that we will be working with the mean and SD values provided from the package insert and the values calculated from the parallel testing results.
- Work through an example as a class using [Worksheet 1](#) and complete the first column of the table, "Values Using the Package Insert's Mean and SD."
- Ask participants what mean and SD will be used in the second column. Once everyone understands the assignment, instruct the class to complete the tables on [Worksheet 1](#). Allow 5 minutes.

Step 3. Conduct the activity (QC ranges)

5 min

- Provide assistance.

Step 4. Review ranges and introduce L-J plotting

15 min

- Project  Slides 6.26 and review. Ensure the class has completed the tables correctly before proceeding to the L-J chart portion of the activity.
- Refer participants to [Worksheet 2: Data Points](#) and [Worksheet 3: L-J Charts](#). Review the directions located on [Worksheet 2](#) with the class.
- Project  Slide 6.27 to work through as a class setting-up one chart and plotting one point. Remind participants to use the appropriate mean and SD values for each graph.
- Divide the class into groups of 2 (pairs). Indicate that participants have 15 minutes to complete both graphs.

Step 5. Conduct the L-J Chart portion of the activity

15 min

- Provide assistance and coaching. Ensure participants have created the correct L-J Charts before plotting the data points and are using the Y-axis scale in their charts.

Step 6. Debrief the L-J Chart portion of the activity

10 min

- Project  Slide 6.28. Ask participants what they noticed as they compared the graphs.
 - Emphasize the same data points were plotted but the graphical display shows very different pictures regarding the method's performance.
 - Ask participants which plotted data points they circled that exceeded +/- 2SD.
- Ask participants to explain why the manufacturer's insert ranges are so wide and why they must establish their own QC ranges from parallel testing.

Step 7. Interpret control results when different QC rules are applied.

20 min

- Explain that the 1_{2s} rule applies to any point that exceeds +/- 2SD and the 1_{3s} rule applies to any point that exceeds +/- 3SD.
- Instruct participants to tick off the row where the values violated the 1_{2s} rule and the 1_{3s} rule on [Worksheet 2: Data Points](#) based upon the instrument's mean and SD chart values. Provide 5 minutes for participants to note these violations.
- Ask the class for the number of 1_{2s} rule violations and 1_{3s} rule violations noted.
- Project  Slide 6.29.
 - Ask participants how many violations would have occurred based upon the package insert's mean and SD (answer - none). Emphasize that because the manufacturer's SDs are larger, the control limits are wider which result in lowering the probability of detecting a significant change in the system.
 - Ask participants how many of them used the graphs and circled data points to complete the violations table and how many relied solely on the data points table. Emphasize that control values are easier to interpret when they are in chart form rather than assessing the data in a tabular format. Explain that by charting our QC data points, we visibly see the violation.

Trends and shifts are also easier to note when using the chart.

- Project  Slides 6.30 to 6.32 and review.

Step 8. Discuss the manager's role for a quality QC program 10 min



- Project  Slides 6.33 to 6.35 and review. Emphasize the following points:
 - Link the periodic review to the activity, *Creating a Management Calendar*.
 - Emphasize that the QC material selected should monitor the analytical system at the medical decision points. A manager must consider several control levels (normal, abnormal or abnormal-high / abnormal-low) to adequately monitor the system. A manager must also define the performance standards for the test.
 - Emphasize the need to review the charts and not release the patient results when the analytical performance is out of control. Mention how issues regarding lack of proper QC documentation can be discussed at a staff meeting. Connect this idea to the activity, *Planning and Conducting a Staff Meeting*.
 - Discuss the difference between internal and external QC programs. Emphasize how the information received from external programs assists the manager with evaluating the accuracy and reliability of their test results. Inform participants that they can contact their manufacturer to inquire if a peer comparison program is offered.
- Refer participants to [Job Aid 1: PT General Guidelines](#) and [Job Aid 2: PT Checklist](#) as additional resources to utilize with their proficiency testing.

Step 9. Conclude the Activity 5 min

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

KEY MESSAGES

- Each laboratory must establish acceptable ranges for their control material based upon the calculated mean and SD.
- It is important to use the calculated mean and SD on the QC chart to apply QC rules and strategy.
- The selection of QC rules will influence the probability of detecting significant changes in the system.

Can they:

- Recognize the importance of establishing QC ranges specific to their instrument?
- Plot QC data onto a Levey-Jennings Chart?
- Recognize how graphical charts are easier to interpret and assess the method's stability?
- Recognize the role QC rule selection plays in interpreting control results?

ACTIVITY OBJECTIVES MET?

➤➤ Connections and Applications

- An internal quality control (IQC) program refers to those in-house monitoring activities a laboratory performs to continuously assess the work to ensure the obtained results are accurate prior to the release of those results. An external quality assessment (EQA) program refers to an external agency or facility objectively checking the laboratory's performance. This external agency or facility relies on comparing the laboratory's testing to a source outside of the laboratory such as a peer group of laboratories or a reference laboratory. One type of EQA method frequently used is proficiency testing.
- Manufacturers of control material establish ranges in their own testing facilities and although they may have available several different operating systems, they usually don't have a full spectrum of different equipment. Methodologies may therefore differ particularly if the control material is not purchased from the manufacturer of the test system. Additionally, testing environments may also differ. Each laboratory is a unique test "system" and manufacturers of control material are seeking to provide guideline ranges large enough so that all laboratories that use their product will have a mean that fits into the manufacturer's range. Most manufacturers that produce control material ship their products around the world to laboratories with differing environments. Although the manufacturer establishes their range from their mean, the intention is that all laboratories using their control products have a mean that fits inside the established manufacturer's range. Each laboratory then must calculate from their lab's mean (which fits in the manufacturer's range) a range (+/- 2 S.D.) that is suitable for their laboratory and their individual test system.
- At least two levels of control must be available to verify each test system, one of which is a control material whose value is normal and the other level which is either abnormal high or abnormal low.
- During parallel tests the same bottle of control material may not be sufficient to complete the data collection. Once the control material is opened and prepped, the in-use expiration date must be noted. Follow the manufacturer's recommendations and instructions in this regard.
- Manufacturers may use different reporting formats for their control material information. Some manufacturers will indicate the mean and SD (1SD) whereas other manufacturers will provide the mean and range (+/- 2SD).
- The range calculated for a normal control is not the reference range for the patient population. A normal reference range (reference interval) is a range established for each individual laboratory's healthy patient population and the specific test system being used by that laboratory. Sera are not pooled but are analyzed individually with the results then used to establish a mean and +/- 2 S.D., which is considered to be the normal range (reference interval) of that population. Populations differ by locale and are affected by such things as diet composition, cultural habits, altitude, etc. To establish a normal reference range, "normal" patient sera are used and are taken from the relevant population who are not taking medication or other chemical or medicinal additives and who have no known abnormal medical conditions.
- A comprehensive QC system must be able to monitor and detect errors that affect the validity of the results. The effectiveness of the QC system must account for such areas as reagents, standards, consumables, instrumentation, control material, and the tech performing the testing. However, QC will never be able to turn a bad or poorly performed method into an acceptable method. Evaluating the method's performance to determine acceptability and training and determining competency of the staff regarding the instrumentation and processes must be effectively in place before patient testing is performed.
- Reagent performance must be monitored when lot numbers of reagent change or when the reagent of the current lot number is changed between analytical runs. Since QC control material is expensive, the laboratory may decide to use a same

 **Connections and Applications**

patient sample comparison when replacing reagent of the same lot number on the instrument. By defining an acceptable difference criteria and comparing a patient's result analyzed with the reagent prior and post its replacement, the newly introduced reagent's performance can be verified. Always perform the manufacturer's recommended instrument checks when changing reagents.

- Participation in an EQA program allows the laboratory to assess the on-going accuracy and precision of their method. To determine the accuracy of a method, a laboratory must be able to determine the target or true value of a sample to calculate their bias. A quality EQA program can provide this target value.
- It is important for a laboratory to define the quality required by the test. Participation in an EQA program can be used as a resource to define the allowable total error for that test.
- Performance Standards (action limits) are frequently based upon how close patient results must be to the true value to meet clinical needs to enable a provider to reach a valid diagnosis or decision. Performance standards set the defining line between what is 'good enough' and what is not acceptable.
- QC records provide the necessary information that is frequently needed to successfully troubleshoot and resolve problems with the analytical system. QC documents must be retained to provide the accurate historical information essential to a statistical QC program. Link this concept to the activity, *Creating a Maintenance and QC Log*.



Tool 1: Normal Control Answers

The following information was included in the control's package insert:

| Chemistry Normal Control Lot # 13427N Expiration Date 15/04/XX | | |
|---|------------------------------------|-----------|
| Analyte | Mean (\bar{x}) | SD |
| Creatinine | 80 umol/L | 10 umol/L |

You analyzed 30 control samples on your chemistry analyzer, the Illustra 200, and calculated the following values based upon your instrument's control results:

| Chemistry Normal Control Lot # 13427N Expiration Date 15/04/XX | | |
|---|------------------------------------|-----------|
| Analyte | Mean (\bar{x}) | SD |
| Creatinine | 81 umol/L | 4 umol/L |

Complete the following table using the information above

| | Values Using the Package Insert's \bar{x} and SD | Values Using Your Instrument's \bar{x} and SD |
|---|--|---|
| \bar{x} | 80 | 81 |
| + 1 SD | 90 | 85 |
| +2 SD | 100 | 89 |
| +3 SD | 110 | 93 |
| - 1 SD | 70 | 77 |
| - 2 SD | 60 | 73 |
| -3 SD | 50 | 69 |
| 68% of the data will fall between ($\pm 1SD$) | 70 - 90 | 77 - 85 |
| 95% of the data will fall between ($\pm 2SD$) | 60 - 100 | 73 - 89 |
| 99% of the data will fall between ($\pm 3SD$) | 50 - 110 | 69 - 93 |

Tool 2: Rule Violation Answers

1_{2s} rule and 1_{3s} rule violations using the instrument's mean and SD chart values.

| Day | Normal Control Value | 1 _{2s} Violation | 1 _{3s} Violation |
|-----|----------------------|---------------------------|---------------------------|
| 1 | 80 | | |
| 2 | 85 | | |
| 3 | 77 | | |
| 4 | 72 | √ | |
| 5 | 84 | | |
| 6 | 88 | | |
| 7 | 94 | √ | √ |
| 8 | 81 | | |
| 9 | 74 | | |
| 10 | 78 | | |
| 11 | 83 | | |
| 12 | 87 | | |
| 13 | 86 | | |
| 14 | 75 | | |
| 15 | 71 | √ | |
| 16 | 74 | | |
| 17 | 80 | | |
| 18 | 81 | | |
| 19 | 81 | | |
| 20 | 90 | √ | |

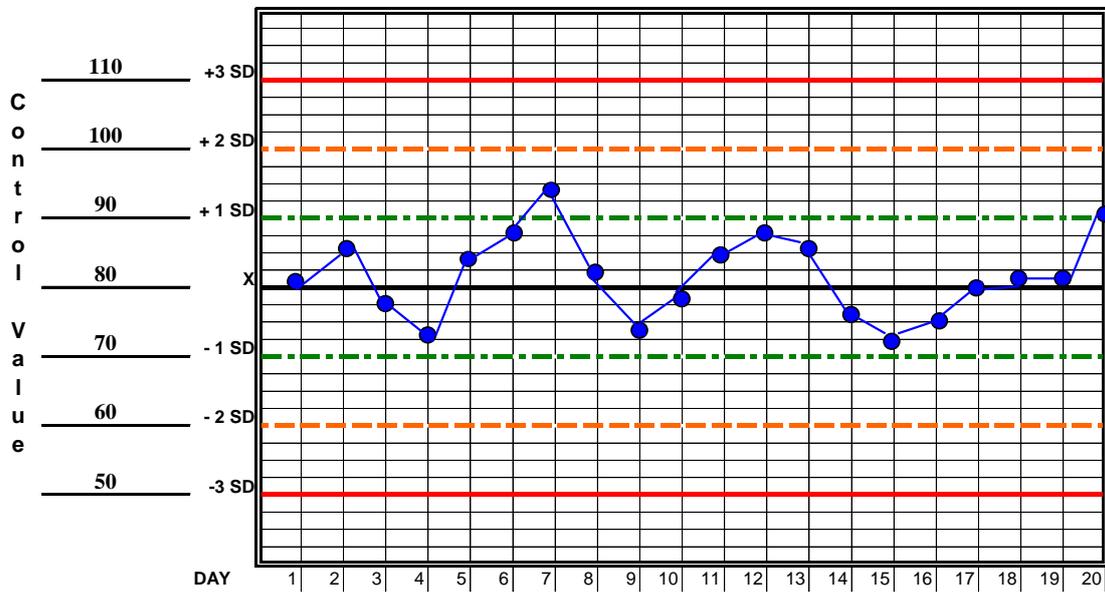
| | |
|----------|----------|
| 4 | 1 |
|----------|----------|

Tool 3: Completed L-J Charts

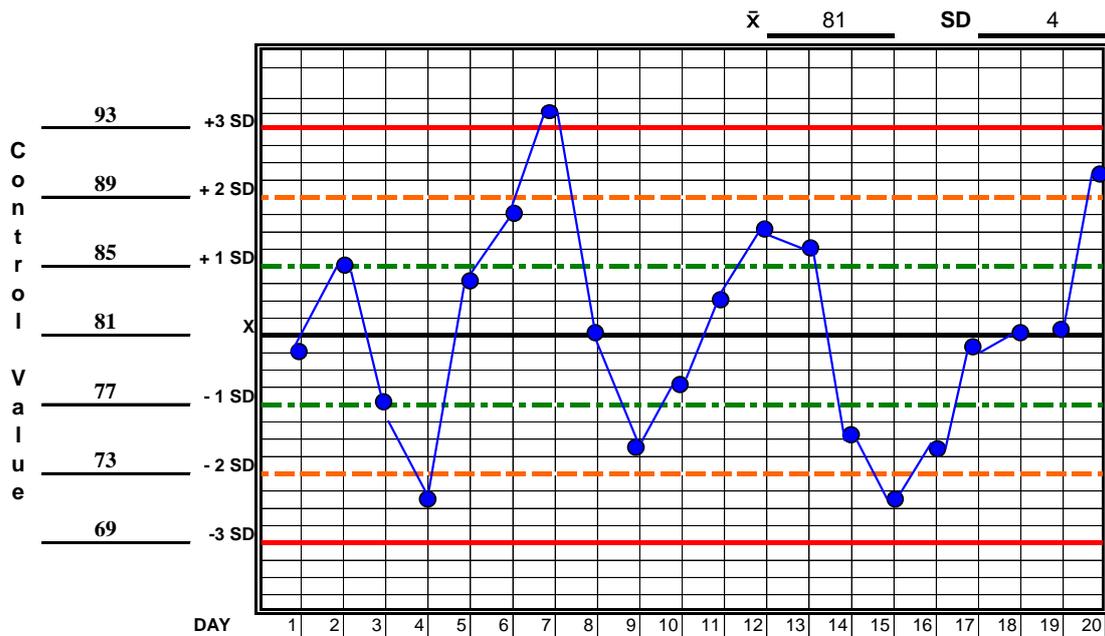
Cape Clinic Laboratory
L-J Chart for Illustra 200 Chemistry Analyzer

Analyte: Creatinine Control Material: Normal Units: umol/L
 Lot #: 13427N Exp Date: 4/15/XX \bar{x} 80 SD 10
 From: May 1, 20XX Through: May 20, 20XX

Package Insert Values



Instrument's Calculated Values



Worksheet 1: Normal Control

The following information was included in the control's package insert:

| Chemistry Normal Control Lot # 13427N Expiration Date 15/04/XX | | |
|--|--------------------|-----------|
| Analyte | Mean (\bar{x}) | SD |
| Creatinine | 80 umol/L | 10 umol/L |

You analyzed 30 control samples on your chemistry analyzer, the Illustra 200, and calculated the following values based upon your instrument's control results:

| Chemistry Normal Control Lot # 13427N Expiration Date 15/04/XX | | |
|--|--------------------|----------|
| Analyte | Mean (\bar{x}) | SD |
| Creatinine | 81 umol/L | 4 umol/L |

Complete the following table using the information above

| | Values Using the Package Insert's \bar{x} and SD | Values Using Your Instrument's \bar{x} and SD |
|---|--|---|
| \bar{x} | | |
| + 1 SD | | |
| +2 SD | | |
| +3 SD | | |
| - 1 SD | | |
| - 2 SD | | |
| -3 SD | | |
| 68% of the data will fall between ($\pm 1SD$) | | |
| 95% of the data will fall between ($\pm 2SD$) | | |
| 99% of the data will fall between ($\pm 3SD$) | | |

Worksheet 2: Data Points

To create a Levey-Jennings control chart

- 1) Label the chart
 - a. Name of the laboratory
 - b. Name of test
 - c. Name of control material
 - d. Measurement unit
 - e. Name of the analytical system
 - f. Lot number of the control material
 - g. Current mean and standard deviation
 - h. Time period covered by the chart
- 2) Scale and Label X-axis (day or control measurement number)
- 3) Scale and Label Y-axis (control values for \bar{X} , ± 1 SD, ± 2 SD, ± 3 SD)
- 4) Draw lines for mean and control limits

Directions

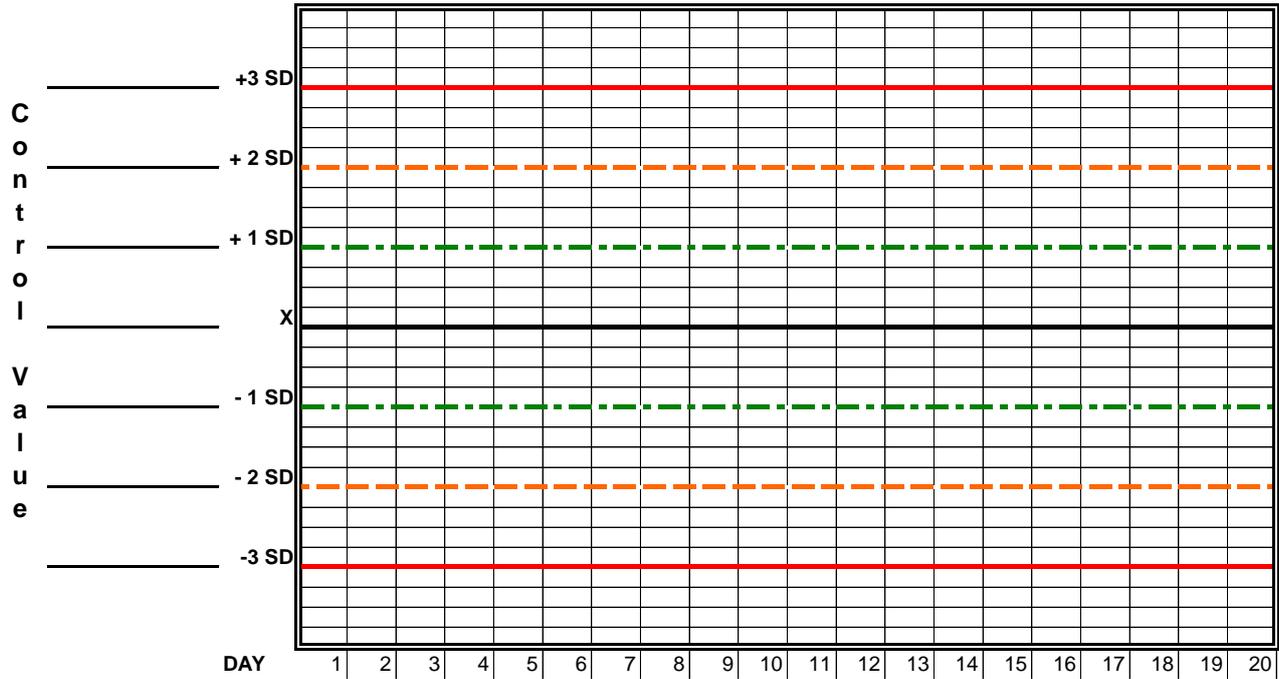
Label the chart with the missing elements. Plot the same data points from the table in both control charts. Connect each data point in the graph by drawing a line between data points. Circle all data points that exceed +/- 2 SD.

| Day | Normal Control Value Data Points | 1 _{2s} Violation | 1 _{3s} Violation |
|-----|----------------------------------|---------------------------|---------------------------|
| 1 | 80 | | |
| 2 | 85 | | |
| 3 | 77 | | |
| 4 | 72 | | |
| 5 | 84 | | |
| 6 | 88 | | |
| 7 | 94 | | |
| 8 | 81 | | |
| 9 | 74 | | |
| 10 | 78 | | |
| 11 | 83 | | |
| 12 | 87 | | |
| 13 | 86 | | |
| 14 | 75 | | |
| 15 | 71 | | |
| 16 | 74 | | |
| 17 | 80 | | |
| 18 | 81 | | |
| 19 | 81 | | |
| 20 | 90 | | |

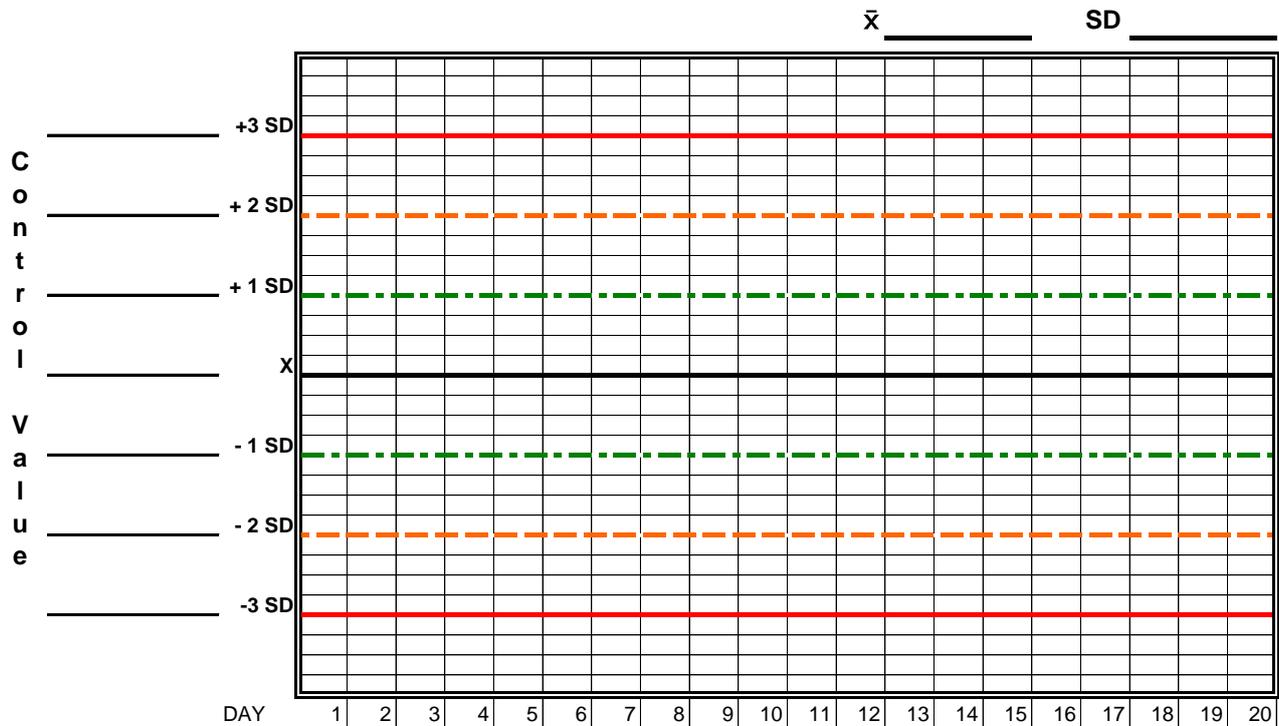
Worksheet 3: L-J Charts

From: May 1, 20XX Through: May 20, 20XX

Use This Graph to Create and Plot the Package Insert Values



Use This Graph to Create and Plot the Instrument's Calculated Values



Job Aid 1: PT General Guidelines

General Guidelines for Proficiency Testing

Laboratory proficiency testing (PT) is an essential element of laboratory quality assurance. Proficiency testing is an independent and unbiased assessment of the performance of all aspects of the laboratory, both human and hardware. Proficiency testing provides an assessment of the validity of testing in your laboratory.

Handling Your PT Survey

Pre-analytical

- Note the date of receipt for your shipment
- Immediately inspect and reconcile the contents of your shipment with the accompanying paperwork
- Are all required specimens available?
- Is the quality and appearance of the specimens acceptable?
 - Store the shipment properly
 - Note due date of results
 - Reconstitute specimens with volumetric pipettes and correct diluent
 - Mix samples well before analyzing

Analytical

- Analyze specimens at correct temperature. If shipment was stored in the refrigerator, specimens may need to come to room temperature before testing.
- Always refer to your survey instructions for storage and specimen handling.
- Analyze PT specimens in the same fashion as patient specimens
- Rotate testing responsibility for PT specimens between all laboratory personnel that are routinely performing the analysis in your laboratory
- Perform PT analysis well before due date of results

Post-Analytical

- Assure that your laboratory's results are reported according to the PT provider's instructions
- Review results for clerical errors on answer sheet
- Retain a copy of answer sheet for your records. Attach all raw data and the instrument print-out to the answer sheet.
- If possible, retain specimens in freezer for confirmatory testing if needed

Receipt of Results

- Review your results with your peer grouping
- Have Laboratory Director and Supervisor review and sign results
- Review results with testing personnel. Retain a copy for competency assessment and place into personnel record
- Investigate any failed responses and complete a "Proficiency Testing Failure Checklist" assessment.
- Follow-up with remedial actions if indicated

Job Aid 2: PT Checklist

Proficiency Testing Failure Checklist⁶¹⁰

Survey Name: _____ Clinical Specialty: _____

Specimens: _____ Date: _____

Problem Description: _____

Assessment Review

PT Report Reviewed for Clerical Errors:

| | | | |
|---|-----|----|-----|
| Evaluation results match your copy of submitted results | Yes | No | N/A |
| Wrong Data Entered | Yes | No | N/A |
| Wrong Units Reported | Yes | No | N/A |
| Incorrect instrument or methodology indicated | Yes | No | N/A |

Sample Handling:

| | | | |
|--|-----|----|-----|
| Unexpected delays in receiving survey | Yes | No | N/A |
| Kit contents correct and in acceptable condition | Yes | No | N/A |
| Testing performed within suggested instructional time guidelines | Yes | No | N/A |
| Specimens stored at correct temperature between receipt and analysis | Yes | No | N/A |
| Specimen analyzed at correct temperature | Yes | No | N/A |
| Sample mixed properly before testing | Yes | No | N/A |
| Sample diluted properly | Yes | No | N/A |
| Special Handling instructions were followed | Yes | No | N/A |

Testing Procedure:

| | | | |
|---|-----|----|-----|
| Testing Personnel competent to perform analysis | Yes | No | N/A |
| Manufacturer's package insert available and followed | Yes | No | N/A |
| Testing procedure properly followed | Yes | No | N/A |
| Kit components replaced from other kits | Yes | No | N/A |
| Sample mix-up | Yes | No | N/A |
| Sample demonstrate a matrix effect | Yes | No | N/A |
| Instrument recently calibrated or due for calibration | Yes | No | N/A |
| Instrument maintenance up-to-date | Yes | No | N/A |
| New lot number of reagents or calibrators used | Yes | No | N/A |
| Reagents within expiration date | Yes | No | N/A |
| Results reported within linearity | Yes | No | N/A |
| QC within established range | Yes | No | N/A |
| QC demonstrates an even distribution around the mean | Yes | No | N/A |
| QC results show a shift, trend, or bias | Yes | No | N/A |
| Manufacturer consulted | Yes | No | N/A |

Sample Results:

| | | | |
|--|-----|----|-----|
| A single sample fails on several analytes | Yes | No | N/A |
| All samples failed for the analyte | Yes | No | N/A |
| Previous survey results for the analyte demonstrate a problem emerging | Yes | No | N/A |
| PT material reassayed | Yes | No | N/A |

Investigation: _____

Conclusion: _____

Corrective Action Taken: _____

Name _____

Laboratory Director Review _____