

TECHNOLOGIST IN MICROBIOLOGY, M(ASCP) and SPECIALIST IN MICROBIOLOGY, SM(ASCP) EXAMINATION CONTENT GUIDELINE

This document should serve as a useful guide for examination preparation. The Board of Certification criterion-referenced examinations are constructed to measure the competencies described in the Certification Levels Definitions. These competency statements are specified into task definitions, linked to each of the content outlines, and measured by the test items.

It should be noted that, for the technologist, Certification Levels Definitions refer to skills and abilities expected at career entry, not those that may be acquired with subsequent experience. Certification Levels are hierarchical and it is assumed that the specialist level encompasses knowledge and skills of the preceding technologist level.

TECHNOLOGIST LEVEL

Knowledge

The technologist has an understanding of the underlying scientific principles of laboratory testing as well as the technical, procedural, and problem-solving aspects. The technologist has a general comprehension of the many factors which affect health and disease, and recognizes the importance of proper test selection, the numerous causes of discrepant test results (patient and laboratory), deviations of test results, and ethics including result confidentiality. The technologist correlates abnormal laboratory data with pathologic states, determines validity of test results, and need for additional tests. The technologist understands and enforces safety regulations, uses statistical methods and applies business and economic data in decision making. The technologist has an appreciation of the roles and interrelationships of paramedical and other health related fields and follows the ethical code of conduct for the profession.

Technical Skills

Performs full range of microbiologic laboratory procedures.

Participates in the evaluation of new techniques and procedures in the laboratory.

The technologist is capable of performing and interpreting standard, complex, and specialized tests. The technologist has an understanding of quality assurance sufficient to implement and monitor quality control programs. The technologist is able to participate in the introduction, investigation and implementation of new procedures and in the evaluation of new instruments. The technologist evaluates computer-generated data and troubleshoots problems. The technologist understands and uses troubleshooting, validation, statistical, computer, and preventive maintenance techniques to insure proper laboratory operation.

Problem Solving and Analytical Decision Making

Evaluates and solves problems related to collection and processing of biological specimens for analysis.

Differentiates and resolves technical, instrument, physiologic causes of problems or unexpected test results.

The technologist has the ability to exercise initiative and independent judgment in dealing with the broad scope of procedural and technical problems. The technologist is able to participate in, and may be delegated, the responsibility for decisions involving: quality control/quality assurance programs, instrument and methodology selection, preventive maintenance, safety procedures, reagent purchases, test selection/utilization, research procedures, and computer/statistical data.

Communication

Provides administrative and technical consulting services on laboratory testing.

The technologist communicates technical information such as answering inquiries regarding test results, methodology, test specificity and sensitivity and specific factors that can influence test results to other health professionals and consumers. The technologist develops acceptable criteria, laboratory manuals, reports, guidelines, and research protocols.

Teaching and Training Responsibilities

Incorporates principles of educational methodology in the instruction of laboratory personnel, other health care professionals and consumers.

The technologist provides instruction in theory, technical skills, safety protocols, and application of laboratory test procedures. The technologist provides continuing education for laboratory personnel and maintains technical competence. The technologist may participate in the evaluation of the effectiveness of educational programs.

Supervision and Management

Gives direction and guidance to technical and support personnel.

The technologist has an understanding of management theory, economic impact and management functions. The technologist participates in and takes responsibility for establishing technical and administrative procedures, quality control/quality assurance, standards of practice, safety and waste management procedures, information management and cost effective measures. The technologist supervises laboratory personnel.

SPECIALIST LEVEL**Knowledge**

The specialist has knowledge of advanced scientific principles as well as the technical, procedural and research aspects of laboratory testing in the specialty area and of factors which influence disease processes and laboratory tests. The specialist has knowledge of the structure and function of the organization, principles of management and education, as well as the roles of other members of the health care team.

Technical Skills

Performs and establishes laboratory procedures for the specialty area.

The specialist is able to perform all laboratory tests and appropriate equipment maintenance in the specialty area. The specialist has the knowledge, ability and technical skill to research, develop, implement and evaluate new and existing methodologies, including instrumentation and quality assurance.

Problem Solving and Analytical Decision Making

Develops and implements plans to correct and prevent problems.

The specialist is capable of implementing and delegating decisions regarding laboratory operation and exercising independent judgment in problem solving. The specialist is able to anticipate and respond to unique situations regarding patients and/or samples in a laboratory setting. The specialist can participate in policy decisions affecting laboratory performance or laboratory personnel in the specialty area.

Communication

Represents the specialty to the health care community and consumers.

The specialist is able to communicate in depth with other health care personnel on the application and validity of laboratory data as well as the policies and operation of the specialty area. The specialist is capable of representing the specialty area to the community at large.

Teaching and Training Responsibilities

Designs and presents educational programs.

The specialist has the ability to plan, implement, and evaluate effective educational programs and maintains technical competence.

Supervision and Management

Performs and directs administrative functions for the specialty area.

The specialist is capable of planning, directing, controlling and evaluating the overall operation of the laboratory in the specialty area. Implicit is the capability to provide direct supervision of other personnel in the discipline.

THE EXAMINATION MODEL

The Board of Certification criterion-referenced examination model consists of three interrelated components:

COMPETENCY STATEMENTS describe the entry level skills and tasks performed and measured on the examination.

CONTENT OUTLINE delineates general categories or subtest areas of the examination.

TAXONOMY levels describe the cognitive skills required to answer the question.

- Level 1 - Recall:** Ability to recall or recognize previously learned (memorized) knowledge ranging from specific facts to complete theories.
- Level 2 - Interpretive Skills:** Ability to utilize recalled knowledge to interpret or apply verbal, numeric or visual data.
- Level 3 - Problem Solving:** Ability to utilize recalled knowledge and the interpretation/application of distinct criteria to resolve a problem or situation and/or make an appropriate decision.

EXAMINATION REPORTING MECHANISMS

After the examination has been administered and scored, a report is sent to the examinee. The Examinee Performance Report provides the scaled score on the total examination and pass/fail status for all candidates.

In addition, failing candidates receive scaled scores for each subtest. This information may help the examinee identify areas of strengths and weaknesses in order to develop a study plan for future examinations. A total score of 400 is required to pass the examination. The subtest percentages for the M and SM examinations are listed below:

SUBTEST	M	SM
Bacteria (BACT)	40%	35%
Fungi and Actinomycetes (FUNG)	15%	15%
Parasites (PARA)	15%	15%
Mycobacteria, Viruses and Other Organisms (OM)	15%	15%
Laboratory Operations (LO)	15%	20%

COMPETENCY STATEMENTS

TECHNOLOGIST IN MICROBIOLOGY

In regard to Laboratory Operations and the performance of laboratory tests involving Bacteria, Fungi, Parasitology, and Other Microorganisms at career entry, the Technologist in Microbiology:

APPLIES KNOWLEDGE OF

- principles of basic and special laboratory procedures
- sources of error
- fundamental biological characteristics
- theories and practice related to laboratory operations
- standard operating procedures

SELECTS APPROPRIATE

- type of sample and method for test requested
- instruments, media, reagents and controls
- routine and special procedures to verify test results

PREPARES APPROPRIATE INSTRUMENTS, MEDIA, REAGENTS AND CONTROLS

CALCULATES RESULTS

ASSESSES TEST RESULTS BY CORRELATING LABORATORY DATA WITH

- clinical data
- quality control data
- other laboratory data
- physiologic processes to validate results and procedures

EVALUATES LABORATORY DATA TO

- recognize related disease states
- make identifications
- verify test results for reporting
- resolve possible inconsistent results/sources of error
- check for procedural/technical problems
- determine appropriate instrument adjustments
- take corrective action
- assess test for procedural validity/accuracy
- recognize and report abnormal test results and/or the need for additional testing
- determine alternate test methods
- establish laboratory operational testing procedures
- establish reference range criteria
- establish new testing procedures for alternate methods
- assure personnel safety

COMPETENCY STATEMENTS

SPECIALIST IN MICROBIOLOGY

In regard to Laboratory Operations and the performance of laboratory tests involving Bacteria, Fungi, Parasitology, and Other Microorganisms at career entry, the Specialist in Microbiology:

APPLIES KNOWLEDGE OF

- principles of basic and special laboratory procedures
- sources of error
- fundamental biological characteristics
- theories and practice related to laboratory operations and management
- standard operating procedures
- theories and practice to clinical laboratory teaching

SELECTS APPROPRIATE

- type of sample and method for test requested
- instruments, media, reagents, controls and standards
- routine and special procedures to verify test results

PREPARES APPROPRIATE

- instruments
- media and reagents
- controls and standards
- educational materials

CALCULATES RESULTS

ESTABLISHES

- procedures to facilitate laboratory accreditation
- new reference ranges
- policies and procedures for laboratory operations and testing
- procedures for alternate test methodologies

ASSESSES TEST RESULTS BY CORRELATING LABORATORY DATA WITH

- clinical data
- quality control or other laboratory data
- other data to assess accuracy
- physiologic processes to validate results and procedures

EVALUTES LABORATORY DATA TO

- recognize related disease states
- make identifications
- verify test results for reporting
- resolve possible inconsistent results/sources of error
- check for procedural/technical problems
- determine appropriate instrument adjustments
- take corrective action
- assess test for procedural validity/accuracy
- validate quality assurance
- recognize and report abnormal test results and/or the need for additional testing
- determine alternate test methods
- refine laboratory operational/testing procedures and policies
- assure personnel safety
- determine laboratory productivity and personnel performance
- assess new technology and scientific advancements for possible implementation
- measure the performance of clinical laboratory students

CONTENT OUTLINE

TECHNOLOGIST (M) AND SPECIALIST (SM) IN MICROBIOLOGY

Refer to the M and SM Competency Statements for the competencies tested in each subtest.

- I. BACTERIA** (Including Aerobes and Anaerobes) (M 40%, SM 35%)
See A-D below
 - II. FUNGI AND ACTINOMYCETES** (Including Yeast, Molds, Dimorphic Fungi, Dematiaceous Fungi, Dermatophytes, Actinomycetes) (M 15%, SM 15%)
See A-D below
 - III. PARASITES** (Including Protozoa-Intestinal, Atrial, Tissue, Blood; Helminths-Intestinal, Tissue, Blood; Arthropoda) (M 15%, SM 15%)
See A-D below
 - IV. MYCOBACTERIA, VIRUSES AND OTHER ORGANISMS**
(Including Chlamydia, Mycoplasma, Rickettsia, Spirochetes, Ureaplasma)
(M 15%, SM 15%)
See A-D below
 - V. LABORATORY OPERATIONS** (M 15%, SM 20%)
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For I-IV above:

A. Specimen Preparation

- 1. Source
- 2. Collection
- 3. Storage and transport
- 4. Acceptability

B. Specimen Processing

- 1. Direct examination
 - a. Microscopic examination
 - 1) stained
 - 2) unstained
 - 3) concentration methods
 - b. Non-microscopic examination
 - 1) antigen/antibody detection
 - 2) toxin detection
 - 3) molecular techniques
 - 4) other
- 2. Culture/isolation
 - a. Media
 - b. Techniques
 - c. Incubation
 - 1) atmosphere
 - 2) duration
 - 3) temperature
 - d. Antimicrobial susceptibility testing
 - 1) technique/principles
 - 2) pharmacology/mode of action
 - 3) results

C. Organisms

- 1. Morphology
 - a. Microscopic
 - b. Macroscopic
 - c. Life cycle and stages of development
- 2. Identification procedures
 - a. Stains
 - b. Biochemicals
 - c. Immunologic/serologic tests
 - d. Growth inhibition
 - e. Cell culture
 - f. Molecular techniques
 - g. Other
- 3. Growth requirements

D. Clinical Information

- 1. Infection
 - a. Etiology
 - b. Pathology/pathogenesis
 - c. Detection
 - d. Transmission
 - e. Immunologic/serologic characteristics
- 2. Epidemiology
- 3. Prevention
- 4. Reporting

- V. LABORATORY OPERATIONS
(Technologist in Microbiology Only)**
- A. Media/Reagents/Stains**
 - 1. Principles
 - 2. Preparation
 - 3. Sterilization/decontamination
 - B. Equipment/Instrumentation**
 - 1. Principles/component parts
 - 2. Operational procedures
 - 3. Maintenance
 - C. Quality Assurance/Improvement**
 - 1. Principles
 - 2. Procedures
 - 3. Quality control testing
 - 4. Proficiency testing
 - 5. Troubleshooting
 - 6. Method comparison and/or development
 - D. Analytical Procedures**
 - 1. Immunologic/serologic
 - 2. Chromatographic
 - 3. Molecular/nucleic acid
 - 4. Biochemical
 - 5. Enzymatic
 - 6. Antimicrobial
 - 7. Other
 - E. Safety and Infection Control**
 - 1. Regulations
 - 2. Hazards
 - 3. Procedures
 - 4. Storage
 - 5. Decontamination/disposal
 - 6. Principles
 - F. Education**
 - G. Management**

- V. LABORATORY OPERATIONS
(Specialist in Microbiology Only)**
- A.—F. Same as the Technologist**
 - G. Management/Laboratory Administration**
 - 1. Planning
 - a. Policy development/goals and objectives
 - b. Financial
 - 1) budget development
 - 2) cost analysis
 - 3) equipment and purchasing
 - c. Applied research and/or development
 - 2. Organizing
 - a. Personnel management
 - b. Work flow-scheduling and time management
 - c. Computer operations
 - d. Intradepartmental relations
 - e. Interdepartmental relations
 - f. Hospital/community relations
 - g. Record keeping
 - 3. Staffing
 - a. Policies
 - b. Selection
 - c. Training
 - d. Performance evaluation
 - e. In-service education
 - f. Counseling
 - g. Competency testing
 - 4. Directing
 - a. Communication (internal and external)
 - b. Productivity
 - c. Leadership
 - d. Motivation
 - 5. Controlling
 - a. Laboratory accreditation standards
 - 1) federal government
 - 2) voluntary accrediting standards
 - b. Inventory
 - c. Purchasing
 - d. Cost effectiveness

All Board of Certification examinations use conventional units for results and reference ranges.

END OF CONTENT GUIDELINE