



NAACLS DCLS Standard VIII Matrix

Instructions: The role of the standard VIII Matrix is to document and organize where items required by the standards are taught in your program. This assists the self-study reviewer to understand the scope of your program. Using the matrix, identify where the required educational components are addressed in your program and specify the type of education that is delivered.

Standard VIII.A.2

VIII. Curriculum Requirements

A. Instructional Areas

1. Graduate-level coursework that includes an appropriate mix of didactic, clinical practice and research must be assured. The program curriculum must include advanced theory and clinical correlation at the graduate level. The curriculum must address pre-analytical, analytical, and post-analytical components of laboratory services. The program curriculum must contain the following advanced content:

	Identify course(s) or module within a course	Identify didactic, clinical, experiential and/or research
Clinical chemistry and toxicology		
Hematopathology/hemostasis		
Immunology		
Immunohematology and transfusion services		
Microbiology and infectious disease		
Molecular diagnostics and medical genetics		
Laboratory operations		



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Standard VIII.A.3

VIII. Curriculum Requirements

A. Instructional Areas

3. The program curriculum must include scientific and medical information sufficient to provide a foundation for graduate-level work including:

	Identify course(s) or module within a course	Identify didactic, clinical, experiential and/or research
Research design and statistics		
Epidemiology		
Clinical pharmacology		
Pathophysiology		
Health assessment		
Health system operations		



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Standard VIII.A.4

VIII. Curriculum Requirements

A. Instructional Areas

4. The program curriculum must include principles and practices of:

	Identify course(s) or module within a course	Identify didactic, clinical, experiential and/or research
Patient-centered care to provide and coordinate care as related to laboratory services including disease prevention, wellness promotion, and public health initiatives.		
Healthcare policy including governance and policy development.		
Leadership and management as applied to healthcare services.		
Quality improvement as related to the clinical laboratory and the healthcare team.		
Informatics as related to laboratory stewardship.		
Professionalism and ethics as they apply to protection of human subjects clinical and research settings.		
Communication and interprofessional collaboration for improving patient and population health outcomes.		
Educational methodologies and terminology sufficient to educate the public, patients, and healthcare team on laboratory related services.		
External funding proposal development.		



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Standard VIII.B

VIII. Curriculum Requirements

B. Experiential Areas

	Identify course(s) or module within a course	Identify didactic, clinical, experiential and/or research
Providing patient-centered care including education, consultation, clinical rounding and diagnostic management.		
Applying interpersonal communication skills with interprofessional teams and a diverse community of providers and patients.		
Engaging in professionalism and ethics in clinical and research environments.		
Designing, conducting and applying evidence-based clinical research or health outcomes studies.		