

AMERICAN ASSOCIATION OF BLOOD BANKS
Committee on Accreditation
Specialist in Blood Bank Technology/Transfusion Medicine

Document B – Initial Accreditation
REVIEW OF INITIAL SELF-STUDY REPORT

Revised: September 2005
Effective: November 1, 2005

**AMERICAN ASSOCIATION OF BLOOD BANKS
COMMITTEE ON ACCREDITATION OF SBB SCHOOLS**

REVIEW OF INITIAL SELF-STUDY REPORT

Name of program	
Location	

VOLUME I

Tab 2. Introduction	Yes	No
Is there a statement of how the Self-Study was conducted, the period of time devoted to the study, and a list of participants and their assignments?		
Tab 3. Request for CAAHEP Accreditation Services	Yes	No
Is the CAAHEP Application Form completed?		
Tab 4. Narrative		
I. SPONSORSHIP (S&G I)	Yes	No
Does the sponsoring institution meet the requirements stated in the S&G?		
If applicable, are responsibilities of each sponsoring institution in a consortium delineated ?		
Any deficiencies noted?		
Comments:		
II. PROGRAM GOALS (S&G II)	Yes	No
Is there a statement of the program's overall goals and objectives?		
Are goals and learning domains evaluated and revised when needed?		
Are the minimum program outcomes stated?		
Any deficiencies noted?		
Comments:		
III. RESOURCES (S&G III)	Yes	No
Is there a statement concerning the overall adequacy of the program's resources (personnel, financial, and physical)?		
Are the key program officials identified and do they meet the requirements in the S&G?		
Is professional growth encouraged and evaluated for key officials?		
Are the other instructional staff appropriate to the program?		
Is the overall structure of the program appropriate to deliver the		

required content?		
Are the curriculum content, objectives, and setting - both didactic and clinical - appropriate and adequate for delivery of SBB education?		
Is there a plan for ongoing resource assessment and use of the data collected?		
Any deficiencies noted?		
Comments:		
IV. STUDENT AND GRADUATE EVALUTION/ASSESSMENT (S&G IV)	Yes	No
Is there a description of how students are evaluated?		
Is there a defined process for documentation of evaluation and retention of these records?		
Is there a statement of expected student outcomes and how these will be measured?		
Any deficiencies noted?		
Comments:		
V. FAIR PRACTICES (S&G V)	Yes	No
Is there a description of how program information is distributed to applicants and students?		
Is there a defined policy for faculty and student recruitment and grievances, student admission and faculty employment?		
Is there a description of how the health and safety of patients, students and faculty is ensured during educational activities?		
Is there a statement of how student records are maintained?		
Is there a process for notifying the CoA of any substantive change in the program?		
Is there a process for obtaining formal agreements, defining the relationship and responsibilities, with all entities that participate in student instruction?		
Any deficiencies noted?		
Comments:		

Volume II

Review the following documents and indicate if present.	Yes	No
Tab 2: Program/Institutional Information Form, signed by CEO, Medical Director/Advisor and Program Director		
Mission statement of the sponsoring institution, or a reference to the appropriate page in the institution's bulletin		
A institutional Organizational Chart, clearly indicating how the Program fits into the overall operation of the sponsoring institution(s)		
Copies of all signed agreements with clinical affiliate		
The completed Advisory Committee Information Form		
Comments:		
Tab 3: Consortium Data Form (if applicable)		
Copies of all formal, signed, Consortium Agreement(s) (if applicable)		
Comments:		
Tab 4: Curricula Vitae for key Program Officials, including continuing education for the past two years Medical Director/Advisor Program Director Education Coordinator(s)		
List of all program faculty, including their responsibilities		
Process for approval of mentors (Distance programs only)		
Comments:		
Tab 5: Description of the financial support of the SBB Program		
A proposed program budget		
Comments:		
Tab 6: Didactic lecture schedule, including each lecture topic/subject, instructor name and/or job title, and number of class hours per subject		
Recommended topics present:		
1. Blood Products		
a. <i>Recruitment and selection of donors</i>		
b. <i>Blood collection</i>		
i. <i>Allogeneic donors</i>		

ii.	<i>Autologous and directed donors</i>		
iii.	<i>Therapeutic phlebotomy</i>		
iv.	<i>Apheresis</i>		
v.	<i>Progenitor cells</i>		
vi.	<i>Bone marrow</i>		
c.	<i>Adverse reactions in donors</i>		
d.	<i>Testing</i>		
i.	<i>Routine</i>		
ii.	<i>Confirmatory</i>		
e.	<i>Donor notification, re-entry and look-back protocols</i>		
f.	<i>Component preparation including special products</i>		
g.	<i>Anticoagulants and preservatives</i>		
h.	<i>Labeling and storage, including properties of stored components</i>		
i.	<i>Inventory management</i>		
j.	<i>Transportation</i>		
k.	<i>Regulatory requirements</i>		
2.	<i>Blood Group Systems</i>		
a.	<i>Genetics and inheritance</i>		
i.	<i>Modes of inheritance</i>		
ii.	<i>Family and population genetics</i>		
iii.	<i>Parentage</i>		
b.	<i>Molecular biology</i>		
c.	<i>RBC antigens and antibodies</i>		
i.	<i>Immunogenicity</i>		
ii.	<i>Antigen frequency</i>		
iii.	<i>Antibody classes</i>		
iv.	<i>Clinical significance</i>		
d.	<i>Platelet and granulocyte antigens and antibodies</i>		
e.	<i>HLA</i>		
3.	<i>Immunology</i>		
a.	<i>Immune response</i>		
b.	<i>Immunoglobulins</i>		
c.	<i>Antigen-antibody interactions</i>		
d.	<i>Testing methods</i>		
e.	<i>Complement pathways and biologic properties</i>		
f.	<i>Immune disorders</i>		
4.	<i>Laboratory Operations</i>		
a.	<i>Development and evaluation of new technologies</i>		
b.	<i>Laboratory safety</i>		
c.	<i>Education and training</i>		
i.	<i>Competency evaluation</i>		
ii.	<i>Proficiency testing</i>		
d.	<i>Independent research</i>		
e.	<i>Technical writing</i>		
f.	<i>Presentation skills</i>		
g.	<i>Administration and management</i>		
i.	<i>Human resources</i>		
ii.	<i>Financial</i>		
h.	<i>Information systems</i>		
i.	<i>Ethics and medical/legal considerations</i>		
j.	<i>Laboratory math</i>		
k.	<i>Quality management</i>		
i.	<i>Audits</i>		

<ul style="list-style-type: none"> ii. Assessments iii. cGMPS iv. Regulations v. SOPs and document management vi. Error and accident monitoring vii. Risk management 		
<ul style="list-style-type: none"> 5. Physiology and pathophysiology <ul style="list-style-type: none"> a. Physiology of blood <ul style="list-style-type: none"> i. Composition and function ii. Circulation iii. Survival and metabolism b. Hemostasis and coagulation disorders c. Hemolytic disease of the newborn d. Anemias <ul style="list-style-type: none"> i. Congenital and acquired ii. Immune hemolysis e. Transplantation <ul style="list-style-type: none"> i. Solid organ ii. Bone marrow and progenitor cells iii. Graft v. host disease f. Platelet and WBC disorders 		
<ul style="list-style-type: none"> 6. Serology <ul style="list-style-type: none"> a. Routine tests <ul style="list-style-type: none"> i. Blood grouping tests ii. Antibody detection and identification, including clinical significance iii. Compatibility tests iv. Direct antiglobulin tests b. Reagents <ul style="list-style-type: none"> i. Blood grouping sera ii. Reagent red cells iii. Antiglobulin sera c. Special techniques d. Leukocyte and platelet testing e. Quality assurance <ul style="list-style-type: none"> i. Equipment ii. Reagents iii. Test procedures 		
<ul style="list-style-type: none"> 7. Transfusion Practice <ul style="list-style-type: none"> a. Indications for transfusion and component selection b. Component therapy c. Adverse effects of transfusion d. Therapeutic hemapheresis and extracorporeal circulation e. Blood administration f. Special transfusion situations <ul style="list-style-type: none"> i. Coronary surgery ii. Massive transfusion iii. Neonatal and pediatric transfusion iv. Intraoperative blood salvage v. Oncological and transplantation support g. Blood substitutes and growth factors 		
<p>Clinical rotation schedule, including the rotation subject, instructor name and/or job title, and rotation length. Indicate location of instruction, if other than sponsoring institution</p>		

A representative sample of objectives for the clinical rotations and for the didactic lectures		
Comments:		
Tab 7: Copy of current catalog, program brochure and/or link to institution's website, if applicable		
A copy of published admissions policies and criteria, including any technical standards required for admission, or a reference to appropriate pages in institution/program bulletin.		
A brief summary of program's admissions process		
Copies of policies regarding criteria for progression in and completion of program, or a reference to the appropriate pages in bulletin		
Summary of methods used to evaluate student's success in completing each course or segment of the curriculum (to include written, practical and oral exams, if applicable)		
Representative samples of exam questions (written, oral, practical)		
Copy of policies addressing lawful and non-discriminatory practices		
Comments:		
Summary of deficiencies noted or specific items to be reviewed on-site:		
Signature of Self-Study Reviewer	Date	