

**MODULE 5**  
**Leadership**

As doctoral prepared nurses you will be involved in senior management decisions that may involve genetic testing policies in areas such as pharmacogenomic testing and infection prevention and control. This module will review the types of genetic testing you have learned about and introduce other types of genetic tests that involve prognostic genetic testing, the identification of pathogens and antibiotic resistant strains of bacteria. The assignment will allow you to explore how genetic testing policy decisions were made in your institution for testing for *Clostridium difficile* (*C.diff*), a policy that all medical facilities are required to have.

**Student Learning Outcomes:**

- 1) Compare the differences between diagnostic and prognostic genetic testing in humans and pathogens
- 2) Evaluate how genetic testing decisions are made in an institution

**Assignments:**

- 1) **View:** Narrated Power Point on Types of Genetic Testing (12 minutes) – covers direct, indirect genetic tests and genetic tests for pathogens with an explanation of the Interview Assignment for *C-Diff*
- 2) **Interview:** Talk to staff from the Infection Prevention and Control Department in the facility/institution where you work OR with a facility/institution with which you have a connection. If you have difficulty making a connection please alert faculty. The **focus of the interview is the type of test** used in testing for *Clostridium difficile* (*C.diff*). Resources for types of tests include the narrated Power Point and a short (6 minute) u-tube video from the CDC  
[https://www.youtube.com/watch?v=2eIBo\\_hQeF0](https://www.youtube.com/watch?v=2eIBo_hQeF0)

**Questions to be answered:**

- a. What is the institution's Infection Prevention and Control Policy on testing for *Clostridium difficile* (*C.diff*)?
- b. What staff make-up your institution's Infection Prevention and Control Program? Are nursing staff involved?
- c. Does the policy specify how *C.diff* is identified, i.e. what laboratory testing is done?
- d. Were laboratory staff stakeholders in the decision about the laboratory test chosen to identify *C.diff*?

- e. Were the sensitivity and specificity of the laboratory assays reviewed or discussed?
- f. Who made the final decision about the laboratory testing and why was that specific test chosen?
- g. How does the policy impact nurses? Some suggestions to consider: Are there standing orders or nurse-driven protocols to test patients with diarrhea for *C.diff*. How are the nurses educated about this policy? Are nurses made aware that they may be using orders for a genetic test?

**3) Post** a discussion about your interview findings by Thursday, June 18, 2015. Then post by Sunday, June 21, 2015, at 11pm two response to two other students' postings about the similarities or differences in your interview findings.