



GLOBAL
EDITION



Clinical Laboratory Hematology

THIRD EDITION

Shirlyn B. McKenzie • J. Lynne Williams

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Clinical Laboratory Hematology

**Global Edition
Third Edition**

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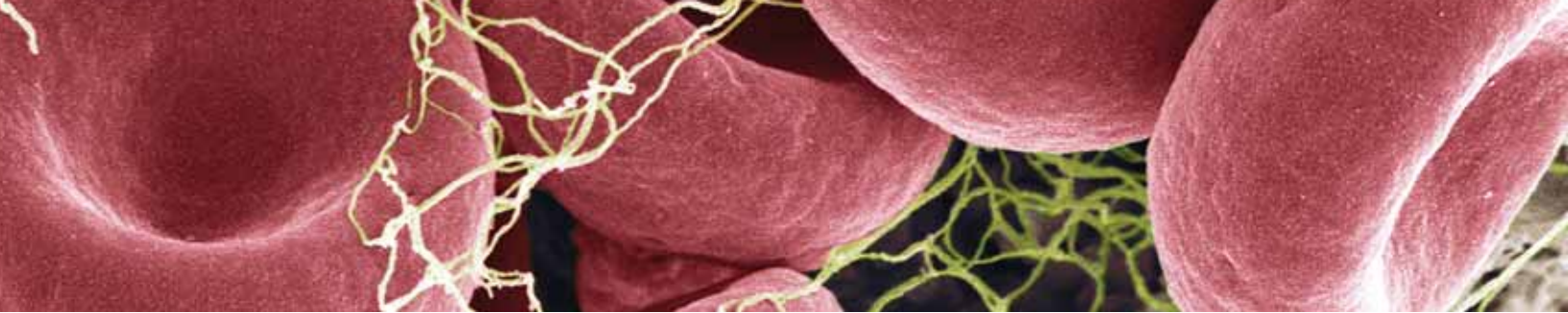
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To my family, the wind beneath my wings, Gary, Scott, Shawn, Belynda, and Dora; my special grandchildren Lauren, Kristen, Weston, Waylon, and Wyatt; to the memory of my parents, George and Helen Olson.

Shirlyn B. McKenzie

For my mother, Mary Williams, who gave her children roots as well as wings; for Lee, Laurie, Roger, and Richard, who sustain my roots; for Dulaney, Corie, Chris, Ava, and Holden, whom I love as my own; and to the memory of my father, David Williams.

J. Lynne Williams



Contents

Foreword	20
Preface	21
Acknowledgments	25
Reviewers	26
Contributors	28
Select Abbreviations Used	31

SECTION ONE INTRODUCTION TO HEMATOLOGY 33

CHAPTER 1 INTRODUCTION 33

Overview	34
Introduction	34
Composition of Blood	34
Reference Intervals for Blood Cell Concentration	35
Hemostasis	35
Blood Component Therapy	35
Laboratory Testing in the Investigation of a Hematologic Problem	35
Summary	37
Review Questions	37
Companion Resources	38
References	38

CHAPTER 2 CELLULAR HOMEOSTASIS 39

Overview	40
Introduction	40
Cell Morphology Review	40
Cell Membrane	40
Cytoplasm	41
Nucleus	41
Cellular Metabolism: DNA Duplication, Transcription, Translation	42
Control of Gene Expression	43

Protein Synthesis and Processing	43
The Ubiquitin System	44
Tissue Homeostasis: Proliferation, Differentiation, and Apoptosis	45
Proliferation: The Cell Cycle	45
Differentiation	48
Apoptosis	48
Abnormal Tissue Homeostasis and Cancer	53
Summary	53
Review Questions	53
Companion Resources	55
References	55

SECTION TWO THE HEMATOPOIETIC SYSTEM 57

CHAPTER 3 STRUCTURE AND FUNCTION OF HEMATOPOIETIC ORGANS 57

Overview	58
Introduction	58
Development of Hematopoiesis	58
Hematopoietic Tissue	59
Bone Marrow	59
Thymus	62
Spleen	62
Lymph Nodes	65
Mucosa-Associated Lymphoid Tissue (MALT)	66
Lymphadenopathy	66
Summary	66
Review Questions	67
Companion Resources	68
References	68

CHAPTER 4 HEMATOPOIESIS 69

Overview	70
Introduction	70
Hematopoiesis	70
Hematopoietic Precursor Cells	70
Cytokines and the Control of Hematopoiesis	76
Growth Factor Functions	76
Characteristics of Growth Factors	76
Cytokine Receptors, Signaling Pathways, and Transcription Factors	81
Cytokine Receptors	81
Signaling Pathways	82
Transcription Factors	82
Clinical Use of Hematopoietic Growth Factors	83
Hematopoietic Microenvironment	84
Components of the Hematopoietic Microenvironment	84
Hematopoietic Microenvironment Niches	84
Summary	86
Review Questions	86
Companion Resources	88
References	88

CHAPTER 5 THE ERYTHROCYTE 90

Overview	91
Introduction	91
Erythropoiesis and Red Blood Cell Maturation	91
Erythroid Progenitor Cells	91
Erythroid-Maturing Cells	92
Characteristics of Cell Maturation	94
Erythroblastic Islands	95
Erythrocyte Membrane	95
Membrane Composition	96
Lipid Composition	96
Membrane Permeability	99
Erythrocyte Metabolism	100
Glycolytic Pathway	100
Hexose Monophosphate (HMP) Shunt	100
Methemoglobin Reductase Pathway	102
Rapoport-Luebering Shunt	102
Erythrocyte Kinetics	102
Erythrocyte Concentration	103
Regulation of Erythrocyte Production	103

Erythrocyte Destruction	104
Summary	105
Review Questions	105
Companion Resources	107
Disclaimer	107
References	108

CHAPTER 6 HEMOGLOBIN 109

Overview	110
Introduction	110
Hemoglobin Structure	111
Hemoglobin Synthesis	113
Heme	113
Globin Chain Synthesis	113
Regulation of Hemoglobin Synthesis	115
Ontogeny of Hemoglobin	116
Embryonic Hemoglobins	116
Fetal Hemoglobin	116
Adult Hemoglobins	116
Glycosylated Hemoglobin	116
Hemoglobin Function	117
Oxygen Transport	117
Carbon Dioxide Transport	120
Nitric Oxide and Hemoglobin	121
Artificial Oxygen Carriers	121
Hemoglobin Catabolism	122
Extravascular Destruction	122
Intravascular Destruction	123
Acquired Nonfunctional Hemoglobins	124
Methemoglobin	124
Sulfhemoglobin	125
Carboxyhemoglobin	125
Summary	126
Review Questions	126
Companion Resources	128
References	128

CHAPTER 7 GRANULOCYTES AND MONOCYTES 129

Overview	130
Introduction	130
Leukocyte Concentration in the Peripheral Blood	131
Leukocyte Surface Markers	132
Leukocyte Function	132
Neutrophils	132
Differentiation, Maturation, and Morphology	132

Distribution, Concentration, and Kinetics	136
Function	138
Eosinophils	142
Differentiation, Maturation, and Morphology	142
Distribution, Concentration, and Kinetics	144
Function	144
Basophils	144
Differentiation, Maturation, and Morphology	145
Concentration, Distribution, and Destruction	145
Function	145
Monocytes	145
Differentiation, Maturation, and Morphology	146
Distribution, Concentration, and Kinetics	147
Function	147
Summary	149
Review Questions	149
Companion Resources	152
References	152

CHAPTER 8 LYMPHOCYTES 154

Overview	155
Introduction	155
Lymphopoiesis	156
Lineage Differentiation	157
B Lymphocytes	157
T Lymphocytes	161
Natural Killer Cells	164
Natural Killer T (NKT) Cells	164
Lymphocyte Identification and Morphology	164
Morphology of Immature Lymphocytes	165
Morphology of Activated Lymphocytes	167
Lymphocyte Distribution, Concentration, and Kinetics	168
Lymphocyte Function	168
B Lymphocytes (Humoral Immunity)	168
T Lymphocytes (Cell-Mediated Immunity)	169
Natural Killer Cells	170

Adhesion Molecules of the Adaptive Immune Response	171
Aging and Lymphocyte Function	171
Lymphocyte Metabolism	171
Summary	172
Review Questions	173
Companion Resources	174
References	174

CHAPTER 9 THE PLATELET 176

Overview	177
Introduction	177
Peripheral Blood Platelets	177
Platelet Morphology	177
Quantitative Platelet Evaluation	178
Megakaryocyte Biology	178
Megakaryopoiesis	178
Thrombopoiesis	181
Summary	183
Review Questions	183
Companion Resources	184
References	184

CHAPTER 10 THE COMPLETE BLOOD COUNT AND PERIPHERAL BLOOD SMEAR EVALUATION 186

Overview	187
Introduction	187
Pre-Examination Phase of the CBC	188
Examination Phase of the CBC	188
Automated Results	188
The Peripheral Blood Smear	192
Clinical Laboratory Professional's Review of CBC Data	204
Post-Examination Phase of the CBC	205
Physiologic Variation in Hematologic Parameters	205
CBC Variations in Newborns and Children	205
CBC Variations Between Ethnic Groups and Sexes, in Elderly People, and by Geographic Location	205
Summary	206
Review Questions	206
Companion Resources	208
References	209

SECTION THREE THE ANEMIAS 210

CHAPTER 11 INTRODUCTION TO ANEMIA 210

Overview	211
Introduction	211
How Does Anemia Develop?	212
Interpretation of Abnormal Hemoglobin Concentrations	212
Adaptations to Anemia	213
Increase in Oxygenated Blood Flow	213
Increase in Oxygen Utilization by Tissue	213
Diagnosis of Anemia	213
History	213
Physical Examination	214
Laboratory Investigation	215
Classification of Anemias	220
Morphologic Classification	220
Functional Classification	220
Classification Using the Red Cell Distribution Width	224
Laboratory Testing Schemas for Anemia Diagnosis	225
Summary	226
Review Questions	227
Companion Resources	229
References	229

CHAPTER 12 ANEMIAS OF DISORDERED IRON METABOLISM AND HEME SYNTHESIS 230

Overview	231
Introduction	232
Iron Metabolism	232
Distribution	232
Absorption	233
Transport	234
Storage	236
Physiological Regulation of Iron Balance	236
Iron Requirements	240
Laboratory Assessment of Iron	241
Iron Studies	241
Iron-Deficiency Anemia	242
Historical Aspects	242
Etiology	242

Pathophysiology	243
Clinical Features	243
Laboratory Features	244
Therapy	246
Anemia of Chronic Disease	246
Pathophysiology	246
Clinical Features	247
Laboratory Features	247
Anemias Associated with Abnormal Heme Synthesis	248
Sideroblastic Anemias	248
Hemochromatosis	252
Hereditary Hemochromatosis	253
Secondary Hemochromatosis	254
Treatment	254
Porphyrias	254
Pathophysiology	255
Clinical Features	256
Laboratory Features	257
Prognosis and Therapy	257
Summary	257
Review Questions	259
Companion Resources	261
References	261

CHAPTER 13 HEMOGLOBINOPATHIES: QUALITATIVE DEFECTS 263

Overview	264
Introduction	264
Structural Hemoglobin Variants	265
Identification of Hemoglobin Variants	265
Methods of Analysis	266
Nomenclature	267
Pathophysiology	267
Sickle Cell Anemia	268
Pathophysiology	268
Clinical Findings	269
Laboratory Findings	271
Therapy	272
Sickle Cell Trait	273
Other Sickling Disorders	273
Hemoglobin C Disease	273
Hemoglobin S/C Disease	274
Hemoglobin D	275
Hemoglobin E	275
Unstable Hemoglobin Variants	276

Pathophysiology	276
Clinical Findings	276
Laboratory Findings	276
Therapy	277
Hemoglobin Variants with Altered Oxygen Affinity	277
Hemoglobin Variants with Increased Oxygen Affinity	277
Hemoglobin Variants with Decreased Oxygen Affinity	277
Methemoglobinemias	278
Summary	279
Review Questions	279
Companion Resources	282
References	282

CHAPTER 14 THALASSEMIA 283

Overview	284
Introduction	284
Thalassemia Versus Hemoglobinopathy	285
Genetic Defects in Thalassemia	286
Types of Thalassemia	286
Pathophysiology	287
Clinical Findings	287
Laboratory Findings	288
α -Thalassemia	289
General Considerations	289
α -Thalassemia Major (α^0/α^0 or α -thal-1/ α -thal-1; Hydrops Fetalis)	289
Hemoglobin H Disease (α^0/α^+ or α -thal-1/ α -thal-2)	291
α -Thalassemia Minor (α -thal-2/ α -thal-2 [α^+/a^+], or α -thal-1/normal [α^0/α])	292
Silent Carrier (α -thal-2/normal; α^+/α)	293
β -Thalassemia	293
General Considerations	293
β -Thalassemia Major (β^0/β^0 , β^0/β^+ , $\beta^+/beta^+$)	294
β -Thalassemia Minor (β^0/β or β^+/β)	297
β -Thalassemia Intermedia (β^+/β^+ , β^0/β^+ , β^0/β)	298
β -Thalassemia Minima (β^{SC}/β)	299
Other Thalassemias and Thalassemia-Like Conditions	299
$\delta\beta$ -Thalassemia	299

$\gamma\delta\beta$ -Thalassemia	299
Hemoglobin Constant Spring	299
Hereditary Persistence of Fetal Hemoglobin (HPFH)	300
Hemoglobin Lepore	301
Combination Disorders	302
Differential Diagnosis of Thalassemia	303
Summary	304
Review Questions	304
Companion Resources	306
References	306

CHAPTER 15 MEGALOBLASTIC AND NONMEGALOBLASTIC MACROCYTIC ANEMIAS 309

Overview	311
Introduction	311
Megaloblastic Anemia	311
Clinical Findings	312
Laboratory Findings	313
Folate	315
Cobalamin (Vitamin B ₁₂)	319
Other Megaloblastic Anemias	326
Macrocytic Anemia Without Megaloblastosis	328
Alcoholism	328
Liver Disease	328
Stimulated Erythropoiesis	330
Hypothyroidism	330
Summary	330
Review Questions	331
Companion Resources	332
References	333

CHAPTER 16 HYPOPROLIFERATIVE ANEMIAS 334

Overview	335
Introduction	335
Aplastic Anemia	335
Epidemiology	336
Pathophysiology	336
Classification and Etiology	336
Clinical Findings	339
Laboratory Findings	339
Prognosis and Therapy	340
Differentiation of Aplastic Anemia from other Causes of Pancytopenia	341

Pure Red Cell Aplasia	342
Acquired Acute Pure Red Cell Aplasia	342
Chronic Acquired Pure Red Cell Aplasia	343
Diamond-Blackfan Syndrome	343
Other Hypoproliferative Anemias	344
Renal Disease	344
Endocrine Abnormalities	345
Summary	345
Review Questions	346
Companion Resources	348
References	348

CHAPTER 17 HEMOLYTIC ANEMIA: MEMBRANE DEFECTS 349

Overview	350
Introduction	350
Membrane Defects	350
Skeletal Protein Abnormalities	350
Hereditary Spherocytosis	352
Pathophysiology	352
Clinical Findings	353
Laboratory Findings	353
Identification of Deficient/Defective Membrane Protein	355
Therapy	355
Hereditary Elliptocytosis	355
Pathophysiology	355
Clinical Findings	356
Laboratory Findings	356
Therapy	357
Hereditary Pyropoikilocytosis (HPP)	357
Pathophysiology	357
Clinical Findings	357
Laboratory Findings	357
Therapy	357
Hereditary Stomatocytosis Syndromes	358
Pathophysiology	358
Laboratory Findings	358
Therapy	359
Abnormal Membrane Lipid Composition:	
Acanthocytosis	359
Spur Cell Anemia	359
Abetalipoproteinemia (Hereditary Acanthocytosis)	359

Lecithin-Cholesterol Acyl Transferase (LCAT) Deficiency	360
Rare Forms	360
Paroxysmal Nocturnal Hemoglobinuria (PNH)	360
Pathophysiology	360
Clinical Findings	361
Laboratory Findings	361
Therapy	362
Summary	362
Review Questions	362
Companion Resources	365
References	365

CHAPTER 18 HEMOLYTIC ANEMIA: ENZYME DEFICIENCIES 366

Overview	367
Introduction	367
Hexose Monophosphate Shunt	368
Glycolytic Pathway	368
Clinical and Laboratory Findings in Erythrocyte Enzyme Deficiencies	368
Diagnosis	369
Glucose-6-Phosphate Dehydrogenase Deficiency	369
Pathophysiology	369
G6PD Variants	370
Females with G6PD Deficiency	370
Clinical Findings	371
Laboratory Findings	372
Differential Diagnosis	373
Therapy	373
Other Defects and Deficiencies of the HMP Shunt and GSH Metabolism	373
Pyruvate Kinase (PK) Deficiency	374
Pathophysiology	374
Clinical Findings	374
Laboratory Findings	374
Therapy	375
Other Enzyme Deficiencies in the Glycolytic Pathway	375
Abnormal Erythrocyte Nucleotide Metabolism	375
Summary	376
Review Questions	376
Companion Resources	378
References	378

CHAPTER 19 HEMOLYTIC ANEMIA: IMMUNE ANEMIAS 380

- Overview 381
- Introduction 381
- Classification of Immune Hemolytic Anemias 382
- Sites and Factors that Affect Hemolysis 383
- Mechanisms of Hemolysis 384
 - IgG-Mediated Hemolysis 384
 - Complement-Mediated Hemolysis 384
 - IgM-Mediated Hemolysis 385
- Laboratory Identification of Sensitized Red Cells 385
 - Direct Antiglobulin Test 386
 - Indirect Antiglobulin Test 386
 - Negative DAT in AIHA 386
 - Positive DAT in Normal Individuals 387
- Autoimmune Hemolytic Anemias (AIHA) 387
 - Warm Autoimmune Hemolytic Anemia 387
 - Cold Autoimmune Hemolytic Anemia 390
 - Paroxysmal Cold Hemoglobinuria 392
 - Mixed-Type AIHA 393
 - Drug-Induced Hemolytic Anemias 393
- Alloimmune Hemolytic Anemia 395
 - Hemolytic Transfusion Reactions 395
 - Hemolytic Disease of the Fetus and Newborn (HDFN) 397
- Summary 399
- Review Questions 400
- Companion Resources 402
- References 402

CHAPTER 20 HEMOLYTIC ANEMIA: NONIMMUNE DEFECTS 404

- Overview 405
- Introduction 405
- Hemolytic Anemia Caused by Physical Injury to the Erythrocyte 405
 - Microangiopathic Hemolytic Anemia 406

- Other Erythrocyte Physical Trauma Resulting in Hemolytic Anemia 412
- Hemolytic Anemias Caused by Antagonists in the Blood 412
 - Infectious Agents 412
 - Animal Venoms 414
 - Chemicals and Drugs 415
- Summary 415
- Review Questions 415
- Companion Resources 417
- References 417

SECTION FOUR NONMALIGNANT DISORDERS OF LEUKOCYTES 420

CHAPTER 21 NONMALIGNANT DISORDERS OF LEUKOCYTES: GRANULOCYTES AND MONOCYTES 420

- Overview 421
- Introduction 422
- Neutrophil Disorders 422
 - Quantitative Disorders 422
 - Qualitative or Morphologic Abnormalities 427
- Eosinophil Disorders 432
 - Nonclonal (Reactive) Eosinophilia 432
 - Clonal (Neoplastic) Eosinophilia 433
- Basophil and Mast Cell Disorders 433
- Monocyte/Macrophage Disorders 434
 - Quantitative Disorders 434
 - Qualitative Disorders 434
- Summary 436
- Review Questions 437
- Companion Resources 439
- References 439

CHAPTER 22 NONMALIGNANT LYMPHOCYTE DISORDERS 440

- Overview 441
- Introduction 441
- Lymphocytosis 442
 - Infectious Mononucleosis 443
 - Toxoplasmosis 445
 - Cytomegalovirus 445

The Reactive Lymphocytosis Process	445
<i>Bordetella pertussis</i>	445
Persistent Polyclonal B-Cell Lymphocytosis	446
Other Conditions Associated with Lymphocytosis	446
Plasmacytosis	446
Lymphocytopenia	447
Immune Deficiency Disorders	447
Summary	453
Review Questions	453
Companion Resources	456
References	456

SECTION FIVE NEOPLASTIC HEMATOLOGIC DISORDERS 457

CHAPTER 23 INTRODUCTION TO HEMATOPOIETIC NEOPLASMS 457

Overview	458
Introduction	459
Etiology/Pathophysiology	460
Cancer Stem Cells	460
Molecular Basis of Cancer	461
Leukemogenesis	463
Epidemiology	465
Clinical Findings	465
Hematologic Findings	465
Hematopoietic Neoplasm	
Classification	466
Myeloid Neoplasms	466
Lymphoid Neoplasms	467
Laboratory Procedures for Diagnosing and Classifying Neoplasms	468
Cytochemical Analysis	468
Immunologic Analysis	469
Genetic Analysis	470
Prognosis and Treatment of Neoplastic Disorders	470
Prognosis	470
Treatment	471
Summary	473
Review Questions	474
Companion Resources	476
References	477

CHAPTER 24 MYELOPROLIFERATIVE NEOPLASMS 478

Overview	479
Introduction	480
Part I Overview of Myeloproliferative Neoplasms (MPNs)	480
Classification	480
Pathophysiology	481
General Features	482
Part II Subgroups of MPNs	482
Chronic Myelogenous Leukemia (CML)	482
Etiology and Pathophysiology	483
Clinical Findings	485
Laboratory Findings	485
Terminal Phase	486
Therapy	487
Differential Diagnosis	488
Chronic Neutrophilic Leukemia (CNL)	489
Etiology and Pathophysiology	489
Clinical Findings	489
Laboratory Findings	490
Therapy	490
Differential Diagnosis	490
Essential Thrombocythemia (ET)	490
Etiology and Pathophysiology	490
Clinical Findings	491
Laboratory Findings	491
Prognosis and Therapy	492
Differential Diagnosis	492
Polycythemia Vera (PV)	493
Classification	493
Etiology and Pathophysiology	494
Clinical Findings	495
Laboratory Findings	495
Prognosis and Therapy	496
Differential Diagnosis	497
Relative Polycythemia	497
Primary Myelofibrosis (PMF)	499
Etiology and Pathophysiology	499
Clinical Findings	499
Laboratory Findings	500
Prognosis and Therapy	501
Differential Diagnosis	501
Myeloproliferative Neoplasm, Unclassifiable (MPN, U)	502
Laboratory Findings	502

Clonal Hypereosinophilia	502
Myeloid and Lymphoid Neoplasms Associated with Eosinophilia and <i>PDGFRA</i> , <i>PDGFRB</i> , or <i>FGFR1</i> Mutations	503
Chronic Eosinophilic Leukemia, Not Otherwise Specified (CEL-NOS)	504
Idiopathic Hypereosinophilic Syndrome (I-HES)	505
Mast Cell Disease (Mastocytosis)	505
Summary	506
Review Questions	506
Companion Resources	509
References	509

CHAPTER 25 MYELODYSPLASTIC SYNDROMES 511

Overview	512
Introduction	512
Pathogenesis	513
Cytogenetics, Epigenetics, and Single Gene Mutations	513
Proliferation Abnormalities	514
Incidence	515
Clinical Findings	515
Laboratory Findings	515
Peripheral Blood	515
Bone Marrow	517
Molecular Diagnostics	518
Other Laboratory Findings	518
Blast and Precursor Cell Classification	519
Myeloblasts	519
Promyelocytes	519
Ring Sideroblasts	520
Cytochemical and Immunological Identification of Blasts	521
Classification	521
Description of Subgroups of MDS	521
Refractory Cytopenia with Unilineage Dysplasia (RCUD)	522
Refractory Anemia with Ring Sideroblasts (RARS)	523
Refractory Cytopenia with Multilineage Dysplasia (RCMD)	523
Refractory Anemia with Excess Blasts (RAEBs)	523
MDS Associated with Isolated del(5q)	523

Myelodysplastic Syndrome, Unclassifiable	523
Childhood MDS	523
Variants of MDS	524
Hypoplastic MDS	524
MDS with Fibrosis	524
Therapy-Related Myelodysplasia	524
Prognosis	525
Therapy	526
Myelodysplastic/Myeloproliferative Neoplasms (MDS/MPNs)	526
Chronic Myelomonocytic Leukemia	526
Atypical Chronic Myeloid Leukemia (aCML, <i>BCR/ABL1</i> ⁻)	527
Juvenile Myelomonocytic Leukemia	528
Myelodysplastic/Myeloproliferative Neoplasms, Unclassifiable (MDS/ MPN, U)	528
Summary	528
Review Questions	529
Companion Resources	530
References	531

CHAPTER 26 ACUTE MYELOID LEUKEMIAS 532

Overview	533
Introduction	533
Etiology and Pathophysiology	534
Laboratory Findings	534
Peripheral Blood	534
Bone Marrow	535
Other Laboratory Findings	535
Classification	535
Identification of Cell Lineage	536
Assessment of Bone Marrow	537
WHO Classification of AML	540
Therapy	550
Summary	550
Review Questions	551
Companion Resources	552
References	553

CHAPTER 27 PRECURSOR LYMPHOID NEOPLASMS 554

Overview	555
Introduction	555
Etiology and Pathogenesis	555

Clinical Findings	556
Laboratory Findings	556
Peripheral Blood	556
Bone Marrow	557
Tissue Involvement	557
Other Laboratory Findings	557
Identification of Cell Lineage	558
Morphology and Cytochemistry	558
Terminal Deoxynucleotidyl Transferase (TdT)	558
Immunophenotyping	558
Cytogenetic Analysis	559
Molecular Analysis	559
WHO Classification	559
B-Lymphoblastic Leukemia/Lymphoma	559
T-Lymphoblastic Leukemia/Lymphoma	561
Acute Leukemias of Ambiguous Lineage	562
Therapy	563
Summary	563
Review Questions	564
Companion Resources	566
References	566

CHAPTER 28 MATURE LYMPHOID NEOPLASMS 567

Overview	568
Introduction	569
Etiology and Pathogenesis	569
Acquired Genetic Factors	569
Inherited Genetic Factors	569
Environmental Factors	569
Diagnosis and Classification	569
Mature B-Cell Neoplasms	571
Chronic Lymphocytic Leukemia/Small Lymphocytic Lymphoma	571
B-Cell Prolymphocytic Leukemia	572
Hairy Cell Leukemia	573
Follicular Lymphoma	573
Mantle Cell Lymphoma (MCL)	575
Extranodal Marginal Zone Lymphoma of Mucosa Associated Lymphoid Tissue	576
Lymphoplasmacytic Lymphoma	576
Diffuse Large B-Cell Lymphoma	577
Burkitt Lymphoma	577
Plasma Cell Neoplasms	578

Mature T- and NK-Cell Neoplasms	581
T-Cell Prolymphocytic Leukemia	581
T-Cell Large Granular Lymphocytic (T-LGL) Leukemia	582
Sézary's Syndrome	582
Anaplastic Large Cell Lymphoma (ALCL)	582
Peripheral T-Cell Lymphoma, Not Otherwise Specified (NOS)	583
Hodgkin Lymphoma (HL)	583
Summary	585
Review Questions	586
Companion Resources	588
References	588

CHAPTER 29 HEMATOPOIETIC STEM CELL TRANSPLANTATION 589

Overview	590
Introduction	590
Origin and Differentiation of Hematopoietic Stem Cells	591
Sources of Hematopoietic Stem Cells and Types of Stem Cell Transplants	591
Allogeneic Stem Cell Transplantation	591
Autologous Stem Cell Transplantation	592
Umbilical Cord Stem Cell Transplantation	592
Collection and Processing of Hematopoietic Stem Cells	593
Bone Marrow	593
Peripheral Blood	593
Umbilical Cord Blood (UCB)	594
Purging	594
Cryopreservation and Storage of Hematopoietic Stem Cells	594
Infusion of Hematopoietic Stem Cells	594
Quantitation of Hematopoietic Stem Cells	594
Determination of Mononuclear Cell Count	594
CD34 Enumeration by Flow Cytometry	595
Cell Culture for Colony Forming Units	595
Collection Target for Stem Cells	596
Hematopoietic Engraftment	596

Evidence of Initial Engraftment	596
Evidence of Long-Term Engraftment	596
Role of the Clinical Laboratory Professional in Stem Cell Transplantation	596
Graft-Versus-Host Disease and Graft-Versus-Leukemia Effect	597
Complications Associated with Stem Cell Transplantation	599
Early Complications	599
Late Complications	599
Increased Availability and Success of Stem Cell Transplantation	600
Gene Therapy	600
Summary	600
Review Questions	600
Companion Resources	602
References	602

SECTION SIX BODY FLUIDS 604

CHAPTER 30 MORPHOLOGIC ANALYSIS OF BODY FLUIDS IN THE HEMATOLOGY LABORATORY 604

Overview	605
Introduction	606
Types of Body Fluids	606
Serous Fluids	606
Cerebrospinal Fluid	607
Synovial Fluid	609
Bronchoalveolar Lavage (BAL)	609
Hematologic Analysis of Body Fluids	610
Specimen Collection and Handling	610
Physical Characteristics	610
Cell Counting	611
Nucleated Cell Differential	614
Analysis of other Fluids	632
BAL Fluid	632
Amniotic Fluid Lamellar Body Counts	632
Semen Analysis	633
Summary	636
Review Questions	636
Companion Resources	638
References	638

SECTION SEVEN HEMOSTASIS 640

CHAPTER 31 PRIMARY HEMOSTASIS 640

Overview	641
Introduction	641
Role of the Vascular System	642
Structure of Blood Vessels	642
Functions of Blood Vessels in Hemostasis	643
Functions of Endothelial Cells	645
Platelets in Hemostasis	647
Platelet Structure	647
Platelet Function	652
Physiologic Controls of Platelet Activation	660
Summary	660
Review Questions	661
Companion Resources	662
References	662

CHAPTER 32 SECONDARY HEMOSTASIS AND FIBRINOLYSIS 664

Overview	665
Introduction	666
Coagulation Mechanism	666
Procoagulant Factors	667
Properties of the Blood Coagulation Factors	667
Mechanism of Action of the Coagulation Factors	669
Vitamin K-Dependent Coagulation Proteins	669
Structure of the Blood Coagulation Proteins	670
Coagulation Cascade	670
Complex Formation on Phospholipid Surfaces	670
The Intrinsic Pathway	670
The Extrinsic Pathway	675
The Common Pathway	675
Fibrinolytic System	679
Introduction	679
Plasminogen (PLG) and Plasmin (PLN)	680
Activators of Fibrinolysis	680
Fibrin Degradation	682
Inhibitors of Fibrinolysis	684

Control of Hemostasis	685
Blood Flow	685
Liver Clearance	685
Positive Feedback Amplification	685
Negative Feedback Inhibition	686
Biochemical Inhibitors	686
Physiologic Hemostasis	690
Summary	691
Review Questions	691
Companion Resources	693
References	693

CHAPTER 33 DISORDERS OF PRIMARY HEMOSTASIS 695

Overview	696
Introduction	697
Diagnosis of Bleeding Disorders	697
Clinical Manifestations of Bleeding Disorders	697
Evaluation of a Patient with Abnormal Bleeding	697
Disorders of the Vascular System	698
Hereditary Disorders of the Vascular System	699
Acquired Disorders of the Vascular System	699
Platelet Disorders	701
Quantitative Platelet Disorders	701
Qualitative (Functional) Platelet Disorders	711
Summary	717
Review Questions	717
Companion Resources	719
References	719

CHAPTER 34 DISORDERS OF SECONDARY HEMOSTASIS 721

Overview	722
Introduction	722
Disorders of the Proteins of Fibrin Formation	723
Hereditary Disorders of Secondary Hemostasis	724
Acquired Disorders of Hemostasis Associated with Bleeding	738

Flow Charts	745
Hemostasis in the Newborn	745
Normal Hemostasis in the Newborn	745
Common Bleeding Disorders in the Neonate	747
Summary	747
Review Questions	748
Companion Resources	750
References	750

CHAPTER 35 THROMBOPHILIA 752

Overview	753
Introduction	754
Thrombus Formation	754
Arterial Thrombi	754
Venous Thrombi	755
Microparticles in Arterial and Venous Thrombosis	756
Thrombophilia	756
Hereditary Thrombophilia	757
Other Potential Genetic Risk Factors	763
Acquired Thrombohemorrhagic Conditions	765
Laboratory Testing in Patients with Suspected Thrombosis	771
Anticoagulant Therapy	772
Heparin	772
Oral Anticoagulants	773
New Anticoagulants	774
Thrombolytic Therapy	774
Antiplatelet Therapy	775
Summary	776
Review Questions	776
Companion Resources	778
References	778

CHAPTER 36 HEMOSTASIS: LABORATORY TESTING AND INSTRUMENTATION 782

Overview	784
Introduction	784
Specimen Collection and Processing	784
Specimen Collection	784
Specimen Processing	785

Laboratory Investigation of Primary Hemostasis	786
Bleeding Time	786
Platelet Function Analyzers	786
Laboratory Investigation of Secondary Hemostasis	789
Screening Tests	789
Tests to Identify a Specific Factor Deficiency	791
Identification of Inhibitors	796
Laboratory Investigation of the Fibrinolytic System	798
D-Dimer	798
Fibrin Degradation Products	799
Euglobulin Clot Lysis	799
Laboratory Investigation of Hypercoagulable States	799
Antithrombin (AT)	800
Protein C/Activated Protein C (APC)	800
Protein S	801
Activated Protein C Resistance (APCR)	801
Prothrombin G20210A	801
Additional Testing for Thrombosis	801
Laboratory Evaluation of Anticoagulant Therapy	802
Oral Anticoagulant Therapy and the Prothrombin Time—INR Value	803
Heparin Therapy Monitoring	803
Molecular Markers of Hemostatic Activation	805
Markers of Fibrin Formation and Fibrinolysis	805
Laboratory Markers of Platelet Activation	805
Global Testing	806
Thromboelastography (TEG)	806
ROTEM [®]	806
Calibrated Automated Thrombogram (CAT)	806
Hemostasis Instrumentation	806
Evolution of Hemostasis Testing	806
Automated Hemostasis Analyzer Methodologies	807
Point-of-Care (POC) Hemostasis Instrumentation	808

Summary	809
Review Questions	809
Companion Resources	811
References	811

SECTION EIGHT HEMATOLOGY PROCEDURES 814

CHAPTER 37 HEMATOLOGY PROCEDURES 814

Overview	816
Laboratory Testing Regulations	816
Sample Collection: Phlebotomy	817
Anticoagulants	817
Equipment	818
Venipuncture	819
Capillary Puncture	819
Phlebotomy Safety	819
Microscopy: the Microscope	820
Bright-Field Microscopy	820
Phase-Contrast Microscopy	821
Koehler Illumination	821
Preventative Maintenance	821
Part I Routine Hematology Procedures	822
Peripheral Blood Smear Preparation	822
Manual Method	822
Automated Method	823
Peripheral Blood Smear Staining	823
Peripheral Blood Smear Examination	824
Cell Enumeration by Hemacytometer	826
Manual Leukocyte Count	826
Manual Erythrocyte Count	827
Manual Platelet Count	827
Hemoglobin Concentration	827
Hematocrit	828
Erythrocyte Indices	828
Erythrocyte Sedimentation Rate (ESR)	829
Reticulocyte Count	830
Solubility Test for Hemoglobin S	831
Part II Reflex Hematology Procedures	832
Hemoglobin Electrophoresis	832
Quantitation of Hemoglobin A ₂	833
Acid Elution for Hemoglobin F	833
Quantitation of Hemoglobin F	834
Alkali Denaturation	834
Other Methods	834

Heat Denaturation Test for Unstable Hemoglobin	834
Heinz Body Stain	834
Osmotic Fragility Test	835
Donath-Landsteiner Test for Paroxysmal Cold Hemoglobinuria (PCH)	836
Erythropoietin	836
Soluble Transferrin Receptor	837
Cytochemical Stains	837
Myeloperoxidase	837
Sudan Black B	837
Chloroacetate Esterase	838
α -Naphthyl Esterase (Nonspecific Esterase)	838
Periodic Acid-Schiff	839
Leukocyte Alkaline Phosphatase	839
Acid Phosphatase and Tartrate-Resistant Acid Phosphatase (TRAP)	840
Terminal Deoxynucleotidyl Transferase	840
Toluidine Blue	841
Reticulin Stain and Masson's Trichrome Stain	841
Summary	842
Review Questions	842
Companion Resources	844
References	844

CHAPTER 38 BONE MARROW EXAMINATION 847

Overview	848
Introduction	848
Indications for Bone Marrow Evaluation	848
Bone Marrow Procedure	849
Bone Marrow Processing for Examination	850
Bone Marrow Aspirate Smears, Particle Preparation, and Clot Sections	850
Touch Imprints and Core Biopsy	851
Morphologic Interpretation of Bone Marrow	851
Bone Marrow Aspirate	851
Touch Imprints	853
Bone Marrow Particle Preparation and Clot and Core Biopsy	853
Benign Lymphoid Aggregates versus Malignant Lymphoma	853
Bone Marrow Iron Stores	855

Special Studies on Bone Marrow	856
Flow Cytometry	856
Cytogenetics	856
Molecular Genetics	856
Cytochemical Stains	857
Bone Marrow Report	857
Summary	858
Review Questions	858
Companion Resources	860
References	860

CHAPTER 39 AUTOMATION IN HEMATOLOGY 861

Overview	862
Introduction	862
Automated Blood Cell-Counting Instruments	862
Impedance Instruments	863
Light-Scattering Instruments	878
Summary	880
Review Questions	881
Companion Resources	883
References	883

CHAPTER 40 FLOW CYTOMETRY 885

Overview	886
Introduction	886
Principles of Flow Cytometry	887
Isolation of Single Particles	887
Light Scattering	888
Detection of Fluorochromes	888
Data Analysis	889
Immunophenotyping by Flow Cytometry	889
Specimen Requirements and Preparation for Immunophenotyping	891
Isolation of Cells of Interest by Gating	891
Diagnosis and Classification of Mature Lymphoid Neoplasms	891
Diagnosis and Classification of Acute Leukemia	893
Diagnosis and Surveillance of Immunodeficiency Disorders	895
CD34 Enumeration	896

Paroxysmal Nocturnal Hemoglobinuria (PNH)	896
DNA Analysis	896
Proliferation	897
Ploidy	897
Clinical Applications of DNA Analysis	897
Summary	897
Review Questions	898
Companion Resources	900
References	900

CHAPTER 41 CHROMOSOME ANALYSIS OF HEMATOPOIETIC AND LYMPHOID DISORDERS 901

Overview	902
Introduction	902
Chromosome Structure and Morphology	902
Mitosis	903
Cytogenetic Procedures	904
Specimen Preparation	904
Harvest Procedure and Banding	905
Chromosome Analysis	905
Chromosome Abnormalities	907
Numerical Aberrations	907
Structural Aberrations	907
Polymorphic Variation	909
Cytogenetic Nomenclature	909
Cytogenetic Analysis of Hematopoietic and Lymphoid Disorders	910
Processing Specimens	910
Chronic Myelogenous Leukemia	911
Myeloproliferative Disorders Other Than CML	912
Acute Myeloid Leukemia	912
Myelodysplastic Syndromes (MDSs)	913
Acute Lymphoblastic Leukemia (ALL)/Lymphoma	913
Lymphoma and Lymphoproliferative Disorders	914
Bone Marrow Transplantation	914
Molecular Cytogenetics	914
Summary	915
Review Questions	915
Companion Resources	917
References	917

CHAPTER 42 MOLECULAR ANALYSIS OF HEMATOLOGIC DISEASES 919

Overview	920
Introduction	920
Overview of Molecular Technologies	921
Nucleic Acid Extraction	921
Nucleic Acid Amplification	921
Hybridization Techniques	925
Direct DNA Sequence Analysis	927
Clinical Applications of Molecular Diagnostics in Hematopathology	927
Erythrocyte Disorders	929
Leukemia	929
Infectious Diseases	931
Clinical Applications of Molecular Diagnosis in Hemostasis	931
<i>CYP2C9</i>	931
<i>VKORC1</i>	932
Factor V Leiden (FVL)	932
Prothrombin G20210A	932
Hemophilia A	932
Hemophilia B	932
Methylenetetrahydrofolate Reductase (<i>MTHFR</i>)	932
von Willebrand Disease (VWD)	932
Summary	932
Review Questions	933
Companion Resources	934
References	934

SECTION NINE QUALITY ASSESSMENT 935

CHAPTER 43 QUALITY ASSESSMENT IN THE HEMATOLOGY LABORATORY 935

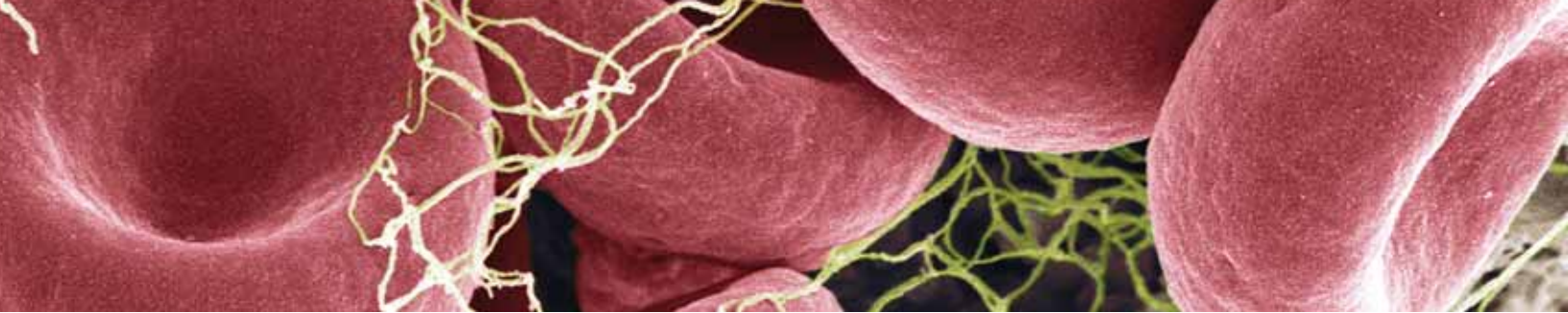
Overview	936
Test Coding and Reimbursement	936
Quality Assessment	937
Basic Components	937
Proficiency Testing	939
Competency Testing	939
Method Evaluation/Instrument Comparison	940
Reference Interval Determination	942
Safety	943

Quality Control	944
Control Materials	944
Establishing Quality Control (QC) Limits	944
Interpreting Quality Control Charts	944
Bull's Testing Algorithm (Moving Averages)	945
Monitoring Quality Control with Patient Samples	945
Review of Patient Results	946
Hematology	946
Hemostasis	950
Summary	950

Review Questions	951
Companion Resources	952
References	953

APPENDICES

Appendix A: Answers to Review Questions	954
Appendix B: Hematopoietic and Lymphoid Neoplasms: Immunophenotypic and Genetic Features	964
Appendix C: 2008 WHO Classification of Hematologic, Lymphopoietic, Histiocytic/Dendritic Neoplasms	967
Glossary	970
Index	1004



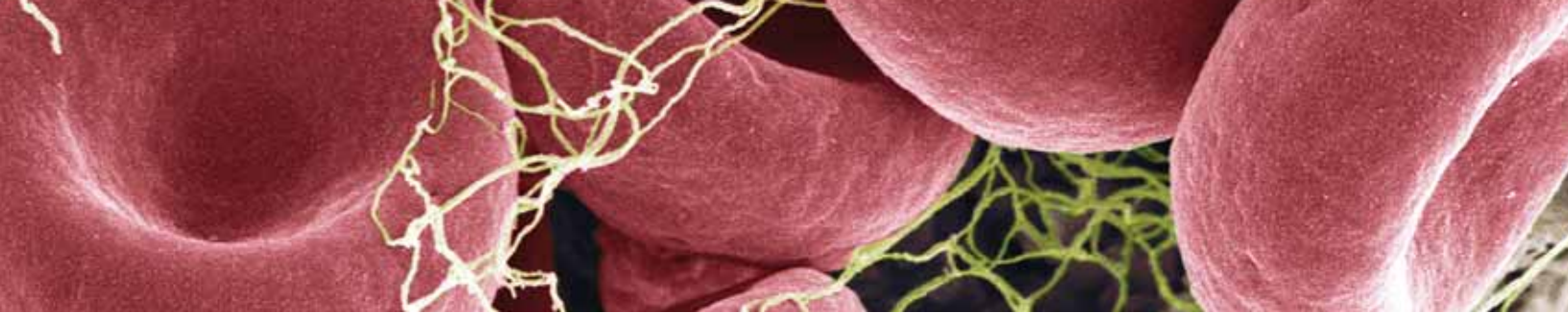
Foreword

Clinical Laboratory Hematology is part of Pearson's Clinical Laboratory Science (CLS) series of textbooks, which is designed to balance theory and practical applications in a way that is engaging and useful to students. The authors and contributors to *Clinical Laboratory Hematology* present highly detailed technical information and real-life case studies that will help learners envision themselves as members of the health care team, providing the laboratory services specific to hematology that assist in patient

care. The mixture of theoretical and practical information relating to hematology provided in this text allows learners to analyze and synthesize this information and, ultimately, to answer questions and solve problems and cases. Additional applications and instructional resources are available at www.pearsonhighered.com/healthprofessionsresources.

We hope that this book, as well as the entire series, proves to be a valuable educational resource.

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Preface

As with the first two editions, the third edition of *Clinical Laboratory Hematology* is designed to be a comprehensive resource that medical laboratory technician (MLT) and medical laboratory science (MLS) students can use in all their hematology courses. Laboratory practitioners will find the book a welcome resource to help them keep up with advances in the field. The book also is suited for use by students in other health care professions including pathology, medicine, physician assistant, and nursing. This edition is thoroughly updated to include the latest in advances in laboratory medicine. Each chapter has a similar format; the striking visual design makes it easy for readers to find information on each topic. Multiple supplemental learning tools for students and teaching resources for the instructor, including a website with resources available by chapter, are available. In summary, the book is not just a book but a package of learning tools.

ORGANIZATION

We believe that students must have a thorough knowledge of normal hematopoiesis and cell processes to understand the pathophysiology of hematologic/hemostatic diseases, evaluate and correlate laboratory test results, and ensure the appropriate utilization of the laboratory in diagnosis and patient follow-up. Thus, this book is organized so that the first 10 chapters give the students a comprehensive base of knowledge about blood cell proliferation, maturation, and differentiation and the processes that control hematopoiesis. Section One (Chapters 1–2) includes an introduction to hematology and hematopoiesis, including cell morphology and the cell cycle and its regulation. This introduction includes a description of cellular processes at the molecular level, which could be new material for some students and a basic review for others. The reader might want to review these chapters before beginning a study of neoplastic disorders. Section Two (Chapters 3–10) includes chapters on normal hematopoiesis, including a description of the structure and function of hematopoietic tissue and organs, erythropoiesis, leukopoiesis, and hemoglobin. In this third edition, the chapter on leukocytes is divided into two separate chapters: granulocytes/monocytes (Chapter 7) and lymphocytes (Chapter 8). An introductory chapter on platelets (Chapter 9) was added to this section to complete the discussion of normal blood cells. Details of platelet function and physiology are found in Section Eight,

“Hemostasis.” Chapter 10, “The Complete Blood Count and Peripheral Blood Smear Examination” is a new chapter that describes the information that can be gained about blood cells from these frequently ordered laboratory tests. Most of the remaining chapters refer to the tests that are described in this chapter.

The next three sections include discussions of hematologic disorders. Section Three (Chapters 11–20) begins with an introduction to anemia (Chapter 11). In this edition, we combined the introduction to anemia and the introduction to hemolytic anemia into one chapter because many anemias have a hemolytic component. This chapter is followed by chapters on the various anemias. Each anemia is discussed in the following manner: introduction, etiology, pathophysiology, clinical findings, laboratory findings, and therapy. This format helps readers understand what laboratory tests can help in diagnosis and how to interpret the results of these tests. Section Four (Chapters 21 and 22) covers the nonmalignant disorders of leukocytes. Section Five (Chapters 23–29) is a study of hematopoietic neoplasms. This section begins with an overview of these disorders to help students understand the classification, terminology, and pathophysiology of neoplasms and the laboratory’s role in diagnosis and therapy. As a part of this section, we included a chapter on stem cell therapy (Chapter 29) because it is a frequently used therapy for these neoplasms and the laboratory plays a critical role in harvesting the stem cells and preparing them for transplant. Molecular studies are becoming a major diagnostic tool for neoplastic disorders and are discussed within each chapter as well as in the chapter devoted to molecular diagnostics (Chapter 42). Some instructors might prefer to cover Section Eight, the study of bone marrow (Chapter 38), flow cytometry (Chapter 40), cytogenetics (Chapter 41), and molecular diagnostics (Chapter 42) before teaching Section Five or integrate this material with Section Five. Some hematology courses do not include these topics, or instructors might not want to cover them in the depth presented in this book.

Section Six (Chapter 30) is a study of body fluids from a hematologic perspective and thus includes a large number of photographs of cells found in body fluids. This chapter has been reorganized and revised extensively to give a more complete perspective on body fluid analysis. Discussions of semen analysis and amniotic fluid lamellar body counts have been added. Additional photographs have been added to the online resources. Not all hematology courses include

this topic, but the chapter is written in such a way that it can be used separately in a body fluid course.

Section Seven (Chapters 31–36) is a study of hemostasis. Chapters on normal hemostasis include primary and secondary hemostasis and fibrinolysis. They are followed by three chapters on disorders of hemostasis. Chapter 36 describes the testing procedures for hemostasis, including information on automation. This chapter has been revised by laboratory coagulation specialists and describes an extensive collection of coagulation procedures; additional detailed information on hemostasis testing is available on the chapter's website. These procedures can be downloaded and used as is or adapted for use in student laboratories.

Section Eight (Chapters 37–42) includes chapters on test procedures that help in the diagnosis of hematologic disorders. Automation in hematology is included in Chapter 39. Extensive additional information is included on the book's website and includes step-by-step procedures for some tests, graphs, tables, figures, and printouts of abnormal results using various hematology analyzers. Chapter 42 is designed to introduce molecular procedures and their use in detecting various hematologic and hemostatic disorders. A background in genetics is suggested before students begin this chapter.

Section Nine (Chapter 43) is a thorough discussion of quality assessment in the hematology laboratory. Problems discussed include common abnormal results, errors, and alert flags. Corrective action to take to resolve these problems is described. Several excellent tables help to quickly find needed information. We suggest that these tables be read early in the course of study because they can be used periodically when attempting to interpret and correlate laboratory test results. Chapter 10 refers the reader to these tables because it discusses interpretation of test results and abnormalities in the CBC.

The text emphasizes the effective, efficient, and ethical use of laboratory tests. The clinical laboratory professional is in an ideal position to assist physicians in interpreting laboratory test results and choosing the best reflex tests to arrive at a diagnosis or evaluate therapy. Many laboratories develop algorithms to assist in these tasks. This text includes several algorithms that some laboratories use. To save page space in the text, some algorithms are on the website.

SUITABLE FOR ALL LEVELS OF LEARNING

The book is designed for both MLT and MLS students. Using only one textbook for both levels is beneficial and economic for laboratory science programs that offer both levels of instruction. It also is helpful for programs that have developed articulated MLT to MLS curricula. The MLS program can be confident of the MLT's knowledge in hematology without doing a time-consuming analysis of the MLT course.

Objectives are divided into two levels: Level I (basic) and Level II (advanced). MLT instructors who reviewed the objectives for this text generally agreed that most Level I objectives are appropriate for the MLT body of knowledge. They also indicated that some Level II objectives are appropriate for MLTs. MLS students should be able to

meet both Level I and Level II objectives in most cases. If the MLS program has two levels of hematology courses—Level I and Level II—this book can be used for both.

All instructors, regardless of discipline or level, need to communicate to their students what is expected of them. They might want their students to find the information in the text that allows them to satisfy selected objectives, or they might assign particular sections to read. If not assigned specific sections to read, the MLT students may read more than expected, which is not a bad thing! The two levels of review questions at the end of each chapter are matched to the two levels of objectives.

The Case Study questions and the Checkpoints are not delineated by level. All students should try to answer as many of them as possible to assess their understanding of the material.

We recognize that there are many approaches to organizing a hematology course and that not all instructors teach in the same topic sequence or at the same depth. Thus, we encourage instructors to use the book by selecting appropriate chapters and objectives for their students based on their course goals. Each program should assess what content fits its particular curriculum. The layout of the book is such that instructors can select the sequence of chapters in an order that fits their course design, which might not necessarily be the sequence in the book. However, we recommend that the course begin with Sections One and Two and that the chapters "Introduction to Anemia" and "Introduction to Hematopoietic Neoplasms" be studied before the individual chapters that follow on these topics. The Background Basics sections help the instructor determine which concepts students should master before beginning each chapter. This feature helps instructors customize their courses. Some hematology courses might not include some chapters on subjects such as molecular techniques, cytogenetics, flow cytometry, and body fluids but they might be helpful in other courses.

As a note, this text uses mc as an abbreviation for micro, which replaces μ . Thus abbreviations of mcg, mL, mM replace those that use the Greek letter "mu" (μ g, μ L, μ M).

UNIQUE PEDAGOGICAL FEATURES

The text has a number of unique pedagogical features to help the students assimilate, organize, and understand the information. Each chapter begins with a group of components intended to set the stage for the content to follow.

- The **Objectives** comprise two levels: Level I for basic or essential information and Level II for more advanced information. Each instructor must decide what to expect their students to know.
- The **Key Terms** feature alerts students to important terms used in the chapter and found in the glossary.
- The **Background Basics** component alerts students to material that they should have learned or reviewed before starting the chapter. In most cases, these features refer readers to previous chapters to help them find the material if they want to review it.
- The **Overview** gives readers an idea of the chapter content and organization.

- The **Case Study** is a running case feature that first appears at the beginning of a chapter and focuses the students' attention on the subject matter that the chapter covers.
- Appropriate places throughout the chapter provide additional information on the case, such as additional laboratory test results followed by questions that relate to the material presented in preceding sections. The book's website provides the answers to Case Study questions.
- The **Checkpoints** components are integrated throughout the chapter. They are questions that require students to pause along the way to recall or apply information covered in preceding sections. The answers are provided on the book's website.
- A **Summary** concludes the text portion of each chapter to help students bring all the material together.
- **Review Questions** appear at the end of each chapter. The two sets of questions, Level I and Level II, are referenced and organized to correspond to the Level I and Level II objectives. Answers are provided in the Appendix.

The page design features a number of enhancements intended to aid the learning process.

- **Colorful symbols** are used to identify callouts for tables (★) and figures (■) within the chapter text to help students quickly cross-reference from the tables and figures to the text.
- **Figures and tables** are used liberally to help students organize and conceptualize information. This is especially important for visual learners.
- **Microphotographs** are displayed liberally in the book and are typical of those found in a particular disease or disorder. Students should be aware that cell variations occur and that blood and bone marrow findings do not always mimic those found in textbooks. The legend for each microphotograph gives the original magnification but sometimes the image was zoomed to enhance detail.

WHAT'S NEW

Major changes in the text organization are listed here as a quick reference for instructors. In addition to updating, the following changes have been made:

- The leukocyte chapter has been split into two chapters (7 and 8). Chapter 7 includes granulocytes and monocytes; chapter 8 includes lymphocytes.
- An introductory chapter on platelets (Chapter 9) was added to complete the section on blood cells. More detailed information is included in Section Seven, Hemostasis.
- A chapter was added (Chapter 10, The Complete Blood Count and Peripheral Blood Smear Evaluation) to introduce the student to the results and interpretation of two of the most common laboratory tests in hematology.
- Section Five, Hematopoietic Neoplasms, is thoroughly updated using the WHO 2008 classification.

- The body fluid chapter (Chapter 30) was expanded to include more information on procedures and additional body fluids including semen and amniotic fluid. Additional photos of cells are available on the chapter's website.
- Automation in hemostasis testing was moved to the chapter about hemostasis procedures (Chapter 36).
- Chapter 39 includes automation in the hematology laboratory.
- Appendix A contains the answers to chapter review questions. The answers to the case study questions and checkpoints are available on the website.
- Two new comprehensive tables were added to the appendices. The table in Appendix B was developed through a collaborative effort of several authors. It lists hematopoietic neoplasms with the following information on each: immunophenotype using CD markers, cytogenetic abnormalities, and genotypic findings. This table provides a ready reference for information from the chapters in Section Five (Neoplastic Hematologic Disorders) and Section 8 (Hematology Procedures). The table in Appendix C is a comprehensive classification of hematopoietic, lymphopoietic, and histiocytic/dendritic neoplasms using the 2008 WHO classification system.

A COMPLETE TEACHING AND LEARNING PACKAGE

A variety of ancillary materials designed to help instructors be more efficient and effective and students more successful complements this book.

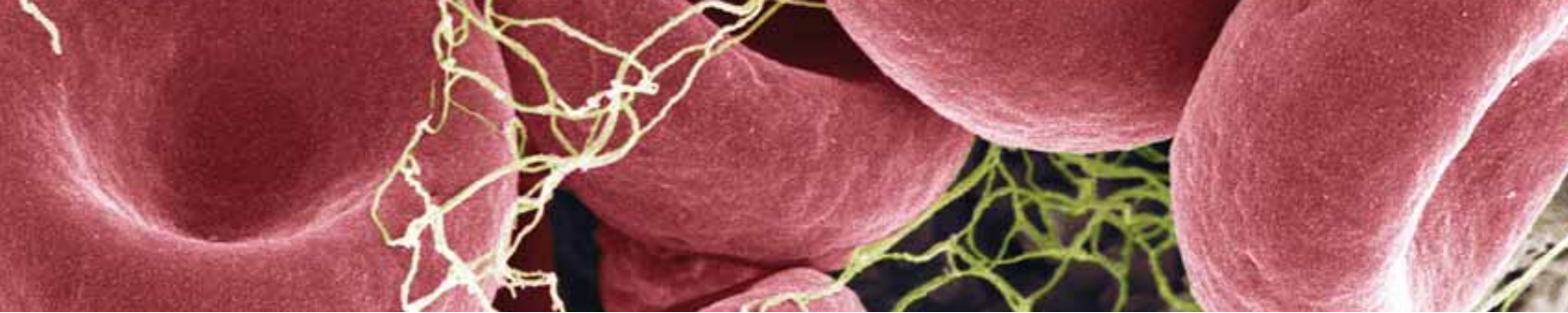
An **Instructor's Resource Center** is available upon adoption of the text and gives the instructor access to a number of powerful tools in an electronic format. The following materials are downloadable:

- The **MyTest** feature includes questions to allow instructors to design customized quizzes and exams. The MyTest guides instructors through the steps to create a simple test with drag-and-drop or point-and-click transfer. Test questions are available either manually or randomly and use online spell checking and other tools to quickly polish the test content and presentation. Instructors can save their tests in a variety of formats both local and network, print as many as 25 variations of a single test, and publish the tests in an online course.
- The **PowerPoint Lectures** tool contains key discussion points and color images for each chapter. This feature provides dynamic, fully designed, integrated lectures that are ready to use, allowing instructors to customize the materials to meet their specific course needs. These ready-made lectures will save instructors time and allow an easy transition into using *Clinical Laboratory Hematology*.
- The **Image Library** feature contains all of the images from the text. Instructors have permission to copy and paste these images into PowerPoint lectures, printed documents, or website as long as they are using *Clinical Laboratory Hematology* as their course textbook.

- The **Instructor's Resource Manual** tool in PDF and Word formats can be accessed.
- The **Bonus Image Library** feature contains microphotographs of normal and abnormal blood cells filed by chapter. These can be downloaded into instructors' digital presentations or used on password-protected course websites.

COMPANION RESOURCES (WWW.PEARSONGLOBALEDITIONS.COM/MCKENZIE)

This online resource page is completely unique to the market. The website presents additional figures, tables, and information for readers. For procedure chapters, the website includes detailed laboratory procedures that can be adapted and printed for use in the laboratory.



Acknowledgments

Writing a textbook is a complicated task that requires a team of dedicated authors, editors, copy editors, artists, permission researchers, educators, practitioners, content reviewers, project and program managers, and many other individuals behind the scenes. The team that Pearson and the editors put together to make the third edition of this book an excellent hematology and hemostasis resource for students and health care practitioners worked tirelessly over several years to bring the project to completion. The new and returning authors ensured that their chapters were up to date and accurate. Content reviewers and users of the second edition provided helpful suggestions that were incorporated into the chapters. Dr. Brooke Solberg had an important role in reviewing the body fluid chapter and making recommendations that enhanced the chapter's content and organization. We offer our thanks to this group who ensured a quality textbook for a wide audience.

Andrea Klingler was our daily contact who kept us on track even though it meant multiple deadline revisions. She was understanding when our mistakes meant more work for her. Her gentle prodding was evident and appreciated. Her editing was superb.

Rebecca Lazure came into the picture later in the process and played an important role in final copyediting. Patty Gutierrez was instrumental in working with permission researchers to obtain permission for use of copyright works.

John Goucher started the ball moving on the third edition. He had faith in us and provided support and encouragement for another edition of *Clinical Laboratory Hematology*. Jonathan Cheung and Nicole Rangone were essential in finding authors for support materials including PowerPoints, test questions, and the instructor's guide. This group of author educators contributed behind the scenes to enhance the instructors' use of this book.

A very special thanks goes to Dr. Kristin Landis-Piwowar, Consulting Editor, who accepted a critical editing role late in our process. Her knowledge and expertise in molecular diagnostics proved invaluable. Her attention to detail, writing ability, and suggestions for organization are evident in her editing. Most notably, she was always willing and able to take additional tasks to help keep us on track.

Although he wasn't involved in producing this edition, Mark Cohen was responsible for the creation of the first edition of this text. His keen insights into developing a unique textbook design with pedagogical enhancements has helped *Clinical Laboratory Hematology* become a leading textbook in the field of clinical laboratory science.

Thank you, Pearson, for having faith in us to publish a third edition. Thank you for providing the special team of experts to help us accomplish this task. We recognize that the job is not over but will require the efforts of sales and marketing to ensure widespread use and adoption.

SBM and JLW

The reason I took the task of writing my first hematology textbook was that as an instructor for medical laboratory science students, I could not find a suitable text for them. Thus, my former students were the inspiration for this book. Thank you for your feedback to help make each edition better.

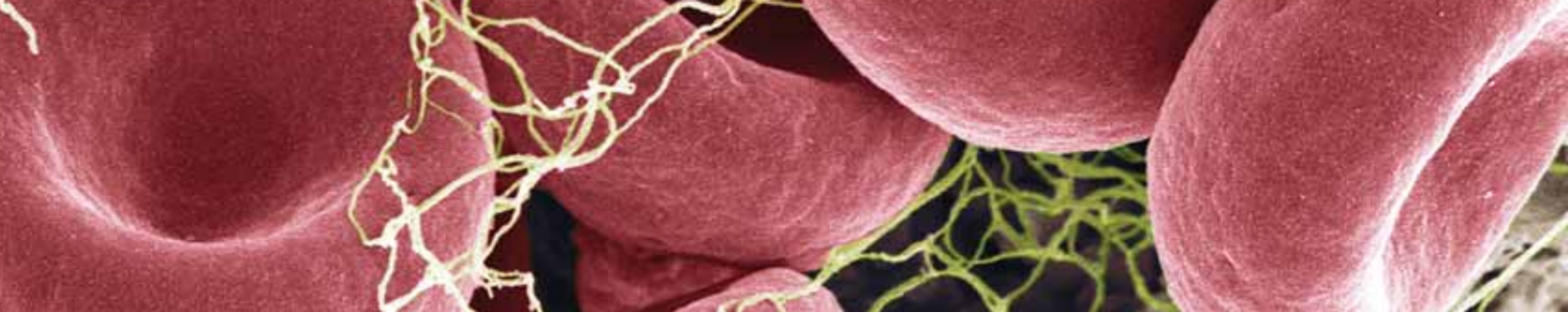
Writing and editing a text of this size is a monumental job. I am privileged to work with my brilliant fellow coeditor and friend, Dr. J. Lynne Williams, who spent many hours of research on topics before editing to ensure that the chapters are up to date and accurate. Her ability to recognize errors is without equal. She spent many late hours at the office to complete editing tasks. We have similar philosophies about teaching hematology and often discussed how to best present the information in this book.

During the time this book was under development, my professional life took over many hours of my personal life. Many thanks to my husband and best friend for his support, sacrifices, and understanding during some very stressful times so this book could become a reality. My parents, George and Helen Olson, instilled in me the confidence that I could accomplish anything I set my heart to. This mind-set has stuck with me through life, especially in this task. I hope that through example I have provided the same to my children and grandchildren.

SBM

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JLW



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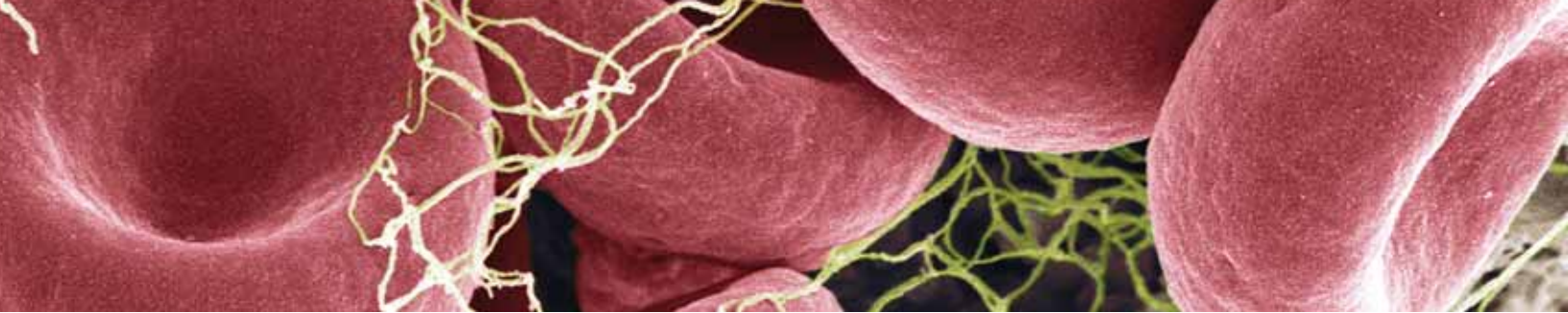
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