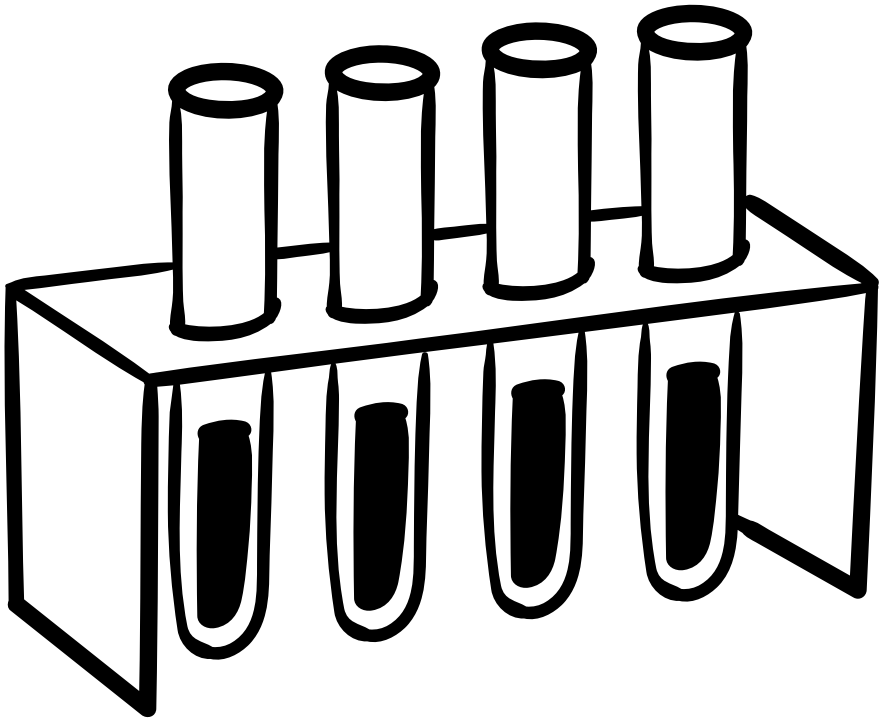
UNIVERSITY of HAWAI'I®

KAPI'OLANI COMMUNITY COLLEGE

# PHLEBOTOMY
# STUDENT HANDBOOK



# KAPʻIOLANI COMMUNITY COLLEGE
# PHLEBOTOMY PROGRAM

The mission of the Phlebotomy program is to deliver and maintain a student-centered clinical laboratory education program that employs industry standards through partnerships with the healthcare community.

**The Goals of the Phlebotomy Program are to:**

- Prepare graduates for clinical laboratory phlebotomy/laboratory assistant positions;
- Provide qualified phlebotomists/lab assistants to meet the labor needs of the state of Hawaiʻi;
- Maintain an up-to-date curriculum that serves the needs of the students and the community;
- Serve as an educational resource for the laboratory community; and
- Offer continuing education for career mobility for laboratory personnel and to be part of the career ladder for upward mobility in the clinical laboratory profession

# WELCOME

The faculty and staff of the University of *Hawai'i's Kapi'olani* Community College Phlebotomy Program are pleased to welcome you and you a challenging, productive, and successful professional training experience

We realize that you have many questions regarding the program, and it is the intent of the Phlebotomy Program Student handbook to answer most of these questions. If, after reading it, you still have any unanswered questions, please feel free to contact the Phlebotomy Program Director. Also, we would appreciate any suggestions regarding information that is not presently included in the Phlebotomy Student handbook that you feel would be helpful to future students.

This handbook will provide you with detailed information regarding what will be expected of you as a student and as a professional. It includes policies and procedures that you will be responsible for following. It is expected that you will read and become familiar with this student handbook and review as you master different skills required to become a professional phlebotomist.

Once again, we warmly welcome you and wish you much success in your endeavor to become a professional member of the healthcare team.

Prof. Shepherd Maingano Ph.D., GCCR., MLS (ASCP)
Director: MLT and Phlebotomy Programs

**This program is approved by the National Accrediting Agency for Clinical Laboratory Sciences.**
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd.
Suite 720
Des Plaines, IL 60018-5119

## STUDENT LEARNER OUTCOMES

Upon successful completion of the KCC Phlebotomy Program, the student will be able to:

- Demonstrate knowledge of the health care delivery system and use pertinent medical terminology.
- Demonstrate knowledge of infection control and safety.
- Relate major areas of the clinical laboratory to general pathologic conditions associated with the body systems.
- Demonstrate understanding of the importance of specimen collection in the overall patient care system.
- Demonstrate knowledge of blood collection equipment, various types of additives used, special precautions necessary, and substances that can interfere in clinical analysis of blood constituents.
- Demonstrate proper techniques to perform venipuncture and microcapillary/dermal puncture, performing a stated minimum number of successful unaided venipunctures and finger sticks, while using appropriate equipment for each sample.
- Demonstrate understanding of requisitioning, specimen transport, and specimen processing.
- Demonstrate understanding of quality assurance in phlebotomy.
- Demonstrate understanding of the basic concepts of communication, personal and patient interaction, stress management, professional behavior, and legal implications of the work environment.
- Exhibit a professional demeanor while performing phlebotomist duties.
- Provide standard first aid and/or CPR when needed.
- Participate in continuing education to maintain and update professional competence.
- Pass a certification examination administered by the American Society for Clinical Pathology (ASCP).

## ESSENTIAL FUNCTIONS

In order to be a successful graduate of the Phlebotomy Program, the student must:

- Demonstrate mobility sufficient to move within the assigned laboratory/clinical area to access patients who are seated or in a supine position.
- Demonstrate motor skills sufficient to manipulate blood drawing equipment and to palpate veins.
- Demonstrate corrected auditory ability sufficient to understand verbal communications from instructors, patients, and members of the health team as well as to respond to emergency signals.
- Demonstrate corrected visual ability sufficient to determine sites for phlebotomy and to accurately perform waived laboratory tests.
- Be able to understand English suffic5 iently to comprehend and follow verbal instructions in the laboratory/clinical area.

**COURSE**
**COMPETENCIES**

| Subject | Objective | Evaluation |
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| 1. Introduction | At the conclusion of this lecture series, the student will be able to:<br>1.1. Define the term phlebotomy.<br>1.2. List the duties of the phlebotomist, lab assistant, MLT/CLT, MT/CLS and Pathologist. ***(NAACLS Competencies 1.1, 1.4)***<br>1.3. Describe the optimal characteristics of a laboratory professional. ***(NAACLS Competency 1.4)***<br>1.4. Define and distinguish between certification, licensure, and accreditation.<br>1.5. Identify the national clinical laboratory organizations. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| 2. Medical Terminology ***(NAACLS Competency 1.0)*** | At the conclusion of this lecture series, the student will be able to:<br>2.1. Describe the rationale for health care professionals using medical terminology. ***(NAACLS Competency 1.7)***<br>2.2. Explain how medical terms can be translated.<br>2.3. Define the terms: root, prefix, and suffix.<br>2.4. Describe the use of abbreviations and acronyms in health care. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| 3. Health Care Delivery System ***(NAACLS Competency 1.1)*** | At the conclusion of this lecture series, the student will be able to:<br>3.1. Identify the key areas in a hospital organizational structure. ***(NAACLS Competency 1.7)***<br>3.2. Describe the various health professionals on the health care team.<br>3.3. List the departments of the anatomical laboratory and the clinical laboratory. ***(NAACLS Competency 1.3)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 3.4. Describe the general nature of the testing done by each department of the laboratory. ***(NAACLS Competency 1.5)***<br>3.5. Identify the different levels of personnel working in the clinical laboratory. ***(NAACLS Competency 1.4)***<br>3.6. Explain the education requirements for each level of personnel working in the clinical laboratories. ***(NAACLS Competency 1.4)***<br>3.7. Describe the regulations of clinical laboratories.<br>3.8. Define and describe JCAHO, CAP, and NCCLS<br>3.9. Describe the Clinical Laboratory Improvement Act (CLIA) of 1988.<br>3.10. Describe recent changes in the health care system such as HMOs, PPOs, DRGs, and managed care. | |
| 4. Infection Control and Safety | At the conclusion of this lecture series, the student will be able to:<br>4.1. List the categories of the laboratory safety hazards. Define the term: nosocomial infection.<br>4.2. Explain the importance of hand washing in infection control. ***(NAACLS Competency 2.2.4)***<br>4.3. List the steps in correct hand washing. ***(NAACLS Competency 2.2.3)***<br>4.4. Describe the items including the protective apparel required for each one. ***(NAACLS Competency 2.2.3)***<br>4.5. Describe the items included under the category of personal protective equipment (PPE). | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 4.6. List the universal precautions (or standard precautions) as they pertain to blood collection. **(*NAACLS Competency 2.2.3)***<br>4.7. Describe the roles of CDC and OSHA in laboratory safety. **(*NAACLS Competency 2.2.2)***<br>4.8. Describe the proper safety precautions regarding sharps hazards. **(*NAACLS Competency 2.3.1)***<br>4.9. Describe proper safety precautions in regards to the handling of acids. **(*NAACLS Competency 2.3.3)***<br>4.10. Explain Material Safety Data Sheets (MSDS) sheets. **(*NAACLS Competency 2.3.3)***<br>4.11. Describe proper safety precautions regarding electrical hazards. **(*NAACLS Competency 2.3.2)***<br>4.12. Describe proper safety precautions regarding fire hazards and radiation safety. **(*NAACLS Competency 2.3.2)***<br>4.13. Describe proper safety precautions regarding physical hazards. **(*NAACLS Competency 2.3.2)***<br>4.14. Describe OSHA bloodborne pathogens and risks associated with blood collection. **(*NAACLS Competencies 2.2.1, 2.3.1, and 2.3.2)***<br>4.15. Observe Needle Safety Precaution Act **(*NAACLS Competency 2.3.1)*** | |
| | Given written instructions and verbal explanations, the student will be able to:<br>4.16. Demonstrate hand washing according to written procedural and safety guidelines. | Proper hand washing technique will be evaluated by instructor. |

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| 5. Specimen Collection and Integrity | At the conclusion of this lecture series, the student will be able to:<br>5.1. Instruct the patient in the proper collection and preservation for non-blood specimens. ***(NAACLS Competency 7.2)***<br>5.2. Explain methods for transporting and processing specimens for routine and special testing and reference laboratory testing. ***(NAACLS Competencies 7.3 and 7.4)***<br>5.3. Identify and report potential pre-analytical errors that may occur during specimen collection, labelling, transporting, and processing. ***(NAACLS Competency 7.5)*** | |
| 6. Introduction to the Body and the Integumentary System ***(NAACLS Competencies 3.00 and 3.1)*** | At the conclusion of this lecture series, the student will be able to:<br>6.1. Relate positions, directions, and planes of the body to phlebotomy. ***(NAACLS Competency 3.00)***<br>6.2. List the major body systems.<br>6.3. Identify the major structures of the integumentary system, including the function, disorders of and diagnostic tests. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| 7. Circulatory and Lymphatic Systems ***(NAACLS Competencies 3.00 and 3.1)*** | At the conclusion of this lecture series, the student will be able to:<br>7.1. Describe the primary functions the blood vessels, heart, and blood.<br>7.2. Differentiate between arteries, veins, and capillaries by structure, function, and composition. ***(NAACLS Competency 3.6))***<br>7.3. Locate the basilic, cephalic, and median cubital veins. ***(NAACLS Competency 3.2)***<br>7.4. Identify the components of blood.<br>7.5. State the major function of each of the formed elements. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 7.6. Briefly explain the role of the immune system.<br>7.7. Differentiate between whole blood, serum and plasma. **(*NAACLS Competency 3.3)***<br>7.8. Briefly explain the role of the immune system. **(*NAACLS Competency 3.1)***<br>Identify the major structures of the circulatory and lymphatic systems, including the function, disorders of, and diagnostic test. **(*NAACLS Competency 3.1)*** | |
| 8. Dermal Puncture **(*NAACLS Competencies 5.5 and 5.6)*** | At the conclusion of this lecture series, the student will be able to:<br>8.1. List the reasons for performing dermal puncture rather than venipuncture. **(*NAACLS Competency 6.1)***<br>8.2. Describe the composition of capillary blood. **(*NAACLS Competency 3.6)***<br>8.3. Describe the various types of dermal puncture equipment available along with the pros and cons of each. **(*NAACLS Competency 6.4)***<br>8.4. Describe proper patient identification and preparation for dermal puncture. **(*NAACLS Competency 4.1)***<br>8.5. List the appropriate and inappropriate sites for dermal puncture. **(*NAACLS Competencies 6.1 and 6.7)***<br>8.6. Describe the proper cleansing process for puncture. **(*NAACLS Competency 6.1)***<br>8.7. List the steps involved in performing the dermal puncture.<br>8.8. Describe the process of specimen collection after a dermal puncture, including the correct order of draw. **(*NAACLS Competencies 5.6 and 5.7)***<br>8.9. Define hematocrit. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 8.10. Explain the procedure for correctly filling and sealing a hematocrit tube.<br>8.11. Describe the proper way to load and run a hematocrit centrifuge.<br>8.12. Explain the procedure for reading a spun hematocrit.<br>8.13. List the normal values for male and female hematocrits.<br>8.14. Explain why male and female normal values differ. | |
| | Given written instructions and verbal explanations, the student will able to:<br>8.15. Perform a competent/effective dermal puncture according to written procedural and safety guidelines. ***(NAACLS Competency 6.12)***<br>8.16. Perform hematocrit testing on capillary samples. | The hematocrit value will fall within 10% of value established by course instructor. |
| 9. Venipuncture ***(NAACLS Competency 5.00)*** | At the conclusion of this lecture series, the student will be able to:<br>9.1. Describe needles used for phlebotomy including the terms: bevel, shaft, hub, stopper puncturing end, sheath, gauge, and length. ***(NAACLS Competency 5.5)***<br>9.2. Describe the correct procedure for needle disposal when a sharps keeper is and is not available.<br>9.3. List the various vacuum tubes available along with their additives and functions. ***(NAACLS Competencies 5.1 and 5.2)***<br>9.4. Define anticoagulant.<br>9.5. Explain how various anticoagulants work.<br>9.6. Demonstrate the correct order of draw using vacuum tubes and the rationale for it. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 9.7. Explain the correct order of draw using vacuum tubes and the rationale for it. **(*NAACLS Competency 5.3)***<br>9.8. Explain the purpose for using a tourniquet. **(*NAACLS Competency 5.5)***<br>9.9. Describe the options for protecting the puncture site.<br>9.10. Explain the purpose of a requisition. **(*NAACLS Competency 7.00)***<br>9.11. List the required information on a requisition. **(*NAACLS Competency 3.3)***<br>9.12. Demonstrate the way to greet a patient for phlebotomy.<br>9.13. Describe the legal and ethical importance of proper identification of patient for phlebotomy and the sample. **(*NAACLS Competency 4.1)***<br>9.14. Describe the way to position and prepare a patient for phlebotomy.<br>9.15. Demonstrate the way to tie a tourniquet.<br>9.16. Define hemoconcentration and list its causes. **(*NAACLS Competency 6.4)***<br>9.17. Define antecubital fossa.<br>9.18. Demonstrate the steps in choosing and identifying a vein for phlebotomy.<br>9.19. Demonstrate the cleansing procedure for phlebotomy. **(*NAACLS Competency 6.2)***<br>9.20. Describe each step in the venipuncture process to include proper direction, angle, depth, and aspiration. **(*NAACLS Competencies 6.5 & 6.10)***<br>9.21. Explain the labeling process of vacuum tubes, including the information required on the labels. | |

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| | 9.22. Identify alternate venipuncture sites and describe the limitations and precautions for each site. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>9.23 Perform at least ten competent/effective venipunctures according to written procedural and safety guidelines.<br>**(*NAACLS Competency 6.11)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| 10. Special Situations in Venipuncture<br>**(*NAACLS Competency 5.6)*** | At the conclusion of this lecture series, the student will be able to:<br>10.1 Explain how to handle visitors and other health care team members in the patient's room during specimen collection.<br>10.2 Explain how to identify non-banded patients in the Emergency Department<br>10.3 Explain how to handle syncope.<br>10.4 Describe the special needs recent mastectomy patients may have regarding phlebotomy.<br>10.5 Explain the phlebotomy procedure to follow when patients have IVs.<br>10.6 Describe indwelling lines.<br>10.7 Explain the phlebotomy procedure to follow for patients with indwelling lines.<br>10.8 List situations when using alcohol for cleansing is not appropriate.<br>**(*NAACLS Competency 7.6)***<br>10.9 Define and describe hemolysis.<br>**(*NAACLS Competency 7.6)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 10.10 List the causes of specimen hemolysis.<br>10.11 Explain how one would know an artery had been punctured during venipuncture. **(*NAACLS Competency 6.9)***<br>10.12 Describe the special handling required if an artery is punctured during venipuncture. **(*NAACLS Competency 6.9)***<br>10.13 Describe signs and symptoms of physical problems that may occur during blood collection. **(*NAACLS Competency 6.9)*** | |
| 11. Introduction to Hematology | At the conclusion of this lecture series, the student will be able to:<br>11.1 Define hematology.<br>11.2 List the types of specimens tested in the Hematology department.<br>11.3 Define CBC and explain the individual tests involved.<br>11.4 List the normal values for WBC count, RBC count, and platelet count.<br>11.5 Describe how medical providers use the information a differential smear provides. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| 12. Introduction to Coagulation | At the conclusion of this lecture series, the student will be able to:<br>12.1 List the types of specimens tested in Coagulation department.<br>12.2 Explain the primary purpose of the PT and PTT tests.<br>12.3 Define hemostasis. **(*NAACLS Competency 3.4)***<br>12.4 Describe the stages of coagulation. **(*NAACLS Competency 3.5)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 12.5 Discuss the properties of arterial, venous, and capillary blood samples. **(*NAACLS Competency 3.6)*** | |
| 13. Introduction to Clinical Chemistry | At the conclusion of this lecture series, the student will be able to:<br>13.1 Define chemistry terms including –ase, prandial, lytes, jaundice, and icteric.<br>13.2 List the types of specimens tested in the Chemistry department.<br>13.3 Describe how hemolysis, icterus, and lipemia can impact the quality of specimens for chemistry testing.<br>13.4 Explain the concept of chemistry panels or profiles.<br>13.5 List special specimen handling requirements for selected chemistry tests such as ammonia, bilirubin, LD, and triglycerides.<br>13.6 Relate commonly ordered chemistry tests such as glucose, BUN, creatinine, cardiac enzymes, and uric acid to the body system or organ(s) involved. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 13.7 Differentiate between fasting and NPO, as these terms relate to specimen quality.<br>13.8 Define diurnal variation.<br>13.9 Describe FBS, 2HR PP, and GTT testing as these terms relate to specimen quality.<br>13.10 Describe the phlebotomist's role in glucose tolerance testing.<br>13.11 Explain the principle of capillary glucose monitors.<br>13.12 List the quality control steps required when using a capillary glucose monitor.<br>13.13 Define therapeutic drug Monitoring.<br>13.14 Define peak and trough in relationship to therapeutic drug monitoring. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>13.15 Perform glucose testing using a glucose monitor according to written procedural guidelines. | The student will achieve a glucose result within 10% of the value established by the instructor. |
| 14. Introduction to Microbiology | At the conclusion of this lecture series, the student will be able to:<br>14.1 Define microbiology.<br>14.2 Explain what information a culture and sensitivity provide.<br>14.3 Describe the collection of a blood culture.<br>14.4 Differentiate between sterile and aseptic techniques.<br>14.5 Describe the collection of a urine culture.<br>14.6 Describe the collection of a blood culture.<br>14.7 List the information required on samples submitted to the laboratory for culture. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 14.8 List the criteria for accepting samples for culture.<br>14.9 Describe the indications for using a syringe for blood collection.<br>14.10 Explain how a syringe is primed.<br>14.11 Describe the indications for using a syringe for blood collection.<br>14.12 Describe and demonstrate the safe way to transfer blood to vacuum tubes after collecting it in a syringe.<br>14.13 Describe and demonstrate the same way to discard a syringe.<br>14.14 Perform a competent/effective venipuncture using a syringe according to written procedural and safety guidelines. | |
| 15. Arterial Blood Gases | At the conclusion of this lecture series, the student will be able to:<br>15.1 Describe the samples for arterial blood gases<br>15.2 Explain who may collect samples for arterial blood gases.<br>15.3 List patient conditions that indicate the need for arterial blood gas measurements.<br>15.4 Name the anticoagulant required for the arterial blood gas sample.<br>15.5 Explain the role that lidocaine may play in the collection of an arterial blood gas sample.<br>15.6 Name the artery of choice for the arterial blood gas collection.<br>15.7 Describe the procedure in performing the Allen test. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 15.8 Explain why the Allen test is done.<br>15.9 Describe the steps in preparing the puncture site for an arterial blood gas collection.<br>15.10 Describe how arterial blood gas samples are transported to the laboratory for testing. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>15.11 Perform an Allen test on a classmate. | The student will be able to assess collateral circulation. |
| 16. Pediatrics | At the conclusion of this lecture series, the student will be able to:<br>16.1 Name the maximum depth a heel stick device may puncture.<br>16.2 List the commonly used sample containers for capillary puncture on children.<br>16.3 Describe the need for and use of a heel warmer.<br>16.4 Describe the options to be considered when deciding if parents should assist in blood collection from their child.<br>16.5 Describe the acceptable puncture area on an infant's foot for capillary puncture.<br>16.6 Explain the policy against using bandages on children less than two years old.<br>16.7 Explain why bilirubin levels are commonly order on infants.<br>16.8 Describe the special handling required for bilirubin samples.<br>16.9 Explain the metabolic disorder phenylketonuria.<br>16.10 Describe the process of collecting samples from infants for phenylketonuria testing. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 16.11 Explain the diagnostic purpose of the pilocarpine iontophoresis test (Sweat Chloride for diagnosis of Cystic Fibrosis).<br>16.12 Describe the indications for using a winged infusion set for blood collection.<br>16.13 Describe the safe way to transfer blood to vacuum tubes after collecting it in a winged infusion set.<br>16.14 Describe the safe way to discard of a winged infusion set. | |
| 17. Urinalysis | At the conclusion of this lecture series, the student will be able to:<br>17.1 Identify the major structures of the digestive and urinary systems, including the function of, disorders of, and diagnostic tests.<br>17.2 Define glycosuria, hematuria, ketonuria, proteinuria, and pyuria.<br>17.3 Explain the three components of a complete urinalysis.<br>17.4 List the three tests included in the physical portion of a urinalysis.<br>17.5 Describe how to complete the chemical portion of the urinalysis test.<br>17.6 Describe the timing requirements for collecting and analyzing a urinalysis.<br>17.7 Explain how to dispose of urine samples.<br>17.8 List and explain the various types of timed urinalysis.<br>17.9 Name the urine sample of choice for urinalysis.<br>17.10 Name the urine sample most commonly used for analysis. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 17.11 Describe the special considerations required when collecting samples for urine drug screens.<br>17.12 Describe the differences in sample collection requirements for semen analysis done for fertility workups versus semen analysis done on post-vasectomy patients.<br>17.13 Describe the information received from the results of three occult blood tests.<br>17.14 Describe special dietary requirements prior to collecting samples for the occult blood test.<br>17.15 Explain the chemical reaction during the occult blood test. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>17.16 Perform the physical and chemical portions of a routine urinalysis on a urine sample according to written procedural guidelines.<br>17.17 Perform occult blood testing according to written procedural guidelines. | The results of the dip stick urinalysis will be within $\pm$ 1 grade of established values.<br><br>The occult blood test results will be 100% accurate on positive and negative samples. |
| 18. Immunology and Immunohematology (Blood Banking) | At the conclusion of this lecture series, the student will be able to:<br>18.1 List the type of specimens tested in the Blood Bank department.<br>18.2 Define type and crossmatch.<br>18.3 Describe the reason for the heightened importance of patient identification when collecting blood bank specimens.<br>18.4 Define immunology. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 18.5 Describe the relationship between antigen and antibody.<br>18.6 Define autoimmunity.<br>18.7 Explain the information obtained from a human chorionic gonadotropin test (hCG).<br>18.8 Describe the type of controls run with an hCG test.<br>18.9 Describe the special handling required for a cold agglutinin specimen. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>18.10 Perform hCG testing according to written procedural guidelines.<br>18.11 Perform ABO and Rh blood typing according to written procedural guidelines. | The hCG test will be 100% accurate on positive and negative samples.<br><br>The ABO and Rh results will be 100% accurate as confirmed by instructor. |
| 19. Quality Assurance and Quality Control<br>**(*NAACLS Competency 8.0)*** | At the conclusion of this lecture series, the student will be able to:<br>19.1 Define quality assurance, quality control, accuracy, precision, and reliability. **(*NAACLS Competency 8.1)***<br>19.2. Describe the components of quality assurance.<br>19.3 Explain the various logs and their purpose in the lab. **(*NAACLS Competency 8.3)***<br>19.4 Explain the various manuals and their purpose in the lab.<br>***19.5*** Explain how controls are prepared and why they are used. **(*NAACLS Competency 8.2.1)***<br>19.6 Explain how quality assurance and quality control add to the cost of laboratory testing.<br>**(*NAACLS Competencies 8.2.2 and 8.2.3)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

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| | 19.7 Explain methods for processing and transporting blood specimen for testing at reference laboratories. **(*NAACLS Competency 7.4)***<br>19.8 Describe the effects of time on test quality and patient care. | |
| | Given written instructions and verbal explanations, the student will be able to:<br>19.9 Run two levels of controls for the microcapillary glucose testing. | Student will achieve results within the limits of the control values given for the two levels. |
| 20. Communication **(*NAACLS Competency 9.0)*** | At the conclusion of this lecture series, the student will be able to:<br>20.1 Describe the role that words, tone of voice, and body language play in communication. **(*NAACLS Competencies 9.2 and 9.3)***<br>20.2 List important guidelines in phone etiquette in the lab.<br>20.3 List causes of stress and discuss coping skills used in the professional environment. **(*NAACLS Competency 9.9)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |
| | Using information gained in the lecture, the student will be able to:<br>20.4 Demonstrate proper communications in various laboratory situations. **(*NAACLS Competency 9.6)***<br>20.5 Follow written and verbal instructions. **(*NAACLS Competency 9.7)*** | Role playing situations will be used to demonstrate communication skills and professionalism. |
| 21. Professionalism | At the conclusion of this lecture series, the student will be able to:<br>21.1 List factors that contribute to a professional demeanor of a phlebotomist.<br>21.2 Projects an image of professionalism, including appropriate level of confidence, appearance, and dress. | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material.<br><br>Role playing situations will be used to demonstrate communication skills and professionalism. |

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| | 21.3 Shows respect for self and others (including patients, classmates, instructors, clinical educators, and education coordinators.<br>21.4 Prioritize requests and work concurrently on at least two different tasks.<br>21.5 Apply knowledge, skills, and values learned from coursework and life experiences to professional situations.<br>21.6 Work independently and with others under time constraints. | |
| 22. Legal and Ethical Issues in the Laboratory | At the conclusion of this lecture series, the student will be able to:<br>22.1 Explain the purpose of the Patients' Bill of Rights. ***(NAACLS Competency 9.4)***<br>22.2 Define litigation, malpractice, and negligence. ***(NAACLS Competencies 4.1 and 9.8)***<br>***22.3*** Describe the importance of patient confidentiality and HIPAA. ***(NAACLS Competency 9.1)***<br>22.4 Relate legal responsibilities of the laboratory and the phlebotomist to the need for medical providers' requests for all specimen collection and testing.<br>22.5 Demonstrate an understanding and comply with the American Hospital Associations' Patient's Bill of Rights and the Patient's Bill of Rights from the workplace. ***(NAACLS Competency 9.4 and 9.5)*** | An average score of at least 70% will be attained on all written laboratory reports and/or examinations covering this material. |

# KAPIʻOLANI COMMUNITY COLLEGE
# PHLEBOTOMY PROGRAM

# POLICIES

## CERTIFICATE OF COMPETENCE

Students who complete the 110 hours on campus with 15 successful venipunctures, two competent dermal punctures, and an average of 70% on the quizzes, computer assignments, midterm, and final exam are eligible to begin the internship. After at least 100 hours of phlebotomy with a minimum of 100 successful venipunctures and a score of at least 70% on the clinical evaluation, the student will receive the Certificate of Competence from Kapiʻolani Community College.

Registered apprentices will receive the Certificate of Competence from Kapiʻolani Community College after the first 100 hours of employment following the completion of the classroom course with documentation of a minimum of 100 successful venipunctures.

The granting of the certificate is not contingent upon passing an external certification examination.

## NATIONAL CERTIFICATION

Students who have completed the above requirements are eligible to take the national certification examination for Phlebotomy Technician (PBT) administered by the American Society for Clinical Pathology (ASCP) Board of Certification (BOC).

## ATTENDANCE

Attendance is encouraged for every class. There will be no make-up exams or laboratories for non-attendance of classes. Absences due to extraordinary circumstances will be evaluated on an individual basis provided that the student informs the faculty as soon as circumstances allow. Students are expected to be punctual for all classes, as late arrivals disrupt the entire class. The instructor will not repeat information for individuals who arrive late for class.

## LABORATORY RULES

1. There will be no eating, drinking, chewing gum, smoking, application of makeup or lip balm, or horseplay within the laboratory or preparation and storage areas.

2. Lab coats must be worn during all laboratory classes.

3. Gloves shall be worn while handling laboratory specimens and while performing capillary and venipuncture.

4. Shoes worn in the laboratory must have closed toes and heels shall be no higher than two inches (2”).

5. Hair that is longer than shoulder length shall be tied back away from the face.

6. There will be no mouth pipetting in laboratory classes.

7. Safety shields, face shields, or splash guards must be used for processing body fluid specimens.

8. All directions for laboratory procedures and handling of specimens and chemicals will be followed as written or verbally expressed by the instructor.

**These rules are for your safety and for the safety of others in the area.**

**DRESS and APPEARANCE:**

**A PROFESSIONAL APPEARANCE MUST BE MAINTAINED AT ALL TIMES WHILE IN THE CLASSROOM AND DURING THE INTERNSHIP.**

A dress code is essential for the following reasons:

1. Proper clothing is necessary for your safety and others who may come in contact with you.

2. Your appearance is important in patient care and to our profession. Individuals who have direct contact with hospitalized or ambulatory patients are viewed and judged by them as representing the healthcare team. Thus, your competence as a professional is often judged solely on the basis of your appearance. Outlandish appearance or unprofessional conduct will engender lack of confidence in the laboratory and the rest of the healthcare team.

Consequently, the basic premise of the dress code is based on standards of safety, good taste, and good grooming, all of which should result in a professional appearance and demeanor.

**The full uniform consists of:**

1. Full-length lab coat with appropriate identification.
2. Closed-toed shoes, clean, with heels no higher than two (2) inches.

Also:

- Hose or socks must be worn.
- Hair must be clean, neat, and tied back if longer than shoulder length. Hair should also be a natural color.
- Nails must be clean and trimmed, so as not to puncture gloves.
- Make-up should be natural and not look artificial at close range.
- Lab coats must be worn over street clothes at all times while in the laboratory.
- Lab coats are not worn outside of the laboratory, except when collecting specimens from the floor.
- Jewelry consists only of a watch, wedding band and small stud-type earrings only on earlobes. Note: Some facilities do not allow male students/employees to wear earrings of any kind.

**Not Acceptable**

- Shorts
- Caps or hats
- T-shirts with offensive slogans
- Floor length dresses or skirts
- Sandals or other shoes with openings.
- Jeans with holes
- Visible body art that depicts nudity, profanity or violence. **Some facilities do not allow any tattoos to be exposed during working hours.**
- Clothing that exhibits midriff, cleavage, armpits, or thighs (four or more inches above the knee).
- Perfume or cologne

Laboratory work can be stressful and may cause heavy perspiration. Close contact with other hospital personnel is often necessary. Therefore, daily bathing, as well as the use of an effective deodorant and/or antiperspirant is strongly recommended.

**Students who do not conform to the dress code will be sent home to correct any deficiencies, and the time lost will be made up solely at the discretion and with the permission of the phlebotomy instructor/clinical educator/clinical facility.**

## CONDUCT

Kapiʻolani Community College has a complete Student Conduct Code that applies to all students, enrolled in credit or non-credit classes. This code is available in the college catalog, available online (www.kapiolani.hawaii.edu), as well as under separate cover in the Office of the Phlebotomy Program Director and in the office of the Vice Chancellor of Student Affairs.

## ACADEMIC DISHONESTY

Any student found to be dishonest in academic matters in the KCC Phlebotomy program will be dismissed from the Phlebotomy program.

Academic dishonesty includes, but is not limited to the following:

1. Giving or receiving assistance on a written and/or practical examination.
2. Having and/or using information concealed on the body, clothing, or furniture.
3. Copying from another's paper during exams or allowing another student to copy.
4. Illegitimate means of finding questions and/or answers for scheduled examinations.
5. Providing testing materials to others without the expressed written consent of the instructor.

**Dishonesty is unfair to yourself, fellow students, and ultimately to patient care.**

## GRIEVANCE PROCEDURE

The College has developed procedures by which students may seek remedy if they feel they have been treated arbitrarily and capriciously in academic-related matters, including internships and clinical rotations. A concerned student may first attempt to resolve the grievance on an informal level with the faculty member, program director, and/or the clinical supervisor. Should the grievance not be resolved at this level, the student should ask the Health Sciences Department Chair to review the case. If a satisfactory solution is not reached, the student should appeal to the Dean of Health Academic Programs. If a satisfactory solution is still not reached, the student has a right to request a hearing before the Academic Grievance Committee, a body of faculty and

students. The decisions of the Academic Grievance Committee are final with the University and College. Copies of the procedures are available in the Office of the Dean of Student Affairs.

## READMISSION TO THE PHLEBOTOMY PROGRAM

A student who left the Phlebotomy program during the on-campus class due to legitimate emergencies and who was making satisfactory progress in the program will be allowed to return to the program in the next session with no additional fees. If the student cannot return for the next session, he/she will be placed on the waiting list and will have to pay the entire tuition to reregister for the program.

A student dismissed from the program for academic reasons may reapply for the program and will be responsible for the entire tuition when reentering the program.

Any student who has been dismissed for academic dishonesty, unsafe behavior, professional misconduct, or illegal activity may not re-enroll in the Kapiʻolani Community College Phlebotomy Program.

Any student who is relieved from the 100 hour clinical practicum due to violations of the clinical affiliate policies, professional misconduct, unsafe behavior, gross negligence, etc, may not re-enroll in the Kapiʻolani Community College Phlebotomy Program.

# KAPIʻOLANI COMMUNITY COLLEGE
# PHLEBOTOMY PROGRAM
# INTERNSHIP OBJECTIVES

Part II provides for the clinical application of the skills and knowledge learned in Part I. One hundred hours (100 hours) will be spent in an affiliated clinical laboratory collecting and processing specimens for the laboratory.

Upon successful completion of a minimum of 100 hours in the phlebotomy clinical practicum, the student should be able to:

1. Select and utilize the appropriate types of equipment to collect blood by venipuncture and capillary puncture. The student shall be able to effectively utilize:

    1.1 Evacuated containers
    1.2 Syringes
    1.3 Winged infusion sets

2. Perform a minimum of 100 successful, unaided venipunctures after choosing the appropriate equipment for each sample.

    2.1 Identify and utilize alternate venipuncture sites as appropriate.
    2.2 Collect blood for routine and special procedures.

3. Obtain good quality specimens from adults, infants (pediatric), children (adolescent) and elderly (geriatric) patients.

4. Explain and follow the rules and regulations essential for safe and accurate phlebotomy.

5. Process specimens accurately, according to the procedures of the clinical site.

6. Utilize the laboratory computer system for specimen processing as allowed by the clinical site

7. Exhibit appropriate interpersonal skills with patients, coworkers, and other health care personnel in person and on the telephone.

8. Explain the policies and use the procedures in the clinical laboratory to assure quality in the collecting of blood specimens.

9. Effectively transition from learning experiences in the classroom to practical application within the clinical setting, including, but not limited to:

    9.1 Following written and verbal instructions
    9.2 Asking pertinent questions
    9.3 Accepting guidance and constructive criticism
    9.4 Accepting responsibility for their own learning

10. Exhibit a professional demeanor, including, but not limited to:

    10.1 Completing tasks in a timely fashion
    10.2 Following written dress code
    10.3 Arriving on time and staying for the required number of hours

Evaluation will be based on the completion of the 100 mandated hours, the number of venipunctures, and a score of at least 70% on the final evaluation form.

Once clinical locations are assigned, there will be no changes unless the student is unable to attend clinical training during that time due to hospitalization and/or extenuating circumstances that prohibit the student from performing as required.

If a clinical location is refused/declined, for any reason other than the aforementioned, the student will be terminated from the program.

Failure to complete at least 100 hours (not including breaks) will result in termination from the Program without the ability to repeat the clinical rotation.

## PROFESSIONAL CONDUCT

Students in the program are expected to accept responsibility for their own work.

- If the assigned task(s) exceeds the student's knowledge or ability, assistance must be requested without hesitation or reluctance.
- Work must be performed thoroughly and carefully and the student must strive for continued increase in efficiency and quality.
- The standards of the Professional Code of Ethics shall be upheld.
- Students shall assume a professional manner in both conduct and attire.
- In dealing with the instructors, program director, other members of the class, members of the laboratory staff, medical providers, and patients, the student shall conduct him/herself in a helpful, considerate, cooperative, and most importantly, professional manner.
- The rules of personal safety, as they apply to regular employees of the clinical affiliate, shall be adhered to at all times.
- The safety of other persons in the work environment shall be a continual concern.
- The dress code shall be adhered to at all times.
- Respect the Patients' Bill of Rights.
- The patient's health and therapy shall not be discussed with the patient.
- Holding information relating to patients in strict confidence (HIPAA compliance)
- Ensuring patient safety, in all respects.

## ABSENTEEISM

The clinical practicum consists of a minimum of **100** hours. Any variation from the assigned dates and times must be approved by the clinical site supervisor, education coordinator, and the KCC Phlebotomy Program Director. The number of hours is NOT negotiable. You must complete 100 hours of clinical training before receiving the Certificate of Competence and obtaining eligibility to take the national certification examination given by ASCP.

## NO CALL – NO SHOW

A violation of the 'No Call-No Show' policy may result in dismissal from the program. A violation of the No-Show policy is defined as not calling in or appearing at the clinical site at the agreed upon starting time. The clinical site may, at its discretion, dismiss astudent from the site upon the first No Call-No Show occurrence.

**Punctuality is a critical part of professionalism!**

## GROSS PROFESSIONAL MISCONDUCT

The Kapiʻolani Community College Phlebotomy Program considers gross professional misconduct to include, but not be limited to, any action or activity that endangers the welfare of patients and laboratory employees. These include, but are not limited to:

- Practicing negligently
- Practicing incompetently
- Practicing while impaired by alcohol, drugs, or mental disability
- Willfully harassing, abusing or intimidating a patient verbally or physically
- Willfully harassing, abusing or intimidating an employee verbally or physically
- Providing a service that was not authorized

## DISMISSAL

A student may be dismissed for gross professional misconduct in the clinical setting and **may not** reenroll/return to the Phlebotomy Program. Violations of safety and/or dress codes may also result in dismissal from the Phlebotomy Program. The appeals procedure is found with the academic policies.

## INTERNSHIP POLICIES

1. Kapiʻolani Community College, "the College", as the accredited institution, is responsible for control of the quality of instruction.

2. The College will not place more than a specified number of students at any Clinical Affiliate at any given time due to supervisory limitations. The number of students must be mutually agreed upon by each Clinical Affiliate/Clinical Educator and the College in advance of student assignment.

3. The Clinical Affiliates may request the Director of the Phlebotomy Program of the College to withdraw from this program any participant whose performance is unsatisfactory or whose personal characteristics present undesirable relationships with the Clinical Affiliate's staff or patients, as determined by the Clinical Affiliate Director, Clinical Educator, or the Chief Technologist of the site.

4. The students should be in good health at the beginning of the clinical practicum. If requested, a copy of the appropriate student's recent physical exam and/or immunization record will be sent to the Clinical Affiliate before the clinical experience begins.

5. Personal injuries or illnesses sustained during training at a Clinical Affiliate will be treated on site upon request. Emergency medical services may be provided to the student under the same conditions as they are to other clinical affiliate employees. **However, students are responsible for any fees for emergency care.**

6. The facility will orient assigned students to all applicable rules and regulations with which the students are expected to comply. Special emphasis will be given to the Privacy Act of 1974, particularly regarding the patient's right to privacy and the confidentially of all records relating to patient care in accordance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

7. It is recognized that all activities within the Clinical Affiliates are subject to the laws and regulations of these Affiliates. The Clinical Affiliate Director has the full responsibility and authority to assure that requirements are observed and met.

**The Clinical Affiliate shall:**

1. Provide professional laboratory supervision and guidance to the students assigned to Clinical Affiliates.

2. Participate with the faculty members of the Phlebotomy Program of the College in the development of clinical training at clinical sites.

3. Provide the participants with access to the agreed upon laboratory departments of Clinical Affiliates, at the discretion of the clinical laboratory supervisor and with proper supervision.

4. Retain ultimate control of the operating policy and administration of the Agreement and be responsible for the professional medical support and administrative services related to patient care and other ongoing programs within the Affiliate. The standards and level of patient care within the Clinical Affiliates are implicit in the responsibility.

5. Appoint specific clinical coordinator to be the clinical liaison with the College faculty.

**SERVICE WORK**

Students may perform service work during their clinical rotation if it is part of the learning experience. Repeated performance of duties in the clinical affiliate at the expense of other educational experiences is considered exploitation of students, and will not be allowed. Students may be hired by a clinical facility prior to completing the clinical rotation; and the hours spent performing paid phlebotomy duties will be considered part of the clinical experience. Students will responsible for ensuring that the supervisor completes the clinical evaluation and that the time sheet reflects at least **100** hours and 100 unaided successful venipunctures.

**The Clinical Instructor(s) assigned to train students shall:**

1. Orient students to hospital, laboratory, and departmental policies and procedures.

2. Acquaint student with the location of procedure manuals, equipment, reagents, reference materials, and other resources. Allow student access to those resources.

3. Instruct student using any technique effective in improving clinical performance. Some of these methods include:

    a. Demonstrate of technique
    b. Utilization of audio-visual aids
    c. Supervision of student practice
    d. Guidance and providing feedback on quality of performance during rotation

4. Provide students with opportunities to observe, assist with, and perform as many procedures as possible.

5. Confer with KCC faculty about students and program.

6. Evaluate student performance by completing or verifying the following KCC clinical forms:

    a. Time sheets
    b. Final Evaluation

7. Give written, oral, practical exams as agreed upon.

8. Immediately inform KCC faculty about unsafe behavior demonstrated by student while on site.

9. Suggest revisions to clinical evaluation forms and technical training.

**The Kapiʻolani Community College Phlebotomy Program shall:**

1. Provide students who are academically qualified and who are in compliance with the Code of Student Conduct, as stated in the College Student Handbook (found online at www.kcc.hawaii.edu), to participate in clinical experience.

2. Provide advice on program direction and consultations with clinical faculty members for program development.

3. Notify the Clinical Coordinator of the Affiliate with regard to changes in the scheduling of assigned students so that suitable adjustments can be made.

4. Ensure students are covered by malpractice insurance.

5. Maintain regular communication with the Affiliate during student placement, and visit each student as needed during the internship. (Students assigned to neighbor island sites will be visited one time during the clinical rotation. Phone contact shall occur on a regular basis.)

6. Review Evaluations and determine grade for the clinical rotation. Provide grade to the student and archive as per College policy.

7. Remove from the site any student who exhibits unsafe behavior until it can be determined by the appropriate grievance procedure that the student may safely return to the site.

**The KCC Phlebotomy student shall:**

1. Prior to entry to a Clinical Affiliate, read the appropriate pages in the Phlebotomy Program Student Handbook. Review all forms.

2. Complete medical requirements.

3. Pay for liability insurance.

4. Arrange for and meet expenses for travel to and from clinical site.

5. Report to clinical site on time. Call Affiliate ahead if tardiness or absence is anticipated. Inform KCC faculty of absence prior to scheduled shift. Arrange with clinical instructor to make up any time missed.

6. Complete time sheet on a daily basis.

7. Take initiative to see and do as many techniques and procedures as possible. Strive for working knowledge and proficiency.

8. Request clinical instructor to complete evaluation form at the end of the clinical rotation.

9. Discuss with KCC faculty any problems or situations that require clarification or information on a timely basis.

# CLINICAL SITES

The Phlebotomy Program tuition includes placement in an affiliated clinical facility for **at least 100 hours** of phlebotomy experience upon successful completion of Part I. In the unlikely event that sufficient clinical sites are unavailable immediately following Part I, then students will be placed in a site as soon as the next opening becomes available. Students will be placed in priority order based on Mid-Term Examination scores, with students receiving the highest scores having first priority. All qualified students will be placed in a clinical facility two months of completing Part I unless unforeseen circumstances arise.

The College is responsible for the clinical site placement arrangements. A student who attempts to negotiate his or her own placement may be subjected to dismissal from the program unless prior approval was granted by the Program Director. While every effort will be made to accommodate student requests for particular sites, the Phlebotomy Program does not guarantee placement in any specific site.

## CLINICAL AFFILIATES FOR PHLEBOTOMY PROGRAM

| **Oahu** | |
|---|---|
| Clinical Laboratories of Hawaii | |
| **Clinical Laboratories of Hawaii – West**<br>99-193 Aiea Heights Dr<br>Aiea, HI 96701<br>677-7999 | Ally Park, M.D.<br>Gesine Delgado<br>gesine.delgado@hawaiilabs.com |
| **Kapi'olani Medical Center at Pali Momi (HPH)**<br>98-1079 Moanalua Rd.<br>Aiea, HI 96701 485-4243 | Jeff Marr<br>jeff.marrs@hawaiilabs.com |
| **Kapi'olani Medical Center for Women and Children (HPH)**<br>1319 Punahou St Honolulu, HI 96826<br>(808) 983-6000 | Shanelle Kālua<br>shanelle.kalua@hawaiilabs.com |
| **Straub Clinic & Hospital, Inc. (HPH)**<br>888 S. King Street Honolulu, HI 96814<br>522-4230 | Dominique Torrence<br>dominique.torrence@hawaiilabs.com |
| **Other Locations on Oahu** | |
| **Adventist Health Services (Castle Medical Center)**<br>640 Ulukahiki Street Kailua, HI 96734<br>263-5148 | Rosalvn Enos, M.D.<br>Angela Simmons (ASCP)<br>SimmonA@ah.org<br>Kristine Valentine<br>valentkm@ah.org |
| **Diagnostic Laboratory Services**<br>98-859 Iwaiwa Street Aiea, HI 96701<br>589-5100 | Mark Wasielewski, President<br>Angela Hose, MT(ASCP) Education Coordinators ahose@dlslab.com |
| **Hawaii State Hospital**<br>45 Keaahala Rd Kaneohe, HI 96744<br>247-2191 | John Buzanoski, M.D.<br>Tracy Harada, MT(ASCP)<br>Education Coordinator<br>tracy.harada@doh.hawaii.gov |
| **Kaiser Permanente Medical Center**<br>3288 Moanalua Rd.<br>Honolulu. HI 96819 | Stacey Honda. M.D.<br>Celeste Matsuo. MT(ASCP) Education Coordinator Celeste.Matsuo@kp.org |

| | |
|---|---|
| 432-8831 | |
| **Kuakini Medical Center**<br>347 N. Kuakini St<br>Honolulu, HI 96717<br>432-9134 | Eugene T. Yanagihara, M.D.<br>Ryan Tsuji<br>Laboratory Manager<br>R.TSUJI@kuakini.org |
| **Tripler Army Medical Center**<br>1 Jarrett White Road Honolulu. HI 95859-5000<br>433-5796<br>433-4715 | Francis Gress. MD LTC<br>Education Coordinator<br>Thomas Yeo 433-2914<br>thomas.j.yeo.civ@health.mil |
| **US Army Health Clinic Schofield Barracks**<br>Bldg 684<br>Schofield Barracks, HI<br>433-8301 | Francis Gress, MD<br>SFC Perla Zamarripa 433-8301<br>Education Coordinator<br>perla.zamarripa.mil@mail.mil |
| **VA Pacific Islands Health Care System**<br>459 Patterson Rd Honolulu. HI 96819-1522<br>433-7619 | Ivan Meadows, M.D.<br>Jodi Liao. MT(ASCP)<br>Education Coordinator<br>Jodi.Liao@va.gov |
| **Other Islands** | |
| **Hilo Medical Center**<br>1190 Waianuenue Avenue Hilo, HI 96720<br>1-808-974-6898 | Mimi Takamune<br>mimi.takamune@hawaiilabs.com |
| **Maui Memorial Medical Center (HPH)**<br>221 Mahalani Street Wailuku, HI 96793<br>1-808-242-2064/2376 | Leslie Kikuchi<br>leslie.kikuchi@hawaiilabs.com |
| **Wilcox Memorial Hospital**<br>3-3420 Kuhio Highway Lihue, HI 96766 | Richard Hairston<br>richard.hairston@hawaiilabs.com |

The email addresses are provided for the sole purpose of contacting the Education Coordinators once you have been assigned to a particular location for the 100 hour phlebotomy clinical experience.

Under **no** circumstances should the email addresses be used to solicit employment or for any other purposes other than the one outlined.

**KAPIʻOLANI COMMUNITY COLLEGE**
4303 Diamond Head Road, Kauila 122
Honolulu, Hawaii 96816

# PHLEBOTOMY PROGRAM PERFOMANCE EVALUATION

Directions: This form is to be filled out by the Phlebotomy site supervisor or clinical trainer upon the completion of the 100 hours of internship. Place a check before each statement that best reflects the overall performance of the student. This evaluation becomes a part of the student's permanent record in the Phlebotomy Program.

**Name of Student:** _____

**Clinical Training Site:** _____

**Period of Evaluation:** From:_____to _____

**Phlebotomy Supervisor's Signature:** _____

A. **PHLEBOTOMY SKILLS** (40 points)

**After completion of 100 hours of phlebotomy practice, the student was able to**

1. Select the appropriate equipment and supplies for obtaining a blood sample

   _____ consistently, referring to the Standard Operating Procedures (SOP) when in doubt
   _____ with some errors, occasionally neglecting to refer to SOP
   _____ without referring to SOP when in doubt

2. Obtain quality specimens from adults, infants, children, and elderly patients.

   _____ consistently (<10% redraw rate)
   _____ with a 15 - 20% redraw rate
   _____ with >20% redraw rate

3. Properly follow the laboratory quality control and safety procedures

   _____ consistently
   _____ with occasional errors
   _____ rarely

4. Process specimens accurately, following the SOP

   _____ consistently
   _____ with occasional errors
   _____ rarely

**COMMENTS on PHLEBOTOMY SKILLS:**

B. **KNOWLEDGE** (20 points)

The student demonstrated knowledge of the theory and basic principles of phlebotomy that is

_____ above average
_____ average
_____ below average (unsatisfactory)

**COMMENTS on KNOWLEDGE:**

C. **LEARNING SKILLS** (10 points)

_____ Student was an active learner; asked pertinent questions when necessary; accepted guidance and constructive criticism.
_____ Student performed tasks as directed, but did not actively pursue learning.
_____ Student appeared to be bored and was unwilling to do more than the minimum amount of work.
_____ Student was arrogant and overconfident and did not accept guidance and/or constructive criticism.

**COMMENTS on LEARNING SKILLS:**

D. **PROFESSIONAL CHARACTERISTICS** (30 points)

1. Ability to relate to others

_____ Student related to instructors, patients, and other personnel in a cooperative and courteous manner.
_____ Student occasional had interpersonal conflicts.
_____ Student had difficulty getting along with most people.

2. Punctuality

_____ Always on time
_____ Usually punctual
_____ Frequently late

3. Organization of Work

_____ Student always completes collections of a series of specimens in a timely fashion.
_____ Student usually completes collection of a series of specimens in a timely fashion, but needs improvement in organizational skills.
_____ Student is unable to complete a series of collections in a timely fashion, using correct protocol.

4. Initiative

_____ Student is a "self-starter" who is always willing to take on greater responsibility.
_____ Student accepts additional responsibilities willingly when asked to do so.
_____ Students shirks responsibility.

5. Persistence

_____ Student can be depended upon to follow through on all procedures.
_____ Student has a tendency to give up when things do not go right.
_____ Student frequently fails to finish a procedure.

6. Appearance

_____ Student always appears professional and well groomed.
_____ Student occasionally appears unprofessional in dress and/or grooming.
_____ Student exhibits an unprofessional appearance most of the time.

**COMMENTS on PROFESSIONAL CHARACTERISTICS:**

E. **ADDITIONAL COMMENTS:** Use this space below to make further comments and/or to cite specific examples of student's strengths and weaknesses.

**STUDENT SIGNATURE** _____ **DATE** _____

**KAPI‘OLANI COMMUNITY COLLEGE**
**PHLEBOTOMY PROGRAM**

**TIME SHEET**

| STUDENT NAME: | **CLINICAL** | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SITE: | | | | | | | | | | | | | | | | | | |
| MONTH / YEAR: | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| DATE | | | | | | | | | | | | | | | | | | |
| TIME IN | | | | | | | | | | | | | | | | | | |
| TIME OUT | | | | | | | | | | | | | | | | | | |
| TOTAL HOURS | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| # OF ATTEMPTED VENIPUNCTURES | | | | | | | | | | | | | | | | | | |
| VACUTAINER | | | | | | | | | | | | | | | | | | |
| SYRINGE | | | | | | | | | | | | | | | | | | |
| BUTTERFLY | | | | | | | | | | | | | | | | | | |
| # OF SUCCESSFUL VENIPUNCTURES | | | | | | | | | | | | | | | | | | |
| # OF FINGER STICKS | | | | | | | | | | | | | | | | | | |
| # OF HEEL STICKS | | | | | | | | | | | | | | | | | | |
| # OF BLOOD CULTURES | | | | | | | | | | | | | | | | | | |
| ADULT | | | | | | | | | | | | | | | | | | |
| CHILD | | | | | | | | | | | | | | | | | | |
| SPECIAL TESTS (LIST) | | | | | | | | | | | | | | | | | | |
| **SUPERVISOR’S INTIALS** | | | | | | | | | | | | | | | | | | |