



Phlebotomy Technician Course Syllabus

About Advanced Rescue Education Solutions

Advanced Rescue Education Solutions LLC is a Louisiana based education and training organization that offers a growing comprehensive list of educational training for all levels of community members and responders. Our courses range from CPR and basic first aid to Advanced EMT, with more programs being added all the time! We offer our programs in both a traditional and hybrid model, with instructor-led lectures being done live online in order to reach a wider audience combined with an immersive skills training to prepare the candidates to enter the medical field or field of EMS with the best training and preparation possible! We have grown our programs into multiple states, with many more coming in the near future, so students can expect to learn alongside students from other states and gain insight into how operations are conducted and affected in various environments, demographics, population centers, and more.

Program Information

Hours: The program has a blended learning schedule that combines online and classroom learning. You will complete a majority of your academics online then complete labs and procedures at predetermined skill locations.

Facilities: You will be trained in the program's virtual classroom as well as predetermined medical facilities that ARES has existing partnerships with. If you would like to bring our program to a facility we don't currently have a partnership with, we will gladly work with you to bring our program to your area!

Grading and evaluation: Advanced Rescue Education Solutions uses these evaluative tools: exams and worksheets, hands-on demonstration of skills, self-assessments, and faculty reviews.

Graduation and certification: Upon completion of the program, graduates receive a certificate of completion from Advanced Rescue Education Solutions and are eligible to take the National Healthcare Association or American Society for Clinical Pathology exam to become a nationally certified phlebotomist.

Course Overview: Phlebotomy Technician

The Phlebotomy Technician Certificate at Advanced Rescue Education Solutions is available to students located in Louisiana and Mississippi, with more locations coming soon! ARES offers the best approved training to become a phlebotomist. You will learn how to collect samples from patients and how to prepare these samples for testing.

Through this nine-week program, you will gain the knowledge and skills needed to work in an outpatient clinic setting or an inpatient (hospital) setting.

You can expect:

- A curriculum that includes a blended classroom and online learning schedule, with hands-on lab and clinical experiences completed on campus beginning the second week of the program.
- A focus on real-world knowledge and application where you will draw hundreds of samples from actual patients, preparing you to be a well-rounded and confident phlebotomist.
- The opportunity to begin working in the field quickly with the potential to start a career as a phlebotomist at the skills location you complete your training at.

Our training is focused on developing the quality of the future workforces in the medical field and the field of EMS, fire services, and beyond! We expect you to be fully prepared for your first day on the job, wherever that may be.

Course Textbook:

Students will be required to obtain the necessary textbook from Jones & Bartlett.

McCall, R.E. (2020). Phlebotomy Essentials, Enhanced Edition - Seventh Edition

Teaching-Learning Methods:

Teaching-learning methods in this course may include, but are not limited to, assigned readings, presentations, discussion, critical thinking exercises, labs, and class activities. Evaluation procedures include quizzes, written examinations, and discussions. Supplemental information to assist in your learning will be posted on Navigate and FISDAP. Please check both frequently.

Course Objectives:

This course's objectives are:

- To provide entry-level allied health staff trained in phlebotomy to departments of laboratory medicine and pathology.
- To provide high-quality education to ARES students by teaching the most current curriculum as to thoroughly prepare each student for a career in phlebotomy.
- To provide an educational clinical practicum experience that builds upon their academic success in the classroom.
- To assure Phlebotomy Technician graduates enter the work force with a strong understanding of professionalism.
- To provide Phlebotomy Technician graduates with knowledge, technical skills, and practical experience to qualify for the national Phlebotomy certification examination.

Course Entry Requirements:

For entry into the ARES Phlebotomy Technician Program, the student will:

- Have proof of a high school diploma or GED
- Successfully pass a state and national background check

Essential Functions:

All students in the program must be able to perform the essential functions of the profession and meet the standards of the curriculum. Students seeking exceptions to these standards or reasonable accommodations should contact the program director.

Vision: Visual ability sufficient for patient identification and assessment or equipment choices used in patient care, specifically possessing normal vision or corrected equivalent. Must be able to read small, fine print in all environments, including low-light conditions for accurate patient identification. Must be able to differentiate basic colors and hues in relation to distinguishing tube types or equipment choices (such as color-coded packaging).

Hearing: Hearing abilities adequate to provide safe and efficient patient care and to effectively communicate with health care personnel. Must have an auditory or comparable capacity ensuring patient identification (ability to hear patient state name/ date of birth within noisy environments) according to institutional policy. Interact with healthcare faculty, patients, and patient family members in person or via telephone. Must be able to identify and be alert to various equipment types such as: alarms, emergency signals, and instrumentation in noisy environments.

Tactile: Tactile ability (sense of touch) to assess patients allowing for proper site selections and correct equipment choices. Have the ability to locate veins and arteries, by palpation, allow for vascular access. Recognize patient's changing condition in regards to skin integrity and temperature.

Motor Skills/Mobility: Possess both gross and fine motor skills necessary in providing safe and effective patient care. Possess full range of motion (ROM) allowing for gross movements within confined spaces such as bending, stooping, squatting, lifting, and pushing. Must have fine motor skills, steady hand function and hand-eye

coordination allowing the correct and safe use of equipment (vacutainer syringe, lancets, or winged infusion devices) which contain sharp needles and are used in the venipuncture process. Must be able to label tie tourniquets, label tubes, assemble equipment, and have the dexterity to access small vessels with small pieces of equipment, such as the winged infusion device. Demonstrate the ability to fully utilize computer equipment such as keyboard, mouse, and barcode scanner necessary to process orders and document any discrepancies.

Communication: Possess written, verbal and comprehension skills for effective interaction between healthcare workers and patients in providing care. Must have the skills necessary to effectively verbalize the English language (such as pronunciation, articulation and volume) in communicating with faculty, patients, and patient family members, necessary for effective and understandable exchange of information. Must have the fluency to read and comprehend the English language necessary to understand caregivers' written and/or electronic orders, and any signage related to patient care. Must demonstrate correct use of the English language in written format, including spelling and grammar, allowing for proper documentation regarding patient care.

Interpersonal Behavior and/or Social Skills: Possess a level of emotional well-being to effectively communicate and interact in a non-judgmental and respectful manner with patients, patient's family, peers, and other healthcare providers. Establish good rapport (greeting, explaining procedures, etc) with patients while recognizing the variances in emotional status. Show genuine empathy, understanding, interest and professionalism while interacting with patients. Be able to accept constructive criticism and modify behavior accordingly.

Environment: Sensory and physical well-being that will allow an individual to tolerate occasional distressing and/or disturbing conditions that may be present in a clinical setting. Must be able to tolerate smells associated with disease states and infections. Must be able to tolerate sight such as open incision, invasive procedures during code situations and injuries/deformities. Possess the ability to acclimate to various noises which may range from distractions to annoyances. Must have the emotional strength to understand patient and/or family disturbances, death and dying. Must be able to function effectively (by completing the given task) in emergent or stressful situations.

Problem Solving/Organizational Skills: Command the ability to think critically, possess problem-solving and organizational skills necessary in providing quality patient care. Understand the relationship between patient health status/condition and requested collections. Possess the skills necessary to prioritize collections especially in emergent situations. Be able to troubleshoot/adapt when necessary. Understand additional resources available, where to locate them, and how to use them.

Ethics: Adhere to ARES' mission, vision, and value statements regarding patient care. Recognize the importance of performing duties in accordance with policies and standard operating procedures. Accept the expectation of maintaining patient confidentiality, both from a legal standpoint and a humanitarian perspective. Understand the Patient Bill of Rights and perform care in a manner that exhibits respect, dignity, and empathy for the patient and family members.

Course Completion Requirements:

Successful completion of this course requires adherence to course policies, maintaining a course average of 80% with a minimum score of 75% on each in-class examination, a minimum score of 75% on the course final examination, and successfully demonstrating all required skills. Should a student fail a quiz or test, they will be allowed to research and write a one page overview of the assigned chapter with an emphasis on the information regarding missed questions in order to receive an unlock code from the instructor to retest. Technical difficulties and extenuating circumstances causing failing grades will not be subject to this. Students will be allowed one test retake per module, and tests can be taken at student's opportunity until each module reaches its' closeout date.

Course Attendance Policy:

Student attendance is required at all scheduled classes. Students may be dropped from the course for excessive absences of any kind. If a student misses an online lecture for an excused reason, they will have 5 days to watch the recording and document their attendance on the appropriate form in order to receive attendance credit.

Excused absences may be granted by the course instructor for extenuating circumstances following a written request in advance of the absence. If three or more unexcused absences occur for any reason, the status of the student will be reviewed by the faculty to determine a disposition. Course failure is likely under these circumstances.

If a student misses any class, he or she is responsible for any missed quizzes, examinations, and material covered in that class session. Prompt arrival is expected at all class activities. It is the student's responsibility to sign in on the attendance form.

Communication:

Proper lines of communication shall be used for any official topics relating to the course. Such options will include instructor email, ARES Connect Discord server or message to necessary instructor cadre via Navigate. Social media such as Facebook, are not to be used for official questions or concerns.

Dress and Appearance:

Student uniform will consist of royal blue scrubs. Students will be expected to wear their student uniform for each day of skills lab as well as during all clinical training. Students are reminded that they are representatives of the ARES Phlebotomy Program whenever and wherever they are involved with course-related activities. Professional conduct is essential to a successful course experience and career.

Academic Dishonesty:

Academic dishonesty in any form will not be tolerated and is grounds for immediate dismissal from the program and other administrative action. Examples include, but are not limited to:

- Cheating in any form
- Plagiarism (including copying and pasting of electronic text into assigned work)

Course Grading and Grading Scale:

Quizzes: 30% phase I lecture

Module Exams: 50% phase I lecture

Assignments and Discussions: 20% phase I lecture

Assessment Checklist points: 100% phase II skill labs

Affective Domain points: 100% phase III clinicals and field internships

Instructor Cadre Information

Phlebotomy Program Coordinator: Stephanie Cowart

Lead Instructor: Stephanie Cowart

Instructor E-Mail: Stephanie.cowart@aresmedsolutions.com

Assistant Instructor: Sharon Holder

Assistant Instructor: Donna Travis

Course Schedule

| ARES PHLEBOTOMY CLASS SCHEDULE | |
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| Day 1 | Read Chapter 1: Phlebotomy Past, Present, and the Healthcare Setting Take Chapter 1 Quiz |
| Day 2 | Read Chapter 2: Quality Assurance & Legal Issues in Healthcare Take Chapter 2 Quiz |
| Day 3 | Read Chapter 3: Infection Control, Safety, First Aid, & Wellness Take Chapter 3 Quiz |
| Day 4 | Read Chapter 4: Medical Terminology Take Chapter 4 Quiz |
| Day 5 | Read Chapter 5: Human Anatomy & Physiology Review Take Chapter 5 Quiz |

ARES PHLEBOTOMY CLASS SCHEDULE

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| Day 6 | Read Chapter 6: The Circulatory System Take Chapter 6 Quiz |
| Day 7 | Read Chapter 7: Blood Collection Equipment, Additives, & Order of Draw Take Chapter 7 Quiz |
| Day 8 | Read Chapter 8: Venipuncture Procedures Take Chapter 8 Quiz |
| Day 9 | Read Chapter 9: Preexamination / Preanalytical Considerations Take Chapter 9 Quiz |
| Day 10 | Read Chapter 10: Capillary Puncture Equipment, Principles, & Procedures Take Chapter 10 Quiz |
| Day 11 | Read Chapter 11: Special Collections & Point of Care Testing Take Chapter 11 Quiz |
| Day 12 | Read Chapter 12: Computers & Specimen Handling & Processing Take Chapter 12 Quiz |
| Day 13 | Read Chapter 13: Urine & Other Non-Blood Specimens & Tests Take Chapter 13 Quiz |
| Day 14 | Read Chapter 14: Arterial Puncture Procedures Take Chapter 14 Quiz |
| Day 15 | Flex Day |
| Day 16 | Flex Day |
| Day 17 | Flex Day |
| Day 18 | Flex Day |

ARES PHLEBOTOMY SKILLS SCHEDULE

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| Week 1 | Fundamentals of Phlebotomy |
| Week 2 | Outpatient Overview |
| Week 3 | Above/Below IV's and Assisted Lines |
| Week 4 | Inpatient Overview |
| Week 5 | Transfusion Medicine |
| Week 6 | Arterial Process and Point of Care |
| Week 7 | Collection and Processing |
| Week 8 | Professionalism |
| Week 9 | Final Exams and graduation |