

# Santa Rosa Junior College

## Program Resource Planning Process

### Phlebotomy 2016

#### 1.1a Mission

The mission of the Phlebotomy program is four fold:

- to promote quality patient care
- to enhance cognitive skills and best practices in the health care environment
- to provide entry-level skills for employment as a Phlebotomist
- to provide awareness of opportunities/choices in health care occupations.

To achieve this mission the Phlebotomy curriculum is based upon the following beliefs:

1. Individuals have the right to receive optimum health care delivered in a safe environment by a competent caregiver.
2. Learning occurs in an atmosphere of mutual respect, where questioning is welcomed, problem solving is encouraged, and opportunities for guided practice exist.
3. The Phlebotomist is an important member of the health care team. The phlebotomist is under the direct supervision of licensed laboratory personnel and Medical Director; provide direct care to patients; promotes comfort measures, best practices, collects, transports and process blood and other potentially infectious materials from the patients' bedsides and nursing units to the laboratory for analysis.
4. Individuals have the right to the fulfillment of their basic physical, psychological, and spiritual needs.

#### 1.1b Mission Alignment

The Phlebotomy program mission aligns with the SRJC mission and strategic goals by offering vocational programs and encouraging community involvement.

#### 1.1c Description

The Phlebotomy program is offered three times a year during the Fall, Spring and Summer semesters. Each course is 7.5 units for each semester. Each semester is approximately 10 weeks in duration. The Phlebotomy course has two sections which must be successfully completed. These sections include classroom instructional hours along with hospital inpatient, outpatient and community clinical hours. Classroom instructional meeting times are conducted four days a week: M-W for approximately 3.5 hours and Thursday for 5 hours. At the successful completion of the classroom didactics, students will be placed in their clinical rotations.

In order to obtain the Phlebotomy Certificate of Completion, students must have documented proof of successful completion of both didactic and clinical sections of the Phlebotomy program, certificate from National Phlebotomy examination board, and have documented proof of High

school diploma or GED equivalent. The California State will not accept any missing or incomplete documents.

Due to the extensive hours and educational intensity of this course, it may be difficult to take other weekday classes along with this program.

All students are required to purchase supplies, uniforms such as scrubs, complete and clear health requirements, immunizations, and complete and clear a criminal background check and Department of Justice fingerprinting prior to admittance into the program and before clinical rotation. They must possess a valid CPR for the Healthcare Provider. Students who have not cleared a criminal background check and fingerprinting will not be granted admittance into the program and therefore, will be unable to receive certification. These requirements must be completed and cleared before the first day of class.

At the completion of the program, graduates are eligible to take the written and practical examinations and be certified by the State of California as a Certified Phlebotomist I (CPT1). Certified Phlebotomists are generally employed in the laboratories of acute care facilities, skilled nursing facilities, community outreach, reference labs and medical insurance companies. Many graduates of this program can progress to more advanced education in Nursing and other allied health programs such as Medical assisting, Radiology Technician, Respiratory Therapy, Paramedics, Clinical Science, and PreMedical.

### 1.1d Hours of Office Operation and Service by Location

The Phlebotomy program conducts classes from 5 - 8:15 pm three days and a skills practical lab for Summer are 10 – 5:00 pm and for Fall/Spring 1 - 7:30 pm, one day a week.

Clinical rotations are conducted at affiliated hospitals and outpatient settings. These would allow for ample time and opportunity to engage in clinical practice within a variety of health care settings and with varying levels of patients' acuity and health complexities. Therefore, the clinical hours will vary with each student and with each semester with the minimum number of hours being successfully completed.

### 1.2 Program/Unit Context and Environmental Scan

The Certified Phlebotomist (CPTI) is an important member of the health-care team who assists the laboratory clinicians, physicians and nursing staff with the care of patients in skilled nursing facilities and hospitals. Experience is gained during this program at a skilled nursing facility, outreach facility, and/or community outreach programs. This requires an additional short course in acute care and/or training in the acute hospital where the CPTI will be hired.

The Phlebotomist (CPTI) works directly with varying patient population, nursing personnel and laboratory clinicians. The Phlebotomist (CPTI) is employed under the direct supervision and licensures of the Laboratory Clinicians such as Clinical Laboratory Scientists and Medical Directors.

Phlebotomist at SRJC:

The Phlebotomist (CPTI) has attended approximately 220 hours of lecture, skills lab, and clinical practice. The program is offered spring, summer, and fall for 10 weeks, 4 days a week. Clinic hours are held in an acute care hospital setting and/or outreach facility. The course is limited to 20-35 students. Upon successful completion of the course with a “C” grade or better, the student will receive a Certificate of Completion from Santa Rosa Junior College.

The Phlebotomy (CPT1) Program consists of 7.5 academic units. A 7.5 unit course mandates at least 7.5 hours per week of study time.

If a student needs 12 units to qualify for financial aid, online or self-paced classes may be needed, as the Phlebotomy (CPT1) course hours may prevent any regularly scheduled courses from being taken concurrently.

## 2.1a Budget Needs

### Narrative:

Additional adjunct faculty members have been hired to work summer session 2016. Continued recruitment of adjunct faculty members is needed in this program.

## Phlebotomy - FY 2014-15

### 2.1 Fiscal Year Expenditures

#### Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2013-14	Restricted Funds	Change from 2013-14	Total	Change from 2013-14
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$78,486.10	-57.63%	\$0.00	0.00%	\$78,486.10	-57.63%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$5,294.14	-56.96%	\$0.00	0.00%	\$5,294.14	-56.96%
Supplies (4000's)	\$500.55	-14.89%	\$0.00	0.00%	\$500.55	-14.89%
Services (5000's)	\$4.20	-59.81%	\$0.00	0.00%	\$4.20	-59.81%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
<b>Total Expenditures</b>	<b>\$84,284.99</b>	<b>-57.46%</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$84,284.99</b>	<b>-57.46%</b>

#### Expenditure Totals

Expenditure Category	Amount	Change from 2013-14	District Total	% of District Total
Total Expenditures	\$84,284.99	-57.46%	\$128,841,425.03	0.07%
Total Faculty Payroll	\$78,486.10	-57.63%	\$45,300,722.45	0.17%
Total Classified Payroll	\$0.00	0.00%	\$20,570,031.48	0.00%
Total Management Payroll	\$0.00	0.00%	\$9,160,327.09	0.00%
Total Salary/Benefits Costs	\$83,780.24	-57.59%	\$95,455,294.26	0.09%
Total Non-Personnel Costs	\$504.75	-15.67%	\$15,781,340.43	0.00%

### 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None.	0.00	0.00	

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None.	0.00	0.00	

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None.	0.00	0.00	

## 2.2d Adequacy and Effectiveness of Staffing

Narrative:

Phlebotomy - FY 2014-15

## 2.2 Fiscal Year Employee Data and Calculations

### Employee Head Counts

Employee Category	Count	Change from 2013-14	District Total	% of District Total
Contract Faculty	0	0.00%	292	0.00%
Adjunct Faculty	6	20.00%	1365	0.44%
Classified Staff	0	0.00%	517	0.00%
STNC Workers	0	0.00%	534	0.00%
Student Workers	0	0.00%	672	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	159	0.00%

### Employee FTE Totals

FTE Category	FTE	Change from 2013-14	District Total	% of District Total
FTE-F - Faculty	0.0000	0.00%	717.5047	0.00%
FTE-CF - Contract Faculty	0.0000	0.00%	289.6222	0.00%
FTE-AF - Adjunct Faculty	0.0000	0.00%	427.8825	0.00%
FTE-C - Classified	0.0000	0.00%	425.5480	0.00%
FTE-ST - STNC	0.0000	0.00%	78.5376	0.00%
FTE-SS - Support Staff	0.0000	0.00%	683.7198	0.00%
FTE-SW - Student Workers	0.0000	0.00%	179.6342	0.00%
FTE-M - Management	0.0000	0.00%	123.2430	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	50.0000	0.00%

### Student Data

Data Element	Value	Change from 2013-14	District Total	% of District Total
FTES-CR - Credit	0.0000	0.00%	15658.6492	0.00%
FTES-NC - Non-Credit	0.0000	0.00%	2061.0724	0.00%
FTES - combined	0.0000	0.00%	17719.7216	0.00%

Students Enrolled/Served	0	0.00%	30000	0.00%
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## Calculations

Data Element	Value	Change from 2013-14	District Total	% of District Total
FTE-S : FTE-F	0.0000	0.00%	24.6963	0.00%
FTE-AF : FTE-CF	0.0000	0.00%	1.4774	0.00%
FTE-F : FTE-SS	0.0000	0.00%	1.0494	0.00%
FTE-F : FTE-M	0.0000	0.00%	5.8219	0.00%
FTE-SS : FTE-M	0.0000	0.00%	5.5477	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.1846	0.00%
Average Faculty Salary per FTE-F	\$0.00	0.00%	\$63,136.48	0.00%
Average Classified Salary per FTE-C	\$0.00	0.00%	\$48,337.75	0.00%
Average Management Salary per FTE-M	\$0.00	0.00%	\$74,327.36	0.00%
Salary/Benefit costs as a % of total budget	99.40%	-0.30%	74.09%	134.17%
Non-Personnel \$ as a % of total budget	0.60%	98.23%	12.25%	4.89%
Restricted Funds as a % of total budget	0.00%	0.00%	13.66%	0.00%
Total Unit Cost per FTE-F	\$0.00	0.00%	\$179,568.75	0.00%
Total Unit Cost per FTE-C	\$0.00	0.00%	\$302,765.90	0.00%
Total Unit Cost per FTE-M	\$0.00	0.00%	\$1,045,425.91	0.00%
Total Unit Cost per FTE-S	\$0.00	0.00%	\$7,271.08	0.00%
Total Unit Cost per student served/enrolled	\$0.00	0.00%	\$4,294.71	0.00%

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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## 2.3a Current Contract Faculty Positions

Position	Description
None.	
None.	
None.	

### 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Phlebotomy	0.0000	0.0000	2.5000	100.0000	This Fall 2010 FTEF data is from SIS. The Fall 2010 "Contract vs. Houly Load Percentage: All Locations" report did not even include Phlebotomy.

## 2.3c Faculty Within Retirement Range

Phlebotomy Faculty within retirement range: None

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Narrative:

Currently, there are 4 adjunct instructors to conduct instructional and skills lab, equipment inventory monitoring, manage students' clinical rotations and any skills deficiencies, and to submit legal state and national paperwork for students to gain phlebotomy certification.

Phlebotomy - FY 2014-15

### 2.3a Contract Faculty Positions

Employees paid from a Contract Faculty OBJECT code

Name Last	First	Position	Hours	HR FTE	DM FTE
<< No Employees >>					

### 2.3b Adjunct Faculty Positions

Employees paid from an Adjunct Faculty OBJECT code

Name Last	First	Position	Hours	FTE
Mangrubang	Gina		91.50	0.0000
Meehl	Scott		17.50	0.0000
Mitchell	Jackie		81.50	0.0000
O'Brien	Tara		220.50	0.0000
Okada	Sharon		411.25	0.0000
Shelley	Janet		124.50	0.0000
<b>Totals</b>			<b>946.75</b>	<b>0.0000</b>





## 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

At the initial class start date, approximately seventy (70) students are either registered, on the wait list or attempting to enroll in this course. Due to limited availability of instructors and skills lab space, we can only accept thirty (30) students into the program.

Due to the increasing popularity of this phlebotomy course, we are requesting an interactive simulation program that will record and assess the skills of students on video. The benefit to this program will assist those experiencing difficulties in their practical training.

With the new age of simulation learning in the health sciences, several companies have been on the forefront of creating skills video which can be utilized in a skills lab setting. These computerized simulation videos will enhance skills development, create refined cognitive thinking, and broadening training among students.

The following items are as follows:

Computer/laptop - \$5,000

Licensed Training module - \$4,000 every 2 years.

Simulation program - \$16,000

Advanced simulation training with simulation dummies: \$100,000. To increase student skills' competency and practical knowledge. To enhance the learning environment via hands on instruction. To provide further assistance for students overcoming challenges with skills and training.

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Phlebotomy Skills Simulation Program	1	\$25,000.00	\$25,000.00	Sharon Okada	4079	Sharon Okada
0003	Santa Rosa	02	01	Phlebotomy Draw Chair Bariatric	1	\$1,000.00	\$1,000.00	Sharon Okada	RACE room 4060	Sharon Okada
0004	Santa Rosa	02	01	Reclining Phlebotomy Draw Chair	1	\$1,800.00	\$1,800.00	Sharon Okada	RACE room 4060	Sharon Okada

## 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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## 2.5b Analysis of Existing Facilities

## 3.1 Develop Financial Resources

We are currently researching grants that will involve more cultural ethnicities into this particular profession.

We are also researching grants where our phlebotomy students will be able to utilize their skills in numerous community and nonprofit settings. We will also be collaborating and working with other health nonprofit sectors or associations to provide free medical and clinical healthcare in developing countries. Currently, we have charitable organizations through the St. Joseph Health system in which clinicians (physicians, RNs, & MAs) dedicate their time in other countries by promoting health and awareness as well as providing free lab testings. We would like to work closely with these organizations and provide students a broader perspective of how they can give back to the community and to others.

## 3.2 Serve our Diverse Communities

Two females of mixed Asian ethnicity, two caucasian females and one caucasian male.

We are requesting an additional two (2) adjunct instructors of diversity and one (1) lab assistant (CPT1) of diversity. These personnel will assist us in our role as we become more involved in community outreach events and working with the underlying population.

### 3.3 Cultivate a Healthy Organization

Professional development exists with all clinicians. We must stay abreast of the latest development in medicine as well as how chosen health profession. Our consistent learning and development would enable us to become better instructors to our current students and future students.

### 3.4 Safety and Emergency Preparedness

Linda Dunnivant and Pearle Stjern.

### 3.5 Establish a Culture of Sustainability

We have been receiving donated materials from local hospitals.

We have been attempting to utilize less paper in the classroom to the best of our ability. It is challenging when our accrediting agencies such as NCCT (National Center for Competency Testing) and CA state dictates certain training to be documented on paper and submitted to them at the end of each class session.

### 4.1a Course Student Learning Outcomes Assessment

SLO assessment has not been completed for HLC111 ( new course) but was completed for the previous version HLC 110. The SLO assessment will be completed in the fall of 2014 and on the 6 year cycle again in by 2020.

#### **HLC 111 Student Learning Outcomes:**

Students will be able to perform at the level of a Certified Phlebotomy Technician I in either an acute care setting or an outpatient setting.

#### ***State Requirements of this Program:***

The State of California expects that **ALL STUDENTS** will fulfill the mandatory required hours including:

- 1) Lecture/Didactic Training - 50 hours

- 2) Exams/Quizzes
- 3) Practical/Skills Lab Training - 40 hours
- 4) Externship in an acute care setting or outpatient setting - 40 hours **AND** 50 successful draws

Full attendance is expected in this course. Should the student drop below the number of required hours by the state, the instructors of HLC 111 reserve the right to expel the student from the course.

***Hospital Requirements of this Program:***

All facilities with which HLC 111 sends students to accomplish an externship rotation require the following:

- 1) *Extensive background screening:* The background screening that is conducted will go through all alias names on the local, state, and federal levels. This background screening can take up to 30 days, or longer, depending upon the number of times a student has changed their name or moved. Should you have completed a program (i.e. Certified Nursing Assistant or Medical Assisting) within three (3) months prior to this course starting your background check may be used for this program.
- 2) *Health Screening and Immunizations:* It is **YOUR** responsibility to provide proof of immunizations/titers for MMR, Varicella, Hepatitis B and Rubeola. You must have proof of a TDAP vaccination within the last 10 years and obtain two (2) PPD injections within one (1) week of each other. If you are taking this course between October and April, a flu shot will also be required.
- 3) *Lifting:* You must be able to lift at least 50 lbs safely using proper body mechanics.

***College Expectations:***

Santa Rosa Junior College (SRJC) strives to allow students to be successful in their college experience. By doing so, SRJC has put together the following Institutional Learning Objectives:

***Institutional Learning Objectives:***

Santa Rosa Junior College's mission is to increase the knowledge, to improve the skills, and to enhance the lives of those who participate in our programs and enroll in our courses throughout the District. In keeping with the mission, the college's Institutional Learning Outcomes represent our educational values. These outcomes arise from the most general and universal educational goals of the institution; they are neither program nor course specific. These outcomes demonstrate how all students, regardless of their course of study, have the opportunity to share in a collective academic culture. Students, as a whole, will develop proficiency in the seven areas identified below as part of a dynamic educational environment.

The breadth and depth of experience and proficiency that any individual student may reach in each of these outcomes is, of course, dependent upon the student, the program or course of study, and the length of college attendance. Through their experiences at SRJC, students will bring into the community the following set of skills and values.

#### FOUNDATIONAL SKILLS

- Perform mathematical operations
- Utilize technology
- Read and write at the college level

#### PERSONAL DEVELOPMENT AND MANAGEMENT

- Develop self-awareness and confidence
- Manage resources, such as time and money, in order to advance personal and career goals
- Maintain or improve health
- Appreciate the value of lifelong learning

#### COMMUNICATION

- Listen actively and respectfully
- Speak coherently and effectively

#### CRITICAL ANALYSIS

- Locate, analyze, evaluate and synthesize relevant information
- Draw reasonable conclusions in order to make decisions and solve problems

#### CREATIVITY

- Creatively respond to ideas and information

#### INTERCULTURAL LITERACY AND INTERACTION

- Recognize and acknowledge individual and cultural diversity
- Practice respectful interpersonal and intercultural communication
- Recognize and understand the ideas and values expressed in the world's cultural traditions

#### RESPONSIBILITY

- Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen

**California state considers this as a Full course and Accredited program. The course consists of both Basic and Advanced instruction. The Guidelines for this course are as follows for students successful completion:**

- A) Didactic (classroom instruction) and Skills lab competencies. Students are given weekly SLOs (basic to advanced instructino) for skills lab as they progress within the program.
- B) Practical instruction includes Clinical externships at affiliated hospitals & clinics.

Upon completion of both sections, students must show competencies in the following areas:

1. Determine the appropriateness of requisitions -written orders and/or verbals orders.
2. Follow and maintain HIPAA and PHI protocols at all times.
3. Apply appropriate techniques for proper identification of patients (at least 2 unique identifiers ) and labeling of specimens.
4. Choose appropriate equipment necessary for specimen collection and position equipment correctly for procedures.
5. Employ knowledge of specific phlebotomy techniques, including use of tourniquet, specimen collection equipment, and application of pressure.
6. Define and implement standard precautions and expanded precautions appropriately based on patient population.
7. Recognize various situations that may warrant using universal precautions and expanded precautions according to the Occupational Safety and Health Administration (OSHA) standards. Implement standard and expanded precautions appropriately.
8. Utilize personal protective equipment (PPE) when handling blood and other potentially infectious materials (OPIMs) as mandated by OSHA.
9. Identify various factors necessary for proper site selection and apply appropriate site selection during specimen collection.
10. Properly handle, process and store specimens.

11. Identify medical conditions, disease states and their associated laboratory tests.
12. Identify current medical/legal issues facing the phlebotomist in a health care setting.
13. Qualify for National and CA State certification.

#### 4.1b Program Student Learning Outcomes Assessment

Students have to fulfill two sections of this course which is essentially the Phlebotomy program as mandated by CA state accreditation.

***State Requirements of this Program:***

The State of California expects that **ALL STUDENTS** will fulfill the mandatory required hours including:

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- 4) Externship in an acute care setting or outpatient setting - 40 hours **AND** 50 successful draws (includes at least one pediatric)

Full attendance is expected in this course. Should the student drop below the number of required hours by the state, the instructors of HLC 111 reserve the right to expel the student from the course.

***Hospital Requirements of this Program:***

All facilities with which HLC 111 sends students to accomplish an externship rotation require the following:

- 1) *Extensive background screening*: The background screening that is conducted will go through all alias names on the local, state, and federal levels. This background screening can take up to 30 days, or longer, depending upon the number of times a student has changed their name or moved. Should you have completed a program (i.e. Certified Nursing Assistant or Medical Assisting) within three (3) months prior to this course starting your background check may be used for this program.



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### **PERSONAL DEVELOPMENT AND MANAGEMENT**

- Develop self-awareness and confidence
- Manage resources, such as time and money, in order to advance personal and career goals
- Maintain or improve health
- Appreciate the value of lifelong learning

## COMMUNICATION

- Listen actively and respectfully
- Speak coherently and effectively

## CRITICAL ANALYSIS

- Locate, analyze, evaluate and synthesize relevant information
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- Creatively respond to ideas and information

## INTERCULTURAL LITERACY AND INTERACTION

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## RESPONSIBILITY

- Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen

A) Didactic (classroom instruction) and Skills lab competencies.

B) Practical instruction includes Clinical externships at affiliated hospitals & clinics.

Upon completion of both sections, students must show competencies in the following areas:

1. Determine the appropriateness of requisitions -written orders and/or verbals orders.
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5. Employ knowledge of specific phlebotomy techniques, including use of tourniquet, specimen collection equipment, and application of pressure.
6. Define and implement standard precautions and expanded precautions appropriately based on patient population.
7. Recognize various situations that may warrant using universal precautions and expanded precautions according to the Occupational Safety and Health Administration (OSHA) standards. Implement standard and expanded precautions appropriately.
8. Utilize personal protective equipment (PPE) when handling blood and other potentially infectious materials (OPIMs) as mandated by OSHA.
9. Identify various factors necessary for proper site selection and apply appropriate site selection during specimen collection.
10. Properly handle, process and store specimens.
11. Identify medical conditions, disease states and their associated laboratory tests.
12. Identify current medical/legal issues facing the phlebotomist in a health care setting.
13. Qualify for National and CA State certification.

#### 4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	HLC 110	Fall 2012	Spring 2014	N/A
Certificate/Major	HLC 110	Spring 2013	Fall 2014	Spring 2013

#### 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
HLC 111 Phlebotomy Program Clinicals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HLC 111 Phlebotomy Program Didactic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## 4.2b Narrative (Optional)

The basic fundamentals of phlebotomy has not changed much in the last decade. In fact, the roles that Phlebotomists/Clinical Lab Assistants play have been rapidly changing to meet the further needs of the increasing patient population in physicians' offices, outpatient clinics and hospital organizations.

This program has an ongoing Accreditation process of every two years. In addition, CA state and National boards have the right to audit any students' externship logs and/or additional competency paperwork. Due to the extensive audit trails which must be maintained, CA state is suggesting that there is fulltime personnel available for this program to handle any immediate requests. Currently, we only have licensed/certified adjuncts with specific skills and specialties to collectively instruct in this program. Aside from the Accreditation process, we need a fulltime licensed faculty to efficiently sustain other areas in Administrative, SLOs and student's continuing education process.

The Phlebotomists/Clinical Lab Assistants must maintain continuing education to sustain how Health Care Organizations have been influenced by State and Federal government regulations, changing patient populations, medical technology and medical reimbursements.

We are constantly researching how the roles of phlebotomists will be influenced by the expectations of the health organizations, job market profitability and emerging job categories.

## 5.0 Performance Measures

Students' performance are measured didactically and clinically:

1. The didactic portion of this course measures students' cognitive ability.
  - a. Students must comprehend medical concepts via classroom instruction.

- b. Students cognitive ability is based on case studies, quizzes and exams.
  - c. Students must be able to apply all cognitive and phlebotomy skills during clinical rotations.
  - b. Students who have not successfully completed this portion will not be placed in a clinical rotation.
2. The skills lab portion of this course measures the students' practical knowledge and skills competency.
- a. Students' skills are assessed based on several competency checklists.
  - b. Students' cognitive ability is assessed based on case studies and lab practicum.
  - c. Students who have not successfully completed this portion will not be placed in a clinical rotation.
3. In the Clinical rotations, students must apply both didactic and practical knowledge acquired during the course of this program.
- a. Students who fail their clinical rotations will not obtain a Phlebotomy Certificate of Completion for this course.
4. Students who have failed the course will not be allowed to take the National Board exam for Phlebotomy certification. This will also prevent students from being eligible for CA state certification.

Students who fail this Phlebotomy Course will allow to repeat this course one time .

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The phlebotomy course is offered three (3) times a year: Spring, Summer and Fall.

The didactic portion of the class is M-W 5:00-8:15pm  
 The lab portion of the class is Thursdays with 1 hr lunch  
 a. 10-5:30pm (Summer)  
 b. 1-7:30pm (Spring and Fall)

Location: RACE building room 4077 for Didactic  
 RACE building room 4060 for Lab

Delivery of class didactics are via Powerpoint and pedagogical classroom instruction. We are researching if some of the didactic can be delivered via online. This is subject to approval by our CA state accrediting boards. CA currently expects the Phlebotomy course to be pedagogical class instruction.

## 5.2a Enrollment Efficiency

Narrative: The Academic Data is incomplete and incorrect.

## Phlebotomy - FY 2014-15 (plus current FY Summer and Fall)

### 5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

#### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0	0	0	0	0	0	0	0	0	0	0	

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0	0	0	0	0	0	0	0	0	0	0	

#### Other Locations (Includes the PSTC, Windsor, and other locations)









## 5.4 Curriculum Currency

All curriculum is current in review and assessment.

This curriculum is being reviewed every 2 years for CA state accreditation process. The CA state has the right to audit any changes to SLOs and curriculum objectives.

## 5.5 Successful Program Completion

Narrative:

Datamining Academic Data information is incomplete and incorrect. We only have student National exam pass rate.

## Phlebotomy - FY 2014-15 (plus current FY Summer and Fall)

**5.6a Retention** The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

**ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Fiscal Year End	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	FY12-13	FY13-14	Phlebotomy (National)	Students must take the National Phlebotomy Certification examination. California does not yet have a State phlebotomy exam. CA uses the National exam scoring as a guideline and a prerequisite before is the State certificate.
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014		
Phlebotomy (National) exams							100%	100%	100%	F=98% Sp=100%	F=93%	Sp=100% X=100%	F=100%	F=100% Sp=100%	F=100% Sp=100% X=100%	F=94% SP=95% SU=100%	Phlebotomy (National)	Students must take the National Phlebotomy Certification examination. California does not yet have a State phlebotomy exam. CA uses the National exam scoring as a guideline and a prerequisite before is the State certificate.

## 5.6 Student Success

Narrative: Datmining Academic data information is incomplete and incorrect.

We have current audit of students' enrollment, dropped and pass rates which were sent to the CA state for accreditation renewal.

The 2013 - 2015 is being compiled for CA audit.

### Statistics:

Total enrollment 2012: 69  
 Total students passing 2012: 44  
 Total students drop 2012: 19

Total students fail 2012: 19

Total enrollment 2011: 55

Total students passing 2011: 25

Total students drop 2011: 12

Total students fail 2011: 17

Total students enrollment 2013 (spring only): 31

Total students passing 2013 (Spring): 13

Total students drop 2013 (Spring): 1

Total students fail 2013 (Spring): 17

## Phlebotomy - FY 2014-15 (plus current FY Summer and Fall)

**5.6b Successful Course Completion** The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015	X2015	F2015	S2016
Phlebotomy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

**5.6c Grade Point Average** The average GPA in each Discipline (UnitsTotal / GradePoints).



## 5.7 Student Access

Narrative: Datamining academic data information is incomplete and incorrect.

### Phlebotomy - FY 2014-15 (plus current FY Summer and Fall)

**5.7a Students Served - by Ethnicity** The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

**ALL Locations** (Combined totals from ALL locations in the District)

Phlebotomy	Ethnicity	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	White	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Black	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Filipino	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Decline to state	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>ALL Ethnicities</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>

**5.7b Students Served - by Gender** The number of students in each Discipline at first census broken down by gender (duplicated headcount).

**ALL Locations** (Combined totals from ALL locations in the District)

Phlebotomy	Gender	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>ALL Genders</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>

**5.7c Students Served - by Age** The number of students in each Discipline at first census broken down by age (duplicated headcount).

**ALL Locations** (Combined totals from ALL locations in the District)

Phlebotomy	Age Range	2012-13	Percent	2013-14	Percent	2014-15	Percent	2015-16	Percent
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	19 and 20	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	21 thru 25	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	26 thru 30	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	31 thru 35	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	36 thru 40	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	41 thru 45	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	46 thru 50	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	51 thru 60	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	61 plus	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	<b>ALL Ages</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>

## 5.8 Curriculum Offered Within Reasonable Time Frame

This curriculum is offered three semesters: Spring, Summer and Fall.

Due to the dynamic changes in the Healthcare field, students who have enrolled in this program have acquired basic medical concepts and guidelines for furthering future health professional studies. This program provide essential basic skills as the foundation for students wanting entrance into other programs such as Nursing, Rad Technology, Medical Technology, Medical Assisting, and PreMedical.

## 5.9a Curriculum Responsiveness

We are exploring avenues in which our curriculum would be able to overlap some scope of practices such as Phlebotomy with other programs such as Nursing, Pharm Tech, MA, Paramedic and Premed. These skills will be best utilized in many of these programs as their students also have clinical rotations in the same hospital sites.

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

Currently, we do not have any alignment with high schools. We are exploring options in this area.

In order to obtain a Phlebotomy certificate for National and CA state licensing regulations, personnel must over 18 years of age, and have a High school diploma or GED. Others regulations pertain to the patient populations and patients' confidentiality and patients' rights and hospital policies and procedures.

### 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

This course may be transferrable if fulfilling specific studies such as Medical Technology, Medical Laboratory Technician and PreMedical. Requirements vary with each college.

### 5.11a Labor Market Demand (Occupational Programs ONLY)

### 5.11b Academic Standards

District Policy Regarding Academic Integrity: SRJC District Policy 3.11P (<http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>) explains in depth the college's desire to achieve the greatest academic integrity.

These procedures focus on academic integrity, particularly academic dishonesty, within the context of the instructor-student relationship in the setting of an instructional program. Academic dishonesty is a violation of the Student Conduct Standards, and academic or administrative sanctions may be applied. Faculty, students and administrators are partners in maintaining the District's academic integrity in accordance with the guidelines delineated below.

#### Faculty Responsibilities

1. Conduct each course in a manner that encourages mutual respect, honorable behavior, and learning, thereby promoting student success and discouraging academic dishonesty.
2. Inform students of the course requirements, grading procedures, and rules and expectations for acceptable conduct and behavior in each course, including definitions of academic dishonesty and the ethical use of technology. A statement about academic integrity and consequences should appear in the course syllabus.



3. Inform students of the SRJC policy on Academic Integrity and the Student Conduct Standards, which is in the SRJC College Catalog and part of the District Student Discipline policy. Explain how these policies will be applied in each course.
4. Inform students of their rights to due process should they wish to contest an allegation or penalty.

**Student Responsibilities**

1. Conduct oneself in a respectful, honorable manner that focuses on learning, academic honesty, and success for both oneself and other students.
2. Learn and understand the course requirements, grading procedures, and rules and expectations for acceptable conduct and behavior in each course, including definitions of academic dishonesty and the ethical use of technology.
3. Learn and understand the SRJC policy on Academic Integrity and the Student Conduct Standards, which is in the SRJC College Catalog and part of the District Student Discipline policy.
4. Learn and understand students’ rights to due process in contesting an allegation or penalty made by an instructor or other representative of the district.

**6.1 Progress and Accomplishments Since Last Program/Unit Review**

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	01	Increase students' learning outcome	1. Fine tune skills via computerized simulation program. 2. To provide a different learning perspective.	2017-2018	Simulation program with computer/desktop
0002	Santa Rosa	01	01	Increase students' learning outcome	1. To assist with fine tuning students skills via computerized simulation program.l 2. To provide students to instructor ratio 5:1. 3. To reduce the attrition rate.	2017-2018	Two (2) additional instructors to analyze students' skills via computerized skills.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	<p>Students are doing as well as expected, since this course is the entry level to the health care pipeline. Extra space is still needed.</p> <p>We would like to have higher enrollment within this program if the following are fulfilled:</p> <ol style="list-style-type: none"><li data-bbox="337 352 716 373">1. Two (2) more adjuncts would be needed.</li><li data-bbox="337 373 899 394">2. A larger skills lab to accomodate 35-40 students per semester.</li></ol>

## 6.2b PRPP Editor Feedback - Optional

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### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	01	Increase students' learning outcome	<ol style="list-style-type: none"> <li>1. Fine tune skills via computerized simulation program.</li> <li>2. To provide a different learning perspective.</li> </ol>	2017-2018	Simulation program with computer/desktop
0002	Santa Rosa	01	01	Increase students' learning outcome	<ol style="list-style-type: none"> <li>1. To assist with fine tuning students skills via computerized simulation program.</li> <li>2. To provide students to instructor ratio 5:1.</li> <li>3. To reduce the attrition rate.</li> </ol>	2017-2018	Two (2) additional instructors to analyze students' skills via computerized skills.