

**University of Alaska Anchorage**

Phlebotomist Occupational Endorsement Program

**Educational Effectiveness**

# Assessment Plan

**Version 4.0**

**Adopted by**

**The Medical Laboratory Science faculty**

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17

Reviewed by the Faculty Senate as an information item 12/1/17

Reviewed by the Academic Assessment Committee as an information item 3/6/15

Reviewed by the Faculty Senate as an information item 4/2/15

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Mission Statement

The mission of the Medical Laboratory Science Department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department’s mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

Program Introduction

Phlebotomists are a much needed health occupation in Alaska as in the rest of the United States. The necessity for quality specimen collection and specimen preparation before testing is paramount to producing quality results for the most accurate diagnosis and treatment of patients. In an effort to meet the needs of healthcare industry in both quantity and quality of workers in this field, the Medical Laboratory Science Department has developed the Occupational Endorsement Certificate Phlebotomist Program. The curriculum provides students with the knowledge and skills required for entry-level phlebotomist. The program is offered on-campus and by distance delivery to meet the needs of Anchorage and rural Alaska. Graduates are eligible to sit national certification exams however being awarded an OEC Phlebotomist is not contingent upon passing the certification exam. Those graduates that choose to become certified most often take the ASCP Board of Certification (BOC) exam.

Assessment Process Introduction

The assessment plan defines the expected outcomes for the **Occupational Endorsement Certificate Phlebotomist.**  The occupational endorsement certificates were approved by the Undergraduate Academic Board in 2006. Multiple tools have been developed to assess the cognitive, psychomotor and affective domains of the program.

The development of the outcomes was accomplished in part by faculty review of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) standards for approval of educational programs and the American Society for Clinical Pathology (ASCP), content guidelines for certification of phlebotomy technician. In addition, faculty collaborated with members of clinical facilities in Alaska to determine staffing needs by job description and skill level. Methods used to obtain information from the community were the Community Needs Assessment Survey, input from the Advisory Board, input from the Education Coordinators, and the Focus Group discussions from University / Industry Allied Health Forums (April, 2003 and May 2006).

Due to the small sample size a running 3 year average will be reported annually.

The faculty met and accepted the outcomes and assessment processes on January 23, 2015

OEC Phlebotomist Program Outcomes

At the completion of this program, students are able to:

* Demonstrate entry-level competencies for phlebotomist including:
	+ Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
	+ Adhere to infection control and safety policies and procedures
	+ Identify factors that affect specimen collection procedures and test results and take appropriate actions.
	+ Perform point-of-care testing according to standard operating procedures.
	+ Recognize legal implications when interacting with patients, peers, other health care personnel and the public.
* Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public.
* Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
* Recognize opportunities for professional development with the laboratory.

Table 1: Association of Assessment Measures to Program Outcomes

|  | Employer Survey | Recent Graduate Survey  | Certification Exam | Task ObjectivesScore from Practicum | Core Abilities Score from Practicum |
| --- | --- | --- | --- | --- | --- |
| Demonstrate entry-level competencies for phlebotomist including:* Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
* Adhere to infection control and safety policies and procedures.
* Identify factors that affect specimen collection procedures and test results and take appropriate actions.
* Perform point-of-care testing according to standard operating procedures.
* Recognize legal implications when interacting with patients, peers, other health care personnel and the public.
 | 1 | 0 | 1 | 1 | 0 |
| Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public. | 1 | 0 | 0 | 0 | 1 |
| Recognize opportunities for professional development within the laboratory.Act upon individual needs for continuing education as a function of growth and maintenance of professional competence. | 0 | 1 | 0 | 0 | 0 |

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.

Assessment Measures

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

Table 2: Program Outcomes Assessment Measures and Administration

| Tool | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| Employer Survey | Survey sent to Laboratory Managers in Alaska | Sent 6 months post-graduation, compiled annually. | Self-report | MLS Department |
| Recent Graduate Survey | Survey sent to recent program graduates | Sent 6 months post-graduation, compiled annually. | Self-report | MLS Department |
| Certification Exam | National exams for certification | Compiled Annually and reported as 3 year running average | Electronic Report of Scaled Scores | ASCP  |
| Task Objectives Evaluation Form | Evaluation forms completed by clinical site trainers | Compiled annually and reported as a 3-year running average | Observation1-5 Likert Scale | Practicum Sites |
| Core Abilities Evaluation Form | Evaluation forms completed by clinical site trainers | Compiled annually and reported as a 3-year running average | Observation1-5 Likert Scale | Practicum Sites |

Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

Training in phlebotomy has taken place at UAA for more than 20 years. In May of 2006, an occupational endorsement certificate program was approved in phlebotomy. Employer and graduate surveys were developed and will be administered semi-annually. Certification exam scores, task objective scores and core ability scores will be compiled annually and reported as a running three-year average due to the small sample size.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

SPSS and Excel will be used for data analysis. The data will be compiled annually and a report will be written. The annual number of graduates from the on-campus phlebotomy program is limited due to the space limitations of the UAA classroom and student laboratory and the limited number of clinical sites for student practicums. Although classroom space does not limit the distance delivered program, finding clinical sites and mentors has limited enrollment in. Due the small sample size, a running 3 year average will be used.

The assessment coordinator and faculty will meet to review the data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be used to complete the Assessment Survey administered by the Office of Academic Affairs. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at this meeting. Any changes will be discussed with the Program’s Advisory Board and Education Coordinators during the August meeting prior to start of school year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the program’s outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. Changes may include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* Changes in faculty/staff assignments
* Changes in advising methods and requirements
* Addition and/or replacement of equipment
* Changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the director’s office and the Office of Academic Affairs.

# Appendix A: Employer Survey

Measure Description:

The employer survey asks employers to evaluate their employees who have graduated from UAA for performance and professional capabilities. Additionally, employers are asked about staffing needs in their facility. A sample of the survey instrument is included on the following page.

Employers of our graduates are clinical and reference laboratories and subregional clinics who hire certified phlebotomists.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

* Response rate
* Sample size
* Personal bias when answering narrative questions

How to interpret the data:

Questions 2 – 4 provide information on the quality of education provided by UAA. Question 6 gives our program informal information on community needs.

Sample Survey.

A sample survey is provided on the next page.

Tabulating and Reporting Results:

The survey is designed by the faculty. The assessment coordinator sends the survey. Laboratory personnel complete the survey. The assessment coordinator receives the surveys, analyzes the data, writes the report and reviews the results with the program faculty.

**Outcome**

* Demonstrate entry-level competencies **for phlebotomy technicians** (OEC Phlebotomist)
	+ Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
	+ Adhere to infection control and safety policies and procedures.
	+ Identify factors that affect specimen collection procedures and test results and take appropriate actions.
	+ Perform point-of-care testing according to standard operating procedures.
	+ Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

 **Benchmark:** average Likert Score: not met <3, met 3-4, exceeded >4.

**UNIVERSITY OF ALASKA ANCHORAGE**

**MEDICAL LABORATORY SCIENCE DEPARTMENT**

**OEC PHLEBOTOMIST PROGRAM**

**EMPLOYER SURVEY**

#  FACILITY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| During the past year have you hired graduates of the UAA Phlebotomy Program? | Yes \_\_\_\_  No \_\_\_\_ |
| --- | --- |
| In your opinion, how well did the UAA Phlebotomy Program prepare the student for entry-level employment at your facility? | \_\_\_\_ Well Prepared\_\_\_\_ Prepared\_\_\_\_ Not Prepared\_\_\_\_ NA |
| In your opinion, which areas of the curriculum need improvement? |  |
| Does this graduate have the professional capabilities required for their current position? | Yes\_\_\_\_ No\_\_\_\_\_ NA \_\_\_\_\_Comments: |
| Would you hire other graduates from the UAA Phlebotomy Program? | Yes\_\_\_\_ No\_\_\_\_ |
| Is the Medical Laboratory Science Department at UAA meeting your current staffing needs? | Yes\_\_\_\_ No\_\_\_\_Comments: |
| Additional Comments |  |

# Appendix B: Recent Graduate Survey

Measure Description:

The recent graduate survey asks students who have graduated from the UAA OEC Phlebotomist to provide their current employment status and evaluate their readiness for employment after 6 months in the workplace. Additionally, students are asked about their continuing education activities and membership in professional organizations. A sample of the survey instrument is included on the following page.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

* Response rate
* Sample size
* Graduates may move from Alaska.

How to interpret the data:

Questions 1, 4, and 5 provide information on the employment activities of recent graduates. Questions 2 – 4 give us information on level of commitment to the profession after graduation. Questions 7 – 9 provide the Program information on the quality of education received at UAA relative to readiness for the workplace.

Maintaining contact with our recent graduates allows us to administer this survey more effectively.

Sample Survey.

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is designed by the faculty. The assessment coordinator sends the survey to recent graduates, tabulates the results and writes the report for faculty review.

**Outcome**

* Recognize opportunities for professional development with the laboratory.
* Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
* **Benchmark:** not met <50% of graduates that responded to the survey have not participated in continuing education, met 51-70% of respondents participated in continuing education, exceeded >70% of respondents have participated in continuing education.

**UNIVERSITY OF ALASKA ANCHORAGE**

**MEDICAL LABORATORY TECHNOLOGY DEPARTMENT**

**GRADUATE STUDENT SURVEY**

# STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YEAR GRADUATED: \_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_

**PROGRAM: Phlebotomy**

**DELIVERY METHOD: On-Campus Distance**

| Since graduating from the program, have you: | \_\_\_ Worked in the field: Other job: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Returned to School; Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| What laboratory professional organization (s) do you belong to? | None\_\_\_\_ ASCP\_\_\_\_\_\_ ASCLS\_\_\_\_\_ CLSA\_\_\_\_ AMT\_\_\_\_ |
| Have you participated in continuing education during previous six months? | Yes\_\_\_\_\_ No\_\_\_\_\_\_ |
| Have provided continuing education for your peers during the last six months? | Yes\_\_\_\_\_ No\_\_\_\_\_ |
| Are you currently employed? | Yes \_\_\_\_ No \_\_\_\_ |
| Please list places of employment. | Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How do you feel the program prepared you for employment? | \_\_\_\_ Well Prepared\_\_\_\_ Prepared\_\_\_\_ Not Prepared |
| What areas of the curriculum were strongest?What areas of the curriculum were weakest? | Strongest:Weakest: |
| What areas of the curriculum were not applicable (if any) to your current position? |  |
| Other comments |  |

# Appendix C: Practicum Task Evaluation

Tool Description:

Clinical trainers observe the student’s performance and complete the Task Objective forms during the student practicums. The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. The scores are based on a student’s terminal performance of the task being graded and reflect entry-level competence. The scores from this evaluation are incorporated into the final grade of the practicum.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

* Scoring is somewhat subjective
* Students are aware of impact of scoring on their UAA practicum grade

How to interpret the data:

Criteria are provided for clinical trainers for scoring, this helps to reduce any subjectivity or bias. The information provides the program with data to assess the cognitive and psychomotor skills taught in the prerequisite courses for MEDT A195A Phlebotomy Practicum to determine if students are adequately prepared for their clinical training. The data also assesses entry-level competencies on students graduating from the program.

Sample Evaluation.

A sample evaluation and criteria for scoring are provided on the next 3 pages.

Tabulating and Reporting Results:

The evaluation is designed by the faculty. The evaluation is part of the practicum folder that the students take to their practicum sites. The clinical trainers complete the evaluation. The Practicum Coordinator receives the scores and inputs them into the gradebook on Blackboard. The Practicum Coordinator exports the gradebook and the Assessment Coordinator analyzes the data, writes the assessment report and reviews the report with the faculty who provide recommendations for improvement.

**Outcome**

* Demonstrate entry-level competencies **for phlebotomy technicians** (OEC Phlebotomist)
	+ Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
	+ Adhere to infection control and safety policies and procedures.
	+ Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable.
	+ Perform point-of-care testing according to standard operating procedures.
	+ Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

 **Benchmark:** program average for task objectives: not met <3 below average to unacceptable performance; met 3-4 average performance; exceeded >4above average to outstanding performance.

**University of Alaska Anchorage**

**Medical Laboratory Science**

**Core Abilities and Task Assessment Guide**

**OEC Phlebotomist**

**Clinical Rotation Grading Criteria**

The grading criterion for the clinical rotation consists of technical task completion, evaluation of the student’s professional capabilities, and a written exam. The written exam is administered by the Practicum Coordinator at the University of Alaska Anchorage.

**Student Task List**

The clinical trainer monitors the checklist for completion and performance of technical tasks. The task lists are a general outline of the tasks that a student should have the opportunity to discuss, observe and/or perform during clinical rotations. The task evaluation should be based on the terminal performance (not grading students the first time they perform a task). Additionally, the students’ performance should be evaluated based on the expectations of performance of an entry level employee.

Technical tasks are evaluated according to the following criteria:

| **E** | **Exceptional** | Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free. |
| --- | --- | --- |
| **A** | **Acceptable** | This is the expected performance of an entry- level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently.  |
| **U** | **Unacceptable** | Performance is below that of entry- level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. **This score must be documented and the UAA practicum coordinator consulted** |
| **NA** | **Not assessed** | Task not performed in lab, no samples available etc. |

**Levels of Achievement**

Only tasks that are **performed** should be scored

* Performed (P) – Student has performed the process under the direction of the clinical trainer. The student’s terminal performance meets the level of competency required by the laboratory for that task or process.
* Discussed (D) – Process was discussed, principle explained, and the student acknowledges an understanding of the process or principle.
* Observed (O) – Process has been performed and demonstrated by personnel at the facility. Student has observed the demonstration and has been allowed to ask questions as needed. The student acknowledges an understanding of the process or principle by verbally explaining the process and principle back to their clinical trainer.

**Core Abilities**

To assist students in developing the professional behaviors the Medical Laboratory Science faculty at UAA have developed “Core Abilities” and associated behavior criteria. Students’ core abilities are evaluated by faculty after they complete their first semester of 200-level MEDT courses. The MLS faculty meet with the student to discuss the evaluation and provide recommendations for improvement. Students must receive a score of 3 or higher on the Developing Level Criteria in order to progress in the program. Clinical trainers assess the students’ professional behavior during the clinical experience.

The ***Core Abilities Assessment*** is a tool for evaluating the professional behavioral aspects of a student during their clinical rotations. Clinical trainers should review the attribute and associated behaviors as listed on the assessment form and determine the student’s performance.

If a student performs well in most situations the instructor should check the “Yes” box; if a student performs poorly or inconsistently, the instructor should check the “No” box. The assessment should be based on behaviors observed during the rotation and a single instance of poor behavior would not generally warrant a negative evaluation. However, any egregious violation of safety policies, patient confidentiality disclosure, falsifying data or similar serious infractions should be noted immediately.

The Core Abilities Assessment includes attributes in the following areas:

| * + Professional demeanor
 | * + Communication skills
 |
| --- | --- |
| * + Following policies and procedures
 | * + Interpersonal skills
 |
| * + Technical competence
 | * + Effective use of time and resources
 |
| * + Commitment to learning
 | * + Use of constructive feedback
 |
| * + Problem solving
 | * + Workplace responsibilities
 |

Students must demonstrate satisfactory behaviors in each of the five critical core abilities (listed at the top of the form) in order to pass the practicum. Any “No” score in this section should be documented and the UAA Practicum Instructor notified.

“Yes” scores on the remainder of the form will enhance the student’s practicum grade.

There should be a separate ***Core Abilities Assessment*** for each of the following rotations:

* Phlebotomy/Processing
* Core Lab
* Transfusion Services
* Microbiology

**Phlebotomy and Processing**

**Evaluation Key for Tasks that are performed:**

| **E** | **Exceptional** | Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free. |
| --- | --- | --- |
| **A** | **Acceptable** | This is the expected performance of an entry- level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently.  |
| **U** | **Unacceptable** | Performance is below that of entry- level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. **This score must be documented and the UAA practicum coordinator consulted** |
| **NA** | **Not assessed** | Task not performed in lab, no samples available etc. |

Given the necessary equipment, supplies, and directions, the student will discuss, observe and/or perform the following**:**

| **Task** | **Level of Achievement** | **Evaluation** | **Trainer’s Initials** | **Date** |
| --- | --- | --- | --- | --- |
| 1. **Orientation to the lab and safety equipment/procedures.**
 | Observe | Not scored |  |  |
| 1. Recognize and adhere to infection control practices of the clinical facility.
 | Perform | E | A | U | NA |  |  |
| 1. Recognize and adhere to safety practices of the clinical facility.
 | Perform | E | A | U | NA |  |  |
| 1. Demonstrates proper procedures for patient and specimen identification.
 | Perform | E | A | U | NA |  |  |
| 1. Demonstrate the proper technique for performing venipunctures by successfully completing blood collection
 | Perform | E | A | U | NA |  |  |
| 1. Demonstrate the proper technique for performing skin punctures by successfully completing blood collection
 | Perform | E | A | U | NA |  |  |
| 1. Select the appropriate equipment, supplies and containers for collection of blood and non-blood specimens.
 | Perform | E | A | U | NA |  |  |
| 1. Employ the correct order of draw when collecting blood specimens.
 | Perform | E | A | U | NA |  |  |
| 1. Demonstrate the ability to apply age specific practices and techniques.
 | Perform | E | A | U | NA |  |  |
| 1. Perform **or observe** special collections (bleeding time, Blood Bank, blood cultures etc.) as applicable to site.
 | Perform / Observe | E | A | U | NA |  |  |
| 1. Perform **or observe** Point-of–care testing as applicable to site
 | Perform / Observe | E | A | U | NA |  |  |
| 1. Demonstrate an understanding of test requisitioning, data entry, receiving specimens and printing labels, collection lists and reports .**May be observation only**
 | Perform / Observe | E | A | U | NA |  |  |
| 1. Identify factors (e.g. IVs, timed collections etc.) that affect specimen collection procedures and test results and take appropriate actions
 | Perform | E | A | U | NA |  |  |
| 1. Receive and process specimens correctly for in-house and reference lab testing.
 | Perform | E | A | U | NA |  |  |
| 1. Prepare satisfactory blood film
 | Perform | E | A | U | NA |  |  |
| 1. Distribute specimens to the appropriate testing area.
 | Perform | E | A | U | NA |  |  |
| 1. Perform appropriate packaging and labeling for shipping of specimens for reference lab testing.
 | Perform | E | A | U | NA |  |  |
| 1. Perform (**or observe**) entering results and documentation of reference lab testing.
 | Perform / Observe | E | A | U | NA |  |  |
| 1. Discuss the impact of proper professional conduct including legal and forensic procedures when interacting with patients, peers and other healthcare workers
 | Discuss | Not scored |  |  |
| 1. Other Phlebotomy or Processing procedures: (list)
 |  |  |  |  |
|  |  |  |  |  |

**Instrumentation used for training**

| **Instrument/ Methods** | **Instrument used for training** |
| --- | --- |
| Centrifuge(s) |  |
| Point-of-care Analyzers (located in the lab) |  |
| Other (please list) |  |

# Appendix D: Practicum Professional Evaluation

Measure Description:

Clinical trainers complete the Core Abilities Assessment during the student practicums. The assessment tool was revised by program faculty with input from the clinical trainers in 2010 to clarify and reduce the number of outcomes assessed. The outcomes relate to the affective domain of the student while in practicum. The students are evaluated in the following areas: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving and critical thinking and professionalism. A sample evaluation is provided on the next page.

Factors that affect the collected data:

* Scoring is somewhat subjective
* Students are aware of impact of scoring on their UAA practicum grade
* Interrater reliability

How to interpret the data:

 Criteria are provided for clinical trainers for scoring, this helps to reduce subjectivity or bias. The information provides the Program with data to assess the quality of education in the affective domain. Students must receive a “yes” score on the first 5 attributes in order to pass practicum. Students receive a grade of 70% for a “yes” on the first five attributes. Scoring “yes” on the additional attributes increases their grade.

 The evaluation is designed by the faculty and is part of the practicum notebook that the students take to their clinical sites. The clinical trainers complete the evaluation. The practicum coordinator reviews the results with the student and provides each student’s average score to the assessment coordinator. The assessment coordinator computes the average score for all students evaluated during the assessment period and reports the three-year running average. The average scores are used to assess the following outcome:

**Outcome**

Demonstrate professional conduct, stress management, interpersonal communication skills with patients, peers and other health care personnel and the public recognizing possible legal implications.

**Benchmark-** program average on core abilities assessment-not met <70%; met 70-85%; exceeded >85%

**Core Abilities Assessment - Phlebotomy**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rotation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attributes 1 – 5 are critical areas for preparation for the workplace. Students must demonstrate positive behavior in each of these in order to pass practicum.

| **Core Ability** |  |
| --- | --- |
| **Demonstrates Behavior** | Yes | No |
| 1. Maintains Professional demeanor in routine and stressful situationsExamples: Appropriate handling of unexpected changes, appropriate responses to trainers and co-workers, professional interaction with patients and other healthcare team members, admits error or mistakes, seeks assistance in difficult situations |  |  |
| 2. Follows procedures without shortcuts and practicum site policiesExamples: does not deviate from established policies & procedures, questions are directed to the appropriate person, shows attention to detail, is compliant with HIPAA |  |  |
| 3. Demonstrates technical competenceExamples: Able to perform tasks with minimal or no assistance, appropriate use of procedure manuals and reference materials for testing, displays confidence after instruction |  |  |
| 4. Demonstrates appropriate problem-solving skills **with trainer assistance** (recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process) |  |  |
| 5. Understands basic English necessary for the technical field (verbal and written instructions) |  |  |

Additional attributes which are important in preparing the student for the workplace. Positive behavior in these will enhance the core abilities portion of the practicum grade.

| **Core Ability** |  |
| --- | --- |
| **Demonstrates Behavior** | Yes | No |
| 6. Demonstrates interpersonal and teamwork skillsExamples: functions well with others in the clinical setting, helps others willingly, respects cultural and age differences in others, recognizes impact of non-verbal communication, restates or clarifies messages |  |  |
| 7. Performs assigned tasks in a timely manner and demonstrates the ability to multitask |  |  |
| 8. Seeks unsolicited tasks when assigned work is completed or uses downtime for studying |  |  |
| 9. Uses proper telephone etiquette – critical value calls, inquiries on results, test add-ons, etc. (mark N/A if student is not allowed to use the telephone) |  |  |
| 10. Demonstrates appropriate problem-solving skills **without trainer assistance** (recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process) |  |  |
| 11. Demonstrates commitment to learning:* Seeks learning experiences in addition to assigned tasks
* Asks relevant questions
* Seeks outside resources to fill gaps in knowledge
 |  |  |
|  |  |
|  |  |
|  |  |
| 12. Demonstrates appropriate response to constructive criticism* Seeks constructive criticism and integrates feedback from clinical trainer
* Assesses own performance accurately
* Develops a plan of action in response to feedback
* Moves forward when mistakes are made
 |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| 13. Workplace responsibilities:* Arrives on time for practicum rotations and begins work promptly
* Follows procedures for reporting absences
* Leaves work area clean, neat, and with supplies/reagents replenished
* Informs clinical trainer with leaving work area
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Student Signature/Date

# Appendix E: REGISTRY EXAMS

Measure Description:

This tool will include results from national registry exams taken by students post-graduation from the UAA OEC Phlebotomist Program. The exam included in the report will be the American Society of Clinical Pathologists (ASCP) Board of Certification. The exam results are broken down by discipline and will allow the program to target course specific areas for improvement.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

* A student may not give permission for the Program to have results.
* Students may miss or mislabel the school code when completing registry exam applications
* Sample size

How to interpret the data:

Registry exam results provide the program with the student’s total score plus the national average for that particular testing period. The same information is broken down into content areas. The information will be collected annually and reported as a running three- year average due the small sample size. The program average will be compared to national average for the same testing period.

Tabulating and Reporting Results:

The exams are designed and administered by the certifying agencies. The program director receives the exam results and provides the assessment coordinator with annual program and national averages. The assessment coordinator analyzes and reports the information for use in faculty outcomes review.

**Outcome**

* Demonstrate entry-level competencies **for phlebotomy technicians** (OEC Phlebotomist)
	+ Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens. (Content Area: Specimen Collection and Specimen Processing and Handling)
	+ Recognize and adhere to infection control and safety policies and procedures. (Content Area: Laboratory Operations)
	+ Demonstrate an understanding of test requisitioning. (Content Area: Laboratory Operations)
	+ Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable. (Content Area: Specimen Collection, Non-blood Specimens and Specimen Processing and Handling)
	+ Perform point-of-care testing according to standard operating procedures. (Content Area: Point-of Care Testing)

**Benchmark:** program average for total score and scores on the content areas compared to national average: not met UAA >50 points lower national average; met UAA = national average; exceeded UAA > 50 points higher than national average.