**1. COURSE TITLE\*:** Phlebotomy Technology

**2.** **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** ALTH 2201

**3. PREREQUISITE(S)\*:** Acceptance into Phlebotomy Program

 **CO-REQUISITE(S)\*:** ALTH 2225

**4. COURSE TIME/LOCATION/MODALITY: *(See Course Syllabus – Individual Instructor Specific)***

|  |  |
| --- | --- |
| Course Time: | Course Location: |

**5. CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 2

 **LABORATORY HOURS\*:** 1 (2 contact) **OBSERVATION HOURS\*:** 0

**6. FACULTY CONTACT INFORMATION: *(See Course Syllabus – Individual Instructor Specific)***

|  |  |
| --- | --- |
| Instructor: | Phone: |
| Email: | Term: |
| Office Hours:  | Days/Time: |
| Office Campus/Room: | Course Campus/Room: |
| Course Webpage/Login: |

**7. COURSE DESCRIPTION\*:**

This course is designed to further enhance the student’s knowledge of the clinical methods and the practice of phlebotomy. Course includes lecture, discussion, simulations, and practice in laboratory settings with emphasis on capillary blood specimens, venipuncture, pediatric, geriatric, arterial, intravenous and special collection procedures, specimen documentation, specimen handling, transportation, safety in laboratory setting, anatomy and terminology associated with phlebotomy, and ethical and legal issues.

**8.** **LEARNING OUTCOMES\*:**

* To achieve proficient entry-level phlebotomy skills for safe and effective performance of patient care in the hospital and ambulatory settings, with the understanding of their application to real life and/or on-the-job situations.

Phlebotomy students will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as phlebotomists and in effective communication, both orally and written.

**Upon successful completion of this course the student will be able to:**

1. Describe the organizational structure of the clinical laboratory department.
2. Discuss the roles of the clinical laboratory personnel and their qualifications for these professional positions.
3. Identify the health care providers in hospitals and clinics and the phlebotomist’s role as a member of this

 health care team.

1. Identify policies and procedures for maintaining laboratory safety.
2. Demonstrate accepted practices for infection control, isolation techniques, aseptic techniques and methods for disease prevention.
3. Use the OSHA Standard Precautions.
4. Describe measures used to insure patient safety in various patient settings, i.e., inpatient, outpatient,

 pediatrics, and geriatrics.

1. Discuss the properties of arterial blood, venous blood, and capillary blood.
2. Identify the veins of the arms, hands, legs and feet on which phlebotomy techniques are performed.
3. Explain the functions of the major constituents of blood, and differentiate between whole blood, serum and

 plasma.

1. Identify the various types of additives used in blood collection, and explain the reasons for their use.
2. Identify the evacuated tube color codes associated with the additives.
3. List and select the types of equipment needed to collect blood by venipuncture, capillary, and arterial

 puncture.

1. Follow standard procedures in collection of specimens.
2. Demonstrate understanding of requisitioning, specimen transport and specimen collection.
3. Identify and discuss differences in phlebotomy practice when dealing with diverse age ranges i.e., infant,

 child, adult, and geriatric.

1. Acknowledge, verify, and explain special collection requirements to patients.
2. Demonstrate professional communication. i.e., telephone etiquette, follow-up on test results, scheduling timed tests.
3. Demonstrate proper documentation and charting for lab requisitions and patient chart entries.
4. Identify and demonstrate other lab specimens that may be required for collection. i.e., urine, fecal occult

 blood, sputum, drug testing.

**9**. **ADOPTED TEXT(S)\*:**

 *Phlebotomy Handbook: Blood Collection from Basic to Advanced*, *10th Edition* (or most recent edition)

By: Garza, Becan-McBride

 Pearson Education, 2019

www.pearson.com

 **ISBN-13:** 978-0-13-470932-1 **–** Printed Paperback Textbook

 **ISBN-10:** 0-13-314456-9

**10. OTHER REQUIRED MATERIALS:**

**For Online Supplemental & Resource Materials students will need**:

* My Canvas LMS - will be utilized as a classroom supplement (per instructor).
* Daily access to personal desktop PC, laptop or tablet (see Southern State Community College (SSCC) website minimum computer requirement recommendations; iOS/Android will not meet all requirements/recommendations)
* A working printer
* High speed internet access for access to course supplemental materials (not all required software/online resources are compatible with iOS/Android)
* One USB storage device for personal use/backup
* A medical dictionary
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Required learning resources from previous program courses may be utilized.

Review and consider immediate enrollment in the free online offering of **CDRW 1100 Student Canvas Orientation**, for best success using your LMS.

*Success! in Phlebotomy: A Q&A Review, 8th Edition* (or most current edition)

By: McBride-Garza

 Prentice Hall, 2019

**ISBN-13:** 978-0-13-498609-8

**11. GRADING SCALE\*\*\*:**

To satisfactorily complete this course, the student must achieve a grade of ‘C’ or above according to the following system:

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

C (2.0) = 70% - 79% \*

D (1.0) = 60% - 69%

F = 0 – 59%

***\*****A minimum final grade of ‘C’ is required to apply toward Medical Assistant Technology (MAST) and/or Allied Health Technology (ALTH) program completion.*

**12. GRADING PROCEDURES OR ASSESSMENTS: *(See Course Syllabus – Individual Instructor Specific)***

This course maintains a no extension, no make-up policy for all course content (i.e., no make-up tests will be given). If you do not complete the course requirements as outlined, exceptions will not be made. The medical professional charged with care of others must remain diligent to meet career responsibilities and deadlines daily.

Students must earn a passing average exam score of 75% to progress in health science programs. A minimum final grade of ‘C’ is required for this course to apply toward MAST/ALTH program completion (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency-based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to Evaluation below).

Evaluation may include:

* Demonstration of safe psychomotor skills when providing patient care
* Demonstration of listening skills, and respect, for diversity during interactions with patients and families
* Demonstration of assertive verbal and nonverbal communication skills with patients, families and team members
* Practice of correct medical terminology to communicate and document patient information
* Providing patient care in accordance with regulations, policies, laws and patient rights
* Following health and safety policy and procedures to prevent injury and illness
* Textbook Reading: Students are to come to class prepared for lecture. Read all assigned chapters before coming to class.
* Examination: All exams may be comprehensive; quizzes are not. Quizzes may be utilized at the discretion of the instructor. Students must earn a passing *average score* of 75% on examinations. Failure to obtain the required 75% *average* may result in failure to progress in health science programs (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Anatomy Quiz: Anatomy diagrams may be similar to, but may not be identical to, images in the textbook. Images may also be cropped down to the area related to specific questions. Do not memorize the anatomy diagram images; learn the ANATOMY of these systems/organs (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Competency Based Examination (CBE): Competency-based skill performance is required on each psychomotor skill presented in the course (return demonstration *is not* an assessment of a skill explanation; *demonstration* of the skill set is required). Students must successfully pass 100% of all the psychomotor and affective competencies within two demonstration attempts, earning a minimum required score of 80%, in order to pass the course and/or progress in the program. A second attempt will have an automatic 10-point deduction (90% maximum score available). Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Scenarios: May include discussion or role-playing or both. Objective: the student will learn professional behavior (affective domain CBE), through the use of scenarios to demonstrate communication, critical thinking skills and understanding of their application to real life and/or on-the-job situations. Students must successfully pass 100% of the affective competencies within two demonstration attempts, with a minimum required score of 80%, in order to pass the course and/or progress in the program. Failure to obtain the required 80% passage on each CBE will result in failure of the course (refer to Addendum: Competency Based Examination Procedure and Protocols).
* Written Communication: Accurate spelling is required and will be graded. Spelling exams/quizzes may be administered at the discretion of the instructor. Points will be deducted on all course related work, exams, correspondence, assignments, quizzes, etcetera (including text and email), for incorrect spelling, punctuation and/or grammar.
* Participation: Evaluated by contribution(s) to class discussion; come prepared.
* Exercises/Assignments: Reinforce course content, cognitive objectives, and critical thinking skills. As assigned by the course instructor (refer to instructor syllabus/rubric).
* Work Project/Presentation:
	+ A project for a specific disease or disorder that is included in a neonatal screening test (formally called PKU) as assigned. Assignment details will be distributed by the instructor.
	+ Students will initiate the student Practicum Performance Objectives (PPO) for instructor signature, verifying competent performance of core curriculum objectives, following successful completion of the term in which the competency-based examination was completed.
* Professionalism: Professionalism is required in both behavior and attire.
* Classroom attire – professional casual (refer to program handbook)
* Lab attire – scrubs/lab coat (refer to program handbook)

**Sample Coursework** (assignments may be added/graded to meet core objectives):

Coursework/Exercises/Quiz (as assigned; refer to instructor syllabus)

Chapter Examinations (100 points) 5 500 points

Professionalism (100 points) 1 100 points

CBE (100 points) 4 400 points

Presentation 1 100 points

Final (100 points) 1 100 points

 1200 points

**Sample Final Grade Percentage Calculation:**

Exams 25% of final grade (passing score required as above)

Competency Based Exams 20% of final grade (passing score required as above)

Quizzes and/or homework 15% of final grade

Presentation and Professionalism 10% of final grade

Final Exam 30% of final grade (passing score required as above)

 100 %

**13. COURSE METHODOLOGY: *(See Course Syllabus – Individual Instructor Specific)***

This course may include a variety of learning experiences which may include, but is not limited to: lecture, class discussion and/or online discussion board, journaling, audio-visual materials, critical thinking exercises, chapter and workbook assignments, computer assisted learning, publisher supplemental materials, student projects/ presentations, group exercises/projects, research paper, skill demonstration, lab skills and peer practice, practical scenarios, human patient simulation, competency based examination (CBE), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

Following procedure lecture, the instructor will demonstrate the psychomotor skill, and students will practice for return demonstration at required competency level. CBE will be utilized for skill competency in the lab and in the practicum site setting. Students must successfully pass 100% of the psychomotor and affective competencies, with a score of 80% or higher, within two demonstration attempts in order to pass the course and/or progress in the program (see **12. GRADING PROCEDURES OR ASSESSMENTS**).

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/****INDEPENDENT STUDY**  |
| Attend/participate in course as scheduled  | NA | NA |
| For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | NA | NA |
| This course includes 1 Lab Hour (2 contact), and requires completion of out-of-class practice of competency skills to meet ODHE requirements | NA | NA |
| Classroom lecture, demonstration and skills practice (see schedule), with supplemental resources, online skill video, skill practice (see schedule) | NA | NA |
| Complete all assignments and examinations within the due dates  | NA | NA |
| Complete assigned discussion activities | NA | NA |
| Complete/turn in assigned reports and/or presentations | NA | NA |
| Skill Demonstration/CBE completed on campus with instructor | NA | NA |
| Lab practice/peer review completed on campus with/without instructor (as assigned) | NA | NA |

Students are expected to apply information and knowledge gained in this course to other health science courses, including practicum assignments.

**14. COURSE OUTLINE:**

Textbook Outline:

Phlebotomy Handbook:

Section I- Overview, Safety Procedures, and Medical Communication

Section II- Anatomy and Physiology of the Human Body

Section III- Phlebotomy Equipment and Procedures

Section IV- Point-of-Care Testing and Special Procedures

 **SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC/ CONTENT** | **EVALUATION** | **LEARNING OBJECTIVES** |
| 1 | * **TOPIC:** Syllabus, Class Rules, Projects, Publisher Online Skill Videos & Resources, Required Lab/Policies, Peer and CBE Policies, Homework/Text
* **Topic:** Begin Phlebotomy Practice and Quality Assessment (1) and Communication, Computer Essentials, and Documentation (2).
* **Homework:** define key terms for each chapter. Answer review questions at the end of each chapter.
 | * Review Quiz
* Competency Based Exam
 | 1, 2, 3, 4, 5, 6,  |
| * **Topic:** Continue previous topics above if needed; Professional Ethics, Legal, and Regulatory Issues (3) and Infection Control (4).
* **Lab:** Handwashing Demonstration.
 |
| 2 | * **Topic:** Continue with previous topics above. (Chapters 1, 2, 3, and 4). Discuss Lab and Lab Procedures.
* **Lab:** Handwashing competency.
 | * Cognitive Exam
* Competency Based Exam
 | 1, 2, 3, 4, 5, 6, 7 |
| * **Exam:** Chapters 1,2,3,4 Read Blood Collection Equipment for Venipuncture and Capillary Specimens (8) and Pre-examination/Pre-analytical Complications Causing Medical Errors in Blood Collection (9) for next class.
 |
| 3 | * **Topic:** Begin Blood Collection Equipment for Venipuncture and Capillary Specimens (8) and Pre-examination/Pre-analytical Complications Causing Medical Errors in Blood Collection (9).
* **Lab:** Begin Practice on fake arm for Venipuncture. Capillary puncture peer evaluations.
 | * Competency Based Exam
 | 11, 12, 13, 14, 16 |
| * **Topic:** Venipuncture Procedures (10) and Capillary Blood Specimens (11). Go over Order of Draw.
* **Lab:** Continue peer evaluations on Capillary puncture and fake arm for Venipuncture.
 |
| 4 | * **Quiz:** Arm, basic phlebotomy, and Order of Draw.
* **Topic:** Continue Chapters 8 and 9.
 | * Quiz
* Competency Based Exam
 | 11, 12, 13, 14, 16 |
| * **Topic:** Continue Chapters 8, and 9.
* **Lab:** Continue peer evaluations on Capillary puncture and begin fake arm check off before Venipuncture. Begin peer evaluations on Venipuncture.
 |
| 5 | * **Topic:** Continue Chapters 10 and 11.
* **Lab:** Continue peer evaluations on Venipuncture and begin competencies on Capillary punctures. Read Chapters 5 and 6.
 | * Competency Based Exam
 | 11, 12, 13, 14, 16 |
| * **Topic:** Continue Chapters 10 and 11.
* **Lab:** Continue peer evaluations on Venipuncture and begin competencies on Capillary punctures. Read Chapters 5 and 6.
 |
| 6 | * **Exam:** Chapters 8,9,10,11
* **Topic:** Safety and First Aid (5) and Medical Terminology, Anatomy, and Physiology of Organ Systems (6).
 | * Cognitive Exam
* Competency Based Exam
 | 11, 12, 13, 14, 167, 8, 9, 10, 15, 18, 19 |
| * **Topic:** The Cardiovascular and Lymphatic Systems (7) and Specimen Handling, Transportation, and Processing (12).
* **Lab:** Continue competencies on Capillary puncture. Continue peer evaluations on Venipuncture.
 |
| 7 | * **Topic:** Continue Chapters 5 and 6.
* **Lab:** Continue competencies on Capillary puncture and peer evaluations on Venipuncture.
 | * Competency Based Exam
 | 11, 12, 13, 14, 167, 8, 9, 10, 15, 18, 19 |
| * **Topic:** Continue Chapters 5 and 6.
* **Lab:** Continue competencies on Capillary puncture and peer evaluations on Venipuncture.
 |
| 8 | * **Topic:** Continue Chapters 7 and 12.
* **Quiz:** Arm, basic phlebotomy, and Order of Draw.
 | * Cognitive Exam
* Competency Based Exam
 | 11, 12, 13, 14, 167, 8, 9, 10, 15, 18, 19 |
| * **Topic:** Continue Chapters 7 and 12.
* **Lab:** Finish competencies on Capillary puncture and begin competencies on Venipuncture.
 |
| 9 | * **Exam:** Chapters 5,6,7,12.
* **Lab:** Documentation exercise in class as group.
 | * Cognitive Exam
* Competency Based Exam
 | 11, 12, 13, 14, 167, 8, 9, 10, 15, 18, 19 |
| * **Topic:** Read Pediatric and Geriatric Procedures (13) and Point-of-Care Collections (14) for next class.
* **Lab**: Continue peer evaluations on Venipuncture.
 |
| 10 | * **Topic:** Begin Chapters 13 and 14.
* **Lab:** POC testing, glucose, cholesterol, and reference lab manual.
 | * Competency Based Exam
* Rubric-reference lab
 | 14, 16, 17, 18, 19 |
| * **Topic:** Read Blood Cultures, Arterial, Intravenous (IV), and Special Collection Procedures (15) before next class.
* **Lab:** POC testing, glucose, cholesterol, and reference lab manual.
 |
| 11 | * **Topic:** Begin Chapter 15.
* **Lab:** Blood Cultures, throat cultures, and nasopharyngeal swabs. Continue with peer evaluations and competency on Venipuncture.

Give out and explain presentation topics.  | * Competency Based Exam
* Rubric-reference lab
 | 13, 14, 16, 17, 18, 19 |
| * **Topic:** Continue Chapter 15
* **Lab:** Continue Blood Cultures, throat cultures, and nasopharyngeal swabs. Continue with peer evaluations and competency on Venipuncture.

Give out and explain presentation topics.  |
| 12 | * **Exam:** Chapters 13,14,15.
* **Lab**: Continue Blood Cultures, throat cultures, and nasopharyngeal swabs. Continue with peer evaluations and competency on Venipuncture.

Give out and explain presentation topics.  | * Competency Based Exam
* Rubric-reference lab
 | 13, 14, 16, 17, 18, 19 |
| * **Topic:** Read Urinalysis, Body Fluids, and Other Specimens (16) before next class.
* **Lab:** Blood typing, Slides, continue with Venipuncture competencies.
* **Final Exam Self Review:** Chapters 1, 2, 3, 4
 |
| 13 | * **Topic:** Begin Chapter 16.
* **Lab:** Blood typing, Slides, continue with Venipuncture competencies.
 | Competency Based Exam | 15, 17, 18, 19, 20 |
| * **Topic:** Continue Chapter 16.
* **Lab:** Urinalysis, blood cultures, O&P, Sputum, and misc. labs. Finish Competencies for Venipuncture. Practice Venipuncture and Capillary puncture.
* **Final Exam Self Review:** Chapters 8, 9, 10, 11
 |
| 14 | * **Quiz:** Order of Draw and Terminology.
 | * Competency Based Exam
* Quiz
* Inventory Sheets
 | 15, 17, 18, 19, 20 |
| * **Topic:** Drug Use, Forensic Toxicology, Workplace Testing, Sports Medicine, and Related Areas (17).
* **Lab:** Competencies as needed. Inventory and Lab clean-up
* **Final Exam Self Review:** Chapters 5, 6, 7, 12
 |
| 15 | * **Topic:** Presentations in class.
* **Lab:** Lab clean-up and inventory if needed.
 | * Rubric-presentation
 | 16 |
| * **Topic:** Presentations in class.
* **Lab:** Continue lab clean-up and inventory if needed.
* **Final Exam Self Review:** Chapters 13, 14, 15, 16
 |
| 16 | * **Course Survey**
* **FINAL EXAM**
 | * Exam
 |  |

*\*The instructor reserves the right to adjust, rearrange, and/or maintain a different schedule of work (assignments, projects, exercises, exams/quizzes) to fulfill the objectives of the course and/or to revise course syllabus as needed according to circumstances during the semester. Changes will be announced/posted 24 hours prior to implementation; students are advised to read all announcements as they arrive.*

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* Instructor Responsibilities: 1). To prepare competent entry-level Phlebotomists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2). To prepare graduates for successful completion of appropriate credentialing examinations available to graduates of Phlebotomy Technology programs. To this end, the instructor will initiate arrangements with a practicum site location and establish a rotation schedule to create a learning environment conducive to the achievement of professional competency. The student will develop information and insights that fill in this matrix. The instructor will sensitize him/herself to individual student’s educational needs and make him/herself available for assistance.
* Student Responsibilities: 1). The student is responsible for reading, and being familiar with practicum objective requirements, prior to attending practicum site. 2). The student is responsible for bringing any misunderstandings they may have regarding the practicum objectives to the attention of the instructor prior to practicum rotation.

**Classroom Policies:**

* Academic Honesty Statement: Academic honesty is expected of all students in institutions of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Honesty and integrity are a must in professional behavior and are expected of each Health Science Division student. Students observed or found to be cheating in any Health Science Division course will be given a failing grade for the test/assignment and/or the course. A written report of the incident, signed by the instructor and the student, will be placed in the student’s permanent program file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the Health Science Division. Should a second incident of cheating occur in any Health Science Division course, the student will be dismissed from the Health Science Division for one year (all re-application guidelines apply; acceptance is not guaranteed).

The failing grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given. If a student allows another student to copy or cheat from their work, or assists a student to cheat, the same ramifications will be given to that student as well. The student witnessing cheating is morally obligated to report the incident to the instructor.

* Online/hybrid: Students registered for the online course must visit the Online Information Webpage and comply with the Online Course Requirements, Instructor Requirements and complete the Online Readiness Checklist available on the SSCC website. Students are strongly advised to complete the Online Success Workshops. To meet the objectives of the online/hybrid course, students must login to the online course the first day of the semester and complete the attendance assignment, or be dropped from the course.
* Attendance: To meet the objectives of each course students must attend scheduled classes. The class schedule is passed out the first day of the term. There are no excused absences, only absences. It is your professional responsibility to inform the instructor of your absence via phone, email, or voice message.

There is no penalty for the first two (2) class absences. A third (3) absence will result in a drop of one full letter grade from the final grade; a third (3) absence will reduce a final grade of A to a B, a B to a C, a C to a D (therefore impacting MAST/ALTH program progress) and a D to an F.

The student is responsible for missed lecture and/or notes, assignments, handouts, etcetera, due to failure to attend class.

The fall and spring terms are on a 16-week schedule: 15 class weeks and a final exam week. 15 weeks x 2 classes/week = 30 class days less holidays/closings (approximately 28-30 class days/term). Five to six (5-6) absences equals 20% missed scheduled class time. Summer courses are online with 10 class weeks and 2-day final exam week. With holidays, one to two (1-2) absences equals 20% missed scheduled class time.

Faculty may withdraw students who have missed 20% of the total scheduled classes of a course and issue a grade of WI to the student (refer to SSCC College Catalog). If you intend to drop the course you must complete the drop process (refer to SSCC College Catalog). *Do not* assume the instructor will drop you from the course should you stop attending class.

* Tardiness/Early Departure: Tardiness/early departure is extremely disruptive to the classroom. For every two (2) occurrences of tardiness/early departure, you will earn an absence (refer to Absentee Policyabove).
* Inclement Weather: In the event of campus delay (when this class start time is impacted by said delay) the class will begin at the scheduled campus opening time to complete any remaining class time permitted.
* Reading: To be prepared to participate fully in class; students are expected to complete the assigned reading before attending class lecture. Examination may cover 100% of presented content in the assigned readings.
* Quizzes: Quizzes will be given to reinforce retention of content as well as to meet required objectives, i.e., anatomy of arm, basic knowledge of phlebotomy, order of draw, and terminology. May cover spelling, medical abbreviations, course content, other as needed.
* Examination: Exams may be timed, fill-in-the-blank, true/false, oral, multiple choice, and/or essay.

* Work Products/Projects: As assigned to meet core curriculum objectives outlined for program accreditation.
* Scenarios: May include written and/or role-playing scenarios, simulation assessment(s), and/or patient/client procedures/treatment scenarios to meet core curriculum objectives outlined for program accreditation.
* Missed Lab: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Skill Demonstration: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed CBE: Any student missing a scheduled lab, a scheduled competency, demonstration and/or check-off, must make an appointment with instructor within one week of return to school to make up this portion of class. Failure to do so will result in a "Fail" for the competency, therefore failure for the course. It is the student's responsibility to make arrangements (see program handbook Lab/Competency).
* Missed Examination: This course maintains a no extension, no make-up policy. You will earn a zero for missed exams. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Midterm: This course maintains a no extension, no make-up policy. You will earn a zero for missed midterm. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Final: This course maintains a no extension, no make-up policy. You will earn a zero for missed final. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Due Date: This course maintains a no extension, no make-up policy. You will earn a zero for the assignment (refer to instructor syllabus).
* Cell Phones: No cell phones are allowed in class. Put them away. If you have your cell phone out, you will be directed to leave class, and you will be marked absent.
* Sleeping: Sleep at home. If you are caught sleeping, you will be directed to leave class, and you will be marked absent.
* Disruptive Behavior: Any behavior that distracts other students from learning and participating is disruptive. If you are disruptive, you will be directed to leave class, and you will be marked absent.
* Plagiarism: Copying someone else’s ideas and/or words and passing them off as yours. This includes copying and pasting material from your group/peer work, books, the Internet, videos, and all copyrighted material without express permission and proper documentation (use quotation marks and citations/footnotes).
* See Three, Before Me (C3B4Me): To encourage students on the path to becoming self-directed learners, we endeavor to create an environment that will empower and encourage students, throughout their journey, to become more self-directed in their approach to learning.

Before contacting the instructor/professor, search three resources to determine if you can find the answer to your question on your own. Start with three of the following suggestions:

* + Think it through; you may know the answer.
	+ Read the textbook.
	+ Read the course syllabus and course handouts.
	+ Read/review the information posted in the online course.
	+ Search the internet/website.
	+ Ask a classmate to see if they know the answer.
	+ If available, post the question to a class forum to see if a classmate responds with the answer.
	+ If you do not locate the answer you need, it is time to contact the course instructor/professor (not support staff or another instructor). Most likely, at that point, it is a question that needs addressed with the whole class, and the instructor will determine the best way to share the information with everyone.

**16. FERPA\*:**

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS\*:**

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X-2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first.  For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* Classroom Conduct: Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online courses are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the class; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department Coordinator and Academic Dean.

**SUPPORT SERVICES:**

* Student Success/Tutoring Services: Students seeking support in computer fundamentals, using the online LMS, or available learning resources for course success may contact the Student Success Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2281; or visit the SSCC website and search Student Success/Tutoring Services.
* Accommodation: Students in need of accommodations may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2604; or visit the SSCC website and search Disability Services.
* Career Services: Students and alumni seeking guidance with resume and employment resources may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Career Services.
* Counseling Services: Students seeking guidance with career counseling and counseling services may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Counseling Services.
* Campus Library:Students seeking assistance with reference and study materials may contact any campus library, at 800-628-7722 or 937-393-3431; or visit the SSCC website and search Library for online resources, hours of operation and contact information.

**ADDENDUM TO SYLLABUS**

**ALLIED HEALTH LAB POLICIES**

The ALTH lab is for student skill practice only. The area is not to be used for study; you will be instructed to leave if you are not actively practicing skills for competency-based exams. Study areas are available in campus libraries and study tables are in selected hallways. Multiple groups may be practicing skills in the lab at the same time. Each group must respectfully consider the working environment for all; professionalism is to be maintained at all times.

**Required Lab:**

The purpose of the Required Practice Lab is to allow the student a simulated patient/client care experience in order to become familiar with the required psychomotor skills for a course. To meet program degree requirements (ODHE), students are required to arrange time for one (1) hour practice lab time outside of class weekly for practice of competency skills only. The student is scheduled for supervised practice lab during class with an instructor according to the requirements of a course. Attendance at supervised labs is required. Specific lab objectives written for each lab session must be satisfactorily achieved in order to successfully complete the course.

**Open Lab:**

Students are required to complete one-hour lab practice outside the regularly scheduled class time to meet degree/course requirements. The lab is available for self-directed student practice during the hours not utilized for instruction. The student should use the Open Lab Practice to become proficient in a skill BEFORE requesting an evaluation of the skill by the instructor. Students must record each lab session, and remember to sign in and out of the lab. The sign-in book is located on the counter of the lab and requests date, time, name, and procedure.

**Equipment and Lab Maintenance:**

All equipment and supplies should be returned to the appropriate place after they are used for practice. No equipment may be removed from the lab at any time. Students are expected to leave the laboratory in order, which means cleaning up lab surfaces with appropriate solutions, making and straightening beds and returning models and equipment to appropriate spaces.

If stations have been prepared for instruction, they are to be kept clean, clutter-free and safely out of traffic flow.

All students are responsible for maintaining order in the lab as follows:

1. See that the room/lab is in order at the end of each class (chairs pushed in, tables clean, etc.).
2. All equipment and supplies are returned to proper place.
3. Mannequins are secured in beds, chairs, or on carts and draped.
4. Bed side furniture is in proper place.
5. Beds are neat and in proper place.
6. All lights are turned off.

**PROPER WASTE AND BIOHAZARDOUS WASTE DISPOSAL**

**Regular trash:**

Equipment packaging materials and instructional papers, food and drink containers, paper towels, newspapers, etcetera, lightly soiled gloves, band aids, cotton balls, gauze, used alcohol pads, feminine hygiene products from patients/clients with no known bloodborne disease (excluding obstetrical waste), needleless syringes, empty medicine vials, unbroken/uncontaminated glass bottles or vials, empty IV bags and tubing. Most, but not all, waste will be safe for regular trash.

**Infectious waste (Red Bags):**

Cultures, bloody gloves, pathological wastes, discarded vaccines, medicine vials (partially filled), and laboratory wastes that were in contact with infectious agents, laboratory wastes that were in contact with blood or body fluids.

**Sharps container (Red Plastic Container**)

Needles and syringes, lancets, slides, broken glass, razors, scalpel blades, guidewires, ampules.

**PROTOCOL FOR PEER EVALUATION**

**MINIMUM REQUIREMENT: Three peer competency evaluations**

* Sign in on the Lab Hour Log as needed.
* Start your recording device as needed.
* Gather needed supplies.
* Set up your lab area.
* Begin to practice.

Each skill that is designated for Competency Based Exams (CBE) must have **peer evaluation** completed in the following manner:

* + 1. After completing the steps above, perform each step, ensuring video recording of the entire process (as instructed), and document the skill with a lab partner from your lab group.
		2. Get constructive feedback from your lab partner about your performance of the skill. Feedback is to be given, and received, as a professional evaluation (i.e., no smiley faces, etcetera).
		3. Have lab partner signatures with appropriate dates documented on your skill sheet, indicating you have performed the skill correctly.

***\*Peer Evaluators: Do not sign off on a skill for classmates unless you feel certain that the skill has been performed safely and competently (error-free).***

* + 1. Perform and record the skill for/with another classmate from each of the OTHER lab groups (2 other people for a minimum total of three (3)). Continue to practice independently for proficiency after peer reviews are complete.
* Ensure all steps have been documented accurately.
* Turn off your recording device.
* Return supplies to proper storage location.
* Clean up your lab area (refer to Allied Health Lab Policies):
	+ Make sure all equipment has been plugged in.
	+ Make sure all cabinet doors are closed.
	+ Push in all chairs, cover mannequins, etc.
	+ Turn off all lights.
		1. Continually practice the skill until you feel confident in each step and your performance of the skill is consistently error free (achieve mastery of the skill).
		2. Address all questions regarding specific peer check offs to the instructor from whom the assignment was obtained.
		3. Place all signed peer evaluation sheets and documentation of required lab log hours in a designated folder for safe keeping until the time of your CBE or by the deadline date as designated by instructor.
		4. Turn in your USB device containing all lab and skill video recordings at the end of the term.

**COMPETENCY BASED EXAMINATION (CBE) -- SKILL CHECKOFF PROCEDURE**

Lab participation is an important factor in lab performance evaluation. Students are to take individual responsibility for learning laboratory procedures BEFORE evaluation by an instructor/peer. The laboratory will be open for individual practice during the hours posted (one hour required weekly to meet degree/course requirements). The initial skills CBE will be scheduled by the instructor. CBEs will be performed according to the procedure listed below:

A. Students are required to successfully demonstrate skill mastery of all skill competencies within 2 CBEs, with a minimum score of 80%. Performance skills are weighted. The second attempt is not awarded 100 points; a 10-point deduction will be assessed after competency scoring (maximum attainable score for second attempt 90%).

B. If unsuccessful in 2 attempts, an unsatisfactory lab performance will result. Unsatisfactory lab performance at completion of the semester will result in the grade of "F" for the entire course regardless of the theory grade.

C. Only one attempt to perform the same lab procedure may be made each proficiency day. If the lab procedure is not completed successfully, the student will be required to reschedule the CBE at an available time on the second attempt calendar with the lab instructor, before the date it is due.

D. CBEs are to be scheduled during lab time and at other assigned times as scheduled by instructor. Each student may sign up only once for a skill until all students have had an opportunity to sign up for that skill.

E. No books or notes are to be available during CBEs. "Patient/Client" and assistant may not give clues or any verbal assistance during the CBE.

Before beginning the CBE, each student testing needs to:

* Make arrangements for an assistant if needed (per instructor).
* Make arrangements for a patient/client if needed (per instructor).
* Be ready to start 10 minutes prior to your scheduled CBE time.
* Have accurate record of all required lab hours/log copies, all peer evaluation documentation, all names/signatures on all documents as required, ready to give to evaluating instructor (proof for error to ensure accurate completion/documentation).
* Place all required documentation in order of performance (per instructor), ready to present at CBE.

F. Students are instructed not to watch others being evaluated.

G. CBE sheets are to be given to the instructor at the beginning of the evaluation. Upon satisfactory completion, each sheet will be signed by the testing student, CBE partners, the lab instructor, and scores will be calculated.

Each CBE must be successfully completed in the lab before a student is permitted to perform the skill in the clinical setting.

H. All written lab assignments must be satisfactorily completed and submitted on due date to pass the fundamentals skills course.