



Section I: BASIC COURSE INFORMATION

- 1. **COLLEGE:** Los Angeles Southwest College
- 2. **SUBJECT:** Phlebotomy Technician I
- 3. **COURSE NUMBER:** Vocational Education 381CE
- 4. **COURSE TITLE:** Phlebotomy Technician I
- 5. **CATALOG COURSE DESCRIPTION:**

This course is an introduction of the phlebotomy concepts and skills that serve as a foundation for the individuals seeking certification as phlebotomist. Topics include basic infection control, universal precautions and safety; basic anatomy and physiology of body systems with emphasis on the circulatory system and appropriate medical terminology; proper identification of patient and specimens, proper selection and preparation of skin puncture sites.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course is an introduction of the phlebotomy concepts and skills that serve as a foundation for the individuals seeking certification as phlebotomist.

7. **CLASS HOURS:**

	Standard Hrs	Total Hours per Term (standard hour x 18weeks)
Lecture Hrs:	3	54
Lab Hrs:	2	36
Totals:	Lecture: 3.0	Lecture: 54
	Lab: 2.0	Lab: 36
	Total: 5.0	Total: 90
<i>Totals In Protocol:</i>	Lecture:	Lecture:
	Lab:	Lab:
	Total:	Total:

8. **OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

N/A

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Introduction to Phlebotomy	2	<ol style="list-style-type: none"> 1. Define phlebotomy. 2. Describe the major duties of phlebotomists. 3. Describe the overall structure of a typical hospital. 4. List the major departments of the clinical laboratory. 5. Identify professional organizations related to phlebotomy profession. 6. Explain Health Information Portability and Accountability Act (HIPAA) compliance and patient confidentiality when verifying patient identification prior to blood collection procedures.
#1 INFECTION CONTROL, UNIVERSAL PRECAUTIONS AND SAFETY	5	<ol style="list-style-type: none"> 1. Discuss safety awareness for health care workers. 2. Explain the measures that should be taken for fire, electrical, radiation, mechanical, and chemical safety in a health care facility. 3. Describe the safe use of equipment in health care facilities. 4. Identify ways to reduce risks for infections and accidental needle sticks. 5. Discuss in detail and perform proper infection control techniques, such as hand washing, gowning. 6. Describe safety measures that should be followed at all times by a phlebotomist when collecting patient's specimens.
#2 ANATOMY AND PHYSIOLOGY OF BODY SYSTEMS WITH EMPHASIS ON THE CIRCULATORY SYSTEM	4	<ol style="list-style-type: none"> 1. Define the differences among the terms <i>anatomy</i>, <i>physiology</i>, and <i>pathology</i>. 2. Describe the directional terms, anatomic surface regions, and cavities of the body. 3. Describe the role of homeostasis in normal body functioning. 4. Describe the purpose, function, and structural components of the major body systems 5. Define the functions of the cardiovascular and lymphatic systems. 6. Identify and describe the structures and functions of the heart.
. #3 THE APPROPRIATE MEDICAL TERMINOLOGY	4	<ol style="list-style-type: none"> 1. Define medical terminology using word elements such as roots, prefixes, and suffixes. 2. Define words commonly used in the clinical laboratory. 3. Describe the concept of "approved" abbreviations. 4. State the meaning of the commonly used prefixes and suffixes. 5. Correctly form medical terms using prefixes, suffixes, vowels, roots, and combining forms. 6. Interpret common abbreviations used in medical facilities. .
#4 PROPER IDENTIFICATION OF PATIENT AND SPECIMENS, THE IMPORTANCE OF ACCURACY IN OVERALL PATIENT CARE	3	<ol style="list-style-type: none"> 1. Describe the steps a health care worker should take in preparing him- or herself for a procedure. 2. List the supplies and equipment used in a typical procedure.

		<ol style="list-style-type: none"> 3. Describe the detailed steps in the patient identification process and what to do if information is missing. 4. 5. Define complete patient identification procedures. 6. Demonstrate correct patient identification.
#5 PROPER SELECTION AND PREPARATION SKIN PUNCTURE SITE SELECTION INCLUDING SELECTION OF ANTISEPTIC	3	<ol style="list-style-type: none"> 1. Describe the reasons for acquiring capillary blood specimens. 2. Explain why capillary blood from a skin puncture is different from blood taken by venipuncture and the impact on laboratory tests. 3. List the laboratory tests for which capillary specimens may be collected. 4. Identify the proper sites for performing a skin puncture procedure. 5. Explain why it is necessary to control the depth of the incision. 6. Describe the procedure for performing a skin puncture.
#6 BLOOD COLLECTION EQUIPMENT, TYPES OF TUBES AND ADDITIVES, PROPER ORDER OF DRAW WHEN ADDITIVES ARE REQUIRED, SPECIAL PRECAUTIONS	5	<ol style="list-style-type: none"> 1. Describe the latest phlebotomy safety supplies and equipment and evaluate their effectiveness in blood collection. 2. List the various types of anticoagulants and additives used in blood collection, their mechanisms of action on collected blood, examples of tests performed on these tubes, and the vacuum-collection-tube color codes for these anticoagulants and additives. 3. Identify tubes selection and the order of draw according to additives 4. Identify the various supplies that should be carried on a specimen collection tray when collecting blood by venipuncture or skin puncture. 5. Identify the types of safety equipment needed to collect blood by venipuncture and skin puncture.
#7 POST-PUNCTURE CARE	1	<ol style="list-style-type: none"> 1. List Steps to ensure bleeding has stops 2. Describe care of the puncture site 3. Demonstrate patient assessment at the end of the procedure 4. Demonstrate proper site care post-venipuncture. 5. Describe age specific care 6. Activate the needle safety device and discarding contaminated waste
#8 APPROPRIATE DISPOSAL OF SHARPS, NEEDLES AND WASTE Quiz 1 Basic	3	<ol style="list-style-type: none"> 1. Describe disposal for evacuated tube system, syringe system, and butterfly. 2. Describe three (3) different needle disposal devices and appropriate use for each. 3. Describe the consequences of not using the proper safety and disposal of contaminated equipment. 4. Describe use of blood transfer devices to evacuated tubes, needle safety devices and disposal of equipment.
#1 ADVANCE INFECTIOUS DISEASE CONTROL AND BIOHAZARDS	4	<ol style="list-style-type: none"> 1. Define "biohazardous specimen." 2. List at least three (3) types of biohazardous materials a phlebotomist may routinely encounter. 3. Explain the infection control policies and procedures that must be followed in specimen collection and transportation 4. Describe measures that can break each link in the chain of infection. 5. Describe proper disposal procedures for each material listed.

		6. Identify infection control and isolation procedures.
#2 ANTI COAGULATION THEORY	1	<ol style="list-style-type: none"> 1. Define hemostasis. 2. Identify three (3) components of coagulation. 3. Explain the basic process of coagulation and fibrinolysis. 4. Steps in the clotting response 5. Coagulation Issues that affect phlebotomy 6. Platelet function and coagulation factors
#3 KNOWLEDGE OF PREANALYTICAL SOURCES OF ERROR IN SPECIMEN COLLECTION, TRANSPORT PROCESSING AND STORAGE	5	<ol style="list-style-type: none"> 1. Describe at least three sources of pre-examination error that can occur during blood specimen handling. 2. Describe at least three sources of pre-examination error that can occur during blood specimen transportation. 3. Describe at least three sources of pre-examination error that can occur during specimen processing or storage. 4. Describe the impact of possible erroneous results. 5. Explain ways in which the phlebotomist can avoid pre-analytical errors that can occur after specimen collection. 6. List the circumstances that would lead to recollection or rejection of a patient sample.
#4 ANATOMICAL SITE SELECTION AND PATIENT PREPARATION	1	<ol style="list-style-type: none"> 1. Describe the diagnostic function of arterial blood gases. 2. Name the preferred site for arterial puncture and state four (4) factors that should be considered when selecting a site. 3. State the purpose of the Modified Allen Test. 4. Describe six (6) complications of arterial puncture and precautions to avoid them. 5. Discuss age specific differences between pediatric and adult arterial punctures.
#5 RISK FACTORS & APPROPRIATE RESPONSES TO COMPLICATIONS WHICH MAY ARISE FROM PHLEBOTOMY	2	<ol style="list-style-type: none"> 1. List factors that can cause failure to draw blood 2. Identify way to prevent backflow of anticoagulant 3. How to minimize the causes of hematomas? 4. Recognize common causes of hemolysis 5. Select the appropriate tube size for patient vein 6. State the complications produced by the presence of alcohol at the puncture site 7. Describe "chain of custody" as it relates to specimen collection.

<p>#6a COMPLICATIONS ASSOCIATED WITH TEST REQUISITIONS, SPECIMEN TRANSPORT AND PROCESSING</p> <p>#6B CORRECTIVE ACTIONS TO TAKE FOR PROBLEMS IN TEST REQUISITION, SPECIMEN TRANSPORT AND PROCESSING</p>	5	<ol style="list-style-type: none"> 1. Name three methods commonly used to transport specimens. 2. Explain Requisition Law 3. List eight (8) types of errors that can affect patient samples before collection begins. 4. Describe the impact of these errors on specific analyses. 5. Explain ways in which the phlebotomist can avoid making these errors. 6. List the circumstances that would lead to recollection or rejection of a sample 7. Discuss policy for labeling specimens, manual versus computer generated, and situations where computer labels are not available at the time of draw. 8. What corrected actions should be taken while using computer 9. List four (4) factors that interfere with specimen integrity after collection. 10. Explain the proper placement of computer labels on tubes. 11. Pre and post centrifugation
<p>#7 APPLICATION OF BASIC CONCEPTS OF COMMUNICATION, INTERPERSONAL RELATIONS, STRESS MANAGEMENT, PROFESSIONAL BEHAVIOR, ETHICS AND LEGAL IMPLICATIONS OF PHLEBOTOMY</p>	2	<ol style="list-style-type: none"> 1. Differentiate between verbal and non-verbal communication. 2. Describe the components of interpersonal relationships. 3. Demonstrate effective communication techniques. 4. Describe the barriers to developing the components of interpersonal relationships. 5. Identify methods to overcome barriers of communication. 6. List the basic legal terminology involved in healthcare and used in the medical legal aspect for phlebotomy.
<p># 8 QUALITY ASSURANCE IN PHLEBOTOMY NECESSARY TO PROVIDE ACCURATE AND RELIABLE LABORATORY TEST RESULT</p>	3	<ol style="list-style-type: none"> 1. Define the difference between quality improvement and quality control. 2. List three concepts of quality in health care 3. Describe a system for monitoring quality assurance in the collection of blood specimens. 4. Identify policies and procedures used in the lab to assure quality in the obtaining of blood specimens. 5. Explain the laws that regulate compliance 6. Relate legal responsibilities of the lab and phlebotomist to the need for physicians' requests for all specimen collection and testing.
<p>#9 LEGAL ISSUES RELATED TO BLOOD COLLECTION</p> <p>Quiz 2 Advance</p>	1	<ol style="list-style-type: none"> 1. Explain the legal and ethical ramifications of inadequate QA/QC. 2. Describe the effect of CLIA (Clinical Laboratory Improvement Amendment) 1988 on specimen collection and testing. 3. Define QA, QC, TAT, CQI, TQM, delta check, etc. 4. List the accrediting agencies that routinely inspect for QC/QA documentation. 5. Define confidentiality. 6. Relate the concept of confidentiality to the Patient's Bill of Rights. 7. Describe and discuss the major points of the Patient's Bill of Rights as it applies to clinical laboratory personnel.

TOTAL	54	
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1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Communication skills: <ul style="list-style-type: none"> • Elements of laboratory request for patient identification and telephone communication 	2	<ul style="list-style-type: none"> • Demonstrate and practice recording patient history pertinent to laboratory request. • Demonstrate and practice culturally-competent communication techniques during blood draws and other laboratory procedures. • Demonstrate and practice patient identification and confidentiality during patient encounters.
Skills that promote infection control: <ul style="list-style-type: none"> • Hand washing • Gloving • Gowning • Masking. 	2	<ul style="list-style-type: none"> • Demonstrate and practice proper hand washing techniques. • Demonstrate and practice proper donning and doffing of personal protective equipment. • Demonstrate proficiency in phlebotomy techniques related to pre-analytical processes of laboratory specimens, recognizing and adhering to infection control and safety policies and procedures.
Safety in the Lab and Phlebotomy environment:	2	<ul style="list-style-type: none"> • Demonstrate and practice techniques to safely assist a syncope patient. • Demonstrate and practice methods to safely assist in the prevention of patient hematoma. • Demonstrate appropriate disposal of sharps, needles and waste. • Demonstrate and practice basic body mechanics. Practice recording observations in medical and laboratory records.
Dermal Puncture Technique Lab	15	<ul style="list-style-type: none"> • Demonstrate proper cleaning of the puncture site. • Demonstrate proper dermal puncture technique. • Demonstrate patient safety throughout procedure. • Demonstrate proper capillary specimen collection. • Demonstrate post-puncture care.
Venipuncture Technique Lab	15	<ul style="list-style-type: none"> • Demonstrate patient preparation and positioning. • Demonstrate proper cleaning of the venipuncture site. • Demonstrate proper tourniquet application. • Demonstrate proper needle insertion and removal from vein technique. • Demonstrate proper selection and use of phlebotomy equipment. • Demonstrate patient safety throughout procedure. • Demonstrate post-puncture care. • Exhibit professional attitudes and behaviors that are necessary for Phlebotomy Technicians
Total	36	

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

Phlebotomy Handbook, Garza, D., McBride-Becan, K: 9th edition, Upper Saddle River, New Jersey, Prentice Hall.2016

3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Selections from supplementary reading as assigned by instructor.

4. WRITING ASSIGNMENTS:

If applicable, please provide representative examples that demonstrate writing skills.

Students write plan for promoting safety and protection against infection in patient care scenarios.

Essential Academic Skills: Critical Thinking and Other Course Component

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

If applicable, please provide representative examples of assignments that demonstrate how students will begin to develop critical thinking skills.

Students use logic and reasoning activities to identify alternative solutions, conclusions or approaches to problems encountered during unsuccessful venipuncture techniques.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students practice phlebotomy techniques, including venipunctures and capillary punctures using anatomical arms and on each other in the presence of an instructor to develop quality phlebotomy skills, performed as safely as possible to appreciate the patient perspective of drawing blood.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students demonstrate computer competency by Electronic Health Records and entering patient data into Laboratory Specimen Accessioning and Processing Software.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students utilize LASC library resources and the Internet to find magazine articles and books that cover the material on topics related to phlebotomy skill sets in health care.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

Out of class assignments may include, but are not limited to the following:

On site observations of disease transmissions and standard precautions.

10. METHODS OF EVALUATION:

Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Quizzes, Assignments, Written Examination, and Skills Practicum.

11. METHODS OF INSTRUCTION:

Methods of instruction may include but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

List the supplies the student must provide.

Background Checks Requirement of the Clinical Site prior to placement at the affiliated hospital and/or clinic
Proof of recent immunization: - Measles, Mumps, Rubella, Varicella and Hepatitis (titers ONLY)
Mantoux Test (Tuberculosis) within last 6 months
Life Scan

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Cultural, ethnic, gender, and sexual identity diversity are important considerations throughout the duration of this course, especially given the focus of the content on patient care delivery.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

Managing Time: Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME: NONCREDIT**
2. **DEPT/DIVISION CODE: 98**
3. **SUBJECT CODE: 986**
4. **SUBJECT ABBREVIATION: VOC ED**
5. **BASIC SKILLS: No**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those in reading, writing, computation, and English as a Second Language, which are designated by the community college district as noncredit courses.'

6. **COURSE CLASSIFICATION: Noncredit courses**

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

7. **NONCREDIT COURSE CLASSIFICATION: L**
8. **NONCREDIT ELIGIBILITY CATEGORY: Vocational Education**
9. **TOP CODE - 1205.10**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

10. **SAM CODE (Student Accountability Model): C**
11. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

12. MATERIALS FEE:

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks tools, equipment, clothing and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

13. SPECIAL CHARACTERISTICS CODE DESCRIPTOR:

Check all boxes that apply.

- Learning Assistance
- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Persons with Substantial Disabilities
- Citizenship for Immigrants

14. JUSTIFICATION:

Briefly describe the primary method used to determine the need for this course. For example, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

Phlebotomy technicians are in high demand. Vacancies have increased significantly as many places need to hire three shifts of technicians. Employment of phlebotomists is projected by Bureau of Labor Statistics to grow 24% or the next 10 years, much faster than the average for all health occupations. Hospitals, diagnostic laboratories, blood donor centers and other location will need phlebotomists to perform blood work.

15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

a. If yes, the course will be a restricted elective portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

NO

16. FUNDING AGENCY CODE:

17. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input checked="" type="checkbox"/> Addition of Existing District Course	College: Pierce	Board: 7/11/18	Effective Semester: Fall 2018	Effective Semester:

c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> Outline Update	College:			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee.

In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES
(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** Marian Ruane

2. **DEPARTMENT:** Noncredit CTE

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

X By additional funds. Describe:

FTES from apportionment from noncredit. Once this course is approved, the course will be included in a CDCP certificate which will generate enhanced funding.

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

1 adjunct instructor

B. Classroom -- List classroom type needed:

Lecture and laboratory classrooms needed

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

Funded by CTE grant

D. Supplies- List supplies and indicate dollar value:

N/A

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

N/A

Section VI: APPROVALS

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 55002(c) requirements for Noncredit Course:

The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

The course outline of record specifies the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date
College President	Date

Section VII: ADDENDA
(Uploaded Documents)

**Los Angeles Southwest College
Curriculum Committee**



**Distance Learning Course Approval Guidelines
(Existing Courses)**

Title 5, Section 55206 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the cyclical review process of Program Review.

This form assures that the educational objectives of the course can indeed be achieved via distance delivery and it makes clear how instructors will maintain regular and substantive contact and interaction between themselves and students as required by Title 5, section 55204, examples of which can include, but are not limited to, asynchronous office hours conducted via the course management system, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the course management system and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the course management system, facilitating student-to-student contact and virtual student groups. These are requirements of all Distance Education courses. Los Angeles Southwest College does not offer correspondence courses. Only Distance Education courses offered as online or hybrid may be submitted for approval. When submitting this form, the department chair certifies that all information in the DE Addendum is complete and accurate by submitting the DE Addendum via ECD.

Curriculum Committee approval certifies the following requirement have been met. Follow-up on these items is maintained at the Department level by faculty teaching online/hybrid courses and through the faculty evaluation process.

Course Quality Standards (Title 5, section 55372)

The same standards of course quality, including course content and objectives, are applied to distance education courses offerings as are applied to traditional classroom courses.

Course Quality Determinations (Title 5, section 55374)

Determinations and judgments about the quality of the distance education course offering were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

Instructor Contact (Title 5, sections 55204 and 55376)

Each section of the course which is delivered through distance education will include regular and substantive contact and interaction between instructor and students.

Resources:

If you need assistance with any aspect of revising a course for online delivery, please contact:

Distance Education Coordinator

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

Distance Education Coordinator

Definitions

An **online course** never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on a course website.

A **hybrid course** combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

A **correspondence course** provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced.

LOS ANGELES SOUTHWEST COLLEGE
DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

Online Status: Hybrid or Fully Online

Addendum Status: New Proposal

Subject Name & Course Number: VOC ED 381CE

Date: 5/22/2020

Cross-listed Subject Name & Course Number (if applicable): _____

1. DE REGULAR EFFECTIVE CONTACT METHODS:

- Online Assessment Feedback and Discussion
- Online Chat Rooms
- Online Synchronous/Live Conferencing/Webinars
- Instructor Participation in Online Open Discussion Forums
- Student-to-Student Interaction via Online Discussion Forums
- Other (specify): Online Announcements; Canvas Inbox

2. DE INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION:

Please provide representative examples of how this type of activity demonstrates instructor-student and/or student-student interaction.

- Students will receive regular and prompt individualized feedback from instructors on all graded assignments in the LMS. Students may also comment on the assignments they submit to instructors and respond to instructors about the individualized feedback they receive.
- Online chat features such as Canvas Chat and Pronto provide instructors and students a convenient, informal way to interact with each other quickly about any pertinent questions, ideas, suggestions, or concerns that come up.
- Instructors will offer lectures, facilitate discussions, and provide interactive practice and support with course content during optional online synchronous/live conferencing/webinars each week.
- Instructors will lead and participate in weekly themed discussion forums by posing and answering questions related to course materials and objectives, providing constructive feedback, and redirecting discussions if necessary.
- Instructors will strongly encourage students to interact with each other via online discussion forums. Weekly discussion forum assignments will include the instruction to respond to at least two classmates' discussion posts.
- Instructors will regularly post online announcements regarding important information about the class. Online announcements will include the "reply" option to maximize effective ongoing instructor-student and student-student interaction.
- Instructors will communicate regularly with students via LMS email such as Canvas Inbox. Instructors will respond to all LMS email messages from students within 24 to 48 hours.

3. DE STRATEGIES FOR METHODS OF INSTRUCTION:

Please indicate what online learning strategies will be used as methods of instruction in online offerings and how they will enable the student to achieve the course SLOs and Objectives.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college's requirements for accessibility,

authentication, and student privacy.

- Online Publisher Resources
- Online Announcements
- Online Audio/Video Presentations
- Online Bulletin Board/Weblog
- Online Conferencing/Webinars
- Online Public/Class-wide Chat Rooms
- Online Public/Class-wide Discussion Forums
- Interactive Online Applications
- Interactive Software Applications
- Webcasts/Podcasts
- Other (specify):

4. DE STRATEGIES FOR SLOs/OBJECTIVES:

Please indicate how the selected online methods of instruction will enable the student to achieve the course SLOs and Objectives.

COURSE OBJECTIVES - LECTURE- This course content will be delivered through the LMS

1. Demonstrate infection control and safety practices. - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with infection control and safety practices
2. Describe quality assurance as it relates to specimen collection.- Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with quality standards as related to specimen collection
3. Explain the role of specimen collection in the overall patient care system - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with the role of specimen collection in the patient care system.
4. Identify collection equipment, various types of additives used, special precautions necessary, and substances that can interfere in clinical analysis of blood constituents.- Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with various collection equipment, additives, special precautions and substances that can interfere in clinical analysis of blood constituents.
5. Demonstrate venipuncture and capillary puncture techniques on adults, children, and infants.- Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with correct puncture techniques on adults, children and infants.
6. Explain requisitioning, transporting and processing. - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with requisitioning, transporting and processing specimens.

7. Demonstrate proper site care post-venipuncture.- Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with proper post-venipuncture site care.

8. Describe age specific care - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with age specific care of specimen collection

9. Activate the needle safety device and discarding contaminated waste - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with needle safety and the discarding of contaminated waste

10. Labeling specimens after collection - Students will read lecture materials in LMS modules, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with labeling specimen after collection

COURSE OBJECTIVES - LAB - This course content will be delivered through the LMS or face-to-face in accordance with California Department of Health Technician requirements.

1. Demonstrate proper selection of equipment for venipuncture or capillary puncture. - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will demonstrate the proper selection of equipment for a puncture as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

2 Differentiate between an antiseptic and a disinfectant, list agents used for blood collection.- Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will differentiate between an antiseptic and disinfectant, and list agents used for blood collection as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

3 Demonstrate proper hand washing technique. - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will demonstrate proper handwashing technique as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

4 Demonstrate proper use of personal protective equipment. - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will demonstrate proper use of personal protective equipment as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

5 Demonstrate knowledge and practice of standard precautions - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

6 Demonstrate proper cleaning of the puncture site. - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will

have a one-on-one assessment with each student in-person or remotely.

7 Demonstrate proper dermal puncture technique. - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

8 Demonstrate proper patient preparation and positioning - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

9 Demonstrate proper cleaning of the venipuncture site - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

10 Demonstrate proper venipuncture technique - Students will gain knowledge in the lecture component of this course and apply this knowledge in the laboratory setting. Students will as described by the California Department of Health Phlebotomy Technician I performance guide. The instructor will have a one-on-one assessment with each student in-person or remotely.

Students will read lecture materials in LMS pages, read the course textbook/workbook/OER, view lecture videos, and optionally participate in online synchronous/live conferencing/webinars to become familiar with both the theory and techniques of basic medical laboratory procedures. The California Department of Health Phlebotomy Technician I instructional program includes a performance guide with step-by-step instructions and a list of material and equipment. The student will learn each laboratory procedure in an organized and measured manner and will progress to the level of competence required of an entry position in a clinical environment. Students will gain knowledge in the lecture component of the course and apply that information in the laboratory portion.

5. DE STRATEGIES FOR METHODS OF EVALUATION:

Please indicate what online learning strategies will be used as methods of evaluation in online offerings.

NOTE: Any component of this course that will be conducted via a publisher application in the LMS or a website outside of the LMS must meet the college's requirements for accessibility, authentication, and student privacy.

- Files/Information Submitted Electronically
- E-portfolios
- Online Student Audio/Video Presentations
- Online Assessments
- Online Discussion Postings
- Online Application Use
- Software Application Use
- Other (specify):

6. DE STRATEGIES FOR PARTICIPATORY ACTIVITIES:

If applicable, please describe how online learning strategies will be used to enable online students to complete any required participatory activities such as collaborative assignments,

student performances, demonstrations, oral presentations, laboratory activities, event attendance, site visits, field trips, etc.

NOTE: If strategies are not employed in order to accommodate such assignments (if required), then in-person contact hours must be required and the course must be offered as Hybrid only, rather than fully online.

This hybrid course require students hands-on skills performance checks, with two 4 hour sessions. With a class of 20 students or less students will be broken down into groups of 4 per station. This would limit the number of students in class during skills review.

7. DE EMERGENCY CONDITIONS:

If an emergency* were to occur once the course is in progress that prohibits planned in-person activities, what additional DE strategies will be used to enable students to achieve the relevant course SLOs/objectives and what additional resources would be required.

***Emergency: Pandemic or natural disaster.**

N/A

8. DE UNIVERSAL DESIGN:

Please acknowledge (by checking each box) that each item it represents must be addressed in all online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources, websites linked to textbook or course content, and applications or software used.

- Provide an uncluttered interface with consistent layout and navigation
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

9. DE ACCESSIBILITY:

Please acknowledge (by checking each box) that each item it represents must be addressed in all electronic/digital, audio/video, and online content provided by the instructor, the college, the learning management system, publishers of online textbooks/content resources or content, websites linked to textbook or course content, and applications or software used must conform to the following criteria.

- Alternative text or alternative descriptions will be provided for all images.
- Instructional videos will have accurate closed captioning.
- Transcripts will be provided for all audio recordings.
- Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- Hyperlinks will be presented using meaningful link text rather than URLs.
- Content will provide adequate color contrast (such as black and white background), font size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure

readability.

- All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

10. DE AFFILIATED PROGRAM STATUS CHANGE:

This course is affiliated with the following programs. If this proposal will change the DE status of any program from 0-50% to 51-100%, an ACCJC Substantive Change Approval may be required. Contact your Accreditation Liaison Officer for more information. ***Although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.***

Checking the agreement box below indicates you are aware of this requirement.

- I agree and am aware of the Substantive Change term