



## Clinical Site Letter

Thank you for accepting a WITC student at your facility for a clinical phlebotomy rotation. This packet will be used while the student is completing his/her rotation. It is the student's responsibility to ask members of your staff to fill out and initial the appropriate items as they are completed.

The phlebotomy student comes to a clinical site after successfully completing (earning a grade of "C" or better) the Principles of Phlebotomy theory and Basic Lab Skills courses. A student needs orientation(s) specific to your facility's policies and procedures. Brief instruction, demonstration, and quizzing of the student's knowledge prior to the student attempting a new procedure is encouraged. No written testing is required. Quizzes based on ASCP PBT certification exam are completed by the student on-line through Blackboard learning platform.

Students are expected to be prompt and arrive at the time that has been decided and stay for the entire shift, following your facility's lunch and break policies. The time and attendance form is initialed daily. I will contact your facility via phone or email during the first week. During the student's time with you I will make one site visit. Ideally, this will be about 70 hours into the rotation. I want to speak with the coordinating contact person or the lab manager to discuss the process as well as how the student is performing. I will also meet with the student. **However, if at any time there is an issue (attendance, punctuality, behavior, safety, etc.), please contact me immediately.** I will address the situation and make this the best experience possible for you and the student. I am available to make more visits, if deemed necessary.

WITC students are held to a high standard in the classroom and it is my hope that they will be held to the same standards of laboratory professionalism while at your facility. It is our desire to produce well-trained phlebotomists for the workforce.

WITC takes the integrity of this program seriously and will deal with any issues swiftly. WITC wants to create lasting and beneficial relationships with our clinical sites and will do all that is possible to foster positive experiences.

If at any point you have questions about providing feedback or resolving a performance concern, do not hesitate to contact me. As always, we continue to seek feedback from sites to improve the process. Please look at and reply to our survey, located at the end of this packet.

Thank you again for helping to prepare well-trained phlebotomists.

Warm regards,

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*Experience.  
Success.*

# **PHLEBOTOMY LAB/CLINICAL HANDBOOK FY21 (2020-21)**

**NAME** \_\_\_\_\_

**DATES OF CLINICAL** \_\_\_\_\_

**CLINICAL SITE** \_\_\_\_\_

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## GUIDELINES

The Lab/Clinical is a hands-on learning experience in which the student applies the knowledge and information acquired in the classroom and has the opportunity to develop skills necessary to perform as an entry-level phlebotomist. Ideally, the student will have the opportunity to observe a variety of techniques as well as the opportunity to explore various techniques. Students should be encouraged to follow best practices (CLSI), and speed should not be a concern until after 40 successful collections. Following is a sample outline of the Lab/Clinical (based on an eight -week rotation):

**Day 1** – orientation to entire clinical facility, lab, and collection areas, as well as clinical site policies and procedures

**Week 1** – observe procedures and techniques, perform venipunctures on “good” veins; direct supervision

**Week 2** – observation of a variety of procedures and techniques, more challenging venipunctures; direct supervision

**Week 3** – continue observing and performing a variety of procedures and techniques, both direct and indirect supervision (i.e. outside patient room, etc.)

**Weeks 4-8** – continue observing and performing a variety of procedures and techniques; indirect supervision (i.e. outside patient room, down hall, etc.), By the last day, student should progress to supervision, by calling if they need assistance.

- This is a learning experience; therefore, there is no monetary compensation for the time spent at the clinical site
- 2 credits, 8-week experience
- Prerequisite: a grade of "C" or better in Principles of Phlebotomy and Basic Lab Skills
- 8 hours/day, 40 hours/week (total of up to 320 hours, 120 for points), minimum 100 hours based on Clinical Site availability
- Concurrent employment as a phlebotomist by the same clinical facility is not permitted due to conflict of interest
- Students must communicate detailed progress to the WITC Phlebotomy Instructor at the end of each week using Blackboard discussion board posts and email as needed
- WITC Phlebotomy Instructor will contact the clinical site representative(s) at the end of week one to assess progress and visit the site once, preferably 70 hours into the rotation
- WITC Phlebotomy Instructor is able to make more visits, if requested by the clinical location or the student

## SITE RESPONSIBILITIES

### The **Clinical Site** will provide:

- A schedule, coordinated with the student, that offers the ability to successfully complete all tasks
- Submit this schedule to the WITC Phlebotomy Instructor
- Provide constructive feedback to student and to instructor
- A 100-hour clinical experience for one or more students
- An opportunity for the student to complete all minimum requirements of the Clinical Experience
- A welcoming environment conducive to learning
- A single coordinator to act as the primary contact person on site for student questions and concerns
- A trainer(s) (preceptors) with the following:
  - An interest in helping the student learn
  - The ability to teach best practices (CLSI)
  - Tolerance of individual personalities, skill levels, and other diversity
  - Patience and good communication skills
  - Use the **Weekly Performance Evaluation** as a tool to provide specific feedback to the student to guide student progress during the Clinical
  - Current certification in phlebotomy or clinical laboratory sciences or one year or more of full-time phlebotomy experience in the procedures being taught
- Indicate any "Miscellaneous Procedures Performed by Clinical Site"
- Complete "**Trainers (Preceptors)**" page indicating certification and years of experience
- Complete "**Weekly Performance Evaluations**" (total of 4) and discuss with student
- Initial individual procedures observed or performed, blood collections performed, and daily attendance to verify student documentation (initials must match those of one of the trainers listed on "Trainers (Preceptors)")
- Contact the WITC Phlebotomy Instructor with any questions, concerns, or problems as soon as they occur

# TRAINERS/PRECEPTORS

Student Name \_\_\_\_\_

Clinical Site: \_\_\_\_\_ Clinical Dates: \_\_\_\_\_

<b>Trainer Name (<i>please print</i>)</b>	<b>Job Title</b>	<b>Certification/ Certifying Agency</b> (ASCP, AMT, etc.)	<b>Years of Experience</b> (Full-time Phlebotomy)	<b>Initials</b>

## STUDENT RESPONSIBILITIES

### The student **MUST**:

- Abide by all WITC policies, procedures, and guidelines
- Abide by all WITC Phlebotomy Program policies, procedures, and guidelines
- Abide by all Clinical Site policies, procedures, and guidelines
- Wear WITC Phlebotomy Program Student photo ID badge at all times
- Complete all course requirements as directed
- Monitor WITC email daily (M-F), and discuss any questions, concerns, etc., with Clinical Site Contact Person and Phlebotomy Instructor as soon as possible
- Report progress to the Phlebotomy Instructor daily and at the end of each week using discussion board/journal
- Ensure that all documentation pages in the Lab/Clinical Competency Notebook are filled out completely and correctly and initialed by the appropriate trainer(s)
- Contact the Phlebotomy Instructor near 70 hours to schedule a site visit
- Print name at the top of every documentation page in space indicated
- Complete daily participation on the Participation page
- Complete personal Daily Journal online in Blackboard as indicated in the instructions
- Ensure that all documentation pages in the Lab/Clinical Competency Notebook are filled out correctly and completely and initialed by the appropriate trainer(s), one item per line
- Total and record on the “Competency Checklist – Summation & Grading Tool” page:
  - ✓ Participation hours
  - ✓ Total successful blood collections
  - ✓ Successful venipunctures - vacuum tube (multisample needle)
  - ✓ Successful venipunctures – butterfly (syringe or vacuum tube)
  - ✓ Successful venipunctures – syringe (straight needle)
  - ✓ Successful capillary (dermal) punctures
  - ✓ Success rate (blood collections) (successes÷total attempts=%)
  - ✓ Successful miscellaneous procedures required by clinical site (itemized)
  - ✓ Successful non-required additional procedures (do not itemize)
  - ✓ Total of scores on Weekly Performance Evaluations

## WITC PHLEBOTOMY INSTRUCTOR RESPONSIBILITIES

The **instructor MUST:**

- Serve as a resource for both the Clinical Site and the student
- Serve as a mediator between the Clinical Site and the student should conflicts arise
- Serve as a student advocate (unless student has violated policies)
- Remove the student from the clinical site in the event of any serious breach of policy, procedure, or guideline (i.e. breach of confidentiality, intoxication, repeated tardiness/absenteeism etc.)
- Contact the Clinical Site to discuss the student's progress after week one and before site visit
- Calculate grade for Lab/Clinical using "Competency Checklist – Summation & Grading Tool"



## PARTICIPATION INSTRUCTIONS

### Participation:

The Phlebotomy Lab/Clinical is a minimum 100-hour rotation at a clinical facility. One point toward the overall Lab/Clinical grade is awarded for each hour of participation for a maximum of 120 points. Absence results in one point deducted for every hour absent (or ½ point for every ½ hour absent) because it is not possible to participate if not present. Students completing less than 100 hours will receive a grade of “F” for the Lab/Clinical. Due to potential scheduling difficulties there is no guarantee that an opportunity will exist for making up hours lost due to absence. Therefore, it is imperative to complete as many scheduled hours as possible.

**\*\*Missing clinical without contacting site and instructor by email and phone will result in loss of clinical site and failure of clinical. Failure due to professionalism prohibits student from petitioning for reentry.\*\***

Note: In addition to meeting all participation requirements, students must also complete at least the minimum required in each of the other graded competency categories for successful completion of the Lab/Clinical.

### Tardiness:

Students should arrive 5 – 10 minutes early to be ready to start training at the beginning of their shifts. One point will be subtracted from the participation grade for each time a student is tardy for the start of a shift or after returning from a break.

\*\*Students should keep in mind that absenteeism and tardiness may negatively impact future employment opportunities.

### Instructions for Completion of Daily Participation Documentation:

Times “IN” and “OUT” should be documented to the exact minute. Short breaks (10-15 minutes each; maximum 20 minutes total per 8-hour shift) do not need to be documented.

Students must take a 30-minute break when training for 6 or more continuous hours. This break does not count toward training time. (e.g. 8:00-4:30 = 8 hours training)

Each time block (IN / OUT) and the “Daily Totals” must be rounded to the quarter hour and must be confirmed by the trainer. A trainer must initial documented participation time each day.

### Examples:

DATE	IN	OUT	IN	OUT	DAILY TOTALS	POINTS	Trainer Initials
3/4/20xx	0754	1159	1235	1640	8 hours	7.5	tms

4 hours for lunch  
Late for 30-minute lunch  
4 hours after lunch

DATE	IN	OUT	IN	OUT	DAILY TOTALS	POINTS	Trainer Initials
3/5/20xx	8:09 am	12:16 pm	1:15 pm	4:55 pm	7.75 (7 ¾) hours	6.75	tms

Tardy for 8:00 am shift  
4 hours completed before lunch  
1-hour lunch, returned on time  
3.75 (3¾) hours after lunch

## PARTICIPATION

Please see previous page for the participation policy and for instructions for completing this page. Trainer must initial attendance at the end of each day. Email Instructor if more pages are needed.

DATE	IN	OUT	IN	OUT	Daily Totals	POINTS	Trainer Initials

\_\_\_\_\_ DATE  
SIGNATURE OF CLINICAL SITE REPRESENTATIVE

Total Hours \_\_\_\_\_

Total Points \_\_\_\_\_

### **PARTICIPATION**

Please see previous page for the participation policy and for instructions for completing this page. Trainer must initial attendance at the end of each day. Email Instructor if more pages are needed.

DATE	IN	OUT	IN	OUT	Daily Totals	POINTS	Trainer Initials

\_\_\_\_\_  
SIGNATURE OF CLINICAL SITE REPRESENTATIVE                      DATE

Total Hours \_\_\_\_\_

Total Points \_\_\_\_\_

## MISCELLANEOUS PROCEDURES INSTRUCTIONS

Clinical sites may indicate specific miscellaneous procedures to require the student to observe or perform. The procedure, whether it is to be observed or performed and how many are performed; should be identified.

Note: Student cannot successfully complete the Lab/Clinical (receive a grade of C or better) if all minimum required competencies are not completed and documented correctly.

Students should be allowed and encouraged to perform as many duties as possible. This includes observing (or using under direct supervision) how non-waived analyzers work, and why the proper collection of samples is important to the patient results. These procedures, and whether they are observed (O) for 1 point or performed (P) for two points, may be recorded on the “Miscellaneous Procedures” tally pages. If earning more than the minimum, extra points will only be awarded if at least 70% of procedures are “performed” not just “observed”.

Except for those starred items, procedures can be recorded multiple times per day; however, the student should participate in **AT LEAST** five different procedures during their rotation. Items not starred may be performed multiple times per day for credit.

**Suggested miscellaneous procedures** (this is only a partial listing):

COLLECTION PROCEDURES	LAB PROCEDURES	PATIENT VARIATION PROCEDURES
Timed specimens	Patient instruction (Stool, Post Vas, 24-hour urine collection, etc.)	Isolation (transmission-based precautions)
Peak/trough drugs	* Filing	Post-mastectomy
Special transport required	Reagent preparation	IV therapy
Ankle/foot	Administer skin tests	Anticoagulant therapy
Capillary blood gas	Specimen processing	Obese, edematous
Chain of Custody	Centrifuge/aliquot	During blood transfusion
Therapeutic phlebotomy	* Inventory	Infant/neonate
Point of care testing	*Accessioning	ER, surgery, ICU, oncology, etc.
Blood donors	Prepare/stain blood smears	Parkinson's, etc.
Urine collection	CLIA Waived tests	Psychiatric
Blood cultures	*Computer (data entry, printing specimen labels, etc.)	Pediatric
	Performing assays	

\* **May be tallied once per day**

STUDENT: \_\_\_\_\_

**MISCELLANEOUS PROCEDURES OBSERVED (O) OR PERFORMED (P)**

PROCEDURE	O 1 pt.	P 2 pt.	DATE	TRAINER'S INITIALS

TOTAL PERFORMED (P) \_\_\_\_\_ TOTAL OBSERVED (O) \_\_\_\_\_ TOTAL POINTS \_\_\_\_\_



STUDENT: \_\_\_\_\_

**MISCELLANEOUS PROCEDURES OBSERVED (O) OR PERFORMED (P)**

PROCEDURE	O 1 pt.	P 2 pt.	DATE	TRAINER'S INITIALS

TOTAL PERFORMED (P) \_\_\_\_\_ TOTAL OBSERVED (O) \_\_\_\_\_ TOTAL POINTS \_\_\_\_\_

STUDENT: \_\_\_\_\_

**MISCELLANEOUS PROCEDURES OBSERVED (O) OR PERFORMED (P)**

<b>PROCEDURE</b>	<b>O 1 pt.</b>	<b>P 2 pt.</b>	<b>DATE</b>	<b>TRAINER'S INITIALS</b>

TOTAL PERFORMED (P) \_\_\_\_\_ TOTAL OBSERVED (O) \_\_\_\_\_ TOTAL POINTS \_\_\_\_\_



## LAB PROFESSIONALISM AND SKILLS, LOG SHEETS AND SCORE SHEET DIRECTIONS

In each procedure, the student must demonstrate competence in patient identification, site selection, technique, and communication skills in addition to collecting the entire blood specimen. If competence is not shown in one of these five areas, the procedure is considered unsuccessful.

Column 1: Select type of collection (V, B, S, C)

Column 2: Was blood collected

Column 3: Did the student properly ID the patient?

Column 4: Did the student choose the best site possible?

Column 5: Was the communication with the patient appropriate (AIDET, professional, etc.)

Column 6: Did the student perform proper technique (tourniquet, alcohol, labeling, etc.)

Column 7: Comment on what the student did incorrectly, how to fix it, or why they did amazing

Column 8: Initial

Each time a needle is inserted into a patient, it is one attempt. If a student attempts the same patient twice, and is successful on the second attempt, it is counted as one unsuccessful procedure and one successful procedure. This page is used to tally only blood collection. Miscellaneous procedures that are blood collections (cultures, timed, etc.) may be used as both a venipuncture and a miscellaneous procedure.

**V = vacuum tube** (multi-sample needle), **B = butterfly** (syringe or vacuum tube), **S = Syringe** (straight needle or butterfly), **C = capillary/dermal puncture**.

### EXAMPLE

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials
4/1/21	V	U	S	U	S	U	Make sure to check the cephalic vein first. Go in faster. Good angle.	<i>tms</i>
4/1/21	V	S	S	S	S	S	Better job palpating.	<i>tms</i>

\*\*In order to add more easily, some students have designated separate pages for each procedure. One page that only records Venipuncture, one page for recording Capillaries, another for recording Butterflies, etc.

**\*\*For grading purposes, student must have at minimum: 90 Venipuncture, 6 Butterfly, 2 Syringe, and 2 Capillary collections\*\***

STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_ %

STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_%

STUDENT: \_\_\_\_\_

SKILLS LOG

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_ %

20

STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) / Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_%

STUDENT: \_\_\_\_\_

SKILLS LOG

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if “U”) to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_ %  
22

STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if “U”) to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_ %

STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_%



STUDENT: \_\_\_\_\_

**SKILLS LOG**

Date	Procedure (V, B, S, C)	Successful (S) Unsuccessful (U)	Patient ID (S or U)	Site (S or U)	Communicate (S or U)	Technique (S or U)	Comments (especially if "U") to help improve	Initials

Number of successes: \_\_\_\_\_ / 20 Number of misses: \_\_\_\_\_ / 20 Percent success (success/20): \_\_\_\_\_ %

STUDENT: \_\_\_\_\_

**WEEKLY PERFORMANCE LOG**

1 - Performance unsatisfactory (requires significant improvement, not yet ready for job placement)

**\*\*Instructor must be notified if student receives a 1 in any area.\*\***

2 - Performance needs development (routinely needs assistance and/or correction)

3 - Performs satisfactory as a student (needs occasional, moderate assistance)

4 - Performs as well as an entry level phlebotomist (most tasks performed with little to no assistance)

<b>Cognitive/Psychomotor Skills</b>	<b>25 hours</b>	<b>50 hours</b>	<b>75 hours</b>	<b>100+</b>
Has a good working knowledge of procedures after they have been presented, demonstrated and discussed				
Remembers and follows directions after they have been given				
Performs patient identification procedures				
Performs labeling and other documentation procedures				
Performs transportation according to CLSI standards				
Applies previous knowledge and skills to new procedures and situations				
Appropriately uses centrifuge				
Performs correct processing procedures				
Uses proper terminology				
<b>Affective Skills</b>	<b>25 hours</b>	<b>50 hours</b>	<b>75 hours</b>	<b>100+</b>
Communicates/interacts with patients; empathetic				
Communicates/interacts with family members/visitors				
Communicates/interacts with trainers and/or supervisors				
Communicates/interacts with other clinical staff/students				
Adheres to dress code; has professional appearance				
Conducts self in a professional manner				
Observes appropriate breaks/mealtimes				
Seeks out tasks/activities to fill in "down time"				
Attends all practical hours as scheduled				
Arrives on time for all clinical hours; stays for entire scheduled time				
Maintains confidentiality				
Maintains integrity of the profession, ethics, CLSI best practices, pride in profession, honesty, etc.				
Interested in learning new processes/techniques				
Complies with safety, infection prevention and precaution policies				
Uses appropriate terminology				
Maintains a clean, safe work environment				
Assesses patients for signs and symptoms of problems that may affect collection				
Manages time effectively				
Uses appropriate terminology				
<b>Initials</b>				
<b>TOTAL</b>				

Add weekly totals for score to enter in summation log \_\_\_\_\_

**STUDENT:** \_\_\_\_\_

**WEEKLY PERFORMANCE COMMENTS**

Explain any deficits the student may have. Provide both positive and constructive feedback.

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25 HOURS    Date \_\_\_\_\_                      Initials \_\_\_\_\_

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50 HOURS    Date \_\_\_\_\_                      Initials \_\_\_\_\_

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75 HOURS    Date \_\_\_\_\_                      Initials \_\_\_\_\_

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100+ HOURS    Date \_\_\_\_\_                      Initials \_\_\_\_\_

STUDENT: \_\_\_\_\_

### SUMMATION LOG

In order for students to pass this course, they must 1: earn at least 80% of the total possible points (800/1000), AND 2: meet all requirements in the “Minimum Required to Pass Course” column. Earning 80% without meeting all requirements listed in this column will result in a grade of “F”. Meeting only the requirements listed in this column will not result in earning enough points (only 787) to achieve the required 80% to successfully complete the Program. You must complete as many collections, miscellaneous procedures, journal entries, etc., as possible to earn the required 80% of total possible points.

### SCORE SHEET

- Minimum of 100 hours (Points are earned for up to **120** hours.) Students must inform the Program Director and the clinical facility if they will be tardy or absent via phone call and email. Students will not earn participation points for hours not attended.
- Minimum of 100 unaided successful blood specimen collections up to 120 points. Additional blood collections of any of the above to complete the required 100 minimum blood collections
- Minimum of 83% success rate – student will need to keep collecting successful draws to bring percentage up
- Observe or perform a minimum of 2 line draws (vascular access devices)
- Observe or perform a minimum of 40 miscellaneous procedures (Up to **60** points may be earned; one point per procedure). At least 5 different types of miscellaneous procedures must be performed or observed. For suggestions of miscellaneous procedures that may be observed or performed, refer to the list of “Miscellaneous Procedures”.
- Weekly student performance evaluations completed by trainer(s)

### Clinical Log Scoring

Competency	Minimum	Maximum Allowed	Student Earned
Participation Hours	100	120	
Unaided, successful evacuated tube collection	90	120	
Unaided, successful butterfly	6	10	
Unaided, successful syringe	2	5	
Unaided, successful capillary	2	5	
Overall success rate (success/total attempted)	83%	100%	
Miscellaneous procedures (at least 5 different types)	40	60 (minimum 42 must be performed)	
Weekly Performance evaluations	384	480	
<b>TOTAL</b>	707	900	

Student Tracking Log: This is simply for you to keep track of points earned in Blackboard

Assignment	Minimum	Maximum Allowed	Your Total
Daily Journal (3 pts each)	36	45	
Weekly Discussion board (5 pts each)	32	40	
Cover Letter (5pts)	4	5	
Resume (5pts)	4	5	
Thank you to site (5 pts)	4	5	
Total	80 (80%)	100	
<b>Total points for entire rotation</b>	<b>800</b>	<b>1000</b>	

## Suggestions for Training and Commenting on Student Evaluation Forms

### Preparation

- Explain expectations
- Make decision about the training process together
- Provides a positive learning environment

*Have you read the procedure we will be performing?*

*Do you know what equipment/supplies you will need?*

*Do you have any questions?*

### Practicing

- Student observes a demonstration of the procedure
- Observe the student perform the procedure
- Make suggestions for improvement

*Are you ready to observe?*

*Please ask questions.*

*Are you ready to perform the procedure?*

*Are you getting more confident?*

*Is it becoming more automatic or comfortable?*

*Do you feel like you are finding your rhythm?*

*How could you compare this to other techniques? Will this help you with a similar procedure?*

### Praising

- Be specific on what was good about the performance
- Help build confidence in the beginning
- Provides enthusiasm and motivation

*Now that you are doing well with this, are you ready to try ....?*

*You seem to be pretty confident/fluent in this we should move on to the next level.*

*What would you like to try next?*

### Constructive criticism

- Behavior must be corrected but learning must still happen
- Student should be treated fairly with the outcome of improved technique/behavior
- Able to resolve problems quickly

*Your performance is not as efficient at this point as we would like to see, but your accuracy is great.*

*You skipped a few steps so let's talk through it again. What will help to make it stick next time?*

*Could you tell me what you think you missed? When did you realize your mistake? Would you like to make a plan to prevent that for next time or would you like me to work with you on one?*

*That can be tricky. Let's go over it one more time together.*

### Evaluation comments

Always appears professional and ready

May need to review a few uncommon med terms

Practices standard precautions

Could use more practice on different types of precautions rooms

Great technique, just needs to improve on confidence

Appears to have a good understanding of precautions

Getting comfortable with the LIS

Eager to participate

Would be nice if more questions were asked

This is not an all-inclusive list but includes examples of what type of feedback is helpful. Not all areas need a comment, but please document positive reinforcement and improvement comments to guide the student to better performance.

THANK YOU for being involved in the student's development.

## Phlebotomy Lab/Clinical Dress Code

### Clothing

The WITC Phlebotomy program official uniform includes grey “scrub” top and pants, disposable white lab coat, white shoes, and a WITC ID/Name Badge.

Clothing is neat, clean, and of modest fashion

- No denim, cargo pants, sweat pants, or shorts
- Slacks are at the ankle or longer
- Leggings, jeggings or any slim fitted slack are not allowed
- Shirts must have a 3-inch sleeve that goes fully around the arm
- Shirts high enough to cover chest hair or cleavage
- Shirts must cover the body, no cut outs, including lace (no bare skin)
- No sweatshirts, hoodies, or logo-t-shirts
- Tight fitting clothing is not appropriate. Clothing must be large enough that when moving (reaching, bending, twisting) no bare skin is shown
- Undergarments must be worn and hidden from sight
- Skirts and dresses no higher than 2” above the knee when seated
- Nylons, tights, or socks MUST be worn. The entire foot must be covered
- Shoes are clean and closed-toe. No tennis shoes or sandals

### Jewelry

Jewelry and other accessories shall be conservative and reflect a professional, business-like atmosphere. For safety reasons you may not wear dangling or oversize earrings.

- Any visible body piercings, except on the earlobe, are removed

### Appearance

- Make up is modest
- Polished nails are well kept (no chipping) and with modest coloring and of modest length. No artificial nails
- Perfume or cologne is not permitted. Consider scent-free products
- Cigarette smoke is not detected on clothing or materials (handouts, objects)
- Tattoos are covered
- Facial hair is neat and trimmed
- Long hair is tied back
- Hair color is modest
- No hats, sunglasses
- Cleanliness and good hygiene practices (fresh breath and non-scented deodorant)
- Wear WITC name tag

Clinical experiences may require a prescribed dress code. In those instances, the student will adhere to the facility’s policy on uniforms/dress. The student should confirm appropriate dress code during initial contact with the clinical site so dress is appropriate from the first day of clinical.