

**DOCUMENTATION FOR PHLEBOTOMY UNIQUE STANDARDS**

<b>Standard</b>	<b>Narrative</b>	<b>Documentation</b>	<b>Paper Reviewer Role</b>
Standard 20A	<u>No Narrative Required.</u>	Submit a completed Faculty Fact Sheet for the program director.	Verify that the Faculty Fact Sheet for the program director is complete.
Standard 20B	<u>No Narrative Required.</u>	Submit a position description, which describes the responsibilities of the program director.	Verify that the program director is responsible for the required aspects of the program listed in 20B.
Standard 20C	<u>No Narrative Required.</u>	<p>Submit the curriculum vita for the program director.</p> <p>Submit documentation of ongoing professional development of the program director, including sponsor, date and CEU or contact hours.</p> <p><i>*. Relevant continuing education should be in clinical laboratory science, education or phlebotomy. Documentation of professional development may be provided by listing programs attended or presented, giving the title, sponsor and dates for each program; continuing education credits earned, including in-service programs or academic course work pursued;</i></p>	<p>Verify that the program director meets the qualifications listed in Standard 20C.</p> <p>Verify that the program assures and documents the ongoing professional development of the program director.</p>

Standard	<u>Narrative</u>	Documentation	Paper Reviewer Role
Standard 21	<u>Describe the responsibilities of the program faculty.</u>	<p>Submit completed Faculty Fact Sheets for all primary didactic faculty.</p> <p>Submit completed Faculty Fact Sheets for all primary clinical faculty.</p> <p>Submit documentation of ongoing professional development of all didactic faculty, including sponsor, date and CEUs or contact hours.</p> <p>*. Relevant continuing education should be in clinical laboratory science, education or phlebotomy</p> <p>* Documentation of professional development may be provided by listing programs attended or presented, giving the title, sponsor and dates for each program; continuing education credits earned, including in-service programs or academic course work pursued; papers published, and research conducted</p>	<p>Verify that the Faculty Fact Sheets for all primary didactic faculty are complete.</p> <p>Verify that all primary didactic faculty meet the qualifications listed in Standard 21.</p> <p>Verify that the Faculty Fact Sheets for all primary clinical faculty are complete.</p> <p>Verify that all primary clinical faculty meet the qualifications listed in Standard 21.</p> <p>Verify that the program assures and documents the ongoing professional development of all major clinical and didactic faculty.</p>

<b>IN CASES OF CONSORTIA OR JOINT VENTURES, SUBMIT INFORMATION FOR STANDARD 21C, 21C1, &amp; 21C2</b>			
Standard 21C	<u>No Narrative Required</u>	Submit a completed Faculty Fact Sheet for the consortium education coordinator.	
Standard 21C1	<u>No Narrative Required</u>	Submit a position description which describes the responsibilities of the consortium education coordinator.	Verify that the consortium education coordinator is responsible for the required aspects of the program
Standard 21C2	<u>No Narrative Required</u>	Submit a curriculum vita for the consortium education coordinator.  Indicate how knowledge of educational methods and current approval /certification procedures was obtained.	Verify that the consortium education coordinator meets the qualifications listed in Standard 20AA2.

<b>Standard</b>	<b>Narrative</b>	<b>Documentation</b>	<b>Paper Reviewer Role</b>
Standard 22A	<u>No Narrative Required.</u>	<p>Submit a curriculum outline.</p> <p>Submit brief summaries or course descriptions for each unit of instruction or course in the program.</p> <p>Submit the program goals.</p> <p>Submit course syllabi that include schedules and objectives.</p> <p>Submit objectives for the didactic and clinical aspects of the program that address the cognitive, psychomotor and affective domains.</p> <p>Submit <i>the Standard 9A Matrix</i> including <u>all</u> course objectives, didactic and clinical courses, cross-referencing them to the NAACLS Phlebotomist Competencies.</p>	<p>Verify that instruction follows a plan that documents a structured curriculum.</p> <p>Verify that the program has clearly written goals.</p> <p>Verify that the course syllabi include schedules and objectives.</p> <p>Verify that the objectives for the didactic and clinical aspects of the program address the cognitive, psychomotor and affective domains.</p> <p>Verify that the course objectives show progression to the level consistent with entry into the profession.</p> <p>Verify that learning experiences and curriculum sequencing develop the NAACLS Phlebotomist Competencies.</p>

Standard	Narrative	Documentation	Paper Reviewer Role
Standard 22B	Describe the course work required for completion of the program and indicate whether the course work is addressed as part of the professional program or prior to admission to the program.	List the course(s) where each required subject area listed in Standard 9B is addressed.  List the patient types experienced by students.	Verify that course work includes all required subject areas and experiences listed in Standard 22B.
Standard 22C	Describe how the learning experiences and curriculum sequencing develop the NAACLS Phlebotomist Competencies.  Describe the instructional materials, classroom presentations, discussions, demonstrations, laboratory sessions, supervised practices and experiences that support course objectives.  Describe how policies and processes by which students may perform service work are compatible with the program.	Submit a sample schedule demonstrating how a student may progress through the program.  Submit a list or brief description of instructional materials, classroom presentations, discussions, demonstrations, laboratory sessions, supervised practices and experiences that develop course objectives.  Submit a curriculum outline.  Submit policies and procedures by which students may perform service work.	Verify that learning experiences and curriculum sequencing to develop the NAACLS Phlebotomist Competencies includes all required items listed in Standard 22B.  Verify that the education program includes structured didactic and clinical instruction in phlebotomy.  Verify that the policies and processes by which students may perform service work are compatible with the program and include all of the items listed in Standard 22C.

<b>Standard</b>	<b>Narrative</b>	<b>Documentation</b>	<b>Paper Reviewer Role</b>
Standard 22C (cont.)			Verify that students meet the NAACLS Phlebotomist Competencies by demonstrating proficiency before working independently.
Standard 22D	Briefly describe the evaluation systems utilized in the clinical and didactic components of the program and their frequency.	<p>Submit the criteria for passing, failing and progression in the program.</p> <p>Submit the criteria for student evaluation.</p> <p>Submit evaluations for both the clinical and didactic portions of the program. Indicate which of the program objectives are evaluated by each item.</p>	<p>Verify that criteria for passing, failing and progression in the program are established.</p> <p>Verify that criteria for student evaluation are established.</p> <p>Verify that cognitive, psychomotor and affective evaluations are related to objectives and competencies.</p>

Standard	Narrative	Documentation	Paper Reviewer Role
Standard 22D (cont)		<p>Indicate the frequency of student evaluation in lectures and student and/or clinical laboratories.</p> <p><i>* Clinical evaluation tools may include: log sheets recording number, variety of collection techniques and rate of success and skill assessment instruments, (e.g., check lists identifying critical steps).</i></p> <p><i>** Didactic evaluation tools may include: exams and quizzes and papers, presentations and case studies.</i></p> <p><i>*** Evaluation tools for the affective domain may include: rating scales and anecdotal records.</i></p>	<p>Verify that the evaluation systems are employed frequently enough to provide faculty and students with timely indications of a student's academic standing and progress, and to serve as a reliable indicator of the effectiveness of instruction and course design.</p>