

Seattle Vocational Institute

Phlebotomy

**Student Handbook
2017**

Seattle Vocational Institute Phlebotomy Program

Dear Student,

Welcome to Seattle Vocational Institute and the Phlebotomy Program. Phlebotomy is a dynamic, challenging and rewarding profession.

This handbook will familiarize you with the program. The information will answer your questions, direct you to the resources that are available to you on our campus, and outline your responsibilities as a student. Please read the handbook in its entirety, retain it for future reference and submit all required forms as soon as possible.

Our program will provide you with learning experiences, which allow application of scientific concepts and principles, as well as technical and professional skills required to perform effectively and competently in the healthcare industry.

We are excited that you have chosen Seattle Vocational Institute and wish you much success in your studies and as a future practitioner of Phlebotomy.

Sincerely,

Richard St. Clare

Richard St. Clare, RMA, CAHI, BSHHS, MBA

Allied Health Medical Programs Director

Philosophy

We, the faculty of the Allied Health Programs at Seattle Vocational Institute believe our programs should fulfill the needs of our changing society and be responsive to advisory committees, community surveys, local and national trends.

We believe the programs should maintain a vocational/technical emphasis in the course offerings and in the opportunity for practicum in an outpatient/ambulatory care clinical setting. We believe admission to the program should be open to all who demonstrate a sincere desire to enter the health care field or upgrade their skills and meet the requirements established by faculty, accreditation standards and State of Washington guidelines regardless of race, color, religion, national origin, gender, sexual orientation, age, or marital state.

We believe faculty should respond to individual differences of students in planning and implementing the curriculum; that instruction should be conducted wherever possible in a broad mix of lecture, tutorial, and laboratory experiences.

We believe that learning should occur in a collaborative atmosphere where students and faculty assume responsibility for learning.

We believe that the program should provide a climate conducive to learning, stimulate creative and productive participation and foster positive attitudes and behaviors.

We believe the program should provide students with learning experiences, that includes applications of scientific concepts and principles, technical skills and attitudes needed to perform effectively in the medical field.

We believe graduates of our programs should be prepared to function effectively as important members of a health care team.

Major Goals

Upon completion of the programs the student should be able to:

1. Perform the Entry Level Competencies for his/her program of study.
2. Use resources effectively in continuing one's own self-development.
3. Accept responsibility for his/her own actions.
4. Integrate the work habits emphasized in the program into the student's own practice.

Program Policy

All students are subject to the Academic Standards of the Seattle College District and Seattle Vocational Institute and are expected to adhere to these policies except where variations in policies exist due to the specific requirements of the Phlebotomy program.

1. Grading Policies:

- a. Successful completion of each course is required for the completion of the program. Grade expectations are outlined in every course syllabus and may vary depending on the course.

Competency Completion

100% of all competencies must be successfully completed prior to the end of the corresponding course. Students who do not complete 100% of all competencies will receive a failing grade in that course and are not eligible for advancement.

2. Attendance:

- a. It is expected that students arrive on time.
- b. Participation is critical in the Phlebotomy program and is included in calculating your grade. If absences occur, it is the student's responsibility to contact the instructor and a peer for the missed contents, handouts, announcements and instructions that were given in class.
- c. Instructors are available for individual assistance and counseling. Please make an appointment with the instructor in advance. Do not take class time to discuss individual problems.

3. Dress Code:

General Principles – All students attending the Seattle Vocational Institute Phlebotomy training program are subject to the following dress-code standards.

- a. **Uniforms** will be business casual with comfortable professional dress shoes.
- b. A disposable lab coat will be issued to each individual student at the beginning of the quarter and may be replaced as is necessary.

A name tag will be worn on the front of the clothing or lab coat near the left shoulder in the upper area of the chest.

A skirt may be substituted for pants. All skirts and pants cannot drag (touch) the floor.

Undergarments must be worn and may not be visible under clothing.

Shoes will have closed toe and heel with a heel height less than 2 inches and non-skid soles. Crocs present particular hazards and therefore are not permitted.

Casual business attire will be worn to class beginning quarter one.

Visible jewelry will be limited to one ring per hand and piercings will be limited to one set of post earrings. No visible tattoos.

Professional grooming and hygiene is expected. Most facilities are fragrance free zones. No perfume use, please. Daily showers and use of deodorant is expected. Hair is to be off the collar and tied back off of your face. Facial hair is to be well groomed. Nails will be short, with clear polish and well manicured. Nails cannot be more than 1/16 of an inch in length.

The medical field is a conservative profession. Noncompliance of these guidelines will result in being sent home from externship/practicum and missed time in class will result in an adverse effect on your grade.

- a. **Nursing Lab Room and Lab Procedures** – Casual business attire and a lab coat are required and students are expected to appear ready to work in the classroom every day. Avoid gaping sleeves or unsecured long hair. Do not wear expensive garments.
- b. **Name tag** –Seattle Vocational Institute student identification badges must be worn and visible at all times, a pin style fastener is recommended. No lanyards or ties around the neck.

4. Expectations and Requirements

a. PHLEBOTOMY PROGRAM CLASSROOM COMMUNICATION PROTOCOLS

- To speak in class after I have raised my hand and have been recognized by the instructor to speak. I will not speak out of turn.
 - To respect the rights of others to speak without interruption by not interrupting when another student or the instructor is speaking.
 - To respect the need and rights of the instructor to control class discussion by not talking when requested not to do so by the instructor.
 - To respect the need for cooperation among the SVI students and staff by refraining from instigating arguments with staff, students or the instructors at SVI.
 - To discuss issues with the instructor that I may disagree with in the privacy of the instructor's office.
 - To agree to put into writing my opinion about issues that cannot be resolved in private conversation with the instructor so that the issue may be mediated by a third party such as an SVI Counselor.
 - To work towards encouraging general student-staff cooperation by NOT encouraging other students to disagree with the instructors in class.
 - Non-standard language is unacceptable in the classroom, and is not usually tolerated in any business work site or setting either. Please try to keep in mind how you are presenting yourselves to others around you.
 - Foul language and expletives are offensive and have no place in professional behavior. Good manners are the language of all human behavior, and represent respect, and fair play.
- b. We can save class time, create a good learning environment and avoid potential problems if we provide some basic guidelines for appropriate class/lab/clinical behavior.
- c. Attend and participate in all classes. If an emergency arises, notify your instructor so that she/he can provide information about assignments.
- d. Buy the books and other instructional materials assigned **immediately**. Read in preparation for class and turn in assignments in the form specified when they are due. This is the minimum expected in all classes.
- e. Organize course materials. Date class notes and handouts.
- f. Be sure the work you submit in class is your own. Plagiarism is a violation of the student conduct code at Seattle Vocational Institute. When an instructor discovers that work is plagiarized, he or she will reject your work and appropriate disciplinary action will be taken.
- g. See your instructor when you have questions or concerns about the class or your performance. When you meet with an instructor, take your work with you so that you can refer directly to tests, assignments or papers.
- h. Observe simple courtesy toward your instructor and classmates. Arrive on time. Let your instructor know at the beginning of the class period if you must leave a few minutes early and make your exit quietly.
- i. No food or drink at all in classrooms or in the practice laboratories per OSHA requirements. Children are not allowed in any phlebotomy classes and any adult visitor must be approved by the instructor.

- j. Provide services as assigned by the instructor regardless of race, beliefs, creed, gender, country or origin, sexual orientation, personal preference or diagnosis.

Professionalism

The manner in which you speak, communicate and carry yourself says much about your professional image, it is important to carry yourself with pride and assurance. Your co-workers, fellow students and the general public will make judgments not only based on your physical appearance but also on how you communicate.

Elements of Professional Behavior

Project a positive attitude

- Anticipate and respond to the needs of others
- Display a sincere interest in providing appropriate information
- Enforce positive perceptions and overcome negative perceptions
- Act as a role model for holistic health and display a professional image

Perform within ethical boundaries

- Apply ethical standards in the workplace
- Respect patient rights
- Recognize practices, which involve bioethical issues

Practice within your scope of practice, training and personal capabilities

- Determine personal capabilities and performance limitations
- Recognize and function within personal limitations: request supervision when necessary.

Maintain confidentiality

- Maintain confidentiality of verbal, written and computer information
- Comply with HIPAA laws

Work as a team member

- Display awareness of your responsibilities as well as the responsibilities of team members.
- Interact with others in a supportive manner
- Practice the techniques of successful group dynamics and team building

Conduct yourself in a courteous and diplomatic manner

- Interact with others in a polite, cordial manner
- Abide by geographic and cultural customs of courtesy
- Use communication techniques, including non-aggressive language and active listening

Adapt to change

- Assess the type of conflict that is occurring
- Address the issues and people involved to resolve the conflict
- Apply problem-solving skills to: prioritize needs, adapt schedules, reassign duties, modify activities and revise procedures
- Show initiative and responsibility
- Attend work/class regularly and arrive on time
- Perform tasks properly, completely and accurately
- Accept responsibility for your actions and admit errors and assist in correction

- Recognize the work to be done and offer assistance
- Volunteer for additional duties as time allows
- Promote the profession
- Maintain/encourage professional membership at the local, state and national level. Participate in professional meetings, seminars, workshops and community events.

Effective Communication

Listen and Observe

- Utilize listening and understanding techniques to determine key ideas for each of the following:
- Patients, family members, instructors, fellow students, team members, business contacts
- Observe and identify the needs of others

Treat all patients with empathy and impartiality

- Display empathetic behavior in patient relationships: identify verbal and nonverbal cues that express feelings, emotions and needs
- Interact with patients in such a manner as to encourage them to express feelings, emotions and needs
- Display impartial behavior: identify personal bias and prejudice and recognize and respond appropriately to cultural differences

Adapt communication to the individual's ability to understand

- Identify patients with special needs
- Use appropriate responses to communicate with patients with special needs

Recognize and respond to verbal and nonverbal communication

- Select appropriate response to verbal messages
- Select appropriate response to nonverbal messages by giving support through positive body language
- Exhibit active listening skills (eye contact, posture, facial expressions, and repetition of key words) to overcome obstacles to nonverbal communication

Evaluate understanding of communication

- Determine if the receiver understood intent and content of the communication by practicing active listening, paraphrasing statements, questioning for clear interpretation, and observing responses

Serve as the liaison between the patient and others

- Identify the role of the Medical Administrative Assistant
- Respond in a professional manner to enhance the relationship between members of the health profession.

Guidelines for AIDS and HIV

1. Program Guidelines

The medical faculty has a moral commitment to our students and community to demonstrate compassion and understanding toward individuals with HIV infection and AIDS.

In addition, we have a legal obligation toward individuals with HIV infection and AIDS. In accordance with sections 504 or the Rehabilitation Act of 1973, we will provide equal treatment to persons who have contracted AIDS. Furthermore, we will not discriminate against any individual based on the perception that an individual is in a category of persons at risk of infection or because of an individual's familial responsibilities for/or relationship with a person in one of the above categories.

Within this context, we adopt the following general policies concerning students or employees with HIV infection, recognizing that such policies must contain the flexibility to respond to each case required by its particular facts. The institutional guidelines which follow are those recommended by the National League of Nursing and are adapted from the General Statement on institutional responses to AIDS prepared by the American College Health Association Task Force on AIDS and are derived from the best currently available facts about HIV Infection and AIDS.

2. Transmission Information

Current knowledge indicates that students or employees with any form of HIV infection do not pose a health risk to other students or employees in an academic setting. HIV is transmitted by intimate sexual contact and by exposure to contaminated blood. There has been no confirmed case of transmission of HIV by any household, school or other casual contact. The U.S. Public Health Service states that there is no risk created by living in the same place as an infected person; caring for a client with AIDS; eating food handled by an infected person; being coughed or sneezed upon by an infected person; casual kissing or swimming in a pool with an infected person. These facts are the basis for the following recommendations.

- a. **Disability Conditions** – Persons with AIDS may be considered by law to be disabled. The legal rights of these individuals must be guaranteed through existing support services for individuals disabled by HIV infection.
 - b. **Admissions** – We will not include consideration of the existence of any form of HIV infection in the admissions decision for an applicant. The inclusion of people with HIV infection is because the nature of the infection constitutes unwarranted discrimination.
 - c. **Access** – Of students, faculty and staff with HIV will be afforded equal access (as long as their medical condition permits) to college facilities or campus activities including participation in clinical experiences or other academic and social activities offered by the college.
 - d. **Confidentiality** – Because of the potential for discrimination and mistreatment of HIV infected individuals and persons thought to be at risk for infection, confidential information concerning any aspect of HIV infection will be handled with extraordinary care. The following standards and precautions will be taken:
3. No specific information concerning complaints or diagnosis will be provided to faculty, administrators or even parents without the expressed written consent of the student.
 4. No information will be released to any other person, agency, insurer, employer or institution including physicians, health clinics or hospitals without the prior written consent of the individual involved.

- a. **Professional Ethics** – The Phlebotomy faculty believe medical professionals, including faculty, have a fundamental responsibility to provide care for all clients assigned to them and that refusal of care for AIDS clients is contrary to the ethics of the medical profession.
5. The faculty will address any fear, misinformation or prejudices students may be experiencing in regard to treating HIV infected clients through the following measures:
 - a. Provide the most current information on the modes of acquiring and transmitting AIDS virus in the clinical setting.
 - b. Provide thorough instruction in protective precautions for students in the care of clients/patients.
 - c. Students will adhere to the requirement to report all accidental exposure or violations of safety guidelines in the care of all clients/patients to their instructor and appropriate faculty and/or practicum personnel.
 6. Provide intensive education and counseling in those instances where students are apprehensive or refuse to participate in caring for AIDS clients/patients. Such cases should be handled as individual instances in which students have not met the requirements of the discipline. Information and support should be provided to underscore the moral obligation inherent in caring for the sick and to ensure the student's factual understanding of AIDS transmission. If refusal persists, career counseling should be provided to determine whether the student should continue to pursue a health care career.
 - a. **Guidelines for Prevention of HIV Transmission:**
Care of HIV Infected Patients – The Phlebotomy program will follow and teach the following measures for prevention HIV transmission in health care settings as recommended by the Center for Disease Control.
 7. **Precautions:** Use of blood and body fluid precautions for all patients, since medical history and examination cannot reliably identify all patients infected with HIV and other fluid or blood-borne pathogens.
 - a. Use of special precautions during clinical, pre-hospital and emergency care since the risk of blood exposure to health care workers is increased and the infection status of the patient is usually unknown.
 - b. Use of appropriate barrier precautions to prevent exposure to skin and mucous membranes when contact with blood or other body fluids is anticipated.
 - c. Gloves should be worn when in contact with blood, body fluids and mucous membranes and for handling items or surfaces soiled with blood or other body fluids.
 - d. Health care workers with open lesions or weeping dermatitis should refrain from all direct patient care and from handling equipment until the condition resolves.
 - e. Wash/sanitize hands prior to and immediately after **each and every** patient contact.

8. The CDC also offers recommendations that OSHA has adopted as regulations for employers of health care workers including:
 - a. Initial orientation and continuing education and training of all health care workers, including students and trainees on epidemiology, modes of transmission and prevention of HIV and other blood-borne infections, and the need for routine use of universal blood and body fluid precautions for all patients.

**RULES OF BEHAVIOR FOR SEATTLE VOCATIONAL INSTITUTE PHLEBOTOMY STUDENTS
AT CLINICAL FACILITIES (FIELD TRIPS, ETC.)**

1. While you are at a clinical facility, you represent Seattle Vocational Institute and the health care facility. You are expected to conduct yourself in a professional manner.
2. Rules of common courtesy and respect will be observed at all times. You are a guest of the facility.
3. Students will arrive at the facility on time, dressed appropriately, including name tag, identification, pen and a small note pad.
4. Clothing is to be clean and pressed.
5. Hair will be off the shoulders and secured/tied in back.
6. Allowed jewelry includes stud earrings and a wedding band.
7. No tattoos will be visible.
8. Voices are to be subdued while in hallways. There will be no loud speaking in the hallways.
9. There will be no socializing among students in the halls or clinic station. Socializing is permitted during break.
10. Students may not use facility computers for personal use.
11. There will be no picture taking at the clinical facility.
12. Do not communicate information about a client/patient in a manner that would allow others to overhear such information or discuss client/patient information with anyone not permitted access to such information.
13. Do not release, disclose, remove or copy any protected information or reports.

I have read and understand the above Rules of Behavior. I understand that if I do not comply with these rules, I will be asked to leave the clinical facility.

NAME: _____ **DATE:** _____

I have read and agree to abide by the requirements and policies of Seattle Vocational Institute Phlebotomy program as defined in the Student Handbook.

I understand that the following forms must be submitted to the Phlebotomy instructor.

_____ **Verification** that you have READ THIS HANDBOOK COMPLETELY and understand the requirements of the Medical Administrative Assistant Program (this page).

Printed Student Name_____

Student Signature_____

Address_____

Phone Number_____

Student Identification Number_____

Date_____