

HIV PREVENTION PROPOSAL

Phlebotomy 101 for HIV Service Providers

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Description:

This introductory 2-day workshop will consist of a minimum of one (1) hour of pre-course work and a minimum of eight (8) hours of direct, onsite training to include didactic and hands-on lab skills. The goal of the didactic and hands-on skills lab sessions include core competency development in the performance of blood collection methods (phlebotomy) using proper techniques and standard precautions. This Includes the proper identification and use of vacuum collection devices, syringes, butterfly needles and specimen collection on adults. Emphasis on infection prevention, cultural competency/bedside manner, patient identification, specimen labeling, quality assurance, specimen handling, processing, professionalism, ethics, and medical terminology.

Instructional Methodology:

The instructional methodology (**Image 1.**) will be founded on adult learning theory ^{1, 2, 3} to include experiential learning⁴ and Direct Observational Procedure Skills (DOPS).⁵

Objectives:

1) identify and develop the primary learning outcomes; 2) identify the core learning domains required to achieve the primary learning outcomes; and 3) develop assessments and instructional activities to teach core domains and assess student performance.

Format:

The training will include approximately 1-2 hours of individual, on-line, pre-course work in addition to a 2-day (~4 hours/day) on-site training.

Enrollment maximum: 20 students/site

Prerequisites: ~1-2 hours, on-line pre-course work

Training duration: 2-day training per site

Day 1 in-classroom, didactic session: ~ 4 hours

Day 2 in-classroom, hands-on skills lab session: ~4 hours

Sites: Tucson, Phoenix, and Flagstaff, AZ

Cost: [REDACTED] per training/site

Total: [REDACTED]

Travel/Mileage: included in site fee

Lodging: to be covered by funder for trainings outside of the Tucson metro area

¹ Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers* (Vol. 2, No. 2, p. 135). New York: Association Press.

² Knowles, M. (1980). *The modern practice of adult education: Andragogy versus pedagogy*. Rev. and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education

³ Knowles, M. and Associates (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.

⁴ Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212.

⁵ Profanter, C., & Perathoner, A. (2015). DOPS (Direct Observation of Procedural Skills) in undergraduate skills-lab: Does it work? Analysis of skills-performance and curricular side effects. *GMS Zeitschrift für Medizinische Ausbildung*, 32(4).

Proposed Schedule:

Site	Dates	Students (n=20/site)	Hours	Fee
Tucson	January 23 & 24, 2020	20	8.0	
Phoenix	February 20 & 21, 2020	20	8.0	
Flagstaff	March 19 & 20, 2020	20	8.0	
Total	6 training days	60	24.0	

Instructional Goals and Purposes:

The purpose of this course is to teach and develop the skill of blood collection.

Learning Outcomes:

- Demonstrate best practices for infection control and client/patient safety.
- Describe quality assurance as it relates to specimen collection.
- Identify collection equipment and special precautions necessary.
- Demonstrate proper venipuncture techniques on adults.
- Explain requisitioning, transport and processing of specimen.

Core Learning Domains⁶:

- Cognitive
- Affective
- Psychomotor
- Interpersonal

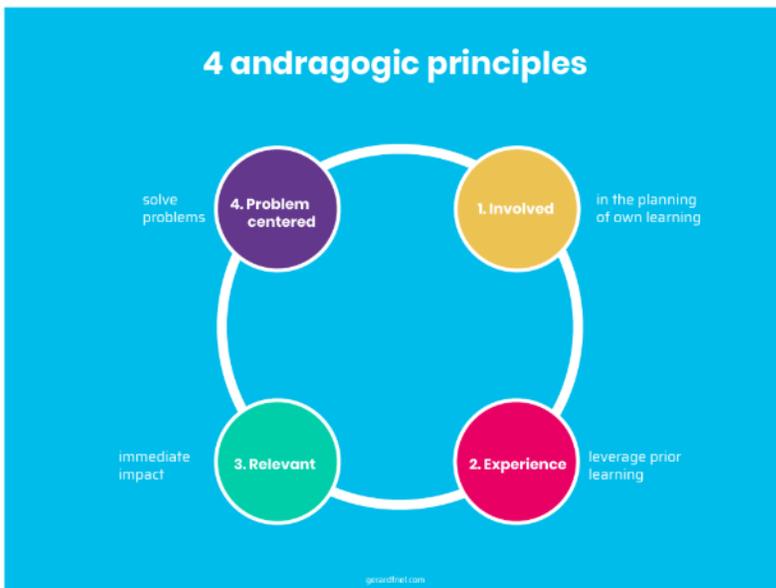


Image 1. Malcolm Knowles four principles of adult learning⁷

⁶ Kemp, J. E. (1985). *The instructional design process*. Harpercollins College Division.

⁷ Retrieved from: <http://www.gerardfriel.com/instructional-design/adult-learning/>