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Instructional Faculty Consortium Committee (IFCC)

Medical Laboratory Technology (Phlebotomy)

Date: September 24, 2021

Time: 9:00 am – 12:00 pm

Location: WebEx

Meeting Facilitator: Sasha Kahiga

Recorder: Dr. Phyllis Ingham

Attendees

- 1) Sasha Kahiga- Curriculum Program Specialist, TCSG
- 2) Dr. Phyllis Ingham- CLT Program Director, West GA Technical College
- 3) Lukas Davies- Health Sciences Associate Dean, West GA Technical College
- 4) LaShauna Hunt- Health Sciences Division Chair, Central GA Technical College
- 5) Anita Khoram- CLT & Phlebotomy Instructor, GA Piedmont Technical College
- 6) Georgia Smith- Program Director, Southern Regional Technical College
- 7) Tonya Brown- Program Director/Allied Health Core Instructor, Lanier Technical College
- 8) Johnna Connell- Medical Assisting/Phlebotomy Program Director, Lanier Technical College
- 9) Judith Jones- Medical Assisting/Phlebotomy Program Director, Atlanta Technical College
- 10) Theresa Snagg- Dean, GA Piedmont Technical College
- 11) Tracey Prince- Instructor, Albany Technical College
- 12) Haley Adams- CLT Program Director, North GA Technical College
- 13) Robin Aiken- CLT Program Director, Chattahoochee Technical College
- 14) Andrea Selby- CLT Clinical Coordinator, Central GA Technical College
- 15) Christy Cole- Instructor, West GA Technical College
- 16) Jennifer Stephenson- Medical Assisting/Phlebotomy Program Director, GA Northwestern Technical College
- 17) Lisa Stephens- Allied Health Dean, Albany Technical College
- 18) Kimberly Register- Allied Health Dean, Southern Crescent Technical College
- 19) Patricia Wynne- Health Sciences Associate Dean, Central GA Technical College
- 20) Rob Hires- Phlebotomy Coordinator, Southern Crescent Technical College



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Agenda Topics/Discussion

Welcome

Sasha Kahiga welcomed all participants and asked everyone to sign in using the WebEx chat to ensure their attendance was captured and recorded. Sasha introduced herself and asked each participant to introduce themselves. Sasha provided a few housekeeping points and a PowerPoint overview, explaining how to navigate the WebEx button options.

Review of Agenda

Sasha reviewed the agenda and asked the group if other items needed to be added for discussion. The group agreed with the agenda.

IFCC Overview & Selection of Officers

Sasha provided the meaning of the IFCC– Instructional Faculty Consortium Committee and its purpose. She provided the ListServ information to the group explaining this is the official line of email communication between the faculty & TCSG. Sasha noted that this IFCC typically promotes the Co-Chair into the Chair position and votes in a new Co-Chair. Sasha stated that Dr. Phyllis Ingham would serve as the Chair, and a volunteer is needed for the Co-Chair position. The IFCC volunteered Ms. LaShauna Hunt for the position, and she accepted. Sasha stated that if anyone misses a meeting, the Chair and Co-Chair would be the point of contact to discuss items. Additionally, Sasha said that each IFCC meeting is recorded, and once available, she will send it to the group via the listserv. As for the meeting minutes, Sasha explained that she would retrieve the meeting notes taken by the Chair & Co-Chair and create the official meeting minutes based on their notes and the WebEx recording. She stated that she typically provides the minutes to the Chair & Co-Chair for review and approval. Once approved, the minutes are uploaded on the AA webpage.

IFCC ListServ: clbtphlt-1@list.tcsg.edu

IFCC Webpage Link: <https://intranet.tcsg.edu/teched/academic-affairs/ifcc/>

Academic Affairs (AA) Overview

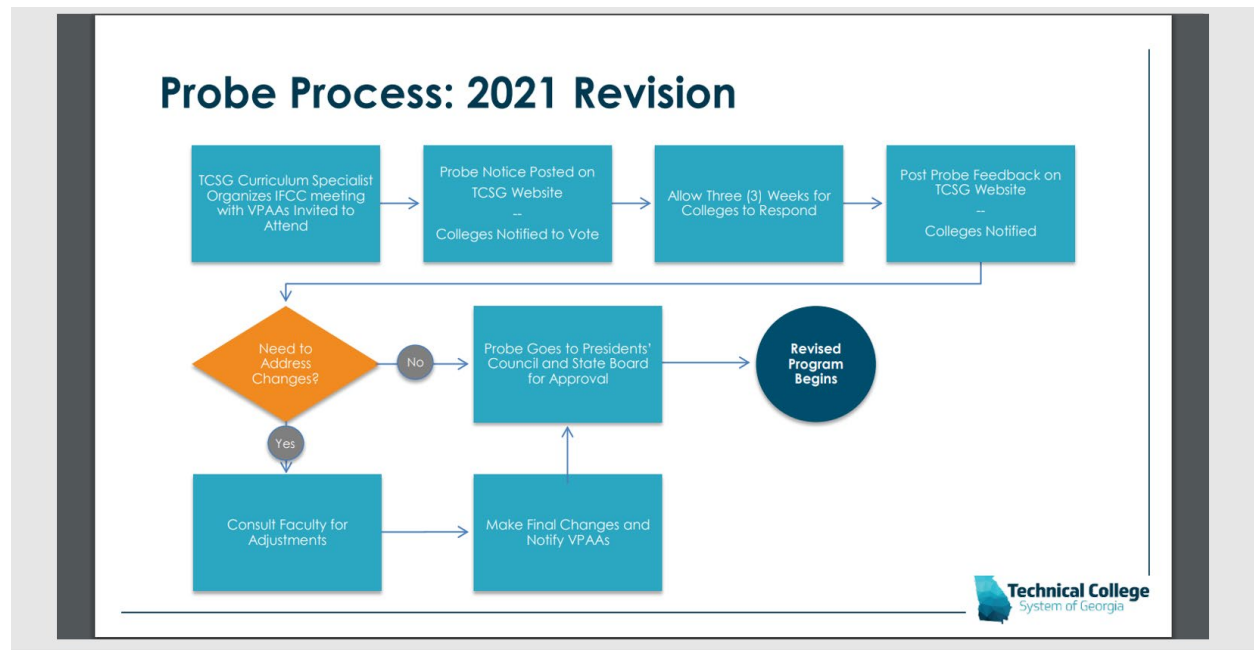
Sasha also discussed the Academic Affairs webpage as a point of reference for instructors. She provided the AA link and explained that instructors could locate the AA Team's contact information, links to the curriculum database (KMS), faculty training opportunities, IFCC meeting documents, PROBEs, information tickets, etc.

AA Webpage Link: <https://intranet.tcsg.edu/teched/academic-affairs/>

Information Tickets vs. PROBES

Sasha explained to the group the purpose and differences between Information Tickets versus PROBES. Sasha noted that the IFCC initiates a PROBE for standard programs and determines which process will be taken to finalize the voted changes depending on the number of changes. Sasha further explained that the changes that result in creating an information ticket are updated within KMS with little to no additional reviews by colleges & etc.

Sasha noted that changes resulting in the creation of a PROBE require additional review and has several steps before the changes are visible within KMS. Sasha provided the group with a visual of the PROBE process. In response, someone asked the allocated time for a PROBE to be approved through the process. Sasha explained that it varies based on the meeting dates of the VPAA Council, President Council, State Board, and if no additional comments require the IFCC to review & address.

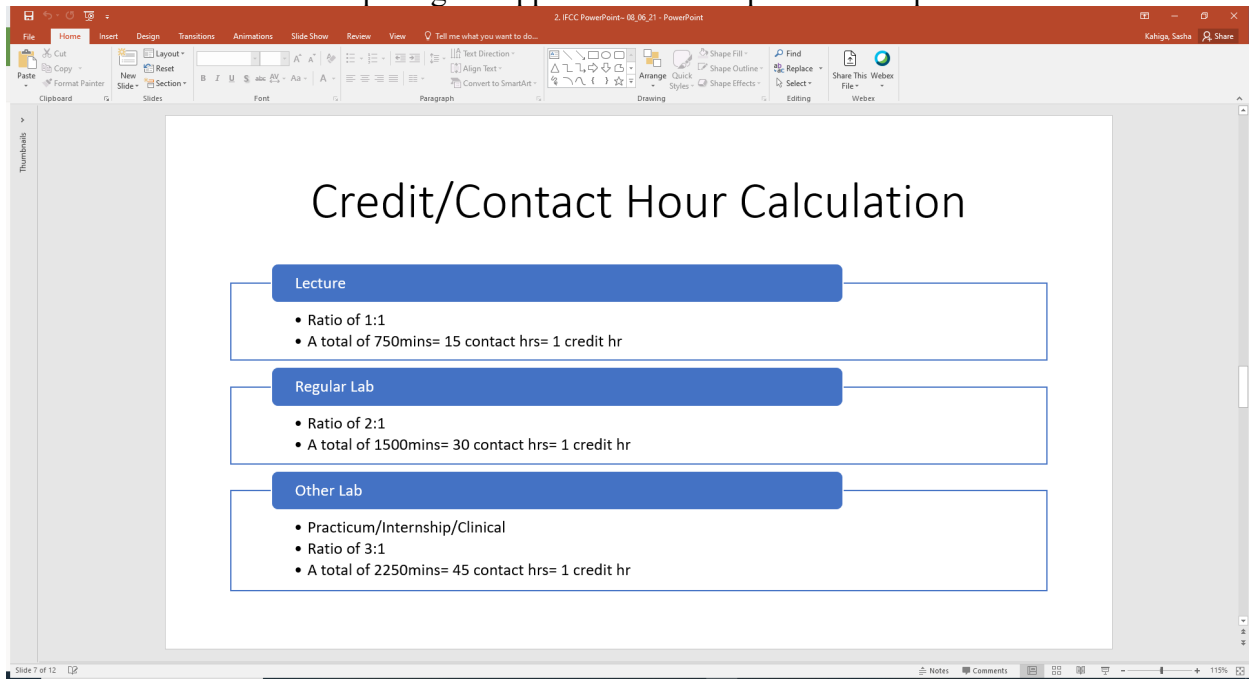


Curriculum Database Overview

Sasha explained to the group that typically, during an IFCC meeting, the IFCC would review standard programs, which are programs that are offered at more than one college. Sasha stated that institutionally developed programs that belong to only one college are not reviewed at an IFCC meeting. Sasha continued to review the PowerPoint and explained the importance of understanding how the KMS standards are displayed and the TCSG definitions before reviewing the courses.

Sasha used this definition as a segway into the TCSG definition of a regular and other lab. She stated the following,

- A regular lab is any learning activity that is not explicitly designated as a lecture.
 - The teacher assists in learning activities require a little out-of-class preparation by the student and may require out-of-class practice assignments
- Other-lab is defined as either a practicum, internship, or clinical
 - Practicum is an instruction that emphasizes structured activities requiring the application and practice of occupational competencies.
 - Internship/Clinical is an instruction that emphasizes supervised work-experience activities requiring the application of occupational competencies.



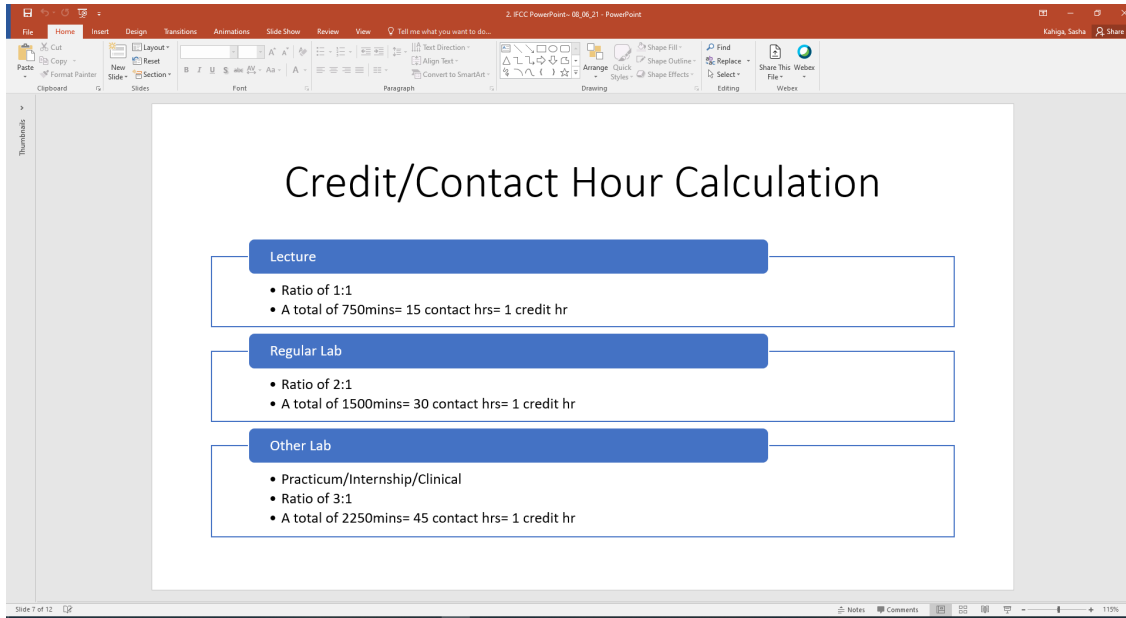
She further provided within the PowerPoint the hour calculation for a lecture, lab, and other lab. She stated the following,

- Lecture
 - 1:1 Ratio
 - 750 minutes = 15 contact hrs = 1 credit hr
- Regular Lab
 - 2:1 ratio
 - 1500 minutes = 30 contact hrs = 1 credit hr
- Other Lab
 - 3:1 ratio

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- 2250 minutes = 45 contact hrs = 1 credit hr



Sasha further explained that KMS is based on a 50-min calculation. However, within the "Other Lab" category, instructors could utilize either the 50-min or 60-min calculation, if the program standards have the clinical clock-hour disclaimer. Sasha stated that the following disclaimer is listed within the PT21 program standards,

In the Phlebotomy Technician program, Practicum/Internship or Clinical courses are based on a clock hour (sixty minutes). Appropriate breaks are included in the clock hour as directed at the Practicum/Internship or Clinical site. One semester credit shall be awarded for a minimum of three clock hours of Practicum/Internship. One hour of credit shall be awarded for 2250 minutes of instructional time.

Sasha explained that if a clinical course is listed at a total of 225hrs for the semester, as the program director, they can have their students complete a minimum of 187.5hrs to a maximum of 225hrs upon approval from their college administration. Sasha asked the group if they understood and if there were any questions. The group understood, and there were no further questions.

Moving forward to the next topic, Sasha presented the 2010 version of the PT21 program and explained that the category description and clinical hours should be reviewed & discussed in detail during the review of the PHLT courses.

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Program Curriculum

PT21 Phlebotomy Technician (version 201003)

Name	Relation	Lecture Credit Hrs	Lab Credit Hrs	Total Credit Hrs	Lecture Contact Hrs	Regular Lab Type	Reg. Lab Contact Hrs	Other Lab Type	Oth. Lab Contact Hrs	Total Contact Hrs Per Week	Smsst Hrs
COURSES REQUIRED FOR TCC											
	AND	-	-	-	-	-	-	-	-	-	24
ALHS 1011 - Structure and Function of the Human Body (201003) 5 hrs	NA	5	0	5	5		0		0	5	5
ALHS 1090 - Medical Terminology for Allied Health Sciences (201003) 2 hrs	NA	2	0	2	2		0		0	2	2
ALHS 1040 - Introduction to Health Care (201003) 3 hrs	NA	2	1	3	2		0	Practicum	3	5	3
COMP 1000 - Introduction to Computer Literacy (201712) 3 hrs	NA	1.667	1.333	3	1.667	Lab	2.667		0	4.334	3
PHLT 1030 - Introduction to Venipuncture (201003) 3 hrs	NA	2	1	3	2	Internship	2		0	4	3
PHLT 1050 - Clinical Practice (201003) 5 hrs	NA	0	5	5	0	Lab	0		15	15	5
ENGL 1010 - Fundamentals of English I (201003) 3 hrs	NA	3	0	3	3		0		0	3	3

Total Credit Hours: 24

External Standards

Curriculum Review

Sasha explained to the IFCC their responsibilities to review all the standard programs and their respective PHLT courses listed within the Medical Laboratory PAS Group curriculum database. Based on the curriculum database, the group must review and provide modifications for the following programs and course standards.

➤ Program Standard

- PT21: Phlebotomy Technician
- PT71: Phlebotomy Technology Specialist
 - Someone requested further clarification of the difference between the PT21 & PT71 TCCs. Sasha explained that the PT71 was an institutional developed program that needed a shorter Phlebotomy program. The PT71 program has the required PHLT courses but does not have COMP 1000 nor ENGL 1010 as required courses. Additionally, there is an "or" option between ALHS 1090 & FSSE 1000. Sasha further explained that if colleges are looking for a shorter version of the Phlebotomy program, the PT71 TCC may be an option to consider.

➤ Course Standards

- PHLT 1030: Introduction to Venipuncture
- PHLT 1050: Clinical Practice

Sasha explained to the group that stated that during the curriculum review, the group should keep in mind the following tips,

➤ Review of Program Standards

- Description

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- Ensure the program description is descriptive to what the program teaches the students
 - Occupational Trends
 - Ensure the occupational trends provide an overview of where graduates of the program could be employed. Additionally, ensure the data is not outdated.
 - Education Programs
 - Ensure the education programs provide an overview of various educational programs in areas such as public vs. private.
 - Job/Career Description
 - Ensure that the information is detailed and updated based on job duties graduates will be required to complete within the field.
 - Employment Trends
 - Ensure that the information is detailed and provides data of employment within different areas of the profession.
 - Salary Trends
 - Ensure the information provides current annual and hourly salary figures.
 - Occupational Analysis
 - Ensure the information provides the duties and tasks per duty required to perform in a job setting once graduated from the program.
 - Program Outcomes
 - Ensure the information provides program outcome statements that a graduate should achieve upon completion of the program.
 - External Standards
 - Ensure the programmatic accreditation information, regulatory bodies, national examination, and 60-min calculation disclaimer for clinical courses are listed.
 - Program Faculty/Administrative
 - Ensure the information listed is currently based on accreditation requirements.
 - Program Resources/Equipment/Facilities
 - Ensure the information is updated.
- Review of Course Standards
 - Course Description
 - Pre-Requisites, Co-Requisites & True-Requisites
 - Ensure the correct courses are listed, and the "one-required" or "all-required" statements are needed to provide flexibility.
 - Course Length (Hours & Description)
 - Sasha stated this is the time course hours can be reviewed and adjusted if needed. However, she further noted that adding hours to existing hours

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will not be accepted unless the IFCC can provide documented justification such as accreditation/regulatory agency requirements.

- Competencies
- Learning Outcomes
- Learning Domain & Level of Learning
 - Ensure there is progression shown throughout the course.
- Aligns w/accrediting agency & national examinations

The IFCC reviewed the standards and made the following revisions,

➤ PHLT 1030: Introduction to Venipuncture

- Course Title
 - Remained as is
- Course description
 - *Provides an introduction to blood collecting techniques and processing specimens. Emphasis is placed on the knowledge and skills needed to collect all types of blood samples from **patient care areas but not limited to** hospitalized patients. Topics include: venipuncture procedure, safety and quality assurance; isolation techniques, venipuncture problems, and definitions; lab test profiles and patient care areas; other specimen collections and specimen processing; test combinations, skin punctures and POCT; professional ethics and malpractice; and certification and licensure.*
- Pre-requisites
 - *Program Admission remained.*
 - *ALHS 1040: Introduction to Healthcare was added.*
 - *ALHS 1090: Medical Terminology was added.*
- Co-requisites
 - *Program Admission was added*
 - *ALHS 1040: Introduction to Healthcare was added.*
 - *ALHS 1090: Medical Terminology was added.*
 - Co-requisites will duplicate pre-requisites to provide flexibility of program layout offered at the various colleges.
 - Sasha will contact the ITDR department to request that within the new curriculum database, the data entry process of a new course have the ability to provide duplication of courses within the pre-req & co-req sections. Sasha will inform the group of the outcome of the request.
- Course Length
 - *Remained as is*
- Regular Lab Type

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- *"Internship" description removed.*
 - *"Lab" description added.*
 - Standard 4.1
 - *Describe blood culture, throat culture, 24-hour urine, clean-catch urine, ~~bleeding time test~~, GTT, 2 hr. p.p./p.c. glucose, and cross-match collection procedures.*
 - The IFCC agreed that "bleeding time" should be removed throughout the standards due to the test being obsolete and has been removed from the credentialing testing agencies.
 - Standard 5.1
 - *Perform a fingerstick and collect an HCT and blood smear (i.e. Glucose, hemacue).*
 - Standard 6.2
 - *Identify applicable codes of ethics (ASCLS Code of Ethics) for the clinical laboratory profession.*
- PHLT 1050: Clinical Practice
 - Course Title
 - Remained as is
 - Course description
 - Due to concerns of limited clinical facility access and the ability to perform specific collections and procedures, the IFCC decided to update the description to state the following,
 - *Provides work experiences in a clinical setting. Emphasis is placed on enhancing skills in venipuncture techniques. Topics include: introduction to clinical policies ~~and~~, procedures and work ethics; routine collections: adult, (i.e pediatric, ~~and~~ newborn) and special procedures.*
 - Pre-requisites
 - *PHLT 1030: Introduction to Venipuncture remained.*
 - Co-requisites
 - *PHLT 1030: Introduction to Venipuncture remained.*
 - Co-requisites will duplicate pre-requisites to provide flexibility of program layout offered at the various colleges.
 - Sasha will contact the ITDR department to request that within the new curriculum database, the data entry process of a new course have the ability to provide duplication of courses within the pre-req & co-req sections. Sasha will inform the group of the outcome of the request.
 - Course Length

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- Due to concerns of limited access to clinical facilities to complete the allocated hours within the "Other Lab" category, the IFCC voted to change the clinical hours from 225hrs to 180hrs.
- Based on the various national testing agencies, the 225hrs was more than the national requirement. The IFCC decided that 180hrs was a common clinical hour requirement that met all national testing agencies used by the various programs.
- Sasha explained that the 180hrs is based on the 50-min calculation. However, since the program standards have the clock-hour disclaimer, faculty can use the 60-min calculation and have their students complete any amount of hours between 150 to 180hrs.
- The reduction of the clinical hours will reduce the course from 5 credit hours to 4 credit hours. The 1-hour reduction will impact any programs with the PHLT 1050 course listed as a required course for completion.

	Lecture	Regular Type	Regular Contact Time	Other Lab Type	Other Lab Contact Time	Total Contact Hrs
Contact hr/wk	0hrs	Lab	0hrs	Clinical	15hrs 12hrs	15hrs 12hrs
Contact min/semester	0min		0min		11250min 9000min	225hrs 180hrs
	Lecture Credit Hours		Lab Credit Hours	Total Credit Hours		
Semester Credit Hrs	0hrs		5 4	5 4		

- *Regular Lab Type was updated to remove the "Lab" description due to no hours allocated within the category.*
 - *Other Lab Type was updated to add the "Clinical" description due to the allocated hours listed within the category.*
- Standard 1.1
 - *Understand and explain the clinical physical ~~layout of the~~ facility layout.*
 - Standard 1.2
 - *Explain, demonstrate, and practice appropriate workplace safety ~~procedures~~ practices.*
 - Standard 3.3
 - *Instruct a patient how to perform a ~~to collect a~~ clean-catch and 24-hour urine ~~specimen~~ collection.*
 - Standard 3.7
 - *Demonstrate special collection/sample processing procedures (e.g. peripheral smear preparation, blood cultures, ~~bleeding times~~, GTT, urinalysis collections) as relative to a health care setting.*

➤ PT21: Phlebotomy Technician

- Program Description remained as is.
- Occupational Trends remained as is.
- Education Programs remained as is.
- Job/Career Description remained as is.
- Employment/Salary Trends
 - Sasha will review the EMSI reports to provide the most updated information.
- Occupational Analysis remained as is.
- Program Outcomes remained as is.
- External Standards
 - To provide flexibility of the various testing agencies, the IFCC has removed External Standard #3: Cert/Lic Name: AMT -American Medical Technologist Certification Exam -- Phlebotomy Technician RPT(AMT).
- Program Admission Requirements remained as is.
- Program Faculty/Administrative remained as is.
- Other Specific Staff Resources remained as is.
- Program Resources/Equipment/Facilities remained as is.

➤ PT71: Phlebotomy Technology Specialist

- Program Description remained as is.
- Occupational Trends remained as is.
- Education Programs remained as is.
- Job/Career Description remained as is.
- Employment/Salary Trends
 - Sasha will review the EMSI reports to provide the most updated information.
- Occupational Analysis remained as is.
- Program Outcomes remained as is.
- External Standards
 - To provide flexibility of the various testing agencies, Sasha revised External Standard #2 to state the following,
Students completing the Phlebotomy Technology Specialist program may be eligible to sit for ~~the American Medical Technologists (AMT) certification exam~~ a nationally recognized certification examination, or other State of Georgia recognized ~~certification~~ certification exams.
- Program Admission Requirements remained as is.
- Program Faculty/Administrative remained as is.
- Other Specific Staff Resources remained as is.
- Program Resources/Equipment/Facilities

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- *Updated the program resources to duplicate the same resources as the PT21 program.*
- *Simulated Practice arms and hands Venipuncture supplies such as: ETS Needles, Vacutainer holders, syringes, and butterfly needles. Collection tubes, gauze pads, alcohol pads, band aids, tourniquets Phlebotomy trays, sharps containers, Phlebotomy Chair Lab coats and gloves. Clinical sites, Textbooks, Background checks and drug screening for clinical rotation. Immunization and physical for clinical rotation.*

Conclusion/Action Items

Sasha thanked the group for their hard work and informed them of the next steps. Sasha explained that a new version of the program and course standards will be created within the curriculum database based on their revisions. Sasha further explained that the programs would undergo the PROBE process due to creating the new versions and the hourly change.

The group asked Sasha the length of the PROBE approval process. In response, Sasha stated that several factors impact a PROBE, such as the voting period, Presidents' Council, State Board, etc. She further noted that a PROBE could go beyond 90days depending on the upcoming meetings of those factors.

Sasha noted that throughout the process, she keeps the IFCC informed of each step. She stated that due to the upcoming holiday season and other currently active PROBEs within the queue, their PROBE would most likely be released in early December or early January. Sasha asked the group if there were any further questions or comments. There were no further questions or comment from the group.

Sasha thanked the group again for their hard work, participation, and valued feedback. Sasha concluded the meeting.

Meeting adjourned at 12:00 pm.

Meeting Notes submitted by Dr. Phyllis Ingham

Meeting Minutes submitted by Sasha Kahiga



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