

Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Introduction to Phlebotomy	Course #	114-P
Session Dates		Period (s)	6 hours
Week / Day	Day 1		

Goals & Objectives

Today's Topic	Chapter 1 - The student will show understanding of the routines related to blood collection and safety including the role of a phlebotomist working as a health-care professional. Students will show the application of ethical consideration and standards used in the laboratory.
	<ol style="list-style-type: none"> History of Phlebotomy Role of the Phlebotomist Various departments in a healthcare setting Qualities & Characteristics of a Phlebotomist Organization of the medical laboratory Roles of medical laboratory personal Types of lab procedures performed Agencies that regulate hospitals and medical laboratories Qualities and characteristics of a phlebotomist

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Course Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

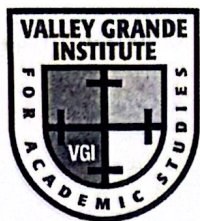
1	Communication-Professionally
2	

II. Preparation (Preview)

1	Instructor is to read chapter before class, go over power point, review any videos that correspond to the topic, and use real life events to talk about with students that correlate with your lecture.
2	

III. Summary and Final Questions

1	Have your students present in front of the class their essays / Interviewing Project on medical professional
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Introduction to Phlebotomy	Course #	114-P
Session Dates		Period (s)	4 hours
Week / Day	Day 2		

Goals & Objectives

Today's Topic	Chapter 1 - The student will show understanding of the routines related to blood collection and safety including the role of a phlebotomist working as a health-care professional. Students will show the application of ethical consideration and standards used in the laboratory.
	<ol style="list-style-type: none"> 1. History of Phlebotomy 2. Role of the Phlebotomist 3. Various departments in a healthcare setting 4. Qualities & Characteristics of a Phlebotomist 5. Organization of the medical laboratory 6. Roles of medical laboratory personal 7. Types of lab procedures performed 8. Agencies that regulate hospitals and medical laboratories 9. Qualities and characteristics of a phlebotomist

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Course Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

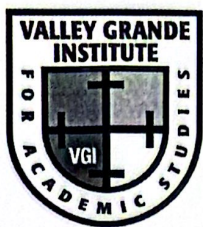
1	Communication-Professionally
2	

II. Preparation (Preview)

1	Instructor is to read chapter before class, go over power point, review any videos that correspond to the topic, and use real life events to talk about with students that correlate with your lecture.
2	

III. Summary and Final Questions

1	Have your students present in front of the class their essays / Interviewing Project on medical professional
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Medical Ethics	Course #	116-P
Session Dates		Period (s)	2 hours
Week / Day	Day 2		

Goals & Objectives

Today's Topic	Chapter 7.2,7.3 and Chapter 16- The students will identify and show how to apply the ethical responsibility a phlebotomist has when providing quality care to patients including the patient's Bill of Rights issue and issues such as confidentiality, continuity of care, hospital rules, and the "right to refuse" treatment.
	<ol style="list-style-type: none"> 1. Identify the professional communication techniques of the phlebotomist and standards for professional communication 2. Comply with ethical and legal standards for professional communication. 3. Carry out proper patient identification. 4. Comply with ethical and legal standards for professional communication. 5. Define the legal/ethical importance of specimen identification. 6. Summarize healthcare diversity and competent professional communications

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

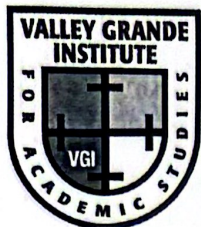
1	Communication-Professionally
2	

II. Preparation (Preview)

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III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Medical Ethics	Course #	116-P
Session Dates		Period (s)	6 hours
Week / Day	Day 3		

Goals & Objectives

Today's Topic	Chapter 7.2,7.3 and Chapter 16- The students will identify and show how to apply the ethical responsibility a phlebotomist has when providing quality care to patients including the patient's Bill of Rights issue and issues such as confidentiality, continuity of care, hospital rules, and the "right to refuse" treatment.
	<ol style="list-style-type: none"> 1. Identify the professional communication techniques of the phlebotomist and standards for professional communication 2. Comply with ethical and legal standards for professional communication. 3. Carry out proper patient identification. 4. Comply with ethical and legal standards for professional communication. 5. Define the legal/ethical importance of specimen identification. 6. Summarize healthcare diversity ad competent professional communications

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project using Learning Resource Materials/Sites e.g. Bloodborne Pathogens from Medline University, <ul style="list-style-type: none"> • Key Terms , Chapter Review, etc. • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

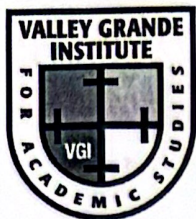
1	Communication-Professionally
2	

II. Preparation (Preview)

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2	

III. Summary and Final Questions

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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Medical Ethics	Course #	116-P
Session Dates		Period (s)	6 hours
Week / Day	Day 4		

Goals & Objectives

Today's Topic	Chapter 7.2,7.3 and Chapter 16- The students will identify and show how to apply the ethical responsibility a phlebotomist has when providing quality care to patients including the patient's Bill of Rights issue and issues such as confidentiality, continuity of care, hospital rules, and the "right to refuse" treatment.
	<ol style="list-style-type: none"> 1. Identify the professional communication techniques of the phlebotomist and standards for professional communication 2. Comply with ethical and legal standards for professional communication. 3. Carry out proper patient identification. 4. Comply with ethical and legal standards for professional communication. 5. Define the legal/ethical importance of specimen identification. 6. Summarize healthcare diversity and competent professional communications.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Course Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

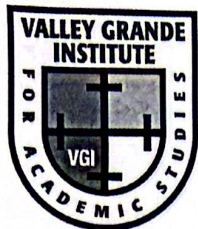
1	Communication-Professionally
2	

II. Preparation (Preview)

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2	

III. Summary and Final Questions

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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Lab Safety/Infection Control	Course #	117-P
Session Dates		Period (s)	6 hours
Week / Day	Day 5		

Goals & Objectives

Today's Topic	Chapter 2, Chapter 3, and Chapter 12- This course will emphasize the importance of laboratory safety/Infection Control. OSHA regulations and fire safety procedures will be applied by students, including compliance to the OSHA rules for laboratory operation and phlebotomy personnel.
	<ol style="list-style-type: none"> 1. Identify the elements in the chain of infection and the ways in which disease can be transmitted. 2. Demonstrate knowledge of infection control practices and guidelines related to phlebotomy. 3. Implement safety practices to reduce the risk of infection from medical biohazards in compliance with state and federal standards and regulations. 4. Demonstrate techniques to ensure the physical safety of healthcare workers and patients. 5. Identify policies and procedures used in phlebotomy and in the clinical laboratory to assure quality in obtaining blood specimens. 6. Carry out documentation of quality control. 7. Identify corrective actions for failures of quality control.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

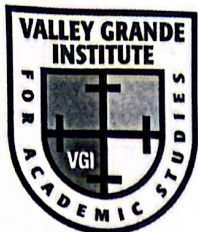
II.

III. Preparation (Preview)

1	Instructor is to read chapter before class, go over powerpoint, review any videos that correspond to the topic, and use real life events using petri-dishes to explain specimen growth with the students that correlate with your lecture.
2	

IV. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Lab Safety/Infection Control	Course #	117-P
Session Dates		Period (s)	6 hours
Week / Day	Day 6		

Goals & Objectives

Today's Topic	Chapter 2, Chapter 3, and Chapter 12- This course will emphasize the importance of laboratory safety/Infection Control. OSHA regulations and fire safety procedures will be applied by students, including compliance to the OSHA rules for laboratory operation and phlebotomy personnel.
	<ol style="list-style-type: none"> 1. Identify the elements in the chain of infection and the ways in which disease can be transmitted. 2. Demonstrate knowledge of infection control practices and guidelines related to phlebotomy. 3. Implement safety practices to reduce the risk of infection from medical biohazards in compliance with state and federal standards and regulations. 4. Demonstrate techniques to ensure the physical safety of healthcare workers and patients. 5. Identify policies and procedures used in phlebotomy and in the clinical laboratory to assure quality in obtaining blood specimens. 6. Carry out documentation of quality control. 7. Identify corrective actions for failures of quality control.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

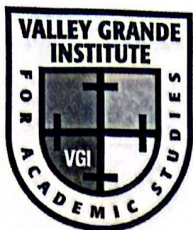
II.

III. Preparation (Preview)

1	Instructor is to read chapter before class, go over powerpoint, review any videos that correspond to the topic, and use real life events using petri-dishes to explain specimen growth with the students that correlate with your lecture.
2	

IV. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Lab Safety/Infection Control	Course #	117-P
Session Dates		Period (s)	6 hours
Week / Day	Day 7		

Goals & Objectives

Today's Topic	Chapter 2, Chapter 3, and Chapter 12- This course will emphasize the importance of laboratory safety/Infection Control. OSHA regulations and fire safety procedures will be applied by students, including compliance to the OSHA rules for laboratory operation and phlebotomy personnel.
	<ol style="list-style-type: none"> 1. Identify the elements in the chain of infection and the ways in which disease can be transmitted. 2. Demonstrate knowledge of infection control practices and guidelines related to phlebotomy. 3. Implement safety practices to reduce the risk of infection from medical biohazards in compliance with state and federal standards and regulations. 4. Demonstrate techniques to ensure the physical safety of healthcare workers and patients. 5. Identify policies and procedures used in phlebotomy and in the clinical laboratory to assure quality in obtaining blood specimens. 6. Carry out documentation of quality control. 7. Identify corrective actions for failures of quality control.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

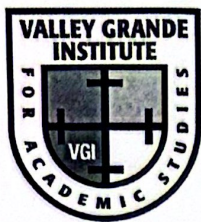
II.

III. Preparation (Preview)

1	Instructor is to read chapter before class, go over powerpoint, review any videos that correspond to the topic, and use real life events using petri-dishes to explain specimen growth with the students that correlate with your lecture.
2	

IV. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Lab Safety/Infection Control	Course #	117-P
Session Dates		Period (s)	2 hours
Week / Day	Day 8		

Goals & Objectives

Today's Topic	Chapter 2, Chapter 3, and Chapter 12- This course will emphasize the importance of laboratory safety/Infection Control. OSHA regulations and fire safety procedures will be applied by students, including compliance to the OSHA rules for laboratory operation and phlebotomy personnel.
	<ol style="list-style-type: none"> 1. Identify the elements in the chain of infection and the ways in which disease can be transmitted. 2. Demonstrate knowledge of infection control practices and guidelines related to phlebotomy. 3. Implement safety practices to reduce the risk of infection from medical biohazards in compliance with state and federal standards and regulations. 4. Demonstrate techniques to ensure the physical safety of healthcare workers and patients. 5. Identify policies and procedures used in phlebotomy and in the clinical laboratory to assure quality in obtaining blood specimens. 6. Carry out documentation of quality control. 7. Identify corrective actions for failures of quality control.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

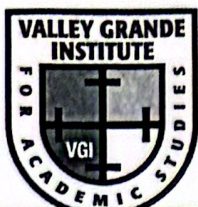
II.

III. Preparation (Preview)

1	Instructor is to read chapter before class, go over powerpoint, review any videos that correspond to the topic, and use real life events using petri-dishes to explain specimen growth with the students that correlate with your lecture.
2	

IV. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	4 hours
Week / Day	Day 8		

Goals & Objectives

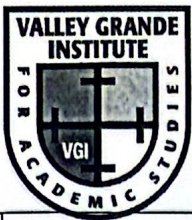
Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
	<ol style="list-style-type: none"> 1. Recognize commonly used medical terminology. 2. Define common medical abbreviations. 3. Explain body position, direction, and parts using medical terms. 4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests. 5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests. 6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests. 7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests. 8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests. 9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests. 10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests. 11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests. 12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests. 13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests. 14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion
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Valley Grande Institute for Academic Studies

Lesson Plan

- Matching Quiz on key terms

Classwork suggestions:

- Essay on Why you chose the program you are in and where do you see yourself in two years.

I. Skills of the Day

1 Communication-Professionally

2

II. Preparation (Preview)

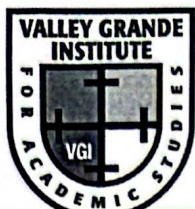
1 Create test in www. QUIA.com, or Paper test using two or more test banks

2

III. Summary and Final Questions

1

1	Book: William MacBryde & Christopher Day of American 2 nd Edition
2	Computer/Program
3	My Email Book
4	Notes, Journal, Essay, etc.
	Tools and Methods (Assignment)
1	Study of Methods: <ul style="list-style-type: none"> • Notes • Journal
	Research suggestions: Research Project, Key Terms, Chapter Review, etc.
	<ul style="list-style-type: none"> • Write an essay about study • Interview a medical professional
	Class suggestions: Quiz on Power point, Quiz on Key Terms
	<ul style="list-style-type: none"> • Research on computer/Assignment



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	6 hours
Week / Day	Day 9		

Goals & Objectives

Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
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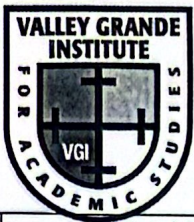
	1. Recognize commonly used medical terminology.
	2. Define common medical abbreviations.
	3. Explain body position, direction, and parts using medical terms.
	4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests.
	5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests.
	6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests.
	7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests.
	8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests.
	9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests.
	10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests.
	11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests.
	12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests.
	13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests.
	14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion
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Valley Grande Institute for Academic Studies

Lesson Plan

- Matching Quiz on key terms

Classwork suggestions:

- Essay on Why you chose the program you are in and where do you see yourself in two years.

I. Skills of the Day

1 Communication-Professionally

2

II. Preparation (Preview)

1 Create test in www. QUIA.com, or Paper test using two or more test banks

2

III. Summary and Final Questions

1

1. Describe body position, direction, and planes used in anatomy.
2. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests.
3. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests.
4. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests.
5. Describe the functions of the circulatory system, common diseases and disorders that affect this system, and related laboratory tests.
6. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests.
7. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests.
8. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests.
9. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests.
10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests.
11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests.
12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests.
13. Describe the functions of the sensory system, common diseases and disorders that affect this system, and related laboratory tests.
14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor: Rosalynne, Paula & William

1 Goals: Review & Reinforce & Competency Based Approach, 5th edition

2 Competency / Professor

3 Day/Event/Event

4 Video, graphics, case studies

Therapist/Technician / Practitioner

1 Teaching objectives:

- Lecture
- Discussion

Homework suggestions: Research Project, Key Terms / Chapter Review, etc.

- Write out key terms/study

- Interview a medical professional

Quiz suggested: Quiz on Power point, Quiz on Key Terms

- Post quiz on power point/discussion



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	6 hours
Week / Day	Day 10		

Goals & Objectives

Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
	<ol style="list-style-type: none"> 1. Recognize commonly used medical terminology. 2. Define common medical abbreviations. 3. Explain body position, direction, and parts using medical terms. 4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests. 5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests. 6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests. 7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests. 8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests. 9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests. 10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests. 11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests. 12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests. 13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests. 14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion
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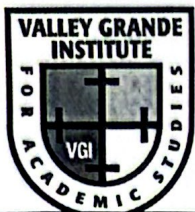


Valley Grande Institute for Academic Studies

Lesson Plan

	<ul style="list-style-type: none"> Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
I. Skills of the Day	
1	Communication-Professionally
2	
II. Preparation (Preview)	
1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	
III. Summary and Final Questions	
1	

	Scott, Kathryn: Philosophy A Course
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies
Teaching Methods / Assignments	
1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	6 hours
Week / Day	Day 11		

Goals & Objectives

Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
	<ol style="list-style-type: none"> 1. Recognize commonly used medical terminology. 2. Define common medical abbreviations. 3. Explain body position, direction, and parts using medical terms. 4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests. 5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests. 6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests. 7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests. 8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests. 9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests. 10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests. 11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests. 12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests. 13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests. 14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion
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Valley Grande Institute for Academic Studies

Lesson Plan

- Matching Quiz on key terms

Classwork suggestions:

- Essay on Why you chose the program you are in and where do you see yourself in two years.

I. Skills of the Day

1 Communication-Professionally

2

II. Preparation (Preview)

1 Create test in [www. QUIA.com](http://www.QUIA.com), or Paper test using two or more test banks

2

III. Summary and Final Questions

1

lecture

- discussion

work suggestions: Quiz on Key Terms

- Write out key terms/ study

- Interview a medical professional

quiz suggestions: Quiz on Power point, Quiz on Key Terms

- Quiz on power point/ discussion



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	6 hours
Week / Day	Day 12		

Goals & Objectives

Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
	<ol style="list-style-type: none"> 1. Recognize commonly used medical terminology. 2. Define common medical abbreviations. 3. Explain body position, direction, and parts using medical terms. 4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests. 5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests. 6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests. 7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests. 8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests. 9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests. 10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests. 11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests. 12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests. 13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests. 14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	<p>Teaching methods:</p> <ul style="list-style-type: none"> • Lecture • Discussion <p>Homework suggestions: Research Project, Key Terms , Chapter Review, etc.</p> <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional <p>Quiz suggestions: Quiz on Power point, Quiz on Key Terms</p> <ul style="list-style-type: none"> • Pop quiz on power point/discussion
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Valley Grande Institute for Academic Studies

Lesson Plan

- Matching Quiz on key terms

Classwork suggestions:

- Essay on Why you chose the program you are in and where do you see yourself in two years.

I. Skills of the Day

1 Communication-Professionally

2

II. Preparation (Preview)

1 Create test in [www. QUIA.com](http://www.QUIA.com), or Paper test using two or more test banks

2

III. Summary and Final Questions

1



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Anatomy Vascular system	Course #	115-P
Session Dates		Period (s)	2 hours
Week / Day	Day 13		

Goals & Objectives

Today's Topic	Chapter 4, Chapter 5, Chapter 6.1-6.3- The student will identify the vital parts of the vascular system and demonstrate understanding of their function and anatomy and identify those areas that are specific for venipuncture. The student will demonstrate proficiency in medical terminology as well.
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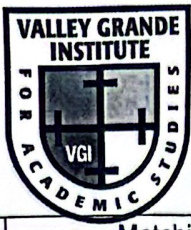
1. Recognize commonly used medical terminology.
2. Define common medical abbreviations.
3. Explain body position, direction, and parts using medical terms.
4. Describe the functions of the integumentary system, common diseases and disorders that affect this system, and related laboratory tests.
5. Describe the functions of the skeletal system, common diseases and disorders that affect this system, and related laboratory tests.
6. Describe the functions of the muscular system, common diseases and disorders that affect this system, and related laboratory tests.
7. Describe the functions of the lymphatic and immune systems, common diseases and disorders that affect these systems, and related laboratory tests.
8. Describe the functions of the respiratory system, common diseases and disorders that affect this system, and related laboratory tests.
9. Describe the functions of the digestive system, common diseases and disorders that affect this system, and related laboratory tests.
10. Describe the functions of the nervous system, common diseases and disorders that affect this system, and related laboratory tests.
11. Describe the functions of the endocrine system, common diseases and disorders that affect this system, and related laboratory tests.
12. Describe the functions of the cardiovascular system, common diseases and disorders that affect this system, and related laboratory tests.
13. Describe the functions of the urinary system, common diseases and disorders that affect this system, and related laboratory tests.
14. Describe the functions of the female and male reproductive systems, common diseases and disorders that affect these systems, and related laboratory tests.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion
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Valley Grande Institute for Academic Studies Lesson Plan

- Matching Quiz on key terms

Classwork suggestions:

- Essay on Why you chose the program you are in and where do you see yourself in two years.

I. Skills of the Day

1 Communication-Professionally

2

II. Preparation (Preview)

1 Create test in [www. QUIA.com](http://www.QUIA.com), or Paper test using two or more test banks

2

III. Summary and Final Questions

1



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	4 hours
Week / Day	Day 13		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10 – The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 14		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
III. Summary and Final Questions	
1	

III. Summary and Final Questions



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 15		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com , or Paper test using two or more test banks
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1. Explain why a test is performed and how to perform it.
2. Explain the correct order of draw for collection.
3. Compare blood collection equipment and techniques.
4. Be able to give step by step how to perform a test.
5. Be able to explain any special procedures needed.
6. Describe signs and symptoms of complications.
7. Explain why germinal/capillary puncture is used in certain situations.
8. Select an appropriate site for germinal puncture and how to clean it.
9. Carry out the procedure for performing and collecting the site.

1	Books, Kathryn: Phlebotomy A Competency Based Approach, 6th Edition.
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

1	<p>Teaching methods:</p> <ul style="list-style-type: none"> • Lecture • Discussion <p>Homework suggestions: Research Project, Key Terms , Chapter Review, etc.</p> <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional <p>Quiz suggestions: Quiz on Power point, Quiz on Key Terms</p> <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms <p>Classwork suggestions:</p> <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and what you want to do with it
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Communication-Professionally	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 16		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	



Valley Grande Institute for Academic Studies

Lesson Plan

II. Preparation (Preview)

1	Create test in www. QUIA.com , or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 17		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 18		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 19		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com , or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 20		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10– The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 21		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10 – The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	

Unit 2

Discussion

Work suggestions: Research Project, Key Terms, Chapter Review

Write out key terms/ study

• Interview a medical professional

• suggestions: Quiz on Power point, Quiz on Key Terms

• Pop quiz on power point/discussion

• Matching Quiz on key terms

Classwork suggestions:

• Essay on Why you chose the program you are in and where do you want to go.

L Skills of the Day

Communication-Professionally

H, Preparation (Preview)

• test in www. QUIA com, or Paper test using two or more



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	6 hours
Week / Day	Day 22		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10 – The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	1. Select equipment used for venipuncture and dermal punctures
	2. Select equipment specific for venipunctures and dermal/capillary puncture procedures.
	3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used.
	4. Implement the correct order of draw for venipunctures and dermal punctures
	5. Compare blood collection equipment from various manufacturers.
	6. Be able to give step by step how to perform a competent and effective venipuncture.
	7. Be able to explain any special procedures needed for difficult to draw veins.
	8. Describe signs and symptoms of complications of venipunctures.
	9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients.
	10. Select an appropriate site for dermal puncture and identify the equipment needed.
	11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

	Communication-Professionally
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II. Preparation (Preview)

	Create test in www. QUIA.com, or Paper test using two or more test banks
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1	<p>Textbook: <i>Introduction to Photography: A Competency Based Approach 5th Edition</i> by John K. Smith Computer / Projector Dry Erase Board Videos, graphics, case studies</p>
2	<p>Teaching Methods / Assignments</p> <p>Teaching methods:</p> <ul style="list-style-type: none"> • Lecture • Discussion <p>Homework suggestions: Research Project, Key Terms, Chapter Review, etc</p> <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional <p>Quiz suggestions: Quiz on Power point, Quiz on Key Terms</p> <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms <p>Classwork suggestions:</p> <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years
3	<p>I. Skills of the Day</p> <p>1. Communication-Professionally</p> <p>2.</p>
4	<p>II. Preparation (Preview)</p> <p>Create test in www. QUIA.com, or Paper test using two or more test banks</p>



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Phlebotomy Procedures	Course #	118-P
Session Dates		Period (s)	4 hours
Week / Day	Day 23		

Goals & Objectives

Today's Topic	Chapter 7.1, 7.4-7.7, 8, 9, & 10 – The student will demonstrate how to use a syringe, the vacutainer system, lancets for finger sticks, the butterfly system and angles of venipuncture. The students will show how to position the patient and select the appropriate venipuncture site. The student will perform a safe and effective venipuncture, assess a failed venipuncture, identify specimens and prioritize specimen collection. Students will identify the laboratory equipment used and maintenance skills for all equipment used, such as microscope slides.
	<ol style="list-style-type: none"> 1. Select equipment used for venipuncture and dermal punctures 2. Select equipment specific for venipunctures and dermal/capillary puncture procedures. 3. Identify the various types of additives and color-coding used in blood collection and be able to explain why those specific tubes are used. 4. Implement the correct order of draw for venipunctures and dermal punctures 5. Compare blood collection equipment from various manufacturers. 6. Be able to give step by step how to perform a competent and effective venipuncture. 7. Be able to explain any special procedures needed for difficult to draw veins. 8. Describe signs and symptoms of complications of venipunctures. 9. Explain why dermal/capillary puncture is used instead of routine venipuncture for some patients. 10. Select an appropriate site for dermal puncture and identify the equipment needed. 11. Carry out the procedure for performing and collecting a dermal puncture specimen.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
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Valley Grande Institute for Academic Studies

Lesson Plan

2	
	III. Summary and Final Questions
1	

Homework (7)
Quiz (4)
Test (4)
Final (1)



Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	2 hours
Week / Day	Day 23		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories.
	2. Recognize criteria for special specimen handling.
	3. List the circumstances that would lead to re-collection or rejection of a patient sample.
	4. Recognize the requirements of special collection procedures.
	5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 24		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 25		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 26		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories.
	2. Recognize criteria for special specimen handling.
	3. List the circumstances that would lead to re-collection or rejection of a patient sample.
	4. Recognize the requirements of special collection procedures.
	5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 27		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 28		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 29		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	6 hours
Week / Day	Day 30		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	<ol style="list-style-type: none"> 1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories. 2. Recognize criteria for special specimen handling. 3. List the circumstances that would lead to re-collection or rejection of a patient sample. 4. Recognize the requirements of special collection procedures. 5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> • Lecture • Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> • Write out key terms/ study • Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> • Pop quiz on power point/discussion • Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> • Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Hematology	Course #	119-P
Session Dates		Period (s)	3 hours
Week / Day	Day 31		

Goals & Objectives

Today's Topic	Chapters 6.4-6.6 and Chapter 11 – The student will classify the various components of hematology, assess the importance of C.B.C, define blood banking procedures and also define various blood types and morphology. Students will show understanding of HIV/AIDS and blood borne pathogens. The student will use the hematocrit and centrifuge machine and demonstrate quality control procedures. Students will prepare microscope slides to examine blood cells types.
	1. Explain methods for transporting and processing blood specimens for routine and special testing and reference laboratories.
	2. Recognize criteria for special specimen handling.
	3. List the circumstances that would lead to re-collection or rejection of a patient sample.
	4. Recognize the requirements of special collection procedures.
	5. Classify venous access sites and their uses.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	3 hours
Week / Day	Day 31		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 32		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 33		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 34		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 35		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 36		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 37		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	6 hours
Week / Day	Day 38		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms, Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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Valley Grande Institute for Academic Studies

Lesson Plan

Instructor		Room #	
Course Title	Urine and Body Fluids	Course #	120-P
Session Dates		Period (s)	5 hours
Week / Day	Day 39		

Goals & Objectives

Today's Topic	Chapters 13,14,15—The student will do a procedural urinalysis. Students will use microscopic techniques to analyze urine and body fluid samples and determine the cell types in a normal urine and infected urine. They will describe these and perform clinical analysis including test for glucose and hematuria.
	1. Explain how to collect various non-blood specimens.
	2. Differentiate among waived tests, moderately complex tests, and high complexity testing.
	3. Describe procedures for various waived and point-of-care tests that a phlebotomist may be asked to perform, including quality controls.

Instructor Resources, Tools & Equipment:

1	Booth, Kathryn: Phlebotomy A Competency Based Approach , 5 th Edition
2	Computer / Projector
3	Dry Erase Board
4	Videos, graphics, case studies

Teaching Methods / Assignments

1	Teaching methods: <ul style="list-style-type: none"> Lecture Discussion Homework suggestions: Research Project, Key Terms , Chapter Review, etc. <ul style="list-style-type: none"> Write out key terms/ study Interview a medical professional Quiz suggestions: Quiz on Power point, Quiz on Key Terms <ul style="list-style-type: none"> Pop quiz on power point/discussion Matching Quiz on key terms Classwork suggestions: <ul style="list-style-type: none"> Essay on Why you chose the program you are in and where do you see yourself in two years.
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I. Skills of the Day

1	Communication-Professionally
2	

II. Preparation (Preview)

1	Create test in www. QUIA.com, or Paper test using two or more test banks
2	

III. Summary and Final Questions

1	
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