

Comparison of Student Outcomes From Two Different Formats of Phlebotomy Education

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ABSTRACT

This study aimed to investigate whether delivery of instruction is a direct contributor to students' psychomotor and affective skills in phlebotomy practicum. In the Department of Medical Laboratory Technology and Phlebotomy, students are enrolled in HSPC 1234 Comprehensive Phlebotomy (an 8-week class that is delivered in a traditional in-class setting for phlebotomy students) and HSML 1221 Comprehensive Phlebotomy (interim class delivered in a hybrid format for Medical Laboratory Technology students). Both classes have the same content for objectives, lecture materials, skills training, and assessments. After successful completion of the didactic phlebotomy classes, students are enrolled in a clinical rotation containing the same evaluation standards for psychomotor and affective skills. Student preceptors are given an evaluation checklist that assesses

the students' psychomotor and affective skills during their clinical rotation in phlebotomy. These preceptor evaluations were compiled and reviewed. Comparison studies were accomplished by performing a 3-year retrospective review of clinical evaluations from both deliveries of instruction. It was determined based on the comparison studies that no significant difference was observed on the psychomotor and affective skills of the two sets of students; preceptor evaluation shows congruence in their evaluation between the hybrid students and the traditional in-class students. The researchers conclude that there is no significant impact on psychomotor and affective skills on students enrolled in phlebotomy clinical rotation despite method of delivery.

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