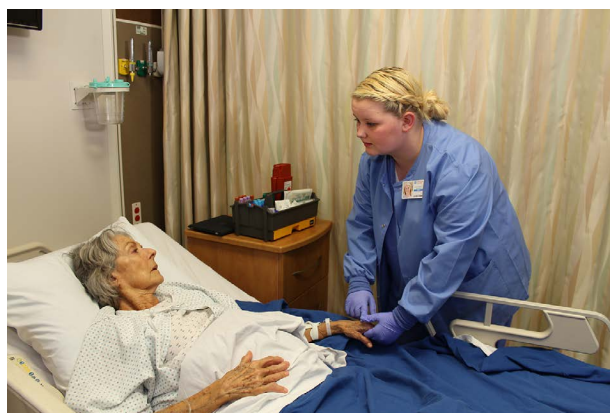


# Certified Phlebotomy Technician (CPT)

## Preparation Suite Edition 2.0 Implementation Guide

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### About This Guide

This guide is a companion to the *Certified Phlebotomy Technician (CPT) Preparation Suite 2.0*, and is to provide directed preparation for the CPT certification exam and to instill the knowledge and standards needed for excellence in the practice of medical billing and coding. We incorporated information such as how many hours you will need to incorporate the training, numerous tips to make implementation seamless, and detailed information on what content is included.

#### LEGEND

Learner: Student, Employee, or Apprentice | Facilitator: Educator, Instructor, Trainer, or Employer

### Description

The goal of the *Certified Phlebotomy Technician (CPT) Preparation Suite 2.0* is to provide directed preparation for the CPT certification exam and to instill the knowledge and standards needed for excellence in phlebotomy practice.

Preparation materials include an online or print study guide and three online practice assessments. These materials may be purchased separately, but this implementation guide refers to using the study guide in conjunction with the practice assessments as a suite of preparation resources.

Certification candidates are often anxious to sit for exams. The CPT study guide provides the best insight on the type of content that will be included on the certification exam and can be an invaluable resource for exam preparation. It is, however, a study *guide*. It should not be the only resource used to prepare, and it will not necessarily cover the specific construct of every question on the

certification examination. Rather, it provides a map to success by presenting overviews of each topic included in the test plan. These materials are not meant as replacement for career training and education in the field.

The quizzes and practice tests provide opportunities to practice answering the types of questions that may appear on the certification exam. Although some of the answers to the questions on these practice tests will be found in the study guide, many will not. This provides additional learning opportunities and helps ensure that learners are not just memorizing information in the study guide but rather using all learning resources so that they are better prepared for testing. All questions will be relevant to the certification test plan.

## Features

The study guide—available in both print book and online tutorial formats—focuses on the principles of phlebotomy technician practice as aligned with the CPT exam blueprint.

### **FEATURES AVAILABLE IN BOTH THE ONLINE TUTORIAL AND PRINT STUDY GUIDE**

- Illustrations, images, and tables help to explain and clarify concepts.
- Glossary terms allow review of definitions of selected terms.
- Quizzes assess knowledge of chapter/module content and other relevant information related to the test plan.
- Case studies test the ability to think and respond to real-world scenarios.

### **FEATURES ONLY AVAILABLE IN THE ONLINE VERSION**

- Electronic games and flashcards reinforce learning throughout module sections.
- The Focus on Phlebotomy (FoP) Interactive Learning Modules place learners front and center in a phlebotomy environment, working through three different patient encounters. Learners will need to call on their phlebotomy training and the content featured in the modules to respond appropriately to each encounter. Each FoP challenge includes a case study, video clips, animations, and interactive questions to make it exciting and engaging.
- Professionalism tips provide insights on important soft skills.
- Video enhancements reinforce information presented in the modules.
- Audio pronunciation of glossary terms teaches learners how to pronounce terms correctly.
- Centralized quiz scoring includes both individual and cohort results.

### **FEATURES OF ONLINE PRACTICE ASSESSMENTS**

- Online practice assessments align to the CPT exam blueprint and provide rationales for each question. Focused Review™ is provided for remediation based on practice assessment results.
- Learning Insights assist facilitators and learners in tracking usage and comprehension.

# Using the Study Guide

## WHY USE THE MATERIALS

Promote learner success in phlebotomy technician education.

- Facilitate content mastery.
- Help the learner improve confidence.
- Support the learner’s understanding and review of competencies.
- Review essential phlebotomy skills.
- Advocate the learner’s self-learning.
- Enforce critical thinking and application of knowledge with case studies.

Provide review materials to assist with preparation for the CPT exam.

- The study guide can be viewed in print book or online tutorial format for customized learning.
- Online practice assessments provide test questions, answers, and rationales to assess learning.
- Glossary terms reinforce vocabulary teaching.

Support faculty teaching practices.

- Assign selected chapters as an adjunct to lecture in an aligning course.
- Assess and reinforce the effectiveness of in-class presentations.

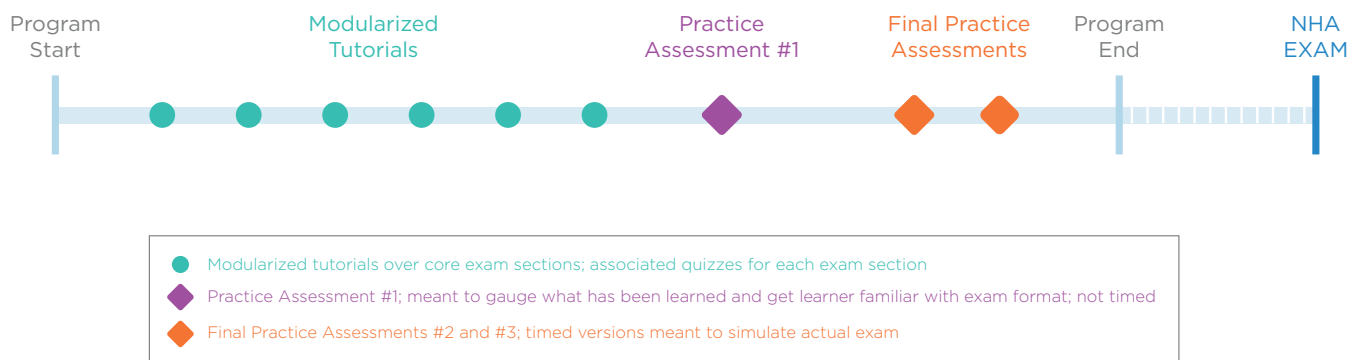
## Implementation Strategies

### WHERE TO START

#### MAPPING THE NATIONAL CERTIFICATION TEST TO COURSE CURRICULUM

Course curriculum extends beyond the national certification test plan (<http://www.nhanow.com/for-schools/resources>), but this can help to ensure all certification exam content will be covered throughout the duration of the course.

Certification preparation materials should be used in addition to—never as a replacement for—existing course curriculum.



## STUDY GUIDE IMPLEMENTATION

- Read the study guide outline to know exactly what topics are covered and in what order. The study guide provides a high-level review of core subjects on the national certification test plan. It may be used as supplementary material throughout the course, and again during the last part of training. Leveraging these resources again closer to the proximity of the exam date (data suggests within 2 weeks) can help keep tutorial content fresh in the certification candidate's mind.
- Align module/chapter content to related courses and build into lesson plans.
- Direct learners to complete all textbook/workbook assignments first, then move to the study guide assignment.
- Assign a study guide quiz due date a couple of days before the end of the course.
- Review quiz learning insights to determine if there are any gaps in overall learner learning.
- Review common deficiency areas with learners before moving on to the next course. Remind learners that although the study guide covers all categories on the test plan, it can only cover these areas at a high level, so encourage learners to continue to review with all learning resources when ever preparing for certification testing.
- Encourage learners to review study guide materials again after taking the first exam. Concentrate on any areas that were deficient.

## RECOMMENDED TIME

<i>Content</i>	<i>Time</i>
Study Guide Content	5.5 hours
Extra Module Features	2 hours
Module Quizzes	1.75 hours
Total Study Guide	9.25 hours

## RECOMMENDED TIME (IN MINUTES) PER MODULE

<i>Module Name</i>	<i>Learning Content</i>	<i>Extra Features<sup>1</sup></i>	<i>Module Quiz</i>	<i>Estimated Total Time</i>
Phlebotomy Fundamentals	40	15	NA	55
Safety and Compliance	60	15	20	90
Patient Preparation	45	15	20	75
Routine Blood Collections	75	15	20	135
Special Collections	45	15	20	75
Processing Specimens	35	15	20	65
Focus on Phlebotomy	30	30	NA	60

1. Includes games, video challenges, video enhancements, and module overviews

## **PRACTICE ASSESSMENT IMPLEMENTATION (MAX 6 ATTEMPTS)**

### **Administer the first online practice assessment.**

- There are three practice assessments, each of which can be taken twice. Practice assessments are administered in the following order: A version, B version, C version, A version (second attempt), B version (second attempt), C version (second attempt).
- A learner's first attempt on the practice assessment should be done after all areas of the CPT test plan have been presented and all six modules in the study guide have been completed.
- Give learners ample time to review any content areas that were challenging on the practice assessment.
- Because the practice assessment mirrors the certification exam in length and format, it is recommended to disable the rationales for a learner's first attempt; however, keep in mind that learners are given extra time on the practice tests to review answers and rationale. (Disabling rationales does not reduce the amount of time learners have to take the practice test. To simulate the amount of time they will have on test day, learners will need to set 2 hour timers and end their test when the 2 hour timer signals.)

### **Administer additional online practice assessments.**

- Learners should have sufficient time to spend in Focused Review before moving to additional assessments. (This may be a few days to more than a week.)
- The last practice assessment should be administered in close proximity to the NHA certification exam date. (Data suggest within 5 days.) Administering the last practice assessment close to the NHA certification exam can keep the candidate more engaged, as well as reduce test anxiety through increased familiarity with the exam format.

## **GENERAL INSTRUCTIONAL STRATEGIES FOR FACILITATORS**

- Inform learners where policies and procedures differ from the study guide.
- Supplement the study guide with handouts that explain the rules and regulations of your state.
- Review Focus on Phlebotomy scenarios and critical thinking challenges together as a class.
- Assign learners to watch one professionalism tip per module. Have them journal their thoughts about the characteristics or skill presented, and state whether they need to improve in the area presented to be successful in their health career journey.
- Highlight real-world application of knowledge and skills from your experiences in phlebotomy.
- Conduct assessments of material mastered and opportunities for goal setting and improvement.
- Assign a project that pertains to news stories or current events. If legislation is in the news, ask learners to research the topic.
- Keep in mind that learners often do better with hands-on learning.
- Encourage questions from learners.
- Meet one-on-one with learners to talk about progress and challenges.
- Invite a former learner who recently passed the exam to visit the class and talk about their experiences and best practices for preparation.
- Invite field experts (providers, clinical supervisors, office managers) to talk to learners about the importance of soft skills on a regular basis.

## **ACTIVE INSTRUCTIONAL STRATEGIES FOR FACILITATORS**

- Have learners teach new concepts to the class.
- Assign readings. Follow up the next day with tasks that relate to the chapter.
- Create index cards with questions from the chapter. Have each learner read a question and teach the content to the class. After each lesson, request that the group provide feedback.
- Whenever possible, break facts into segments. Larger lessons become more manageable.

## **Product Support**

At NHA, we pride ourselves on timely, effective support to meet your needs. Please contact us at 800-499-9092 if you need assistance with this product.

## **ISBN and Copyright Information**

- Print study guide: 978-1-56533-582-0
- Online study guide: 978-1-56533-583-7
- Practice tests: 978-1-56533-584-4

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