

NHA Certified Patient Care Technician/Assistant Exam Guide

Updated August 2020

Overview

This document is designed to give instructors guidance on preparing students to become Certified Patient Care Technicians/Assistants.

The National Healthcareer Association (NHA) provides an industry certification in patient care that can be taken by high school students. NHA's certificate is called the **Certified Patient Care Technician/Assistant (CPCT/A)**.

This document is based on the September 2018 version of the NHA CPCT/A exam.

Outline

In this guide, you will find:

1. NHA CPCT/A exam eligibility requirements
2. Certification exam topic outline
3. HealthCenter21 modules recommended for CPCT/A exam prep
4. An in-depth crosswalk of HealthCenter21 to the NHA Test Plan
5. Additional resources for NHA CPCT/A exam prep

1. Eligibility Requirements for the NHA CPT Exam

In order to sit for the NHA CPCT/A exam, students must have all of the following:

1. A high school diploma or GED equivalency
2. Successful completion of a CPCT/A training program

High school students may earn provisional certificates prior to graduation. Key information to note includes:

1. High school students who meet eligibility requirements must register for the exam within 12 months before graduation
2. A provisional certificate expires 12 months from the exam date
3. After graduation, graduates may apply to convert the active provisional certificate to a full certificate

2. NHA CPCT/A Exam Topic Outline

Core knowledge for a patient care technician includes:

- Phlebotomy Fundamentals
- Safety and Compliance
- Patient Preparation
- EKG
- Patient Care

The NHA CPCT/A exam measures this knowledge by asking questions across five domains:

1. Patient Care
2. Compliance, Safety, and Professional Responsibility
3. Infection Control
4. Phlebotomy
5. EKG

For more details on the NHA CPCT/A exam content, see www.nhanow.com

3. HealthCenter21 Modules Recommended for CPCT/A Exam Prep

HealthCenter21 has many modules that will help your students pass the CPCT/A exam. The chart below is an overview of the HealthCenter21 modules that prepare students for the exam:

Health Care Foundations	Patient Care Technician
<ul style="list-style-type: none">• Anatomy & Physiology• Behavioral Health• Bloodborne Pathogens• Client Status• Communications• CPR and Basic Life Support• Domestic Violence• Emergency Care• Health Information Technology• EHR Simulation• Human Growth and Development• Infection Control• Legal & Ethical Responsibilities• Medical Terminology• Personal Qualities• Safety Precautions	<ul style="list-style-type: none">• Body Mechanics• Electrocardiography• Nutrition and Elimination• Patient Comfort• Phlebotomy• Rehabilitation and Restorative Care• Special Populations• Specimen Collection & Testing• The Health Assistant• The Surgical Patient

See the next page for an in-depth crosswalk between HealthCenter21 and the NHA CPCT/A Test Plan.

The coverage of each topic within HealthCenter21 is broken down as being High, Medium, Low, or Not Covered.

4. Crosswalk Between NHA CPCT/A Test Plan & HealthCenter21

Domain 1: Patient Care	HealthCenter21 Location	HealthCenter21 Coverage
A. Provide basic patient care under the direction of nursing staff (e.g., bathing, bed-making, catheter care, assisting with activities of daily living [ADLs], positioning).		
1. Proper body mechanics	Module: Body Mechanics Unit 1, Lesson 1	High
2. Patient bathing techniques (e.g., partial bath, sitz bath, full bed bath)	Module: Patient Comfort Unit 9	High
3. Oral care (e.g., denture care, special mouth care)	Module: Patient Comfort Unit 7	High
4. Perineal care (e.g., catheter care)	Module: Nutrition and Elimination Unit 6 Module: Patient Comfort Unit 4	High
5. Foley catheter care	Module: Nutrition and Elimination Unit 6	High
6. Types of patient beds (e.g., closed, open, surgical, occupied)	Module: Patient Comfort Unit 3	Medium
7. How to operate patient beds	Not Covered	Not Covered
8. Considerations in caring for patients who have functional limitations (e.g., physical, sensory, cognitive, or mental impairment)	Module: Special Populations All Units	High
B. Provide emotional support for a patient and family while performing patient care.		

1. Therapeutic communication techniques	Module: Communications All Units	High
2. Culturally competent care	Module: Communications Unit 3, Lesson 2	High
3. Positive and negative coping mechanisms	Not Covered	Not Covered
C. Set up equipment to be used by a patient (e.g., oxygen equipment, suction equipment, monitors).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Oral suctioning	Not Covered	Not Covered
4. How to operate patient beds	Not Covered	Not Covered
5. Oxygen delivery systems (e.g., rebreather masks, nasal cannula)	Not Covered	Not Covered
D. Provide care for a patient who has a feeding tube (e.g., take aspiration precautions, observe tubing for kinks or problems).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Types of feeding tubes (e.g., percutaneous endoscopic gastrostomy [PEG] tube, gastrostomy [G] tube, nasogastric [NG] tube)	Module: Nutrition and Elimination Unit 3, Lesson 4	High
4. Considerations for patients who have feeding tubes (e.g., recognizing and reporting complications)	Module: Nutrition and Elimination Unit 3, Lesson 4	High

5. Aspiration precautions for patients who have difficulty swallowing (e.g., patient positioning)	Module: Nutrition and Elimination Unit 3, Lesson 4	High
E. Recognize and adapt approach to care for a patient who has functional limitations (e.g., physical, sensory, cognitive, or mental impairment).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Considerations in caring for patients who have functional limitations (e.g., physical, sensory, cognitive, or mental impairment)	Module: Special Populations	High
F. Report any changes in a patient's condition (e.g., level of consciousness, shortness of breath).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Signs and symptoms of changing patient condition (e.g., loss of consciousness, shortness of breath, change to psychological or emotional state)	Module: Emergency Care Unit 7 Module: Behavioral Health Unit 2	High
G. Monitor and record functions related to bodily functions (e.g., urine output, emesis, bowel movements).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High

2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Characteristics and measurement of expected and unexpected intake and output	Module: Nutrition and Elimination Unit 4, All Lessons	High
H. Perform ostomy care, excluding irrigation.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Ostomy care	Module: Nutrition and Elimination Unit 7, Lesson 1	High
I. Assist with ostomy care.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Ostomy care	Module: Nutrition and Elimination Unit 7, Lesson 1	High
J. Monitor, record, and accurately measure intake and output (e.g., percentage of meal eaten, mL of fluid).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High

3. Characteristics and measurement of expected and unexpected intake and output	Module: Nutrition and Elimination Unit 4, All Lessons	High
K. Perform passive range-of-motion (ROM) exercises for a patient.		
1. Passive ROM techniques	Module: Rehabilitation and Restorative Care Unit 5, Lesson 2	High
L. Assist the patient with adaptive devices for ADLs (e.g., feeding and dressing devices, ambulatory assistive devices).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Adaptive devices and their operation/use	Module: Rehabilitation and Restorative Care Unit 4	High
M. Perform patient rounding (e.g., check for consciousness, breathing, positioning).		
1. Signs and symptoms of changing patient condition (e.g., loss of consciousness, shortness of breath, change to psychological or emotional state)	Module: Emergency Care Unit 7	High
2. Elements of patient rounding (e.g., pain, positioning, personal needs, proactive ADLs)	Module: Patient Comfort Unit 11	High
3. Factors to consider when prioritizing patient needs (e.g., fall risk, elopement risk, rapid responses, stat laboratory values)	Not Covered	Not Covered
4. Hospital Consumer Assessment of Healthcare Providers (HCAHPS)	Not Covered	Not Covered
N. Remove peripheral IVs.		
1. IV discontinuation process and techniques	Not Covered	Not Covered

O. Assist in sterile and aseptic dressing changes.		
1. Aseptic and sterile dressing techniques	Module: Infection Control Unit 4, All Lessons	High
P. Assist a patient with ambulation.		
1. Purpose and use of a gait belt	Module: Body Mechanics Unit 4, Lesson 1	High
Q. Transfer a non-weight-bearing patient (e.g., stretcher to bed).		
1. Mechanical lift operation, including safety precautions	Module: Body Mechanics Unit 4, Lesson 1	Medium
2. Types of transfers (e.g., stretcher to bed, bed to wheelchair)	Module: Body Mechanics Unit 4, All Lessons	High
R. Transfer a weight-bearing patient.		
1. Purpose and use of a gait belt	Module: Body Mechanics Unit 4, Lesson 1	High
2. Types of transfers (e.g., stretcher to bed, bed to wheelchair)	Module: Body Mechanics Unit 4, Lesson 1	High
S. Transport a patient via bed, stretcher, or wheelchair.		
1. Patient transport considerations (e.g., backing into elevator, moving slowly over bumps, raised side rails)	Module: Body Mechanics Unit 1, Lesson 2	High
T. Apply immobility splints to a patient.		
1. Structure and function of body	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Safe splint application	Module: Emergency Care Unit 2, Lesson 2	High
U. Provide skin care (e.g., repositioning, nonprescription creams, moisture barriers) and use devices (e.g., air mattresses, draw sheets) to prevent skin breakdown		
1. Signs of impaired circulation	Module: Patient Comfort Unit 1, Lesson 3	High

2. Stages of skin breakdown	Module: Patient Comfort Unit 1, Lesson 3	High
3. Devices to prevent skin breakdown (e.g., air mattresses, draw sheets)	Not Covered	Not Covered
4. Basic body positions (e.g., prone, supine, Fowler's) and when to use them	Module: Body Mechanics Unit 3, Lesson 1	High
V. Identify and report changes in skin integrity.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Signs of impaired circulation	Module: Patient Comfort Unit 1, Lesson 3	High
4. Stages of skin breakdown	Module: Patient Comfort Unit 1, Lesson 3	High
W. Apply sequential compression devices.		
1. Purpose and use of sequential compression devices	Not Covered	Not Covered
X. Apply antiembolism stockings/compression hose.		
1. Purpose and use of antiembolism stockings/compression hose	Module: The Surgical Patient Unit 5, Lesson 3	High
Y. Purpose and use of TCDB exercises		
1. Purpose and use of TCDB exercises	Module: The Surgical Patient Unit 5, Lesson 2	High
Z. Assist a patient with incentive spirometry.		
1. Purpose and use of an incentive spirometer	Not Covered	Not Covered
AA. Administer first aid.		
1. Basic first aid techniques	Module: Emergency Care All Units	High

BB. Perform healthcare provider CPR.		
1. Signs of need for CPR	Module: CPR and Basic Life Support	High
2. Basic life support for healthcare providers	Module: CPR and Basic Life Support	High
3. American Heart Association CPR guidelines	Module: CPR and Basic Life Support	High
CC. Report critical values (e.g., blood glucose levels, vital signs) to the appropriate nurse assigned to the patient.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Critical values (e.g., point-of-care testing, vital signs)	Module: Client Status	High
4. Vital signs, parameters, and methods for obtaining them	Module: Client Status	High
DD. Recognize and report edema.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Signs and symptoms of edema	Module: Emergency Care Unit 7, All Lessons	High
EE. Recognize and report patient pain using a pain scale.		
1. Signs and symptoms of pain	Module: Patient Comfort Unit 11, Lesson 2	High
FF. Recognize and report signs and symptoms of a wound infection.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Indicators of the need for a dressing change	Module: The Surgical Patient Unit 4, Lesson 1 Module: Emergency Care Unit 2, Lesson 1	High

4. Wound care techniques	Module: The Surgical Patient Unit 4, Lesson 1 Module: Emergency Care Unit 2, Lesson 1	High
GG. Follow the Five Rights of Delegation.		
1. Five Rights of Delegation	Not Covered	Not Covered
HH. Prioritize patient care based on patient's needs.		
1. Factors to consider when prioritizing patient needs (e.g., fall risk, elopement risk, rapid responses, stat laboratory values)	Not Covered	Not Covered
II. Recognize visual abnormalities in patient specimens (e.g., stool, sputum, urine, emesis).		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Appearances and quantities of expected and unexpected specimens	Module: Specimen Collection and Testing	High
JJ. Obtain, record, monitor, and report vital signs.		
1. Structure and function of body systems	Module: Anatomy and Physiology	High
2. Common disease processes (e.g., myocardial infarction, cardiovascular disease, congestive heart failure, diabetes, cancers in general, chronic obstructive pulmonary disease)	Module: Anatomy and Physiology	High
3. Vital signs, parameters, and methods for obtaining them	Module: Client Status All Units	High
4. Special considerations in obtaining blood pressure readings (e.g., patients who have venous or arterial access, mastectomy patients)	Module: Client Status Unit 5	High
KK. Weigh a patient (e.g., standing, wheelchair-bound, using bed scales).		
1. Types of scales (e.g., electronic, bed, mechanical) and their use	Module: Client Status Unit 1, Lesson 2 Unit 6, Reading Analog Devices	High
LL. Provide noncurative care to a patient who is receiving hospice care		

1. Positive and negative coping mechanisms	Not Covered	Not Covered
2. Kübler-Ross' five stages of grief	Module: Human Growth and Development Unit 5, Lesson 2	High
3. End-of-life care	Module: Human Growth and Development Unit 5, All Lessons	High
MM. Support the coping mechanisms of a patient and family who are dealing with grief, death, and dying.		
1. Positive and negative coping mechanisms	Not Covered	Not Covered
2. Kübler-Ross' five stages of grief	Module: Human Growth and Development Unit 5, Lesson 2	High
3. End-of-life care	Module: Human Growth and Development Unit 5, All Lessons	High
NN. Perform postmortem care.		
1. Postmortem care process	Module: Human Growth and Development Unit 5, Lesson 3	High

Domain 2: Compliance, Safety, and Professional Responsibility	HealthCenter21 Location	HealthCenter21 Coverage
A. Define, identify, and report abuse or neglect.		
1. Different types of abuse	Module: Legal and Ethical Responsibilities Unit 2, Lesson 2 Module: Domestic Violence – All Units	High
2. Methods for identifying indications of abuse	Module: Legal and Ethical Responsibilities Unit 2, Lesson 2 Module: Domestic Violence – All Units	High

3. Role of social services in health care	Module: Health Assistant Unit 1 Module: Domestic Violence – All Units	Medium
4. Mandated reporting	Module: Legal and Ethical Responsibilities Unit 2, Lesson 2	Medium
5. Patients' Bill of Rights	Module: Health Assistant Unit 6	High
6. Medical ethics	Module: Health Assistant Unit 6	High
B. Prevent workplace injuries by following Occupational Safety and Health Administration (OSHA) guidelines		
1. Resources and regulations regarding workplace safety (e.g., OSHA, National Institute for Occupational Safety and Health [NIOSH], Centers for Disease Control [CDC])	Module: Safety Precautions Unit 3, Lesson 2	High
2. Safety Data Sheets (SDS)	Module: Safety Precautions Unit 3, Lesson 3	High
3. Emergency/disaster preparedness (e.g., RACE, PASS)	Module: Safety Precautions Unit 3, Lesson 2	High
4. Operational standards (e.g., JC, CLSI, HCAHPS)	Module: Legal and Ethical Responsibilities Unit 3, Lesson 1	Medium
C. Recognize and respond to emergency situations (e.g., fire, hostage, biological hazard).		
1. Resources and regulations regarding workplace safety (e.g., OSHA, National Institute for Occupational Safety and Health [NIOSH], Centers for Disease Control [CDC])	Module: Safety Precautions Unit 3, Lesson 2	High
2. Safety Data Sheets (SDS)	Module: Safety Precautions Unit 3, Lesson 3	High
3. Emergency/disaster preparedness (e.g., RACE, PASS)	Module: Safety Precautions Unit 3, Lesson 2	High

D. Follow procedures for identifying patients.		
1. The two patient identifiers using National Patient Safety Goals (i.e., name and date of birth)	Module: Safety Precautions Unit 1, Lesson 2	High
2. Operational standards (e.g., JC, CLSI, HCAHPS)	Module: Legal and Ethical Responsibilities Unit 3, Lesson 1	Medium
3. HIPAA regulations	Module: Legal and Ethical Responsibilities Unit 2, Lessons 1 and 2	High
4. Patients' Bill of Rights	Module: The Health Assistant Unit 6, Lesson 2	High
5. Electronic health records	Module: Health Information Technology Unit 2, All lessons Module: EHR Simulation	High
E. Follow Joint Commission (JC) patient safety guidelines.		
1. Resources and regulations regarding workplace safety (e.g., OSHA, National Institute for Occupational Safety and Health [NIOSH], Centers for Disease Control [CDC])	Module: Safety Precautions Unit 3, Lesson 2	High
2. Safety Data Sheets (SDS)	Module: Safety Precautions Unit 3, Lesson 3	High
3. Operational standards (e.g., JC, CLSI, HCAHPS)	Module: Legal and Ethical Responsibilities Unit 3, Lesson 1	Medium
F. Follow safety procedures when using medical supplies and equipment (e.g., lock hospital bed, lock wheelchairs, raise stretcher side rails, apply safety belts and restraints).		
1. Resources and regulations regarding workplace safety (e.g., OSHA, National Institute for Occupational Safety and Health [NIOSH], Centers for Disease Control [CDC])	Module: Safety Precautions Unit 3, Lesson 2	High
2. Operational standards (e.g., JC, CLSI, HCAHPS)	Module: Legal and Ethical Responsibilities Unit 3, Lesson 1	Medium

G. Report and document work-related accidents.		
1. Mandated reporting	Module: Safety Precautions Unit 3	High
2. Resources and regulations regarding workplace safety (e.g., OSHA, National Institute for Occupational Safety and Health [NIOSH], Centers for Disease Control [CDC])	Module: Safety Precautions Unit 3, Lesson 2	High
3. Safety Data Sheets (SDS)	Module: Safety Precautions Unit 3, Lesson 3	High
H. Adhere to HIPAA regulations regarding protected health information (PHI).		
1. HIPAA regulations	Module: Health Information Technology Unit 3, Lesson 1 Module: EHR Simulation Unit 1	High
I. Adhere to Patients' Bill of Rights.		
1. Patients' Bill of Rights	Module: The Health Assistant Unit 6, Lesson 2	High
2. Medical ethics	Module: The Health Assistant Unit 6, Lesson 2	High
J. Communicate with other health care professionals using electronic health records and appropriate medical terminology.		
1. Electronic health records	Module: Health Information Technology Unit 1, Lesson 1 Module: EHR Simulation Unit 2, Lesson 5	High
2. Medical terminology	Module: Medical Terminology - All Units	High
K. Follow the chain of command.		
1. Healthcare setting chain of command	Module: Personal Qualities Unit 2, Lesson 3	High

L. Adhere to operational standards (e.g., JC, Clinical and Laboratory Standards Institute [CLSI], national standards, Hospital Consumer Assessment of Healthcare Providers [HCAHPS], medical codes of ethics).

1. Operational standards (e.g., JC, CLSI, HCAHPS)	Module: Legal and Ethical Responsibilities Unit 3, Lesson 1	Medium
2. Medical ethics	Module: The Health Assistant Unit 6, Lesson 2	High

M. Practice within defined scope of patient care technician practice.

1. Scope of practice of the patient care technician	Module: The Health Assistant Unit 5, Lesson 2	High
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Domain 3: Infection Control	HealthCenter21 Location	HealthCenter21 Coverage
A. Use standard and transmission-based precautions		
1. CDC standard and transmission-based precautions	Module: Infection Control Unit 2 & Unit 3	High
2. Cause and prevention of health care-associated infections	Module: Infection Control Unit 1	High
3. OSHA guidelines	Module: Safety Precautions Unit 1	High
4. Personal protective equipment use while following standard precautions (e.g., gloves, gowns, masks, shoe covers)	Module: Infection Control Unit 3	High
5. Chain of infection	Module: Infection Control Unit 1	High
6. Common health care-associated infections (e.g., urinary tract infection, methicillin-resistant Staphylococcus aureus [MRSA], Clostridium difficile [C. difficile])	Module: Infection Control Unit 1	High
B. Disinfect equipment before and after use.		
1. CDC standard and transmission-based precautions	Module: Infection Control Units 2 & 3, All Lessons	High
2. Cause and prevention of health care-associated infections	Module: Infection Control Unit 1	High

3. Disinfectant dry times (e.g., bleach, alcohol, ammonia chlorides)	Module: Infection Control Unit 1	Medium
C. Dispose of biohazardous materials (e.g., sharps containers, red bags) according to OSHA standards.		
1. CDC standard and transmission-based precautions	Module: Infection Control Units 2 & 3, All Lessons	High
2. OSHA guidelines	Module: Phlebotomy Unit 1, Lesson 1 Module: Bloodborne Pathogens Unit 3, Lesson 1	High
3. Personal protective equipment use while following standard precautions (e.g., gloves, gowns, masks, shoe covers)	Module: Phlebotomy Unit 1, Lesson 1 Module: Infection Control Unit 3	High
D. Follow exposure control plans in the event of occupational exposure.		
1. CDC standard and transmission-based precautions	Module: Infection Control Units 2 & 3, All Lessons	High
2. OSHA guidelines	Module: Phlebotomy Lesson 1 Module: Bloodborne Pathogens Unit 3, Lesson 1	High
E. Perform aseptic technique.		
1. CDC standard and transmission-based precautions	Module: Infection Control Units 2 & 3, All Lessons	High
2. Cause and prevention of health care-associated infections	Module: Infection Control Unit 1, All Lessons	High
3. Personal protective equipment use while following standard precautions (e.g., gloves, gowns, masks, shoe covers)	Module: Phlebotomy Unit 1, Lesson 1	High
4. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
5. Common health care-associated infections (e.g., urinary tract infection, methicillin-resistant Staphylococcus aureus [MRSA], Clostridium difficile [C. difficile])	Module: Infection Control Unit 1, Lesson 2	High

F. Perform sterile technique.		
1. CDC standard and transmission-based precautions	Module: Infection Control Units 2 & 3, All Lessons	High
2. Cause and prevention of health care-associated infections	Module: Infection Control Unit 1, All Lessons	High
3. Personal protective equipment use while following standard precautions (e.g., gloves, gowns, masks, shoe covers)	Module: Phlebotomy Unit 1, Lesson 1	High
4. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
5. Common health care-associated infections (e.g., urinary tract infection, methicillin-resistant Staphylococcus aureus [MRSA], Clostridium difficile [C. difficile])	Module: Infection Control Unit 1, Lesson 2	High

Domain 4: Phlebotomy	HealthCenter21 Location	HealthCenter21 Coverage
A. Perform capillary punctures.		
1. Vascular system as it relates to phlebotomy	Module: Phlebotomy Unit 4, Lesson 1	High
2. Order of draw for capillary and venipuncture collections	Module: Phlebotomy Unit 4, Lesson 4	High
3. Site selection	Module: Phlebotomy Unit 2, Lesson 1	High
4. Appropriate equipment for capillary and venipunctures	Module: Phlebotomy Unit 4, Lesson 2	High
5. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
6. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High

7. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
8. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
9. Implied or informed consent requirements	Module: The Health Assistant Unit 6, Lesson 1	High
10. Testing requirements (e.g., fasting, medication, basal state)	Module: Phlebotomy Unit 1, Lesson 2	Medium
11. Insertion and removal techniques	Module: Phlebotomy Unit 4, Lesson 4	High
12. Tube additives appropriate to testing requirements	Module: Phlebotomy Unit 4, Lesson 4	High
13. Patient safety considerations (e.g., arm rest on chair, wheelchair wheels locked, fall precautions)	Module: Phlebotomy Unit 1, Lesson 2	High
14. Common complications during or as a result of primary collection (e.g., lack of blood flow, hematoma, petechiae, nerve injury)	Module: Phlebotomy Unit 4, Lesson 5	High
B. Perform venipuncture (e.g., winged infusion set, evacuated tube system, syringe).		
1. Vascular system as it relates to phlebotomy	Module: Phlebotomy Unit 4, Lesson 1	High
2. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
3. Order of draw for capillary and venipuncture collections	Module: Phlebotomy Unit 4, Lesson 4	High
4. Site selection	Module: Phlebotomy Unit 4, Lesson 4	High
5. Appropriate equipment for capillary and venipunctures	Module: Phlebotomy Unit 4, Lesson 2	High

6. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
7. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
8. Special considerations for venipuncture (e.g., medication review, limb restrictions, mastectomy, stroke)	Not Covered	Not Covered
9. Considerations in determining venous accessibility (e.g., patient age and condition)	Not Covered	Not Covered
10. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
11. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
12. Implied or informed consent requirement	Module: The Health Assistant Unit 6, Lesson 1	High
13. Testing requirements (e.g., fasting, medication, basal state)	Module: Phlebotomy Unit 1, Lesson 2	Medium
14. Insertion and removal techniques	Module: Phlebotomy Unit 4, Lesson 4	High
15. Tube additives appropriate to testing requirements	Module: Phlebotomy Unit 4, Lesson 4	High
16. Patient safety considerations (e.g., arm rest on chair, wheelchair wheels locked, fall precautions)	Module: Phlebotomy Unit 1, Lesson 2	High
17. Common complications during or as a result of primary collection (e.g., lack of blood flow, hematoma, petechiae, nerve injury)	Module: Phlebotomy Unit 4, Lesson 5	High
C. Collect nonblood specimens.		
1. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High

2. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
3. Nonblood specimen collection techniques	Module: Specimen Collection and Testing Unit 1, Lessons 1 & 2	High
4. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
5. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
6. Implied or informed consent requirements	Module: The Health Assistant Unit 6, Lesson 1	High
D. Perform blood culture collections.		
1. Vascular system as it relates to phlebotomy	Module: Phlebotomy Unit 4, Lesson 1	High
2. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
3. Order of draw for capillary and venipuncture collections	Module: Phlebotomy Unit 4, Lesson 4	
4. Site selection	Module: Phlebotomy Unit 4, Lesson 4	High
5. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
6. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High

7. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
8. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
9. Implied or informed consent requirements	Module: The Health Assistant Unit 6, Lesson 1	High
10. Testing requirements (e.g., fasting, medication, basal state)	Module: Phlebotomy Unit 1, Lesson 2	Medium
11. Insertion and removal techniques	Module: Phlebotomy Unit 4, Lesson 4	High
12. Tube additives appropriate to testing requirements	Module: Phlebotomy Unit 4, Lesson 4	High
13. Patient safety considerations (e.g., arm rest on chair, wheelchair wheels locked, fall precautions)	Module: Phlebotomy Unit 4, Lesson 5	Low
14. Common complications during or as a result of primary collection (e.g., lack of blood flow, hematoma, petechiae, nerve injury)	Module: Phlebotomy Unit 4, Lesson 5	Low
15. Blood culture collection technique	Not Covered	Not Covered
E. Identify and respond to adverse reactions to collection (e.g., syncope, diaphoresis, nausea, seizure).		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
2. Common adverse reactions to collection (e.g., syncope, diaphoresis, nausea, seizure)	Module: Phlebotomy Unit 4, Lesson 5	High
3. Common complications during or as a result of primary collection (e.g., lack of blood flow, hematoma, petechiae, nerve injury)	Module: Phlebotomy Unit 4, Lesson 5	Low
F. Handle and transport blood samples.		
1. Vascular system as it relates to phlebotomy	Module: Phlebotomy Unit 4, Lesson 1	High

2. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
3. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High
4. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
5. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
6. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
G. Transport specimens based on handling requirements (e.g., temperature, light, time).		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	Medium
2. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
H. Label specimens at the bedside.		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
2. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
3. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered

4. Specimen labeling techniques and requirements	Module: Specimen Collection and Testing Unit 1, Lesson 2	High
I. Verify appropriate functioning of equipment (e.g., sterility, expiration date, manufacturer's defects).		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
2. Appropriate equipment for capillary and venipunctures	Module: Phlebotomy Unit 4, Lesson 2	High
3. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
J. Perform quality control related to Clinical Laboratory Improvement Amendments (CLIA)-waived procedures.		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
2. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
K. Explain nonblood specimen collection procedures to patient (e.g., stool, urine, semen, sputum).		
1. Nonblood specimen collection techniques	Module: Specimen Collection and Testing Unit 1, Lessons 1 & 2	High
L. Handle and transport patient-collected nonblood specimens.		
1. Chain of infection	Module: Infection Control Unit 1, Lesson 2	High

2. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
3. CDC standards as they relate to specimen collection and transportation (e.g., prevention of blood-borne pathogens, exposure control, asepsis)	Module: Bloodborne Pathogens Unit 3, Lesson 2	High
4. Information required on requisition forms (e.g., testing requirements, patient information)	Not Covered	Not Covered
M. Avoid preanalytical errors when collecting blood specimens (e.g., quantity not sufficient [QNS], hemolysis).		
1. Vascular system as it relates to phlebotomy	Module: Phlebotomy Unit 4, Lesson 1	High
2. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
3. Preanalytical errors when collecting blood specimens (e.g., QNS, hemolysis)	Not Covered	Not Covered
N. Adhere to chain of custody guidelines when required (e.g., forensic studies, blood alcohol, drug screen).		
1. Phlebotomy standards (e.g., CLSI, CLIA)	Module: Specimen Collection and Testing Unit 1, Lesson 1	High
2. Order of draw for capillary and venipuncture collections	Module: Phlebotomy Unit 4, Lesson 4	High
3. Patient identification guidelines for phlebotomy	Module: Phlebotomy Unit 1, Lesson 2 Module: Safety Precautions Unit 1	High
4. Chain of custody guidelines	Not Covered	Not Covered

Domain 5: EKG	HealthCenter21 Location	HealthCenter21 Coverage
A. Prepare the patient (e.g., patient history, patient positioning, skin preparation, lead placement).		
1. Basic functions of an EKG machine	Module: Electrocardiography Unit 2, Lesson 1	High
2. Placement of 3-lead, 5-lead, and 12-lead electrodes	Module: Electrocardiography Unit 2, Lesson 2	High
3. Patients who have special considerations (e.g., pediatric patients, mastectomy, right-sided heart, posterior chest, amputations)	Not Covered	Not Covered
B. Apply electrodes on patient.		
1. Placement of 3-lead, 5-lead, and 12-lead electrodes	Module: Electrocardiography Unit 2, Lesson 2	High
2. Patients who have special considerations (e.g., pediatric patients, mastectomy, right-sided heart, posterior chest, amputations)	Not Covered	Not Covered
C. Identify and respond to signs and symptoms of cardiopulmonary compromise.		
1. Cardiac conduction system	Module: Electrocardiography Unit 1, Lesson 1	High
2. Basic life support for healthcare providers	Module: Emergency Care All Units Module: CPR and Basic Life Support All Units	High
3. Signs and symptoms of cardiopulmonary compromise	Module: Emergency Care Unit 7, Lesson 1	High
D. Identify and resolve artifacts from the tracing (e.g., wandering baseline, somatic, electrical).		
1. Artifacts (e.g., wandering baseline, somatic, electrical)	Module: Electrocardiography Unit 2, Lesson 3	High
2. Artifact resolution techniques	Module: Electrocardiography	High

	Unit 2, Lesson 3	
E. Recognize and report dysrhythmias.		
1. Cardiac conduction system	Module: Electrocardiography Unit 1, Lesson 1	High
2. Characteristics of waveforms of a cardiac cycle to determine symmetry, direction, and amplitude (e.g., P waves, QRS complexes, S-T segments, T waves, U waves)	Module: Electrocardiography Unit 1, Lesson 2	High
F. Respond to potentially life-threatening arrhythmias (e.g., ventricular tachycardia, ventricular fibrillation).		
1. Cardiac conduction system	Module: Electrocardiography Unit 1, Lesson 1	High
2. Basic life support for health care providers	Module: Emergency Care All Units Module: CPR and Basic Life Support All Units	High
3. Signs and symptoms of cardiopulmonary compromise	Module: Emergency Care Unit 7	High
4. Life-threatening arrhythmias (e.g., ventricular tachycardia, ventricular fibrillation)	Module: Electrocardiography Unit 4, Lesson 1	High
G. Verify EKG machine paper speed (e.g., 25 mm, 50 mm).		
1. Basic functions of an EKG machine	Module: Electrocardiography Unit 2, Lesson 1	High
H. Verify EKG machine sensitivity (e.g., h, 1, 2).		
1. Basic functions of an EKG machine	Module: Electrocardiography Unit 2, Lesson 1	High
I. Maintain EKG equipment.		
1. EKG equipment maintenance and cleaning requirements	Module: Electrocardiography Explore Activity	High

5. Additional Resources for NHA CPCT/A Exam Prep

Because HealthCenter21 does not cover 100% of the information students need to pass the NHA CPCT/A exam, instructors will need to include additional supplementary resources.

Resources from NHA

- Video - [What It's Like to Take an NHA Certification](#)
- PDF - [2018 NHA CPCT/A Test Plan](#)
- Online Study Guide – [CPCT/A Online Study Guide from NHA](#)