I. VERNON COLLEGE GENERAL EDUCATION PHILOSOPHY STATEMENT

General education at Vernon College reflects the institution’s deep conviction that successful, satisfying lives require a wide range of skills and knowledge. We are dedicated to providing educational opportunities that develop the academic, career, and personal capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. Vernon College has identified the following college-level competencies generated from the general education core:

GENERAL EDUCATION CORE COMPETENCIES:

A. Critical Thinking: Students will evaluate the validity of ideas through a creative process of questioning, analyzing, and synthesizing.
B. Communication/Interpersonal: Students will develop effective reading, writing, speaking, and listening skills to communicate verbally and nonverbally.
C. Scientific and Mathematical Literacy: Students will apply an understanding of mathematical, natural, and behavioral scientific principles and methods to solve abstract and practical problems.
D. Information Literacy: Students will develop the information literacy skills to confidently and competently locate, use, and evaluate information.
E. Cultural Literacy: Students will develop an appreciation of human culture and its diversity and the role of the creative arts in society.

II. CATALOG DESCRIPTION:

Orientation to surgical technology theory, surgical pharmacology and anesthesia, and patient care concepts. Prerequisites: SRGT 1201 and BIOL 2401 or consent of instructor. Lab Fee: $24.00; Special Fee: $2.00

III. REQUIRED BACKGROUND:

Prerequisites: SRGT 1201 and BIOL 2401 or consent of instructor. Must be enrolled into the Surgical Technology Program.

IV. TEXTS, OTHER REFERENCE MATERIALS:


COURSE NUMBER AND TITLE:  SRGT 1405 Introduction to Surgical Technology

V.  METHOD OF INSTRUCTION:

Oral lectures, computer-assisted lectures, and audiovisual aids will be presented by the instructor correlating to the assigned reading and written assignments for the chapters of the textbook in this course.

Labs will be conducted in the form of lecture and demonstration by the instructor with the student being required to perform a return demonstration of the skill(s). Students will be allowed practice time and will have two attempts to competently demonstrate the lab skill(s). A written examination accompanies each lab and the student must pass the examination with a minimum grade of 75%.

Written examinations will be given for each chapter with a cumulative final exam being administered the final week of the semester.

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the Special Services Director.

VI.  COURSE CONTENT:

1.  Textbook and Study Guide listed above will be utilized throughout the course.
2.  Chapters 1—9 from the textbook and additional material as required by the Association of Surgical Technologists (AST) 6th Edition Core Curriculum.
3.  Lab skill competencies in this course include the following:
   a.  Basic Hand Washing
   b.  Medication Identification and Handling

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VII.  COURSE OUTCOMES: (Course objectives)

The Course Outcomes for this course meets SCANS Competencies: C1, C3, C5, 10-15, C18-20, F1-4, and F6-18

By the end of this course each student should be able to:

1.  Discuss the history of surgery and individuals noted historically.
2.  Describe the characteristics of the professional surgical technologist.
3.  Compare and contrast the roles of team members in the operating room.
4.  Describe the three phases of surgical case management.
5.  Describe the four categories of surgical procedures.
6.  Compare and contrast the surgical specialties.
7.  Compare and contrast the professional organizations related to the profession.
8.  Describe the credentialing options available to the surgical technologist.
9.  Contrast and compare the various roles in the surgical technology profession.
10.  Assess current trends and employment opportunities for the surgical technologist.
11.  Develop a plan of action to secure employment in the health care field.
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12. Evaluate personal employability qualities and develop an employment strategy that includes positive characteristics.
13. Develop a professional resume.
14. Compare and contrast various types of employment/application correspondence.
15. Analyze various interview strategies.
16. Discuss types of communication relationships
17. Discuss goals of communication
18. Describe the significance of content and tone in communication.
19. Distinguish between assertive and aggressive behavior.
20. Discuss problem behaviors and coping mechanisms.
22. Compare and contrast health care facility departments that relate to direct and indirect patient care in surgical services.
23. Analyze the concepts of law.
24. Interpret the legal responsibilities of the surgical technologist and other surgical team members.
25. Compare and contrast criminal and civil liabilities and the consequences for these acts.
26. Analyze the procedure for obtaining informed surgical consent.
27. Analyze the legal concepts of obtaining informed surgical consent.
28. Analyze the recommended practices and legal elements of proper documentation.
29. Interpret prevention, correction and documentation techniques that may positively impact risk management issues.
30. Discuss the role of morality during ethical decision making.
31. Discuss examples of ethical situations and problems in the health professions.
32. Review principles of problem solving in ethical decision making.
33. Review the American Hospital Association’s (AHA) Patient Care Partnership.
34. Develop an increased sensitivity to the influence of ethics in professional practice.
35. Discuss and identify the scope of practice of surgical technology.
36. Discuss principles of patient confidentiality including verbal and written.
37. Assess the resources that aid the surgical technologist in interpreting and following professional standards of conduct.
38. Discuss the basic physical and biological needs required to sustain life.
39. Analyze and describe the potential psychological needs of the surgical patient and family.
40. List and describe potential sources of anxiety and fear in the surgical patient.
41. Evaluate attitudes, beliefs, and classifications regarding death and dying.
42. Compare and contrast responses to the process of death and various coping strategies and mechanisms.
43. Debate quality of life vs. quantity of life.
44. Trace the steps that are implemented when a patient death occurs in the operating room.
45. Compare and contrast various spiritual and cultural needs of the surgical patient.
46. Identify and discuss the specific needs of the special populations.
47. Discuss the location of the surgical services within the health care facility and describe basic floor plan designs.
48. Describe the optimal location and the floor plan of an operating room.
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49. Describe basic OR furniture and table placement and functions in an operating room.
50. Describe the environmental systems and environmental controls within the operative environment.
51. State the proper ranges for temperature and humidity controls.
52. Describe the various components of the operating room ventilation system.
53. List the necessary equipment in the PACU.
54. Describe the principles of environmental safety controls and guidelines.
55. Discuss the potential hazards to the patient in the operative environment.
56. Define the fire triangle and understand the prevention of fire in the OR.
57. Identify the principles of electricity and electrical flow.
58. Demonstrate electrical knowledge as it relates to patient safety.
59. Describe the robotic terms as related to surgery.
60. Describe the surgical applications of robotics.
61. Identify the basic components of equipment used in robotic surgery.
62. Apply the principles of robotics to patient safety.
63. Correlate the impact of microbiology in relationship to the practice of sterile technique and infection control in the operative setting.
64. Relate the infectious process to surgical practice.
65. Discuss sources of contamination.
66. Apply terms related to asepsis.
67. Demonstrate the steps of a hand wash.
68. Analyze the factors and variables of disinfecting agents.
69. Compare and contrast disinfecting agents.
70. Define terms related to the terminal sterilization/disinfection process.
71. Identify the methods of processing items during terminal disinfection and/or sterilization.
72. Identify the concept of microbial barriers.
73. Compare and contrast the materials used for creating microbial barriers.
74. List the methods for sealing microbial barriers.
75. List the process for preparing items for sterilization.
76. Identify variables related to the sterilization process and the materials to be processed.
77. Compare and contrast methods of sterilization.
78. Identify process monitoring devices and methods.
79. Identify systems used for sterile storage.
80. Compare and contrast shelf life and event related sterility.
81. Assess distribution systems used by sterile processing departments.
82. Analyze the principles of hemostasis.
83. Differentiate among various methods of hemostasis.
84. Assess special techniques of hemostasis.
85. Discuss blood loss and replacement.
86. Describe the emergency procedures carried out in the operating room setting.
87. Describe the disasters or public health emergencies that impact public health including the different types (e.g. natural, unintentional, & terrorist events) along with the general health, safety, and security risks.
88. Describe the all-hazards framework.
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89. Explain key components of personal, family, institutional, community and regional disaster preparation and planning as related to the following:
   a. Available informational resources
   b. Special needs of individuals
   c. Precautions and actions for protection
   d. Detection
   e. Immediate response
   f. Short Term Interventions
   g. Long Term Interventions

90. Describe communications strategies and procedures used in a disaster including barriers to communicating and disseminating health information, reporting systems and procedures for contracting family, coworkers, and local authorities.

91. Describe the purpose & relevance of disaster support services including rationale for integration and coordination of all systems.
   a. National Response Framework (NRF)
   b. National Incident Management Systems (NIMS)
   c. Hospital Incident Command System (HICS)

92. Describe the potential impact of mass casualties on the clinical and public health resources including infection control precautions, personal protective equipment, and decontamination procedures.

93. Explain the role of triage as a basis for prioritizing or rationing health care services for victims.

94. Describe the possible medical and mental health consequences, interventions, and solutions for managing those affected including the psychological, emotional, cultural, religious, and forensic considerations for management of mass fatalities and the resources, supplies, and services available.
   a. Immediate care
   b. Mass facility management
   c. Mass evacuation
   d. Mass sheltering
   e. Prolonged sheltering

95. Explain both the life-saving and life-support principles and procedures that can be used at a disaster scene.

96. Describe issues relevant to the management of individuals of all ages, populations, and communities affected by a disaster or public health emergency:
   a. Moral
   b. Ethical
   c. Legal
   d. Regulatory

97. Describe the support roles of the surgical technologist in a disaster.

98. Apply general terminology to medication use.

99. Describe commonly used medications/drugs in the operating room.

100. Calculate medication conversions and dosages.

101. Analyze the principles of anesthesia administration as well as able to explain the necessity of each component of anesthesia preparation of the surgical patient.

102. Compare and contrast methods, agents, and techniques of anesthesia administration and preparation.
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103. Correlate anesthesia monitoring devices with patient hemostasis.
104. Explain anesthesia complications and interventions.

VIII. ASSESSMENT:

Grade will be earned from written homework assignments, chapter tests and the final exam based on the following formula:

30% Written homework assignments  
50% Chapter tests  
20% Final exam

Lab skill competencies within this course must be passed to remain in the Surgical Technology Program and the student must earn a minimum grade of 70% (C) to successfully pass this course. Failure to pass the course with the minimum grade will result in the student being administratively withdrawn from the program.

Vernon College does not discriminate on the basis of color, race, gender, age, religion, national origin, or disability.