



SURG 112 2nd Level to Surgical Tech section name section credit hours

Credits

Syllabus

Course Information

Meeting times and location: section meeting_times section location

Catalog description: Students will learn about electrocautery & laser usage. The care, cleaning and uses of Endoscopic instruments. They will learn commonly used lab and x-ray tests. The handling, care & how to choose the right instrument for the job. They will learn instrumentation for abdominal and laparoscopic procedures. They will learn basic Urology & set-up's for Ear, Nose, Throat and Eye procedures. They will do lab and some practicum to compliment this course.

Prerequisites: course prereqs

Terms offered: Fall Only

Section-specific Course Description:

Course Level Objectives

Upon successful completion of the course, the student will be able to...

1. Demonstrate the principles of communication in the surgical setting.
2. Trace the historical development of surgical technology.
3. Recognize members of the surgical team and their roles.
4. Describe the surgical technology professional organizations: AST; ARC/STSA; NBSTSA.
5. Compare and contrast the various roles of the surgical technologist.
6. Interpret the components of a job description for the surgical technologist.
7. Analyze the components of effective teamwork and communication.
8. Discuss the meaning of "surgical conscience" and its application to surgical technology.

9. Summarize the different types of health care facilities.
10. Analyze a typical hospital organizational structure.
11. Classify hospital departments and their relationship to surgical services.
12. Analyze the concepts of law.
13. Interpret the legal responsibilities of the surgical technologist and other surgical team members.
14. Compare and contrast criminal and civil liabilities and the consequences for these acts.
15. Analyze the American Hospital Association's Patient Care Partnership.
16. Describe the need for professional liability insurance policies.
17. Analyze the key elements related to developing a surgical conscience.
18. Assess the resources that aid the surgical technologist in interpreting and following professional standards of conduct.
19. Analyze the role of morality during ethical decision making.
20. Analyze scope of practice issues as they relate to surgical technology.
21. Assess the patient's response to illness and hospitalization.
22. Demonstrate awareness that all surgical patients have the right to the highest standards and practices in asepsis.
23. Distinguish and assess the physical, spiritual, and psychological needs of a patient.
24. Compare and contrast the patient's responses to the process of death.
25. Discuss the procedure for a patient death in the operating room.
26. Compare and contrast the surgical care considerations for pediatric patients who are obese, diabetic, pregnant, immunocompromised, disabled, geriatric, or experiencing trauma.
27. Evaluate the unique physical and psychological needs of each special population.
28. Evaluate the role of the surgical technologist for the surgical care of each special population.
29. Assess the role of the surgical technologist for the surgical care of each special population.
30. Assess the ethical commitment that is required of surgical technologist as it relates to special populations care.
31. Determine the general needs associated with special populations of surgical patients.
32. Recognize the hazards to the patient in the operative environment.
33. Distinguish among the support services that work with the operating room (OR) team in the care of the patient.
34. Review the type of air-handling system required in the OR and the temperature and humidity required to maintain sterile field.
35. Indicate cleaning procedures, traffic patterns, and routines required in the operative environment.
36. Analyze the role of the surgical in the protection of self, patients, and other from hazards in the operative environment.
37. Recognize the design types of the OR

38. Classify hospital departments that relate to surgical services
39. Recognize the working environment of the OR.
40. Determine the physical components of the OR.
41. Recognize basic components of a computer system.
42. Demonstrate basic word processing internet, and e-mail functions.
43. Apply computer knowledge to safe patient care.
44. Apply electrical safety precautions.
45. Cite the basic principles of electricity and their application in the operating room (OR).
46. Interpret the basic concepts of robotics.
47. Analyze the geometrical concepts of robotics and the mechanism of the robotic system.
48. Apply the principles of robotics to safe patient care practices in the OR.
49. Demonstrate principles of sterile technique during robotic surgical procedures.
50. Discuss the relationship between the principles of asepsis and practice of sterile technique and surgical patient care.
51. Define and discuss the concepts of surgical conscience.
52. Discuss the principles of asepsis.
53. Define the terms related to asepsis.
54. Discuss the sterile practices related to the principles of asepsis.
55. Identify the principles and procedures related to disinfection and sterilization.
56. Demonstrate competency related to the practice of sterile technique.
57. Demonstrate competency in the procedures related to disinfection and sterilization.
58. Discuss the surgical environment and the application of principles of asepsis to the environment.
59. Explain the relationship between instrumentation, equipment, and supplies and with quality patient care in the OR.
60. Explain the relationship between instruments, equipment, and supplies and the OR environment with safety concepts.
61. Indicate items that require sterilization prior to use in the sterile field.
62. Recognize basic instruments by type, function and name.
63. Demonstrate proper care, handling and assembly of instruments
64. Differentiate the types of special equipment utilized in OR practice and demonstrate proper care, handling techniques and safety precautions.
65. Cite the names and functions of accessory equipment and demonstrate proper care, handling and assembly.
66. Collect and prepare supplies used in the OR.
67. Analyze the role of the surgical technologist in caring for the surgical patient.
68. Verify the preoperative routines that must be completed.
69. Demonstrate the transportation of the surgical patient.
70. Apply the principles of surgical positioning.

71. Demonstrate techniques of opening and preparing supplies and instruments needed for any operative procedure with the maintenance of sterile technique at all times.
72. Summarize the methods of preparation of the operative site for surgery.
73. Demonstrate the application of thermoregulatory devices.
74. Interpret the principles and demonstrate the taking and recording of vital signs.
75. Interpret the principles of urinary catheterization and demonstrate the procedure.
76. Analyze how the principles of operative site preparation and urinary catheterization are related both to patient care and to the principles of asepsis.
77. Demonstrate the proper techniques for surgical hand scrub, gowning, gloving and assisting team members.
78. Demonstrate the proper technique for preparing supplies and instruments on a sterile field.
79. Demonstrate and explain in detail the procedure for counting instruments, sponges, needles and other items on the sterile field.
80. Demonstrate the initial steps for starting a procedure.
81. Demonstrate intraoperative handling of sterile equipment and supplies.
82. Summarize and demonstrate postoperative routines.

Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Course Requirements

Students will do the following activities:

1. Have required textbooks and workbooks, packets, lab supplies listed under required textbooks.
2. Complete and submit written assignments by announced due dates.
3. Take all examinations and quizzes on the dates administered. Make up exams will be given only under certain circumstances with a reduction in the grade by 10%.
4. Practice procedures and perform demonstrations satisfactorily.
5. Participate in class and lab discussions and activities.
6. Maintain proper appearance and professional dress.
7. Maintain professional behavior
8. Meet specific objectives for each laboratory experience consistently.
9. Follow safety procedures and guidelines.

COVID Safe Practices for Being on Campus

Masks / cloth face coverings must be worn while on campus in accordance with the New Mexico public health order. If you feel that you cannot wear a mask due to health complications, please contact Disabilities Services:

disabilityservices@sanjuancollege.edu or call (505) 566-3271. Hand sanitizer stations are at all building entrances, please “wash in, wash out”--clean your hands when you enter and before you leave. Classrooms and labs have been arranged to allow for social distancing; please respect your classmates and instructors by staying 6 feet away from everyone. You will be expected to disinfect your table or area prior to class and after class, cleaning products will be provided for this purpose. Check with your instructor for specific policies for their course. Please do not congregate in hallways or common areas, instead utilize our beautiful outside spaces and weather to visit with your friends and colleagues from a safe distance.

If you have been in contact with anyone who has tested positive for COVID-19, has symptoms, or is waiting on test results, contact your instructor and DO NOT come to class. If you have tested positive, have symptoms or are waiting on test results, contact your instructor and DO NOT come to class. Your health care provider or the assigned contact tracer will let you know when it is safe for you to be around others.

Student Support

Student Services and Support

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

Academic Support

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

Participation and Attendance Policy

1. Attendance to didactic and lab is an integral part of student learning. When a student misses more than three days of didactic and lab then this interferes with the student's ability to understand the material. Attendance will be documented thoroughly and if a student has an unexcused absence then this could adversely affect the grade for the course.
2. Tardy attendance is disruptive not only to the instructor, but to peers. Please be ready to begin class at the designated time

1 Unexcused Absence-----Counseling

2 Unexcused Absences-----Verbal Warning

3 Unexcused Absences-----Written Warning

After 3 Unexcused Absences Student Will Be Dropped From Course

Other Classroom Policies and Expectations

Please leave cell phones and other electronic devices in your bag/backpack during class. If you are expecting an important phone call, please step out of the classroom to handle that.

Canvas Participation and Expectations

Because assignments and notifications are posted in Canvas, you should check into Canvas daily Monday-Friday

Instructor Response Time

I will answer email and phone calls daily (Monday-Friday) but expect that in some circumstances it may take up to 24 hours to get a response. Scheduled assignments will be graded by the end of each week

Course Time Commitment

Students should expect to spend 12-18 or 18-24 (online students) hours per week for course work outside of class to be successful in this program.

Grading

Final grades are calculated based on the following...

Why not just assign more points to the things that are harder? In a perfect world this would work. However, there is far more flexibility in weighting grades. If an instructor decides that quizzes should make up 25% of the total points in a course, it doesn't matter whether there is 1 quiz, 5 quizzes or, heaven forbid, 50 quizzes. The total points earned for the quizzes still makes up 25% of the final grade. If an instructor decides to increase or decrease the workload based on the particular needs of any group of students, weighted grades make that easy. In a scenario where grades are weighted by category and the number of assignments in a category changes, no changes to the course points or course guide would be necessary. If, on the other hand, the point system was used, and a change to the course assignments is needed, the total points for the class would change and the course guide would need to be updated.

How are the points for a weighted item calculated? Multiply each score over the total points possible by the weight. For example, the midterm is worth 100 points. If you earned 90/100 the calculation would be $.25(90/100) = .225$. Expressed as a percent, you earned 22.5%

Grading Scale:

A = 90 % or higher

B = 80-89

C = 70-79

D = 60-69

F = 59 or below.

Category	Weight
Quizzes, exams	50
Homework, lab	40
Attendance	10
Total	100%

Key Dates to Remember

[Full Academic Calendar](#)

Course Schedule

CLASS: Monday - Thursday 0900-1200 {9:00 am- 12:00 pm.)

LAB: Monday- Thursday 0900-1200 or as assigned.

College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

1. **Academic Accommodations - American with Disabilities Act (ADA)**

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to [Disability Services Office](#), click the button for "Request for Services" and complete all the steps.

You can also contact the college's disability coordinator in the Advising/Counseling Center at 566-3271 or disabilityservices@sanjuancollege.edu. More information is available on the website listed above.

2. **The Family Educational Rights and Privacy Act (FERPA)**

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

3. **Academic Honesty Rules**

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College

(July 2006).

4. Student Conduct Statement

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

5. Student Safety

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College’s emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register in a simple process with [Rave](#). When registering, please make sure that your mobile status is “confirmed.”

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

6. Non-Discrimination, Sexual Harassment, and Retaliation.

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran’s status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not

limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College's [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or allens@sanjuancollege.edu.

7. Drop for Non-Attendance and/or Non-Participation

Class Attendance and Participation Expectation:

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

8. Failure to Meet Class Participation Expectation:

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade

will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

9. Grading Policies

Incomplete: Incomplete Grade Assignment ([Incomplete Grades Information](#))

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

10. Grade Appeals

The policy for grade appeals is in the Academic Catalog. ([Grade Appeal Policy](#))

Student Handbook

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)