

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Change in Program Learning Outcomes

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Tyronne Johnson

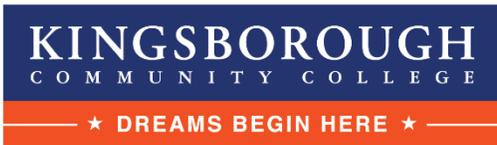
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Tyronne Johnson



TO: Fall 2023 Curriculum Committee

FROM: Tyronne Johnson, Chair, Department of Allied Health, Mental Health and Human Services

DATE: 10/11/23

RE: Change in Credits and Hours for ST 200 – Surgical Technology II

The Department of Allied Health, Mental Health and Human Services is proposing a change in Credits and Hours for ST 200 – Surgical Technology II.

FROM:

2 credits, 2 hrs. lecture, 4 hrs. laboratory

TO:

3 credits, 3 hrs. lecture

Rationale for Change:

The ARC/STSA is a private, non-profit accreditation services agency that provides national recognition for more than 400 higher education programs in surgical technology and surgical assisting in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ARC/STSA has established August 1, 2024, as the date for full implementation of the Core Curriculum for Surgical Technology (CCST), 7th edition. Surgical Technology programs must be utilizing the (CCST), 7th edition, in its entirety after this date.

The Core Curriculum Revision Panel began the process of completing a peer-reviewed revision of the Core Curriculum for Surgical Technology (CCST), 7th edition, in February 2019. The Panel consisted of representatives of the Association of Surgical Technologists (AST), the Accreditation Council on Surgical Technology and Surgical Assisting (ARC/STSA), and the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The Panel focused on multiple transformations that have occurred in the profession since the publication of the 6th edition while preserving the principles of the entry-level knowledge that the graduate needs to provide safe, quality surgical patient care.

Based on ARC/STSA CCST-7e requirements a number of revisions to Kingsborough's Surgical Technology curriculum was completed in order to ensure full compliance with the ARC/STSA CCST – 7e requirements.

In addition, the program had its reaccreditation visit in June 2023 by the ARC/STSA. They made a number of recommendations for the program one of which was to separate out the laboratory component of ST 200. In turn, ST 2P00 – Surgical Technology II Laboratory Component was created to address

this recommendation, with ST 200 – Surgical Technology II being reconfigured to a 3 credit, 3 hour lecture course that aligns with the ARC/STSA CCST – 7e requirements.

The included Syllabi depict the changes made to the course content, indicating additions (red text) and deletions (strike through). Please note we included the ST 2P00 Laboratory Objectives within the syllabus as ST 200 and ST 2P00 are corequisite courses and we wanted to demonstrate the unit and Learner Objective alignments between both the lecture (ST 200) and Laboratory (ST 2P00)

UPDATED Syllabus

Kingsborough Community College

The City University of New York
Department of Allied Health, Mental Health and Human Services

ST200 Surgical Technology II

Pre-requisites ENG 1200, BIO 1100, **ST 990**

lecture

CO-requisites ST100, **ST2P00**

Professor Johnson

Office Hours Monday 12-2pm, C206D, x5289 or x6918

Your ST200 Team of Instructors:

Professor Tyronne Johnson– Lecture Monday **8:00am-10:10am**, M 394

Lab Instruction Tu Th **8-10:10** and **11:30-1:40** M385

Sr. CLT and Program Specialists- Dana Donovan and Samantha Donzelli – Open lab Mondays and Wednesdays,

Lab instruction Tuesday and Thursday

Course Syllabus FALL 2024

Credit hours **3 credits, 3 hours**

Catalogue Description

Provides theoretical knowledge for the application of essential **operative** skills during the perioperative phase of patient care. It introduces the student to **the necessary critical thinking required to apply** the practice of surgical technology with a focus on those skills necessary for function in the scrub role. This course will be taught as lecture in conjunction with an active hands-on college laboratory component.

Course Overview

This course will be taught as a **3-hour weekly lecture** in conjunction with a 6 hourly weekly hands-on college laboratory component. The principles of those basic skills required for successful functioning in the surgical environment as well as the development of the understanding of the principles behind the practice. Topics include surgical asepsis, sterilization and disinfection and perioperative patient care.

Student Learning Outcomes	Assessment Measures
If you stick with me, by the end of this course, I promise that you will be able to:	You will be able to demonstrate that you have achieved this outcome by:
Follow guidelines for surgical attire, hand hygiene, gowning, and gloving to prevent contamination.	You will be able to explain the steps and procedures for proper hand hygiene. You will also be able to explain and demonstrate how to properly don and doff the surgical gown and gloves in a way to prevent cross-contamination. You will successfully answer question on the examinations as well as exhibit skills related to aseptic technique on the practicum examination.

Demonstrate proper aseptic techniques and sterile practices during surgical procedures.	You will be able to explain and distinguish the boundaries of the sterile field through demonstration and debate. Theories will be defined through lecture and translated through practice in the lab setting. You will successfully answer questions on the examinations as well as exhibit skills related to aseptic technique on the practicum examination.
Implement standard precautions and infection control measures in the surgical setting.	You will utilize basic microbiology to begin to understand the principles of asepsis and peripheries of sterility. The physical repetition of these chores in the lab, will allow you to identify and revisit the principles of aseptic technique as defined in the lecture. You will successfully answer question on the examinations as well as exhibit skills related to these principles on the practicum examination
Manage perioperative cases effectively, considering patient safety and procedural requirements.	Through lecturer, demonstration, and practice in the lab, you will be able to successfully recall and define all of the philosophies of Operating Room preparation. You will successfully answer question on the examinations as well as exhibit skills related to basic OR preparation and patient safety protocols on the practicum examination.
Identify and handle various surgical supplies, instruments, and equipment.	Through the use of recall and review, you will be able to recognize the difference between basic surgical instrumentation, supplies and equipment, as well as suture materials. You will be capable of distinguishing the instruments through visual inspection and be able to relate the inventory to its proper usage. You will successfully answer question on the examinations as well as exhibit skills related to proper recall and handling of all equipment and supplies on the practicum examination.
Demonstrate proficiency in surgical positioning, prepping, and draping.	During the course of the semester, you will have adequate opportunities to repeat and illustrate the proper techniques of applying sterile drapes to the patient on the operating room table. During class time, as well as, open lab opportunities, you will have vast number of occasions to employ these techniques. You will successfully answer question on the examinations as well as exhibit skills related to the ideologies of surgical draping on the practicum examination
Perform catheterization procedures with precision and adherence to infection control guidelines.	Through lecture, display, and interaction, you will be able to validate all of the arrangements and constructions of the sterile field and apply all of the course theories to an actual catheterization procedure. You will successfully answer question on the examinations as well as exhibit skills related to surgical interventions on the practicum examination.
Understand the principles and techniques of endoscopy and minimally invasive surgery.	Through lecture, display, and interaction, you will be able to understand all of the arrangements and constructions of the sterile field and apply all of the course theories to an actual minimally invasive surgical procedures, from the pre-operative phase, the intra- operative phase and post-operative phase of basic surgical endoscopic interventions. You will successfully answer question on the examinations as well as exhibit skills related to surgical interventions on the practicum examination.
Handle surgical specimens with care and ensure proper handling and storage.	Through lecture, display, and interaction, you will be able to apply all of the course theories to proper handling and storage of surgical specimens. Students will successfully answer question on the examinations as well as exhibit skills related to surgical interventions on the practicum examination.

Teaching Strategies

Lecture and guided discussions

Audio-visual materials

Demonstration/Return demonstration

Recommended Textbooks (to be discussed on first day of class)

Fuller, Joanna K., Surgical Technology: Principles and Practice, **7th Edition**, Elsevier

Rutherford, Colleen J., Differentiating Surgical Instruments, F.A. Davis Company

Differentiating Surgical Equipment and Supplies, F.A. Davis Company

Attendance

A student is deemed excessively absent when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of “W” or “WU” will be assigned as described in the college catalog. According to the mathematics of this policy, a student that is absent for more than 11 hours will receive a grade of WU. Lectures are 1 hour and lab is 2 hours each day. Late arrival to class is very disruptive, so allow time for parking or public transportation issues. 15 minutes after class has started, the door will be closed to the classroom. The instructor will grant a late student access when there is a break in the lecture. Three (3) late arrivals will result in the assessment of 1 hour of missed time that can have a profound effect on your total absence allotment (11 hours) for the semester. Please do not look at this figure as an opportunity to skip class.

Grades

Grades will be calculated according to departmental policy as follows:

Passing grades	A+ 98-100 B+ 88-89 C+ 78-79	A 95-97 B 85-87 C 75-77	A- 90-94 B- 80-84	
Failing grades	C- 70-74 F 59 and below	D+ 68-69	D 65-67	D- 60-64
Non-numeric grades	W Withdrew without penalty WU Unofficial Withdrawal (Counts as failure) INC Term’s Work Incomplete. Counts as “F” grade unless work is completed within six months.			

Grades will be determined as described below:

Unit exams: 40% Midterm: 25% Assignments: 10% Final Exam: 25%

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. See the Surgical Technology Student Handbook for all current policies: <https://pdf.browsealoud.com/PDFViewer/Desktop/viewer.aspx?file=https://pdf.browsealoud.com/StreamingProxy.ashx?url=https://www.kbcc.cuny.edu/academicdepartments/alliedhealth/surgicaltech/documents/SurgTechHANDBOOK2021-2022.pdf&opts=www.kbcc.cuny.edu#langidsrc=en-us&locale=en-us&dom=www.kbcc.cuny.edu>

You can also find additional information in the KCC Catalog and website. Students are expected to take all tests when scheduled. Students who do not take a test during the allotted time period must consult with the instructor to reschedule the exam. Those students will be given an alternate makeup test. All makeup tests will be given at the end of the semester or a mutually agreeable time between the student and the instructor. Students who fail to take the scheduled exams or *makeup the exam before the end of the semester will receive a grade of zero for that test*. All written assignments must comply with college standards for written work. Written assignments, other than discussion board threads are to be submitted via email as a word document and must be received by 10:00 AM on the due date, prior to the start of class. All other submissions will be assessed 5 points per date that it is late. A late assignment will meet the requirements of the course but will not receive full credit. *If written assignments are not submitted by the end of the course, the student will receive a grade of “0” for each incomplete assignment*. If you are submitting a Word document in an alternate format and I am unable to open it, it is marked as incomplete. If you are submitting it as a Google doc, you must grant me permission to view the document. It is your responsibility to submit your assignments on time. As your instructor, I will not chase or hound you if they are not submitted. For extra credit (5 points added to your first exam) you can respond to a post on the Blackboard Discussion Board about your initial orientation.

A private conference (see office hours) with the instructor is required at the mid-semester point and again at week 10 of the course to discuss your progress. Students may arrange a conference/appointment by emailing me to schedule a mutually agreeable time. It is your responsibility to schedule these meetings. The ST200 class and lab space has a separate office and stock room and, if you cannot find the time to officially schedule a formal meeting in my office, we can have face to face meetings in the additional spaces in M385 for brief discussions. If neither is possible for you, we can always set up a zoom meeting.

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance when possible. Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests will be given at the end of the semester immediately after the final exam.

The “Practicum” is an all-encompassing practical lab exam that each student must pass in order to proceed to the clinical component of the program. A mock surgery will be performed and all basic skills that you have learned during the semester must be demonstrated in a satisfactory manner. Failure of the Lab practicum will result in an “F” for the course. A student that cannot successfully pass the lab practicum by week 12 of the semester cannot proceed to the clinical component of the program where they will be responsible for the same skills in a live operating room. The clinical sites that the students go to require that they are well versed in basic skills so that the student does not endanger the patients, staff or themselves in the hospital.

Scheduled Lab Classes and Open Lab Practice

You will have a total of 4 hours a week to learn surgical skills in the regularly scheduled lab times according to the CUNY First Schedule of Classes (TuTh 8-10:10 or TuTh11:30-1:40). While we boast a 6:1 student to instructor ratio, which is an excellent opportunity for you to get some personalized instruction while commanding the attention of the faculty, with over 17 previous cohorts of students, we recognize how important it is for you to practice in an open lab setting. It has been a proven formula for success – the students that come to lab to practice (a) receive higher scores on their practicum exam as well as their unit exams and finals, (b) have a higher passing rate in the program, (c) have reported that they are more confident when they are in a clinical setting for their first time, and (d) have a greater chance of graduating and getting hired immediately upon graduation. Lab hours will be discussed at the beginning of the semester, and we will try to accommodate everyone’s unique schedule. **It is mandatory that you sign into open lab sessions for a minimum of ten (10) hours during the spring semester.** It is difficult to accommodate the entire class in the last few days leading up to the practicum, so it is strongly advised that you use your time wisely and frequent the lab as often as possible. Many of the faculty members make themselves readily available at all times of the day to accommodate your unique schedules. You may arrive in class early for an 8am lab session and find a group already working. We are here to be your guides, mentors and tutors. Our Sr. CLT lab instructors will be available to assist you with practical skills, hands-on training and will even be available to guide group study sessions and assist you with your regular lecture assignments and exams.

Classroom Decorum

All cell phones or other devices that generate sound must be muted when any member of the academic community enters a classroom. Ear buds, or headphones are not allowed in the classroom. Students must exit the classroom to make or receive calls. Please let your friends and family know that you are in class so that the distractions are kept to a minimum. Leaving the classroom to answer a phone call or use the bathroom is disruptive to the flow of the lecture; therefore re-admittance will be subject to the instructor’s discretion. Any electronic devices are for classroom purposes only. During class it is a tool for learning about course content, not social media. Make the accommodations necessary for your best learning, but please do be considerate of the instructor and your fellow students. Try to refrain from leaving the room during class, keep food and drink to a discreet minimum and clean up after yourself.

Dress Requirements

Students must present themselves as professional role models. Students will be required to dress in solid navy-blue scrub attire for their lab sessions. Students that do not come to class prepared for lab in their scrubs can stay but will not be able to participate. The lab does not have a changing room and the office and stock room are not for student use. The bathroom on the fourth floor can be used as a changing room prior to the start of class. A student entering class and leaving to change will be re-admitted to the class at the discretion of the instructor so that the level of this disruption is kept to a minimum. Shirts with long sleeves **cannot** be worn underneath the scrub tops. Unless it is for religious purposes, all hats, hoods, and scarves must be removed prior to the start of the class. You will be asked to leave the class to remove all aforementioned garments. Your return to the classroom will be at the discretion of the instructor.

Blackboard & Email A copy of the syllabus and all assignments and course documents will be posted on Blackboard. It is extremely important that you get logged into the site as soon as possible so you don't miss out on the class activities. Please be sure that you know how to use Blackboard and how to access the email that is linked to it.

STUDENT SUPPORT SERVICES

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you and the Office of Access-Ability Services will help determine appropriate accommodations.

Students who need support services during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Students who require accommodations should provide adequate documentation. Contact the Access-Ability Center to arrange for a meeting.

ACCESS RESOURCE CENTER (ARC) Room V-231, ext. 5411

The Access Resource Center connects Kingsborough students to the benefits and resources for which they may qualify. A free 15-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services- legal aid; financial counseling; and tax preparation.

Counseling Services Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community. Through counseling you can gain assistance in developing positive coping strategies to help you balance the challenging demands of school and personal life like stress, trauma, family concerns, loss, anxiety, depression and life transitions. Students' confidentiality and privacy are highly valued.

NETIQUETTE

1. Be mindful that electronic communication does not convey facial expression or tone of voice. It is important to consider what is written could be misinterpreted.
2. Typing messages all in caps is regarded by most internet users as shouting; so, unless you mean to yell at someone, type your message in standard format.
3. It is appropriate to share your point of view as well as indicate disagreements with another's posts, however, it is not okay to make negative personal statements about another's posts.
4. Since many people read their email on small screen devices, when appropriate, be brief.
5. Clearly indicate the nature of your email messages.
6. If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION

Respect for the opinions of others is very important in an academic environment. It is likely you may not agree with every topic that is discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, LGBTQAI+, religion, ability, etc.)

To help accomplish this, if you have a name and/or set of pronouns that differ from those that are traditionally used, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let me know in writing by e-mail one week in advance of your respective observance. I strongly encourage you to honor your cultural and religious holidays. You may be excused from the class, but you are not excused from the work. All assignments must be submitted on time. If an assignment due date directly conflicts with a holiday or religious observance, then you should plan on submitting it a day earlier since you have the assignment days in advance. If an exam is scheduled on a holiday (that is not recognized by CUNY as a day where there are no classes, or the college is closed) you will consult the professor and schedule a make up exam at a mutually agreeable time.

Point of View

The readings, class lecture, and my comments in class may suggest a point of view that you disagree with. It is my intent to present these ideas without any bias. I am not here to oppose you or force you to follow a certain narrative. I am supporting you to foster your own, honest, and well-informed opinions. I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself. A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Unit 1: Aseptic Technique			
Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P00 Laboratory Objectives
Upon completion of this unit the student will be able to: 1. Define terms related to asepsis.	Terminology	<i>AST Guidelines for Best Practice in Lab Manual</i>	Lab orientation Wrapping items for sterilization and unwrapping items to introduce to the sterile field.
2. Discuss sources of contamination.	Sources - personnel - patient - environment		

3. Discuss the principles of asepsis and their application.	Principles of Aseptic Technique - Definition of the sterile field. - Boundaries of the sterile field on the draped patient and sterile personnel. - Boundaries of the sterile field on packages and containers. - Traffic patterns within the sterile field. - The concept of "strike through"	Asepsis and Sterile Technique Introduction to Asepsis and Sterile Technique	The student will: Demonstrate the boundaries of the sterile field. Demonstrate the proper establishment of the sterile field. Demonstrate correct opening and presentation. Demonstrate correct movement around the sterile field.
4. Discuss principles of CDC's Standard Precautions	1. Concepts of Standard Precautions	<i>AST Guidelines for Best Practice, Prevention of Transmissible Infections</i>	
Unit 2: Surgical Scrubbing, Gowning and Gloving			
Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Explain the basic technique of gowning, gloving self	1. Routine prior to surgical scrub: 2. Preliminary wash. 3. Disinfectants used. 4. Scrub methods and principles/ Drying 5. Open vs. closed glove technique.	<i>AST Guidelines for Best Practice Hand Antisepsis, Surgical Media Center: Scrubbing, Gowning and Gloving</i>	The student will: Demonstrate the proper method of scrubbing. Demonstrate the proper method of gowning and gloving self both open and closed.
Unit 3: Surgical Skin Preparation and Surgical Draping Principles			
Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. State the purpose and procedure for skin preparation.	1. Purpose 2. Time of skin prep 3. Equipment used. 4. Solutions used. 5. Procedure	<i>AST Guidelines for Best Practice</i>	The student will: Demonstrate the proper method of performing skin prep.
2. Compare the prep for a clean area with a contaminated area.	1. Routine preps: - abdomen - chest - perineum - extremities - head and face 2. Special Handling - umbilicus - stoma - foreign bodies - traumatic wounds - donor/recipient sites - contaminated areas	<i>DVD: AST: Surgical Prepping and Draping</i>	
3. Identify methods of skin marking.	1. Dye solutions 2. Sterile needles.		

4. Describe the materials and types of drapes used for surgical procedures.	<ol style="list-style-type: none"> Materials <ul style="list-style-type: none"> - woven textiles - nonwoven fabrics - plastic Types <ul style="list-style-type: none"> - towels and sheets - fenestrated and split sheets - leggings, stockinette - incise drapes 	<i>AST Guidelines for Best Practice</i> Gowns and Drapes	The student will: Demonstrate the proper method of handling sterile drapes. Demonstrate the proper application of basic drape.
5. Explain the basic methods of draping.	<ol style="list-style-type: none"> Principles of drape placement. Protecting hands. Securing drapes Application of drapes. Maintenance of barrier 		
6. Describe the methods of draping various body parts.	<ol style="list-style-type: none"> Explain the procedural draping <ul style="list-style-type: none"> - abdomen - chest - head - face - extremities 		The student will: Demonstrate the proper method of draping specialized areas of the body.
Unit 4: Surgical Needles and Sutures			
Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Define suture and suture terms.	<ol style="list-style-type: none"> Definition <ul style="list-style-type: none"> - noun v verb Terminology <ul style="list-style-type: none"> - filament - absorbable - tensile strength - inert v reactive 	PowerPoint Lab chart Text review	Demonstrate the proper method of handling different suture materials; i.e. ties, reels and atraumatic needles. Demonstrate the proper method of loading suture on instruments.
2. Describe packing and sizing scale.	<ol style="list-style-type: none"> Packaging <ul style="list-style-type: none"> - color coding - package information Sizing scales 	<i>AST Guidelines for Best Practice</i>	
3. Describe types and characteristics of suture materials.	<ol style="list-style-type: none"> Types <ul style="list-style-type: none"> - absorbable v non absorbable - synthetic v Natural - monofilament v multifilament Coatings 		
4. Describe suture absorption process.	<ol style="list-style-type: none"> Phagocytosis Enzymatic action. Hydrolysis 		
5. Describe the handling of suture.	<ol style="list-style-type: none"> Suture preparation <ul style="list-style-type: none"> - estimate of needs - sequence of use - placement on field - loading of suture Ligating methods 		

Discuss the choices of suturing materials.	1. Type of procedure. 2. Condition of tissue. 3. Disease process. 4. Surgeon preference. 5. Cost and availability.		The student will: Demonstrate the proper method of loading suture on instruments.
6. Discuss the techniques of suturing and accessories.	1. Suturing techniques - continuous - interrupted - buried - purse string - subcuticular - retention - traction 2. Accessory devices - bolsters/bridges - tapes - vessel loops - adhesive skin closures - liquid sutures		The student will: 1. Demonstrate the proper method of preparing suture adjuncts.
7. Describe the suture alternatives	1. Internal and external staplers. 2. Use of staples		

Unit 5: Basic Case Preparation and Perioperative Routines

Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Discuss the preparation of the OR prior to setting up a sterile field and the set-up of the sterile field.	1. Opening and dispensing supplies 2. Timing of field preparation. 3. Organization and standardization. 4. Prep table 5. Back table. 6. Mayo stand. 7. Surgeon preference cards. 8. Environmental preparation. 9. Furniture and equipment. 10. Positioning devices	<i>AST Guidelines for Best Practice</i> Sterile Field, Maintaining	The student will . Demonstrate the proper opening of sterile supplies. . Demonstrate the proper setup of a sterile field.
2. Discuss the application of a sponge and instrument count procedure.	1. Standards of count policies. 2. Documentation. 3. Legal aspects of counts. 4. Incorrect count protocol.	<i>AST Guidelines for Best Practice</i> Counts – Sponge, Sharp and Instrument	The student will 1. Demonstrate the proper method of performing a complete instrument and sponge count.
3. Explain the initial steps of starting a procedure.	Preparation of the surgeon and surgical team. . Placing and securing surgical drapes. . Positioning of sterile tables. . Anchoring accessories.	Handout: Sample Policy and Procedure	

3. Explain and discuss Intraoperative techniques.	<ol style="list-style-type: none"> Preparation of the scalpel <ul style="list-style-type: none"> Blade sizes and uses. changing blades passing scalpels Preparation of medications and irrigation solutions. <ul style="list-style-type: none"> temperature labeling recording 	Media Center: Basic Surgical Instrumentation, Equipment and Supplies Preoperative Case Management Intraoperative Case Management	The student will: Demonstrate the proper method of loading and unloading blades. Demonstrate the proper method of passing scalpels Demonstrate the proper method of receiving, labeling and passing surgical medications.
4. Discuss the use of surgical instruments.	<ol style="list-style-type: none"> Classification of instruments <ul style="list-style-type: none"> dissecting grasping clamping retracting probing cutting suturing Care and handling <ul style="list-style-type: none"> check function and integrity cleaning methods terminal sterilization preparation for sterilization safety precautions 	<i>AST Guidelines for Best Practice Care and Cleaning of Surgical Instruments and Powered Equipment</i>	The student will: Demonstrate the proper method of passing each classification of surgical instrument. Demonstrate the proper method of Disassembling, cleaning and reassembling instrumentation. Demonstrate the proper method of preparation for sterilization.
6. Discuss the use of surgical supplies.	<ol style="list-style-type: none"> Packs <ul style="list-style-type: none"> types and uses disposable v non-disposable Sponges and dressings Drains, catheters Needles. Syringes and irrigators Surgical fabrics 		The student will: Demonstrate the proper method of preparation for various catheters, drains and basic surgical supplies for use on the sterile field.
7. Discuss the operative sequence of opening and closing the surgical wound.	<ol style="list-style-type: none"> Anatomy of the abdominal wall. Abdominal incisions. Instrumentation and suture sequence. 		The student will be able to demonstrate the surgical sequence through lab participation
Unit 6: Point-of-Use Decontamination and Sterilization			
Learner Objectives ST 200	Content/Lecture Discussion	Related Learner Experiences	ST2P Laboratory Objectives
Upon completion of this unit the student shall be able to: <ol style="list-style-type: none"> Define terms related to sterile processing. Describe the processes of decontamination. Describe the manual methods used for cleaning surgical instrumentation and equipment. 	<ol style="list-style-type: none"> Bioburden Biofilm Decontamination <ol style="list-style-type: none"> Cavitation Chelation Disinfection <ol style="list-style-type: none"> Disinfectant Thermal Sterilization <ol style="list-style-type: none"> Event-related 	<i>AST Guidelines for Best Practice Sterile Field, Maintaining</i>	The student will <ul style="list-style-type: none"> Demonstrate the proper opening of sterile supplies. Demonstrate the proper setup of a sterile field.
Cleaning & Decon procedure. <ol style="list-style-type: none"> Describe the mechanical method used for cleaning. Describe the concepts of 	<ol style="list-style-type: none"> Purpose <ol style="list-style-type: none"> Reduce bioburden Reduce risk of transmission of pathogens Safety precautions 	<i>AST Guidelines for Best Practice Counts – Sponge, Sharp and Instrument</i>	The student will <ol style="list-style-type: none"> Demonstrate the proper method of performing a complete instrument and sponge count.

<p>disinfection.</p> <p>3. Discuss the principles related to preparing items for sterilization.</p> <p>4. Demonstrate point-of-use cleaning methods</p>	<p>1. Personal protective equipment</p> <p>C. Point of use preparation</p> <p>1. Handling concepts</p> <p>a) Cords</p> <p>b) Delicate instruments</p> <p>c) Disassembly</p> <p>d) Isolation and disposal of sharps</p> <p>e) Transport</p> <p>2. Pre-cleaning sprays and foams</p> <p>III. Cleaning</p> <p>A. Purpose</p> <p>B. Standards of cleaning</p> <p>C. Factors that impact cleaning</p> <p>D. Detergents</p> <p>1. Enzymatic</p> <p>2. High alkaline</p> <p>3. Organic</p>	<p>Handout: Sample Policy and Procedure</p>	
<p>Sterilization Procedure</p> <p>1. Analyze the requirements for sterilizing items.</p> <p>2. Discuss the principles of sterile storage.</p> <p>3. Discuss the principles of distributing sterile supplies.</p>	<p>Types of disinfectant agents</p> <p>1. Alcohol</p> <p>a) Action</p> <p>b) Advantages</p> <p>c) Disadvantages</p> <p>d) Uses</p> <p>2. Glutaraldehyde</p> <p>a) Action</p> <p>b) Advantages</p> <p>c) Disadvantages</p> <p>d) Uses</p> <p>3. Orthophthalaldehyde (OPA)</p> <p>a) Action</p> <p>b) Advantages</p> <p>c) Disadvantages</p> <p>d) Uses</p>		<p>1. Demonstrate techniques used to process medical devices at point-of-use.</p> <p>2. Demonstrate the use of various types of sterilization machines.</p> <p>3. Demonstrate proper technique in storing, handling, and distributing sterile supplies.</p>

ORIGINAL Syllabus

Kingsborough Community College

The City University of New York

Department of Allied Health, Mental Health and Human Services

ST200 Surgical Technology II

Pre-requisites ENG 12, BIO 11

CO-requisites ST100

Professor Johnson

Office Hours Monday 12-2pm, C206D, x5289 or x6918

Your ST200 Team of Instructors:

Professor Tyronne Johnson– Lecture Monday 8:00am-10:10am, M 394

Lab Instruction Tu Th 8-10:10 and 11:30-1:40 M385

Sr. CLT and Program Specialists- Dana Donovan and Beata Monsanto – Open lab Mondays and Wednesdays, Lab instruction Tuesday and Thursday

Course Syllabus 2022

~~Credit hours-2~~

Catalogue Description

This course provides theoretical knowledge for the application of essential skills during the perioperative phase of patient care. It introduces the student to the practice of surgical technology with a focus on those skills necessary for function in the scrub role. This course will be taught as lecture in conjunction with an active hands-on college laboratory component.

Course Overview

This course will be taught as a 2-hour weekly lecture in conjunction with a 4-hourly weekly hands-on college laboratory component. The principles of those basic skills required for successful functioning in the surgical environment as well as the development of the understanding of the principles behind the practice. Topics include surgical asepsis, sterilization and disinfection and perioperative patient care.

Student Learning Outcomes	Assessment Measures
If you stick with me, by the end of this course, I promise that you will be able to:	You will be able to demonstrate that you have achieved this outcome by:
1. Demonstrate and discuss the principles of aseptic technique.	Students will be able to explain and distinguish the boundaries of the sterile field through demonstration and debate. Theories will be defined through lecture and translated through practice in the lab setting. Students will successfully answer question on the examinations as well as exhibit skills related to aseptic technique on the practicum examination.
2. Demonstrate and discuss the principles of scrubbing, gowning and gloving.	By repetitive demonstration and exercise, the student will be able to apply and express the issues of sterility in regard to self-gowning and gloving, gowning and gloving other team members, as well as hand-washing strategies. Students will utilize basic microbiology to begin to understand the principles and peripheries of sterility. The physical repetition of these chores in the lab, will allow the student to identify and revisit the principles of aseptic technique as defined in the lecture. Students will successfully answer question on the examinations as well as exhibit skills related to these principles on the practicum examination
3. Demonstrate and discuss the principles of skin preparation.	Through demonstration and practice in the lab, the student will be able to successfully recall and define all of the philosophies of skin preparation. Students will successfully answer question on the examinations as well as exhibit skills related to basic skin preparation on the practicum examination.
4. Demonstrate and discuss the principles of sterile draping methods.	During the course of the semester, the student will have adequate opportunities to repeat and illustrate the proper techniques of applying sterile drapes to the patient on the operating room table. During class time, as well as, open lab opportunities, the student will have vast number of occasions to employ these techniques. Students will successfully answer question on the examinations as well as exhibit skills related to the ideologies of surgical draping on the practicum examination.
5. Demonstrate and discuss case preparation, including instrumentation, sutures and surgical supplies and equipment.	Through the use of recall and review, the student will be able to recognize the difference between basic surgical instrumentation, supplies and equipment, as well as suture materials. The student will be capable of distinguishing the instruments through visual inspection and be able to relate the inventory to its proper usage. Students will successfully answer question on the examinations as well as exhibit skills related to proper recall and handling of all equipment and supplies on the practicum examination.
6. Discuss the normal progression of surgical procedures from preparation, beginning, intraoperative and ending.	Through lecture, display and interaction, the student will be able to validate all of the arrangements and constructions of the sterile field and apply all of the course theories to actual surgical procedures, from the pre-operative phase, the intra-operative phase and post-operative phase of basic surgical interventions. Students will successfully answer question on the examinations as well as exhibit skills related to surgical interventions on the practicum examination.

Teaching Strategies

Lecture and guided discussions

Audio-visual materials

Demonstration/Return demonstration

Recommended Textbooks (to be discussed on first day of class)

Fuller, Joanna K., Surgical Technology: Principles and Practice, Elsevier
 Rutherford, Colleen J., Differentiating Surgical Instruments, F.A. Davis Company
 Differentiating Surgical Equipment and Supplies, F.A. Davis Company

Attendance

A student is deemed excessively absent when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of “W” or “WU” will be assigned as described in the college catalog. According to the mathematics of this policy, a student that is absent for more than 11 hours will receive a grade of WU. Lectures are 1 hour and lab is 2 hours each day. Late arrival to class is very disruptive, so allow time for parking or public transportation issues. 15 minutes after class has started, the door will be closed to the classroom. The instructor will grant a late student access when there is a break in the lecture. Three (3) late arrivals will result in the assessment of 1 hour of missed time that can have a profound effect on your total absence allotment (11 hours) for the semester. Please do not look at this figure as an opportunity to skip class.

Grades

Grades will be calculated according to departmental policy as follows:

Passing grades	A+ 98-100 B+ 88-89 C+ 78-79	A 95-97 B 85-87 C 75-77	A- 90-94 B- 80-84	
Failing grades	C- 70-74 F 59 and below	D+ 68-69	D 65-67	D- 60-64
Non-numeric grades	W Withdrew without penalty WU Unofficial Withdrawal (Counts as failure) INC Term’s Work Incomplete. Counts as “F” grade unless work is completed within six months.			

Grades will be determined as described below:

Lab Practicum: 50% Unit exams and quizzes: 20% Assignments: 10% Final Exam: 20%

Policies and Procedures

The Department of Allied Health, Mental Health and Human Services adheres to the Policies and Procedures on Academic Integrity as set forth by CUNY. See the Surgical Technology Student Handbook for all current policies: <https://pdf.browsealoud.com/PDFViewer/Desktop/viewer.aspx?file=https://pdf.browsealoud.com/StreamingProxy.ashx?url=https://www.kbcc.cuny.edu/academicdepartments/alliedhealth/surgicaltech/documents/SurgTechHANDBOOK2021-2022.pdf&opts=www.kbcc.cuny.edu#langidsrc=en-us&locale=en-us&dom=www.kbcc.cuny.edu>

You can also find additional information in the KCC Catalog and website. Students are expected to take all tests when scheduled. Students who do not take a test during the allotted time period must consult with the instructor to reschedule the exam. Those students will be given an alternate makeup test. All makeup tests will be given at the end of the semester or a mutually agreeable time between the student and the instructor. Students who fail to take the scheduled exams or *makeup the exam before the end of the semester will receive a grade of zero for that test.* All written assignments must comply with college standards for written work. Written assignments, other than discussion board threads are to be submitted via email as a word document and must be received by 10:00 AM on the due date, prior to the start of class. All other submissions will be assessed 5 points per date that it is late. A late assignment will meet the requirements of the course but will not receive full credit. *If written assignments are not submitted by the end of the course, the student will receive a grade of “0” for each incomplete assignment.* If you are submitting a Word document in an alternate format and

I am unable to open it, it is marked as incomplete. If you are submitting it as a Google doc, you must grant me permission to view the document. It is your responsibility to submit your assignments on time. As your instructor, I will not chase or hound you if they are not submitted. For extra credit (5 points added to your first exam) you can respond to a post on the Blackboard Discussion Board about your initial orientation.

A private conference (see office hours) with the instructor is required at the mid-semester point and again at week 10 of the course to discuss your progress. Students may arrange a conference/appointment by emailing me to schedule a mutually agreeable time. It is your responsibility to schedule these meetings. The ST200 class and lab space has a separate office and stock room and, if you cannot find the time to officially schedule a formal meeting in my office, we can have face to face meetings in the additional spaces in M385 for brief discussions. If neither is possible for you, we can always set up a zoom meeting.

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance when possible. Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests will be given at the end of the semester immediately after the final exam.

The “Practicum” is an all-encompassing practical lab exam that each student must pass in order to proceed to the clinical component of the program. A mock surgery will be performed and all basic skills that you have learned during the semester must be demonstrated in a satisfactory manner. Failure of the Lab practicum will result in an “F” for the course. A student that cannot successfully pass the lab practicum by week 12 of the semester cannot proceed to the clinical component of the program where they will be responsible for the same skills in a live operating room. The clinical sites that the students go to require that they are well versed in basic skills so that the student does not endanger the patients, staff or themselves in the hospital.

Scheduled Lab Classes and Open Lab Practice

You will have a total of 4 hours a week to learn surgical skills in the regularly scheduled lab times according to the CUNY First Schedule of Classes (TuTh 8-10:10 or TuTh11:30-1:40). While we boast a 6:1 student to instructor ratio, which is an excellent opportunity for you to get some personalized instruction while commanding the attention of the faculty, with over 17 previous cohorts of students, we recognize how important it is for you to practice in an open lab setting. It has been a proven formula for success – the students that come to lab to practice (a) receive higher scores on their practicum exam as well as their unit exams and finals, (b) have a higher passing rate in the program, (c) have reported that they are more confident when they are in a clinical setting for their first time, and (d) have a greater chance of graduating and getting hired immediately upon graduation. Lab hours will be discussed at the beginning of the semester, and we will try to accommodate everyone’s unique schedule. **It is mandatory that you sign into open lab sessions for a minimum of ten (10) hours during the spring semester.** It is difficult to accommodate the entire class in the last few days leading up to the practicum, so it is strongly advised that you use your time wisely and frequent the lab as often as possible. Many of the faculty members make themselves readily available at all times of the day to accommodate your unique schedules. You may arrive in class early for an 8am lab session and find a group already working. We are here to be your guides, mentors and tutors. Our Sr. CLT lab instructors will be available to assist you with practical skills, hands-on training and will even be available to guide group study sessions and assist you with your regular lecture assignments and exams.

Classroom Decorum

All cell phones or other devices that generate sound must be muted when any member of the academic community enters a classroom. Ear buds, or headphones are not allowed in the classroom. Students must exit the classroom to make or receive calls. Please let your friends and family know that you are in class so that the distractions are kept to a minimum. Leaving the classroom to answer a phone call or use the bathroom is disruptive to the flow of the lecture; therefore re-admittance will be subject to the instructor’s discretion. Any electronic devices are for classroom purposes only. During class it is a tool for learning about course content, not social media. Make the accommodations necessary for your best learning, but please do be considerate of

the instructor and your fellow students. Try to refrain from leaving the room during class, keep food and drink to a discreet minimum and clean up after yourself.

Dress Requirements

Students must present themselves as professional role models. Students will be required to dress in solid navy-blue scrub attire for their lab sessions. Students that do not come to class prepared for lab in their scrubs can stay but will not be able to participate. The lab does not have a changing room and the office and stock room are not for student use. The bathroom on the fourth floor can be used as a changing room prior to the start of class. A student entering class and leaving to change will be re-admitted to the class at the discretion of the instructor so that the level of this disruption is kept to a minimum. Shirts with long sleeves **cannot** be worn underneath the scrub tops. Unless it is for religious purposes, all hats, hoods, and scarves must be removed prior to the start of the class. You will be asked to leave the class to remove all aforementioned garments. Your return to the classroom will be at the discretion of the instructor.

Blackboard & Email A copy of the syllabus and all assignments and course documents will be posted on Blackboard. It is extremely important that you get logged into the site as soon as possible so you don't miss out on the class activities. Please be sure that you know how to use Blackboard and how to access the email that is linked to it.

STUDENT SUPPORT SERVICES

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you and the Office of Access-Ability Services will help determine appropriate accommodations.

Students who need support services during their time at Kingsborough Community College should make an appointment with the **Access-Ability Office** in Room D205 at 368-5175. Students who require accommodations should provide adequate documentation. Contact the Access-Ability Center to arrange for a meeting.

ACCESS RESOURCE CENTER (ARC) Room V-231, ext. 5411

The Access Recourse Center connects Kingsborough students to the benefits and resources for which they may qualify. A free 15-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services- legal aid; financial counseling; and tax preparation.

Counseling Services Room D-102

All Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Services Center, where they will find a staff of trained and caring mental health practitioners who are committed to providing high-quality services, in a safe, supportive, and judgment-free environment, while always respecting students as individuals and as members of a diverse school community. Through counseling you can gain assistance in developing positive coping strategies to help you balance the challenging demands of school and personal life like stress, trauma, family concerns, loss, anxiety, depression and life transitions. Students' confidentiality and privacy are highly valued.

NETIQUETTE

7. Be mindful that electronic communication does not convey facial expression or tone of voice. It is important to consider what is written could be misinterpreted.
8. Typing messages all in caps is regarded by most internet users as shouting; so, unless you mean to yell at someone, type your message in standard format.
9. It is appropriate to share your point of view as well as indicate disagreements with another's posts, however, it is not okay to make negative personal statements about another's posts.
10. Since many people read their email on small screen devices, when appropriate, be brief.

11. Clearly indicate the nature of your email messages.
12. If you send an email from a personal email account, sign the message. Often the names of personal email accounts are different from a person's given name. Use the KCC email whenever possible.

EQUITY, CIVILITY, RESPECT for DIVERSITY and INCLUSION

Respect for the opinions of others is very important in an academic environment. It is likely you may not agree with every topic that is discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbances in all aspects of human relations. Incivility will not be tolerated.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, LGBTQAI+, religion, ability, etc.)

To help accomplish this, if you have a name and/or set of pronouns that differ from those that are traditionally used, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let me know in writing by e-mail one week in advance of your respective observance. I strongly encourage you to honor your cultural and religious holidays. You may be excused from the class, but you are not excused from the work. All assignments must be submitted on time. If an assignment due date directly conflicts with a holiday or religious observance, then you should plan on submitting it a day earlier since you have the assignment days in advance. If an exam is scheduled on a holiday (that is not recognized by CUNY as a day where there are no classes, or the college is closed) you will consult the professor and schedule a make up exam at a mutually agreeable time.

Point of View

The readings, class lecture, and my comments in class may suggest a point of view that you disagree with. It is my intent to present these ideas without any bias. I am not here to oppose you or force you to follow a certain narrative. I am supporting you to foster your own, honest, and well-informed opinions. I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself. A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Unit 1: Aseptic Technique			
Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
Upon completion of this unit the student will be able to: 1. Define terms related to asepsis.	Terminology	<i>AST Guidelines for Best Practice in Lab Manual</i>	Lab orientation Wrapping items for sterilization and unwrapping items to introduce to the sterile field.

2. Discuss sources of contamination.	Sources - personnel - patient - environment		
3. Discuss and demonstrate the principles of asepsis and their application.	Principles of Aseptic Technique - Definition of the sterile field. - Boundaries of the sterile field on the draped patient and sterile personnel. - Boundaries of the sterile field on packages and containers. - Traffic patterns within the sterile field. - The concept of "strike through"	Asepsis and Sterile Technique Introduction to Asepsis and Sterile Technique	The student will: Demonstrate the boundaries of the sterile field. Demonstrate the proper establishment of the sterile field. Demonstrate correct opening and presentation. Demonstrate correct movement around the sterile field.
4. Discuss principles of CDC's Standard Precautions	1. Concepts of Standard Precautions	<i>AST Guidelines for Best Practice, Prevention of Transmissible Infections</i>	

Unit 2: Surgical Scrubbing, Gowning and Gloving

Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Demonstrate the basic technique of gowning, gloving self	6. Routine prior to surgical scrub: 7. Preliminary wash. 8. Disinfectants used. 9. Scrub methods and principles/ Drying 10. Open vs. closed glove technique.	<i>AST Guidelines for Best Practice Hand Antisepsis, Surgical Media Center: Scrubbing, Gowning and Gloving</i>	The student will: Demonstrate the proper method of scrubbing. Demonstrate the proper method of gowning and gloving self both open and closed.

Unit 3: Surgical Skin Preparation and Surgical Draping Principles

Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. State the purpose and procedure for skin preparation.	6. Purpose 7. Time of skin prep 8. Equipment used. 9. Solutions used. 10. Procedure	<i>AST Guidelines for Best Practice</i>	The student will: Demonstrate the proper method of performing skin prep.
2. Compare the prep for a clean area with a contaminated area.	1. Routine preps: - abdomen - chest - perineum - extremities - head and face 2. Special Handling - umbilicus - stoma - foreign bodies - traumatic wounds - donor/recipient sites - contaminated areas	<i>DVD: AST: Surgical Prepping and Draping</i>	
3. Identify methods of skin marking.	3. Dye solutions 4. Sterile needles.		

4. Describe the materials and types of drapes used for surgical procedures.	<ol style="list-style-type: none"> Materials <ul style="list-style-type: none"> - woven textiles - nonwoven fabrics - plastic Types <ul style="list-style-type: none"> - towels and sheets - fenestrated and split sheets - leggings, stockinette - incise drapes 	AST Guidelines for Best Practice Gowns and Drapes	The student will: Demonstrate the proper method of handling sterile drapes. Demonstrate the proper application of basic drape.
5. Demonstrate the basic methods of draping.	<ol style="list-style-type: none"> Principles of drape placement. Protecting hands. Securing drapes Application of drapes. Maintenance of barrier 		
6. Describe and demonstrate the methods of draping various body parts.	<ol style="list-style-type: none"> Procedural draping <ul style="list-style-type: none"> - abdomen - chest - head - face - extremities 		The student will: Demonstrate the proper method of draping specialized areas of the body.
Unit 4: Surgical Needles and Sutures			
Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Define suture and suture terms.	<ol style="list-style-type: none"> Definition <ul style="list-style-type: none"> - noun v verb Terminology <ul style="list-style-type: none"> - filament - absorbable - tensile strength - inert v reactive 	PowerPoint Lab chart Text review AST Guidelines for Best Practice	Demonstrate the proper method of handling different suture materials; i.e. ties, reels and atraumatic needles. Demonstrate the proper method of loading suture on instruments.
2. Describe packing and sizing scale.	<ol style="list-style-type: none"> Packaging <ul style="list-style-type: none"> - color coding - package information Sizing scales 		
3. Describe types and characteristics of suture materials.	<ol style="list-style-type: none"> Types <ul style="list-style-type: none"> - absorbable v non absorbable - synthetic v Natural - monofilament v multifilament Coatings 		
4. Describe suture absorption process.	<ol style="list-style-type: none"> Phagocytosis Enzymatic action. Hydrolysis 		
5. Describe and demonstrate the handling of suture.	<ol style="list-style-type: none"> Suture preparation <ul style="list-style-type: none"> - estimate of needs - sequence of use - placement on field - loading of suture Ligating methods 		
Discuss Choice of suture materials.	<ol style="list-style-type: none"> Type of procedure. Condition of tissue. Disease process. Surgeon preference. Cost and availability. 		

6. Discuss the techniques of suturing and accessories.	1. Suturing techniques <ul style="list-style-type: none"> - continuous - interrupted - buried - purse string - subcuticular - retention - traction 2. Accessory devices <ul style="list-style-type: none"> - bolsters/bridges - tapes - vessel loops - adhesive skin closures - liquid sutures 		The student will: 1. Demonstrate the proper method of preparing suture adjuncts.
7. Describe and discuss suture alternatives	3. Internal and external staplers. 4. Use of staples		
Unit 5: Basic Case Preparation and Perioperative Routines			
Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
Upon completion of this unit the student shall be able to: 1. Demonstrate and discuss the preparation of the OR prior to setting up a sterile field and the set-up of the sterile field.	11. Opening and dispensing supplies 12. Timing of field preparation. 13. Organization and standardization. 14. Prep table 15. Back table. 16. Mayo stand. 17. Surgeon preference cards. 18. Environmental preparation. 19. Furniture and equipment. 20. Positioning devices	<i>AST Guidelines for Best Practice</i> Sterile Field, Maintaining	The student will . Demonstrate the proper opening of sterile supplies. . Demonstrate the proper setup of a sterile field.
2. Demonstrate and discuss the application of a sponge and instrument count procedure.	5. Standards of count policies. 6. Documentation. 7. Legal aspects of counts. 8. Incorrect count protocol.	<i>AST Guidelines for Best Practice</i> Counts – Sponge, Sharp and Instrument Handout: Sample Policy and Procedure	The student will 1. Demonstrate the proper method of performing a complete instrument and sponge count.
3. Demonstrate the initial steps of starting a procedure.	. Preparation of the surgeon and surgical team. . Placing and securing surgical drapes. . Positioning of sterile tables. . Anchoring accessories.		
3. Demonstrate and discuss Intraoperative techniques.	1. Preparation of the scalpel <ul style="list-style-type: none"> - Blade sizes and uses. - changing blades - passing scalpels 2. Preparation of medications and irrigation solutions. <ul style="list-style-type: none"> - temperature - labeling - recording 	Media Center: Basic Surgical Instrumentation, Equipment and Supplies Preoperative Case Management Intraoperative Case Management	The student will: Demonstrate the proper method of loading and unloading blades. Demonstrate the proper method of passing scalpels Demonstrate the proper method of receiving, labeling and passing surgical medications.

5. Discuss and demonstrate the use of surgical instruments.	<ol style="list-style-type: none"> Classification of instruments <ul style="list-style-type: none"> - dissecting - grasping - clamping - retracting - probing - cutting - suturing Care and handling <ul style="list-style-type: none"> - check function and integrity - cleaning methods - terminal sterilization - preparation for sterilization - safety precautions 	<i>AST Guidelines for Best Practice Care and Cleaning of Surgical Instruments and Powered Equipment</i>	<p>The student will:</p> <p>Demonstrate the proper method of passing each classification of surgical instrument.</p> <p>Demonstrate the proper method of Disassembling, cleaning and reassembling instrumentation.</p> <p>Demonstrate the proper method of preparation for sterilization.</p>
6. Discuss and demonstrate the use of surgical supplies.	<ol style="list-style-type: none"> Packs <ul style="list-style-type: none"> - types and uses - disposable v non-disposable Sponges and dressings Drains, catheters Needles, Syringes and irrigators Surgical fabrics 		<p>The student will:</p> <p>Demonstrate the proper method of preparation for various catheters, drains and basic surgical supplies for use on the sterile field.</p>
7. Discuss the operative sequence of opening and closing the surgical wound.	<ol style="list-style-type: none"> Anatomy of the abdominal wall. Abdominal incisions. Instrumentation and suture sequence. 		<p>The student will be able to demonstrate the surgical sequence through lab participation</p>

Unit 6: Point-of-Use Decontamination and Sterilization

Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Laboratory Objectives
<p>Upon completion of this unit the student shall be able to:</p> <ol style="list-style-type: none"> Define terms related to sterile processing. Describe the processes of decontamination. Describe the manual methods used for cleaning surgical instrumentation and equipment. 	<ol style="list-style-type: none"> Bioburden Biofilm Decontamination <ol style="list-style-type: none"> Cavitation Chelation Disinfection Disinfection <ol style="list-style-type: none"> Disinfectant Thermal Sterilization <ol style="list-style-type: none"> Event-related 	<i>AST Guidelines for Best Practice Sterile Field, Maintaining</i>	<p>The student will</p> <ol style="list-style-type: none"> Demonstrate the proper opening of sterile supplies. Demonstrate the proper setup of a sterile field.
<p>Cleaning & Decon procedure.</p> <ol style="list-style-type: none"> Describe the mechanical method used for cleaning. Describe the concepts of disinfection. Discuss the principles related to preparing items for sterilization. Demonstrate point-of-use cleaning methods 	<ol style="list-style-type: none"> Purpose <ol style="list-style-type: none"> Reduce bioburden Reduce risk of transmission of pathogens Safety precautions <ol style="list-style-type: none"> Personal protective equipment Point of use preparation <ol style="list-style-type: none"> Handling concepts <ol style="list-style-type: none"> Cords Delicate instruments Disassembly Isolation and disposal of sharps Transport Pre-cleaning sprays and foams Cleaning <ol style="list-style-type: none"> Purpose Standards of cleaning Factors that impact cleaning Detergents <ol style="list-style-type: none"> Enzymatic 	<i>AST Guidelines for Best Practice Counts – Sponge, Sharp and Instrument</i> Handout: Sample Policy and Procedure	<p>The student will</p> <ol style="list-style-type: none"> Demonstrate the proper method of performing a complete instrument and sponge count.

	<ul style="list-style-type: none"> 2. High alkaline 3. Organic 		
<p>Sterilization Procedure</p> <ul style="list-style-type: none"> 4. Analyze the requirements for sterilizing items. 5. Discuss the principles of sterile storage. 6. Discuss the principles of distributing sterile supplies. 	<p>Types of disinfectant agents</p> <ul style="list-style-type: none"> 1. Alcohol <ul style="list-style-type: none"> a) Action b) Advantages c) Disadvantages d) Uses 2. Glutaraldehyde <ul style="list-style-type: none"> a) Action b) Advantages c) Disadvantages d) Uses 3. Orthophthalaldehyde (OPA) <ul style="list-style-type: none"> a) Action b) Advantages c) Disadvantages d) Uses 		<ul style="list-style-type: none"> 4. Demonstrate techniques used to process medical devices at point-of-use. 5. Demonstrate the use of various types of sterilization machines. 6. Demonstrate proper technique in storing, handling, and distributing sterile supplies.

TO: Fall 2023 Curriculum Committee

FROM: Tyronne Johnson, Chair, Department of Allied Health, Mental Health and Human Services

DATE: 10/11/23

RE: Change in Description for ST 200 – Surgical Technology II

The Department of Allied Health, Mental Health and Human Services is proposing a change in Description for ST 200 – Surgical Technology II.

FROM:

Provides theoretical knowledge for the application of essential skills during the perioperative phase of patient care. It introduces the student to the practice of surgical technology with a focus on those skills necessary for functions in the scrub role. This course will be taught as a lecture in conjunction with an active hands-on practice laboratory component. ~~Principles will be integrated with practice at all times.~~

TO:

Provides theoretical knowledge for the application of essential **operative** skills during the perioperative phase of patient care. It introduces the student to the **necessary critical thinking required to apply** the practice of surgical technology with a focus on those skills necessary for functions in the scrub role. This course will be taught as a lecture in conjunction with an active hands-on practice laboratory component.

Rationale for Change:

The ARC/STSA is a private, non-profit accreditation services agency that provides national recognition for more than 400 higher education programs in surgical technology and surgical assisting in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ARC/STSA has established August 1, 2024, as the date for full implementation of the Core Curriculum for Surgical Technology (CCST), 7th edition. Surgical Technology programs must be utilizing the (CCST), 7th edition, in its entirety after this date.

The Core Curriculum Revision Panel began the process of completing a peer-reviewed revision of the Core Curriculum for Surgical Technology (CCST), 7th edition, in February 2019. The Panel consisted of representatives of the Association of Surgical Technologists (AST), the Accreditation Council on Surgical Technology and Surgical Assisting (ARC/STSA), and the National Board of Surgical

Technology and Surgical Assisting (NBSTSA). The Panel focused on multiple transformations that have occurred in the profession since the publication of the 6th edition while preserving the principles of the entry-level knowledge that the graduate needs to provide safe, quality surgical patient care.

Based on ARC/STSA CCST-7e requirements a number of revisions to Kingsborough's Surgical Technology curriculum was completed in order to ensure full compliance with the ARC/STSA CCST – 7e requirements.

In addition, the program had its reaccreditation visit in June 2023 by the ARC/STSA. They made a number of recommendations for the program one of which was to separate out the laboratory component of the ST 200. In turn, ST 2P00 – Surgical Technology II Laboratory Component was created to address this recommendation, with ST 200 – Surgical Technology II being reconfigured to a 3 credit, 3 hour lecture course that aligns with the ARC/STSA CCST – 7e requirements.

The changes in course description reflect the removal of the Laboratory component from the course and reflect the changes in credits/hours and course content.

TO: Fall 2023 Curriculum Committee

FROM: Tyronne Johnson, Chair, Department of Allied Health, Mental Health and Human Services

DATE: 10/4/23

RE: Change in Prerequisite and Corequisite for ST 200 – Surgical Technology II

The Department of Allied Health, Mental Health and Human Services is proposing a change in the Prerequisite and Corequisite for ST 200 – Surgical Technology II.

FROM:

Prerequisite: BIO 1100 and ENG 1200

Corequisite: ST 100

TO:

Prerequisite: BIO 1100, ENG 1200, **and ST 990**

Corequisite: ST 100 **and ST 2P00**

Rationale for Change:

The ARC/STSA is a private, non-profit accreditation services agency that provides national recognition for more than 400 higher education programs in surgical technology and surgical assisting in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ARC/STSA has established August 1, 2024, as the date for full implementation of the Core Curriculum for Surgical Technology (CCST), 7th edition. Surgical Technology programs must be utilizing the (CCST), 7th edition, in its entirety after this date.

The Core Curriculum Revision Panel began the process of completing a peer-reviewed revision of the Core Curriculum for Surgical Technology (CCST), 7th edition, in February 2019. The Panel consisted of representatives of the Association of Surgical Technologists (AST), the Accreditation Council on Surgical Technology and Surgical Assisting (ARC/STSA), and the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The Panel focused on multiple transformations that have occurred in the profession since the publication of the 6th edition while preserving the principles of the entry-level knowledge that the graduate needs to provide safe, quality surgical patient care.

Based on ARC/STSA CCST-7e requirements a number of revisions to Kingsborough's Surgical Technology curriculum was completed in order to ensure full compliance with the ARC/STSA CCST – 7e requirements.

In addition, the program had its reaccreditation visit in June 2023 by the ARC/STSA. They made a number of recommendations for the program.

The program is adding a new course, ST 990 – Integrated Healthcare Sciences and Medical Terminology (3 credits, 3 hours lecture). This will serve as a Gateway course for program admission and addresses the ARC/STSA CCST-7e requirements. In addition, the course incorporates some content for sterile processing in line with ARC/STSA CCST- 7e requirements, allowing students who have the sterile processing credential to receive Credit for Prior Learning (CPL) for the course.

ST 200 – Surgical Technology II originally incorporated *both* lecture and lab within the one course. It was recommended during our site visit to separate out the laboratory component of the course. In turn, ST 2P00 – Surgical Technology II Laboratory Component was created to address this recommendation, with ST 200 – Surgical Technology II being reconfigured to a 3-credit lecture course that aligns with the ARC/STSA CCST – 7e requirements.

In turn, an update to the prerequisites and corequisites for the course was required to reflect these changes.