

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

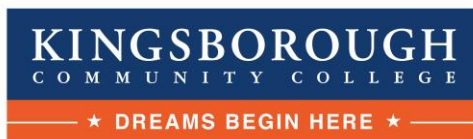
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Tyronne Johnson



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Allied Health, Mental Health and Human Services
Course Designation/Prefix:	ST
*Course Number:	2P00
Course Title:	Surgical Technology II Laboratory Component
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course provides the hands-on laboratory component for practice of the essential skills during the perioperative phase of patient care. Students have the opportunity to apply the skills necessary for function in the scrub role in any operating room.
Prerequisite(s):	ENG 1200, BIO 1100, and ST 990
Corequisite(s):	ST 100 and ST 200
Pre-/Co-requisite(s):	NONE
Open ONLY to Select students (Specify Population):	AAS Surgical Technology Majors
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	24
Indicate if a special space, such as a lab, and/or special equipment will be required:	M-385

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field

<input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input checked="" type="checkbox"/> 6 hours lab/field
4-credits: <input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. A.A.S. Surgical Technology 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C)

	<input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
--	--

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
 2. CUNY Common Core Pathways Submission Form
4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Demonstrate, apply, and discuss the principles of aseptic technique.
2. Demonstrate, apply, and discuss the principles of scrubbing, gowning and gloving.
3. Demonstrate, apply, and discuss the principles of skin preparation.
4. Demonstrate, apply, and discuss the principles of sterile draping methods.
5. Demonstrate and discuss case preparation, including instrumentation, sutures and surgical supplies and equipment.
6. Discuss the normal progression of surgical procedures from preparation, beginning, intraoperative and ending.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Demonstrate, apply, and discuss the principles of aseptic technique.	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%
2. Demonstrate, apply, and discuss the principles of scrubbing, gowning and gloving.	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%
3. Demonstrate, apply, and discuss the principles of skin preparation	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%
4. Demonstrate, apply, and discuss the principles of sterile draping methods.	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%
5. Demonstrate and discuss case preparation, including instrumentation, sutures and surgical supplies and equipment.	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%
6. Discuss the normal progression of surgical procedures from preparation, beginning, intraoperative and ending.	See next column	Lab Practicum: 50% Unit Evaluations: 40% Attendance & Participation 10%

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students who have been accepted into the Surgical Technology program. This course is part of the first semester within the program.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning

Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

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.

Based on the program's reaccreditation visit in June 2023 by the ARC/STSA, it was recommended to separate out the laboratory component of ST 200 – Surgical Technology II. In turn, ST 2P00 – Surgical Technology II Laboratory 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.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

The A.A.S. Degree in Surgical Technology is a terminal degree so there is no expectation for the course to transfer to a 4-year institution.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

Does not conflict with any course within or outside the Department.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

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

Fuller, Joanna K., Surgical Technology: Principles and Practice, Elsevier

Operating Room Skills: Fundamentals for the Surgical Technologist, Nancy Dankanich

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

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

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

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Fuller, Joanna K., Surgical Technology: Principles and Practice, Elsevier

Operating Room Skills: Fundamentals for the Surgical Technologist, Nancy Dankanich

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

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

Kingsborough Community College

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

ST200P – Surgical Technology II Laboratory Component

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

Co-requisites ST 100 and ST 200

Professor Johnson Office Hours:

Your ST200P Team of Instructors:

Tyrone Johnson – Lab: Tuesday and Thursday 8-11:10, or 11:30-2:40

Dana Donovan & Samantha Donzelli – Open lab : TBA

Course Syllabus 2024

3 Credits, 6 hours laboratory

Catalog Description

This course provides the hands-on laboratory component for practice of the essential skills during the perioperative phase of patient care. Students have the opportunity to apply the skills necessary for function in the scrub role in any operating room.

Course Overview

This course will be taught as 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:
1.Demonstrate, apply, and discuss the principles of aseptic technique.	Students will be able to explain and distinguish the boundaries of the sterile field through demonstration, application and debate. Theories will be defined through lecture and translated through practice in the lab setting. Students will successfully answer questions on the examinations as well as exhibit skills related to aseptic technique on the practicum examination.
2.Demonstrate, apply, 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 of 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, apply, and discuss the principles of skin preparation.	Through demonstration, application, 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 questions on the examinations as well as exhibit skills related to basic skin preparation on the practicum examination.
4.Demonstrate, apply, 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 a vast number of occasions to employ these techniques. Students will successfully answer questions 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 preoperative phase, the intra- operative phase and post-operative phase of basic surgical interventions. Students will successfully answer questions on the examinations as well as exhibit skills related to surgical interventions on the practicum examination.

Teaching Strategies

Guided discussions Audio-visual materials Demonstration/Return demonstration

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

Fuller, Joanna K., Surgical Technology: Principles and Practice, Elsevier
 Operating Room Skills: Fundamentals for the Surgical Technologist, Nancy Dankanich

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

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

Attendance

According to KCC policy, you are allowed to miss up to 6 hours of class per semester but your grade begins to be affected after missing 3 hours of class. 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	A 95-97	A- 90-94	
	B+ 88-89	B 85-87	B- 80-84	
	C+ 78-79	C 75-77		
Failing grades	C- 70-74	D+ 68-69	D 65-67	D- 60-64
	F 59 and below			
Non-numeric grades	W Withdrawn 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 Evaluations: 40% Attendance & Participation 10%

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.ash>

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. Exceptions for missing an exam will be for emergency situations and the faculty must know in advance when possible. 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 *make-up 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 ST200P lab space has a separate office and storeroom. If you cannot find the time to officially schedule a formal meeting in my office, we can have face to face meetings in those additional spaces in M385 for brief discussions. If neither is possible for you, we can always set up a zoom meeting.

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 6 hours a week to learn surgical skills in the regularly scheduled lab times according to the CUNY First Schedule of Classes (TuThFr 8-11:10 or TuTh 11:30-2:40). 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 20 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. **It is mandatory that you sign into open lab sessions for a minimum of ten (15) hours during the 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. We are here to be your guides, mentors and tutors. Our Sr. CLT lab instructor 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. Earbuds, 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 lab; 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 lab sessions on Tuesdays and Thursdays. Students that do not come to class prepared for the 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 storeroom 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 readmitted 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. 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 accommodation for a disability, please let us 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

Formerly known as, Single Stop, 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			
Laboratory Objectives	ST 200 Lecture Objectives	Content Discussion	Related Learner Experiences
The student will:			
Lab orientation Wrapping items for sterilization and unwrapping items to introduce to the sterile field.	Upon completion of this unit the student will be able to: 1. Define terms related to asepsis. Describe the Principles and Methods of Decontamination, Sterilization and Disinfection	Terminology Sterilization	<i>AST Guidelines for Best Practice in Lab Manual</i>

	2. Discuss sources of contamination.	Sources - personnel - patient - environment	
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.	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
	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

Laboratory Objectives	ST 200 Lecture Objectives	Content Discussion	Related Learner Experiences
The student will: Demonstrate the proper method of scrubbing. Demonstrate the proper method of gowning and gloving self both open and closed.	Upon completion of this unit the student shall be able to: 1. Describe 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>

Unit 3: Surgical Skin Preparation and Surgical Draping Principles

Laboratory Objectives	ST 200 Lecture Objectives	Content Discussion	Related Learner Experiences
The student will: Demonstrate the proper method of performing skin prep.	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>
	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.	
The student will: Demonstrate the proper method of handling sterile drapes. Demonstrate the proper application of basic drape.	4. Describe the materials and types of drapes used for surgical procedures.	1. Materials - woven textiles - nonwoven fabrics - plastic 2. Types - 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 draping specialized areas of the body.	5. Explain the basic methods of draping.	1, Principles of drape placement. 2. Protecting hands. 3. Securing drapes 4. Application of drapes. 5. Maintenance of barrier	
	6. Describe the methods of draping various body parts.	1. Demonstrate Procedural draping - abdomen - chest - head - face - extremities	

Unit 4: Surgical Needles and Sutures

Laboratory Objectives	ST 200 Lecture Objectives	Content Discussion	Related Learner Experiences
Demonstrate the proper method of handling different suture materials; i.e. ties, reels and atraumatic needles. on instruments.	Upon completion of this unit the student shall be able to: 1. Define suture and suture terms.	1. Definition - noun v verb 2. Terminology - filament - absorbable - tensile strength - inert v reactive	PowerPoint Lab chart Text review <i>AST Guidelines for Best Practice</i>
Demonstrate the proper method of loading suture	2. Describe packing and sizing scale.	1. Packaging - color coding - package information 2. Sizing scales	
	3. Describe types and characteristics of suture materials.	1. Types - absorbable v non absorbable - synthetic v Natural - monofilament v multifilament 2. Coatings	
	4. Explain the suture absorption process.	1. Phagocytosis 2. Enzymatic action. 3. Hydrolysis	
	5. Describe the handling of suture.	1. Suture preparation - estimate of needs - sequence of use - placement on field - loading of suture 2. Ligating methods	
	Discuss the choices of suture 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

Laboratory Objectives	ST 200 Lecture Objectives	Content Discussion	Related Learner Experiences
The student will Demonstrate the proper opening of sterile supplies. Demonstrate the proper setup of a sterile field.	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 1. Demonstrate the proper method of performing a complete instrument and sponge count.	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 Handout: Sample Policy and Procedure
	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.	
	4. Explain and discuss Intraoperative techniques.	1. Preparation of the scalpel - Blade sizes and uses. - changing blades - passing scalpels 2. Preparation of medications and irrigation solutions. - temperature - labeling - recording	Media Center: Basic Surgical Instrumentation, Equipment and Supplies Preoperative Case Management Intraoperative Case Management

<p>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. 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.</p>	<p>5. Discuss the use of surgical instruments.</p>	<p>1. Classification of instruments - dissecting - grasping - clamping - retracting - probing - cutting - suturing 2. Care and handling - check function and integrity - cleaning methods - terminal sterilization - preparation for sterilization - safety precautions</p>	<p><i>AST Guidelines for Best Practice Care and Cleaning of Surgical Instruments and Powered Equipment</i></p>
<p>The student will: Demonstrate the proper method of preparation for various catheters, drains and basic surgical supplies for use on the sterile field.</p>	<p>6. Discuss the use of surgical supplies.</p>	<p>1. Packs - types and uses - disposable v non-disposable 2. Sponges and dressings 3. Drains, catheters 4. Needles. Syringes and irrigators 5. Surgical fabrics</p>	
<p>The student will be able to demonstrate the surgical sequence through lab participation</p>	<p>7. Discuss the operative sequence of opening and closing the surgical wound.</p>	<p>1. Anatomy of the abdominal wall. 2. Abdominal incisions. 3. Instrumentation and suture sequence.</p>	

Unit 6: Point-of-Use Decontamination and Sterilization

Laboratory Objectives	ST 200 Lecture Objectives	Content/Lecture Discussion	Related Learner Experiences
<p>The student will Demonstrate the proper opening of sterile supplies. Demonstrate the proper setup of a sterile field.</p>	<p>Upon completion of this unit the student shall be able to: 1. Define terms related to sterile processing. 2. Describe the processes of decontamination. Describe the manual methods used for cleaning surgical instrumentation and equipment</p>	<p>A. Bioburden B. Biofilm C. Decontamination 1. Cavitation 2. Chelation D. Disinfection 1. Disinfectant 2. Thermal E. Sterilization 1. Event-related</p>	<p><i>AST Guidelines for Best Practice Sterile Field, Maintaining</i></p>
<p>The student will 1. Demonstrate the proper method of performing a complete instrument and sponge count</p>	<p>Cleaning & Decon procedure. 1. Describe the mechanical method used for cleaning. 2. Describe the concepts of disinfection. 3. Discuss the principles related to preparing items for sterilization. 4. Demonstrate point-of-use cleaning methods</p>	<p>A. Purpose 1. Reduce bioburden 2. Reduce risk of transmission of pathogens B. Safety precautions 1. Personal protective equipment C. Point of use preparation 1. Handling concepts a) Cords b) Delicate instruments c) Disassembly d) Isolation and disposal of sharps e) Transport 2. Pre-cleaning sprays and foams III. Cleaning A. Purpose</p>	<p><i>AST Guidelines for Best Practice Counts – Sponge, Sharp and Instrument</i> Handout: Sample Policy 1. and Procedure</p>

		B. Standards of cleaning C. Factors that impact cleaning D. Detergents 1. Enzymatic 2. High alkaline 3. Organic	
1. Demonstrate techniques used to process medical devices at point-of-use. 2. Demonstrate the use of various types of sterilization machines. 3. Demonstrate proper technique in storing, handling, and distributing sterile supplies.	Sterilization Procedure 1. Analyze the requirements for sterilizing items. 2. Discuss the principles of sterile storage. 3. Discuss the principles of distributing sterile supplies	Types of disinfectant agents 1. Alcohol a) Action b) Advantages c) Disadvantages d) Uses 2. Glutaraldehyde a) Action b) Advantages c) Disadvantages d) Uses 3. Orthophthalaldehyde (OPA) a) Action b) Advantages c) Disadvantages d) Uses	