



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Surgical Technologist II

Course Number: SRG 130

Credit Hrs. **11**    Lecture Hrs. 7    Lab Hrs. 4    Clinical Hrs. **8**    Variable Hrs.

Total Hours of Instruction: **19**    Total Contact Hours: **334.4**  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

This is the second course in the four-semester sequence for Surgical Technologist students. Topics will include: an introduction to surgical techniques, diagnostic and assessment procedures, surgical instruments, and general surgical techniques as they relate to abdominal and orthopedic procedures. Course format will include lecture, lab practice, and clinical observations.

Prerequisite (s): Completion of SRG 120 with a grade of at least a C+

Co-requisite (s): None

### Course Objectives:

- Recognize and describe how to respond to common hazards in the operating room environment;
- Practice Standard Precautions and methods of properly handling and disposing of hazardous waste in the operating room.
- Describe and demonstrate proper body mechanics for lifting, pulling, and pushing objects in the surgical setting.
- Describe and demonstrate correct processes for performing intra-operative routines.
- Accurately perform and properly document vital sign checks (pulse, blood pressure, oxygen saturation, respiratory rate).
- Describe the use of common diagnostic and assessment procedures, including EKG and imaging studies.
- Differentiate between types of surgical instruments by their function, and describe the care and handling of various surgical instruments.
- Demonstrate the proper role of the surgical technologist in abdominal and orthopedic surgical procedures.
- Apply pharmacological principles in the surgical setting.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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- Identify and define general actions and side effects of each drug classification.
- Recognize medication abbreviations and parts of the physician's medication order and/or prescriptions.



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## PART 2:

### Course Objectives and Linked Lumina DQP Outcomes

See *PART 3* of this syllabus for the complete language of each Lumina DQP outcome.

- Recognize and describe how to respond to common hazards in the operating room environment. ((DQP # 1, 2)
- Practice Standard Precautions and methods of properly handling and disposing of hazardous waste in the operating room. (DQP# 1, 3)
- Describe and demonstrate proper body mechanics for lifting, pulling, and pushing objects in the surgical setting. (DQP# 2, 5)
- Describe and demonstrate correct processes for performing intra-operative routines. (DQP# 2, 5).
- Accurately perform and properly document vital sign checks (pulse, blood pressure, oxygen saturation, respiratory rate). (DQP # 1, 2, 6)
- Describe the use of common diagnostic and assessment procedures, including EKG and imaging studies. (DQP# 2, 10)
- Differentiate between types of surgical instruments by their function, and describe the care and handling of various surgical instruments. (DQP# 4, 10)
- Demonstrate the proper role of the surgical technologist in abdominal and orthopedic surgical procedures. (DQP# 4, 5)
- Apply pharmacological principles in the surgical setting. (DQP# 2)
- Identify and define general actions and side effects of each drug classification. (DQP# 11)
- Recognize medication abbreviations and parts of the physician's medication order and/or prescriptions. (DQP# 2, 15)



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## **Suggested Methods of Instruction:**

Destination, lecture, discussion, videos, case studies, homework, guest speakers, demonstrating psychomotor skills, and discussion of theory concepts related to patient situations.

## **Suggested Methods of Assessment and Evaluation:**

Students will demonstrate appropriate cognitive responses orally and in writing during lecture, discussion sessions, and exams, demonstrate appropriate and accurate psychomotor skills in lab sessions and in clinicals, and demonstrate specific clinical task completion via clinical evaluation sheets prepared in consultation with clinical instructors.

## **Adopted Text at Time of Course Adoption/Revision:**

Fuller, Joanna. Surgical Technology: Principles and Practice. St. Louis: Saunders, 2010.

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

Week 1: Introduction to Surgical Techniques

Week 2: The Surgical Wound

Week 3: Diagnostic and Assessment Procedures I, Actions/Side-Effects of Drug Classifications

Week 4: Diagnostic and Assessment Procedures II

Week 5: Surgical Instruments I

Week 6: Surgical Instruments II

Week 7: General Surgery and Pharmacological Principles in the Operating Room

Week 8: General Surgery and Pharmacological Principles in the Operating Room

Week 9: General Surgery and Pharmacological Principles in the Operating Room

Week 10: Gynecological and Obstetrical Surgery

Week 11: Gynecological and Obstetrical Surgery

Week 12: Genitourinary surgery

Week 13: Orthopedic Surgery

Week 14: Orthopedic Surgery

Week 15: Orthopedic Surgery

Week 16: Review and Final Exam

Part 1 & Part 2 approved by CRDAP on: 12 16 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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## **PART 3:**

**LUMINA DQP OUTCOMES** – Use this reference sheet for **PART 2** of Master Course Syllabus.

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012