



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Surgical Technologist III

Course Number: SRG 220

Credit Hrs. 12 Lecture Hrs. 7 Lab Hrs. 2 Clinical Hrs. 16 Variable Hrs.

Total Hours of Instruction: 25 Total Contact Hours: 440
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

This is the third course in the four-semester sequence for Surgical Technologist students. Topics will include: the role of the surgical technologist in ophthalmic, ENT, oral and maxillofacial, plastic, reconstructive, vascular, cardiac, pediatric, and neurosurgical procedures. Course format will include lecture, lab practice, and clinical observations.

Prerequisite (s): Completion of SRG 130 with a grade of a C+ or better

Co-requisite (s): None

Course Objectives:

- ~~A continuation of SRG 120 and 130;~~
- Demonstrate to an acceptable entry-level standard the proper role of the surgical technologist in ophthalmic, ENT, oral and maxilla-facial, plastic, vascular, thoracic, pulmonary, cardiac, pediatric, and neurosurgical procedures.
- Recognize appropriate ways to anticipate unexpected circumstances during surgical procedures and differentiate between various methods of responding to these unexpected circumstances.
- Compute doses accurately for oral, topical, and parenteral medications.
- Simulate medication administration on surgical patients.

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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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

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

- Demonstrate to an acceptable entry-level standard the proper role of the surgical technologist in ophthalmic, ENT, oral and maxilla-facial, plastic, vascular, thoracic, pulmonary, cardiac, pediatric, and neurosurgical procedures. (DQP# 6)
- Recognize appropriate ways to anticipate unexpected circumstances during surgical procedures and differentiate between various methods of responding to these unexpected circumstances. (DQP# 1, 11)
- Compute doses accurately for oral, topical, and parenteral medications. (DQP # 2, 6, 7)
- Simulate medication administration on surgical patients. (DQP# 6, 13)



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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: Ophthalmic Surgery

Week 2: Surgery of the Ear, Nose, Pharynx, and Larynx

Week 3: Oral and Maxillofacial Surgery

Week 4: Oral and Maxillofacial Surgery Medication Administration

Week 5: Plastic and Reconstructive Surgery Medication Administration

Week 6: Peripheral Vascular Surgery Medication Administration

Week 7: Peripheral Vascular Surgery Medication Administration

Week 8: Thoracic and Pulmonary Surgery

Week 9: Thoracic and Pulmonary Surgery

Week 10: Cardiac Surgery

Week 11: Cardiac Surgery

Week 12: Pediatric Surgery

Week 13: Pediatric Surgery

Week 14: Neurosurgery

Week 15: Neurosurgery

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