1. Required documentation:
* Print copy of this check off form for each team member evaluating this course
* Highlight the three standards and elements that were selected for evaluation
* Upload to your website:

 Lesson plan for **each** standard **and** element

 Student work – evidence of teaching/learning – assignments, projects, etc

 Evaluation of student work – assessments, rubrics

 \*protect student privacy

* Pictures may be used as supporting evidence but do not take the place of rubrics and assessments
* Upload this check off form to your website
1. Teachers and evaluators will use the 3 boxes by the Elements ( ) to check-off the following:
* Lesson Plan has each of the Elements listed
* Each Element is shown in Student Work
* Each Element is shown in the Student Evaluation(s)
* If all elements addressed, evaluators will check off that entire standard has been met
* Evaluators sign completed check off form
1. Return completed check off forms to Sharon Pye

**Health Science Career Cluster Surgical Technician I Course Number: 25.44700**

# Course Description:

The goal of this course is to provide fundamental surgical technician skills and knowledge to include the knowledge, skills, and attitudes necessary to succeed in the Surgical Technology profession; including safety, infection control, pharmacology, surgical equipment, perioperative procedures, instruments, and sterilization. Students will have the opportunity to explore careers in the operating room and the education required at each level. The prerequisites for this course are Introduction to Healthcare Science and Essentials of Healthcare.

*The ultimate goal of the Surgical Services pathway is to prepare students to move on into Post- Secondary education and training and/or to possibly take the Tech in Surgery assessment which could potentially result in an industry credential after completion of any required clinical experience. Individual states may have regulations that could impact certification and what a surgical technician can do in that state.*

**Course Standard 1**

## HS-STI-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

# Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

* 1. **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Person-to-Person****Etiquette** | **Telephone and****Email Etiquette** | **Cell Phone and****Internet Etiquette** | **Communicating At****Work** | **Listening** |
| Interacting withYour Boss | TelephoneConversations | Using Blogs | ImprovingCommunication Skills | Reasons, Benefits,and Barriers |
| Interacting withSubordinates | Barriers to Phoneconversations | Using Social Media | Effective OralCommunication | Listening Strategies |
| Interacting withCo-workers | Making andReturning Calls |  | Effective WrittenCommunication | Ways We FilterWhat We Hear |
| Interacting withSuppliers | Making Cold Calls |  | Effective NonverbalSkills | Developing aListening Attitude |
|  | HandlingConference Calls |  | Effective Word Use | Show You AreListening |
|  | HandlingUnsolicited Calls |  | Giving and ReceivingFeedback | Asking Questions |
|  |  |  |  | Obtaining Feedback |
|  |  |  |  | Getting Others toListen |

|  |  |  |  |
| --- | --- | --- | --- |
| **Nonverbal Communication** | **Written Communication** | **Speaking** | **Applications and Effective Résumés** |
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Languageand mixed Messages | ConstructiveCriticism in Writing | One-on-OneConversations | Writing a Cover Letter |
| Matching Verbal andNonverbal communication |  | Small GroupCommunication | Things to Include in a Résumé |
| Improving NonverbalIndicators |  | Large GroupCommunication | Selling Yourself in a Résumé |
| Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé |
| Showing ConfidenceNonverbally |  | Involving theAudience | Describing Your Job Strengths |
| Showing Assertiveness |  | Answering Questions | Organizing Your Résumé |
|  |  | Visual and Media Aids | Writing an Electronic Résumé |
|  |  | Errors in Presentation | Dressing Up Your Résumé |

* 1. **Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

|  |  |
| --- | --- |
| **Teamwork and Problem Solving** | **Meeting Etiquette** |
| Thinking Creatively | Preparation and Participation in Meetings |
| Taking Risks | Conducting Two-Person or Large Group Meetings |
| Building Team Communication | Inviting and Introducing Speakers |
|  | Facilitating Discussions and Closing |
|  | Preparing Visual Aids |
|  | Virtual Meetings |

* 1. **Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Problem****Solving** | **Customer Service** | **The Application Process** | **Interviewing****Skills** | **Finding the Right****Job** |
| Transferable Job Skills | Gaining Trust and Interacting withCustomers | Providing Information, Accuracy and DoubleChecking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving CustomersWhat They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying aProblem | Keeping CustomersComing Back | Following Up AfterSubmitting an Application | Things to Include ina Career Portfolio | Job SearchWebsites |
| Becoming aCritical Thinker | Seeing theCustomer’s Point | Effective Résumés: | Traits Employersare Seeking | Participation in JobFairs |
| Managing | Selling Yourself andthe Company | Matching Your Talents toa Job | ConsiderationsBefore Taking a Job | Searching theClassified Ads |
|  | Handling CustomerComplaints | When a Résumé Shouldbe Used |  | Using EmploymentAgencies |
|  | Strategies forCustomer Service |  |  | Landing anInternship |
|  |  |  |  | Staying Motivatedto Search |

* 1. **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workplace Ethics** | **Personal****Characteristics** | **Employer****Expectations** | **Business Etiquette** | **Communicating****at Work** |
| Demonstrating GoodWork Ethic | Demonstrating aGood Attitude | BehaviorsEmployers Expect | Language and Behavior | Handling Anger |
| BehavingAppropriately | Gaining andShowing Respect | ObjectionableBehaviors | Keeping InformationConfidential | Dealing withDifficult Coworkers |
| Maintaining Honesty | DemonstratingResponsibility | EstablishingCredibility | Avoiding Gossip | Dealing with aDifficult Boss |
| Playing Fair | ShowingDependability | DemonstratingYour Skills | Appropriate WorkEmail | Dealing withDifficult Customers |
| Using EthicalLanguage | Being Courteous | Building WorkRelationships | Cell Phone Etiquette | Dealing withConflict |
| ShowingResponsibility | GainingCoworkers’ Trust |  | Appropriate WorkTexting |  |
| Reducing Harassment | Persevering |  | Understanding Copyright |  |
| Respecting Diversity | HandlingCriticism |  | Social Networking |  |
| Making Truthfulness aHabit | ShowingProfessionalism |  |  |  |
| Leaving a JobEthically |  |  |  |  |

* 1. **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

|  |  |  |
| --- | --- | --- |
| **Expected Work Traits** | **Teamwork** | **Time Management** |
| Demonstrating Responsibility | Teamwork Skills | Managing Time |
| Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First |
| Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities |
| Managing Change | Team Responsibilities | Overcoming Procrastination |
| Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks |
|  | Expressing Yourself on a Team | Staying Organized |
|  | Giving and Receiving ConstructiveCriticism | Finding More Time |
|  |  | Managing Projects |
|  |  | Prioritizing Personal and Work Life |

* 1. **Present a professional image through appearance, behavior and language.**

|  |  |  |  |
| --- | --- | --- | --- |
| **On-the-Job Etiquette** | **Person-to-Person Etiquette** | **Communication Etiquette** | **Presenting Yourself** |
| Using ProfessionalManners | Meeting BusinessAcquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the FirstTime | Keeping Phone CallsProfessional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a ProfessionalAttitude |
| Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work Parties |  | Proper Use in Texting | Presenting Yourself toAssociates |
| Behavior at Conventions |  |  | Accepting Criticism |
| International Etiquette |  |  | DemonstratingLeadership |
| Cross-Cultural Etiquette |  |  |  |
| Working in a Cubicle |  |  |  |

# Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

### L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 2**

## HS-STI-2

### Explore options in the Surgical Industry, including inpatient and outpatient surgery settings and the organizational structure.

* 1. Research current employment options in the surgical technician profession, and the education and training required.
	2. Distinguish between state and federal licensure laws.
	3. Differentiate between roles, department and responsibilities of team members, and place all members in appropriate positions on the organizational chart.
	4. Research the jobs that must be done in a surgery setting and who traditionally performs those job duties.

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 3**

## HS-STI-3

### Abide by regulations governing workplace safety, infection control, operational standards, patient confidentiality, and facility protocol.

* 1. Demonstrate adhering to regulations regarding workplace safety (e.g., OSHA, NIOSH) for fire, gas, and electrical hazards specific to the operating room.
	2. Demonstrate abiding by regulations regarding operational standards (e.g., JACHO, CDC).
	3. Demonstrate accessing SDS (Safety Data Sheets) when chemicals are being used.
	4. Demonstrate following exposure control plans in the event of occupational exposure.
	5. Show appropriate use of personal protective equipment and effective hand sanitation procedures.
	6. Demonstrate following policy for handling and disposing of biohazardous waste.
	7. Demonstrate reacting to emergency situations following agency procedures and facility protocol.
	8. Demonstrate the knowledge and skills to provide a safe Perioperative environment.

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 4**

## HS-STI-4

### Utilize appropriate surgical and medical terminology.

* 1. Demonstrate the use of standard medical and pharmaceutical abbreviations and symbols.
	2. Evaluate basic anatomy and physiology and pathophysiology terminology relating to general surgical procedure terminology.

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 5**

## HS-STI-5

### Apply principals of asepsis and infection control in the perioperative and operative settings.

* 1. Identify infectious disease process, including acquisition, response, and defense mechanisms.
	2. Demonstrate classifying common pathogenic microorganisms.
	3. Demonstrate simulated basic wound care.
	4. Describe stages of wound healing and possible complications.

5.5 Demonstrate sanitation, disinfection and sterilization in the lab.

5.6 Demonstrate a thorough knowledge of aseptic technique and principles.

5.7 Evaluate the importance of workflow in and out of the operating rooms and the entire surgical suite

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course standard 6**

**HS-STI-6**

**Identify the need to respond to changes in medical status of surgical patients.**

 6.1 Identify normal vital sign ranges for pediatric and adult patients.

 6.2 Recognize vital sign variations and report to nurse.

 6.3 Demonstrate first aid and Basic Life Support techniques and initiate when necessary

 6.4 Identify the need to monitor, assess and provide for the needs of the patient and the surgical team perioperatively and intraoperatively

**[ ]  Lesson Plan (The Standard and all Elements are listed.)**

**[ ]  Completed Student Work noted (All standards and elements addressed as listed)**

**[ ]  Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Evaluator signature and title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**