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 with  Your Boss | Telephone  Conversations | Using Blogs | Improving  Communication Skills | Reasons, Benefits,  and Barriers |
| Interacting with  Subordinates | Barriers to Phone  conversations | Using Social Media | Effective Oral  Communication | Listening Strategies |
| Interacting with  Co-workers | Making and  Returning Calls |  | Effective Written  Communication | Ways We Filter  What We Hear |
| Interacting with  Suppliers | Making Cold Calls |  | Effective Nonverbal  Skills | Developing a  Listening Attitude |
|  | Handling  Conference Calls |  | Effective Word Use | Show You Are  Listening |
|  | Handling  Unsolicited Calls |  | Giving and Receiving  Feedback | Asking Questions |
|  |  |  |  | Obtaining Feedback |
|  |  |  |  | Getting Others to  Listen |

|  |  |  |  |
| --- | --- | --- | --- |
| **Nonverbal Communication** | **Written Communication** | **Speaking** | **Applications and Effective Résumés** |
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Language  and mixed Messages | Constructive  Criticism in Writing | One-on-One  Conversations | Writing a Cover Letter |
| Matching Verbal and  Nonverbal communication |  | Small Group  Communication | Things to Include in a Résumé |
| Improving Nonverbal  Indicators |  | Large Group  Communication | Selling Yourself in a Résumé |
| Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé |
| Showing Confidence  Nonverbally |  | Involving the  Audience | 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 with  Customers | Providing Information, Accuracy and Double  Checking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving Customers  What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying a  Problem | Keeping Customers  Coming Back | Following Up After  Submitting an Application | Things to Include in  a Career Portfolio | Job Search  Websites |
| Becoming a  Critical Thinker | Seeing the  Customer’s Point | Effective Résumés: | Traits Employers  are Seeking | Participation in Job  Fairs |
| Managing | Selling Yourself and  the Company | Matching Your Talents to  a Job | Considerations  Before Taking a Job | Searching the  Classified Ads |
|  | Handling Customer  Complaints | When a Résumé Should  be Used |  | Using Employment  Agencies |
|  | Strategies for  Customer Service |  |  | Landing an  Internship |
|  |  |  |  | Staying Motivated  to 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 Good  Work Ethic | Demonstrating a  Good Attitude | Behaviors  Employers Expect | Language and Behavior | Handling Anger |
| Behaving  Appropriately | Gaining and  Showing Respect | Objectionable  Behaviors | Keeping Information  Confidential | Dealing with  Difficult Coworkers |
| Maintaining Honesty | Demonstrating  Responsibility | Establishing  Credibility | Avoiding Gossip | Dealing with a  Difficult Boss |
| Playing Fair | Showing  Dependability | Demonstrating  Your Skills | Appropriate Work  Email | Dealing with  Difficult Customers |
| Using Ethical  Language | Being Courteous | Building Work  Relationships | Cell Phone Etiquette | Dealing with  Conflict |
| Showing  Responsibility | Gaining  Coworkers’ Trust |  | Appropriate Work  Texting |  |
| Reducing Harassment | Persevering |  | Understanding Copyright |  |
| Respecting Diversity | Handling  Criticism |  | Social Networking |  |
| Making Truthfulness a  Habit | Showing  Professionalism |  |  |  |
| Leaving a Job  Ethically |  |  |  |  |

* 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 Constructive  Criticism | 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 Professional  Manners | Meeting Business  Acquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the First  Time | Keeping Phone Calls  Professional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a Professional  Attitude |
| Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work Parties |  | Proper Use in Texting | Presenting Yourself to  Associates |
| Behavior at Conventions |  |  | Accepting Criticism |
| International Etiquette |  |  | Demonstrating  Leadership |
| 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:**