

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**  
SURG 1002

**Course Title**  
Introduction to Health Sciences

**Course Description**

This course is designed to introduce the student to the health care delivery system and emphasizes the role and responsibility of health care team members. Discussion will also include the history and scope of practice of the surgical technologist, factors influencing the delivery of service, relationships and communication with other health care providers, professional behaviors; legal and ethical issues related to health care; death and dying; and basic overview of computer skills.

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**                       Surgical Technology

**ACTS Outcomes**

**Program Outcomes**

1. Collaborate professionally with patients, their significant others and with all members of the healthcare team (Affective).
2. Promote interest, pride, and concern in the well-being of the community and its citizens through their contributions as surgical technologists (Cognitive, Affective, Psychomotor).
3. Practice clear effective communication skills, both written and non-written (Psychomotor, Affective).
4. Facilitate a teamwork atmosphere, that is responsive to and centers on the surgical patient's needs (Cognitive, Affective, Psychomotor).
5. Examine and incorporate the Association of Surgical Technologist scope of practice guidelines, rules, regulations, and ethical standards in the practice of surgical technology (Cognitive, Affective).
6. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe competent care for the consumer (Cognitive, Affective, Psychomotor).
7. Prepare competent entry-level surgical technologist in the cognitive, psychomotor, and affective learning domains.
8. Support professional certification and life-long learning through continuing education to improve knowledge and skills performance (Cognitive, Affective, Psychomotor).

**Course Outcomes**

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Performs (self) the duties of the Surgical Technologist in the scrub role, circulating role, and second assisting. [Cognitive – Knowledge, comprehension, and evaluation. Affective – Responding, receiving, and organization.]	1-7 20-41		1,2, 3,4, 5,6, 7		C-1		Fundament Skills Check-off

CLO 2	Identifies safety hazards and appropriate interventions regarding patient and environmental safety including specimen care, counts, electrical, radiation and laser precautions, CDC (Infection Control measures), latex allergy, and OSHA (PPE) requirements. [Cognitive – Knowledge, comprehension, and analysis.]	1-7,14 18, 20-41		4,5, 6,7			R-2	Fundament Skills Check- off
CLO 3	Considers basic steps, possible variations, and principles of surgical technique and planning to patients of all ages and physical conditions for a variety of procedures by formulating or modifying the patient's case plan. [Cognitive – Knowledge, comprehension, and application. Affective – Responding, receiving, and valuing.]	8-13 15--44		1,2, 3,4, 5,6, 7	CT1			Fundament Skills Check- off

### Unit Outcomes/ Competencies

1. Describe the characteristics of the professional surgical technologist.
2. Compare and contrast professional organizations related to the profession.
3. Describe the credentialing options available to the surgical technologist.
4. Assess current trends and employment opportunities for the surgical technologist.
5. Contrast and compare various roles in the surgical technology profession.
6. Discuss the perioperative duties of the surgical technologist.
7. Discuss the perioperative duties of the assistant circulator, the circulator, and the second assistant.
8. Discuss the basic physical and biological needs required to sustain life.
9. Compare and contrast various spiritual and cultural needs of the surgical patient.
10. Demonstrate appropriate behavior in response to the needs manifested by the surgical patient.
11. Analyze and describe the potential psychological needs of the surgical patient and family.
12. List and describe potential sources of anxiety and fears of the surgical patient.
13. Identify and discuss the specific needs of the special populations.
14. Review the American Hospital Association's (AHA) Patient Care Partnership.
15. Develop an increased sensitivity to the influence of ethics in professional practice.
16. Discuss the role of morality during ethical decision making.
17. Discuss examples of ethical situations and problems in the health professions.
18. Demonstrate the key elements related to developing a surgical conscience.
19. Review principles of problem solving in ethical decision making.
20. Discuss principles of patient confidentiality including verbal and written.
21. Analyze the concepts of law.
22. Interpret the legal responsibilities of the surgical technologist and surgical team members.
23. Compare and contrast criminal and civil liabilities and the consequences for these acts.
24. Assess the resources that aid the surgical technologist in interpreting and following professional standards of conduct.
25. Analyze the recommended practices and legal elements of proper documentation.
26. Interpret prevention, correction and documentation techniques that may positively impact risk management issues.
27. Analyze the procedure for obtaining informed surgical consent.
28. Analyze the legal concepts of obtaining informed surgical consent.
29. Discuss the types of communication relationships.
30. Discuss goals of communication.
31. Describe the significance of content and tone in communication.
32. Distinguish between assertive and aggressive behavior.
33. Discuss problem behavior and coping mechanisms.
34. Describe concepts of conflict resolution.
35. Demonstrate principles of communication in the surgical setting.
36. Demonstrate body language and non-verbal communication.
37. Demonstrate principles of teamwork in the surgical environment.
38. Evaluate attitudes, beliefs and classifications regarding death and dying.
39. Compare and contrast responses to the process of death and various coping strategies and mechanisms.
40. Debate quality of life vs. quantity of life.
41. Trace the steps that are implemented when a patient death occurs in the operating room.
42. Describe the basic components of a computer system.

- 43. Apply computer knowledge to the educational process and safe patient care practices in the OR.
- 44. Locate and evaluate information using the latest technology available.

**Assessment Description(s)**

Student will be evaluated through assignments, quizzes, exams as well as in the laboratory setting based on skills performance and given a percentage grade based on each skill check-off and all other assignments given in the lab.

**Materials and Technological Requirements**

Surgical Technology: Principles and Practice; Fuller 6th Edition; Elsevier  
 Surgical Technology: Principles and Practice Work Book; Fuller 6th Edition; Elsevier  
 Alexander’s Care of The Patient in Surgery; 15th Edition; Elsevier  
 Differentiating Surgical Equipment and Supplies; 2nd Edition; F.A. Davis  
 Differentiating Surgical Instruments; 2nd Edition; F.A. Davis

**Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

**Regular Semester**

Courses which meet once a week .....	2 absences
Courses that meet twice per week .....	3 absences
Courses that meet four times per week .....	5 absences

**Summer Session**

Courses that meet four times per week in a five week session .....	3 absences
Courses which meet two evenings per week in a 10 week session .....	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)

- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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# Master Syllabus