

SURGICAL TECHNOLOGY PROGRAM

SRGT 1509



Fundamentals of Perioperative Concepts and Techniques

Lecture: M, T, W, Th 10:05 am – 10:45 am

Lab: M, T, W, Th 10:45 am – 12:05 pm

EVC 8201

Synonym:

Section:

RRC 3109

Synonym:

Section:

Instructors:

Pedro Barrera

Kathy Cook

Susan Diamond

Carol Hamilton

Kim Hernandez

Melanie Jecker

Samantha Thomas

Jehona Morand

make the names of the instructors for the semester bold

Fall/Spring Year

Announcement for Fall 2024

Course instruction for SRGT 1509 is in person with scheduled in person laboratory time. Assignments and additional material will be available online. Students are encouraged to have a computer, laptop or tablet and reliable internet access. Students have the opportunity to complete this course during the Spring 2024 semester. Adjustments, revisions and other information pertaining to this course will be communicated via email, Blackboard, WebEx or other form of communication that will be available to all students.

For help with internet access here is a link to the ACC website with information about campuses with drive up wifi.

<https://www.austincc.edu/coronavirus/drive-up-wifi>

AUSTIN COMMUNITY COLLEGE
Surgical Technology Program

**Fundamentals of Perioperative Concepts and Techniques
SRGT 1509**

DESCRIPTION

In-depth coverage of perioperative concepts such as aseptic principles and practices, infectious processes, wound healing, and creation and maintenance of the sterile field.

The Austin Community College Surgical Technology Program is committed to equitably serving our diverse student population as well as our community by dedicating ourselves to prepare proud, competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Our dedicated team of instructors provides effective teaching of surgical technology combining both physical skills taught in the laboratory and clinical settings along with didactic classroom instruction to give our students the understanding of relevant pathophysiologies, the surgical procedure to address them and the role of the surgical technologist therein. This information allows our graduates to provide excellent patient care as contributing members of the healthcare team.

- Credit Hours: 5
- Classroom Contact Hours per week: 3 (16 week course)
- Laboratory Contact Hours per week: 6 (16 week course)

Transferability of workforce courses varies. Students interested in transferring courses to another college should speak with their Area of Study (AoS) advisor, Department Chair, and/or Program Director.

PREREQUISITES

BIOL 2401, BIOL 2402, BIOL 2420, HPRS 1106, HPRS 2300, any MATH except MATH 1333 and admission into the Surgical Technology program.

COREQUISITES

SRGT 1505, SRGT 1244 and SRGT 1160

This course and all surgical technology (SRGT) co-requisites must be taken and passed in the same semester in order to complete the program. Dismissal, withdrawal or failure from this course will also result in dismissal from SRGT 1509, SRGT 1244 and SRGT 1160. Withdrawal deadlines apply.

COURSE RATIONALE

The focus of this course is on the fundamentals of surgical technology. The practices associated with aseptic technique and working within the sterile field are of particular importance. The course is designed to prepare the student to enter the O.R. and work safely around the sterile field eight weeks into the semester. The last eight weeks of the semester is designed to extend the student's range of basic competencies.

GRADING SYSTEM

Final grades are determined by the percentage of total points offered if, and only if, all check-off exams have been successfully completed.

Written Tests X 4 (100 points each)	400 points	
Check-off Exams: X 13 (100 points each)	1300 points	
Comprehensive Final Exam	100 points	
Clinical Readiness Exam	<u>100 points</u>	
	total 1900 points	80% of grade
Online Lecture Assignments 4 x 100 points	total 400 points	10% of grade
Attendance	57 points	10% of grade

note: students must have a passing grade before attendance points are added; attendance points will not be used to bring a failing grade up to a passing grade.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%

******Final grades are computed only if the Clinical Readiness Exam for this course is passed. Failure on the Clinical Readiness Exam will result in failure in this course. ******

To progress to the next semester, a grade of “C” or better must be achieved. Failure to achieve a “C” or better will result in dismissal from the program. Re-entry rules apply.

NOTE: Other assignments may be given at the subject instructor’s discretion. If additional assignments are given, the assignment’s “total points possible” will be added to this course’s “total points possible” and computed in the final grade.

NOTE: Assignments, for this class, that are turned in late will be subject to a 10% deduction of the total point value of the assignment, per day, including weekends, from the total points allotted. Late assignments will not be accepted more than one week past their due date.

NOTES: Students must have a passing grade before the attendance points are added; attendance points will not be used to bring a failing grade up to a passing grade.

INSTRUCTIONAL METHODOLOGY

This course is taught in the classroom in a lecture/laboratory format. The lecture will generally introduce concepts and skills, which will then be developed and applied in the laboratory.

Lectures will be delivered using a variety of formats including PowerPoint presentations, videos and various web-based learning activities. It is the student’s responsibility to access and review these materials prior to taking the test for that section.

Lecture materials may be accessed in Blackboard and may include PowerPoints, lecture notes, narrated PowerPoints, videos and other activities. It is the student's responsibility to access and review these materials prior to taking the test for that section.

Some assignments and activities may require the use of the Blackboard learning management system. All students must be able to access Blackboard.

STUDENT TECHNOLOGY SUPPORT

Austin Community College provides free, secure drive-up Wi-Fi to students and employees in the parking lots of all campus locations. Wi-Fi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

INSTRUCTORS

Email will be the best avenue to reach the subject instructor for questions relating to their subjects. E-mail is typically answered within 24 hours *during the work week*. A WebEx, Blackboard Collaborate, Google Hangout / Meet or other virtual meeting may be scheduled if requested. To access instructor office hour postings, go to <https://eapps.austincc.edu/lighthouse/index.php>

INSTRUCTORS

Name	Office	Office Phone	Office Hours
Pedro Barrera pbarrera@austincc.edu	EVC 8203.4	(512) 223.5801	Posted
Kathy Cook kcook1@austincc.edu	EVC 8203.1	(512) 223.5803	Posted
Susan Diamond sdiamond@austincc.edu	EVC 8281	(512) 223.5807	Posted
Carol Hamilton chamilton@austincc.edu	RRC 3117.04	(512) 223.0238	Posted
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Jared Kirk jared.kirk@austincc.edu	EVC 8205	(512) 223.5806	Posted
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Samantha Thomas samantha.thomas@austincc.edu	RRC 3117.05	(512)223-0239	Posted

ADJUNCT INSTRUCTORS

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ATTENDANCE

Attendance is required and is calculated as 10% of your overall grade. History has demonstrated time and again that the students who utilize the time to their advantage in the lab perform best on the Clinical Readiness Exam (CRE) and in the clinical setting.

Regular and punctual class and laboratory attendance is expected of all students. This course consists of 16 weeks with lab held Monday, Tuesday, Wednesday, and Thursday. Attendance for the day will be taken at 8:00 a.m. Anyone arriving after 8:00 am will receive a tardy. Students will receive one point per day per class. Students who are ineligible to take a scheduled check off exam due to an incomplete previous check off exam will not be penalized with an absence unless they are absent from a lecture scheduled for that day.

Students leaving class early will be counted as tardy. To receive full credit for the day, a student must be present for at least 80% of the allotted session. Two (2) tardies is equal to one (1) absence.

If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

LAB

Lab activities will be prepared by the faculty that correlate with skills being presented in lecture. Lab skills build on previous skills and may be presented in a chronological order, therefore; it is essential that you master a skill before progressing to the next skill. Attending and utilizing the lab purposefully will help you accomplish these goals.

Students must be in proper O.R attire to practice at all times. Dress code applies to both lab and clinical.

During procedural practice you will be assigned to surgical procedures or “cases”. If you are not present or available to participate at 8:10 am, that slot will be assigned to another student and you will forfeit that practice opportunity. Students may not ask to alter any schedule or assignment.

TESTS

All written exams will take place at 8 am on the scheduled date.

Tests will be composed of multiple choice, matching, fill in the blanks / short answer, and essay questions. The comprehensive final exam will be 100% multiple choice questions. Make-up exams are not allowed unless approved by the department faculty panel. Approval for make-up exams is rare. If a student is unable to take the scheduled exam, the student will forfeit the exam and receive a zero (0) for the grade. Upon return to class, the test may be taken within 24 hours, however; the test score will not be recorded in the gradebook. If the student takes the missed exam in the allotted time frame, they will be permitted to replace the lowest test grade with the comprehensive final grade. If a student takes all tests as scheduled, they will be able to drop the lowest test grade and replace it with the comprehensive final test grade if that grade is higher than the test grade being dropped. Scores are not curved for tests.

CPR

All students must obtain and maintain the American Heart Association Healthcare Provider CPR certification throughout the duration of the program.

CHECKOFF EXAMS

This course is designed around a modified mastery model of education. That means that some skills **MUST** be learned in order for the student to progress to the next level. These skills are tested by what we call “Check-off Exams”. **Due to the length of skills exams, all check off exams begin at 8 am on the date scheduled.**

Failure to complete mastery on a skills check-off exam:

- A. **First time failure** – Student will receive a verbal conference. (Will require scheduled remediation outside of class time with the instructor.) Re-check skill at specified time. **
- B. **Second time failure** – Re-check skill at specified time. **
- C. **Third time failure** – Re-check skill at specified time. ** #
- D. **Fourth failure** – student will be dismissed from the program.

All remaining skill check-offs must be completed in three attempts or the student will be dismissed from the program.

** Students will schedule the re-check at the time of the failed attempt. It is recommended that you have your work/school schedules at the time so you know your availability.

NOTE: ANY UNRECOGNIZED CONTAMINATION, INCORRECT COUNT, OR UNSAFE HANDLING OF SHARPS RESULTS IN AN AUTOMATIC FAILURE OF THE CHECK-OFF.

Remediation

In the event of a failure on the first attempt of a skills check off exam, the student will be required to schedule one-on-one skills remediation with an instructor outside of class time. The goal of remediation is to work individually with students to build skills needed to complete mastery of subsequent check off exams. Once remediation is complete, the student will schedule the 2nd attempt of the check off exam outside of class time. Remediation is scheduled according to instructor availability.

Early Check off exams

Students may request an early check-off by making an appointment with the instructor indicating they wish to check off early. An early check off is the first attempt. If a second attempt is necessary it will be at the end of the regularly scheduled check off. If an early check off is scheduled and the student cancels less than twenty-four (24) hours in advance it will be a forfeit of the first attempt.

Re-checks of the skill will be at a specified time with at least two instructors present and scheduled outside of class hours. If the student does not show up for the established recheck time, it is the same as a failure for that attempt. Second, third or fourth attempts may be video recorded.

For re-checks after lab on Monday, Tuesday, Wednesday or Thursday, students will be scheduled in order of 1st, 2nd, 3rd, etc. An estimation of a time will not be given. Students must be available from the time the lab ends until the completion of their re-check attempt. Failure to be available at their turn will result in forfeiture of that attempt.

For re-checks on Fridays, students will be required to schedule a recheck time. The student must be available at that time, however; the time may be delayed should a student ahead of them take longer than expected on their turn.

If a student is absent on the day of a check-off, the check-off will be done after class on the next day the student returns to class, provided the instructor is available. If the instructor is unavailable, the check-off will be scheduled at the soonest time available.

Points will automatically be removed for each attempt. For the first attempt, the highest score possible is 100; second attempt 89; third attempt 79; fourth attempt 69.

Example: Second check-off attempt: 89 is the highest grade possible. If a student performs at an 81 level on a 100 scale, the student receives a 70 for the exam: $(100-81=19)$ $[89-19=70]$. For the third attempt, the grade would be 60 with mastery complete.

Students must demonstrate mastery before being able to move on to the next check-off. If the next check-off day has arrived before the previous check-off has been completed, the first attempt of the next check-off is forfeited and the student will start at a second attempt (highest score possible is 89). The student will not participate in the regularly scheduled check off and will schedule a time to complete the missed check-off exam. The retesting check-off dates will be scheduled by the instructor. Scores are not curved for check-off exams.

CLINICAL READINESS EXAM (CRE)

The clinical readiness exam (CRE) is a skills exam designed to determine if students are “clinically ready”. The purpose of CRE is to ensure a student is prepared to safely practice in the clinical arena, so the student must demonstrate that they are able to correct anything that could adversely affect patient safety. **The CRE is about patient care, even in the absence of a real patient.**

The CRE is a compilation of skills that have already been tested on individually along with the performance of the roles. The student is required to perform both the “scrub” role and the “circulating” role during mock surgical procedures in the lab. The student must master the skills being demonstrated, in each role, to continue on to the second semester. The student is allowed a total of three attempts to master the skills before failure of the CRE is assessed resulting in a “D” in SRGT 1505 and/or SRGT 1509. A full day should be allotted for the date scheduled for your group (8:00 am – 6:00 pm or later) and tentatively for the make-up test days. However, the remaining days, the days allotted for groups other than your own, you will have off.

CRE PROCEDURE

The exam will begin with the circulator obtaining their assignment and ends with the scrub’s removal of gown and gloves at the completion of the procedure.

No student should start in their role until instructed to do so by their instructor.

No student should “look ahead” at a preference card for a procedure that is scheduled for later in the day. It would be unfair to the person who is starting first to preview a later preference card.

The “surgeon” will enter the room 20 minutes after the testing student has donned their first set of gloves.

CRE GRADING

Grades are calculated on an “all or nothing” point basis, so either the student will receive full points for a criterion, or none.

Any incorrect count, unrecognized contamination, or unsafe handling of sharps or medications, will result an “automatic failure” of the CRE attempt.

If the mastery grade (the grade without any point adjustments due to a second or third attempt) is less than 70 will also result in a failure of that attempt.

CRE TIMING

On their scheduled day, students should arrive at least 15 minutes prior to class start time, as CRE will begin precisely at the start of class. If a student is unable to perform their attempt at the time they are scheduled, they will forfeit their attempt and will be placed at the end of the schedule and their performance will be graded as a subsequent attempt with the point deduction that coincides with that attempt.

CRE VIDEORECORDING

The CRE performances will be video recorded for faculty use only. All observations from grading instructor are final.

*** During CRE practice week, if the student is absent on the day they are scheduled to help with processing, 5 points will be deducted from the CRE exam grade in SRGT 1505 and SRGT 1509 each.**

DEMONSTRATION VIDEOS

The Surgical Technology program has developed a series of videos that are available to students. The skills videos consist of a demonstration video that is designed to facilitate technical skills. More information regarding these videos will be discussed in class.

TEXTBOOKS

Required:

Electronic Book Access – Cengage Unlimited

The surgical technology program uses an online eBook accessed through Cengage Unlimited. At the start of a student's first semester in the surgical technology program, all students will be required to purchase one-year access to Cengage Unlimited through the ACC bookstore. The cost will be \$229.99. This one-time fee will cover all textbooks required for the duration of the program, no other textbooks will be required. Students will need to have access to a working computer as well as reliable internet to access the eBook.

Recommended:

F.A Davis. Taber's Cyclopedic Medical Dictionary

Tighe, S. Instrumentation for the Operating Room

SRGT

Reading Assignments Spring 2024

Week	Day	SRGT 1509	Reading Assignments
1 01/15-01/19	M	Off - Holiday	
	T	Instrumentation	p.245-255
	W	Instrumentation Surgical Attire	p.336-339
	U	Surgical Supplies	p.261-270
	F	Open Lab	
2 01/22-01/26	M	Test 1 – Instrumentation/Paper	
	T	Surgical Supplies Surgical Counts	p.357-359,372-373
	W	Asepsis and Sterile Technique	p.137-138,168-173,342
	U	Asepsis and Sterile Technique	
	F	Open Lab	
3 01/29-02/02	M	Test 2 – Basic Supplies/Paper	
	T	Hand Hygiene and Surgical Scrub	p.134,343-349
	W	Skills Check: Attire	
	U	Skills Practice: Hand Hygiene and Surgical Scrub	
	F	Open Lab	
4 02/05-02/09	M	Sterile Processing	p.137-166
	T	Sterile Processing	
	W	Skills Check: Hand Hygiene and Surgical Scrub	

	U	Skills Practice: Processing & Autoclave	
	F	Open Lab	
5 02/12-02/16	M	Establishing a Sterile Field I Equipment	p.342-359 p.137-166
	T	Skills Practice: Processing, Autoclave, ESF I	
	W	Skills Check: Processing & Autoclave	
	U	Establishing a Sterile Field II	
	F	Open Lab/ Clinical Modules Due	
6 02/19-02/23	M	Test 3	
	T	Skills Practice: ESF I and ESF II	p.342-359
	W	Skills Check: Opening	
	U	Gowning and Gloving – Self and Others	p.348-349
	F	Open Lab	
7 02/26-03/01	M	Skills Practice: G&G – Self and Others	
	T	Management of the Sterile Field II – SS&MM	
	W	Skills Check: G & G – Self and Others	
	U	Skills Practice: MSF II – SS&MM	
	F	Open Lab	
8 03/04-03/08	M	Wound Management I	p.277-283
	T	Skills Practice: Sharp Safety	p.87
	W	Skills Check: Sharp Safety	
	U	Establishing a Sterile Field III – Laparotomy	p.343-360
	F	Open Lab	
03/11-03/15	SPRING BREAK NO SCHOOL		
9 03/18-03/22	M	Test 4	
	T	Skills Practice: ESF III	
	W	Draping	p.360-366
	U	Skills Practice: ESF III & Draping	
	F	Clinical Day	
10 03/25-03/29	M	Skills Practice: ESF III & Draping	
	T	Anesthesia and Pharmacology	ch.9
	W	Management of the Sterile Field I – P&POR ONL	p.368-378
	U	Skills Practice: ESF III & Draping	
	F	Clinical Day	
11 04/01-04/05	M	Skills Check: ESF III Laparotomy	
	T	Wound Management II	p.277-283
	W	Breakdown of the Sterile Field	p.375-378
	U	Skills Check: ESF III Laparoscopy	
	F	Clinical Day	
12 04/08-04/12	M	Test 5	
	T	Disinfection of the Surgical Environment	
	W	Skills Check: Draping	
	U	Lab Prep for Procedures	

	F	Clinical Day	
13 04/15-04/19	M	Procedures Round 1 (6 cases)	
	T	Procedures Round 1 (4 cases)	
	W	Procedures Round 2 (6 cases)	
	U	Procedures Round 2 (4 cases)	
	F	Clinical Day	
14 04/22-04/26	M	Procedures Round 3 (3 cases) Video Round	
	T	Comprehensive Final	
	W	Procedures Round 3 (5 cases) Video Round	
	U	Procedures Round 4 (4 cases)	
	F	Clinical Day	
15 04/29-05/03	M	Procedures Round 4 (6 cases)	
	T	Procedures CRE Practice Round (4 cases)	
	W	Procedures CRE Practice Round (6 cases)	
	U	Lab Clean-Up and Preparation for CRE	
	F	Clinical Day	
16 05/06-05/10	M	CRE Attempt 1	
	T	CRE Attempt 1	
	W	CRE Attempt 2	
	U	CRE Attempt 3	
	F		

Dates of Importance: Last Day to Withdraw: _____
Labor Day: _____
Veteran's Day: _____
Thanksgiving: _____
Spring Break: _____

COURSE LEVEL OBJECTIVES AND OUTCOMES

1. Instrumentation
 - a. Didactic
 - i. Identify the manufacturing characteristics of surgical instruments
 - ii. Compare the grades of surgical instruments
 - iii. Describe the categories of surgical instruments

- iv. Apply knowledge of surgical instrumentation to specific surgical specialties
 - v. Evaluate perioperative instrumentation handling concepts
 - b. Skill Applications
 - i. Demonstrate perioperative instrument handling
 - ii. Demonstrate proper transport of instrumentation
- 2. Surgical Attire
 - a. Didactic
 - i. Identify select types of surgical attire
 - ii. Describe the purposes of surgical attire
 - iii. Identify the types of accessory attire
 - iv. Discuss restrictions involving surgical attire
 - b. Skill Applications
 - i. Demonstrate the principals involved in donning or doffing surgical attire
- 3. Asepsis and Sterile Technique
 - a. Didactic
 - i. Describe the terms related to asepsis and sterile technique
 - ii. Apply concepts related to asepsis
 - iii. Evaluate the sources of contamination
 - iv. Discuss principles and practices of sterile technique
 - b. Skill Applications
 - i. Demonstrate proper sterile technique in a surgical environment
- 4. Equipment
 - a. Didactic
 - i. Identify the purposes of the various types of equipment
 - ii. Review the uses of the various types of equipment
 - iii. Describe the perioperative handling of equipment
 - b. Skill Applications
 - i. Demonstrate the assembly of various types of equipment
 - ii. Demonstrate the use of various types of equipment
 - iii. Demonstrate the care of various types of equipment
- 5. Sterile Processing
 - a. Didactic
 - i. Define terms related to sterile processing
 - ii. Describe the processes of decontamination
 - iii. Describe the manual methods used for cleaning surgical instrumentation and equipment
 - iv. Describe the mechanical methods used for cleaning
 - v. Describe the concepts of disinfection
 - vi. Discuss the principles related to preparing items for sterilization
 - vii. Analyze the requirements for sterilizing items
 - viii. Discuss the principles of sterile storage
 - ix. Discuss the principles of distributing sterile supplies
 - a. Skill Applications
 - i. Demonstrate point-of-use cleaning methods
 - ii. Demonstrate the use of various types of sterilization machines
 - iii. Demonstrate proper technique in storing, handling, and distributing sterile supplies
- 6. Surgical Supplies
 - a. Didactic
 - i. Identify surgical supplies

- ii. Explain the usage of surgical supplies
 - iii. Explain the principles of handling the various types of surgical supplies
 - iv. Evaluate the selection of surgical supplies
 - b. Skill Applications
 - i. Demonstrate the role of the surgical technologist in the application of surgical supplies
- 7. Establishing a Sterile Field I
 - a. Didactic
 - i. Describe the principles associated with establishing the sterile field
 - ii. Explain the steps for preparing an operating room
 - iii. Describe the use of the surgeon's preference card
- 8. Establishing a Sterile Field II
 - a. Didactic
 - i. Describe the concepts that are applied for opening sterile items
 - ii. Explain the sequence of opening sterile supplies
- 9. Hand Hygiene and Surgical Scrub
 - a. Didactic
 - i. Describe the considerations that are important to maintaining hand and skin integrity.
 - ii. Discuss the concepts for performing the medical hand wash
 - iii. Discuss the concepts of the surgical scrub as related to infection control
 - b. Skill Applications
 - i. Demonstrate the steps of a medical hand wash
 - ii. Demonstrate the steps for preparing to complete a surgical scrub
 - iii. Demonstrate the steps of performing a surgical scrub
- 10. Gowning and Gloving – Self and Others
 - a. Didactic
 - i. Describe the types of surgical gowns and gloves
 - ii. Describe the factors that affect the selection process
 - iii. Describe the methods of gowning
 - iv. Evaluate each method of gloving
 - b. Skill Applications
 - i. Apply the principles of asepsis to gowning and gloving self
 - ii. Apply the principles of asepsis to gowning and gloving other team members
- 11. Establishing a Sterile Field III – Setup Laparotomy
 - a. Didactic
 - i. Explain the steps for organizing the back table
 - ii. Explain the steps for organizing the Mayo stand
 - iii. Describe the final steps required to finish establishing the sterile field
 - iv. Analyze special circumstances that require adjusting the normal routine for establishing the sterile field
 - b. Skill Applications
 - i. Demonstrate opening sterile supplies
 - ii. Demonstrate the procedure to correct contaminations during the opening process
 - iii. Demonstrate the process of organizing the sterile field
 - iv. Demonstrate the principles of economy of motion
 - v. Demonstrate the principles of spatial awareness when organizing the sterile field.
 - vi. Demonstrate the finalization of the sterile field
 - vii. Demonstrate modifications to setting up the sterile field that must be taken when a special circumstance occurs
- 12. Surgical Counts

- a. Didactic
 - i. Describe the purpose of surgical counts
 - ii. Describe the types of documentation
 - iii. Identify the items that must be counted
 - iv. Describe the methods for counting
 - v. Discuss the frequency and timing of surgical counts
 - vi. Explain the intraoperative sequence for completing surgical counts
 - vii. Identify when additional counts are necessary
 - b. Skills Application
 - i. Demonstrate the procedure for counting sponges, sharps, instruments and accessory items on the field.
13. Management of the Sterile Field I – Procedural Pointers and Post Op Routines
 - a. Didactic
 - i. Discuss the concepts that apply to the maintenance of the sterile field
 - ii. Explain the duties of the surgical technologist to maintain the sterile field
 - iii. Describe special considerations that require the surgical technologist to make adjustments to maintain the sterile field
14. Establishing a Sterile Field III – Setup Laparoscopy
 - a. Didactic
 - i. Explain the steps for organizing the back table
 - ii. Explain the steps for organizing the Mayo stand
 - iii. Describe the final steps required to finish establishing the sterile field
 - iv. Analyze special circumstances that require adjusting the normal routine for establishing the sterile field
 - b. Skill Applications
 - i. Demonstrate opening sterile supplies
 - ii. Demonstrate the procedure to correct contaminations during the opening process
15. Surgical Incisions and Wound Exposure
 - a. Didactic
 - i. Identify the anatomy as related to each type of incision
 - ii. Distinguish among the various types of incisions
 - iii. Identify surgical incision selection based upon proper planning
 - iv. Describe the principles of exposure
 - b. Skills Application
 - i. Demonstrate techniques for tissue exposure
16. Management of the Sterile Field II – Sharp Safety and Medication Management
 - a. Skill Applications
 - i. Demonstrate sharps safety
 - ii. Demonstrate fire safety precautions during the intraoperative surgical phase
 - iii. Demonstrate correctly passing instruments
 - iv. Demonstrate methods for monitoring the sterile field
 - v. Demonstrate performing counts
 - vi. Demonstrate transfer of care
 - vii. Demonstrate managing medications
 - viii. Demonstrate techniques for handling various types of specimens
 - ix. Demonstrate handling of various types of sponges on the sterile field
 - x. Demonstrate application of various types of dressings
17. Draping

- a. Didactic
 - i. Describe the characteristics of draping materials
 - ii. Describe the types of draping materials
 - iii. Explain the application of drapes to equipment and furniture
 - iv. Explain the selection of drapes concerning anatomical regions
 - v. Describe the draping sequence as related to surgical procedures
 - b. Skill Applications
 - i. Demonstrate the principles of asepsis when draping the patient, furniture and equipment
18. Wound Management I – Sutures, Needles and Stapling Devices
- a. Didactic
 - i. Define terminology related to sutures
 - ii. Discuss the requirements of suture packaging
 - iii. List the desired characteristics of suture materials
 - iv. Describe the factors that must be considered when choosing suture material
 - v. Explain the characteristics used to classify suture material
 - vi. Analyze the characteristics of each type of suture material
 - vii. Describe the characteristics of suture needles
 - viii. Describe the characteristics of suture needles
 - ix. Describe the parts of a suture needle
 - x. Explain the principles of handling suture needles
 - xi. Describe the various types of suture techniques
 - xii. Define the types of wound closure
 - xiii. Identify the factors that must be considered when selecting the type of needle holder
 - xiv. Describe the techniques for cutting suture material
 - xv. Summarize the skin closure techniques
 - xvi. Describe the various types of wound closure accessories
19. Wound Management II – Wound Healing
- a. Didactic
 - i. Define the terminology related to wound healing
 - ii. Describe the various types of wounds
 - iii. Analyze the mechanisms of wound healing
 - iv. Evaluate the classification of surgical wounds
 - v. Analyze the factors that influence wound healing
 - vi. Describe the complications that interrupt normal wound healing
 - b. Skills Application
 - i. Demonstrate proper suture selection, preparation, handling, and cutting techniques
 - ii. Demonstrate proper placement, handling, loading, and disposal of surgical needles
 - iii. Demonstrate the application of the principles of asepsis to basic wound care techniques
20. Application of Dressings
- a. Didactic
 - i. Describe the types of surgical dressings
 - ii. Evaluate the functions of surgical dressings
 - b. Skill Applications
 - i. Demonstrate the preparation of surgical dressings
 - ii. Demonstrate the application of surgical dressings
21. Breakdown of the Sterile Field
- a. Didactic
 - i. Discuss the concepts for the breakdown of the sterile field

- ii. Explain the steps that are taken to break down the sterile field
 - b. Skill Applications
 - i. Demonstrate the breakdown of the sterile field
- 22. Disinfection of the Surgical Environment
 - a. Didactic
 - i. Describe the purpose of disinfection of the surgical environment
 - ii. Describe the cleaning process utilizing disinfecting agents
 - iii. Describe disinfecting agents
 - b. Skill Applications
 - i. Demonstrate disinfection of the surgical environment
- 23. Assistant Circulator Duties (included in lectures above)
 - a. Didactic
 - i. Discuss the perioperative duties of the assistant circulator
 - b. Skill Applications
 - i. Demonstrate the perioperative duties of the assistant circulator to include documentation

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

Upon successful completion of the program, students will be able to:

Apply theoretical concepts and exhibit practical proficiency in surgical aseptic technique, surgical procedures and patient care. Students will be able to:

- Apply a basic understanding of human physiology and surgical anatomy to the perioperative role of a surgical technologist.
- Demonstrate a basic understanding of the concepts of pharmacology.
- Demonstrate theoretical and practical proficiency in surgical aseptic technique, surgical procedures and patient care.
- Relate diagnosis with surgical procedure.
- Integrate learning from one surgical procedure into subsequent surgical procedures.

Analyze the relationship between pathophysiology, anatomy and surgical procedures. Students will be able to:

- Utilize appropriate medical terminology.
- Relate anatomy with surgical procedure.

Analyze patient care situations and know how to act ethically and in compliance with appropriate standards of patient care protocols. Students will be able to:

- Identify and assume appropriate responsibility for patient care.

SCANS

In 1994, the U.S. Department of Labor established the Secretary's Commission on Achieving Necessary Skills (SCANS) to examine the demands of the workplace and whether our nation's students are capable of meeting those demands. The Commission determined that today's jobs generally require competencies in the following areas:

- A. Resources: Identifies, organizes, plans, and allocates resources
- B. Interpersonal: Acquires and uses information
- C. Information: Acquires and uses information

- D. Systems: Understands complex interrelationships
 E. Technology: Works with a variety of technologies

The Texas Higher Education Coordinating Board requires that all degree plans in institutions of higher education incorporate these competencies and identify to the student how these competencies are achieved in course objectives. This course, Fundamentals of Peri-operative Concepts and Techniques, incorporates the SCANS competencies in the following ways:

COMPETENCE	EXAMPLE OF LEVEL
Resources	Identifies preoperative preparation, instrumentation, supplies, medications, and equipment needed for a given procedure. Allocates time to practice laboratory skills. Utilizes materials efficiently.
Interpersonal	Shares experiences and knowledge with classmates. Participates with teammates for surgical procedures. Works as mentor with peers by observing and critiquing performances of self and others. Works toward finding resolution when problems arise during surgical procedures.
Information	Identifies preoperative preparation, instrumentation, supplies, medications, and equipment needed for a given procedure based on individual patient status. Acquires, organizes and implements information retrieved from preference cards.
Systems	Understands the systems of the organization and the organizations ultimate goal (i.e., excellent patient care). Identifies and utilizes the systems for preoperative preparation of a procedure.
Technology	Discusses special surgical equipment, its functions and troubleshooting techniques.
Basic Skills	Reads assigned pages; Calculates drug dosage. Receives and responds to verbal communication by faculty and peers during surgical procedures.
Thinking Skills	Identifies preoperative preparation, instrumentation, supplies, medications, and equipment needed for a given procedure based on individual patient status. Observes video of self performing skills and provides written feedback on performance, requiring reasoning and problem solving actions. Views critical thinking exercise videos and applies problem solving solutions.
Personal Qualities	Works as a team member for assigned activities. Asserts self and networks with classmates to obtain information on current topics. Demonstrates responsibility and ethical integrity by maintaining a surgical conscience throughout surgical procedures.

COURSE POLICIES

Attendance/Class Participation

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may dismiss students from the class. In the event of a canceled class due to weather, pandemic or other emergencies, the student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is

necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

An incomplete (grade of "I") will only be given due to extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the [Incomplete Grade form](#), to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

COLLEGE POLICIES

Health and Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. The college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Some important things to remember:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit www.vaccines.gov/ to find a vaccine location near you.
- Campuses are open to faculty, staff, and students. The college and its departments and offices may invite internal *and* external guests to their events and activities, though access is still restricted for external parties seeking to host activities at ACC. The college's [Appian Health Screening App](#) remains available to everyone who visits campus. This continues to be a good way to check your own health before coming to class or work.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available. To find [testing locations near you, click this link](#).
- If you test positive, please report it on the [ACC self-reporting tool located here](#)
- ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19.
- The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.
- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the ever changing situation, please go to [ACC's Covid website](#) for the latest updates and guidance.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at the [Academic Integrity website](#).

Student Rights and Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. [Student Rights & Responsibilities](#)

As a student of Austin Community College you are expected to abide by the [Student Standards of Conduct](#).

Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of **sexual harassment, sexual assault, dating violence, and stalking** committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of **sex- and gender-based discrimination and sexual misconduct**. **This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.**

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online, go to the [Counseling website](#).

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu.

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at the [Student Complaint Procedures website](#).

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately

reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at the [Emergency Management website](#).

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an illness outbreak, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy. In addition, **concealed weapons are not allowed on ACC-sponsored field trips** where the school owns or has chartered or leased vehicles for transportation.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at the [Campus Carry website](#).

IMPORTANT: SRGT 1509 may involve considerable physical activity. Bending, stretching, lifting, and other rigorous activities associated with SRGT 1509 occur regularly in class. Such activities may expose concealed weapons and place the license holder in violation of state law. Therefore, it is recommended that concealed weapons be stored in a secure place as defined by college policy prior to entering the classroom, studio, or learning space.

Refer to the concealed handgun policy online at austincc.edu/campuscarry

Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.

Additional information about Title VI, Title IX, and ADA compliance can be found in the [ACC Compliance Resource Guide](#).

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at the [ACC Email Q&A website](#).

Use of the Testing Center

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC

For additional information on using the Testing Center, please

<http://www.austincc.edu/students/testing-services/instructional-testing>

STUDENT SUPPORT SERVICES

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services.

Information on these campus services and resources is available at the [Student Resources website](#). A comprehensive array of student support services is available online at the [Student Support website](#).

Student Accessibility Services

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled “Faculty Notification Letter” (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student’s best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. These services, which include face-to-face and online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here: [Online Tutoring Request](#)

Additional tutoring information can be found here: [Online Tutoring](#)

Library Services

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians. In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- [Library Website](#)
- [Library Information & Services during COVID-19](#)
- [Ask a Librarian](#) 24/7 chat and form
- [Library Hours of Operation by Location](#)
- Email: library@austincc.edu

Parent and Family Engagement Services

ACC understands how important parent and family support is to every student's college journey. From parents and siblings to stepparents, grandparents, partners, and loved ones, the Parent and Family Engagement Office at ACC is committed to empowering families to support student success. The office provides a family orientation to ACC, free [workshops](#) explaining the world of higher education (financial aid, student resources, career and transfer services, etc.), a monthly [newsletter](#) full of student success tips, and a website designed to answer family members' frequently asked questions. All students, especially first-generation students, are encouraged to share these resources with their families and invite them to be part of the Riverbat experience. Contact familyengagement@austincc.edu or visit the [Parent & Family Engagement website](#) for more information.

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at the [Student Life website](#).

Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here at the [Central Texas Food Bank website](#).
- Assistance with childcare or utility bills is available at any campus [Support Center](#)
- The [Student Emergency Fund](#) can help with unexpected expenses that may cause you to withdraw from one or more classes
- Help with budgeting for college and family life is available through the [Student Money Management Office](#).
- A full listing of services for student parents is available at the [Child Care website](#).

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns at the [Counseling website](#).

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **988** or **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

Illness

If you test positive for covid, please report it to your instructor.

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**CHECK THIS PAGE CAN BE REMOVED & TURNED IN, THEN DELETE
THIS SENTENCE**

SRGT 1509
Statement of Understanding

Please initial each statement to indicate that you have read and understand the SRTG 1509 course syllabus which covers:

1. ____ Course Description
2. ____ Course Rationale
3. ____ Grading Criteria
4. ____ Attendance Policy
5. ____ Practicum examination information / criteria for checkoff exams and the clinical readiness exam
6. ____ Additional information: viewing critical thinking videos, laboratory utilization, video critique paper requirements and grading criteria, CPR, and clinical affiliate modules
7. ____ Program objectives
8. ____ Course outcomes and objectives
9. ____ ACC course policies

Printed Name _____ Date _____

Signature _____ Date _____