



OWENS
COMMUNITY COLLEGE

Course Syllabus
SEMESTER

School of Nursing and Health Professions

Course Name:	Surgical Pharmacology
Course & Section Number:	SRG 102-XXX
Meeting Day(s) & Time(s):	
Credits:	Lecture 1
Contact Hours:	Lecture 1
Text:	Pharmacology for the Surgical Technologist
Instructor's Name:	
Office Hours & Location:	
OCC Phone:	
OCC Email:	
Additional Contact Information:	

Please call me NAME; it is my preferred name. If you have a preferred name, please let me know so I can use it.

**Please only use your student OCC email to contact me.

Catalog Description:

In this course students will define patient-centered care to determine the differing needs of the various patient populations that visit the surgical department. Important areas that will be described include appropriate communication, cultural and spiritual competence, and grief advocacy. This course will cover the aspects of death in the operating room along with the organ transplant process. Students will also cover patient transport, transfer, urinary catheterization, skin prep, patient positioning and draping procedures.

Prerequisites: ENG 111 and/or 111P, BIO 211, SPD 100, SRG 102, SRG 101

Corequisites: SRG 105, SRG 103, BIO 212

If a print book, e-book, or access code is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called "Find Books" on the course schedule for each course section. See the example below.

OER and Owens Community College Library Resources (Open Educational Resources are free online materials for instructor and student use. Some OER material may be available in print in the Owens Community College Library.)

Inclusive Access (I.A.) Materials are included in the cost of the course to save students money through lower negotiated rates with publishers. Courses containing I.A. materials will have it noted on the online class schedule. If your course includes I.A. digital materials, you will receive an email with subject line,

"Your inclusive Access Materials," and it will include any codes or digital links.

The email will come to your Owens Community College email from the Owens e-Campus Bookstore on the first day of class, if not before. Be sure to check your spam (junk email) if you do not find it in your inbox. If the email is not in your inbox or spam folder, contact your instructor immediately. You may also see a folder at the top of your course labelled "Course Materials by eCampus." This folder will contain any needed codes or links to needed materials.

If the I.A. materials also include a printed book or are in print form, the item will be shipped to your address of record automatically based on your enrollment in the course. Please note that some courses do not include printed materials in I.A and those materials would need to be purchased separately using the link on the course schedule. When you access the Find Books link you will see which items in a course are included in I.A.

If a print book is required, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called "Find Books" on the course schedule for each course section. See the example below.

What will I learn in this course?

Course Objectives:

- Demonstrate professional communication skills with families of patients being transported to surgery
- Use safe body mechanics during patient transportation, transferring, and positioning
- Discuss common methods of patient transport and lateral moving devices used in the perioperative environment
- Review the standards of practice for surgical prep and draping
- Review the guidelines for patient hygiene before surgery
- Discuss the guidelines for hair removal and skin marking in the surgical prep
- Teach the FDA's approved antiseptics for the surgical prep
- Define the end-of-life period and brain death
- Describe Kübler-Ross's stages of dying
- Discuss ways to provide comfort and support to patients in the dying period
- Discuss the conflicts and stress that families face during the dying period
- Discuss significant ethical issues surrounding death and dying
- Differentiate among law, standards of practice, and codes of conduct
- Define risk management
- Explain the difference between licensure, certification, and registration
- Identify and discuss abuse and violence in the perioperative environment
- Define sentinel event
- Identify common areas of negligence in perioperative practice

Student Learning Outcomes:

Students will:

Category	Outcome	Where Assessed
Knowledge	1. Define patient-centered and outcome-oriented care.	Mindtap CH 3 activities; "Monsters Are Unique: Patient Centered Care" (Week 2); Pediatric Communication Toolkit (Week 5); Boo's Surgical Journey Map (Week 8); Midterm and Final Exams.
	2. Describe human needs utilizing Maslow's Hierarchy as they relate to the patient and patient's family.	Week 1–2 readings/discussion; "Monsters Are Unique" activity; "From Screams to Understanding" assignment (Week 7); Midterm and Final Exams.
	3. Describe cultural competence and spirituality and their importance in ethics and health care.	Week 2 discussion; Pediatric Communication Toolkit (Week 5); "From Screams to Understanding"

Category	Outcome	Where Assessed
		assignment (Week 7); Boo's Surgical Journey Map (Week 8); Midterm and Final Exams.
	4. Identify special patient populations and their differing needs.	Week 5 module (pediatric/geriatric/special needs); Pediatric Communication Toolkit; Midterm Exam.
	5. Describe the end-of-life period and brain death along with the stages of dying.	Week 7 module/reading; "From Screams to Understanding" assignment; Final Exam.
	6. Identify ways to provide comfort and support to patients and their families in the dying period utilizing the Kübler-Ross model for the stages of grief.	Week 7 discussion and reflection; "From Screams to Understanding" assignment; Final Exam.
	7. Describe the conflicts and stress families face during the dying period.	Week 7 discussion; "From Screams to Understanding" assignment.
	8. Identify significant cultural competences and ethical issues surrounding death and dying.	Week 2 discussion; Pediatric Communication Toolkit (Week 5); "From Screams to Understanding" assignment (Week 7); Boo's Surgical Journey Map (Week 8); Midterm and Final Exams.
	9. Identify challenges with pharmaceutical use based on religious, cultural, personal, gender, or racial concerns.	Introduced Week 5 (monitoring/local anesthesia considerations) and reinforced Week 6 (patient rights/confidentiality). Assessed via Midterm/Final Exams as applicable.
Human Dimension	10. Develop a sense of responsibility to the patient concerning safe practices relating to pharmaceutical use in the operating room to eliminate errors.	Introduced Week 5 (monitoring/local anesthesia considerations) and reinforced Week 6 (patient rights/confidentiality). Assessed via Midterm/Final Exams as applicable.
Caring – Civic Learning	11. Engage with fellow students to relay the importance of pharmaceutical safety within the surgical environment and the importance of practicing sharp safety.	Introduced Week 5 (monitoring/local anesthesia considerations) and reinforced Week 6 (patient rights/confidentiality). Assessed via Midterm/Final Exams as applicable.
Learning How to Learn	12. Identify sources of information on pharmaceuticals used in surgery available to the student to assist the student with being successful on the certification exam.	Introduced Week 5 (monitoring/local anesthesia considerations) and reinforced Week 6 (patient rights/confidentiality). Assessed via Midterm/Final Exams as applicable.
Application	13. Determine the most appropriate risk-reduction or patient education strategies for patients considering complementary or alternative medicine.	Not assessed in SRG 104.
	14. Apply safe practices to prevent needlesticks in the operating room environment.	Not assessed in SRG 104.
Integration	15. Compare and contrast the differing roles between the licensed and non-licensed individual in the operating room and their roles in distributing medication in the surgical field.	Not assessed in SRG 104.
	16. Connect the relationship between the use of alternative therapies and the field of surgery.	Not assessed in SRG 104.

SLO1: Patient-centered communication and psychosocial support

SLO2: Preoperative verification, consent, time-out, and patient identification

SLO3: Positioning, skin prep, draping, and maintaining asepsis/dignity

SLO4: Special populations and monitoring considerations (peds/geriatrics/special needs/local anesthesia)

SLO5: Legal/ethical responsibilities, confidentiality, negligence, and sentinel events

SLO6: Death/dying support, coping, and professional boundaries

SLO7: Continuity of care, postoperative transitions, and patient advocacy

Program Outcomes:

The following program outcomes are assessed in this course

Category	Outcome	Where Assessed
Knowledge	1. Correlate the elements, actions, and use of medications and anesthetic agents used during the perioperative experience.	Introduced Week 5 (monitoring during local anesthesia; special populations). Assessed via Midterm/Final Exams as applicable.
	2. Demonstrate knowledge of emerging technologies in minimally invasive surgeries.	Not assessed in SRG 104.
	3. Demonstrate an entry-level knowledge base by successfully completing the Certification exam.	Course assessments support certification preparation; measured through Mindtap mastery, Midterm Exam, and Final Exam.
Skills (Psychomotor)	4. Apply knowledge and skills from the biological sciences to safely perform during the pre-operative, intraoperative, and postoperative phases of patient care.	Assessed through Week 4 positioning/prep/drape concepts; Week 8 continuity/advocacy activity; Midterm and Final Exams.
	5. Assemble and operate instruments, equipment and supplies for the delivery of patient care as an entry-level practitioner during basic surgical procedures.	Not directly assessed in SRG 104 (skills assessed in lab courses).
	6. Implement safe practice techniques in regards to perioperative routines, patient transportation, positioning, and emergency procedures.	Assessed via Week 3 verification/time-out concepts (Mindtap CH 12 + Incision Academy module); Week 4 positioning activity; Midterm Exam.
	7. Prioritize and organize the surgical field while considering the physiology and urgency of patient care needs.	Introduced through case flow/setup concepts (Week 3–4). Assessed via Mindtap CH 12 activities and Midterm Exam.
Behaviors (Affective)	8. Communicate professionally with patients, physicians, and co-workers.	Assessed via Week 2 activity; Pediatric Communication Toolkit (Week 5); Boo's Surgical Journey Map (Week 8); discussions.
	9. Demonstrate a strong surgical conscience, accountability, and legal implications of an individual's actions as a member of the surgical team.	Assessed via Week 6 legal/ethical module (Mindtap CH 2); scenario discussions; Final Exam.
	10. Employ appropriate ethical, professional, and respectful values while providing care to diverse populations within the healthcare system.	Assessed via Week 2 cultural/spiritual discussion; Week 7 death/dying assignment; Pediatric Communication Toolkit; Final Exam.

Institutional General Education Competencies:

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
1. Communicate effectively.	Mindtap CH 3 activities; "Monsters Are Unique: Patient Centered Care" (Week 2); Pediatric Communication Toolkit (Week 5); Boo's Surgical Journey Map (Week 8); class discussions.
2. Act with professional responsibility.	Midterm & Final Exams; Week 6 legal/ethical module (Mindtap CH 2); participation in scenario-based activities.
3. Demonstrate sensitivity to others' beliefs and values.	Week 2 cultural/spiritual discussion; Pediatric Communication Toolkit; Week 7 death and dying discussion/reflection.
4. Think analytically, critically, and creatively.	Week 4 Safe Patient Positioning activity; Pediatric Communication Toolkit; "From Screams to Understanding" assignment (Week 7); Boo's Surgical Journey Map (Week 8); exams.

How Will Your Grade Be Determined and What Are the Major Assignments for the Semester?

Graded Items:

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value	Percentage Weight
Assignments		160	
Homework		375	
Midterm		100	
Final		100	
Total		735	100%

Grading Procedure:

Grades will be calculated on the following scale:

Grade Percentage	Point Totals	Letter Grade
91-100	668.85-735	A
82-90.99	602.70-668.84	B
73-81.99	536.55-602.69	C
64-72.99	470.40-536.54	D
0-63.99	0-470.39	F

Facilitating Successful Completion of the Course:

We welcome questions, concerns, and experiences relevant to the topic, course and/or professional field. We learn from each other. If appropriate, we encourage you to share and ask during class. If it is not, please don't hesitate to see any instructor during student hours or email them. If we feel there is a need, we will each out to the student or class to address that need. We will make referrals to other campus resources as needed. We are aware that life is happening, and this class is not the only thing you have going on.

Test Mastery Policy

In alignment with the Surgical Technology Program's commitment to competency-based education and professional readiness, the department follows a **mastery-based testing policy**. Students are

required to demonstrate a minimum level of mastery on all major examinations to progress academically and have non-exam coursework applied toward their final grade.

Policy Requirements:

- Students must achieve a combined minimum score of 73% on the major exams in each test mastery course.
- If mastery is not achieved on an initial exam attempt, one retake opportunity will be provided per exam.
- Retake exams will use case study, short answer, and essay-based questions designed to assess applied clinical reasoning.
- Retakes must be taken within 7 days of the failed mastery exam.
- Students who do not meet the mastery standard after the retake will not receive a passing grade in the course, regardless of assignment performance.
- **Addendum:** Students who fail to meet mastery after the course exams and any retakes will be offered a one-time comprehensive exam consisting of multiple-choice, true-false, or matching questions from each of the content areas in the course (totaling 100 questions). A minimum score of 73% must be achieved on this exam in order to achieve test mastery. This exam is intended only for students facing a failing grade due to unmet mastery and **cannot be used to raise scores for students who have already passed unit exams.**
- **Addendum II:** Achieving the test mastery score of 73% does not guarantee passage of the course. Each student must also complete the required work in the course (homework, activities, skills, etc.) to achieve an overall passing grade of 73% or higher.

Rationale:

This policy ensures that students possess foundational knowledge necessary for success in clinical practice and certification. It promotes critical thinking, accountability, and readiness for the demands of surgical technology.

Student Acknowledgment Form

Surgical Technology Test Mastery Acknowledgment

I understand that the Surgical Technology Program follows a **mastery-based testing policy**. To receive a passing grade in this course:

- I must earn a minimum score of 73% on each of the four-unit exams.
- If I do not reach mastery on an exam, I will be provided one retake opportunity, which will include case study, short answer, and essay-based questions.
- My grades from assignments, projects, and other non-exam activities will only be applied to my final course grade once I have achieved exam mastery.

Acknowledgement of this policy will be in your Blackboard course.

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

Student Responsibilities:

Professional Communication:

- **Accuracy and Truthfulness:** Ensure that all communication, whether verbal or written, is accurate, truthful, and based on reliable information.
- **Timeliness:** Respond promptly to communication. Acknowledge receipt and provide a timeframe for a detailed response if necessary.
- **Professional Tone:** Maintain a professional tone in all forms of communication, including emails and class meetings. Avoid using language that may be perceived as offensive, discriminatory, or disrespectful.

Professionalism Rubric – Lecture, Laboratory, and Clinical Courses Evaluation

Category	Exceeds Expectations	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
Attendance & Punctuality	Attends all classes, always on time. Notifies instructor appropriately of absences.	Rarely absent or late; proper notification given.	Occasionally late or absent; inconsistent notification.	Frequently late or absent; fails to notify or follows improper procedures.
Preparedness	Always prepared with materials and completed assignments; consistently ready to engage.	Usually prepared with necessary materials and assignments.	Sometimes unprepared or missing materials.	Rarely prepared or significantly behind on assignments.
Respect & Communication	Consistently communicates respectfully with faculty and peers; uses professional tone.	Generally, communicates respectfully with few lapses.	Occasionally uses inappropriate tone or disrespectful behavior.	Disrespectful or disruptive communication; frequent unprofessional language.
Engagement & Participation	Actively contributes to discussions; consistently demonstrates critical thinking and focus.	Participates regularly and shows engagement.	Infrequently participates or appears distracted.	No participation; disengaged from learning environment.
Responsibility & Integrity	Always meets deadlines, follows policies, and upholds academic integrity.	Usually meets deadlines and follows policies; demonstrates integrity.	Occasional late work or minor lapses in responsibility.	Repeated missed deadlines, policy violations, or academic dishonesty.

Attendance and Participation

Active participation in class discussions, activities, and assignments is an essential part of learning and understanding the course material. Attendance is a graded component of this course. If you anticipate being absent, please notify the instructor in advance when possible. Students should consult the assignment calendar to identify missed topics or assignments, review posted materials, and contact the instructor with any course-related questions.

Class will begin at the scheduled time. Repeated or habitual lateness may result in a deduction in the professionalism grade. Participation in lab activities is required for successful course completion. If you are unable to participate in a lab activity, inform the instructor as soon as possible to determine if alternative arrangements are available.

Assignment Submission

Students are expected to follow the assignment calendar and submission procedures posted in the Blackboard course shell. Assignments should be submitted by the posted due date. Late submissions may receive partial credit in accordance with course policy. Please review the specific instructions for Discussion Boards.

Course Communication

Announcements and updates will be posted in Blackboard and/or sent to your Owens student email account. Students should check email daily and log into Blackboard several times per week to stay informed of upcoming deadlines and assignments.

Tests and Quizzes

All scheduled test and quiz dates are listed on the assignment calendar. Tests and quizzes will be administered on Blackboard in the Owens testing center. Please see the following link to schedule exams: <https://www.owens.edu/testing/> .

Instructor Contact

Email is the preferred method of communication outside of posted student hours. Please include your course name in the subject line for faster response.

Requests for Assistance

Students are encouraged to ask questions or request clarification on any course-related content. If something is unclear, inform the instructor promptly so that it can be addressed. All courses in this program build on previous material, so understanding current topics is essential to future success.

Instructor Expectations and Responsibilities

Class Time and Attendance

Instructors will begin and end class at the scheduled times. If a class must be canceled or rescheduled, students will be notified as soon as possible via email and/or a Blackboard announcement.

Grading of Assignments

Assignments submitted by the posted due date will generally be graded and recorded in the Blackboard Grade Center within 3 days. Assignments submitted after the due date may require up to 8 days for grading.

Email Communication

Instructors will make every effort to respond to emails within 12 hours on weekdays and within 48 hours on weekends. Students should use their Owens student email account for all course-related correspondence and include the course name in the subject line.

Announcements

Course updates, reminders, and important information will be posted on the Blackboard Announcement page and/or sent to students' Owens email accounts.

Student Hours

Designated student hours are set aside for individual meetings outside of class time. During these times, instructors are available to address course-related questions or concerns and provide academic guidance.

Support for Course Success

Students are encouraged to ask questions and seek clarification on any course material. Instructors may reach out to individual students or the entire class to address course-related needs. Referrals to campus academic resources may be provided when appropriate to support student learning and success.

Classroom Environment:

This course fosters a professional and respectful learning environment where all students can participate and succeed. Students are encouraged to contribute to discussions, ask questions, and share ideas related to the course material. All participants are expected to communicate courteously, listen attentively, and conduct themselves with professionalism at all times.

How Does the College Support Us?

Use this [link](#) for a listing of support resources such as **Campus Resources, Campus Life, Getting Around Campus, and Security.**

Instructor Discrepancies:

If at any time throughout the semester you have a problem with the course and/or instructor, contact the instructor. If the issue cannot be resolved after discussion with the instructor, see the Department Chair: NAME, ROOM, TELEPHONE, EMAIL.

Tentative Class Assignment:

Last Update DATE: **This is just to give you a guide as to what we are going to cover in this course and when.**

Week	SLOs	Topic
1	SLO1	Topic: Introduction to the surgical patient, sources of patient fear and anxiety, CST role in patient perception, and professional presence and demeanor. Reading: AST CH 03, Fuller CH 05, Phillips CH 07 Assignments:
2	SLO1	Topic: Therapeutic Communication, cultural sensitivity, spiritual considerations, and family dynamics Readings: AST CH 03, Fuller CH 05, Phillips CH 07 Assignments: • Mindtap: CH 3 Review, Short Answer, Select the Correct Answer 02, Select the Correct Answer 01, Fill in the Blank Exercise, Multiple Choice exercise, Closing Case Study, Fill in the Blank Exercise 3.04, Select the Correct Answer 3.04, Matching exercise 3.02, Matching Exercise 3.01, Questions for Further Study-The Surgical Patient • Activities: Monster are Unique: Patient Centered Care
3	SLO2	Topic: Patient Identification, Consent, Preoperative verification, Time-Out and Checklist Concepts Readings: AST CH 12 Part I & II, Phillips CH 21 Assignments:

		• Mindtap: CH 12 Matching 12.01, 12.02, and 12.03 • Incision Academy: Patient Skin Antisepsis & Draping • Activities:
4	SLO3	Topic: Patient positioning, pressure injury prevention, skin prep, draping principles, and maintain patient dignity. Readings: AST CH 12 Part I & II, Fuller CH 16 and 17, Phillips CH 26 Activities: • From Scare Floor to the OR: Safe Patient Positioning
5	SLO4	Topic: Monitoring during local anesthesia, Pediatric considerations, geriatric considerations, and Patients with special needs. Readings: AST CH 12 Part I & II, Phillips CH 08, Phillips CH 09 Assignments • Mindtap: CH 12: Opening Case Study, Closing Case Study, Multiple Choice 01, Short Answer, CH Review • From Scared to Cared For: Building a Pediatric Communication Toolkit Exam: Midterm
6	SLO5	Topic: Patient's Right, Confidentiality, Negligence and Malpractice, and Sentinel Events Readings: AST CH 02, Phillips CH 03, Fuller CH 03 Activities: • Mindtap: CH 02 All Activities
7	SLO6	Topic: Psychosocial needs, anxiety and coping, death and dying, and professional boundaries Readings: Rodriguez Ch. 12 and 13 Assignments • From Screams to Understanding
8	SLO7	Topic: Continuity of Care, Postoperative transitions, and Patient Advocacy Readings: Phillips CH 02,06, 30, and 31, Fuller CH 01, 04 Assignments: • Boo's Surgical Journey Map Exam: Final Exam

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.