



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

Course Name:	Surgical Procedures III
Course & Section Number:	SRG 221
Meeting Day(s) & Time(s):	
Credits:	3
Contact Hours:	3
Text:	
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. (Optional)

**Please use only Owens email for course communications.

Catalog description:

Students in this course will learn the advanced procedures required to perform in the surgical setting. Emphasis will be placed on advanced anatomy, instrumentation, equipment and procedures relevant to ophthalmic, otorhinolaryngology, plastic, and trauma surgery. Students will be evaluated on their sterile and aseptic technique as well as their case management skills.

Prerequisite: SRG 201, SRG 202 **Corequisites:** SRG 221, PSY 101

Course Materials:

AST, (2024) Surgical Technology for the Surgical Technologist: A Positive Care Approach (6th ed.), Cengage Learning Inc., ISBN: 9780357625736

Fuller, J. (2022) Surgical Technology (8th ed.). Elsevier - Evolve.
<https://pageburstls.elsevier.com/books/9780323680196>

Hornacky, Anita, Phillips, Nancymarie (2024) Surgical Instrumentation (3rd ed.), Cengage Learning Inc., ISBN: 9780357625866.

Rothrock, J. (2023) Alexander's Care of the Patient in Surgery (17th ed.). Elsevier - Evolve.
<https://pageburstls.elsevier.com/books/9780323827232>

Thompson, G. S. (2019). Understanding Anatomy & Physiology (3rd ed.). F. A. Davis Company.
<https://pageburstls.elsevier.com/books/9780803699717>

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.

What You Will Learn in the Course

Course Objectives:

- Teach the key anatomical structures of the eye, head & neck, and skin.
- Discuss common diagnostic procedures of the eye, head & neck, and skin.
- Discuss specific elements of case planning for eye, ENT, oral & maxillofacial, plastic, and trauma surgery
- Discuss surgical techniques used in eye, ENT, plastic, Oral & maxillofacial, and trauma surgery, including use of the operating microscope.
- Describe common surgical procedures of the eye, head and neck, and skin.
- Explain the trauma system used in the United States.
- Describe the lethal triangle of trauma physiology.
- Discuss compartment syndrome.
- Describe the principles of Advanced Trauma Life Support (ATLS) trauma management.
- Explain what is meant by *damage control surgery*.
- Discuss different types of disasters.
- Discuss the common features of a disaster.
- Explain the role of government agencies during a disaster.
- Explain what is meant by an *all-hazards* approach to disaster planning.

Student Learning Outcomes:

Students will:

Category	Outcome	Where Assessed
Knowledge	1. Identify the relevant surgical anatomy and physiology for ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical procedure categories.	• Exams (Unit I–IV) • MindTap Case Studies & Anatomy Workbook • In-class Activities (Anatomy Diagrams, Edible Eye, Edible Skin)
Knowledge	2. Identify the relevant pathophysiology for ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical procedure categories.	• Exams (case-based/essay retakes) • MindTap Case Studies • Touch Surgery trauma and plastic modules
Knowledge	3. Define the medical terminology relevant for ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical specialty category.	• MindTap Assignments (terminology sections) • Exams • Professionalism rubric (use of correct terminology in labs/activities)
Knowledge	4. Identify the diagnostic interventions that are utilized to obtain a diagnosis for	• MindTap Diagnostic Case Studies • Exams

Category	Outcome	Where Assessed
	ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical procedures.	• Touch Surgery Diagnostic Modules
Knowledge	5. Identify specific factors that are unique to ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical category.	• Project (Podcast/Video specialty case planning) • Exams • In-class Case Activities
Human Dimension	6. Demonstrate compassion in perioperative patient care and professional relations.	• Professionalism rubric (respectful behavior) • In-class Trauma Case Response • Flex Assignment (Reflective Essay)
Human Dimension	7. Identify communication skill requirements for interactions with patients, family, and surgical team members of varying backgrounds.	• Professionalism rubric • Podcast/Video Project • In-class Disaster Preparedness AI Simulation
Caring / Civic Learning	8. Commit to an ethical, moral, legal, and professional work environment as it applies to overall patient satisfaction, surgical outcome, and a team-centered environment.	• Professionalism rubric • Exams (legal/ethical content) • In-class Labs & Simulations
Learning How to Learn	9. Identify resources within the healthcare setting to assist with patient and family needs as they apply to postoperative recovery.	• MindTap Case Studies • Podcast/Video Project (patient-centered planning)
Learning How to Learn	10. Collaborate with surgical team members to identify corrective actions as they apply to variations during surgery.	• In-class Disaster Preparedness AI Simulation • Trauma Case Response Activity • Professionalism rubric (team collaboration)
Application	11. Coordinate learned aseptic and sterile technique skills with human pathophysiology, anatomical and physiological knowledge through case study application.	• Exams (case-based retakes) • In-class Labs (Microsurgery Knot Tying, Suture Practice) • Touch Surgery procedural modules
Application	12. Analyze instrumentation needs for surgical procedures via case study application.	• MindTap Instrumentation Assignments • Touch Surgery Modules • Incision Academy Modules
Application	13. Describe the wound classification and correlate to wound management for ophthalmic, otorhinolaryngology, reconstructive, plastic, and trauma surgical procedures.	• MindTap Case Studies • Exams • In-class Flex Assignment (Poster or Case Study option)
Application	14. Identify ethical issues that correlate to surgical specialties.	• Exams (short answer/essay) • Podcast/Video Project (ethics section) • In-class Discussions
Application	15. Identify the required instrumentation that correlate with surgical procedures.	• MindTap Instrumentation Quizzes & Critical Thinking Exercises • Touch Surgery Modules • Incision Academy instrumentation cases
Integration	16. Analyze ethical and legal issues pertinent to the surgical setting via case study application.	• Exams (case/essay format) • In-class Discussions • Podcast/Video Project
Integration	17. Integrate knowledge of cultural and religious preferences into surgical case preparation.	• Podcast/Video Project (cultural/ethical considerations) • Professionalism rubric (sensitivity to others)
Integration	18. Assess the need for surgical-based variations based on human pathophysiology and anatomy.	• Exams (application-based) • Touch Surgery Trauma Modules • In-class Trauma Case Response

Category	Outcome	Where Assessed
Integration	19. Create a planning strategy for case preparation based on diagnostic, instrumentation, and wound management requirements.	• Podcast/Video Project (final deliverable) • In-class Disaster Preparedness Simulation • Touch Surgery case applications

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.	• MindTap Case Studies & Chapter Reviews (medication & anesthesia focus) • Exams (unit exams with pharmacology/medication content) • Touch Surgery & Incision Academy modules involving anesthesia setup
Knowledge	2. Demonstrate knowledge of emerging technologies in minimally invasive surgeries.	• Touch Surgery Modules (ophthalmic, thyroid, trauma laparotomy, etc.) • Incision Academy Modules (phacoemulsification, minimally invasive neck dissections, etc.) • Surgical Technology Specialty Podcast/Video Project
Knowledge	3. Demonstrate an entry-level knowledge base by successfully completing the Certification exam.	• Comprehensive Unit Exams (must meet 73% mastery requirement) • MindTap Instrumentation assignments (certification-style practice) • Touch Surgery & Incision Academy CST-style applied questions
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.	• In-class Lab Activities (microsurgery knot tying, suture practice, trauma case response) • Professionalism rubric (safe practice & participation) • Touch Surgery procedural modules
Skills (Psychomotor)	5. Assemble and operate instruments, equipment and supplies for the delivery of patient care as an entry-level practitioner during basic surgical procedures.	• MindTap Instrumentation assignments • Touch Surgery modules • Incision Academy case-based skills practice • In-class Activities (instrument labs)
Skills (Psychomotor)	6. Implement safe practice techniques in regards to perioperative routines, patient transportation, positioning, and emergency procedures.	• In-class Activities (Airway Alert Challenge, Trauma Case Response, Disaster Preparedness AI Simulation) • Professionalism rubric (safety & accountability) • Exams (essay/short answer retakes emphasizing safe practice)
Skills (Psychomotor)	7. Prioritize and organize the surgical field while considering the physiology and urgency of patient care needs.	• Touch Surgery & Incision Academy simulations • In-class Trauma & Disaster Preparedness activities • Podcast/Video Project (planning surgical field setups)
Affective	8. Communicate professionally with patients, physicians, and co-workers.	• Professionalism rubric (respectful communication) • Podcast/Video Project • Flex Assignment (Reflective Essay or Presentation option)
Affective	9. Demonstrate a strong surgical conscience, accountability, and	• Exams (mastery requirement ensures accountability)

Category	Outcome	Where Assessed
	legal implications of an individual's actions as a member of the surgical team.	• Professionalism rubric • In-class Activities & Labs (aseptic and ethical practice)
Affective	10. Employ appropriate ethical, professional, and respectful values while providing care to diverse populations within the healthcare system.	• Professionalism rubric (inclusivity & integrity) • Podcast/Video Project (ethics and cultural considerations in planning) • In-class Disaster Preparedness Simulation (AI protocol revision)

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.	Surgical Technology Specialty Podcast/Video Project (all checkpoints & final submission) Reflective Essay (Flex Assignment option) In-class Activities (e.g., Airway Alert Challenge, AI-Simulated Protocol Revision, Kahoot review discussions) Professionalism grade (participation, respectful communication, engagement)
2. Act with professional responsibility.	Professionalism grade rubric (attendance, punctuality, respect, responsibility, integrity) Exams (must achieve mastery at 73% per policy) Incision Academy & Touch Surgery Assignments (demonstrating accountability for preparation and technical competency) MindTap Assignments (timely completion, accuracy, and academic honesty)
3. Demonstrate sensitivity to others' beliefs and values.	In-class Activities and Discussions (collaborative lab activities, interdisciplinary disaster preparedness simulation) Surgical Technology Specialty Podcast/Video Project (integration of cultural, ethical, and patient-centered considerations in case planning) Professionalism grade (respectful communication, inclusivity, and ethical behavior toward diverse populations)
4. Think analytically, critically, and creatively.	Flex Assignment (case study analysis, educational poster, or presentation requiring creative/critical application) Surgical Technology Specialty Podcast/Video Project (research, synthesis, and creative communication of specialty content) Exams (short answer/essay retake format emphasizing applied reasoning) Touch Surgery & Incision Academy Modules (case-based problem solving and application of surgical knowledge) In-class Activities (Trauma Case Response, Airway Alert Challenge, Disaster Preparedness AI Simulation)

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

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, paraphraser, 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.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like "All written assignments, projects, and exams must be completed independently."

How Grades are Determined and Major Assignments

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value
Touch Surgery		450 points
Mindtap Assignments (Chapter and Instrumentation)		209 points
Incision Academy		500 points
In-class Activities		150 points
Exams		400 points
Project		250 points
Professionalism		240 points
Total		2199 points

Grading Scale

Grade Percentage	Point Totals	Letter Grade
91–100	2001.09 – 2199.00	A
82–90.99	1803.18 – 2000.87	B
73–81.99	1605.27 – 1802.96	C
64–72.99	1407.36 – 1605.05	D
0–63.99	0.00 – 1407.14	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.

Grading Procedure:

To pass SRG 221: Surgical Technology III, students must meet both the exam mastery requirement and the overall point minimum. Each of the four major unit exams must be passed with a minimum score of 73%. If a student does not meet this benchmark on the first attempt, one retake opportunity will be provided using case study, short answer, and essay-style questions. Assignment grades—including MindTap, Touch Surgery, Incision Academy, projects, and participation—will only be applied to the final grade after all exams are successfully passed. Failure to meet the exam mastery standard will result in a failing grade, regardless of performance on non-exam coursework. Once mastery is achieved, students must earn a minimum of 2058.60 out of 2820 points (73%) to pass the course. Graded components include assignments, exams, anatomy workbook activities, online submissions, in-class participation, and professionalism. Students are encouraged to stay on top of deadlines, participate fully, use their assignment drop options wisely, and seek clarification as needed to ensure success in this course.

Flex Assignment Guidelines – SRG 221

To support equitable and flexible learning pathways, students may complete one (1) Flex Assignment worth up to 50 points. This assignment is optional and may be submitted as a substitute for any two 25-point in-class or collaborative learning activities.

Flex Assignment Options

Option	Description	Format	Evaluation Focus
Case Study	Choose a surgical case and complete a structured analysis based on procedure, instrumentation, and post-op care.	Written (2 pages)	Critical thinking, terminology, accuracy
Reflective Essay	Reflect on your development as a surgical technologist, referencing experiences, skills, or labs.	Essay (1–1.5 pages)	Self-assessment, insight, clarity
Educational Poster	Design a visual patient education poster on a surgical topic (e.g., wound healing, OR prep).	PDF or Canva	Visual clarity, accuracy, creativity
Short Presentation	Record a 5-minute presentation on any surgical specialty covered in this term.	Video or Slides	Content clarity, presentation skills

Submission Guidelines

- Due Date: Week 10 (Submit via Blackboard under 'Flex Assignment').
- Point Value: 50 points (used in place of two 25-point in-class activities).
- Grading: Rubric available on Blackboard. Students must select only one option to complete.

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 minimum score of 73% on each of the four major unit exams in SRG 201.
- If mastery is not achieved on an initial exam attempt, one retake opportunity will be provided.
- Retake exams will use case study, short answer, and essay-based questions designed to assess applied clinical reasoning.
- Assignment grades (MindTap, Touch Surgery, Incision Academy, workbook, projects, participation) will not be included in the final course grade until exam mastery is demonstrated.
- 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 both the initial exam and retake may be offered a one-time comprehensive exam consisting of 25 multiple-choice questions from each of the four content areas in SRG 201 (totaling 100 questions). The highest possible score awarded for exam mastery on this comprehensive exam will be capped at 73%. 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.**

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

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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.

Category	Exceeds Expectation	Meets Expectation	Needs Improvement	Unsatisfactory
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;	Participates regularly and shows engagement.	Infrequently participates or appears distracted.	No participation; disengaged

Category	Exceeds Expectation	Meets Expectation	Needs Improvement	Unsatisfactory
	consistently demonstrates critical thinking and focus.			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 always conduct themselves with professionalism.

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, EMAIL, TELEPHONE.

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	SLO	Topic
1	1, 4, 11	Topic: Ophthalmic Surgery Anatomy & Diagnostics Readings: AST CH 18, Fuller CH 25, Rothrock CH 18, Phillips CH, Thompson CH Class Activity: Anatomy Diagrams & Edible Eye Assignments:
2	3, 12, 15, 19	Topic: Ophthalmic Procedures and Instrumentation Readings: AST CH 18, Fuller CH 25, Rothrock CH 18 Class Activity: Microsurgery Knot Tying and Passing Under a Microscope Assignments: ○ Anatomy Workbook: CH 12 Sense Organs - DATE ○ Mindtap: CH 18 Opening Case Study, Questions for Further Review, Closing Case Study, Chapter 18 Review – DATE
3	11, 13, 18, 7	Topic: Ophthalmic Chapter Review Readings: AST CH 18, Fuller CH 25, Rothrock CH 18 Class Activity: Kahoot Practice Assignments: ○ Mindtap Instrumentation: CH 14 Video Quiz, Instrument Identification Activity, Critical Thinking Exercise, and Certification Style Exam – DATE ○ Touch Surgery: Cataract Surgery and Trabeculectomy ○ Incision Academy: Phacoemulsification Machine
4	1, 2, 4, 11	Topic: Oral & Maxillofacial Surgery Anatomy and Diagnostics Readings: AST CH 18, Fuller CH 27, Class Activity: Assignments: ○ Mindtap: CH 20 Opening Case Study & Questions for Further Review ○ Mindtap Instrumentation: CH 11 Video Quiz ○ Touch Surgery: Anatomy for Maxillary Sinus Floor Augmentation Project Checkpoint I: Surgical Technology Specialty Podcast/Video Exam: Exam I Ophthalmic Surgery
5	3, 12, 15, 19	Topic: Oral & Maxillofacial Surgery Instrumentation & Procedures Readings: AST CH 218, Fuller CH 27, Class Activity: Assignments: ○ Mindtap: CH 20 Closing Case Study & Review ○ Mindtap Instrumentation: CH 11 Instrument Identification ○ Touch Surgery: AO Mandible Symphyseal & Subcondylar Fracture

Week	SLO	Topic
		○ Incision Academy: Open Thyroid, Parotidectomy
6	1, 2, 4, 5, 11	Topic: Otorhinolaryngology Anatomy & Diagnostics Readings: Rothrock CH 19, AST CH 17, Fuller CH 26, Phillips CH 11 Assignments: ○ Mindtap: CH 19 opening case study, Questions for Further Review, Closing Case Study, and CH Review ○ Mindtap Instrumentation: CH 11 Critical Thinking and End of CH Quiz ○ Touch Surgery: Nasorbitalethmoid Fractur, Neck Dissection ○ Incision Academy: Tracheotomy, Modified Radical Neck Dissection, Submandiblectomy
7	12, 14, 7	Topic: Otorhinolaryngology Instrumentation and Procedures Readings: Rothrock CH 19, AST CH 17, Fuller CH 26, Phillips CH 11 Class Activity: Airway Alert Challenge Assignments: ○ Incision Academy: Laryngectomy
8	13, 18, 19, 7	Topic: Chapter Review Oral & Maxillofacial and Otorhinolaryngology In-class Activity: Kahoot Practice ○ Project Checkpoint II: Surgical Technology Specialty Podcast/Video
9	1, 2, 5, 8	Topic: Plastic Surgery Anatomy & Diagnostics Readings: Rothrock CH 22, AST CH 19, Fuller CH 28, Thompson CH 5 & 6, Phillips CH 6 In-class Activity: Edible Skin Assignments: ○ Mindtap: CH 21 Opening Case Study and Questions for Further Review ○ Touch Surgery: Split thickness skin graft for diabetic foot, excision of unhealed burn wound ○ Anatomy Workbook: CH 5 Tissues and CH 6 Integumentary System Exam: Exam II Oral & Maxillofacial Surgery and Otorhinolaryngology
10	3, 12, 15, 19	Topic: Plastic Surgery Instrumentation & Procedures Readings: Rothrock CH 22, AST CH 19, Fuller CH 28, Thompson CH 5 & 6, Phillips CH 6 In-class Activity: Suture Practice Assignments: • MIndtap: CH 21 Closing case study and CH Review • Mindtap Instrumentation: Ch 6 video quiz, Instrument Activity, Critical Thinking, and CST Exam • Incision Academy: Skin Graft- Full Thickness, Z-plasty, Advancement Flap
11	14, 16, 17, 18	Topic: Plastics Chapter Review Readings: Rothrock CH 22, AST CH 19, Fuller CH 28, Thompson CH 5 & 6, Phillips CH 6 In-class Activity: Kahoot Practice

Week	SLO	Topic
		Assignments: • Incision Academy: Partial Fasciectomy for Superficial Deupuytren's Syndrome, Rectus Abdominis Flap for Surgical Technologists, Latissimus Dorsi Flap for Surgical Technologists, Penile Inversion Vaginoplasty ○ Touch Surgery: PAP Flap, Open Rhinoplasty in a 30-year-old patient, DIEP Flap, Breast Tissue Expander, Breast Reconstruction Using a Free Flap
12	1, 2, 11, 12, 8	Topic: Trauma Surgery Readings: Rothrock CH 28, Fuller CH 35 Assignments: ○ Touch Surgery: Emergency First Aid for Serious Bleeding – Advice for Bystanders, Philadelphia Technique for Staged Abdominal Closure, Emergency Leg Fasciotomies ○ Incision Academy: Surgical Debridement of a Traumatic Wound, Trauma Laparotomy for RUQ Injury, Fasciotomy of the Leg ○ Project Checkpoint III: Surgical Technology Specialty Podcast/Video
13	11, 18, 10, 7	Topic: Trauma Surgery Readings: Rothrock CH 28, Fuller CH 35 In-class Activity: Trauma Case Response Assignments: ○ Touch Surgery: Tracheostomy ○ Incision Academy: Thoracic Cavity Approach – Emergency Thoracotomy
14	1, 5, 16, 17, 19	Topic: Disaster Preparedness Readings: AST CH 8, Fuller CH 36 In-class Activity: AI- Simulated Interdisciplinary Protocol Revision: Disaster Preparedness in Surgery Assignments: ○ Mindtap: CH 8 Opening case study, Questions for Further Study, Closing Case Study, and CH Review
15		TBD
16	7, 8, 16, 17, 19	Topic: Chapter Review Disaster Preparedness and Trauma Surgery Assignments: Project: Surgical Technology Specialty Podcast/Video DUE
17	1, 2, 3, 11, 12, 18, 19	Exam IV: Disaster Preparedness and Trauma Due: DATE

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.