



OWENS
COMMUNITY COLLEGE

Course Syllabus
SEMESTER

School of Nursing and Health Professions

Course Name:	Career Preparation II
Course & Section Number:	SRG 234_XXX
Meeting Day(s) & Time(s):	
Credits:	Lecture 1
Contact Hours:	Lecture 1
Text:	<i>Surgical Technology Review: Certification & Professionalism</i> By: Karen L. Chamber & Valerie Roche
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 or Blackboard messages to contact me.

Catalog Description:

In this course the students will focus on exam preparation for the certification exam given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) that will be taken electronically on campus the last week of the program. Testing strategies and studying techniques will be a large focus point as well as written and online practice exams. This course serves as the capstone experience for the Surgical Technology program and integrates knowledge from all previous SRG coursework to support transition to entry-level practice.

Prerequisites:

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

Corequisites:

SRG 103, SRG 104, SPD 101, 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:

- Describe the requirements to sit for the NBSTSA certification exam.
- Teach test taking strategies.
- Correlate the course concepts with certification exam content.
- Apply perioperative principles to certification-style clinical scenarios
- Analyze intraoperative complications and determine CST actions
- Integrate surgical technology knowledge across specialties

Student Learning Outcomes:

Students will:

Category	Outcome	Where Assessed
Knowledge	1. Demonstrate knowledge of course content from all SRG courses in preparation for the national certification exam from NBSTSA.	Davis Edge quizzes, collaborative practice exam, rapid-fire board review questions, CST Championship review, comprehensive practice testing.
Human Dimension	2. Interact with others regarding the rationale for correct and incorrect answers on review exams.	Team-based activities, collaborative exam discussion, scenario debriefing discussions, group case analysis, peer explanation of answers during review games.
Caring – Civic Learning	3. Relate ethical framework to the legal and ethical duties within institutional policy and national professional standards.	Consent Crisis activity, sterile field courtroom exercise, patient safety discussions, intraoperative decision-making scenarios.
Learning How to Learn	4. Identify sources of information related to review material that will assist the student with being successful on the national certification exam given by NBSTSA.	Study plan assignment, exam preparation strategies session, practice exam review, guided identification of certification preparation resources.

Category	Outcome	Where Assessed
Application	5. Demonstrate readiness for the national certification exam through benchmarked practice examinations.	Practice certification exams, Davis Edge testing benchmarks, mock certification exam, final CST readiness review.
Integration	6. Connect surgical technology course content from SRG courses to potential questions from the national certification exam given by NBSTSA.	OR Survivor case simulations, complication detectives, anesthesia crisis scenarios, count crisis simulation, instrumentation activities, case-based board questions.

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.	Week 2 anesthesia crisis, MH simulation, medication matching
	2. Demonstrate knowledge of emerging technologies in minimally invasive surgeries.	Instrument identification, equipment review, case planning activities
	3. Demonstrate an entry-level knowledge base by successfully completing the Certification exam.	Davis Edge quizzes, collaborative practice exam, final CST review
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.	Week 1 anatomy mapping, OR Survivor simulation, complication detectives
	5. Assemble and operate instruments, equipment and supplies for the delivery of patient care as an entry-level practitioner during basic surgical procedures.	Instrument Panic activity, sterile setup scenarios
	6. Implement safe practice techniques in regards to perioperative routines, patient transportation, positioning, and emergency procedures.	Count Crisis, Consent Crisis, sterile field courtroom
	7. Prioritize and organize the surgical field while considering the physiology and urgency of patient care needs.	OR Survivor case simulation and closing checklist assignment
Behaviors (Affective)	8. Communicate professionally with patients, physicians, and co-workers.	Group simulations, team case discussions, courtroom activities
	9. Demonstrate a strong surgical conscience, accountability, and legal implications of an individual's actions as a member of the surgical team.	Sterile break scenarios, incorrect count simulation
	10. Employ appropriate ethical, professional, and respectful values while providing care to diverse populations within the healthcare system.	Consent scenarios, patient safety decisions, collaborative discussions

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.	Group case simulations, courtroom activity, team competitions
2. Act with professional responsibility.	Count Crisis, consent scenarios, safety decision activities
3. Demonstrate sensitivity to others' beliefs and values.	Consent Crisis and ethical case discussions
4. Think analytically, critically, and creatively.	OR Survivor simulations, complication detectives, practice exam analysis

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
Certification Readiness Assessments	See calendar	700	80%
Applied Clinical Learning Activities	See calendar	175	20%
Total		875	100%

Grading Procedure:

Grades will be calculated on the following scale:

Grade Percentage	Point Totals	Letter Grade
91-100	796.25-875	A
82-90.99	717.50-796.24	B
73-81.99	638.75-717.49	C
64-72.99	560-638.74	D
0-63.99	0-559.99	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.

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. 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, LOCATION, TELEPHONE, or EMAIL.

Tentative Class Calendar:

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 DATE	1, 2, 6	Topic: Surgical Anatomy & Critical Structures In-Class Activity: • <i>Warm-Up:</i> "Kill the Patient" — students identify one anatomical injury that would be catastrophic for specific procedures (thyroidectomy, cholecystectomy, carotid, hernia repair). • <i>Anatomy Speed Mapping:</i> Small groups assigned a body system (GI, GU, CV, Neuro) → list common surgeries, key structures at risk, and CST anticipation. Each group presents in 60 seconds. • <i>Scenario Game:</i> "Where Are We Operating?" — instructor narrates surgical actions and students identify organ, procedure, and next CST step. • <i>Rapid Fire:</i> Identify major vessels, nerves, and cavities relevant to surgery. Assignment (Homework): • Davis Edge Quizzes 1 & 2 • Create a personal "High-Risk Anatomy" study sheet (10 structures most commonly injured in surgery).
2 DATE	1, 2, 6	Topic: Infection Prevention, Anesthesia & Medications In-Class Activity: • <i>Warm-Up:</i> List 3 causes of surgical site infection.

Week	SLOs	Topic
		• <i>Infection Source Hunt</i>: Students identify breaks in sterile technique from OR scenarios. • <i>Anesthesia Crisis Simulation</i>: Monitor changes provided → students diagnose malignant hyperthermia and list CST actions. • <i>Medication Match</i>: Match drugs to uses (heparin, dantrolene, lidocaine, epinephrine, protamine). • <i>Rapid Fire</i>: Antibiotics, local anesthetic toxicity, MH triggers. Assignment (Homework): • Davis Edge Quizzes 3 & 4 • Write out the full malignant hyperthermia response sequence (step-by-step).
3 DATE	2, 3, 6	Topic: Asepsis, Sterile Processing & Instruments In-Class Activity: • <i>Warm-Up</i>: Name 5 ways a sterile field can be contaminated. • <i>Sterile Field Courtroom</i>: Teams argue whether a sterile break occurred based on given situations. • <i>Instrument Panic</i>: Students respond to surgeon requests and choose the correct instrument and next anticipated step. • <i>Sorting Race</i>: Groups classify instruments (grasping, clamping, retracting, cutting). • <i>Rapid Fire</i>: Autoclave temps, biological indicators, Bowie-Dick test, flash sterilization. Assignment (Homework): • Davis Edge Quizzes 5 & 6 • Create a 15-instrument study list (name, use, specialty).
4 DATE	2, 3, 6	Topic: Patient Safety, Consent & Transfer of Care In-Class Activity: • <i>Warm-Up</i>: List all components of the Universal Protocol (Time-Out). • <i>Consent Crisis</i>: Students decide whether to proceed with surgery in various consent problems (wrong site marked, missing signature, confused patient). • <i>PACU Disaster</i>: Identify causes of postoperative complications (stridor, hypotension, bleeding dressing, cyanosis). • <i>Specimen Challenge</i>: Proper handling and labeling of specimens. • <i>Rapid Fire</i>: Drains, dressings, transfer safety, positioning removal. Assignment (Homework): • Davis Edge Quizzes 7 & 8 • Write step-by-step patient transfer from OR table to stretcher.
5 DATE	1, 2, 6	Topic: Counts, Passing, Hemostasis & Workflow In-Class Activity: • <i>Warm-Up</i>: List every time a surgical count is performed. • <i>Count Crisis Simulation</i>: Teams write CST actions for an incorrect closing count.

Week	SLOs	Topic
		• <i>OR Survivor (Live Case)</i>: Instructor narrates a procedure from incision to closure; students make all CST decisions in real time (suture, instruments, hemostasis, anticipation). • <i>Suture Showdown</i>: Match suture types and needles to tissue. • <i>Rapid Fire</i>: Hemostasis methods, retractors, specimen handling. Assignment (Homework): • Davis Edge Quizzes 9 & 10 • Create a personal "Closing the Case" checklist for CST responsibilities.
6 DATE	1, 2, 4, 6	Topic: Board-Style Question Strategy In-Class Activity: • <i>Collaborative Practice Exam</i>: 30 NBSTSA-style questions completed in teams. • Instructor reviews HOW to read exam questions (keywords, distractors, priority actions). • <i>Complication Detectives</i>: Identify intraoperative emergencies from symptoms (air embolism, hemorrhage, MH, shock). • <i>Rapid Fire</i>: Positioning injuries, fire triangle, bovie pad placement. Assignment (Homework): • Davis Edge Quizzes 11 & 12 • Complete one full online CST practice exam and record weak topics.
7 DATE	1, 2, 4, 5, 6	Topic: Comprehensive CST Review In-Class Activity: • <i>CST Championship Game Show</i>: Team competition covering perioperative care, instruments, pharmacology, complications, and specialties. • <i>Lightning Round</i>: 20 rapid-fire board questions. • <i>Confidence & Strategy Session</i>: Instructor teaches test-taking method: ○ Read last sentence first ○ Identify CST role ○ Eliminate two answers ○ Choose safest patient outcome Assignment (Homework): • Davis Edge Quizzes 13 & 14 • Final personal study plan for exam week (topics to review, schedule, and test-day preparation checklist).
8 DATE	5	Topic: CST Exam Day!

The instructor reserves the right to amend the syllabus as needed.