SURGICAL TECHNOLOGY PROGRAM

SRGT 1505

Introduction to Surgical Technology

EVC 8101 & EVC 8201	M,T,W	8:00am-10:00am
	F	8:00am-9:00am

Synonym:_____ Section Number:_____

Instructors: _____

_____

_____

AUSTIN COMMUNITY COLLEGE
Surgical Technology Program

Introduction to Surgical Technology
SRGT 1505

DESCRIPTION
Orientation to surgical technology theory, surgical pharmacology and anesthesia, technological sciences, and patient care concepts.

PREREQUISITES
BIOL 2404, BIOL 2420, and HPRS 1206 and admission into the Surgical Technology program

COREQUISITES
SRGT 1509, SRGT 1144, and SRGT 1160

COURSE RATIONALE
The focus of this course is on the fundamentals of surgical technology. The practices associated with aseptic technique and working within the sterile field are of particular importance. Orientation to surgical technology theory, surgical pharmacology and anesthesia, and patient care concepts are included in the focus of this course.

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

Checkoff Exams: Circulating Skills X 2	@ 100 pts = 200
Written Tests X 3	@ 100 pts = 300
Comprehensive Final Exam	@ 200 pts = 200
Clinical Readiness Exam Grade	@ 100 pts = 100
	800 points

A = 90-100%
B = 80-89%
C = 70-79%
F = less than 70%

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

EXTRA CREDIT
ATTENDANCE INCENTIVE: students with 0-1 absences will receive 10 points added to their total points.
*****BE ADVISED**: A student **must** have at least a 70% final average before **any** extra credit is awarded. Extra points will be added to total points before averaging final grade.

Example:	Test #1	Test #2	Test #3	Final	=	Total
	90	80	80	185	=	435

435 + 20 (extra credit points) = 455
455 ÷ 500 (total points available = .91 = 91% = A

INSTRUCTIONAL METHODOLOGY

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

INSTRUCTORS

Name	Office	Office Phone	Digital Pager	Office Hours
Pedro Barrera pbarrera@austincc.edu	EVC 8203.3	(512) 223.5804	(512) 204.4009	Posted
Javier Palacios jpalaci1@austincc.edu	EVC 8205	(512) 223.5806	(512) 204.3942	Posted
Michele Richards mrich@austincc.edu	EVC 8203.1	(512) 223.5803	(512) 204.4090	Posted

Other SRG Instructors

Susan Diamond sdiamond@austincc.edu	EVC 8281	(512) 223.5807	(512) 204.4084	Posted
Kathy Cook kcook1@austincc.edu	EVC 8203.4	(512) 223.5801	(512) 204.6454	Posted
Barbara Powell bpowell@austincc.edu	EVC 8203.2	(512) 223.5802	(512) 204.3999	Posted
Kathy Baumbach kbaumbac@austincc.edu	RRC 3117.07	(512) 223.	(512) 204.4428	Posted
Carol Hamilton chamilto@austincc.edu	RRC 3117.04	(512) 223.5806	(512) 204.0904	Posted

ATTENDANCE

Classroom attendance is voluntary, however, role will be taken at five (5) minutes after the class session has started in order to evaluate attendance incentive extra credit at the end of the semester if applicable. To receive credit for the class day, a student must be present for 80% of the allotted session. Leaving class earlier than the scheduled time will be counted as a tardy. Please note that two tardies will be assessed as an absence.

CHECKOFF EXAMS

This course is designed around a modified mastery model of education. That means that some skills MUST be learned in order for the student to progress to the next level. These skills are tested by what we call "Checkoff Exams".

Failure to complete mastery on a skills checkoff exam:

A. First time failure – re-check skill at specified time.
B. Second time failure – re-check skill at specified time.
C. Third time failure – student will be placed on probation. Re-check will include at least two instructors.*#
D. Fourth failure – student will be withdrawn from the program.

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

*All remaining skill checkoffs must be completed in three attempts or the student may be withdrawn from the program.
#Students may be placed on probation only once while in the program, per admission.

Points will automatically be removed for each attempt. Ex: Second checkoff attempt = 89 is the highest grade possible. If a student performs at an 81 level on a 100 scale, the student receives a 70 for the exam: (100-81=19) [89-19=70]. (For third attempt, the grade would be 60 with mastery complete). You must complete mastery before you will be allowed to attempt the next check-off. If the next checkoff day has arrived before you have completed the previous checkoff, you will start on the second attempt. Your instructor will explain the process used in detail. The retesting checkoff dates will be scheduled by the instructor. Scores are not curved for checkoff exams.

CLINICAL READINESS EXAM

The clinical readiness exam (CRE) is a comprehensive practical exam. The student is required to perform both the "scrub" role and the "circulating" role during mock surgical procedures in the lab. The CRE is a compilation of skills that have already been tested on individually along with the performance of the roles. A full day should be allotted for the date scheduled for your group (8:00 am – 6:00 pm or later) and tentatively for the make-up test day. However, the remaining days, the days allotted for groups other than your own, you will have off.

A CRE performance resulting in a grade of 70-75 for both circulating and scrub roles individually will result in a written performance related conference to allow the student to understand that their skills are below the desired performance and needs improvement. The two grades will be averaged to make the CRE grade.
* **During CRE practice week, if the student is absent on the day they are scheduled to help with processing, 10 points will be deducted from their CRE Exam grade.**

LAB

You are advised to use the laboratory to your advantage. History has demonstrated time and again that the students who utilize the time to their advantage in the lab perform the best on the CRE and in the clinical setting. Students must be in proper O.R. attire to practice at all times.
During procedural practice you will be assigned to surgical procedures or "cases". If you are not present or available to participate at that time, that slot will be assigned to another student and you will forfeit that practice opportunity. Students may not ask to alter any schedule or assignment.
There will be times when the lab will be closed for testing purposes - these times will be announced in class.

CRITICAL THINKING VIDEOS

The Surgical Technology program has developed a series of critical thinking videos that students are required to view. The skills videos consist of a demonstration video and one or more critical thinking activity videos that are designed to facilitate observational skills. Students will be required to view the videos by / on the date listed on the syllabus schedule. **Students will not view the critical thinking videos until after the laboratory demonstration has been completed.** More information regarding these videos will be discussed in class.

VIDEO CRITIQUE

A paper critiquing your performance in the scrub role during the weeks of _____ will be due the week of CRE practice. You will be videotaped during your scrub performance and, after reviewing the tape, you will complete the paper using the guidelines provided at the back of the syllabus. The grade for the video critique paper will be incorporated in to the CRE grade.

FIELDTRIP

There is a "fieldtrip" planned for this semester on _____. Students should plan to meet at the designated hospital instead of the Eastview Campus on this day. We will return to campus following the tour. Details on parking and meeting place will be given to students prior to this day.

TEXTBOOKS

Required:
Phillips, Nancymarie. Berry and Kohn's Operating Room Technique (11th ed.)
Recommended:
F.A Davis. Taber's Cyclopedic Medical Dictionary.
Tighe, S. Instrumentation for the Operating Room.

Austin Community College
Surgical Technology Program

		SRGT 1505	READING ASSIGNMENT	NOTES
		Introduction		
		Team Work Activities		
		Healthcare Facilities and Organizations	pp. 192-193 pp. 18-20	
		Job Descriptions and Team Roles	pp. 17-36; 58-65; skim Ch. 5	
		OR Physical Environment	pp. 177-191	
		Possible Field Trip		
		Case Cart and OR Prep	pp. 206-207	
		Ethical / Legal; The surgical patient	pp. 37-56; chps7 p.98-108;skim rest of Ch., 8 & 9	
		Cultural Diversity		
		Interpersonal Skills ; Periop stages	pp. 44-51; 369-381; 388-398	
		Periop stages and Procedures	pp. 44-51; 369-381; 388-398	
		TEST #1		
		Patient Identification and transport	p. 382	
		Role of Circulator and Scrub	pp. 381-384; 459-491	
		Role of Circulator and Scrub; Syringes, etc	pp. 415-416	
		Mock Surgery		
		Syringes, etc; OR Bed; Positioning	pp. 493-512	
		Positioning		
		T**EST #2**		
		Standard Precautions	pp. 231-260 (1st section)	
		Standard Precautions and other concerns		
		Prepping	p. 513 fig 26-28; pp. 514-521	Video demonstration "prepping"
		Prepping		
		Prepping Practice		*Critical Thinking video activity*
		Checkoff: Prep		
		Procedural and Post-op Routines	pp. 207-212	
		Catheterization	pp. 512-514	Video demonstration "catheterization"
		Catheterization practice		

		Procedures Demo		
		Procedures		
		Procedures		
		Urinary Catheterization	pp.512-514	*Critical Thinking video activity*
		Check off Urinary Catheterization		
		Hemostasis	pp. 547-557	
		Hemostasis and Blood Replacement	pp. 629-636	
		TEST #3		

		----	Nursing lab practice	
		Vital Signs		

		Anesthesia	pp. 420-458	
		Anesthesia		

		Surgical Pharmacology	pp. 410-419	
		Packs, Drains, Dressings; Specimens	pp. 386-388; 553; 5909-596	
		Malignant Hyperthermia Shock	pp. 637-640 pp. 238; 636	
		Procedures/Practice		
		Procedures/Practice		
		Procedures/Practice		
		Comprehensive Final		Video Taping
		Procedures/Practice (Video)		Video Taping
		Procedures/Practice (Video)		Video Taping
		Procedures/Practice (Video)		Video Taping
		Procedures/Practice (Video)		
		Procedures/Practice (Video)		Critique Due
		CRE practice		Critique Due
		CRE practice		Critique Due
		CRE practice		
		CRE Lab Preparation		
		CRE		
		CRE		
		CRE		
		CRE		
		CRE		

Dates of Importance: Last Day to Withdraw _____

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

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

- Utilize appropriate medical terminology.
- Apply a basic understanding of human physiology and surgical anatomy to the perioperative role of a surgical technology.
- Demonstrate a basic understanding of the concepts of pharmacology.
- Demonstrate theoretical and practical proficiency in surgical aseptic technique, surgical procedures and patient care.
- Identify and assume appropriate responsibility for patient care.
- Relate diagnosis with surgical procedure.
- Relate anatomy with surgical procedure.
- Integrate learning from one surgical procedure into subsequent surgical procedures.

COURSE LEVEL OUTCOMES AND OBJECTIVES

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

History of Surgery

Desired Outcome

The learner will identify how modern surgery evolved from the dark ages.

Performance Objectives

A. Identify key events and historical figures contributing to the development of modern surgery
B. Provide a general description of modern surgery.

Content Outline

Development of surgery
Surgery Today
Key Figures

Healthcare Facilities and Organizations

Desired Outcome

The student will identify the different types of health care facilities.
The student will outline a typical administrative structure for surgical services.

Performance Objectives

A. Identify and define the various types of health care facilities.
B. Discuss the organizational chart for the operating room

Content Outline

Types of health care facilities
Organizational charts

Job Description and Team Roles

Desired Outcomes

The student will identify and differentiate the various roles in surgery.

Performance Objectives

A. Describe the AST job description for a surgical technologist.
B. Identify members and state the role of each surgical team member.

Content Outline

Job Description
Team Roles

O.R. Physical Environment

Desired Outcome

The learner will be able to describe and discuss the physical layout of the surgery suite.

Performance Objectives

A. Describe the layout of a typical O.R.
B. Identify "piped-in" systems in the O.R.
C. Identify the proper ranges for temperature and humidity in the O.R.

Content Outline

Layout of surgical suite
O.R. Parameters
Ventilation and piped-in systems

Surgical Patient; Ethical and Legal Issues

Desired Outcome

The learner will identify and define Ethics and other legal terms.

Performance Objectives

A. Define ethics and morality.
B. Identify and discuss O.R. situations that could result in ethical conflict.

Content Outline

Bill of Rights
Cultural Diversity
Legal Terminology

Perioperative Stages and Procedures

Desired Outcomes

The learner will be able to assist in the perioperative checking of the patient and chart.
The learner will understand the paperwork and laboratory tests included.

Performance Objectives

A. Identify the perioperative phases of patient care.
B. Describe the basic tasks relative to each phase.
C. Identify common diagnostic procedures.
D. State appropriate use of common diagnostic procedures.
E. Identify diagnostic procedures used in the O.R.
F. Discuss content and legalities pertaining to the surgical consent.

Content Outline

Preoperative Routines
Diagnostic Tests
Consents and Paperwork

Patient Identification and Transportation

Desired Outcomes

The learner will describe the identification process for surgical patients.
The learner will identify, describe, and demonstrate the principles of transportation of the surgical patient.

Performance Objectives

A. State the purpose of patient identification.
B. Demonstrate the identification process for a surgical patient admitted to the surgical suite.
C. Identify the methods of patient transportation and give examples of the use of each.
D. Demonstrate the principles of safe transportation of a patient for each method.

Content Outline
Identification Process
Transporting the Patient

The Role of the Circulator

Desired Outcomes
The learner will describe the application of thermoregulatory devices.
The learner will discuss the importance of documentation.

Performance Objectives
A. Identify types, and indications for, of thermoregulatory devices
B. Identify the proper language for documentation.

Content Outline
Thermoregulatory Devices
Documentation

O.R. Bed

Desired Outcome
The learner will be able to identify and operate the functions of the O.R. bed.
The learner will identify the names and functions of various types of accessory equipment and demonstrate care, handling, and assembly.

Performance Objectives
A. Name and explain the functions of common types of accessory surgical equipment.
B. Demonstrate placement of the necessary appliances and preparation of each device for use.
C. Identify the positioning aids commonly used with the O.R. bed.
D. Describe the procedure for altering the bed positions.

Content Outline
The O.R. Bed
Accessory Equipment

Positioning

Desired Outcomes
The learner will discuss surgical positions as it correlates with surgical procedures.
The learner will discuss aids necessary in positioning.
The learner will discuss considerations for each position.
The learner will be able to position patient for surgical procedure

Performance Objectives
A. Demonstrate the proper position for the various surgical positions.
B. Identify positioning aids and their proper applications.
C. Identify considerations for each surgical position.

Content Outline
Surgical Positions
Positioning Aids and Considerations

Standard Precautions

Desired Outcomes
The learner will be able to identify proper precautions relating to disease process.
The learner will identify common concerns for the operating room.

Performance Objectives
A. Define pathogens.
B. Discuss HIV, AIDS, TB, HepB, and STD's.

C. Identify precautions taken routinely.
D. Identify special precautions taken for specific disease processes.
E. Identify common safety concerns for the operating room.

Content Outline
Bloodborne Pathogens and Other Transmitted Diseases
Safety Precautions
Other Concerns

Prepping

Desired Outcome
The learner will be able to prepare the operative site for surgery.
Performance Objectives
A. State the purpose of skin preparation.
B. Identity time and place for surgical prep.
C. Describe and demonstrate a surgical prep.
Content Outline
Hair Removal
Surgical Prep

Urinary Catheterization

Desired Outcomes
The learner will explain the principles of urinary catheterization and demonstrate the procedure.
Performance Objectives
A. List indications for urinary catheterization.
B. Identification of equipment necessary.
C. Compare, contrast and perform male and female catheterization.
Content Outline
Male
Female

Hemostasis and Blood Replacement

Desired Outcome
The learner will discuss methods of hemostasis and blood replacement and will demonstrate the preparation and use of appropriate agents/devices.
Performance Objectives
A. Define hemostasis.
B. Demonstrate handling of hemostatic agents.
C. Describe ways that blood loss is monitored.
D. Discuss ways of achieving hemostasis.
E. Discuss autotransfusion and related terminology.
F. Identify various blood products available.
Content Outline
Blood Products
Mechanical vs. Chemical Hemostasis
Blood Bank vs. Autotransfusion

Shock

Desired Outcome
The learner will be able to identify and discuss the various types of shock.

Performance Objectives

A. Define "shock".
B. Identify complications that arise from shock.
C. Define the various types of shock.
D. Discuss symptoms of shock.
E. Identify management procedures for shock.

Content Outline

Types of Shock
Signs and Symptoms
Management

Anesthesia and Surgical Pharmacology

Desired Outcomes

The learner will be able to discuss the various types of anesthetic approaches, including advantages and disadvantages of each.

Performance Objectives

A. Identify the various types of anesthetic approaches.
B. Identify the selection factors and correlate the surgical procedure to the anesthetic approach.

Content Outline

Selection Factors
Types of Anesthesia

Malignant Hyperthermia

Desired Outcome

The learner will be able to identify a malignant hyperthermia crisis.

Performance Objectives

A. Define malignant hyperthermia.
B. Discuss the symptoms of MH.
C. Identity actions taken upon diagnosis of MH crisis.

Content Outline

Signs and Symptoms
Emergency Actions

Interpersonal Skills

Desired Outcomes

The learner will compare and contrast verbal and non-verbal communication.
The learner will define and discuss teamwork.
The learner will define and discuss surgical conscious and O.R. etiquette.

Performance Objectives

A. Define communication.
B. Define language.
C. Discuss perception.
D. Identify team members in a "team".
E. Define surgical conscious.
F. Describe O.R. etiquette.

Content Outline

Verbal Language
Non - Verbal Language
Teamwork

Packs, Drains, Dressings and Specimens

Desired Outcome

The learner will be able to assist/perform application of packing, drains/reservoirs, and dressings.

The learner will be able to care for the surgical specimen appropriately.

Performance Objectives

A. Name the various types of packs, drains/reservoirs, and dressing supplies.
B. Demonstrate the care of these items.
C. Demonstrate application of these items.
D. Identify the various types of specimens.
E. Identify care of the various types of specimens.

Content Outline

Packs, Drains, and Dressings
Specimen Care

Vital Signs

Desired Outcomes

The learner will accurately assess and document vital signs.

Performance Objectives

A. Define blood pressure and identify normal values for blood pressure.
B. Identify pulse points and the normal values for pulse rate.
C. Identify means of assessing respiration rate and the normal values for respiration rate.

Content Outline

Blood pressure
Pulse
Respirations
Temperature

SCANS

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

A. Resources: Identifies, organizes, plans, and allocates resources
B. Interpersonal: Acquires and uses information
C. Information: Acquires and uses information
D. Systems: Understands complex interrelationships
E. Technology: Works with a variety of technologies

The Texas Higher Education Coordinating Board requires that all degree plans in institutions of higher education incorporate these competencies and identify to the student how these competencies are achieved in course objectives.

This course, Surgical Procedures I, incorporates the SCANS competencies in the following ways:

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

ACC Course Policies

Attendance/Class Participation

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

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

Incompletes

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

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at http://www.austincc.edu/current/needtoknow

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request

accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at http://www.austincc.edu/support/osd/

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at http://www.austincc.edu/ehs. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at http://www.austincc.edu/emergency/.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at http://www.austincc.edu/accmail/index.php.

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: http://www.austincc.edu/s4/

Links to many student services and other information can be found at: http://www.austincc.edu/current/

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: http://www.autincc.edu/tutor/students/tutoring.php

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

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Video Critique Guidelines

After reviewing the tape, write a two-three page, double-spaced, typewritten paper critiquing your performance in the scrub role. Papers must have a cover sheet (not included in the page count), and 12 Times New Roman font. Papers are not required to be in a certain format (such as APA); however, the paper should be written at a college level.

The paper will be graded based on the inclusion and depth of coverage of the listed criteria. The topics do not have to be in any specific order, but must be present in the paper. Grading will not be based on what your opinion is, however, the comments should be accurate.

This critique will be due on your assigned procedural CRE practice day.

The critique should include the following areas:

1) Overall critique of your own performance
2) Areas where you need more instruction
3) Strong points (where you did well)
4) Weak points (areas where improvement is needed)