



Southwest University

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Surgical Technology Program Education Handbook

2020-2023

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Section 1

Introduction

To assure effective clinical education in the AAS Surgical Technology program at Southwest University, each student, clinical instructor, clinical coordinator, and program director participating in clinical education must have a full understanding of his/her responsibilities and the considerations involved.

This handbook is designed to provide students, clinical instructors, and clinical coordinators with information regarding the expectations and policies, and procedures relevant to clinical education. It is meant to assist all of these individuals as they work together to provide and/or receive appropriate, effective clinical experience to assure students make progress toward the goal of becoming competent sonographers.

This Handbook may not be considered a complete statement of all policies at Southwest University or the AAS Surgical Technology program. Additional information is provided in the Southwest University Catalog and the Student Program Handbook.

This Handbook may be amended at the discretion of the AAS Surgical Technology program or Southwest University. Students will be provided with written notification of any changes. You are encouraged to keep any notifications of change with the Handbook.

Mission

The mission of Southwest University at El Paso is to provide exceptional career and technical training, promote intellectual growth, critical examination and informed understanding through general education, and a commitment to educational excellence strengthened by quality instruction, a positive learning environment, and the integration of emerging technologies to enable students to achieve their potential, participate in new employment opportunities and continue to be lifelong learners.

The Surgical Technology program of Southwest University at El Paso is committed to excellence in education demonstrated by providing a comprehensive entry-level education program to students through quality didactic and clinical instruction in the general learning concentration of surgery. The Surgical Technology program supports the vision, values, and mission of Southwest University at El Paso which value the importance of education, knowledge acquisition and love of learning, through a well-rounded program through classes in didactic theory, application and practice of skill sets in the laboratory environment, and integration of didactic theory and acquisition of performance objectives in the clinical setting, bringing as a culmination for the student the opportunity to obtain a Certification for Surgical Technology

Goals

The goals of the Southwest University Surgical Technology Program which value the importance of education, knowledge acquisition and love of learning, as well as encouraging students in their recognition and responsibilities as members of society.

Clinical Education

Clinical education is an integral part of the professional education of Surgical Technology. The Program's mission could not be achieved without it. During clinical education, students will apply the knowledge and skills acquired through classroom and laboratory study on campus in medical settings where they have the opportunity to work with actual patients under the supervision of qualified professionals. Through this well supervised "hands-on" experience, students develop competence and prepare to assume professional responsibility.

During clinical assignments, students need to remember that the Operating Room is a service department. It exists to provide service to patients, medical staff, and the community. When students participate in clinical education in any of the program's recognized facilities, they assume all of the responsibilities of a health care professional. Practicing procedure and patient care skills to gain competence and proficiency is important, but students will also be providing service to patients. Improving knowledge and skill are important components of clinical education, but significant attention will also be given to the demonstration of professional attitude, professional conduct, appropriate and effective interpersonal skills, and responsibility and dependability.

While at an assigned facility, students are first students of Southwest University and second, guests of that particular clinical education setting. Students are expected to follow the rules and protocols of Southwest University and the assigned facility unless they conflict with Southwest University or Program policy.

Accreditation

SouthWest University El Paso is fully accredited by Accrediting Bureau of Health Education Schools (ABHES)

The Surgical Technology Program of SouthWest University received initial accreditation from Accrediting Bureau of Health Education Schools (ABHES) (2022) and currently has continuing accreditation status. Accreditation exists to establish, maintain and promote appropriate standards of quality for educational programs. These standards are used for the development, evaluation and self-analysis of Surgical Technology Programs

Certification

A surgical technologist who is certified by the NBSTSA provides evidence to employers, other health care professionals and the public that the certified individual has met the national standard for the knowledge that underlies surgical technology practice. Certified surgical technologists demonstrate mastery of a broad range of knowledge of surgical procedures, aseptic technique, and patient care by successfully completing the surgical technology certification examination.

Certification by the NBSTSA is nationally recognized .

The procedure for applying for certification will be distributed during the last semester.

National Board of Surgical Technology and Surgical Assisting

6 West Dry Creek Circle, Ste. 100

Littleton, CO 80120

www.nbstsa.org

A surgical technologist who is certified by the NCCT provides evidence to employers, other health care professionals and the public that the certified individual has met the allied health professional for the knowledge that underlies surgical technology practice. Surgical technologists are allied health professionals who are responsible for various tasks pre, intra, and post operatively. They maintain asepsis during surgery, anticipating the surgeon's needs while remaining attentive to all aspects of the surgical procedure to ensure a safe environment for the patient.

National Center for Competency Testing

7007 College Blvd Suite 385

Overland Park KS 66211

<https://www.ncctinc.com/>

Professional Membership

Students are eligible for membership in the Association of Surgical Technologists upon enrollment in the program. During the final semester of the program, the student will become members of the Association of Surgical Technologists for a variety of reasons. First, joining as a cohort, each individual student will be eligible for discounts on the national certification exam.

Next, the student will have access to student resources such as articles and conference information. Lastly, to promote the ideology of a lifelong learner, the student will now have access to continuing education articles, events and information. Applications for membership will be distributed during the program.

Association of Surgical Technologists

6 West Dry Creek Circle, Ste. 200

Littleton, CO 80120

www.ast.org

Faculty and Administration

The faculty and administration are here to support students' efforts to become competent Surgical Technologist and to help them achieve high levels of success.

- President/ CEO Ben Arriola, BS
- Vice President/School Director Marisol Gutierrez, BBA, MEd CCA
- Vice President Jeremy Burciaga, MPA
- Academic Dean Laura Lazarin , MBA
- Associate Dean James Ramos PHD
- Associate Dean Javier Gutierrez, MD
- Director of Surgical Technology Amalia Gutierrez, BAS, CST/CSFA
- Instructor Armando Cano, BS.CST
- Clinical Coordinator Instructor Magdalena Silva Gonzalez , CST
- Adjunct coordinator Vanessa Ramierz, CST
- Adjunct coordinator Maribel Garcia, ST-C
- Lab Assistant Crystal Medina

Clinical Education Settings

Southwest University maintains affiliations with hospitals and clinics in greater El Paso, Texas. These affiliates serve as Clinical Education Settings where students gain clinical experience under the supervision of qualified professionals. The AAS Surgical Technology program, at its discretion, makes rotating clinical assignments for each student. Southwest University may consider student and facility preferences in the assignment of students to clinical education settings, but Southwest University does not guarantee that these preferences will be met. Enrollment in the program signifies the student's agreement that he or she will attend the clinical education settings assigned by the Southwest University for the hours and times assigned by the program.

Clinical education settings affiliated with Southwest University's AAS Surgical Technology program are subject to change. At the time of this publication, the following settings were recognized clinical education settings.

Big Ben Regional (Alpine, Tx)
Del Sol Medical Center
El Paso Day Surgery Center
Las Palmas Medical Center
The Hospital of Providence (East)
The Hospital of Providence (Memorial)
The Hospital of Providence (TransMountain)
The Hospital of Providence (Sierra)
The Hospital of Providence (Specialty)
Paseo Del Norte Surgery Center

Section 2

Clinical Information

Introduction

At Southwest University, the surgical technology program addresses the learners' roles in society, in the delivery of patient-centered care, and in personal and professional growth through life-long learning. The philosophy reflects faculty beliefs that surgical technology is a patient-centered discipline whose members strive for excellence and demonstrate integrity by providing safe and ethical care to a diverse population of patients. Surgical technology combines concepts from the biological, behavioral and social sciences with the goal to provide compassionate and coordinated care based on respect for patient's preferences, values, and needs. The outcome of care is dependent not only on the quantity of technical competencies of the perioperative professional, but also on the teamwork and collaboration of the surgical technologist who provides care that integrates best current evidence with clinical expertise and values including cultural sensitivity and competence for delivery of optimal health care. The surgical technologist uses the concepts of patient centered care, evidenced-based practice, teamwork and collaboration, quality improvement, and patient safety. The faculty recognizes that education is a life-long commitment to professional growth and development. The curriculum incorporates adult learning theories as a framework that guides the integration of evidenced based practice, quality improvement methods, and safety. This provides the student with an education that monitors the outcomes of care processes, minimizes the risk of harm to patients and provides a format for communication and support of decision making. Surgical technology education at SouthWest University provides a framework for students to acquire the knowledge, skills, and values necessary to become competent clinicians of surgical technology practice in the 21st Century.

Clinical Plan

Students are assigned to clinical education settings in a manner that assures that they will be able to achieve all of the required competencies requirements within the hours that comprise clinical education courses. All students MUST complete any specific clinical site orientation before entering into the clinical setting. Students will be assigned to at least three different sites with different patient populations, procedures, equipment, and working environments. To be successful, the student must adapt to the type of environment to which he/she has been assigned.

The student must be aware of the differences in instrumentation and equipment between the school laboratory and clinical sites. Students must have the knowledge that all equipment has the same basic settings but with different distributions. For example, newer equipment may have specific settings for specific studies which may make it easier/faster to manipulate, which does not discard the student from forgetting the physical principles of surgery.

Clinical placement is designed to expose the student to as many areas as possible and thereby facilitate the attainment of basic skills needed for the daily practice of Surgical Technology. All student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational in nature. **Students will not receive any monetary compensation during this educational experience, nor will the students be substituted for hired staff personnel within the clinical institution, in the capacity of the surgical technologist.**

It is the student's responsibility to become familiar with and abide by all the rules and regulations set forth by the clinical sites

The clinical coordinator is responsible for monitoring each student's competency achievement to assure that each student is assigned to clinical education settings that together will allow the student to achieve all needed competencies.

Each term the clinical coordinator will assign individual students to specific clinical education settings based on matching the students' remaining educational needs with the settings' opportunities. Achievement of competencies by each student is monitored throughout each term and if it becomes apparent that a student is unexpectedly not being provided appropriate opportunities (e.g., due to a lower than expected procedure volume) at a given setting the student will be reassigned, unless adjustments at the setting can remedy the problem.

By enrolling in the AAS Surgical Technology program, students have agreed that they will accept to be assigned to any clinical site made by the program. While student considerations are taken into account, there are no guarantees students will be placed at a site or sites of their choice. Students may have to drive up to 100 miles or more to their respective clinical sites each day.

The student will not be placed at a clinical site that they have any affiliation this includes being employed by the facility in any way shape or form. This includes any employment or volunteering duties of the immediate family or any relatives regardless of relationship.

Clinical faculty will rule on all situations that arise from the above circumstances. All faculty rulings are final.

The student can be removed from a clinical site if they are not performing, meeting goals, any academic misconduct, and unprofessional behavior or meeting any standards set forth by the site.

If a student is removed from a clinical site for any reason, the student will receive a failing grade and be removed from the program with no opportunity of re-enrolling back into the AAS Surgical Technology program.

Students are responsible for their transportation to and from clinical sites. To be prompt, students must have reliable transportation and knowledge of how to reach the clinical site and the assigned area within each particular clinical site.

Every effort is made to inform students of their assigned site at least one weeks in advance of the beginning of the term. However, because unforeseen changes in personnel or other changes in clinical education settings are beyond the control of the program, this is not always possible.

Clinical Education Schedules

Each student assigned to a clinical education setting will have a six-week schedule approved in advance by the clinical coordinator. This schedule will provide starting and ending times for each day of the week and will total not more than forty hours per week.

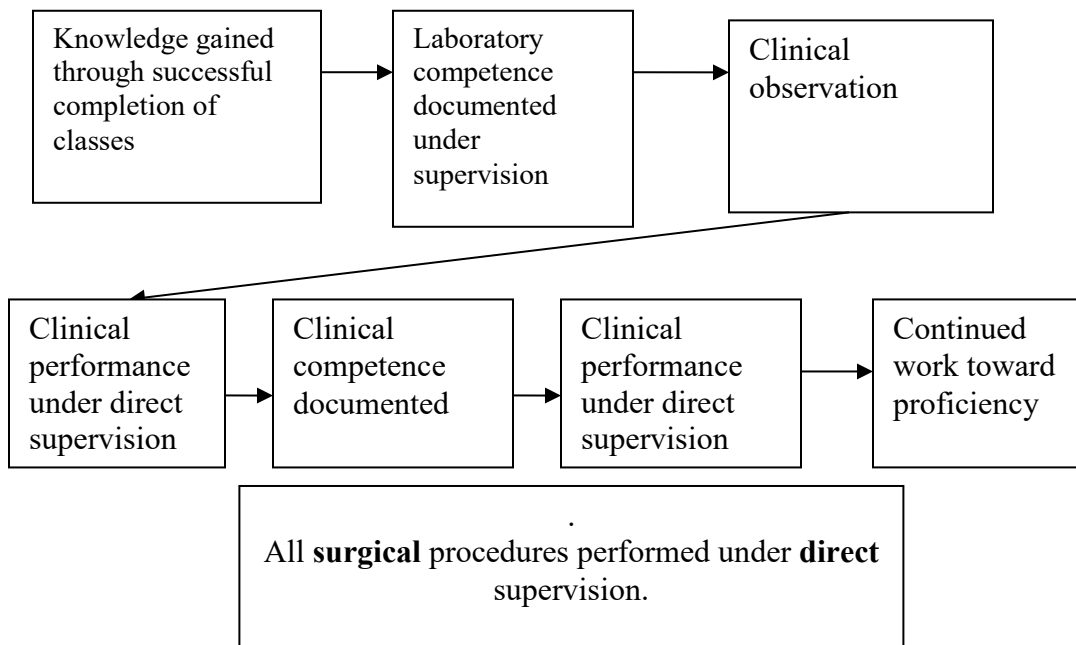
Students are given the same amount of time for coffee and lunch breaks as staff Surgical Technologist at the institution. All students must take regular lunch breaks.

Any deviation from the approved schedule must be approved in advance. This includes any change in starting or ending times and changes in days of the week. Assigned clinical hours may not exceed 40 hours per week. Monday – Friday, 545am-230pm Students will be credited with only actual hours of attendance that are pre-approved.

If a student attends hours that are not pre-approved by coordinator, those hours will not be recorded toward satisfying course requirements. It is also important to note that a student who attends hours that are not pre-approved by coordinator is not covered by professional liability insurance.

Every effort will be made to give students advance notice of changes in required schedules occasioned by changes in staffing or circumstances in the clinical education setting. Clinical schedules will not be changed to accommodate student work schedules or to accommodate other personal situations of the student.

Clinical Educational Flow Chart



Key Personnel

Program Director

The program director is ultimately responsible for assuring that clinical education is appropriate and effective. Although you will not see the program director regularly at clinical sites, She/he works closely with the clinical coordinator to monitor clinical activities and student progress. Students should not hesitate to contact the program director if they believe there are issues not being addressed appropriately by the clinical coordinator.

Instructor

The college instructor teaches in discipline areas in which he or she has specific training and competence. As such, the instructor is expected to plan, organize, and teach in a manner that encourages development in harmony with the school's mission, and values. He or she also promotes and directs successful student learning in keeping with the learning-centered values and goals of the school.

Clinical Coordinator Instructor

The clinical coordinator may be a full-time faculty member or part-time faculty member working in conjunction with the program director, who is responsible for overseeing the day-to-day effectiveness of clinical education. The clinical coordinator works together with the program director to assure that students receive similar experiences at the wide variety of clinical education settings and to confirm that appropriate University policies and procedures are consistently observed.

The clinical coordinator has assigned clinical education settings, which he or she visits weekly. During this visit, the coordinator will meet with both the site's clinical instructor(s) and the assigned students to review student progress. At sites considerably distant from the campus, the clinical coordinator makes bi-weekly visits and otherwise monitors student progress by way of telephone calls and/or e-mail.

The clinical coordinator considers the weekly reports on the student's progress from the clinical instructor report and combines that information with the clinical coordinator's observation to provide the student with ongoing guidance and direction. At the mid-term, the clinical coordinator summarizes student progress to that point. In instances where the student's progress is below expectations, the clinical coordinator will provide written notice to the student of the area(s) requiring attention and improvement by the end of the term for the student to pass the course.

At the end of the term, the clinical coordinator evaluates the student's overall progress and assigns a grade for the course. The grade derivation is provided in the syllabus for the particular clinical course.

Any student who encounters difficulties during his/her clinical education experiences is encouraged to contact the clinical coordinator as soon as possible for advice and assistance. The clinical coordinator will not be able to address issues/concerns that have not been brought to his/her attention.

In each recognized clinical education setting, one or more individuals are assigned to serve as the clinical instructor(s). This individual is a sonographer employed by the clinical education setting and is responsible for the general supervision of the student during the assignment in that clinical education setting. Generally, these individuals are volunteers who are not compensated for the extra time and effort required of them as clinical instructors.

The clinical instructor monitors the student's assignments to specific responsibilities and tasks in the clinical education setting and provides an evaluation of the performance of those tasks and responsibilities. The clinical instructor provides the clinical coordinator a weekly evaluation of the student's progress.

The clinical instructor documents any significant incidents involving the student so that the University may respond appropriately, particularly where the student's conduct raises disciplinary questions or brings into question the student's suitability to continue in the clinical education setting or the profession.

The clinical instructor may attend periodic meetings, training sessions, or workshops to assure that Southwest University benefits from the clinical instructor's feedback about the clinical education of students and to assure that the clinical instructor maintains an accurate understanding of the program's mission, goals, and policies, and procedures regarding clinical education.

Section 3

Clinical Evaluation

Competency-based education intends to assure that students can perform specific Surgical procedures competently. Instead of global evaluations of ability, each student is required to perform surgical procedures competently under the direct supervision of a qualified practitioner. Upon documentation of competency, the student is allowed to perform those procedures is expected to work toward increased proficiency within externship .

Competency Evaluation

JOB SPECIFIC PERFORMANCE
PERFORMANCE STANDARDS
JOB SPECIFIC PERFORMANCE
PERFORMANCE STANDARDS

JOB SPECIFIC PERFORMANCE

PERFORMANCE STANDARDS
JOB SPECIFIC PERFORMANCE
PERFORMANCE STANDARDS
JOB SPECIFIC PERFORMANCE
PERFORMANCE STANDARDS
JOB SPECIFIC PERFORMANCE
PERFORMANCE STANDARDS

PROFESSIONALISM

The concept of professionalism in health care is motivated by the primary goal of providing quality service to the health care consumer. It is also a concept that involves a commitment to the development and maintenance of a level of knowledge, which enables the provider to utilize standards of care in the daily delivery of health care to the consumer. The Surgical Technology Faculty is dedicated to providing students with the knowledge and background necessary to develop a sense of professionalism, which will extend into their career.

PATIENT ASSIGNMENT and CLINICAL RESPONSIBILITY

As health care providers, our primary responsibility is to serve the public. The patient has the right to expect quality care, regardless of race, creed, color, or health status. The care must be delivered in a non-judgmental manner. All patients are to be treated with equal care and compassion. Students must be prepared to work with all patients. The method for selecting student assignments varies with each affiliation facility. Failure to accept a patient assignment will be reflected in the course outcome. It may also result in a course grade of F.

While students are completing clinical rotations, their time spent at the clinically affiliated institution will be educational in nature. Students will not receive any monetary compensation during this educational experience, nor will the students be substituted for hired staff personnel within the clinical institution in the capacity of the surgical technologist.

DEFINITION OF SCRUB ROLES FOR CLINICAL ROTATIONS

Documentation of Clinical Practice: Upon completion of all the Practicum (Clinical) classes, a minimum of 120 cases are to be performed in order to be eligible for the National Certification Examination and completion of the Surgical Technology Program at SouthWest University. There is a required document that tracks the student's progress each semester, called the, SURGICAL ROTATION DOCUMENTATION AND CLINICAL CASE LOG.

- All clinical case experiences should be recorded in the clinical case log, even if the cases do not count toward completion of the required standard of 120 cases, in compliance with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).
- Students are required to complete 30 cases in General Surgery.
- Twenty of the cases must be in the First Scrub role.
- Students are required to complete 90 cases in various surgical specialties which are listed on the surgical case log.
- 60 of the cases must be in the First Scrub Role and evenly distributed between a minimum of five surgical specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty.

- Diagnostic endoscopy cases and vaginal delivery cases are not mandatory, but up to 10 diagnostic endoscopies and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases.
- The Surgical Program Director of Kingsborough Community College is required to verify through the Surgical Rotation Documentation the students' progression in First and Second Scrubbing surgical procedures of increased complexity as he/she moves towards entry-level graduate abilities.

SCRUB ROLE – FIRST SCRUB ROLE (1S)

The student surgical technologist shall perform the following duties during any given surgical procedure with proficiency. The following list is provided to identify the items that must be completed in order to document a case in the first scrub role. A student not meeting at least the five criteria below (independently/spontaneously without being prompted) cannot count the case in the first scrub role and the case must be documented in the second scrub role or observation role.

- Verify supplies and equipment needed for surgical procedure
- Set up the sterile field with instruments, supplies, equipment, medications and solutions needed for the procedure.
- Perform counts with the circulator prior to the procedure and before the incision is closed.
- Pass instruments and supplies to the sterile surgical team members during the procedure
- Maintain sterile technique as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique.

SCRUB ROLE – SECOND SCRUB SOLO (2S)

The second scrub role is defined as the student who is at the sterile field who has not met all of the criteria for the first scrub role, but actively participates in the surgical procedure in its entirety by completing any of the following:

- Sponging
- Suctioning
- Cutting suture
- Holding retractors
- Manipulating endoscopic camera

SCRUB ROLE – OBSERVATION ROLE (O)

The observation role is defined as the student who is in the operating room performing roles that do not meet the criteria for the first or second scrub role. These observation cases are not to be included in the required case count but must be documented by the program.

STUDENT RIGHTS AND RESPONSIBILITIES

Education is a cooperative effort between the expertise of the Faculty and willingness of the student to learn. The faculty, believe that the student has certain rights upon enrollment as well as responsibilities.

Students have a right to:

- Accurate, organized, relevant, cohesive and quality education and materials
- Faculty who are knowledgeable, clinically experienced, up-to-date, and able to communicate information effectively.

- Quality classroom instruction that is punctual, clearly communicated, stimulating, and presented in a positive learning environment that is free of bias and/or hazards.
- Quality clinical instruction that is safe provides a variety of experiences and guides students toward effective practice.
- Fair, impartial, and prompt evaluation of performance: both theory and clinical.
- Support services to facilitate participation in the learning process.
- Regular availability

Students must complete the competencies identified above demonstrating appropriate:

- Patient preparation, including evaluation of requisition or medical record, preparation of exam room, identification of the patient, infection control procedures (i.e., standard precautions), patient assessment, and instruction concerning the procedure;
- Exam protocol, including patient positioning, sonographic technique, parameter selection, image display, image annotation, and labeling, archiving, and documentation of procedure;
- And image evaluation, including image quality, optimal demonstration of anatomic region and pathology, and exam completeness.

Students must be evaluated while scanning actual patients. Simulation is not acceptable for the final competency assessment.

Note: No more than one competency will be granted for any procedure.

If during a term, a student does not demonstrate continued competency in performing any of the examinations for which the student has documented competency, the competency will be revoked for that procedure. If the competency was completed in that term, the grade for that competency will no longer be used in calculating the grade for the term. A student is expected to attempt to retest on a revoked competency at the earliest opportunity.

Affective Skills Evaluation

The competency-based evaluation described above focuses primarily on the student's demonstration of the knowledge and skills required of a Surgical Technologist.

- Attendance/punctuality – reporting to the assigned clinical site on time and being present for all assigned hours
- Responsibility – Being accountable for one's actions
- Respect – being respectful to patients, peers, supervisors, faculty, and others
- Communication - communicating clearly and appropriately
- Initiative – seeing appropriate potential activities without prodding
- Cooperation – being a team player who works well with others and carries out directives from supervisors
- Judgment – seeking supervision when appropriate
- Attitude – having a positive attitude, expecting and seeking good outcomes

The clinical coordinator, using personal observation and reports from the clinical instructor and other professionals at the clinical education setting, evaluate each student as either “satisfactory” or “unsatisfactory” at the mid-point and the end of each term. Unsatisfactory ratings

at the mid-point will result in a written warning to the student as to the deficiencies that must be corrected. Unsatisfactory ratings at the end of a term will result in the student failing the term.

Clinical Course Syllabi

The specific objectives and requirements for each clinical course are included in the course syllabus.

Grading

Southwest University at El Paso (SU) has established minimum standards of “satisfactory progress” for enrolled students. All students must meet SU Satisfactory Academic Progress requirements. The standards for determining progress at SU are described in the University Catalog.

Clinical Advisement

Weekly Progress Reports

These forms are used by the Clinical Coordinator to obtain information from both the Clinical Instructor and the student regarding student progress. The clinical coordinator discusses the contents of the report weekly with the student.

Mid-Term Evaluation

The Clinical Instructor completes a mid-term evaluation of each student. This evaluation is then used by the clinical coordinator as the basis of discussion with the student regarding strengths and areas for improvement. If the student is marked unsatisfactory in any area, an action plan will be developed to remedy the deficiency.

Final Term Evaluation

At the end of each term, the clinical instructor will complete an end-of-term evaluation. The clinical coordinator prepares a summary report of the student’s progress and assigns the grade for the term.

Section 4

Clinical Protocols

Clinical Time/Records

Completion of the 120 cases is a requirement for graduation from the Southwest University AAS Surgical Technology program. Breakdown of requirements: 90 specialty cases, 30 general surgery. Regular attendance is an essential expectation. Students are expected to report promptly for clinical education on all scheduled clinical days. Failure to do so is included in evaluating the student's progress in the affective domain (professionalism). Additionally, repeated absences, even if made up, can fail the clinical course. No student should be absent from clinical education except in cases of illness and/or emergency.

All students are required to be present in their assigned areas for clinical education during the hours established by the clinical coordinator and clinical instructor. Students may not leave the O.R. department or clinical education setting without notifying the clinical instructor or the clinical instructor's designee.

The student must accurately record the time of arrival and departure and actual hours of attendance provided by Southwest University.

Any student who falsifies time records by reporting inaccurate hours or by forging signatures will be subject to discipline up to and including dismissal from the program, even for a first offense.

Absence from Clinical Education

In the event a student cannot attend clinical education, the student must call into the clinical education setting and speak to the clinical instructor or the clinical instructor's designee. The student must also call the clinical coordinator. These calls must be made not later than 30 minutes after the designated start time. The reason for every absence from clinical education must be documented and will be considered by Southwest University in determining any action based on the absence. It is the student's responsibility to provide documentation for any absence. In the absence of documentation, Southwest University will assume the absence was unnecessary and treat it as such in any disciplinary or grade actions. The Student will be allotted 2 days for personal/sick time. These days still must be made up due to the state requirements for completed clinical hours. If the student misses the 3rd day, the student will be removed from the clinical course and receive an F grade, and have to sit out the remaining term.

With proper documentation, the following circumstances may be considered by Southwest University as mitigation for an absence:

1. Court ordered to appear in court.
 2. Military Orders.
 3. Medical Emergency- PCP visit or an emergency room or hospitalization documentation for the student or immediate family member (parents, siblings, spouse, and children only).
 4. Funeral of an immediate family member (parents, siblings, spouse, and children only).
- Any other arrangements must be made with approval from the Program Director.

Unmitigated Absences and Discipline

If a student is absent from a clinical assignment and does not provide proof of one of the mitigating circumstances set forth above, Southwest University will initiate the following corrective actions:

If the student misses **three days of the clinical rotation term**, the student will be removed from the clinical course and receive an F grade, and can be dropped from program. The clinical coordinator will document and the student will be required to meet with the Program Director.

No Call – No Show Absence and Discipline

If a student is absent from a clinical assignment and does not call the clinical site and the clinical coordinator, Southwest University will initiate the following corrective action due to the seriousness of the offense: TWO No Call No Shows you will fail Term

Tardiness

Punctuality is important, THREE tardies constitute an absence. Tardiness is defined as more than five minutes late or leaving more than five minutes early. Tardiness of 15 min or more is considered an unmitigated absence. Excessive or unwarranted tardiness will be noted by the clinical coordinator and instructor in evaluating the student's progress in the affective domain and may result in the student failing the clinical course regardless of the student's achievement otherwise.

Time

The registrar only recognizes and records time in 15-minute intervals. Please round your time to the nearest quarter-hour.

Make-up Time

All absences from clinical education must be made up by the completion of the student's final term. If the student chooses to make up absences within the time allotted for the term by arranging approved hours during term breaks, then the student can progress normally to the next term or graduation. If the student does not make up absences within the time frame of the term, the student may not be able to advance to the next term or graduation. Southwest University will not "hold" a clinical education spot for a student whose absences have placed him or her off the anticipated schedule, and the opportunity to make up missed days and to move forward will be based on the availability of an appropriate clinical placement without disruption to other students. Make-up time must be scheduled with the clinical coordinator and clinical instructor in advance, in writing, and may not be done without such approvals. As noted previously, **students attending the clinical education setting at times other than those approved by the clinical coordinator are not covered by professional liability insurance, and the time completed will not be**

counted. The student may face disciplinary action if he or she attempts to make up time at a non-assigned clinical facility.

Appearance

Students are expected to wear scrubs and maintain a neat and professional appearance at all times. The image a student presents has a direct impact on how he/she is perceived as a student and as a professional. If the student's appearance is unacceptable at any time, the student will be directed to leave the clinical setting to correct the problem. Any time missed must be made up.

Uniform

When engaged in clinical education/ and externship the student may wear the Southwest University or appropriate, approved scrub suits that meet the dress code of the facility. They must be clean and wrinkle-free. Footwear consists of shoes with nonskid soles and closed-toe leather or vinyl uppers. Students are not allowed to wear anything other than the approved scrubs, even if the employees of a site are allowed to observe events like casual Fridays.

Hygiene/Grooming

Good personal hygiene will be maintained at all times. Cosmetics, perfumes, hair, and other hygiene products must be moderate and not offensive to patients or staff. . Not allowed at all Long fingernails and artificial fingernails. tights are prohibited! Long hair, dreadlocks, afros, hair extensions, weaves, etc. must be off the collar and pulled back. If this is not possible, the student will wear a surgical cap, with no exceptions. Hair must be natural color or proximity. Extreme non-natural artificial colors are prohibited. Not allowed at all! Beards and mustaches must be kept neat and trimmed, no more than ¼ quarter inch in length. No exceptions.

Identification

The student must wear the Southwest University name badge at all times in the clinical setting. Students who do not have these will be sent home to get them and must make up any time missed.

Conduct

Students are expected to conduct themselves professionally at all times during clinical education. As indicated in the introduction, students participating in clinical education experiences assume all of the responsibilities of a health care professional.

Language

Students are expected to use professional language at all times. Profane and/or abusive language or body language to any faculty or clinical staff will not be tolerated.

Substance Abuse and Drug Testing

Some clinical sites also require completion of criminal background checks before the beginning of an externship. The student is responsible for the costs of such background checks. Refusing to undergo a background check or failing one is treated as a dismissal from a clinical site.

As indicated in the Southwest University catalog, students may be required to submit to random drug screening, based on reasonable suspicion that the student violates the Southwest University Code of Conduct. Accordingly, random drug testing during clinical terms may be requested. Refusing, tampering, or failing a drug test is treated as a dismissal from a clinical site.

The use of illicit drugs or intoxicants on campus or at any clinical education setting or entering Southwest University or clinical education setting under the influence of such is prohibited by the *Student Code of Conduct* contained in Southwest University catalog and the student handbook. All problems should be reported to the clinical coordinator and program director. Any student in violation of this policy is subject to immediate disciplinary action, up to dismissal from the program.

Background Screening

Southwest University requires background screening before entering the AAS Surgical Technologist program. The student will be responsible for the cost of such testing. Students may not request placement at a site that does not require such screening. Failing a background screening test or tampering with the urine/blood sample, will result in denial to enter an externship site, and will be treated as dismissal from the clinical site. Clinical placement cannot be guaranteed following a failed background screening. Please visit the following website for further information. <http://www.swuniversitybackground.com>

Health Insurance Portability and Privacy Act

Students are reminded of the critical importance of the confidentiality of all patient information. No patient or any aspect of his/her care should be discussed outside of the clinical setting. Even a first offense related to violation of patient confidentiality will result in disciplinary action and can result in dismissal from the program.

Cell Phones

Students may not have cell phones in out Classroom. Cell phones must be silenced
Students may use cell phones only when breaks or outside the class or lab. Students are allow to take Emergency calls they must step out of classroom to answer so there is no disruption during class. Habitual phone calls in class will result as a write up.

Students may not have cell phones in their possession in the Operating Room Department. Students may use cell phones only when on breaks outside the O.R. department. Emergency calls for a student should be directed to the Operating Room.

Smoking

Smoking and or smokeless tobacco products by students are not permitted in any of the clinical education settings. These sites are considered smoke-free environments. If the hospital tests for nicotine you may be subject to a laboratory test for nicotine. If it is the hospital policy and you break it, you will be dismissed from clinical and from the program. **This is to include all smokeless tobacco as well.**

Patient Visitation

Students may not visit friends or family who are patients during clinical hours. Visitation is restricted to non-clinical hours.

Section 5

Student Safety, Health, and Welfare

Introduction

The AAS Surgical Technology program takes seriously the safety and welfare of its students. Considerable classroom time is devoted to learning about safe practices as it relates to Surgical Technology, infection control, patient care, and personal protection. Students are strongly encouraged to put this knowledge to effective use in the clinical setting, for the benefit of themselves, their patients, and the clinical education setting. **Surgical students are encouraged not to leave the designated Surgical Settings.**

The following policies and procedures are part of the program's efforts to assure student safety.

Pregnancy

Declaration of pregnancy is voluntary. However, no student will be considered pregnant and be offered continuation options unless the pregnancy has been declared using the Program's Declaration of Pregnancy form.

To declare pregnancy, the student must complete a Declaration of Pregnancy form and submit it to the program director. The declaration must be in writing and may be withdrawn at any time. If the declaration is not withdrawn, it is considered expired one year after submission.

The student will provide written notice of her choice of the following options concerning program continuation:

Option 1

There will be no restrictions whatsoever as a result of declaring the pregnancy. The student will be expected to complete all academic and clinical requirements without modification.

Option 2

The student will continue in both classroom and/or clinical work as scheduled. However, the student will not participate in any procedures where radiation would be used. Pregnant students choosing this option are also restricted from procedures involving radium-implant patients.

Substitute clinical rotations will not be provided. All clinical rotations missed by the student must be made up at the end of the program. **This may result in delayed program completion.**

Option 3

The pregnant student may request a leave of absence not to exceed 6 weeks and either withdraw from or attempt to complete the courses in which she is currently enrolled. A place in the next class would be reserved for the student; the student would not be required to submit another application for admission.

Option 4

The pregnant student may request to withdraw from the Program for an indefinite period. If she wishes to re-enroll, she must apply for admission and compete for admission to the Program. Any previous coursework would be reevaluated at the time of readmission to assure competency has been maintained.

Personal Injury

If a student suffers a personal injury such as a fall or needle stick while in a clinical education setting, he/she should seek immediate treatment for the injury. After treatment, the student should fill out an incident report from both the clinical site and the Program and submit it to the clinical coordinator as soon as possible. The student is responsible for payment of any costs incurred.

Health Services and Insurance

The student is strongly encouraged to have health insurance coverage. Some clinical sites require documentation of health insurance as a condition of placement.

Students in need of emergency medical care while at a clinical education setting is treated as Southwest University appropriate and billed for services. Neither Southwest University nor any of the clinical education settings assume responsibility for medical expenses that may be incurred; students are personally responsible for the cost of such care.

Professional Liability Insurance

Southwest University provides professional liability insurance for students while engaged in pre-approved clinical learning activities. The cost of this insurance is covered in clinical education course fees. This insurance does not cover students who participate in clinical education without a pre-approved schedule or those who work in clinical settings outside of scheduled clinical education time.

Infection Control

Infectious disease continues to be a source of unnecessary morbidity in many clinical settings. Students are strongly advised to practice the skills learned in the classroom regarding infection control, particularly as it relates to handwashing. Students must also comply with the requirements of the assigned clinical site regarding infection control practices.

Immunizations

Before beginning clinical education, all students are responsible for showing proof of MMR, Hepatitis B, and varicella immunity by providing a recent immunological titer panel, Tdap immunity (vaccination during the last 10 years), and seasonal flu vaccination. A yearly **negative** two-step tuberculosis skin test or, if appropriate, follow-up care with a recent PA chest x-ray. If the student cannot provide a positive immunological titer panel, the student must document an MMR, Hepatitis B, and/or Varicella immunizations. Any student who elects to not receive vaccination must sign a form indicating this declination and a reason. However, a clinical affiliate may require titers/immunization before any rotation as a mandatory requirement. The student will not be placed into a new site if refused by the assigned clinical site already appointed by the clinical coordinator. The student always has an option to sit the term out and be placed in a new site. However, a seat or re-entry is not ever guaranteed.

Infectious Disease

Students with infectious diseases, other than a common cold, may not attend clinical education and must have a doctors note. The student should inform the clinical coordinator and the clinical instructor immediately upon diagnosis.

Freedom from Harassment

The Program strives to provide an educational environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. This includes all clinical education settings. It expects all faculty and students to treat others with dignity, respect, courtesy, and honesty.

If a student believes he or she is being subjected to comments or conduct of a sexual nature, where the behavior tends to threaten, offend, or create a hostile environment, the student should immediately report such conduct to the clinical coordinator or program director. If the offense is perceived to be on the part of the program director or clinical coordinator, then the conduct should be reported to that individual's immediate supervisor.

Orientation

Each student will receive an orientation to the clinical site upon initial assignment. It is important for both the student and the site that this occurs as soon as possible. In the event of questions or concerns in regards to the information provided during orientation, the student must feel free to address any concern with the program director or clinical coordinator.

Incident Reporting

In the case of any unusual incident, the student needs to submit an incident report. Both the clinical setting's incident report form and Southwest University incident report form must be completed and appropriately submitted. Failure to complete and submit appropriate reporting forms is grounds for discipline, up to and including dismissal from the Program

Section 6 Student Discipline

Introduction

Students are subject to the same disciplinary procedures during clinical education courses as during classroom instruction on campus. This handbook has specific rules for the students of the AAS Surgical Technology program who have committed actions that need disciplinary actions, therefore is independent of the SU students' handbook and disciplinary actions are not arguable intending to counteract one handbook with the other.

Dismissal from a Clinical Site

Although clinical affiliates or affiliate personnel cannot dismiss students from the Program, they do have the right to ask for removal from the site of a student if, in their opinion, the student is not performing up to his or her level of education, fails to act professionally, or is not reliably attending clinical education. If a student is asked to leave a clinical site before the end of a term, the Program cannot guarantee another placement that allows the student to complete the term. The student may or may not receive another placement. The out-of-sequence student will be the lowest in priority for clinical assignments. The student may receive an F for the clinical term, and the hours accumulated during the term will not count toward the graduation requirement. ***If a student is asked to leave more than one clinical site, the student will be dismissed from the Program.*** The student can be removed from a clinical site if they are not performing, meeting goals, any academic misconduct, and unprofessional behavior, or meeting any standards set forth by the site as stated above.

If a student is removed from a clinical site for any reason, the student will have to wait a minimum of one term or more depending upon the availability of a clinical site.

Being removed from a clinical site does not lead to automatic replacement it may lead to expulsion from the program.

Appendix A

Scope of Practice

Preamble:

The purpose of this document is to define the Scope of Practice for Surgical Technology and to specify their roles as members of the health care team, acting in the best interest of the patient. This scope of practice is a "living" document that will evolve as the technology expands.

Definition of the Profession:

The following description of the surgical technologist is provided as a general guideline of the duties that a surgical technologist may be required to perform or to assist others to perform in order to function as a part of the surgical team. The surgical technologist primarily functions in the scrub role but may assist the surgical team in other ways as needed. In order to meet program accreditation requirements and to prepare student for the National Board of Surgical Technology Board Certified Surgical Technologist exam, students of Southwest University Surgical Technology Program are erudite in a diversity of surgical skills.

Appendix B

AST Code of Ethics

AST POSITION STATEMENT CODE OF ETHICS

1. To maintain the highest standards of professional conduct and patient care.
2. To hold in confidence with respect to the patient's beliefs, all personal matters.
3. To respect and protect the patient's legal and moral rights to quality patient care.
4. To not knowingly cause injury or any injustice to those entrusted to our care.
5. To work with fellow technologists and other professional health groups to promote harmony and unity for better patient care.
6. To always follow the principles of asepsis.
7. To maintain a high degree of efficiency through continuing education.
8. To maintain and practice surgical technology willingly, with pride and dignity.
9. To report any unethical conduct or practice to the proper authority.

10. To adhere to the Code of Ethics at all times in relationship to all members of the health care team.

Appendix C

Petition to Return to the Program

Students wishing to petition to return to the program must submit a letter to the program director indicating their intent to return with outlined plan for success. The program director has the discretion to approve or deny petition for readmission.

Acceptance of Responsibility

(Effective 2020)

I have received an electronic/Hardcopy of the Southwest University Clinical Education Handbook.

I accept responsibility for *understanding* the policies and procedures set

forth and for *complying* with them throughout my enrollment in the Program.

(Failure to return this sheet will delay clinical placement.)

Student Name: (Please print) _____

Student Signature: _____

Date: _____