

Course Outline

Health Science and Medical Technology

REVISED: December/2019

Job Title

Anesthesia Technician

76-45-60

Career Pathway:

Healthcare Operational Support Services

Anesthesia Technician

Credits: 10

Hours: 120

Industry Sector:

Health Science and Medical Technology

Course Description:

This competency-based course is designed for an entry-level employment as an Anesthesia Technician. It provides students with project-based experiences in a hospital setting. Technical instruction includes orientation and safety, resource management, compliance, medical abbreviations, and employability skills. Emphasis is placed on surgical procedures, fundamental role of the anesthesia technician, anesthesia instrumentation, surgical and clinical procedures. Practice in the maintenance and use of anesthesia equipment and supplies is also included. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

O*NET-SOC CODE:

29-2071.01

CALPADS Title:

Introduction to Healthcare Operational Support Services

Prerequisites:

Enrollment requires reading level of 6.0 as measured by the TABE D 9/10.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.

CALPADS No.:

7940



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-12

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 13
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	p. 14
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

D. Health Care Operational Support Services Pathway

The standards for the Operational Support Services pathway apply to occupations or job functions necessary to provide an environment and support systems for the delivery of health care. Careers could include central supply, facility, maintenance food services, interior decorating, housekeeping, biomedical engineering, epidemiology, social worker biomedical technician and others.

Sample occupations associated with this pathway:

- ◆ Clinical Simulator Technician
- ◆ Central Service Technician
- ◆ Hospital Management Engineer
- ◆ Materials Manager

- D1.0 Describe the process for monitoring client’s expectations by using plans to promote satisfaction and measurement tools to ensure sufficiency of products and delivery of services.
- D2.0 Assess basic operating procedures of support services
- D3.0 Comply with legal regulations and facility standards for design, construction, maintenance, and improvements of health care facilities and environments.
- D4.0 Comply with protocols and practices necessary to maintain a clean and health work environment.
- D5.0 Use principles and techniques of resource management to make appropriate decisions.
- D6.0 Collect and distribute essential patient information to appropriate team members.
- D7.0 Assess and maintain materials for quality management.
- D8.0 Demonstrate handling and storage of materials, supplies, and equipment.
- D9.0 Analyze the business structure of supply and service management.
- D10.0 Demonstrate the ability to prepare, assemble, and deliver a nutritious, high quality meal for the clients they serve.
- D11.0 Demonstrate and use the correct transport equipment.
- D12.0 Understand the need for an effective emergency preparedness plan.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Anesthesia Technician Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Describe classroom policies and procedures. 4. Describe the different occupations in the Health Science and Medical Technology Industry Sector which have an impact on the role of health information technicians. 5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the health information field. 6. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing health information technicians. 7. Describe the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Terminology Industry Sector practices. 8. Describe and demonstrate the procedures for contacting proper authorities for the removal of hazardous materials based on the EPA standards. 9. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. 10. Describe how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employers' obligations as they apply to safety c. role of the Division of Workers' Compensation (DWC) d. avoidance of falls and filing cabinet mishaps 11. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.5 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5</p> <p>CTE Pathway: D1.1, D2.8, D4.1, D4.2, D4.4, D4.9, D5.1, D8.2</p>
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management in the health care field.</p>	<ol style="list-style-type: none"> 1. Define medical center resources. 2. Define management of resources of time, materials and personnel. 3. List specific examples of effective management of time, materials and personnel. 4. Describe the following benefits of effective resource management in profitability, sustainability and company growth. 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way 	<p>Career Ready Practice: 1, 5, 6, 8, 12</p> <p>CTE Anchor: Career Planning and Management: 3.2 Technology: 4.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		Problem Solving and Critical Thinking: 5.2, 5.4, 5.5, 5.6 Responsibility and Flexibility: 7.1, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: D1.4, D2.1, D5.1
C. COMPLIANCE Understand, apply, and evaluate the policies and procedures used to avoid fraud and abuse of laws and regulations in healthcare claims. (6 hours)	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. Health Information Portability and Accountability Act of 1996 (HIPAA) b. healthcare claim c. compliance d. medical necessity e. coding bundling f. fraud g. abuse 2. Describe the following: <ol style="list-style-type: none"> a. essential elements of a healthcare claim compliance program b. HIPAA confidentiality requirements c. government anti-fraud and abuse initiatives d. penalties for government fraud and abuse e. preventive measures against fraud and abuse f. role of federal, state and private healthcare carriers and agencies in assuring compliance 3. Describe the impact of fraudulent healthcare claims on the society. 	Career Ready Practice: 1, 2, 5, 7, 8, 9, 12 CTE Anchor: Communications: 2.6 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2 CTE Pathway: D3.2, D3.3, D6.2, D6.3, D6.4
D. SURGICAL PROCEDURES Understand, apply, and evaluate terms relating to common surgical procedures	<ol style="list-style-type: none"> 1. Define surgical procedures. 2. Identify and describe at least 15 surgical procedures including the following: <ol style="list-style-type: none"> a. cholecystectomy b. arthroscopy c. appendectomy d. colostomy e. hysterectomy f. laparoscopy 3. Pass an examination on spelling and defining terms relating to common surgical procedures. 	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.5, 2.8 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1, 10.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		CTE Pathway: D1.1, D2.1, D4.3, D4.4, D4.5, D4.11, D5.1, D7.8, D8.2, D8.5
E. MEDICAL ABBREVIATIONS Understand, apply, and evaluate terms and abbreviations that relate to examinations, laboratory results and prescriptions.	<ol style="list-style-type: none"> 1. Identify the following terms and abbreviations used in physical examinations: <ol style="list-style-type: none"> a. head, eyes, ears, nose, and throat (HEENT) b. pupils equally round and react to light and accommodation (PERRLA) c. electrocardiogram (ECG/EKG) d. gastrointestinal (GI) 2. Identify and spell the following terms and abbreviations used in laboratory findings: <ol style="list-style-type: none"> a. complete blood count (CBC) b. white blood cell (WBC) c. blood urea nitrogen (BUN) d. hemoglobin (Hgb) 3. Identify and Describe the following terms and abbreviations used in prescriptions: <ol style="list-style-type: none"> a. three times a day (t.i.d) b. intravenous (IV) c. by mouth (p.o.) 4. Identify and Describe the following symbols used in medical reports: <ol style="list-style-type: none"> a. = (equals) b. + (plus) c. - (minus) d. < (less than) e. > (greater than) f. _ (underscore) g. ≠ (not equal to) 5. Pass an examination on spelling and defining medical abbreviations and symbols that relate to patient examinations, laboratory, and prescriptions. 	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.5, 2.8 Career Planning and Management: 3.4 Problem Solving and Critical Thinking: 5.4, 5.6 Technical Knowledge and Skills: 10.1, 10. CTE Pathway: D5.1
F. FUNDAMENTAL ROLE OF THE ANESTHESIA TECHNICIAN Identify, understand and explain the role and basic principles for the Anesthesia Technician within a medical center.	<ol style="list-style-type: none"> 1. Understand the role of the Anesthesia Technician. 2. Understand the role of the Anesthesia Care Team. 3. Understand the scope of practice and specific duties of the Anesthesia Technician. 4. Understand the Policies and Standards of patient care practice. 5. Explain Basic and Advanced Principles for Anesthesia Technology. 	Career Ready: 1, 2, 5, 7, 8, 9, 12 CTE Anchor: Communications: 2.1, 2.3, 2.7, 2.8 Technology: 4.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ol style="list-style-type: none"> 6. Explain the Set-up and function of basic equipment for anesthesia care. 7. Recite the Anesthesia machine checkout. 8. Explain Hemodynamic monitoring 9. Identify Types of Anesthesia 10. Participate as a member of the Anesthesia Care Team. 11. Identify advanced equipment for anesthesia care. 12. Explain Anesthesia Pharmacology. 13. Explain Intravenous therapy. 14. Describe Emergency medications. 15. Review Anesthesia Technician career opportunities. 16. Understand infection control and health surveillance. 	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6</p> <p>Health and Safety: 6.2, 6.6</p> <p>Responsibility and Flexibility: 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities 8.3, 8.4, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.2, 9.3, 9.5, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.5</p> <p>CTE Pathway: D1.1, D2.7, D3.4, D4.2, D4.3, D4.4, D4.5, D4.9, D8.2, D8.5, D12.1, D12.2, D12.3, D12.4</p>
<p>G. ANESTHESIA INSTRUMENTATION (LAB)</p> <p>Apply and demonstrate proper practices for anesthesia instrumentation use and maintenance. Know and understand applicable regulatory policies and standards.</p>	<ol style="list-style-type: none"> 1. Explain the function, application and troubleshooting of Hemodynamic monitoring equipment. 2. Define Invasive and non-invasive. 3. Define Emergent and non-emergent. 4. Demonstrate advanced knowledge of Anesthesia machine. 5. Identify Intubation equipment. 6. Prepare Intubation equipment. 7. Demonstrate Emergency intubation techniques and equipment. 8. Set-up and use of complex Anesthesia equipment. 9. Diagnosis and minor repair of Anesthesia equipment for proper function and maintenance. 10. Demonstrate cleaning and documentation of equipment. 11. Demonstrate Safety practices. 12. Explain Asepsis. 13. Know Policies and Standards. 14. Understand Quality assurance and process improvement 15. Recall Regulatory Associations and credentialing 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 12</p> <p>CTE Anchor: Communications: 2.3, 2.6, 2.7, 2.8 Technology 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.3, 6.4 Ethics & Legal Responsibilities: 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Demonstration and Application: 11.1 CTE Pathway: D2.7, D3.3, D4.2, D4.5, D4.6, D4.11, D5.1, D7.5, D8.5
H. CLINICAL EXPERIENCE Understand, apply, and evaluate terms related to general and specialized healthcare case reports.	<ol style="list-style-type: none"> 1. Demonstrate clinical application of basic skills acquired from previous didactic coursework in the patient care setting. 2. Assess efficacy of equipment, medications, and technique 3. Analyze the circumstance of the patient, consult with the Anesthesia provider and assist in the care of the patient. 4. Demonstrate their ability to function as a member of the Anesthesia Care Team. 5. Interact with vendors regarding supplies and maintenance of equipment 6. Interact with other departments 7. Discuss clinical scenarios and form patient care plan 8. Prepare operating room with necessary equipment and supplies. 9. Understand Universal Precautions 10. Practice proper waste management 11. Understand handling of hazardous materials and medical Device Act. 	Career Ready Practice: 1, 2, 4, 5, 7, 8, 9 CTE Anchor: Communications: 2.1, 2.3, 2.7, 2.8 Technology: 4.3 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Responsibility and Flexibility: 7.4. Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4 Demonstration and Application 11.1 CTE Pathway: D1.1, D2.1, D2.7, D2.8, D3.3, D4.1, D4.2, D4.3, D4.4, D4.5, D4.8, D4.9, D4.10, D4.11, D5.1, D5.2, D6.1, D6.3, D7.5, D7.8, D8.2, D8.5
(76 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the medical assisting field.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Describe employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills 2. Identify potential employers through traditional and internet sources. 3. Describe the role of electronic social networking in job search. 4. Design sample résumés. 5. Describe the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 7. Describe the importance of enthusiasm on a job. 8. Describe the importance of appropriate appearance on a job. 9. Describe the importance of the continuous upgrading of job skills. 10. Describe customer service as a method of building permanent relationships between the organization and the customer. 11. Describe and demonstrate appropriate interviewing techniques. 12. Identify the informational materials and resources needed to be successful in an interview. 13. Describe and demonstrate appropriate follow-up procedures. 	<p>Career Ready Practice: 1, 2, 3, 5, 7, 8, 9, 10, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9 Technology: 4.1, 4.3, 4.6 Problem Solving and Critical Thinking: 5.6 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.2, 11.5</p> <p>CTE Pathway: D1.1, D2.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL MATERIAL

Chabner, Davi-Ellen. Medical Terminology: A Short Course, 5th Edition, Elsevier Health Sciences, 2008.

Chabner, Davi-Ellen. The Language of Medicine, 8th Edition. Elsevier Science, 2007.

Ehrlich, Ann and Carol Schroeder. Medical Terminology for Health Professionals. Cengage Learning, 2008.

Thomas, Clayton L. (Editor) and Robert H. Craven Jr. Taber's Cyclopedic Medical Dictionary, 19th Edition. Davis, F.A. Davis Co., 2001.

Thomas Clayton L. (Editor) and Robert H. Craven Jr. Taber's Cyclopedic Medical Dictionary. (Thumb indexed), 19th Edition, Davis, F.A. Davis Co., 2001.

Miller, Ronald D., Manuel Pardo, and Robert K. Stoelting, 2011. Basics of Anesthesia. Philadelphia, PA: Elsevier/Saunders

Woodworth, Glen. Kirsch, Jeffrey. Sayers-Rana, Shannon, 2012. The Anesthesia Technician and Technologist's Manual: All You Need to Know for Study and Reference. Wolters Kluwer/Lippincott Williams and Wilkins.

RESOURCES

Employer Advisory Board members

Professional Associations

American Society of Anesthesia Technologists and Technicians, <https://www.asatt.org>

American Academy of Anesthesiologist Assistants, <https://www.anesthetist.org>

American Society of Anesthesiologists Anesthetists, <https://www.SAHQ.com>

Occupational Outlook Handbook, <https://www.bls.gov/OOH/healthcare/physician-assistants.htm>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION C – Compliance – Pass all assignments and exams on compliance with a minimum score of 80% or higher.

SECTION D – Surgical Procedures – Pass all assignments and exams on surgical procedures with a minimum score of 80% or higher.

SECTION E – Medical Abbreviations – Pass all assignments and exams on medical abbreviations with a minimum score of 80% or higher.

SECTION F – Fundamental Role of the Anesthesia Technician – Participate in clinical scenarios including formulating a patient care plan together with the local anesthesia care team.

SECTION G – Anesthesia Instrumentation (LAB) – Pass all assignments and exams on anesthesia instrumentation with a minimum score of 80% or higher.

SECTION H – Clinical Procedures – Perform all externship tasks with at least 80% proficiency as observed within the hospital setting by local supervisors and/or instructor.

SECTION I – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



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