



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

HEALTHCARE SCIENCE

COURSE: Healthcare Science

UNIT 3: Introduction to Central Supply

INTRODUCTION

Annotation:

In this unit students will develop an understanding of the areas of central supply and the proper flow of instruments and equipment in the supply of Medical Facilities. Students will learn the differences between medical asepsis and surgical asepsis.

Grade(s):

X	6 th
	7 th
	8 th

Time:

Five 50 minute class periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSHS6-HS-3--Students will explore the different careers available in the field of central supply.

- a) Compare and contrast the roles and responsibilities of central supply coordinators, central supply technicians, and central supply assistants, along with their education, training requirements, salary ranges, jobs outlooks, and facilities in which they work.
- b) Identify the areas of the central supply/processing department.
- c) Describe the proper flow of instruments and equipment in the central supply department.
- d) Evaluate potential causes and methods of transmitting infection.
- e) Compare and contrast medical asepsis and surgical asepsis.
- f) Describe the process for handling and storage of sterile and non-sterile items.
- g) Explain the purchasing process in order to maintain adequate quantities of supplies, equipment, instruments, and medical devices.
- h) Demonstrate at least one of the following:
 - Identification, cleaning, and proper storage of surgical instruments.
 - Packaging, sterilization, and storage of medical supplies.
 - The mock purchasing process using catalogs, price lists, inventory records, and purchase orders.

GPS Academic Standards:

S6CS3 – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

M6N1 – Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

M6P5 – Students will represent mathematics in multiple ways.

UNDERSTANDING & GOALS

Enduring Understandings:

Students will understand the career opportunities available to them in the healthcare field of central supply / central sterile.

Essential Questions:

- What are the roles and responsibilities of the central supply coordinator, central supply technician, and central supply assistant?
- Why is it important to maintain a correct inventory and to maintain adequate quantities of equipment, instruments and medical supplies?
- What are the areas of central supply and why is the proper flow of instruments and equipment in the central supply important?
- What is meant by the terms medical asepsis and surgical asepsis?
- What is the process of handling and storing both sterile and non sterile items?

Knowledge from this Unit:

The student will:

- Compare and contrast the roles and responsibilities of the central supply coordinator, central supply technician, and central supply assistant.
- Determine the areas of central supply and why the proper flow of instruments and equipment in the central supply is important.
- Examine what is meant by the terms medical asepsis and surgical asepsis.
- Analyze the process of handling and storing both sterile and non sterile items.
- Verify why is it important to maintain a correct inventory and to maintain adequate quantities of equipment, instruments and medical supplies.

Skills from this Unit:

The student will:

- Compare and contrast the roles and responsibilities of the central supply coordinator, central supply technician, and central supply assistant.
- Demonstrate knowledge of the proper flow of instrument and equipment as well as the different areas of central supply by prioritizing the steps from receiving contaminated equipment to sending out clean equipment requested, in order.
- Compare and contrast the medical asepsis and surgical asepsis process.
- Demonstrate knowledge and understanding of maintaining proper inventory and adequate supplies as well as the purchasing process by correctly completing the inventory and purchasing worksheet included in this unit.

ASSESSMENTS

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
- ☒ Essay tests
- ☒ Observe students working with partners
- ☐ Observe students role playing
- ☐ Peer-assessment
- ☒ Peer editing and commentary of products/projects/presentations using rubrics
- ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
- ☒ Chart good reading/writing/listening/speaking habits
- ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Unit Exam

Assessment(s) Description/Directions:

Students will demonstrate understanding of unit by successfully completing the written Central Supply
Career Exam

Attachments for Assessment(s):

HS 6-3 Central Sterile – Central Supply Exam

HS 6-3 Central Sterile – Central Supply Exam Key

LESSON PLANS

• LESSON 1: INTRODUCTION TO CENTRAL SUPPLY & CENTRAL STERILE (Day One)

1. Identify the standards. Standards should be posted in the classroom.

MSHS6-HS-3--Students will explore the different careers available in the field of central supply.

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- g) Explain the purchasing process in order to maintain adequate quantities of supplies, equipment, instruments, and medical devices.
- h) Demonstrate at least one of the following:
 - Identification, cleaning, and proper storage of surgical instruments.
 - Packaging, sterilization, and storage of medical supplies.
 - The mock purchasing process using catalogs, price lists, inventory records, and purchase orders.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- What are the roles and responsibilities of the central supply coordinator, central supply technician, and central supply assistant?
- Why is it important to maintain a correct inventory and to maintain adequate quantities of equipment, instruments and medical supplies?
- What are the areas of central supply and why is the proper flow of instruments and equipment in the central supply important?
- What is meant by the terms medical asepsis and surgical asepsis?
- What is the process of handling and storing both sterile and non sterile items?

3. **Identify and review the unit vocabulary.** Terms may be posted on word wall. The vocabulary terms are listed in the attachment **HS 6-3 Central Supply Vocabulary Terms**. This attachment may be used for students to define key terms for the unit.

Autoclave	Contamination	PPE
Central Sterile Technician	Decontamination	Purchase Order
Central Supply Aide	Decontamination Room	Sterilize
Central Supply Clerk	Inventory	Spore
Central Supply Director	Medical Asepsis	Sterile Technique
Clean Technique	Microorganism	Surgical Asepsis

4. Review the PowerPoint **HS 6-3 Central Supply** with the students. The PowerPoint gives an overview of central supply and central sterile. It also describes the differences between medical and surgical asepsis. Along with the PowerPoint use the attachment **HS 6-3 Power Point Notes for Central Supply and Central Sterile**. Note: White out portions of the notes and use as guided note taking for students during the Power Point.
5. After the PowerPoint presentation have the students compare notes taken to fill in the blanks with a partner.

• LESSON 2: CAREERS AND MEDICAL VS SURGICAL ASEPSIS (Day Two)

1. Review with the students the different career options in central supply that were discussed in lesson one. Use the attachment **HS 6-3 Career Venn diagram**. Students should pick two careers in central supply and fill out the Venn diagram.
2. Review with the students the difference between medical and surgical asepsis. Use the attachment **HS 6-3 Medical VS Surgical Asepsis** as a guide for the differences.
3. Working together in pairs, have the students compare and contrast medical and surgical asepsis using a Venn diagram. Use the attachment **HS 6-3 Medical VS Surgical Asepsis Venn diagram**.

• LESSON 3: CENTRAL SUPPLY/CENTRAL STERILE EQUIPMENT (Day Three)

1. Review the steps involved with the flow of supplies through central supply. For practice the students will use the **HS 6-3 Central Supply Flow Sheet** attachment to accurately trace the pathway of instruments/equipment through Central Supply and Central Sterile.
2. Explain the Central Supply Inventory activity with students. Students will demonstrate an understanding of the central supply inventory and purchasing process by accurately completing this activity, use attachments **HS 6-3 Central Supply Inventory Sheet** and **HS 6-3 Central Supply Inventory Sheet Key**.

• LESSON 4: CENTRAL SUPPLY UNIT EXAM

1. Students will demonstrate understanding of unit by successfully completing the written Central Supply Career Exam. Use the attachments **HS 6-3 Central Sterile-Central Supply Exam** and **HS 6-3 Central Sterile-Central Supply Exam Key**.

Attachments for Learning Experiences:

HS 6-3 Central Supply Vocabulary Terms

HS 6-3 Central Supply Power Point

HS 6-3 Power Point Notes for Central Supply and Central Sterile.

HS 6-3 Career Venn diagram

HS 6-3 Medical VS Surgical Asepsis

HS 6-3 Medical VS Surgical Asepsis Venn diagram

HS 6-3 Central Supply Flow Sheet

HS 6-3 Central Supply Inventory Sheet

HS 6-3 Central Supply Inventory Sheet Key

Notes & Reflections:

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.

UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		