

COURSE: Healthcare Science

UNIT 3: Introduction to Central Supply



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):



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.

CTAE Resource Network

SFOCUS 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.

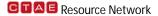
GPS Academic Standards:

- <u>S6CS3</u> Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.
- <u>M6N1</u> Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.
- <u>M6P5</u> 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:

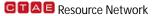
The student will:

- 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
Х	Objective assessment - multiple-choice, true- false, etc.
	Quizzes/Tests
	Unit test
Х	Group project
	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	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
Х	Essay tests
	<u>X</u> Observe students working with partners
	Observe students role playing
	Peer-assessment
Х	<u>X</u> 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
X	Chart good reading/writing/listening/speaking habits
^	<u>X</u> Application of skills to real-life situations/scenarios
	Post-test
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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.

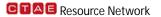
MSHS6-HS-3--Students will explore the different careers available in the field of central supply.

- 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.
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- 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.
- 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?

 Identify and review the unit vocabulary. Terms may be posted on word wall. The vocabulary terms are listed in the attachment <u>HS_6-3_Central Supply Vocabulary Terms</u>. 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 <u>HS_6-3_Central Supply</u> 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 <u>HS_6-3_Power Point Notes for Central Supply and Central Sterile</u>. 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)

- Review with the students the different career options in central supply that were discussed in lesson one. Use the attachment <u>HS_6-3_Career Venn diagram</u>. 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 <u>HS_6-</u> <u>3_Medical VS Surgical Asepsis</u> 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 <u>HS_6-3_Medical VS Surgical Asepsis Venn diagram</u>.

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

- Review the steps involved with the flow of supplies through central supply. For practice the students will
 use the <u>HS_6-3_Central Supply Flow Sheet</u> 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**.

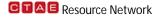
• LESSON 4: CENTRAL SUPPLY UNIT EXAM

 Students will demonstrate understanding of unit by successfully completing the written Central Supply Career Exam. Use the attachments <u>HS_6-3_Central Sterile-Central Supply Exam</u> and <u>HS_6-3_Central</u> <u>Sterile-Central Supply Exam Key</u>.

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.



Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit?

