3.03 Functions of support services personnel

Name __________________
Handout
Date ___________________

Directions: Record notes and classroom discussion about the function and responsibilities of support services personnel.

<table>
<thead>
<tr>
<th>State in your own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your idea of a therapeutic environment</td>
</tr>
<tr>
<td>Describe the role of a healthcare administrator</td>
</tr>
<tr>
<td>Complete this statement: Customer satisfaction is important because…</td>
</tr>
<tr>
<td>How would you think you would prepare to monitor compliance</td>
</tr>
</tbody>
</table>

Support Services

Create a therapeutic environment
Maintain an aesthetic environment
Manage resources
Develop and implement
- Healthcare administration
- Quality control
- Compliance regulations
Maintain a clean and safe environment
### 3.03 Environmental Care Standards Agencies

**Teacher Resource**

**Directions:** Select an agency to research and present your findings to the class. You will work in pairs, as assigned by your teacher. Your presentation should include information related to:
- Who does the agency regulate?
- What does the agency regulate?
- How often do they check for compliance?
- What does an audit involve?

**Presentation Due on:** _____________________

<table>
<thead>
<tr>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Society for Healthcare Environment of the American Hospital Association (ASHE)</td>
</tr>
<tr>
<td>The Joint Commission (JCAHO)</td>
</tr>
<tr>
<td>National Fire Protection Association (NFPA)</td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention (CDC)</td>
</tr>
<tr>
<td>Centers for Medicare &amp; Medicaid Services (CMS)</td>
</tr>
<tr>
<td>Guidelines for Design and Construction of Health Care Facilities</td>
</tr>
<tr>
<td>Occupational Safety &amp; Healthcare Administration (OSHA)</td>
</tr>
<tr>
<td>U.S. Environmental Protection Agency (EPA)</td>
</tr>
<tr>
<td>Food and Drug Administration (FDA)</td>
</tr>
<tr>
<td>U. S. Pharmacopeia (USP)</td>
</tr>
</tbody>
</table>
### 3.03 Environmental Care Standards Agencies

**Handout**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Function/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Society for Healthcare Environment of the American Hospital Association (ASHE)</td>
<td><strong>optimizes the healthcare physical environment</strong></td>
</tr>
</tbody>
</table>
| The Joint Commission (JCAHO) |  - operates voluntary accreditation programs for hospitals and other healthcare services  
- certifies hospitals that meet the conditions for reimbursement under the federal Medicare program |
| National Fire Protection Association (NFPA) |  - establishes codes, standards, guidelines, and recommended practices for the prevention and control of fire  
- the authority on fire, electrical and building safety |
| Centers for Disease Control and Prevention (CDC) |  - develops and applies guidelines for:  
  - disease prevention and control  
  - environmental health  
  - health promotion and education activities |
| Centers for Medicare & Medicaid Services (CMS) |  **administers Medicare, Medicaid, and the Children’s Health Insurance Program** |
| Guidelines for Design and Construction of Health Care Facilities |  - provides both healthcare providers and facility designers with guidance on good practice and trends in the design and construction of healthcare facilities  
- The Joint Commission uses this document as a reference standard when reviewing plans, accrediting new facilities and developing their own codes. |
| Occupational Safety & Healthcare Administration (OSHA) |  **creates and implements job safety standards** |
| U.S. Environmental Protection Agency (EPA) |  - imposes standards to protect the environment and public health from hazardous materials and other pollutants  
- **Clean Air Act, Clean Water Act, Medical Waste Incineration, and Underground Storage Tanks** |
| Food and Drug Administration (FDA) |  - supervises the development, testing, and monitoring of food and drug products and medical equipment  
- requires the healthcare agency to take corrective action to protect the safety and well-being of patients, staff, and visitors whenever information on a hazardous product is brought to the facility's attention |
| U. S. Pharmacopeia (USP) |  **non-government, official public standards-setting authority for all prescription and over-the-counter medicines, dietary supplements, and other healthcare products manufactured and sold in the United States** |
3.03 Three Levels of Aseptic Control Review

Handout

Name ________________
Date ________________

**Directions:** Complete the chart, using your understanding of the three levels of aseptic control.

- **Asepsis**
  - ____________
  - ____________
  - ____________

- **Antisepsis**
  - ____________
  - ____________
  - ____________

- **Disinfection**
  - ____________
  - ____________
  - ____________

- **Sterilization**
  - ____________
  - ____________
  - ____________
3.03 Three Levels of Aseptic Control Review

Name ______________
Handout       KEY
Date ________________

Directions: Complete the chart, using your understanding of the three levels of aseptic control.

**Asepsis**
Absence of pathogens

---
**Antisepsis**
Stops the growth or spread of pathogens
Not effective against spores and viruses
Used on skin
Examples: Alcohol and Betadine
Handwashing is the most effective technique to prevent the spread of pathogens.

---
**Disinfection**
Destroys pathogens
Not always effective against spores and viruses
Used on objects
Examples: Bleach solutions and other chemicals

---
**Sterilization**
Destroys all microorganisms, pathogens and non-pathogens
Destroys spores, and viruses
Used on objects
Examples: Autoclave (steam/gas)
Some chemicals can sterilize objects
Directions: Record notes about aseptic procedures while viewing the PowerPoint presentation. Explain in your own words how each area of cleaning is important to patient care outcomes.

<table>
<thead>
<tr>
<th>Clean and Decontaminate the Healthcare Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental cleaning</td>
</tr>
<tr>
<td>Cleaning of Medical Devices</td>
</tr>
<tr>
<td>Pre-cleaning</td>
</tr>
<tr>
<td>Disinfection</td>
</tr>
<tr>
<td>Ultrasonic cleaners</td>
</tr>
<tr>
<td>Sterilizing with an Autoclave</td>
</tr>
<tr>
<td>Principles of Sterile Technique</td>
</tr>
</tbody>
</table>

Other Notes:
### Clean and Decontaminate the Healthcare Environment

#### Environmental cleaning
Method for cleaning low-risk environmental surfaces:
- walls
- floors
- bathrooms

Involves using appropriate detergents and chemicals.
Use personal protective equipment.

#### Cleaning of Medical Devices

<table>
<thead>
<tr>
<th>Pre-cleaning</th>
<th>Disinfection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t delay!</td>
<td>Used to decontaminate medical devices that come in contact with mucous membranes, blood and body fluids.</td>
</tr>
</tbody>
</table>

Aims to remove visible soil from:
- reusable medical devices
- environmental surfaces
- medical equipment

Decontamination removes or reduces infectious organisms.

Don’t delay!

Aims to remove visible soil from:
- reusable medical devices
- environmental surfaces
- medical equipment

Decontamination removes or reduces infectious organisms.

#### Chemical disinfection

**Disinfection**

Chemical disinfection

Used to decontaminate medical devices that come in contact with mucous membranes, blood and body fluids.

Used for heat sensitive items.

Used to disinfect instruments that do not penetrate body tissue.

Clean to remove particles or debris.

Follow manufacturer’s directions.

May need to use antirust tablets.

#### Ultrasonic cleaners

Remove debris and provide thorough cleaning of stainless steel devices with joints, lumens or other complicated parts that are difficult to clean by other methods.

**Cavitation** –

Process where a bubble in a fluid is forced to fluctuate in size or shape, usually by sound.

Picks up and carries contaminated particles away.

#### Sterilizing with an Autoclave

**Sterilizing with an Autoclave**

Autoclave uses steam under pressure or gas to sterilize equipment and supplies.

Destroys all microorganisms.

Wrap items prior to sterilization.

Autoclave indicators ensure that articles are sterile.

Consult manufacturer’s guide for length of time and amount of pressure.

#### Principles of Sterile Technique

**Surgical Asepsis**

Procedures that keep an object or area free from living organisms.

Sterile field – area that is free from all organisms.

2-inch border of sterile field is considered contaminated.

To maintain a sterile field:

- never reach across or turn your back on the sterile field.
- keep the sterile field dry.

**Contaminated** - organisms are present.

Never reach across or turn your back on the sterile field.

When in doubt, consider it contaminated.

**Sterile Packages**

Check expiration date: do not use if past.

Check sterile indicator.

#### Other Notes:
3.03 Wrapping instruments for autoclave  
Handout

Name ____________________

1. Gathered equipment
   _____

2. Washed hands
   _____

3. Thoroughly cleaned items in soapy water and rinsed in cool water
   _____

4. Selected appropriate size wrap
   _____

5. Positioned wrap at a diagonal
   _____

6. Placed the item(s) in the center of the wrap, hinged instruments open
   _____

7. Added internal autoclave indicator (if used)
   _____

8. Folded the bottom corner to center, folded back tab
   _____

9. Folded right corner to center, folded back tab
   _____

10. Folded left corner to center, folded back tab
   _____

11. Assured that edges were sealed, no air pockets
    _____

12. Brought the final corner up and over the package
    _____

13. Tucked this into pocket created by previous folds, leaving a small corner exposed
    _____

14. Checked edges to be sure they are sealed and tight
    _____

15. Secured with autoclave tape
    _____

16. Labeled tape with date and contents
    _____

17. Washed hands
    _____

Students must safely complete 90% of the steps to pass.

Passing date: ________________

Evaluator ____________________

Comments:


3.03 Donning and removing sterile gloves  
Handout

1. Assembled equipment       

2. Washed hands              

3. Opened outer wrapper handling only the outside

4. Opened inner wrap:  
   a. Handled only outside of wrap       
   b. Maintained sterility of wrap and gloves 
   c. Positioned with cuff end toward self

5. Donned first glove correctly:  
   a. Grasped inside of glove with thumb and forefinger 
   b. Lifted glove out and inserted other hand 
   c. Donned glove while maintaining sterility

6. Donned second glove correctly:  
   a. Puts sterile gloved hand under cuff 
   b. Lifted glove out and inserted other hand 
   c. Donned glove while maintaining sterility

7. Straightened cuff:  
   a. Put gloved hand under cuff, pulling up and out 
   b. Maintained sterility of glove

8. Removed gloves correctly:  
   a. Removed first glove by grasping outside with the other gloved hand 
   b. Pulled glove down over hand 
   c. Removed second glove by placing ungloved hand inside the cuff 
   d. Pulled glove down over hand 
   e. Pulled glove inside out while removing 
   f. Put contaminated gloves in proper waste container

9. Washed hands

Students must safely complete 90% of the steps to pass.

Passing date: ________________

Evaluator ____________________

Comments:
<table>
<thead>
<tr>
<th>Fold #2</th>
<th>Fold #1</th>
<th>Fold #1</th>
<th>Fold #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>outward</td>
<td>inward</td>
<td>inward</td>
<td>outward</td>
</tr>
</tbody>
</table>

Fold #3 inward

Fold #4 Fold sides together
### Directions:
Explain resource management in their own words and state why this is important to a healthcare agency.

<table>
<thead>
<tr>
<th>Resource Management</th>
<th>Explain in your own words</th>
<th>Why is this important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage agency finances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquire and distribute resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage and maintain equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff development and productivity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hospital patients are often afraid, and confused. These feelings may slow their recovery. Every effort should be made for the patient's hospital stay to be non-threatening, and comfortable. The interior design of the healthcare agency should be based on the facilities mission and patient profile. The patient profile determines the degree to which the interior should address aging, loss of visual acuity, and other physical and mental disabilities.

**Points to consider:**

Use familiar and culturally relevant materials consistent with functional needs.

Use cheerful and varied colors and textures consistent with functional needs. Some colors are inappropriate or may interfere with assessment of skin color, disorient or agitate older patients and psychiatric patients.

Use natural light wherever possible and color-corrected lighting in interior spaces that do not have natural light.

Provide views of the outdoors from every patient bed and wherever possible; pictures or murals of nature scenes if outdoor views are not possible.

Design a “way-finding” process to allow for ease in getting to a destination and returning. This gives a sense of competence. Building features, color, texture, pattern, artwork, and signs should give clues.
3.03 Aesthetics of the Physical Therapeutic Environment Evaluation Form

Handout

**Directions:** Visit a healthcare agency as assigned by your teacher. Use the chart below to evaluate the aesthetics of the physical therapeutic environment of the agency. Document the reasons for your evaluation.

<table>
<thead>
<tr>
<th>Use of:</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Did not meet Expectations</th>
<th>Was not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>natural light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>textures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>artwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>proportions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>color</td>
<td></td>
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<td>scale</td>
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<tr>
<td>detail</td>
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<tr>
<td>Public spaces:</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>bright</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>open</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>generously-scaled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient rooms:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homelike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intimate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day rooms:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homelike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intimate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation rooms:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homelike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intimate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homelike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intimate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compatibility of exterior design with physical surroundings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.03 Prototype Assessment Items

Note: These items illustrate the types of items used in the item bank for this objective. All items have been written to match the cognitive process of the *understand* verb in the objective. Questions require students to interpret, summarize or explain the responsibilities of support services personnel. These exact questions will not be used on the secured test, but questions in similar formats will be used.

These assessment items may be used as prototypes by teachers and students to generate similar items to comprise formative assessments for your classroom. This strategy is especially helpful during the field test year when classroom item banks are not available. Results of formative assessment should be used to diagnose levels of mastery, determine if re-teaching is needed, and guide further instruction.

1. Sarah follows which aseptic technique when she properly inventories all incoming items?
   a. Clean and decontaminate the health care environment
   b. Manage hazardous materials and waste
   c. Manage and store materials
   d. Resource management
   **Answer: D**

2. An agency’s policies for purchasing supplies, distributing supplies, and storing supplies is part of the agency’s plan for:
   a. aesthetics of physical environment
   b. agency operations
   c. aseptic procedures
   d. resource management
   **Answer: C**

3. Support services personnel work closely with clinical staff to ensure a pleasant patient experience. A therapeutic environment is one that is:
   a. clean and dimly lit room
   b. appears sterile
   c. uses multiple cultural elements
   d. allows limited access
   **Answer: C**