

NORTHWOOD TECHNICAL COLLEGE
SURGICAL TECHNOLOGY
STUDENT POLICIES

DESCRIPTION of the PROFESSION

Surgical Technologists are versatile health professionals specially trained to work in operating rooms, assisting with both surgical procedures and essential administrative tasks. Their role significantly impacts patient health and safety, demanding a thorough understanding of complex medical knowledge and specialized skills. This expertise is achieved through formal education and hands-on experience, setting the benchmark for entering the profession.

The Northwood Tech Surgical Technologist Program/Apprenticeship is seeking accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), as well as the Department of Workforce Development (DWD) and the Bureau of Apprenticeship Standards (BAS). This means that the curriculum is carefully regulated to assure that it includes essential components and meets standards mandated by these organizations. Accreditation allows the graduates of our surgical technologist program to complete the national certification examination administered by the Association of Surgical Technologists (AST) and the National Board of Surgical Technology and Surgical Assisting (NBSTSA). When graduates successfully complete this examination, they are known as a Certified Surgical Technologist and may use the title CST.

CAAHEP can be contacted at:
9355 – 113th St. N. #7709
Seminole, FL 33775
727-210-2350
www.caahep.org

PROGRAM GOAL

Minimum Expectations

The aim of the Surgical Technologist Program/Apprenticeship is to address the growing demand for surgical technologists in healthcare agencies at the community, district, and state levels. The courses are designed to equip entry-level surgical technologists with competence in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Programs that set educational goals beyond entry-level competence must clearly state this intention and ensure that all students have met the basic competencies before entering the field.