Medical Device Reprocessing Technician

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Medical Device Reprocessing Technician program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.
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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people’s lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Medical Device Reprocessing Technician program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

Eligibility criteria:
If you have;
- 2000 hours or more of recent work experience (within the past five years) in the field of Medical Device Reprocessing (See Appendix A),
- OR have successfully completed a Saskatchewan Polytechnic Medical Device Reprocessing Technician course through Continuing Education,
- OR possess relevant/related education and experience,

You may apply to be assessed for each course.

Fees:
PLAR fees for the MDRT program will be determined on a case-by-case basis. This involves evaluating any previous courses that may have been taken through continuing education. Please contact the program 306-775-7575 in Regina for more information.

Option B: Block assessment

Eligibility criteria:
If you have;
- Completed 2000 hours or more of recent work experience (within the past five years) in the field of Medical Device Reprocessing (See Appendix A), OR
- Possess relevant/related education and experience.

You may apply to be assessed to challenge the MDRT program.

Fees:
PLAR fees for the MDRT program will be determined on a case-by-case basis. This involves evaluating any previous courses that may have been taken through continuing education. Please contact the program 306-775-7575 in Regina for more information.
Option C: Prior Completion through Continuing Education

Eligibility criteria:
If you have;
- previously completed the four Medical Device Reprocessing courses through continuing education at Saskatchewan Polytechnic and would like to obtain recognition for this education, you can complete an evidence file (as outlined below) to receive an “Applied Certificate – Medical Device Reprocessing Technician”.

Evidence file criteria:
- Submit a copy of your “Statement of Achievement” from completing the Medical Device Reprocessing courses through Continuing Education,
OR
- Submit a copy of your transcripts indicating successful completion of each of the Medical Device Reprocessing courses through Continuing Education. Transcripts must include the following courses:
  - MED 1601 – Foundations of Medical Device Reprocessing
  - MED 1602 – Medical Device Reprocessing – Decontamination: Cleaning & Disinfection
  - MED 1603 – Medical Device Reprocessing – Inspection, Assembly & Packaging
  - MED 1604 – Medical Device Reprocessing – Sterilization, Storage & Distribution

Fees:
PLAR fees for the MDRT program will be determined on a case-by-case basis. This involves evaluating any previous courses that may have been taken through continuing education. Please contact the program 306-775-7575 in Regina for more information.

How many courses can be challenged through PLAR in the Medical Device Reprocessing Technician program?

Currently we have 4 out of 4 applied certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.
Which courses are PLAR ready?

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 100</td>
<td>Foundations of Medical Device Reprocessing</td>
<td>✓</td>
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<tr>
<td>MED 101</td>
<td>Decontamination: Cleaning and Disinfecting</td>
<td>✓</td>
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<td>MED 102</td>
<td>Inspection, Assembly, and Packaging</td>
<td>✓</td>
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<tr>
<td>MED 103</td>
<td>Sterilization, Storage, and Distribution</td>
<td>✓</td>
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</table>

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Medical Device Reprocessing Technician program at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges are currently being offered September to June of each academic year.

Is it easier to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability and need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: Saskatchewan Polytechnic – Counselling Service

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for equivalency credit. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for equivalency credit, you may use these accredited courses as part of your evidence for your PLAR challenge.
Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
MooseJawCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
PrinceAlbert.Counselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
ReginaCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
SaskatoonCounselling@saskpolytech.ca
Prior Learning Assessment and Recognition Process

1. **Consult** with PLAR designated contact
   - call 1-866-467-4278 & speak with an education counsellor
   - identify goals
   - discuss process & forms
   - identify courses for challenge

2. Complete **application** to PLAR
   - meet with program head/faculty
   - review the self-audit
   - determine eligibility
   - obtain approval for PLAR

3. Schedule PLAR **audit meeting**
   - consult with program faculty responsible for each PLAR
   - confirm assessment methods & procedures

4. Develop an **action plan**
   - follow an action plan
   - review your skills & knowledge
   - collect, create & compile evidence
   - obtain validations
   - meet timelines

5. **Pay assessment fees**

6. **Prepare** for prior learning assessment

7. **Challenge facilitated** by assessor

8. **Challenge evaluated** by assessor

9. **Results submitted** to Saskatchewan Polytechnic registration services
   - Successful: see academic transcript

10. **Candidate notified** of results
   - Not successful: letter sent
       ✓ consult with program head
       ✓ register for course
       ✓ grade appeal process available
Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
   - It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current, 2000 hours or more of recent (within the past five years), successful experience in medical device reprocessing.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.

Ensure that you provide full evidence to your Medical Device Reprocessing Technician faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):
   - resource lists
   - written descriptions and analysis
   - experience (activity) outlines
   - observations
   - workplace validations
   - work samples
   - photos of environments
   - digital recordings
   - prop boxes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.
How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate the learning outcome well enough to teach it to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
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**Learning outcomes**

For each learning outcome listed, please self-evaluate your competency levels and record it in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.
Self-audit guide(s)

MED 100 – Foundations
You will explore the functioning of the MDR department and the duties and responsibilities of the medical device reprocessing technician. You will study medical terminology, major body systems, microbiology, infection control, confidentiality, safety, and required Canadian Standards.

Credit unit(s): 3.0
Prerequisite(s): Grade 12

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1. Describe medical device reprocessing.
   - Explain the importance of medical device reprocessing
   - Describe the workflow process in a medical device reprocessing department
   - Discuss safety in a medical device reprocessing department

2. Describe roles and responsibilities of a medical device reprocessing technician.
   - Identify basic employment skills required by medical device reprocessing technicians
   - Discuss Conference Board of Canada employability skills
   - Discuss the importance of quality management systems
   - Discuss professionalism and code of conduct
   - Describe diversity in the workplace
   - Discuss violence in the workplace
   - Discuss stress management
   - Describe conditions of employment

3. Identify medical terminology related to medical device reprocessing.
   - Explain medical terminology commonly used in health care
   - Identify common abbreviations used in medical device reprocessing
   - Identify common medical device reprocessing terms
### MED 100 – Foundations

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- Discuss the use of the metric system measurement

4. Discuss the basic structure and function of major body systems.
   - Discuss the basic structures of the body
   - Describe cells, tissues and organs
   - Describe the integumentary system
   - Describe the skeletal system
   - Describe the muscular system
   - Describe the nervous system
   - Describe the sensory system
   - Describe the endocrine system
   - Describe the cardiovascular system
   - Describe the lymphatic system
   - Describe the respiratory system
   - Describe the digestive system
   - Describe the urinary system
   - Describe the reproductive system

5. Describe the microbiology as related to medical device reprocessing.
   - Define microbiology
   - Describe characteristics of the cell
   - Identify common classifications of microorganisms

6. Discuss methods of infection prevention and control.
   - Describe the chain of transmission
   - Describe how diseases are transmitted
   - Describe the principles of infection control
   - Identify antibiotic resistant organisms (ARO)
### MED 100 – Foundations

| Mastery: | I am able to demonstrate it well enough to teach it to someone else. |
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- Discuss considerations for various specialized pathogens

7. Identify safety in the workplace related to medical device reprocessing.
   - Discuss workplace safety
   - Explain occupational health and safety regulations
   - Identify potential hazards in the processing department
   - Discuss the importance of WHMIS
   - Describe the importance of immunization

8. Identify standards related to medical device reprocessing.
   - Discuss general standards related to medical device reprocessing
   - Define Canadian Standards Association (CSA)
   - Identify common resources related to standards for medical device reprocessing
   - Discuss medical device recalls
   - Explain reuse of single use medical devices
   - Discuss third-party reprocessors
   - Discuss loaner/library equipment
   - Discuss Accreditation Canada reprocessing and sterilization of reusable medical devices

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**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Requirements for evidence file:
     - Telephone interview.
     - Transcripts from Medical Device Reprocessing Continuing Education Course:
       - MED 1601 – Foundations of Medical Device Reprocessing
2. Assignment
   - Complete a case study answering questions that demonstrate the application of theory content from MED 100 - Foundations of Medical Device Reprocessing.
   - See Appendix B for detailed information.

   Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211*

3. Challenge Exam
   - 40 Multiple choice questions.
   - 60% is required to pass, no supplemental exams.
   - See Appendix C for exam blueprint.

   Examples:
   1. Medical Device Reprocessing is important because:
      a) the department is in a distinctly separate part of the facility
      b) illness or death may result if equipment is not properly disinfected and sterilized
      c) it is a busy department employing many staff
      d) all areas are at risk of having contaminated equipment

         Answer: b

   2. What is the correct work flow of a Medical Device Reprocessing department?
      a) storage to sterilization
      b) clean to dirty
      c) dirty to clean
      d) decontamination to sterilization

         Answer: c

4. Journal
   - Synopsis of an 8-hour shift demonstrating the application of theory content from MED 100 - Foundations of Medical Device Reprocessing.
   - See Appendix D for details

   Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

5. Supervisor's Endorsement
   - See Appendix E for details
**Resources**


Provincial Infectious Diseases Advisory Committee (PIDAC) (2013). *Best Practices for Cleaning, Disinfection and Sterilization of Medical Device Equipment/Devices In all Health Care Settings*. Queen’s Printer for Ontario. (3rd ed.)

Workplace Hazardous Materials Information Sheet

Institutional Policies available from a medical device reprocessing department.
MED 101 – Decontamination: Cleaning and Disinfecting

You will explore decontamination in a MDR department. You will study cleaning and disinfecting agents and the equipment used to decontaminate medical devices. You will discuss the proper handling and cleaning of these devices. You will study policies and procedures related to decontamination.

Credit unit(s): 3.0
Prerequisite(s): MED 100

<table>
<thead>
<tr>
<th>MED 101 – Decontamination: Cleaning and Disinfecting</th>
<th>Mastery</th>
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1. Identify decontamination in medical device reprocessing.
   - Describe decontamination
   - Identify medical terminology related to decontamination
   - Discuss agents used for cleaning
   - Discuss agents used for disinfection
   - Summarize the Spaulding classification system
   - Identify other departments involved with the decontamination area

2. Describe equipment used in decontamination.
   - Discuss washer disinfectors
   - Discuss care washer
   - Discuss ultrasonic cleaner
   - Discuss the Pasteurmatic washer
   - Discuss Automatic Endoscope Reprocessor (AER)

3. Discuss the decontamination of surgical instruments.
   - Identify guidelines for handling equipment
   - Discuss issues related to mineral and chemical deposits
   - Discuss decontamination of powered equipment

4. Discuss the decontamination of patient care equipment.
   - Discuss various methods of reprocessing patient care equipment
### MED 101 – Decontamination: Cleaning and Disinfecting

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<tr>
<td><strong>5. Discuss rigid endoscopy equipment.</strong></td>
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<tr>
<td>- Identify issues related to the decontamination process for specific equipment</td>
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<tr>
<td>- Discuss rigid endoscopes</td>
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<tr>
<td>- Discuss the care and handling of rigid endoscopes</td>
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<td>- Describe handling of fibreoptic cables</td>
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<td><strong>6. Discuss flexible endoscopy equipment.</strong></td>
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<tr>
<td>- Describe flexible endoscopy</td>
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<td>- Discuss the parts of flexible endoscopes</td>
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<tr>
<td>- Describe handling and cleaning of flexible endoscopes</td>
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<tr>
<td>- Discuss high-level disinfection</td>
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<tr>
<td>- Discuss the medical device reprocessing technicians responsibilities related to flexible endoscopy equipment</td>
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<td><strong>7. Identify standards, policies and procedures related to decontamination.</strong></td>
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<tr>
<td>- Define policies and procedures related to decontamination</td>
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<td></td>
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<tr>
<td>- Discuss standards, policies and procedures related to decontamination</td>
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<tr>
<td>- Policies and procedures related to loaner (library) sets</td>
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#### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   Requirements for evidence file:
   - Telephone interview.
   - Transcripts from Medical Device Reprocessing Continuing Education Course:
2. Assignment
   - Complete a case study answering questions that demonstrate the application of theory content from MED 101 - Decontamination: Cleaning and Disinfecting.
   - See Appendix F for detailed information.

   Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

3. Challenge Exam
   - 40 Multiple choice questions.
   - 60% is required to pass, no supplemental exams.
   - See Appendix G for exam blueprint.

Example
1. Disposable patient care equipment must be:
   a) processed when it is visibly soiled
   b) processed after each use
   c) sent for reprocessing once a week
   d) disposed of when the patient is discharged or moved to another ward

   Answer: d

2. Types of patient care equipment that are not considered single use only and can be disinfected include:
   a) respiratory equipment
   b) airways
   c) syringes
   d) needles

   Answer: a

4. Journal
   - Synopsis of an 8-hour shift demonstrating the application of theory content from MED 100 - Foundations of Medical Device Reprocessing.
   - See Appendix D for details

   Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211*

5. Supervisor's Endorsement
   - See Appendix E for details
Resources


Provincial Infectious Diseases Advisory Committee (PIDAC) (2013).  *Best Practices for Cleaning, Disinfection and Sterilization of Medical Device Equipment/Devices In all Health Care Settings*.  Queen’s Printer for Ontario.  (3rd ed.)

Workplace Hazardous Material Information Sheet

Institutional Policies available from a medical device reprocessing department.
MED 102 – Medical Device Reprocessing: Inspection, Assembly and Packaging

You will discuss the inspection, sorting, assembling, and packaging of medical devices. You will study the classifications of surgical instruments and their preparation for sterilization. You will discuss policies and procedures related to inspection, assembly and packaging.

Credit unit(s): 3.0
Prerequisite(s): MED 101

<table>
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<td>None: I have no experience with the outcome.</td>
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</table>

1. Discuss assembly of instruments in medical device reprocessing.
   - Discuss inspection, assembly and packaging related to medical device reprocessing

2. Discuss sorting, lubrication, and inspection of instruments in medical device reprocessing.
   - Describe purpose of assembly area
   - Describe sorting
   - Describe inspection
   - Describe policies, procedures and standards related to surgical instruments

3. Identify classification of surgical instruments.
   - Identify categories of instruments
   - Identification of commonly used surgical instruments
   - Describe specialty instruments
   - Describe instruments by service
   - Describe preassembled instrument sets
   - Describe policies and procedures related to surgical instruments

4. Discuss packaging, wrapping and container systems related to medical device reprocessing.
   - Identify types of packaging
   - Discuss rigid instrument containers
   - Describe policies and procedures related to wrapping and container systems
### MED 102 – Medical Device Reprocessing: Inspection, Assembly and Packaging

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<td>I have no experience with the outcome.</td>
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</tbody>
</table>

5. Identify sterility indicators related to medical device reprocessing.

- Define sterility indicators
- Discuss external chemical indicators
- Discuss internal chemical indicators
- Discuss packaging materials
- Discuss event related dating system
- Identify Policies, procedures and standards related to sterility indicators

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Requirements for evidence file:
     - Telephone interview.
     - Transcripts from Medical Device Reprocessing Continuing Education Course:
       - MED 1603 – Medical Device Reprocessing – Inspection, Assembly & Packaging.

2. **Assignment**
   - Complete a case study answering questions that demonstrate the application of theory content from MED 102 - Inspection, Assembly and Packaging.
   - See Appendix H for detailed information

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

3. **Challenge Exam**
   - 40 Multiple choice questions.
   - 60% is required to pass, no supplemental exams.
   - See Appendix I for exam blueprint.
Example
1. After immersion in a water soluble lubricant, instruments should be:
   a) towel dried
   b) rinsed with de-ionized water
   c) rinsed with tap water
   d) allowed to drain for a few seconds

Answer: d

2. A hemostat is classified as a:
   a) cutting instrument
   b) clamp
   c) grasper
   d) retractor

Answer: b

4. Journal
   - Synopsis of a 8-hour shift
   - See Appendix D for details

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

5. Supervisor's Endorsement
   - See Appendix E for details

Resources


Workplace Hazardous Material Information Sheet

Institutional Policies available from a medical device reprocessing department.
MED 103 – Medical Device Reprocessing: Sterilization, Storage and Distribution

You will study the principles and methods of sterilization. You will study the monitoring of sterilization and discuss the storage, distribution and transportation of sterile supplies.

Credit unit(s): 3.0
Prerequisite(s): MED 102

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<th>1. Identify principles of sterilization.</th>
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<tr>
<td>- Define sterilization</td>
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<tr>
<td>- Discuss the concept of steam sterilization</td>
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<tr>
<td>- Identify medical terminology related to sterilization</td>
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<tr>
<td>- Discuss policies, procedures and standards related to sterilization</td>
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<th>2. Describe steam sterilization.</th>
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<td>- Describe the loading of the sterilizer</td>
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<td>- Describe phases of steam sterilization</td>
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<td>- Discuss parts of a steam sterilizer</td>
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<td>- Discuss pre-vacuum and gravity sterilization</td>
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<td>- Describe operating a steam sterilizer</td>
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<tr>
<td>- Discuss immediate use steam sterilization (IUSS) (flash sterilization (IUSS))</td>
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<td>- Discuss wet packs</td>
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<td>- Discuss preventative maintenance and installation commissioning</td>
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<tr>
<td>- Discuss safety related to steam sterilization</td>
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<tr>
<td>- Discuss policies, procedures and standards related to steam sterilization</td>
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<tr>
<th>3. Describe ethylene oxide (EtO).</th>
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<tr>
<td>- Discuss operating and controls for ethylene oxide (EtO)</td>
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<tr>
<td>- Discuss characteristics of ethylene oxide gas (EtO)</td>
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<tr>
<td>- Explain the phases of EtO sterilization</td>
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**MED 103 – Medical Device Reprocessing: Sterilization, Storage and Distribution**

**Mastery:** I am able to demonstrate it well enough to teach it to someone else.

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**Functional:** I need some assistance in using the outcome.

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- Describe the purpose of aeration
- Discuss potential risks of ethylene oxide (EtO)
- Discuss safety related to EtO sterilization
- Discuss policies, procedures and standards related to EtO

4. **Discuss low temperature sterilization.**

- Define gas plasma/vapor sterilizers
- Explain cycles and phases of gas plasma sterilization
- Define peracetic acid sterilization system
- Explain the operation of the peracetic acid sterilization
- Define ozone sterilization
- Explain the operation of ozone sterilization
- Discuss safety related to low temperature sterilization
- Discuss policies, procedures and standards related to low temperature sterilization

5. **Identify monitoring of the sterilization process.**

- Explain monitoring of the sterilization process
- Explain administrative controls
- Discuss mechanical indicators
- Discuss internal and external chemical indicators
- Identify biological indicators
- Discuss process challenge devices
- Identify in house recall procedures
- Discuss documentation related to the sterilization process
- Discuss policies, procedures and standards related to monitoring the sterilization process

6. **Describe issues related to reprocessing of single use medical devices.**
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</table>

- Discuss reprocessing of single use medical devices (suds)
- Review third party reprocessing of single use devices (suds)
- Discuss Canadian standards related to third party reprocessing

7. Explain loaner instruments used in medical device reprocessing.

- Describe loaner instruments
- Describe policy and procedure for use of loaner instruments and implants
- Discuss policies and procedures and standards related to distribution of loaner instruments and implants

8. Discuss storage and distribution of sterile supplies and unsterile supplies.

- Identify components of the storage system
- Discuss distribution and transportation of sterile and unsterile supplies
- Discuss policies, procedures and standards related to storage of sterile and unsterile supplies
- Discuss policies, procedures and standards related to distribution of sterile and unsterile supplies

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Evidence file**
   - Requirements for evidence file:
     - Telephone interview.
     - Transcripts from Medical Device Reprocessing Continuing Education Course:
       - MED 1604 – Medical Device Reprocessing – Sterilization, Storage & Distribution.

2. **Assignment**
   - Complete a case study answering questions that demonstrate the application of theory content from MED 103 - Sterilization, Storage, and Distribution.
   - See Appendix J for detailed information
**Note:** Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: [Student Conduct Policy 1211](#)

### 3. Challenge Exam
- 40 Multiple choice questions.
- 60% is required to pass, no supplemental exams.
- See Appendix K for exam blueprint.

Example
1. When loading a sterilizer instrument trays must NOT be stacked.
   a) True
   b) False

   Answer: a

2. Immediate use (flash) sterilization may be necessary when:
   a) loaner trays are received late
   b) a one of a kind instrument is dropped
   c) instrument inventory is low
   d) the instrument is delicate

   Answer: b

### 4. Journal
- Synopsis of a 8-hour shift
- See Appendix D for details

**Note:** Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: [Student Conduct Policy 1211](#)

### 5. Supervisor's Endorsement
- See Appendix E for details
**Resources**


Provincial Infectious Diseases Advisory Committee (PIDAC) (2013). *Best Practices for Cleaning, Disinfection and Sterilization of Medical Device Equipment/Devices In all Health Care Settings*. Queen’s Printer for Ontario. (3rd ed.)

Workplace Hazardous Material Information Sheet

Institutional Policies available from a medical device reprocessing department.
Medical Device Reprocessing Technician

Appendices
Medical Device Reprocessing Technician

Applied Certificate Program

MED 100 – Foundations of Medical Device Reprocessing

Student Name

Date
Appendix A: Employment validation letter

Prior Learning Assessment and Recognition

Instructions: The employment validation letter provides a statement of verification of employment in an exceptionality focused setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s). A letter template has been provided for your use. Please copy the content below and fill in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Medical Device Reprocessing program.

Letter template (On employer’s business letterhead)

Date

To Whom It May Concern:

I have reviewed the employment records of __________________________ and __________________________ (Name of employee/candidate)

Can verify that the above candidate has been employed by __________________________ (Name of employer) for __________________________ (Length of employment)

Please contact me at __________________________ or __________________________ (Phone or e-mail)

with any questions or for additional information.

Sincerely,

_________________________________________  __________________________________________
Name  Job title

________________________________________
Signature
Appendix B: MED 100 Assignment Details

You will answer the following scenario based questions applying your knowledge of the learning outcomes listed in MED 100 (infection control and prevention, PPE, medical terminology, WHMIS and OH&S).

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

Scenario

A. You are helping orientate a new staff member to the MDR department. To ensure that this individual is following the dress code what would you ensure they have on?
   1. 
   2. 
   3. 

B. Today you are working with a new staff member in decontamination area. What additional personal protective equipment (PPE) is required in the decontamination area?
   1. 
   2. 
   3. 
   4. 

C. The new staff member is cleaning instrumentation from a suction dilation and curettage (D&C). These instruments had been sitting for a lengthy period of time and the blood has dried onto the instruments requiring the use of an enzymatic solution to hand wash them. The new staff member forgot to put their safety eye wear on and are splashed in their right eye. The splash was a combination of the enzymatic solution and blood. The new staff member comes to you and asks what they should do.

   Include the following information in your answer:
   o WHMIS (MSDS) referring to the enzymatic solution your department would be using (include a copy)
   o Eye wash station
   o Hospital policy on blood and body fluid exposure (include a copy)
   o Importance of PPE
   o Importance of OH&S
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<td>Includes the following in their answer:</td>
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<td>Eye wash station</td>
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## Appendix C: MED 100 Exam Blueprint

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<th>Written Test</th>
<th>Demonstration</th>
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<tr>
<td>1. Describe Medical Device Reprocessing</td>
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<tr>
<td>2. Describe Roles and Responsibilities of a Medical Device Reprocessing Technician</td>
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<td>3. Identify Medical Terminology Related to Medical Device Reprocessing</td>
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<td>4. Describe the Structure and Function of Major Body Systems</td>
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<td>5. Describe Microbiology as Related to Medical Device Reprocessing</td>
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<td>6. Discuss Methods of Infection Prevention and Control</td>
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<td>7. Identify Safety in the Workplace Related to Medical Device Reprocessing</td>
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<td>8. Identify Standards Related to Medical Device Reprocessing</td>
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Appendix D: Journal Details

You are required to summarize your work over an 8-hour shift. Attempt to present your summary in a way that aids the faculty member/instructor in evaluating your skill set and competencies. The more thorough and concise your synopsis is, the easier it will be for you to provide evidence of prior learning. The faculty who will assess your submission of the synopsis will be looking for you to demonstrate that you are incorporating the theoretical knowledge learned from MED 100 in to your daily work.

Include the following information:

- Name
- Date
- Start and end time of shift
- Facility
- Area(s) worked in
- Your role
- Specific tasks and jobs done
- MDRT competencies applied - Outline the specific tasks, skills and techniques implemented and the rationale behind them as related to the learning outcomes from the specific course you are PLARing
- Relate as many possible back to references listed in PLAR Assessment Methods for the course (i.e. MED 100)

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

Journal Submission Example

Introduction
John Smith
On May 5 I worked from 0730-1600 in the Regina General Hospital MDRD.

Summary of Day
During the day I worked in (decontamination/assembly/sterilization/sterile storage and distribution)...
The role(s) I fulfilled in this area were...
Specific tasks I did today were... describe tasks... provide rationale as to why it is important to do specific task/skill in this way... (use references).
In doing these specific tasks I applied theory from... (refer to references).

Conclusion
Summary... and this is why I feel I am independent and consistently demonstrate the skills required...

References
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<th>Meets most requirements</th>
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<td>Completeness</td>
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<tr>
<td>Demonstrate use of concepts from the learning outcomes specific to the course you are PLARing (i.e. MED 100) in your daily work</td>
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Appendix E: Supervisor’s Endorsement Details

Have an educator or manager complete a letter of endorsement/recommendation indicating that the Medical Device Reprocessing Technician (MDRT) applying for PLAR has the knowledge and skills to work independently and consistently demonstrates competent practice as a MDRT in the MDR Department. The more specific and thorough the recommendation letter, the more helpful it would be in assessing and recognizing prior learning. Examples are encouraged.

Appendix F: MED 101 Assignment Details

You will answer the following scenario based questions applying your knowledge of the learning outcomes listed in MED 101 (decontamination of surgical instruments and equipment using proper standards, policies and procedures).

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

Scenario

A. You are working in the decontamination area when you receive a dirty case cart on the service elevator. The case cart is full of instruments from a laparoscopic cholecystectomy. Prior to sterilization - describe at least 6 of 10 steps for the appropriate handling of a ridged endoscope for cleaning.
1.
2.
3.
4.
5.
6.

B. What machine is used to decontaminate respiratory equipment? Describe how this machine works and the level of disinfection it achieves. In addition, name a piece of respiratory equipment you could decontaminate in this machine.
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<tr>
<td>- Describes equipment used in decontamination</td>
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<tr>
<td>- Discusses the decontamination of surgical instruments and equipment – including rigid endoscopy</td>
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<td>- Uses standards, policies and procedures related to decontamination</td>
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Appendix G: MED 101 Exam Blueprint

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<tr>
<td>1. Identify Decontamination in Medical Device Reprocessing</td>
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<tr>
<td>2. Describe Equipment Used in Decontamination</td>
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<tr>
<td>3. Discuss the Decontamination of Surgical Instruments</td>
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<tr>
<td>4. Discuss the Decontamination of Patient Care Equipment</td>
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<tr>
<td>5. Discuss Rigid Endoscopy Equipment</td>
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<td>6. Describe Flexible Endoscopy Equipment</td>
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<td>7. Identify Standards, Policies, and Procedures Related to Decontamination</td>
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Appendix H: MED 102 Assignment

You will answer the following scenario based questions applying your knowledge of the learning outcomes listed in MED 102.

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

Scenario

A. Today you are working in the assembly area of your MDR department. Working in the assembly area, you recognize that inspecting surgical instruments is an important part of your role. List at least 4 things you are looking for when inspecting instruments.

B. You are required to assemble a tray of instruments to be used for a laparotomy. This is a new procedure in your hospital so you are unsure of how to assemble the set. Where would you look to find directions to assist you to assemble the laparotomy set?

C. List the names of 4 instruments you would commonly find in a laparotomy set.

D. One instrument is missing and you are unable to find a replacement. What must you do and why is it important?

E. What type of container/wrapping would you put a laparotomy set in to prepare it for sterilization?

F. What type of indicator(s) would you place on the inside and/or outside of the set?
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</table>

**Accuracy (5 marks)**

A. Includes at least of 4 of the following:
- retained soil
- misalignment
- defects
- dullness or rough edges
- worn or loose box screws
- staining
- corrosion
- malfunction

B. Possible areas to find guidance are:
- work station
- computers
- instrument manuals
- asking a more senior staff member

C. Any of the four following (this is not an inclusive list):
- hemostats
- scissors
- suction tips
- retractors
- scalpel handles
- sponge sticks
- Etc...

D. Attach a missing slip to the outside of the sterile container indicating the missing items. This informs the end user, allowing them to plan accordingly.

E. A rigid instrument container
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<tr>
<td>F. A chemical indicator on both the inside and outside of the rigid container.</td>
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<tr>
<td>• Assembly of the instruments</td>
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<td>• Sorting, lubrication and inspection of instruments</td>
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<td>• Identification of surgical instruments</td>
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<td>• Discuss packaging, wrapping and container systems</td>
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<td>• Identify sterility indicators</td>
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Appendix I: MED 102 Exam Blueprint

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<td>Written Test</td>
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<tr>
<td>1. Discuss Assembly of Instruments in Medical Device Reprocessing</td>
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<tr>
<td>2. Discuss Sorting, Lubrication, and Inspection of Instruments in Medical Device</td>
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<td>Reprocessing</td>
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<tr>
<td>3. Identify Classification of Surgical Instruments</td>
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<tr>
<td>4. Discuss Packaging, Wrapping, and Container Systems Related to Medical Device</td>
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<tr>
<td>Reprocessing</td>
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<tr>
<td>5. Identify Sterility Indicators Related to Medical Device Reprocessing</td>
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Appendix J: MED 103 Assignment

MED 103 Assignment Details

You will answer the following scenario based questions applying your knowledge of the learning outcomes listed in MED 103 (page xx).

Note: Students are expected to follow Saskatchewan Polytechnic's academic misconduct policy. Please refer to the following link for guidelines: Student Conduct Policy 1211

Scenario

A. In a paragraph describe the following sterilization processes, including special consideration to use:
   1) Steam Sterilization
   2) Ethylene Oxide (EtO) Sterilization
   3) Gas Plasma or Vapor Sterilization
   4) Peracetic Acid Sterilization

B. For each of the above sterilization processes, list one surgical instrument or device that could be sterilized using that method.

C. Define TLR and explain its importance.
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<td>• Steam Sterilization</td>
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<td>• Ethylene Oxide</td>
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<td>• Issues related to reprocessing of single use medical devices</td>
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<td>• Loaner instruments</td>
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<tr>
<td>• Storage and distribution of sterile and unsterile supplies</td>
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### Appendix K: MED 103 Exam Blueprint

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<td>2. Describe Steam Sterilization</td>
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<td>3. Describe Ethylene Oxide (EtO)</td>
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<td>4. Discuss Low Temperature Sterilization</td>
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<td>5. Identify Monitoring the Sterilization Process</td>
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<td>6. Describe Issues Related to Reprocessing of Single Use Medical Devices</td>
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<td>7. Explain Loaner Instruments Used in Medical Device Reprocessing</td>
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<td>8. Discuss Storage and Distribution of Sterile and Unsterile Supplies</td>
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