

COMPETENCY-BASED OCCUPATIONAL FRAMEWORK FOR REGISTERED APPRENTICESHIP

Sterile Supply Technician

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ABOUT THE URBAN INSTITUTE

The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Their objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

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Competency-Based Occupational Frameworks

The Urban Institute, under contract by the U.S. Department of Labor, has worked with employers, subject matter experts, labor unions, trade associations, credentialing organizations and academics to develop Competency-Based Occupational Frameworks (CBOF) for Registered Apprenticeship programs. These frameworks defined the **purpose** of an occupation, the **job functions** that are carried out to fulfill that purpose, the **competencies** that enable the apprentice to execute those job functions well, and the **performance criteria** that define the specific knowledge, skills and personal attributes associated with high performance in the workplace. This organizational hierarchy – Job Purpose – Job Functions – Competencies – Performance Criteria – is designed to illustrate that performing work well requires more than just acquiring discrete knowledge elements or developing a series of manual skills. To perform a job well, the employee must be able to assimilate knowledge and skills learned in various settings, recall and apply that information to the present situation, and carry out work activities using sound professional judgement, demonstrating an appropriate attitude or disposition, and achieving a level of speed and accuracy necessary to meet the employer’s business need.

The table below compares the terminology of Functional Analysis with that of traditional Occupational Task Analysis to illustrate the important similarities and differences. While both identify the key technical elements of an occupation, Functional Analysis includes the identification of behaviors, attributes and characteristics of workers necessary to meet an employer’s expectations.

Framework Terminology	Traditional Task Analysis Terminology
Job Function – the work activities that are carried out to fulfill the job purpose	Job Duties – roles and responsibilities associated with an occupation
Competency – the actions an individual takes and the attitudes he/she displays to complete those activities	Task – a unit of work or set of activities needed to produce some result
Performance Criteria – the specific knowledge, skills, dispositions, attributes, speed and accuracy associated with meeting the employer’s expectations	Sub Task – the independent actions taken to perform a unit of work or a work activity

Although designed for use in competency-based apprenticeship, these Competency-Based Occupational Frameworks also support time-based apprenticeship by defining more clearly and precisely what an apprentice is expected to learn and do during the allocated time-period.

CBOFs are comprehensive to encompass the full range of jobs that may be performed by individuals in the same occupation. As employers or sponsors develop their individual apprenticeship programs, they can extract from or add to the framework to meet their unique organizational needs.

Components of the Competency-Based Occupational Framework

Occupational Overview: This section of the framework provides a description of the occupation including its purpose, the setting in which the job is performed and unique features of the occupation.

Work Process Schedule: This section includes the job functions and competencies that would likely be included in an apprenticeship sponsor's application for registration. These frameworks provide a point of reference that has already been vetted by industry leaders so sponsors can develop new programs knowing that they will meet or exceed the consensus expectations of peers. Sponsors maintain the ability to customize their programs to meet their unique needs, but omission of a significant number of job functions or competencies should raise questions about whether or not the program has correctly identified the occupation of interest.

Cross-cutting Competencies: These competencies are common among all workers, and focus on the underlying knowledge, attitudes, personal attributes and interpersonal skills that are important regardless of the occupation. That said, while these competencies are important to all occupations, the relative importance of some versus others may change from one occupation to the next. These relative differences are illustrated in this part of the CBOF and can be used to design pre-apprenticeship programs or design effective screening tools when recruiting apprentices to the program.

Detailed Job Function Analysis: This portion of the framework includes considerable detail and is designed to support curriculum designers and trainers in developing and administering the program. There is considerable detail in this section, which may be confusing to those seeking a more succinct, higher-level view of the program. For this reason, we recommend that the Work Process Schedule be the focus of program planning activities, leaving the detailed job function analysis sections to instructional designers as they engage in their development work.

- a. **Related Technical Instruction:** Under each job function appears a list of foundational knowledge, skills, tools and technologies that would likely be taught in the classroom to enable the apprentice's on-the-job training safety and success.

- b. Performance Criteria: Under each competency, we provide recommended performance criteria that could be used to differentiate between minimally, moderately and highly competent apprentices. These performance criteria are generally skills-based rather than knowledge-based, but may also include dispositional and behavioral competencies.

Using the Competency-Based Occupational Framework to Develop a Registered Apprenticeship Program

When developing a registered apprenticeship program, the Work Process Schedule included in this CBOF provides an overview of the job functions and competencies an expert peer group deemed to be important to this occupation. The Work Process Schedule in this document can be used directly, or modified and used to describe your program content and design as part of your registration application.

When designing the curriculum to support the apprenticeship program – including on the job training and related technical instruction – the more detailed information in Section 5 could be helpful. These more detailed job function documents include recommendations for the key knowledge and skill elements that might be included in the classroom instruction designed to support a given job function, and the performance criteria provided under each competency could be helpful to trainers and mentors in evaluating apprentice performance and insuring inter-rater reliability when multiple mentors are involved.

Sterile Supply Technician Occupational Overview

Occupational Purpose and Context

Prepare, sterilize, install, or clean laboratory or healthcare equipment. May perform routine laboratory tasks and operate or inspect equipment.

Works in hospitals, surgical centers, dental offices, outpatient clinics and treatment centers to clean and prepare medical instruments and equipment; assists in infection control and ensures that care providers have ample access to clean, functional, sterile equipment. Exposure to disease agents and hazardous materials is possible.

Potential Job Titles

Central Processing Technician (CPT), Central Service Technician (CST), Central Sterile Supply Technician (CSS Technician), Certified Registered Central Service Technician (CRCST), Instrument Technician, Sterile Preparation Technician, Sterile Processing and Distribution Technician (SPD Technician), Sterile Processing Technician, Sterile Technician, Sterilization Technician

Attitudes and Behaviors

Attentive, cautious, pays attention to details, works well under stressful and demanding conditions, works independently but collaborates well with others, has hand eye coordination and hand/arm control, follows directions.

Apprenticeship Prerequisites

A high school degree is a general prerequisite.

Occupational Pathways

Promotional paths – central service manager or central processing coordinator

Certifications, Licensure and Other Credential Requirements

CREDENTIAL	Offered By	Before, During or After Apprenticeship
Certified Registered Central Service Technician	International Association of Healthcare Central Service Material Management	After
Certified Instrument Specialist	International Association of Healthcare Central Service Material Management	After
Certification in Healthcare Leadership	International Association of Healthcare Central Service Material Management	After

Job Functions

JOB FUNCTIONS		Core or Optional
1.	Clean, decontaminate and disinfect equipment and instruments	Core
2.	Prepare and package instruments and equipment for sterilization	Core
3.	Sterilize instruments and equipment properly, fully and in accordance with standard operating procedures and/or manufacturer recommendations	Core
4.	Manage inventory/stocking according to established protocols; participate in team and department organization and management	Core
5.	Maintain, clean, procure and distribute patient care equipment	Core

Stackable Programs

This occupational framework is designed to link to the following additional framework(s) as part of a career laddering pathway.

Stackable Programs	Base or Higher Level	Stacks on top of
1.	Base Program	
2.		
3.		
4.		

Options and Specializations

The following options and specializations have been identified for this occupation. The Work Process Schedule and individual job function outlines indicate which job functions and competencies were deemed by industry advisors to be optional. Work Process Schedules for Specializations are included at the end of this document.

Options and Specializations	Option	Specialization
N/A		

Levels

Industry advisors have indicated that individuals in this occupation may function at different levels, based on the nature of their work, the amount of time spent in an apprenticeship, the level of skills or knowledge mastery, the degree of independence in performing the job or supervisory/management responsibilities.

Level	Distinguishing Features	Added Competencies	Added Time Requirements
N/A			

Work Process Schedule

WORK PROCESS SCHEDULE		ONET Code: 31-9093.00	
Sterile Supply Technician		RAPIDS Code: 1133	
JOB TITLE:			
LEVEL:		SPECIALIZATION:	
STACKABLE PROGRAM <input type="checkbox"/> yes <input type="checkbox"/> no			
BASE OCCUPATION NAME:			
Company Contact: Name			
Address:		Phone	Email
Apprenticeship Type: <input type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid		Prerequisites	
JOB FUNCTION 1: Clean, decontaminate, and disinfect equipment and instruments			
Competencies	Core or Optional	RTI	OJT
A. Maintain the work environment in a safe, clean, and orderly fashion	Core		
B. Prepare working area for decontamination	Core		
C. Clean instruments to remove visible contaminants	Core		
D. Separate disposable from non-disposable items and dispose of expendable supplies properly	Core		
E. Perform mechanical cleaning properly – washer decontaminators, ultrasonic washers and cart washers – ensuring that all surfaces are exposed and that small pieces are contained	Core		
F. Properly process power hand pieces and attachments	Core		

JOB FUNCTION 2: Prepare and package instruments and equipment for sterilization

Competencies	Core or Optional	RTI	OJT
A. Inspect items for cleanliness, functionality, and integrity	Core		
B. Assemble items for packaging and sterilization	Core		
C. Transfer and sterilize items safely and accurately	Core		
D. Maintain personal health and safety as well as team/environment health and safety	Core		

JOB FUNCTION 3: Sterilize instruments and equipment properly, fully and in accordance with standard operating procedures and/or manufacturer recommendations

Competencies	Core or Optional	RTI	OJT
A. Prepare work area and test sterilizer function	Core		
B. Select appropriate sterilizer equipment, packaging, and methods based on equipment, instruments and standard operating procedures	Core		
C. Load sterilizer properly, use correct cycle settings	Core		
D. Ensure integrity and effectiveness of sterilization process	Core		
E. Store sterilized instruments and equipment properly	Core		

JOB FUNCTION 4: Manage inventory/stocking according to established protocols; participate in team and department management

Competencies	Core or Optional	RTI	OJT
A. Maintain safe, clean, and orderly storage environment	Core		
B. Order equipment and supplies according to acquisition policies	Core		
C. Stock, rotate, distribute, and monitor usage of items	Core		
D. Dispose of damaged, expired, obsolete, and surplus items according to protocol	Core		

E. Assemble case carts according to surgical/procedure schedule	Core		
F. Demonstrate strong customer relations skills	Core		
G. Participate in department organization and management	Core		
JOB FUNCTION 5: Maintain, clean, procure, and distribute patient care equipment			
Competencies	Core or Optional	RTI	OJT
A. Order, process, and receive rental equipment	Core		
B. Assemble equipment for distribution	Core		
C. Deliver equipment as per company policies and protocols	Core		
D. Maintain, repair, and inspect equipment	Core		
E. Inspect equipment upon receipt and before distribution to ensure cleanliness, functionality, appearance, and integrity	Core		

Specialization

Type of Specialization: _____

JOB FUNCTION 1:		Level
Competencies	RTI	OJT
JOB FUNCTION 2:		Level
Competencies	RTI	OJT
JOB FUNCTION 3:		Level
Competencies	RTI	OJT

JOB FUNCTION 4:		Level
Competencies	RTI	OJT
JOB FUNCTION 5:		Level
Competencies	RTI	OJT

Related Technical Instruction Plan

COURSE NAME	Course Number
	Hours
LEARNING OBJECTIVES	
COURSE NAME	Course Number
	Hours
LEARNING OBJECTIVES	
COURSE NAME	Course Number
	Hours
LEARNING OBJECTIVES	
COURSE NAME	Course Number
	Hours
LEARNING OBJECTIVES	

LEARNING OBJECTIVES

Large empty grey rectangular area for entering learning objectives.

COURSE NAME

Course Number

Hours

LEARNING OBJECTIVES

Large empty grey rectangular area for entering learning objectives.

Cross-Cutting Competencies

		COMPETENCY**								
		0	1	2	3	4	5	6	7	8
Personal Effectiveness	Interpersonal Skills	0	1	2	3	4	5	6	7	8
	Integrity	0	1	2	3	4	5	6	7	8
	Professionalism	0	1	2	3	4	5	6	7	8
	Initiative	0	1	2	3	4	5	6	7	8
	Dependability and Reliability	0	1	2	3	4	5	6	7	8
	Adaptability and Flexibility	0	1	2	3	4	5	6	7	8
	Lifelong Learning	0	1	2	3	4	5	6	7	8
Academic	Reading	0	1	2	3	4	5	6	7	8
	Writing	0	1	2	3	4	5	6	7	8
	Mathematics	0	1	2	3	4	5	6	7	8
	Science & Technology	0	1	2	3	4	5	6	7	8
	Communication	0	1	2	3	4	5	6	7	8
	Critical and Analytical Thinking	0	1	2	3	4	5	6	7	8
	Basic Computer Skills	0	1	2	3	4	5	6	7	8
Workplace	Teamwork	0	1	2	3	4	5	6	7	8
	Customer Focus	0	1	2	3	4	5	6	7	8
	Planning and Organization	0	1	2	3	4	5	6	7	8
	Creative Thinking	0	1	2	3	4	5	6	7	8
	Problem Solving & Decision Making	0	1	2	3	4	5	6	7	8
	Working with Tools & Technology	0	1	2	3	4	5	6	7	8
	Checking, Examining & Recording	0	1	2	3	4	5	6	7	8
	Business Fundamentals	0	1	2	3	4	5	6	7	8
	Sustainable	0	1	2	3	4	5	6	7	8
	Health & Safety	0	1	2	3	4	5	6	7	8

**Cross-cutting competencies are defined in the Competency Model Clearinghouse:

<https://www.careeronestop.org/CompetencyModel/competency-models/buidling-blocks-model.aspx>.

Cross-Cutting Competencies identify transferable skills – sometimes called “soft skills” or “employability skills” – that are important for workplace success, regardless of a person’s occupation. Still, the relative importance of specific cross-cutting competencies differs from occupation to occupation. The Cross-Cutting Competencies table, above, provides information about which of these competencies is most important to be successful in a particular occupation. This information can be useful to employers or intermediaries in screening and selecting candidates for apprenticeship programs, or to pre-apprenticeship providers that seek to prepare individuals for successful entry into an apprenticeship program.

The names of the cross-cutting competencies come from the U.S. Department of Labor’s Competency Model Clearinghouse and definitions for each can be viewed at <https://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>.

The scoring system utilized to evaluate the level of competency required in each cross cutting skill aligns with the recommendations of the Lumina Foundation’s Connecting Credentials Framework. The framework can be found at: <http://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.pdf>.

Detailed Job Functions

JOB FUNCTION 1: Clean, decontaminate, and disinfect equipment and instruments

KNOWLEDGE	SKILLS	TOOLS AND TECHNOLOGIES
<ul style="list-style-type: none"> • OSHA regulations and protocols for preventing the spread of blood borne pathogens • Microbiology including sterile technique, cross-contamination, and chain of infection principles • Sharps safety techniques and protocols • Use, location and information on Material Safety Data Sheets • Procedures for containing, transporting and receiving soiled items into decontamination or soiled utility rooms • Chemical safety techniques • Environmental standards for temperature and humidity including acceptable ranges and remedies when out of compliance • Quality assurance protocols including frequency for checking and recording environmental conditions • Protocols for conducting efficacy tests for washers, ultrasonic cleaners, automated endoscope reprocessor (AER), cart washer • Water quality test processes, frequency, and interpretation of results • Methods for reducing the risk of Toxic Anterior Segment Syndrome (TASS) • Operating/processing times, temperatures and pressure levels for cleaning equipment • Soak process; use of two or three sink method • Spaulding classification (non-critical, semi-critical, critical) • Disinfectant family purposes and use procedures • Location, interpretation and requirements of internal policies and procedures • Special techniques for working with powered instruments, such as endoscopy equipment • Special precautions for Creutzfeldt-Jacob Disease (CJD) instruments and instruments contaminated with body fluids and blood borne pathogens 	<ul style="list-style-type: none"> • Use safe body mechanics and ergonomics • Proper handwashing • Putting on and taking off personal protective equipment in a way that prevents cross contamination • Measuring and recording temperature and humidity • Reading technical documents, such as operator's manuals, charts, and graphs • Converting Celsius to Fahrenheit and vice versa • Teamwork • Finger dexterity • Visual acuity-near vision • Meeting deadlines 	<ul style="list-style-type: none"> • Safety equipment including eyewash station, shower, hoods • Personal protective equipment such as gowns, caps, gloves, shoecovers, masks, etc. • Mechanical washers, ultrasonic cleaners, cart cleaners • Spray arms, manifolds, baskets, sterilizer, autoclaves • Light and magnification devices

Competency A: Maintain the work environment in a safe, clean, and orderly fashion	Core or Optional
PERFORMANCE CRITERIA	
1. Maintain adequate stock of personal safety equipment and use it appropriately	Core
2. Measure and record temperature and humidity correctly and with appropriate frequency	Core
3. Implement corrective action when environmental conditions are outside of recommended parameters or safety equipment is malfunctioning	Core
4. Maintain a clean and organized work area	Core
5. Leave material, supplies, and workstation clean and stocked for next shift	Core
6. Assist colleagues in maintaining a clean, safe, and organized work environment	Core
Competency B: Prepare working area for decontamination	Core or Optional
PERFORMANCE CRITERIA	
1. Gather correct cleaning agent or chemicals based on equipment to be decontaminated and the material from which it was made	Core
2. Gather needed supplies such as brushes and towels	Core
3. Gather equipment needed for cleaning, such as compressed air and water	Core
4. Mix chemicals following the manufacturer's instructions for use (IFU) and use proper dilution techniques	Core
5. Check chemical levels in cleaning and decontamination equipment; clean, refill and top off as necessary	Core
6. Properly dispose of chemical and other waste	Core
7. Properly use air exchange containment devices (negative pressure, positive pressure)	Core
Competency C: Clean instruments to remove visible contaminants	Core or Optional
PERFORMANCE CRITERIA	
1. Load instruments and equipment properly into cleaning equipment and washers	Core
2. Set appropriate temperature and time for cleaning equipment based on manufacturer recommendations or internal protocols	Core
3. Use water and air appropriately for decontamination of equipment and instruments	Core
4. Select appropriate brushes, cleaning detergents, and chemicals	Core

5. Prevent spills, aerosol production, etc.	Core
6. Select appropriate disinfectants, diluting to correct strength when necessary	Core
7. Follow and document exposure times	Core
8. Rinse equipment properly to ensure no residue is left behind; visually check instrument for cleanliness	Core
Competency D: Separate disposable from non-disposable items and dispose of expendable supplies properly	Core or Optional
PERFORMANCE CRITERIA	
1. Disassemble instruments according to manufacturer instructions, make sure to inspect instrument function and integrity	Core
2. Identify, evaluate, label, or set aside broken instrumentation; determine whether it can be repaired or not, and if so, make arrangements for repairs (with appropriate authorization)	Core
3. Properly dispose of expendable items consistent with health and safety protocols	Core
Competency E: Perform mechanical cleaning properly – washer decontaminators, ultrasonic washers and cart washers – ensuring that all surfaces are exposed and that small pieces are contained	Core or Optional
PERFORMANCE CRITERIA	
1. Follow instructions for use, service, and troubleshooting as provided in operator's manual	Core
2. Properly operate doors and seals	Core
3. Troubleshoot equipment to adjust water pressure; clean and check chemical feed lines, test spray arms and manifolds and baskets	Core
4. Locate outlets, on/off switches, and emergency turn off switches and valves	Core
5. Perform decontamination techniques and efficacy testing for washers, ultrasonic cleaners, AER, cart washers, autoclaves, etc.	Core
6. Follow procedures for getting authorization and scheduling vendor or manufacturer services	Core
7. Clean strainers and drains	Core
8. Conduct Bowie-Dicks tests on empty loads at the beginning of the work day or shift	Core
9. Conduct sterilizer leak tests at appropriate intervals, record results, and notify appropriate supervisor or troubleshoot malfunctions	Core

10. Conduct biological and chemical tests (lot numbers, running control tests, correct placement of tests, incubation procedures); record and interpret results and troubleshoot undesirable outcomes	Core
11. Properly document testing date, time, results, and notes	Core
Competency F: Properly process power hand pieces and attachments	Core or Optional
PERFORMANCE CRITERIA	
1. Conduct specialized techniques for processing powered instruments, including high level disinfection and sterilization	Core
2. Exhibit ability to use machines (like AER) and/or brushes to clean powered instruments	Core

JOB FUNCTION 2: Prepare and package instruments and equipment for sterilization

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Standards for temperature and humidity Protocols for environmental testing, including frequency and optimal parameters Work area requirements, such as cleanliness standards Organizational procedures for reporting incidents Federal and state safety and environmental health regulations and protocols Classes and categories of surgical instruments including structure and grades Packing techniques, materials and rigid sterilization container systems Special requirements for powered instruments and endoscopic equipment Organization of instrument sets and preparation of basins and textile packs Effective exposure control practices and plans; high-level disinfection principles and practices 	<ul style="list-style-type: none"> Records information promptly, accurately and appropriately Visually inspects and differentiates between instruments Uses proper body mechanics and ergonomics Reads Identifies items Writes legibly and accurately 	<ul style="list-style-type: none"> Sterilizer trays Sterilizers Count sheets, peel packs, and sterilization tape Instrument measuring devices

Competency A: Inspect items for cleanliness, functionality, and integrity	Core or Optional
PERFORMANCE CRITERIA	
1. Identify items and check for cleanliness	Core
2. Accept items properly through pass through windows	Core
3. Check item for functionality and integrity (i.e. sharpness tests)	Core
4. Disassemble or assemble instruments as directed by manufacturer or vendor	Core
5. Lubricate items as directed by manufacturer or vendor	Core

Competency B: Assemble items for packaging and sterilization	Core or Optional
PERFORMANCE CRITERIA	
1. Obtain appropriate count sheets, peel pack list, tray lists	Core
2. Size and measure items; select appropriate packing method based on size, weight, etc.	Core
3. Use appropriate instrument protection devices, tray liners, instrument organizers	Core
4. Use appropriate chemical indicators, tamper evident seals, and sterilization tape	Core
5. Wrap instruments properly and efficiently	Core
6. Label packet materials using approved writing instrument in the correct location on packing materials	Core
7. Accurately label packets, including technician identification, tray information, special information identifiers, date of sterilization and expiration, etc.	Core
8. Identify, document, and resolve missing equipment or instruments, including from trays	Core
Competency C: Transfer and sterilize items safely and accurately	Core or Optional
PERFORMANCE CRITERIA	
1. Move items safely to staging and sterilization area	Core
2. Prioritize rapid turn-around items accurately and based on information provided by team members	Core
3. Use air exchanges properly	Core
4. Lift, carry, and transport items using proper body mechanics and ergonomics	Core
5. Obey traffic flow directions to avoid collisions and injury	Core
6. Enter items into manual or electronic log or database	Core
Competency D: Maintain personal health and safety as well as team/environment health and safety	Core or Optional
PERFORMANCE CRITERIA	
1. Report incidents properly and accurately	Core
2. Secure the site if health/environmental risks exist, if breakage occurs, or if someone is injured	Core
3. Use appropriate exposure monitors and follow exposure control plan	Core

4. Adhere to risk management and safety management policies	Core
5. Maintain patient tracking procedures in the event of needle stick or injury	Core
6. Apply high-level disinfection techniques accurately in appropriate situations	Core

JOB FUNCTION 3: Sterilize instruments and equipment properly, fully, and in accordance with standard operating procedures and/or manufacturer recommendations

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Operating principles and purpose of mechanical sterilizers Processes for performing leak, air exchange and efficacy tests as well as normal or acceptable results Methods of sterilization based on equipment, instruments and standard operating procedures Methods for performing biological tests to confirm sterilizer efficacy Proper storing location and techniques Classes and categories of surgical instruments, materials, structure and grades 	<ul style="list-style-type: none"> Reading charts and graphs Writing accurately Problem solving Prioritization Scheduling/logistics 	<ul style="list-style-type: none"> Mechanical sterilizers Seals, filters, locks, and indicators Hand-held sterilizers; steam sterilizers

Competency A: Prepare work area and test sterilizer function	Core or Optional
PERFORMANCE CRITERIA	
1. Check, record, and confirm that temperature and humidity are within acceptable parameters; remedy the situation if not	Core
2. Perform sterilizer leak tests, Bowie Dick tests, and use biological test packs when necessary (repair, construction, malfunction, routine)	Core
3. Wear appropriate attire and use appropriate personal protective devices	Core
Competency B: Select appropriate sterilizer equipment, packaging and methods based on equipment, instruments, and standard operating procedures	Core or Optional
PERFORMANCE CRITERIA	
1. Select appropriate sterilizer	Core
2. Select appropriate sterilize setting or cycle	Core

3. Ensure that instruments are properly packed or wrapped	Core
Competency C: Load sterilizer properly, use correct cycle settings	Core or Optional
PERFORMANCE CRITERIA	
1. Identify correct packaging for instruments and equipment based on sterilization method	Core
2. Identify correct sterilization method based on equipment type, size, dimensions, material, etc.	Core
3. Inspect packages to identify and remedy holes, filters, broken locks and seals, and indicators	Core
4. Place biological test packs or conduct air removal tests	Core
5. Set proper temperature based on sterilization method, load size, materials, etc.	Core
6. Use proper loading placement and techniques based on material, mass, size, etc.	Core
Competency D: Ensure integrity and effectiveness of sterilization process	Core or Optional
PERFORMANCE CRITERIA	
1. Perform biological tests, use biological test packets, correct handling and incubation procedures, and accurately report and interpret results	Core
2. Notify appropriate individuals and make arrangements for inspection or repairs in the event of a failed biological or air test	Core
3. Collect, analyze, and record sterilizer print-out, including temperature, time and pressure exposure; initiate new sterilization process if the equipment malfunctioned or proper parameters were not met	Core
4. Inspect sterilized items to ensure that packets were not compromised and that filters, locks, seals, and external indicators are used properly; identify any packets that do not meet quality assurance requirements	Core
5. Identify failures through the use of wet packs, color indicators, and analysis of run strips and follow correct procedures in the event that a failure is suspected or confirmed	Core
6. Properly identify and document load contents and lot control numbers	Core
7. Handle items without damaging them (i.e. stacking, rough handling)	Core

Competency E: Store sterilized instruments and equipment properly	Core or Optional
PERFORMANCE CRITERIA	
1. Identify appropriate storage areas for sterilized equipment	Core
2. Follow rotation protocols to ensure “first-in-first-out” use of equipment and instruments	Core
3. Monitor expiration dates and pull stored equipment and supplies as appropriate	Core

JOB FUNCTION 4: Manage inventory/stocking according to established protocols; participate in team and department management

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • First-in-first-out inventory rotation protocols • Expiration dates based on sterilization process, material and instrument • Transportation guidelines • Maintain knowledge of instrument changes, modifications and advances; share information about the latest instruments and technologies 	<ul style="list-style-type: none"> • Using catalogs, including paper and electronic versions • Multiplication and division; calculation of percentages and ratios • Communicating clearly with others • Adhering to chain of command • Proper body mechanics/safe lifting techniques • Budgeting • Contacting vendors; maintaining vendor relationships • Active listening • Phone etiquette 	<ul style="list-style-type: none"> • Computers, hand-held devices • Internet • Printer/Fax/Scanner • Telephone • Electronic inventory control equipment • Project management software • Office suite software; email, chat, calendar/scheduling software • Carts

Competency A: Maintain safe, clean, and orderly storage environment	Core or Optional
PERFORMANCE CRITERIA	
1. Wear appropriate attire, including head and shoe covers, gowns, gloves and masks as needed	Core
2. Follow appropriate stacking and sorting procedures; ensure that stacking does not compromise security of packaging or integrity of the instrument	Core
Competency B: Order equipment and supplies according to acquisition policies	Core or Optional
PERFORMANCE CRITERIA	
1. Locate items for order in catalog including correct catalog numbers, item numbers, descriptions, etc.	Core
2. Ensure adherence to budget requirements when ordering equipment and supplies; obtain authorization when necessary	Core
3. Order correct number and size of supplies, based on pricing discounts, storage potential and anticipated use level	Core

4. Identify unit of measure for ordering equipment, instruments, or supplies (each, box, package, case, gross)	Core
5. Notify supervisor in the event of backorder or remedy situation through alternative vendors or suppliers when approved	Core
6. Inspect deliveries to confirm that the delivery matches the order sheet, that products are undamaged and external indicators/expiration dates are appropriate	Core
Competency C: Stock, rotate, distribute, and monitor usage of items	Core or Optional
PERFORMANCE CRITERIA	
1. Place supplies in correct location using correct stacking techniques	Core
2. Follow established shelf-life policy, including first-in-first-out inventory rotation	Core
3. Examine stored items to ensure that none are past their expiration date; pull items that have expired and puts them into the sterilization rotation	Core
4. Ensure proper storage conditions, such as temperature, humidity, cleanliness, etc.	Core
5. Handle items safely using appropriate carts or transportation devices	Core
6. Use proper body mechanics	Core
7. Maintain and monitor utilization records; make recommendations about insufficient or surplus equipment and supplies	Core
8. Use manual or electronic systems to track location, distribution date, responsible party, and utilization of specialty equipment, costly items, critical items, vendor-owned items	Core
9. Locate and store chemicals properly; file MSDS according to protocol and in a readily accessible location	Core
Competency D: Dispose of damaged, expired, obsolete, and surplus items according to protocol	Core or Optional
PERFORMANCE CRITERIA	
1. Monitor vendor or manufacturer recall notices and respond quickly and appropriately	Core
2. Identify, record, and dispose of expired, damaged, or obsolete item; maintain supervisor authorization as needed	Core
3. Identify potential recipients of functional but outdated or surplus instruments and equipment	Core
Competency E: Assemble case carts according to surgical/procedure schedule	Core or Optional

PERFORMANCE CRITERIA	
1. Use computer to obtain instrument count sheets	Core
2. Determine alternative supplies to use in case of unavailability	Core
3. Prioritize workload and requests for supplies and trays	Core
4. Complete tasks/deliveries on time	Core
Competency F: Demonstrate strong customer relations skills	Core or Optional
PERFORMANCE CRITERIA	
1. Use good phone/email etiquette to fulfill requests, make logistical arrangements, train on use of equipment	Core
2. Use appropriate terminology when discussing equipment and its use	Core
3. Follow organizational policies regarding acquisition, procurement, distribution, etc.	Core
4. Use active listening to understand equipment needs, including timing for delivery	Core
Competency G: Participate in department organization and management	Core or Optional
PERFORMANCE CRITERIA	
1. Participate in team meetings	Core
2. Meet scheduling requirements and deadlines	Core
3. Listen to peers using active listening skills	Core
4. Complete assignments on time	Core
5. Communicate clearly to team leader about concerns or suggestions for improvements	Core
6. Review department policies regularly to refresh memory and understand policy changes or updates	Core

JOB FUNCTION 5: Maintain, clean, procure, and distribute patient care equipment

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Building/facility layout and orientation • Equipment names and descriptions • Equipment specifications • Equipment specifications (i.e. size, energy requirements, patient size/age, portability, weight) 	<ul style="list-style-type: none"> • Reading and following directions • Inspecting • Counting • Safe lifting techniques • Customer service skills • Active listening • Interpreting policies and procedures • Problem solving • Scheduling/logistics 	<ul style="list-style-type: none"> • Building/facility layout and orientation • Equipment names and descriptions • Equipment specifications (i.e. size, energy requirements, patient size/age, portability, weight)

Competency A: Order, process, and receive rental equipment	Core or Optional
PERFORMANCE CRITERIA	
1. Identify equipment and assess specifications, ease of use, and portability	Core
2. Determine and record rental terms and conditions; alert supervisor if atypical terms or conditions are present	Core
3. Record preventive maintenance schedule and enter into tracking system	Core
Competency B: Assemble equipment for distribution	Core or Optional
PERFORMANCE CRITERIA	
1. Follow manufacturer directions to assemble equipment	Core
2. Test equipment as per manufacturer's use policy	Core
3. Package equipment properly	Core
4. Label equipment	Core
5. Procure or access disposable components	Core
6. Ensure that batteries are in place and charged, if needed	Core
Competency C: Deliver equipment as per company policies and protocols	Core or Optional

PERFORMANCE CRITERIA	
1. Follow procedures for inspecting, packing, and relocating equipment	Core
2. Ensure that correct equipment is being delivered to the correct person/department with disposable pieces, if indicated	Core
3. Follow delivery protocols, requesting assistance if necessary	Core
4. Identify proper delivery location	Core
5. Ensure that equipment is located in proper environment/conditions	Core
6. Record and track equipment using manual or electronic inventory control methods	Core
7. Move equipment using appropriate assist devices and body mechanics	Core
Competency D: Maintain, repair, and inspect equipment	Core or Optional
PERFORMANCE CRITERIA	
1. Read and follow manufacturer's instructions for equipment maintenance	Core
2. Perform routine maintenance at scheduled intervals; record results	Core
3. Repair or request vendor support to repair equipment as necessary	Core
4. Label equipment with inspection dates; note completed inspections	Core
5. Check records, instruction manuals or manufacturer recommendations regarding safety compliance standards, preventive maintenance, recall notices, etc.	Core
Competency E: Inspect equipment upon receipt and before distribution to ensure cleanliness, functionality, appearance, and integrity	Core or Optional
PERFORMANCE CRITERIA	
1. Inspect equipment for damage, cleanliness, and safety (i.e. frayed cords, broken wheels, etc.)	Core
2. Inspect equipment for function	Core

STATEMENT OF INDEPENDENCE

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