

Lesson Plan: Medical Emergencies

Tawana Nowak

Fones School of Dental Hygiene, University of Bridgeport

DHYG 503: Didactic and Clinical Educational Concepts

Professor Deborah Johnson

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LESSON PLAN4

Course Title	DHYG107-Medical Emergencies	Course Days and hours:	Mondays, 9:15-11:15am. Wednesdays, Clinic 9:15-11:15am.
Instructor:	Professor Tawana Nowak, RDH, BSDH	Readings:	Medical Emergencies in the Dental Office 7 th ed. textbook: Chapter 1: Part 1-Introduction Chapter 6: Vasodepressor Syncope
Audience Description: and Prerequisites:	1 st Year Dental Hygiene Students DHYG105 Patient Management, and DHYG 106 Ethics and Jurisprudence		

Stage 1 - Identify Desired Results	
Content Standard: Analyze the emergency within a dental office setting to determine if any additional medical supervision is needed.	
Understanding(s)/Goals:	Essential Question(s)

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<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are risk factors that may lead to a medical emergency. ● The importance of properly identifying, treating, and responding to a medical emergency efficiently and effectively for the safety of the patient in the dental office. ● Reaching a level of competency will carry on into their professional career as a Dental Hygienist. 	<p><i>Content specific....</i></p> <ul style="list-style-type: none"> ● Why is it so important to be able to assess if a patient is having a medical emergency? ● How can providing the proper treatment be beneficial to the patient? ● Why is carefully evaluating the patient medical history forms necessary prior to treating a patient? ● What are some preventative measures that can help reduce the risk of a possible medical emergency occurring?
<p>Student Objectives (outcomes):</p>	

- Students will be able to reconstruct a mock medical emergency through material learned during clinic.
- Students will be able to participate in groups during clinic to reach a desired level of competence.
- Students will be knowledgeable of medical emergencies that arise in the dental office setting.

Stage 2 – Assessment Evidence

Performance Task

Students will reconstruct a mock medical emergency utilizing the staff to assist in this recreation. The staff members will pretend to be the patients who encounter an emergency while in the dental office. Students will need to identify the medical emergency, respond with the necessary equipment, and treat the emergency properly in order for the patient to remain safe.

Other Evidence

Through the use of a Rubric, and a Case Method Approach in order to challenge the students to apply the knowledge gained from the course to analyze the issues and formulate workable solutions.

Student Self-Assessment

Students will be given quizzes, practical exams, along with evaluations of clinical performance in order to self assess their comprehension.

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<p>A rubric will be used in addition to tests, and quizzes, to determine the student's level of comprehension. The use of a Case Method will further assist the instructor to encourage the students to utilize their critical thinking skills.</p>	<p>The student's self-reflection will be evident through the use of quizzes along with clinic evaluations that are performed weekly, and graded by their peers. Mid-marking period the students will be given a practical exam which will provide the students with the ability to determine how much material is comprehended and if further explanations are required.</p>
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Stage 3 – Learning Plan

Motivational Introduction:

Syncope, Orthostatic (Postural) Hypotension, and Hyperventilation are a few of the most prominent medical emergencies that are prevalent in dental offices. This course will provide you with the foundational knowledge necessary to be able to identify, respond, and treat these emergencies. “Education is the most powerful weapon which you can use to change the world” (Mandela, 2003).

Active Learning Activities:

#	Lesson Title	Lesson Activities		Resources
1	Introduction to the life threatening medical emergencies. (Mon.)	1. Introductory Discussion (40 minutes) <ul style="list-style-type: none"> ● Have students point out key topics from the introduction that they may not have previously known about. ● Locate the topics in the chapter to explain in depth to the students in order for better comprehension. Ask if students have ever encountered a medical emergency in the dental office while working? <ul style="list-style-type: none"> ● 20 minute break ● Review safety protocol for clinic 		Textbook- Medical Emergencies in the Dental Office 7 th ed., pamphlets, Powerpoint, Laptop, Video Monitor

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		<ul style="list-style-type: none"> ● Show short video highlighting dental office emergencies. ● Assign Reading Chapter 6 from textbook 		
2	Chapter 6 Vasodepressor Syncope (Wed.)	<p>1. Discuss Chapter 6 (20 minutes)</p> <ul style="list-style-type: none"> ● Powerpoint presentation about Vasodepressor Syncope (20 minutes) ● 20 minute break ● Clinic Session 1st quiz (20 minutes) on clinic safety ● Video Session (30 minutes) ● Construct Application Cards Pair students into groups 		Textbook- Medical Emergencies in the Dental Office 7 th ed., Powerpoint, Laptop, Video Monitor, Cool compress, Index Cards, Stethoscope
3	Review for 1 st exam (Mon.)	<p>1. Directed Discussions Chapter 6 (30 minutes)</p> <p>2. Quiz Chapter 6 (20 minutes)</p> <ul style="list-style-type: none"> ● 20 minute break ● Review quiz ● Review Application Cards 		Powerpoint, Stethoscope, Blood Pressure Cuff, Video Monitor, Dental Unit
4	1 st exam (Wed.)	<p>1. Practical Examination (40 minutes)</p> <ul style="list-style-type: none"> ● 20 minute break ● Clinic Session (40 minutes) <p>2. Everyday Ethical Learning Technique</p>		Video Monitor, Dental Unit, Stethoscope, Blood Pressure Cuff
5	Review (Mon.)	<p>1. Review exam (30 minutes)</p> <ul style="list-style-type: none"> ● 20 minutes break <p>2. Evaluation Rubric (30 minutes)</p>		Textbook- Medical Emergencies in the Dental Office 7 th ed., Powerpoint, Laptop, Video Monitor

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References:

Brame, C. J. (n.d.). *Active learning*. <https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Active-Learning.pdf>

Davis, J. R., & Arend, B. D. (2013). *Facilitating seven ways of learning: A resource for more purposeful, effective, and enjoyable college teaching*. Stylus.

https://www.d.umn.edu/~hrallis/courses/3204fa06/assignments/lessonplanning/ubd_template.htm

Malamad, S.F. (2014). *Medical emergencies in the dental office* (7th ed.). Mosby
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