

## **Medical Emergencies in the Dental Office**

**DHY 105**

**Spring 2022**

**Number of Credits:** 1

**Office:** JW 104C

**Days Class Meets:** ONLINE – 7 WEEKS

**Contact Phone:** 517-990-1463

**Meeting Times:** ONLINE- COURSE BEGINS  
3/18/2021

**Contact Email:** guenthepatricid@jccmi.edu

**Location:** JW Central Campus

**Office Hours:** by appointment

**Instructor:** Patricia Guenther, RDH, MA

**Online:** Big Blue Button Jet Net (arranged)  
1:00PM Thursdays

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### **Course Description**

Familiarity with critical steps in prevention, preparation, early recognition, and appropriate management of common medical emergencies in the dental office.

### **Prerequisite(s)**

Prerequisites: Acceptance to the Dental Hygiene Program.

Co-requisites: DHY 101, 102, 103, 113

### **Course Goals**

1. Review and explain Basic Life Support
2. Review and explain the operation of clinic oxygen tank
3. Identify medications in the clinic emergency drug kit and their uses
4. Review and explain use of Epi-Pen
5. Demonstrate (by role-play) a medical emergency in a simulation activity
6. Demonstrate (by role-play) a review of a medical history with a fictitious patient in a simulation activity

### **Associated Program Competences with Evaluation Methods:**

- 2.1:** The dental hygiene graduate must be competent in the application of self-assessment skills to prepare themselves for life-long learning. (Self-evaluation prior to skill evaluations)
- 3.1:** Provide quality, safe and comfortable dental hygiene care for the child, adolescent, adult, geriatric and medically compromised client. (Final exam, injections and skill evaluations)
- 7.2:** Provide safe and comfortable care for clients through the use of appropriate referrals, client management strategies, pain control measures, medical emergency management, and life support measures. (Review of Medical Emergencies, Final exam, Injection Skill evaluations, Nitrous oxide analgesia skill evaluations)

7.4: Provide supportive and preventive dental hygiene services that can be legally performed in any state. (Skill evaluations)

### **Specific Instructional Objectives**

Upon completion of the reading material and lecture and laboratory experiences, the student will be able to:

#### **Grimes Chapters 1 and 2: Introduction & Emergency Preparation**

1. Use the ASA classification system to categorize patients.
2. Explain the essential components of the emergency kit in the dental office.
3. List the nonessential components of an emergency kit in the dental office.
4. Discuss pediatric and adult doses of essential emergency drugs.

#### **Grimes Chapter 3: Vital Signs and Hypertensive Urgency and Emergency**

1. Describe the process for taking pulse, respiration, and blood pressure.
2. Differentiate normal from abnormal vital sign readings.
3. Differentiate between hypertensive urgency and emergency.

#### **Grimes Chapter 4: Oxygen Administration**

1. Explain the various methods of oxygen administration.
2. Discuss the armamentarium associated with oxygen administration.
3. Explain the proper operation of oxygen equipment and administration.

#### **Grimes Chapter 5: Syncope**

1. Define syncope.
2. Explain the role of syncope in dental care.
3. Explain the proper response to a syncope emergency in the dental clinic.

#### **Grimes Chapter 6: Shock**

1. Define shock.
2. Explain the stages of shock.
3. Discuss the various types of shock.
4. Determine specific signs and symptoms associated with the specific types of shock.
5. List suggested treatment modalities for shock.
6. Explain the steps needed to prepare an office for a patient experiencing shock.

#### **Grimes Chapter 7: Hyperventilation**

1. Discuss the pathophysiology of hyperventilation.
2. List specific signs and symptoms associated with hyperventilation.
3. Determine suggested treatment modalities for hyperventilation.
4. Explain the steps needed to prepare an office for a patient experiencing hyperventilation.

#### **Grimes Chapter 8: Seizure Disorders**

1. Discuss the pathophysiology of seizures.
2. Differentiate between partial and generalized seizures.
3. Discuss the etiologies of seizures.
4. List specific signs and symptoms associated with seizures.
5. Determine suggested treatment modalities for seizures.
6. Explain the steps needed to prepare an office for a patient experiencing a seizure.

### **Grimes Chapter 9: Cerebrovascular Accident**

1. Differentiate the types of cerebrovascular accident (CVA), ischemic versus hemorrhagic.
2. Discuss the concept of TIA and its relation to CVA.
3. Discuss the pathophysiology of both forms of CVA.
4. List specific signs and symptoms associated with CVA.
5. Determine suggested treatment modalities for patients experiencing either type of CVA.
6. Explain the steps needed to prepare an office for a patient experiencing CVA.
7. Discuss precautions to be taken if the patient were to return to the office following a CVA.

### **Grimes Chapter 10: Angina Pectoris and Acute Myocardial Infarction**

1. Describe the factors that may precipitate an angina attack or acute myocardial infarction.
2. Describe the procedure for the management of a dental patient experiencing an angina attack.
3. Differentiate between the symptoms associated with an angina attack and an AMI.
4. Describe the procedure for the management of a dental patient experiencing an AMI.

### **Grimes Chapter 11: Heart Failure and Acute Pulmonary Edema**

1. Discuss the factors that increase the risk for development of heart failure and pulmonary edema.
2. Describe the pathophysiology associated with the development of left ventricular heart failure.
3. Describe the clinical signs and symptoms associated with left ventricular heart failure.
4. Describe the pathophysiology associated with the development of right ventricular heart failure.
5. Describe the clinical signs and symptoms associated with right ventricular heart failure.
6. Describe the clinical signs and symptoms associated with late-stage heart failure.
7. Describe the clinical signs and symptoms associated with acute pulmonary edema.
8. Describe the treatment and management considerations in the dental setting for a patient with heart failure and who is classified as ASA I, ASA II, ASA III, or ASA IV.
9. Describe the procedure for the management of acute pulmonary edema and heart failure in the dental setting.

### **Grimes Chapter 12: Cardiac Pacemaker and Implantable Cardioverter Defibrillator Malfunction**

1. Discuss the conditions warranting a pacemaker or an implantable cardioverter defibrillator (ICD).
2. List specific signs and symptoms associated with pacemaker or ICD malfunction.
3. Determine suggested treatment modalities for cardiac pacemaker or ICD malfunction.
4. Explain the special precautions that should be taken in order to prevent a patient from experiencing a pacemaker or ICD malfunction.

### **Grimes Chapter 13: Asthma**

1. Discuss the pathophysiology of asthma.
2. Identify the specific signs and symptoms associated with asthma.
3. Describe the different types of asthma.
4. Explain the treatment modalities for asthma.
5. Determine appropriate emergency steps for patients experiencing an asthmatic attack.

### **Grimes Chapter 14: Obstructed Airway or Ingestion of a Foreign Object**

1. Upon reading the material in this chapter, the reader will be able to:
2. Discuss the possible etiologies of obstructed airway in the dental office.
3. List specific signs and symptoms associated with obstructed airway, aspiration or ingestion of a foreign object.
4. Determine suggested treatment modalities for obstructed airway.

### **Grimes Chapter 15: Allergic Reactions**

1. Discuss the pathophysiology of an allergic reaction.
2. Compare and contrast specific signs and symptoms associated with mild, moderate, and severe allergic reactions.
3. Determine suggested treatment modalities for each type of allergic reaction.

4. Explain the steps needed to prepare an office for a patient experiencing an allergic response.

#### **Grimes: Chapter 16: Diabetes-Related Emergencies**

1. State the different classifications of diabetes and their significant characteristics.
2. Explain the systemic complications of diabetes.
3. Discuss the oral manifestations of diabetes and appropriate treatment modifications.
4. State the different treatment options for diabetes.
5. Discuss the pathophysiology of diabetic ketoacidosis (DKA), hyperosmolar hyperglycemic nonketotic syndrome (HHNKS), and hypoglycemia.
6. List specific signs and symptoms associated with DKA and hypoglycemia.
7. Determine suggested treatment modalities for patients experiencing DKA and hypoglycemia.
8. Explain the steps needed to prepare an office for a patient experiencing DKA and hypoglycemia.

#### **Grimes Chapter 17: Adrenal Insufficiency and Crisis**

1. State the function of the adrenal gland.
2. List several etiologies causing adrenal insufficiency.
3. Discuss the pathophysiology of adrenal crisis.
4. Recognize specific signs and symptoms associated with adrenal crisis.
5. Determine suggested treatment modalities for patients experiencing adrenal crisis.
6. Explain strategies for preventing adrenal crisis.

#### **Grimes Chapter 18: Thyroid Emergencies**

1. State the function of the thyroid gland.
2. Differentiate between hyperthyroidism and hypothyroidism.
3. Discuss the pathophysiology of thyroid storm and myxedema coma.
4. Compare and contrast specific signs and symptoms associated with thyroid storm and myxedema coma.
5. Determine suggested treatment modalities for patients experiencing thyroid storm and myxedema coma.

#### **Grimes: Chapter 19: Epitaxis**

1. Discuss potential causes of epistaxis in the dental office.
2. Recognize specific signs and symptoms associated with epistaxis.
3. Determine suggested treatment modalities for patients experiencing epistaxis.
4. Explain strategies for preventing epistaxis.

#### **Grimes: Chapter 20: Excessive Bleeding Following an Extraction**

1. List the possible causes and contributing factors associated with excessive bleeding after extraction.
2. Establish proper treatment modalities for excessive bleeding both during and after oral surgery.
3. Determine precautions for preventing excessive bleeding during and after oral surgery.
4. Discuss the International Normalized Ratio as it relates to patient treatment.

#### **Grimes Chapter 21: Intraocular Foreign Body**

1. Discuss potential causes of intraocular foreign bodies in the dental office.
2. Recognize specific signs and symptoms associated with an intraocular foreign body.
3. Determine suggested treatment modalities for patients experiencing an intraocular foreign body.
4. Explain strategies for preventing intraocular foreign body.

#### **Grimes: Chapter 22: Broken Instrument Tip**

1. Discuss potential causes of broken instrument tips in the dental office.
2. Recognize specific signs and symptoms associated with broken instrument tips.
3. Determine suggested treatment modalities for patients experiencing a broken instrument tip.
4. Explain strategies for preventing broken instrument tips.

## **Grimes Chapter 23: Drug Overdose and Toxicity**

1. Recognize the names of specific central nervous system (CNS) stimulants and depressant agents.
2. Explain the mechanism of action of specific central nervous system (CNS) stimulants and depressant drugs in biological tissues.
3. Recognize the signs and symptoms (toxidrome) associated with toxicity of common drugs of abuse such as amphetamines, cocaine, opioids, barbiturates, and benzodiazepine agents.
4. Determine suggested treatment modalities for patients experiencing drug toxicity from specific CNS stimulants or depressant drugs.

## **Textbook**

Medical Emergencies: Essentials for the Dental Professional, 2<sup>nd</sup> ed., 2014; Ellen B. Grimes, *Vermont Technical College*. Pearson; ISBN-13: 9780133065732

- **Text Book Zero!** *This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.*

## **Exam Process- Respondus**

To protect the fairness and integrity of the exams, students will be required to take exams using Respondus Lockdown Browser and Monitor. This is an online test proctoring software that requires a download to your computer. Training and practice of Respondus technology will be provided in advance of the first exam. A Mac or PC that has a webcam and microphone is required to use Respondus. If you do not have this technology, please contact your instructor right away. Students are expected to complete the Respondus Practice quiz on time. This is to give our IT department time to help troubleshoot issues **before** an exam begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

## **Grading Procedure**

### **COURSE LEARNING EXPERIENCES:**

Comprehensive Final Exam (Timed on JetNet)	75
Weekly Timed Quizzes (6 @ 15-25 points each)	90-150
Role Playing Assignments (Two)	30
<b>Total</b>	<b>195-255 points</b>

## **Grading Scale**

<b><u>GPA</u></b>	<b><u>GRADE RANGE</u></b>
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

## Failure

**\*Students must successfully demonstrate skills learned in this course and receive a grade of 75% (2.0) or higher to progress in the Dental Hygiene Program.**

## Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources.**

**Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical

Allowing your work to be submitted by others

## Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## Course Requirements:

### LECTURE: ONLINE

This course is in an online format. Lectures may be pre-recorded and available in JetNet if synchronous sessions do not occur. Video links may also be included. It is the student's responsibility to watch any course materials posted during the designated week. Instructor and student interaction will take place via discussion boards, chats, BBB (Big Blue Button), email. Synchronous sessions will be held on scheduled dates - **Thursday at 1:00-2:00 PM on Big Blue Button**. Instructor will notify class if any of the scheduled BBB sessions will not need to take place. Therefore, it is pertinent to check emails and JetNet communications daily. If you have questions, or need help, contact instructor via email.

### Final Exam: (75 points)

This exam will be cumulative. Any scheduled exam missed because of an absence must be completed before the next class or it will automatically become a zero. It is the student's responsibility to make arrangements with the course instructor for a make-up exam. Make-up exams may include questions in an alternative format, such as short answer and essay questions. The Final Exam is a timed assessment - therefore you take the exam at the posted time on JetNet.

### Weekly Quizzes (90-150 points)

This course will include 6 weekly quizzes, given, **over the assigned reading material**, and any other posted material. Quizzes may not be made up. If you do not take the quiz when a quiz is posted online you will receive a grade of zero for that quiz. Quizzes are timed assessments - therefore you take the quiz at the posted time on JetNet.

### Role Playing Assignment (2 @ 15 Points each)

Students will work in assigned pairs and complete a role-playing project that they will present to the class via you tube video (or some other video creation app).

**Assignment A:** Students will be given an emergency case scenario that will require one student to be a patient and one student to be the clinician. The purpose of this assignment is to gain experience for a possible encounter with an emergency in clinic and in a dental practice after you graduate. Students will need to have three errors in the video. Students viewing the video will identify the errors.

**Assignment B:** Students will be given a complex medical history of a fictitious patient. Students will role play with one student acting as the clinician and the other student acting as the patient. The purpose of this assignment is to gain competence (and confidence) with complex medical histories. Grouping assignments, the grading rubric and specific instructions will be posted on JetNet by week two of the course.

## Makeup Policy

### Late Work and Missed Deadlines:

Absence for any reason, including illness or late registration, in no way relieves the student of the responsibility for completing all work in the course. All assignments and projects are due on the dates and times given in the course schedule and syllabus. They are subject to change at the discretion of the course instructor. Each missed due date for class assignments will result in a 5-

point deduction, per day, for every day the project is late. Missing a deadline could substantially lower your grade.

**\*\*If you foresee difficulty in meeting a deadline for an assignment please meet with your instructor immediately to determine a plan of action to complete your assignment. Assignment completions may be handled on a case by case basis at the discretion of the lead faculty. \*\***

### **Incomplete Grade Policy**

In order to receive a grade in a Dental Hygiene course, all course learning experiences must be completed by the student. An Incomplete grade may be given by the Lead Faculty when the student has not completed all requirements for the course grade. The Lead Faculty will determine if there is proper cause for giving an "I" rather than a grade. An I/Incomplete grade will be accompanied with a Performance Notice prepared by the Lead Faculty. This form stipulates the reason for the "I" grade and describes the following for changing the "I" to a grade:

- The activities/requirements the student must complete
- The date the requirements must be completed
- The final grade that will be granted if the requirements are completed as stated.
- If the requirements are not fulfilled by the student as stipulated, the student will receive a 0.0/fail grade.

Please refer to Jackson College "Incomplete Grade Policy" for more information:

<https://www.jccmi.edu/wp-content/uploads/2015/11/1003.pdf>

### **Help**

#### **Mandatory Tutoring:**

Students enrolled in the Dental Hygiene Program at Jackson College must attain a 75% or higher to proceed each semester and graduate from the program.

If the student's grade falls below a 75% in any aspect of the course, or if the instructor feels that the student would benefit from additional tutoring, the student will be required to coordinate and attend mandatory tutoring with one of the course instructors. Mandatory tutoring sessions are designed to provide appropriate remediation in courses where the student is earning less than a 75%.

- Mandatory tutoring will continue until the student's cumulative course grade is above 75%, or at the discretion of the lead instructor.
- Failure to attend the mandatory tutoring sessions will result in a 2 point deduction from the attendance/professionalism portion of a student's grade.
- Students must bring and use classroom study materials related to the course(s) in which they are being tutored.

#### **Accommodations for Students with Disabilities:**

If a student has a documented learning disability, visual or hearing impairment, psychiatric issue, or other physical or psychological challenge that interferes with learning, the Center for Student Success (CSS) can arrange accommodations for each student's classes in compliance with the American Disabilities Act. Based on the student's particular needs, accommodations may include but are not limited to:

- Extended testing time
- Quiet testing location

- Assistive technology
- Note takers
- Alternative text formats
- Sign language interpreter

It is the student's responsibility to self-disclose a disability. Once documentation has been provided, CSS can arrange accommodations with instructors each semester.

[Center for Student Success | Accommodations for Students with Disabilities](#)

### **Joint Commission on National Dental Examinations Accommodations for Students with Disabilities**

The Joint Commission on National Dental Examinations (JCNDHE) provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities or a medical condition who demonstrate a need for accommodations and request accommodations prior to testing. Accommodations will not be noted on test results or shared with any third party (e.g. dental schools, state licensing agencies, etc.).

[JCNDHE Accommodations Request](#)

### **Special Accommodations Request for the CDCA examinations (Commission on Dental Competency Assessments)**

All requests are reviewed by the CDCA Director of Examinations and are subject to approval. A doctor's note on his/her official letterhead (or with official stamp) that explains the candidate's condition and what accommodations are requested must be uploaded to the candidate's online profile. Contact us to indicate that you are requesting special accommodations and that you have uploaded the documentation to your profile. Include your full name in your email for faster processing. Without a doctor's request for accommodations, your request will not be reviewed by the Director of Examinations, which means that your request will be automatically denied. You must submit a new request for each exam you register for. Do not contact Prometric to schedule an appointment before you receive a final response from CDCA regarding your accommodation request.

[CDCA Special Accommodations](#)

### **Academic Advising**

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

### **Student Responsibilities**

**It is the student's responsibility to utilize and check his/her JC email account and JetNet on a DAILY basis.**

#### **Assigned Reading**

It is the student's responsibility to check the syllabus for the assigned reading and complete the chapters each week.

#### **Assignments**

It is the student's responsibility to check JetNet for any assignments and turn them in as directed by the posted due date.

### **Examinations/Quizzes**

It is the student's responsibility to complete the examinations/quizzes in JetNet during the scheduled exam/quiz date and time.

### **Video Links**

Any video links that are posted in JetNet must be viewed by the student.

## **Attendance- Participation Policy**

For online sections:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline. Exams and quizzes are scheduled and must be completed during the scheduled time as posted on JetNet.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate ***within the first couple of days of the term*** to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

## **Changes to Course Requirements/Schedule**

The instructor reserves the right to modify course content and/or the evaluation procedures as deemed necessary.

## **Important Dates: Winter 2021**

<b>DATE</b>	<b>EVENT</b>
<b>JAN. 10, 2022</b>	<b>DAY AND EVENING CLASSES BEGIN</b>
<b>JAN. 10 – APRIL 30, 2022</b>	<b>SEMESTER DATES</b>
<b>JAN. 17, 2022</b>	<b>MARTIN LUTHER KING JR. DAY – NO CLASSES</b>
<b>MAR. 7 – MAR. 11, 2022</b>	<b>MID-SEMESTER BREAK. NO CLASSES</b>
<b>SUNDAY 04/30/2022</b>	<b>END OF SPRING SEMESTER</b>

## Calendar

### Course Schedule DHY 105 – Medical Emergencies in the Dental Office

Date	Topics	Assignments
<b>Week 1</b>  <b>1/13</b>	Introduction  The Emergency Kit  Vital Signs and Hypertensive Urgency and Emergency  Oxygen Administration  <b><u>BBB synchronous session – Thursday-January 13</u></b> <b><u>@1:00PM</u></b>	Grimes, Ch 1-4  You tube videos  <b><u>Quiz 1</u></b> (quiz will be posted Thursday <b>1/13</b> from 8:00-10:00PM)
<b>Week 2</b>  <b>1/20</b>	Syncope  Shock  Hyperventilation	Grimes, Ch 5 – 7  <b>***Narrated powerpoint online</b>  <b><u>Quiz 2</u></b> (quiz will be posted Thursday <b>1/20</b> from 8:00-10:00PM)
<b>Week 3</b>  <b>1/27</b>	Seizure Disorders  Cerebrovascular Accident  Angina Pectoris and Acute Myocardial Infarction  Heart Failure and Acute Pulmonary Edema	Grimes Ch 8 – 11  <b>***Narrated powerpoint online</b>  <b><u>Quiz 3</u></b> (quiz will be posted Thursday <b>1/27</b> from 8:00-10:00PM)

<b>Week 4</b>  <b>2/3</b>	Cardiac Pacemaker/Cardiac Defibrillator Malfunction  Asthma  Obstructed Airway or Ingestion of a Foreign Object	Grimes, Ch 12, 13, 14  <b>***Narrated powerpoint online</b>  <b>Quiz 4</b> (quiz will be posted Thursday <b>2/3</b> from 8:00-10:00PM)
<b>Week 5</b>  <b>2/10</b>	Allergic Reactions Diabetes-related emergencies Adrenal Insufficiency and Crisis Thyroid Emergencies Epitaxis Excessive Bleeding Following an Extraction	Grimes, Ch 15 – 20  <b>***Narrated powerpoint online</b>  <b>Quiz 5</b> (quiz will be posted Thursday <b>2/10</b> from 8:00-10:00PM)
<b>Week 6</b>  <b>2/17</b>	Intraocular Foreign Body Broken Instrument Tip Drug Overdose and Toxicity  <u><b>BBB synchronous session – Thursday-February 17 @1:00PM</b></u>  <u><b>Role Playing Medical Emergency Exercise Video</b></u>  <u><b>Please send you tube link to instructor</b></u>	Grimes, Ch 21, 22, 23  <b>***Narrated powerpoint online</b>  <b>Quiz 6</b> (quiz will be posted Thursday <b>2/17</b> from 8:00-10:00PM)

<p><b>Week 7</b></p> <p><b>2/24</b></p>	<p><b><u>Final Exam</u></b></p> <p><b><u>BBB synchronous session – Thursday-February 24</u></b></p> <p><b><u>@1:00PM</u></b></p> <p><b><u>Role Playing Medical History Scenario Video</u></b></p> <p><b><u>Please send you tube link to instructor</u></b></p>	<p>Final Exam will be posted on Jet Net on <b>2/24 @ 3:00 pm-11:59pm</b></p>
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### **Student Grievance Procedure, Due Process, and Appeals**

A student who has a problem with the course or the course instructor should make every attempt to resolve the problem with the course instructor *first*. If the issue remains unresolved, the student should then discuss their concerns with the Dental Hygiene Program Director. If the response is not adequate to the student, the student should then follow the outlined JC policy for student grievances which can be found at the college website: <https://www.jccmi.edu/ombudsman/student-complaint-process/>

**\*\*\*You will be required to indicate on JetNet that you understand and have read the following statement:**

#### **DHY 105– Medical Emergencies in the Dental Office: Syllabus Agreement Statement Spring 2022**

By reading this document, I am indicating that I have read the entire syllabus for **DHY 105– Medical Emergencies in the Dental Office** course for the **Spring 2022** semester. I am aware of the course requirements, professional expectations, policies and procedures, the course schedule and the assignment deadlines. I have asked any questions I have regarding the information contained in the syllabus and my questions have been answered. I understand that I will be expected to follow the policies and procedures outlined in the syllabus and uphold my personal and professional integrity as a dental hygiene student.