Rutgers School of Dental Medicine
COURSE SYLLABUS

COURSE#: DSCI9906
OFFICIAL COURSE NAME: Dental Patient- Medical Emergency – Management Simulation

COURSE DIRECTOR: Harold V. Cohen, DDS
Ann Marie Mauro, PhD, RN, CNL, CNE
Debora Tracey MSN, RN, CNE

CONTACT INFORMATION: cohenhv@rutgers.edu
annmarie.mauro@rutgers.edu
traceydl@sn.rutgers.edu

ACADEMIC YEAR: 4th
TRIMESTER(s): Winter

CREDIT HOURS: 7 hours
CONTACT HOURS:
- Lecture N/A
- Seminar/PBL N/A
- Laboratory N/A
- Clinic N/A
- Hospital N/A
- Exams N/A
- Other: ______________ Simulation – 6.75 – briefing, simulation, debriefing
- TOTAL 7

DAYS & TIME: Monday, Tuesday, Wednesday – Jan 9, 10, 11, 2017, 7:30-9:45 AM

ROOM#: SSB – School of Nursing Simulation Rooms

REQUIRED TEXT(s):
1. Little and Falace’s Dental Management of the Medically Compromised Patient, 8th edition. JW Little, C Miller, NL Rhodus, Donald Falace. Mosby 2013
   ISBN: 9780323080286
   Latest edition is available electronically through Smith Library.

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   Physiology of Fainting – Common Causes – Medtronic 2012
   Top Medical Emergencies In The Dental Office - Goff
   Above documents - PDF supplied to participants
COURSE DESCRIPTION:
Participants who select to participate will experience four phases of education:
1. Pre-participation self-study of recommended documents
2. Pre-briefing and de-briefing to review aspects of the pending emergency simulation
3. Hands-on simulation of management of selected medical emergencies
4. Post-exercise debriefing to review appropriateness of patient management and to make suggestions as may be indicated.

COURSE GOALS:
Educate the student in patient assessment, recognition of medical emergencies, and immediate management of these problems.

COURSE OBJECTIVES:
In contemporary dental practice, more patients with complex medical issues will present for care. The dental clinician must develop an office protocol for assessment and immediate management of common medical emergencies including: Hypoglycemia, Chest Pain, Seizure, Allergic Reaction, Syncope, and Cardiac Arrest.

RSDM COMPETENCIES TAUGHT TO:

<table>
<thead>
<tr>
<th>RSDM Competency # and Statement</th>
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<tbody>
<tr>
<td>1.6  Apply basic biomedical, behavioral, clinical science knowledge and critical thinking skills to patient care and management.</td>
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<tr>
<td>3.2   Lead the oral healthcare team.</td>
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<td>4.18. Recognize and manage medical emergencies.</td>
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COURSE REQUIREMENTS:
Participants must prepare for, attend, and fully participate in all didactic and practical sessions of this course.

GRADING POLICY:
Pass/Fail Course

MAKEUP EXAMINATION POLICY:
N/A

EXAMINATION REVIEW POLICY:
N/A

ATTENDANCE/ABSENTEE POLICY:
The course adheres to the RSDM policy on attendance which appears in full in the Student Handbook. Students are expected to be present for all coursework. Attendance implies arriving promptly at the start of the session and remaining until its conclusion. No make-up sessions or assignments will be offered.

CONDUCT, ETHICS & PROFESSIONALISM POLICY:
This course requires students to uphold the RSDM Honor Code contained in the Student Handbook. It also adheres to the RSDM policy on professionalism fully described in the Student
Handbook and requires maintenance of acceptable standards of professionalism. When applicable students may be evaluated using the attached “RSDM Professionalism Evaluation Form”.

**TUTORIALS and REMEDIATION:**
No tutorials or remediations will be offered.

**STUDENTS REQUIRING ACCOMMODATIONS:**
Any student who feels he/she needs accommodations in order to participate in this course must present a request in writing to the Associate Dean of Academic Affairs. Students are not permitted to make arrangements for accommodations directly with the course director. Course directors will direct all student requests to the Associate Dean of Academic Affairs.
RSDM Professionalism Evaluation Form

Date: ________________
Student Name: _____________________ Course: __________________________
Course Director Name: ______________ Signature: __________________________

Reliability and Responsibility
☐ Development of accountable and dependable behavior as it relates to oneself and others
Examples include but are not limited to:
  • Arrival at class on time, and when not, entering the classroom non-disruptively
  • Remaining in class for the full session; taking only necessary breaks
☐ Fulfilling responsibilities and assignments in a timely manner, including but not limited to:
  • Keeping immunizations up-to-date
  • Completing course evaluations
  • Addressing financial obligations

Honesty and Integrity
☐ Representing facts truthfully in all academic, clinical or research situations

Maturity
☐ Taking responsibility for one’s own actions
☐ Providing and accepting constructive feedback, including but not limited to:
  • Providing appropriate feedback on course evaluations
☐ Recognizing limitations and seeking help
☐ Incorporating feedback in order to make changes in behavior

Interactions with Patients
☐ Acting and dressing in a professional manner, including but not limited to:
  • Being sensitive to the needs of and being respectful of patients
  • Establishing and maintaining appropriate boundaries in all learning situations
  • Maintaining HIPPA regulations

Relationships with Students, Faculty and Staff
☐ Conveying respect for other students, faculty, and staff through attitudes, actions, and behaviors. Examples include but are not limited to:
  • Silencing cell phones and pagers in class, laboratory or clinic, and answering only when there is a pending urgent matter
  • Focusing attention on coursework in class, laboratory or clinic rather than attention to other matters (i.e., email/internet, reading materials unrelated to course, or disruptive conversations with others)
☐ Interacting and behaving appropriately with others
☐ Relating well to fellow students, faculty, and staff in the learning environment

Please explain above:

Other feedback (on reverse)

Student Signature ____________________________ Date __________________________
Student comments (on reverse, attach additional pages if necessary)
<table>
<thead>
<tr>
<th>Session #</th>
<th>Hours</th>
<th>Date</th>
<th>Topic or Exam</th>
<th>Lecturer or Seminar Faculty</th>
<th>Method (i.e. lecture, seminar, PBL, computer based)</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1/10/16</td>
<td>2hrs 15min</td>
<td>1/10/17</td>
<td>Seizure, Allergic Reaction</td>
<td>Dr. Cohen Dr. Ann Marie Mauro, Debora Tracey RN</td>
<td>Simulation</td>
<td>1hr 8min pre-assignment -Little and Falace's Dental Management of the Medically Compromised Patient, 8th ed., 2013 – Smith Library Electronic</td>
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<td>Date</td>
<td>Time</td>
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<td>1/11/17</td>
<td>2hrs</td>
<td>1/11</td>
<td>Syncope, Cardiac Arrest</td>
<td>Dr. Cohen, Dr. Ann Marie Mauro, Debora Tracey RN</td>
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<td>15min</td>
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<td>Simulation 1hr 8min pre-assignment</td>
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--MetLife Medical Emergencies_2007 --Medical Emergency - Malamed 2014
---Top Medical Emergencies In The Dental Office - Goff
The following faculty will be teaching this course.

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<thead>
<tr>
<th>Winter Trimester</th>
<th>AM &amp; PM Times</th>
<th>Monday</th>
<th>Tuesday</th>
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