**Course Title: DH 139 Special Needs Dental Patient Term: Winter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objective** | **Program Learning Outcomes** | **DH Competencies** | **Program Goals** | **College Core Learning Outcomes (CLOs)** | **Signature Assignment(s)** |
|  | A.B.C.D.E.F. G. H. I.J. | *Core Competencies* *(C. 1-13)**Health Promotion and Disease Prevention**(HP. 1-6)**Community Involvement**(CM. 1-6)**Patient Care**(PC.1-13)**Professional Growth and Development**(PGD. 1-3)* | *Education**(Obj. 1-5)**Patient Care**(Obj. 1-8)**Faculty Program Support & Scholarly Activity**(Obj. 1-3)**Professional Service & Lifelong Learning**(Obj. 1-3)* | *Think**Engage**Create**Communicate**Apply* |  |
| Understand the relationship between the medical history review and preparation for possible medical emergencies or adaptations to care required | LO-a,b,e,g,h | C-3, 4, 7, 8, 10, 11, 12HP 3, 4, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Engage, Communicate, Apply | Study guide Quizes |
| Recognize physical, mental, medical, social and special needs of people who are medically compromised | LO-a,b,c,e,g,h | C 1, 3, 5, 7, 11, 12HP 3, 4, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Engage, Communicate | Research PaperPower point presentation |
| Understand the demographics, etiology, limitations and diseases associated with medically compromised, developmentally disabilities and significant physical limitation  | LO-a,b,c,d,e,g,h | C 1, 3, 4, 7, 12HP 3, 4, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Apply | Weekly participation activities |
| Adapt procedures and treatment plans to meet the needs of dental hygiene special needs patients | LO-a,b,c,d,f,g,h | C 1, 3, 4, 7, 8, 11, 12HP 3, 4, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Engage, Create, Communicate, Apply | Case Study evaluation |
| Develop communication and implementation skills with caregivers and dental patients to apply evidence based preventative dental care in an ethical and culturally acceptable environment | LO-a,b,d,e,g,h | C 1, 2, 3, 4, 7, 8, 10, 11, 12HP 3, 4, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Communicate, Apply | Weekly participation activities |
| Become familiar with medications, oral manifestations and emergency protocols in the management of special needs or emergency conditions | LO-b,e,j | C1, 3, 12HP 2, 3, 4, 5, 6CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Communicate, Apply | Weekly participation activitiesResearch paperPower Point presentation |
| Research and develop effective strategies for providing management of the dental emergency; use current literature and effective strategies for the provision of care to the medically compromised, developmentally disabled and special needs patient | LO-a,b,e,j | C1, 3, 4, 7, 12HP 4, 5CM2PC 1, b, c, d, e, fPC 2 a, bPC 3 a, b, c, d | E: 5PC: 1, 2, 3, 5, 7SRS: 3PS: 3 | Think, Create, Communicate, Apply | Midterm Emergency Identification Activity Emergency Management Onsite Activity Simulation |

**LCC Core Learning Outcomes**

THINK

Definition: Critical thinking is an evaluation process that involves, questioning, gather, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.).

ENGAGE

Definition: Engaged students actively participate as citizens of local, global, and digital communities. Engaging requires recognizing and evaluating one’s own views and the views of others. Engaged students are alert to how views and values impact individuals, circumstances, environments and communities.

CREATE

Definition: Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions, and combine and recombine existing images and solutions. In this process, student use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist with the problem when faced with resistance, obstacles, errors, and the possibility of failure.

COMMUNICATE

Definition: To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for other, exerting the effort required to listen and interact productively.

APPLY

Definition: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge.