

## Course Map

<b>Course Name:</b> CDA 102	
<b>Instructor Name:</b> Litia Wilson	<b>Date:</b> November 19 2022
<b>Designer Name:</b> Joanne Gibbons-Smyth and Litia Wilson	<b>Version:</b> ( Draft 1)
<p><b>Program Outcomes Addressed:</b> In this course the learner is introduced to the Profession of a Certified Dental Assistant. In addition, they learn the foundational knowledge required to provide preventive dental care. They will learn dental assisting theory with respect to behavioral sciences.</p> <p><b>Additional Information:</b></p> <p><i>Content includes preparation of health histories, clinical examination, patient assessment and treatment planning techniques, medical emergencies, and pharmacology. Students will study nutrition and how it relates to Oral health. Learners will learn about the history of the dental profession, professional organizations, and the scope of practice for Certified Dental Assistants in the Province of BC and throughout Canada.</i></p>	
<p><b>Course Learning Outcomes:</b></p> <p>At the end of this course, the learner will have the foundational knowledge to:</p> <ol style="list-style-type: none"><li>1. Examine the foundational principles for professional practice as a Certified Dental Assistant according to the National and Provincial governing bodies in Canada.</li><li>2. Explain the standards for legal and ethical practice as a Certified Dental Assistant in BC.</li><li>3. Describe how written and verbal communication skills influence the professional practices of a dental office.</li><li>4. Differentiate between the various flosses, brushes and adjuncts and the techniques for biofilm removal that promotes oral health as a dental professional.</li><li>5. Explain the common processes used to obtain and record vital signs following HPA guidelines.</li><li>6. Analyze the conditions, diseases, and dental related pharmacology in relation to a patient's medications listed on their health history chart and how this may influence dental treatment.</li><li>7. Explain the role of the Certified Dental Assistant in Prevention and management of medical and dental related emergencies.</li><li>8. Describe how to accommodate patients with special needs.</li><li>9. Explain routine practice for updating and recording information in a patient's file.</li><li>10. Describe the sequence for charting Extra-oral and Intra-oral observations for a dental patient.</li><li>11. Differentiate between chart notations used for dental patient data collection.</li><li>12. Describe the relationship between nutrition and dental health.</li></ol>	

## Course Materials

### **Textbooks:**

*Modern Dental Assisting 13<sup>h</sup> Edition, Bird, D.L. and Robinson, D.S. (2020) Saunders/Elsevier Science, Philadelphia, Pennsylvania*

### **Resources:**

*Modern Dental Assisting workbook 13<sup>h</sup> Edition, Bird, D.L. and Robinson, D.S. 2020 Saunders/Elsevier Science, Philadelphia, Pennsylvania*  
*Okanagan College CDA 102 Moodle LMS guide*

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
The title should be <b>short</b> , yet <b>descriptive</b> and <b>specific</b> to content being explored.	List all course learning outcomes addressed in the module by their Roman numerals.	State the module's intended <b>measurable</b> learning outcomes. MLOs must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy. In parentheses, include the course learning outcomes (CLOs) that align to each MLO.	Specify all assessments that will be used to <b>measure the stated module learning outcomes</b> . List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. Also, list the MLO(s) that align with each assessment. If assessment does not count towards the student's grade they should be marked "Not graded" in place of the rubric name.	List all learning activities that <b>promote achievement of the stated module learning outcomes and align with assessments</b> . Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met with each activity.	List all instructional materials and technology/media used during the module that <b>promote achievement of the stated module learning outcome</b> . This may include readings, web resources, videos, podcasts, audio, etc. In parentheses, include the MLO(s) that align to the materials. If a learning material does not have an aligned MLO mark it as Supplemental or Optional.

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<b>Sample Module *</b>  <b>Instructional Planning</b>	I, IV	<b>After successful completion of the module, the student will be able to:</b> <ol style="list-style-type: none"> <li>1. Apply backward design to course development and planning</li> <li>2. Formulate learner-centered learning outcomes</li> <li>3. Create a detailed course outline using the draft framework</li> <li>4. Effectively use a variety of instructional media and technology</li> <li>5. Plan the use of instructional media to meet learner needs</li> </ol>	<ul style="list-style-type: none"> <li>• Crafting learning outcomes activity (MLO 2)</li> <li>• Complete options for formative and summative assessment forum (MLO 1, 4, 5)</li> <li>• Create course outline using backward design (MLO 1)</li> </ul>	<p>Complete LO's Activity (MLO 2)</p> <p>Engage in Assessment Forum (MLO 1, 4, 5)</p> <p>Develop course outline (MLO 1, 3)</p>	<p><b>Readings:</b>  <b>Chapter 2:</b> Course Design Principles  <b>Chapter 6:</b> Quizzes, Exams and Finals</p> <p><b>Presentations:</b>  Instructional Planning &amp; Authentic Assessment and Rubrics</p> <p><b>Podcasts:</b>  Student Retention, Engaging Your Students, Authentic Assessment, Syllabus Development, Creating Pockets of Joy, Classroom Assessment</p>

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Module Week 9 - Medical Emergencies	VII	<p><b>After successful completion of the module, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Pronounce, define, and spell Key terminology specific to emergencies common to dental practice.</li> <li>2. Describe training and practices needed to prevent medical emergencies</li> <li>3. List the emergency kit or equipment required to aid in</li> <li>4. Discuss common protocols and responsibilities of dental personnel during an emergency with a patient.</li> <li>5. Identify the common medical emergencies that can occur in the dental office including signs/symptoms. List the equipment and supplies used during the emergency procedures for: <ol style="list-style-type: none"> <li>a. Airway obstruction</li> <li>b. Asthma attack</li> <li>c. Allergic reaction anaphylactic shock</li> <li>d. Anesthetic reaction (topical or Local)</li> <li>e. Cardiac emergencies- myocardial infarction</li> <li>f. Cerebrovascular accident</li> <li>g. Diabetic Ketoacidosis</li> <li>h. Epileptic seizure</li> <li>i. Anxiety induced Hyperventilation</li> <li>j. Hypo/hyperglycemia</li> <li>k. Syncope</li> </ol> </li> <li>6. Discuss Dental related emergencies that can occur in the dental office such as: <ol style="list-style-type: none"> <li>a. Dislocated Jaw</li> <li>b. Avulsed tooth</li> <li>c. Tooth aches</li> <li>d. Broken or chipped teeth</li> </ol> </li> <li>7. Describe legal documentation for medical emergencies</li> <li>8. Illustrate one of the above medical emergencies in a group capstone video.</li> </ol>	<p>Medical Emergency student presentation (MLO 2, 3, 4, 5) 25% of overall grade</p> <p>Engage in questions after student presentations, and in forum</p> <p>Capstone video ( MLO 1, 3, 4, 5, 8) 45% of overall grade</p> <p>Practice as a Professional rubric ( 1 (not demonstrated) - 10 ( exceeds expectation) see student manual</p>	<p>Pre reading</p> <p>Emergency situation assignment (MLO 1, 2, 3, 4, 5, 6, 7)</p> <p>Self test (MLO 1, 2, 3, 4 5, 6, 7)</p> <p>Medical Emergencies student presentation</p> <p>Engage in questions after student presentations</p> <p>Medical emergency in office setting capstone</p> <p>Engage in forum</p> <p>Kahoot- Medical Emergencies</p>	<p><b>Readings:</b> Chapter 31 Assisting in a medical emergency</p> <p><b>Presentation:</b> Medical Emergency Slides</p> <p><b>Multimedia:</b> Medical emergency video #1 Medical emergency video #2</p>

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Module week 10 - Medically compromised patient	VIII	<ol style="list-style-type: none"> <li>1. Pronounce, define and spell key terminology specific to special needs patients</li> <li>2. Explain the role of the certified dental assistant in caring for special needs patients</li> <li>3. Describe Developmental, Physical and Sensory disorders including management techniques</li> <li>4. Describe modifications that can be made for the pregnant patient</li> <li>5. Evaluate the required care of the patient with: <ul style="list-style-type: none"> <li>➤ Cleft lip/cleft palate</li> <li>➤ Fetal Alcohol Syndrome (FAS)</li> <li>➤ Autism</li> <li>➤ Down Syndrome</li> </ul> </li> <li>6. Recognize oral health care needs specific to the patient cancer undergoing Cancer treatments</li> </ol>	<p>Quiz #2 ( MLO 1-6) (CLO 5, 6, 7, 8)</p> <p>Practice as a Professional rubric ( 1 (not demonstrated) - 10 ( exceeds expectation) see student manual</p>	<p>Review worksheet for Quiz #2 (Week 7-9)</p> <p>Matching activity (MLO 1, 3)</p> <p>Special needs patient Workbook (MLO 1, 2, 3, 4, 5, 6)</p> <p>Kahoot (MLO 1 - 6)</p> <p>Quiz #2 Vitals, Pharmacology, and medical emergencies (MLO 1 - 6)</p>	<p><b>Readings:</b> Chapter 29 The Medically Compromised Patient</p> <p><b>Presentation:</b> Medically compromised patient slides</p> <p><b>Other:</b> BCCOHP Policy statement; Treating of patients with HIV/ AIDS</p>

The Online Course Map Guide, 2019

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