



Dental Programs

# DENT 124

## Clinical Assisting I



**Course Prefix/Number/Title:** DAST 124 Clinical Assisting I

**Number of Credits:** 5

**Syllabus Updated for DCB:** August 2024 by R. Hill

**Course Description:**

This hybrid course provides information on the history of dentistry, members of the dental healthcare team and their roles in the practice of dentistry. The student will be performing the CDC Standards of Infection Control in Dental Settings while learning chairside skills such as taking and recording medical and dental histories, dental charting, and the use of the air-water syringe and oral evacuation devices. Students will identify dental hand and rotary instruments and practice instrument transfer. Students will demonstrate proficiency in chairside ergonomics and oral hygiene instruction.

**Hybrid Course Information:**

- **What is a Hybrid Course?**  
DAST Clinical Assisting I is a hybrid course. A hybrid course replaces some in-class time with online learning activities completed outside of class. The lab portion of this course is face-to-face.
- **Reduction of Face-to-Face Time:**  
For this course, some of the DAST Clinical Assisting I classroom sessions are being replaced with these online activities: Reading assignments, PowerPoint study, individual and group assignments, and discussions, viewing videos and interactive activities with the Evolve Student Resources and online tests.
- **Expectations for Work Online:**  
Although we will meet in-person less frequently than in a regular course, this course requires the SAME amount of work. Taking a hybrid course demands a lot of discipline, self-direction, and time management skills. You may be expected to do work outside of class that may otherwise have previously been conducted in-class.
- **Technical Requirements:**  
You will need regular access to a computer with reliable Internet access to complete assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB's [Recommended Computer Specifications](#).

**Pre-requisites:**

- Accepted into the Dental Assisting program
- DENT 116 Dental Anatomy

**Co-requisite:**

- DENT 117 Introduction to Infection Control, Immunology and Medical Emergencies in the Dental Practice

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**Course Objectives:**

1. Describe dental health team members regarding educational requirements, dental organizations, and professional roles in the dental office
2. Discuss the American Dental Assistants' Association Professional Code of Ethics
3. Apply standards of infection and hazard control techniques
4. Discuss, identify, operate, and maintain dental operator equipment
5. Take/review and record medical and dental histories
6. Assist with and/or perform soft tissue extra/intra oral examinations
7. Assist with and/or perform dental charting
8. Maintain accurate patient treatment records
9. Operate oral evacuation devices and air/water syringe
10. Maintain clear field of vision including isolation techniques
11. Perform a variety of instrument transfers
12. Identify dental hand instruments, burs, and rotary instruments
13. Maintain dental handpieces
14. Utilize appropriate chairside assistant ergonomics and positioning
15. Explain the dental caries process
16. Perform Caries Risk Assessment
17. List caries intervention methods
18. Name and describe the periodontium
19. Provide patient preventive education and oral hygiene instruction

**Dental Assisting Graduation Competencies addressed in this course:**

1. Competently execute dental assisting skills: Utilize current guidelines for infection control, occupational safety, and perform four-handed chairside dental assisting duties and advanced functions as permitted by the North Dakota Board of Dentistry.
2. Maintain dental and business office records: Ensure compliance with HIPAA regulations while managing dental office records effectively.
3. Apply legal and ethical standards: Adhere to the North Dakota Dental Practice Act and exhibit professionalism in all interactions with patients, coworkers, and other healthcare professionals.
4. Provide compassionate and culturally aware care: Deliver dental assisting services with respect and sensitivity to cultural diversity.
5. Commit to professional development: Engage in lifelong learning and participate in professional activities to enhance skills and knowledge.

**Instructor: Ms. Ricki Hill CDA, RDA, RF**

**Office: 2<sup>nd</sup> Floor Faculty**

**Office Hours: Tuesdays 8am-10am or upon appointment**

**Phone: 701-858-3183**

**Email: [ricki.hoffman@dakotacollege.edu](mailto:ricki.hoffman@dakotacollege.edu)**

**Lecture/Lab Schedule:** This course meets for one 2-hour lecture and two 3-hour labs per week for 16 weeks for a total of 128 contact hours.

**Textbook(s):  
Required**

Robinson, D. (2024). *Modern Dental Assisting*. 14<sup>th</sup> Ed. St. Louis, MO. Elsevier. ISBN: 978-0-323-82440-8



**Course Requirements:**

Dental program students must achieve a final grade of “C” (75%) or above to continue in the program.

**Tentative Course Outline:**

| Week    | Chapter                                  | Topics                                                                                  |
|---------|------------------------------------------|-----------------------------------------------------------------------------------------|
| Week 1  | Ch. 1<br>Ch. 2<br>Ch. 3                  | History of Dentistry<br>The Professional Dental Assistant<br>The Dental Healthcare Team |
| Week 2  | Ch. 3 (continued)<br>Ch. 32              | The Dental Healthcare Team<br>The Dental Office                                         |
| Week 3  | Ch. 4<br>Ch. 5                           | Dental Ethics<br>Dentistry and the Law                                                  |
| Week 4  | Ch. 33                                   | Delivering Dental Care                                                                  |
| Week 5  | Ch. 13                                   | Dental Caries                                                                           |
| Week 6  | Ch. 14<br>Ch. 15                         | Periodontal Disease<br>Preventive Dentistry                                             |
| Week 7  | Ch. 15 (continued)                       | Preventive Dentistry                                                                    |
| Week 8  | Ch. 25                                   | Ergonomics                                                                              |
| Week 9  | Ch. 26                                   | Patient’s Dental Record                                                                 |
| Week 10 | Ch. 28                                   | Oral Diagnosis and Treatment Planning                                                   |
| Week 11 | Ch. 34                                   | Dental Hand Instruments                                                                 |
| Week 12 | Ch. 34 (continued)<br>Ch. 35             | Dental Hand Instruments<br>Dental Handpieces and Accessories                            |
| Week 13 | Ch. 35 (continued)<br>Ch. 36             | Dental Handpieces and Accessories<br>Moisture Control                                   |
| Week 14 | Ch. 35 (continued)<br>Ch. 36 (continued) | Dental Handpieces and Accessories<br>Moisture Control                                   |
| Week 15 | Ch. 35 (continued)<br>Ch. 36 (continued) | Dental Handpieces and Accessories<br>Moisture Control                                   |

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|---------|--|------------|
| Week 16 |  | Final Exam |
|---------|--|------------|

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

Employs industry-specific skills for workplace readiness.

**Relationship to Campus Focus:**

Dakota College Bottineau dental programs are designed to prepare students to meet the needs of communities by applying evidence-based decision making, using cutting-edge technology, and integrating quality and safety competencies into their dental programs. Each course within the program serves as a foundation for clinical practice in the dental assisting and dental hygiene professions. To meet the demands of the ever-changing field of dentistry, students are taught to value life-long learning.

**Classroom Policies:**

**Classroom Etiquette**

- Be punctual to lectures, labs and clinics
- Avoid any activity that may cause distraction during class.
- Incivility will not be tolerated
- Use of mobile devices and related applications and cameras are not allowed to be used, unless it is for a class activity.
- Children are not allowed in the classroom.

**Active Learning:**

In addition to educational strategies such as reading, listening and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

**Course Study Expectations:**

Commitment to learning is important to success. For every semester credit you are taking in a class, (e.g., 3 credit course = 9 hours per week) the student should schedule three hours to read, study, and devote to your course, outside of class.

**Attendance**

Attendance is mandatory at all lectures, labs and clinic sessions. If you must be absent, (e.g., illness) please inform the instructor as soon as possible. It is the student's responsibility to meet with the faculty to find out what was missed. Labs and clinics may not be able to be made up. The instructor will assist you in finding an alternate assignment to learn the material missed.

**Grading:**

Course and lab/clinic grades are based on a variety of activities and assignments designated by the faculty. The criteria by which grades for each theory and clinical course are included in the course syllabus distributed to students. Students have access to and should review the learning management system grading calculation method.

Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If an assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact the student didn't do the assignment or exam as outlined in the directions. Make sure your assignments are submitted before the due date to assure timely submission. Please see your Dakota Dental Program handbook for grading policies, in addition to the policies listed below.

Students must earn a minimum grade of "C" with a maintained 2.0 GPA or better in all required dental program courses. Students who fail a theory or lab/clinical course will be dismissed from the dental program. A final grade of "D" or "F" is considered to be a failed grade. If a student has unsatisfactory grades, he/she should contact the instructor as soon as possible to discuss remediation.

**Assignments/Tests/Labs/Clinics:** All assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all assignments are not completed. If you have questions or need clarification, please reach out to the instructor of the course.

**Late/makeup work:**

Late work will not be accepted (student will receive a zero) unless previously arranged with the instructor or impacted by extenuating circumstances. With faculty permission, a late assignment must be turned in within one week of the due date and that assignment will have a 5% deduction from the assignment grade. Extenuating circumstances will be evaluated by the faculty for the course.

**Late tests:**

If a student fails to take a test on time, he/she will need to contact the instructor to arrange a time to take the exam. There will be a 10% deduction from the test grade, for tests taken late. If a test isn't taken within a week of the test date, you will receive a zero for that test. Extenuating circumstances will be evaluated by the faculty for the course.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

#### **AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

#### **This course will be evaluated by:**

| <b>Professionalism</b>                             | <b>Points Possible</b> |
|----------------------------------------------------|------------------------|
| 8 points per clinic session (total of 32 sessions) | <b>256</b>             |

|    | <b>Assignments</b>                                                     | <b>Points Possible</b> |
|----|------------------------------------------------------------------------|------------------------|
| 1  | Critical Thinking Question Discussion                                  | 10                     |
| 2  | ADAA Discussion                                                        | 8                      |
| 3  | Role of DA, ND educational requirements, career opportunities          | 8                      |
| 4  | Office Checklist                                                       | 6                      |
| 5  | Ethical Dilemma                                                        | 10                     |
| 6  | Delivering Dental Care, motions, operating zones and instrument grasps | 15                     |
| 7  | Early Childhood Caries                                                 | 8                      |
| 8  | Periodontal Disease                                                    | 8                      |
| 9  | Periodontal Drawing                                                    | 6                      |
| 10 | Water Fluoridation                                                     | 10                     |
| 11 | Interdental Aids                                                       | 6                      |
| 12 | Ergonomics-I                                                           | 6                      |
| 13 | Ergonomics-II                                                          | 6                      |
| 14 | Dental Forms                                                           | 12                     |
| 15 | Patient Record Discussion                                              | 6                      |
| 16 | Diagnostic Technique Discussion                                        | 12                     |
| 17 | Dental Instruments by Procedure                                        | 8                      |
| 18 | Dental Hand Instrument Discussion                                      | 6                      |
| 19 | High Speed vs. Slow Speed Handpiece Procedures                         | 6                      |
| 20 | Moisture Control Critical thinking questions                           | 4                      |
|    | <b>Total possible points for graded assignments</b>                    | <b>161</b>             |

|  | <b>Exams</b> | <b>Points Possible</b> |
|--|--------------|------------------------|
|--|--------------|------------------------|

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|  | Ch. 1 History of Dentistry<br>Ch. 2 Professional Dental Assistant<br>Ch. 3 Dental Healthcare Team | 25         |
|  | Ch. 4 Dental Ethics, Ch. 5 Dentistry & the Law                                                    | 25         |
|  | Ch. 32 The Dental Office, Ch. 33 Delivering Dental Care                                           | 30         |
|  | Ch. 13 Dental Caries                                                                              | 30         |
|  | Ch. 14 Periodontal Disease                                                                        | 30         |
|  | Ch 15 Preventive Dentistry                                                                        | 40         |
|  | Ch. 26 Patient's Dental Record                                                                    | 20         |
|  | Ch. 28 Oral Diagnosis and Treatment Planning                                                      | 42         |
|  | Ch. 34 Dental Hand Instruments                                                                    | 35         |
|  | Final Exam Comprehensive- including Ch. 35 & 36                                                   | 100        |
|  | <b>Total points possible</b>                                                                      | <b>377</b> |

|    | <b>Skill Evaluations</b>                                        | <b>Points Possible</b> |
|----|-----------------------------------------------------------------|------------------------|
| 1  | Performing the morning routine                                  | 21                     |
| 2  | Closing the office                                              | 27                     |
| 3  | Admitting and seating the patient                               | 36                     |
| 4  | Transferring Instruments- single-handed and special instruments | 87                     |
| 5  | Using the dental mirror intraorally                             | 30                     |
| 6  | Using an instrument intraorally                                 | 33                     |
| 7  | ADA Caries Risk Assessment                                      | 59                     |
| 8  | Assisting the patient with dental floss                         | 30                     |
| 9  | Charting the teeth                                              | 24                     |
| 10 | Charting a periodontal exam                                     | 30                     |
| 11 | Registering a new patient                                       | 18                     |
| 12 | Obtaining a medical-dental history                              | 18                     |
| 13 | Entering Treatment in Patient Record                            | 15                     |
| 14 | Correcting an error in a patient record                         | 12                     |
| 15 | Extraoral and intraoral photography                             | 33                     |
| 16 | Extraoral and intraoral soft tissue screening                   | 90                     |
| 17 | Identifying exam instruments                                    | 9                      |
| 18 | Identifying hand cutting instruments                            | 9                      |
| 19 | Identifying restorative instruments                             | 9                      |
| 20 | Identifying accessory instruments and items                     | 9                      |
| 21 | Identifying and attaching handpieces and rotary instruments     | 30                     |
| 22 | Positioning the HVE during a procedure                          | 36                     |
| 23 | Performing a mouth rinse                                        | 20                     |
| 24 | Placing and removing cotton rolls                               | 42                     |
|    | <b>Total possible points</b>                                    | <b>727</b>             |

**This course grade will be calculated by the percentages in the chart below:**

| Final course grade calculation | Percentage of final grade | Points possible | Percentage calculated |
|--------------------------------|---------------------------|-----------------|-----------------------|
|--------------------------------|---------------------------|-----------------|-----------------------|

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| Professionalism                    | 5%          | 256         | 13         |
| Graded Assignments                 | 10%         | 161         | 16         |
| Tests including final exam         | 35%         | 377         | 132        |
| Skill Evaluations                  | 50%         | 727         | 634        |
| <b>Total points for the course</b> | <b>100%</b> | <b>1521</b> | <b>795</b> |

The following grade scale will be used:

|   |          |               |
|---|----------|---------------|
| A | 92 - 100 | 731 and above |
| B | 84 – 91  | 668 - 729     |
| C | 75 – 83  | 596 - 666     |
| D | 67 – 74  | 533 - 595     |
| F | Below 67 | 531 and below |

### Topic Schedule: Clinical Assisting I

| <b>Week and Course Objectives</b><br>(Found on page 1 of syllabus) | <b>Topics &amp; Competency Statements</b><br>At the end of each unit the student will be able to:                                                                                                                                                                                                                                                                                                                                  | <b>Activities Lecture/Lab</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Week 1<br><br>Course Objectives:<br>1, 2                           | <b>Course Overview</b><br><b>Ch. 1 History of Dentistry</b><br>-Describe the history of dentistry and the key contributors to the field of dental assisting.<br><b>Ch. 2 The Professional Dental Assistant</b><br>-Describe and demonstrate the characteristics of a professional dental assistant, including the importance of patient confidentiality in a dental office and the purpose of the Health Insurance Portability and | <b>Lecture: Online activities</b><br><br>Graded Assignment:<br><b>Week 1 – 2 Assignment</b> Ch. 2 & 3<br>1. List the three main roles of a dental assistant (Ch. 2)<br>2. Research and create a chart listing the educational requirements for licensed dental assistants in the State of North Dakota.<br><a href="https://www.nddentalboard.org/practitioners/Assistant/index.asp">https://www.nddentalboard.org/practitioners/Assistant/index.asp</a><br>3. Lists the career opportunities (employment settings) for educationally qualified dental assistants. (Ch. 2)<br>4. Create a chart comparing the responsibilities of: (See Ch. 3)<br><ul style="list-style-type: none"> <li>• Chairside dental assistant</li> <li>• Circulating dental assistant</li> <li>• Sterilization dental assistant</li> <li>• Expanded functions dental assistant</li> </ul> Submit to BB LMS.<br><br>Lab:<br>Demonstrate the characteristics of a professional dental assistant, including the importance of patient |

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|  | <p>Accountability Act of 1996 (HIPAA).</p> <p>-Describe the educational requirements and career opportunities for the educationally qualified dental assistant.</p> <p>-Describe the role and purpose of the American Dental Assistants Association (ADAA) and the Dental Assisting National Board (DANB), including benefits of membership and certification.</p> <p><b>Ch. 3 The Dental Healthcare Team</b></p> <p>-List the members of the dental healthcare team and explain their roles, which include:</p> <ul style="list-style-type: none"> <li>• The minimal educational requirements for each member of the dental healthcare team.</li> <li>• The nine dental specialties recognized by the American Dental Association.</li> <li>• The various job opportunities</li> </ul> | <p>confidentiality in a dental office and the purpose of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).</p> |
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|                                                    | and responsibilities that are available to a qualified dental assistant.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                      |
| <p>Week 2</p> <p>Course objectives: 1, 2, 3, 4</p> | <p><b>Ch. 3 The Dental Healthcare Team (continued)</b></p> <p><b>Ch. 32 Ch. The Dental Office</b></p> <ul style="list-style-type: none"> <li>-Describe the specific areas of the dental office, including the important qualities of the reception area and the design of the dental treatment area.</li> <li>-Describe the importance of a welcoming and functional dental office environment.</li> <li>-List the clinical equipment most commonly found in the dental treatment area and the basic functions of the equipment.</li> <li>-Explain the care involved with maintaining the dental equipment.</li> <li>-Describe the morning and evening routines for dental assistants.</li> </ul> | <p><b>Lecture: Online activities</b></p> <p><b>Research Dental Assisting Career</b></p> <p><b>Lab: Class Activities</b></p> <p>Practice opening &amp; closing the office</p> <p>Practice admitting &amp; seating the patient</p> <p>Role-play the different team members responsibilities when admitting and seating the patient</p> |
| <b>Week 3</b>                                      | <b>Ch. 1, 2 &amp; 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |

| Online Test                                            | 25 points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Week 3</p> <p>Course objectives:<br/>1, 2, 3, 4</p> | <p><b>Ch. 4 Dental Ethics</b></p> <ul style="list-style-type: none"> <li>-Explain ethics, including sources for ethics, the basic principles of ethics, and why continuing education is an important ethical obligation for dental assistants.</li> <li>-Describe the meaning of having a code of ethics and the reasons why professional organizations establish a code of ethics.</li> <li>-Discuss the American Dental Assistants Association Code of Ethics.</li> <li>-Do the following regarding the application of ethical principles: <ul style="list-style-type: none"> <li>• Define an ethical dilemma.</li> <li>• Give examples for each principle of ethics.</li> <li>• Give examples of personal ethics and unethical behaviors.</li> <li>• Develop case studies that involve ethical dilemmas.</li> <li>• Describe the steps involved</li> </ul> </li> </ul> | <p><b>Lecture:</b> Online activities</p> <p><b>Graded Assignment Ch. 4:</b> Ethical Dilemma</p> <p>You may be faced with ethical dilemmas daily when you are working in a dental practice. Read the following scenario. You are a new dental assistant in a general dentistry practice. You notice that Susan, the dental office manager, enjoys sharing personal information about patients with other patients that come into the office, especially if these patients know each other. You are uncomfortable with this behavior, but since you are so new, you are afraid to bring it up with her. What should you do?</p> <p>To help you decide, List the 4 steps for solving Ethical Dilemmas. Then present how you would solve this ethical dilemma.</p> <p>Upload to BB LMS.</p> <p><b>Lab:</b></p> <p>Class Activities on ND Board of Dentistry Allowable Duties for Dental Assistants</p> <p>Study Dakota College Patient's Bill of Rights</p> <p><b>Lab Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Opening the office 21 pts.</li> <li>2. Closing the office 27 pts.</li> <li>3. Admitting &amp; seating the patient 36 pts.</li> </ol> |

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|  | <p>in ethical decision making.</p> <p><b>Ch. 5 Dentistry &amp; The Law</b></p> <p>-Explain the purpose of the state Dental Practice Act and the role of the Board of Dentistry, including:</p> <ul style="list-style-type: none"> <li>• The purpose for licensing dental health professionals.</li> <li>• An example of <i>respondeat superior</i>.</li> <li>• Explain the difference between general supervision and direct supervision.</li> <li>• Explain the legal ramifications of the unlicensed practice of dentistry.</li> </ul> <p>-Explain the dynamics of the dentist-patient relationship, including the concept of standard of care, the circumstances required for patient abandonment, and the dentist's obligation of due care.</p> <p>-Explain malpractice in dentistry, and include:</p> |  |
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|                                                         | <ul style="list-style-type: none"> <li>• The “four D’s” required for a successful malpractice lawsuit.</li> <li>• The difference between an act of omission and an act of commission.</li> <li>• The doctrine of <i>res ipsa loquitur</i>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Week 4 Online Test</b>                               | <b>Ch. 32, Ch. 4 &amp; 5</b><br><b>25 points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Week 4</p> <p>Course objectives:<br/>1, 3, 4, 14</p> | <p><b>Ch. 33 Delivering Dental Care</b></p> <ul style="list-style-type: none"> <li>-Discuss knowing your patients and reviewing the patient records, including the following: <ul style="list-style-type: none"> <li>• Preparing the dental operatory for the patient and type of procedure.</li> </ul> </li> <li>-Discuss the concept of team (four-handed) dentistry.</li> <li>-Describe and demonstrate the principles in team positioning during patient care, which include: <ul style="list-style-type: none"> <li>• How the operator is positioned during treatment.</li> <li>• How the assistant is</li> </ul> </li> </ul> | <p><b>Lecture: Online activities</b></p> <p><b>Graded Assignment:</b><br/>Read Ch. 33<br/>Answer the following questions:<br/>When greeting and seating the patient, list at least three things you must do. 3 points<br/>2. List and explain classification of motions. 5 points<br/>3. List and explain the four operating zones. 4 points<br/>4. Explain the three main instrument grasps. 3 points<br/>Upload your answers to BB LMS.<br/>Using Evolve Electronic Student Resources:<br/>1. Take the practice quiz on Ch. 33<br/>2. View the video on Transferring Instruments (Single-Handed) prior to lab.</p> <p><b>Lab:</b><br/>Practice operator zones, instrument grasps, instrument transfer, fulcrums</p> |

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|  | <p>positioned during treatment.</p> <ul style="list-style-type: none"> <li>-Explain the classification of motions.</li> <li>-Define the four operating zones.</li> <li>-Explain and demonstrate instrument transfer, which includes the following adaptations: <ul style="list-style-type: none"> <li>• Types of grasps used by the operator</li> <li>• Dental instruments that would be transferred differently because of design or use.</li> <li>• One-handed and two-handed instrument transfer techniques.</li> </ul> </li> <li>-Describe the expanded function dental assistant (EFDA), and the registered dental assistant (RDA), and how their importance has changed dental care.</li> <li>-Discuss the five areas of competency in which the EFDA/RDA should strive to be</li> </ul> |  |
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|                                                              | competent when practicing expanded functions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Week 5<br/>Online Test</b>                                | <b>Ch. 32 &amp; 33<br/>30 points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                |
| <p>Week 5</p> <p>Course objectives: 3, 4, 11, 15, 16, 17</p> | <p><b>Ch. 13 Dental Caries</b></p> <p>-Classify dental caries as an infectious disease and name the two types of bacteria that cause dental caries.</p> <p>-Explain the caries process, which includes:</p> <ul style="list-style-type: none"> <li>• The factors that cause dental caries.</li> <li>• How dental caries is transmitted.</li> <li>• The four surfaces of a tooth where dental caries can occur.</li> <li>• The development of dental caries.</li> <li>• Why secondary (recurrent) caries are difficult to diagnose.</li> <li>• The risk factors for root caries.</li> </ul> <p>-Discuss early childhood caries (ECC), which includes:</p> <ul style="list-style-type: none"> <li>• The most common chronic disease in children.</li> </ul> | <p><b>Lecture: Online activities</b></p> <p><b>Lab:</b><br/>Perform Caries Risk Assessment on peer</p> <p>Practice operator zones, instrument grasps, instrument transfer, fulcrums</p> <p><b>Lab Competencies:</b></p> <ol style="list-style-type: none"> <li>4. Instrument Transfers- 87 pts.</li> <li>5. Using an Instrument Intraorally 33 pts.</li> </ol> |



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|                                                                      | <ul style="list-style-type: none"> <li>• The risk factors for early childhood caries.</li> <li>• How ECC is transmitted.</li> <li>• The consequences of early childhood caries.</li> </ul> <p>-Explain the importance of saliva related to tooth decay.</p> <p>-Describe the advantages and disadvantages of each method of detecting dental caries.</p> <p>-Explain the goal of CAMBRA.</p> <p>-List the methods of caries intervention.</p> <p>-Perform the ADA caries risk assessment screening</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Week 6</p> <p>Course objectives: 3, 4, 14, 15, 16, 17, 18, 19</p> | <p><b>Ch. 14 Periodontal Disease</b></p> <p>-Name and describe the periodontium, which includes:</p> <ul style="list-style-type: none"> <li>• The structures and tissues of the periodontium.</li> <li>• The prevalence of periodontal disease.</li> </ul> <p>-Identify systemic factors that may cause periodontal disease.</p>                                                                                                                                                                       | <p><b>Lecture:</b> Online activities</p> <p><b>Graded Assignment Ch. 14:</b></p> <p>Read the critical thinking question below. Post your answer to the Discussion Board on BB LMS. Respond with critical feedback to at least two other students.</p> <p>A 38-year-old woman with severe periodontitis is in her 10th week of pregnancy. When the dental assistant tries to discuss oral hygiene and future appointments for scaling, the patient becomes angry and says that she can live with bleeding gums and brown teeth from her former smoking habit. She also says that she is not interested in learning about hygiene because her teeth will eventually fall out anyway. How could the dental assistant convince this patient of the importance of oral hygiene?</p> |

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|  | <p>-Discuss the causes and risk factors of periodontal disease.</p> <p>-Identify and describe the two basic types of periodontal disease and explain the significance of biofilm and calculus in periodontal disease.</p> <p>-List the seven basic case types and signs and symptoms of periodontal disease.</p> <p>-Discuss the use of dental perioscopy in the use of periodontal therapy.</p> <p><b>Start Ch. 15 Preventive Dentistry</b></p> <p>-Discuss preventive dentistry, which includes:</p> <ul style="list-style-type: none"> <li>• The goal of preventive dentistry.</li> <li>• The components of a preventive dentistry program.</li> <li>• The guidelines for preventive patient education.</li> </ul> <p>-Discuss the benefits of early dental</p> | <p><b>Lab:</b></p> <p>Perform Caries Risk Assessment on peer</p> <p>Practice Oral Hygiene Education on peers</p> <p>Practice flossing on a peer</p> <p>Research effects of water fluoridation on the teeth</p> <p><b>Graded Assignment Ch. 15 Preventive Dentistry</b></p> <p>Search online for oral home care products, such as toothbrushes and interdental aids. Choose three different <i>interdental aids</i> to study. Create a chart and state the aid you chose, what it is used for and how you would explain it to a patient. Upload to BB LMS.</p> |
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|  | <p>care, which include:</p> <ul style="list-style-type: none"> <li>• Why dental care is important for pregnant women.</li> <li>• The method used to clean a baby's mouth.</li> <li>• When children should first visit the dentist.</li> <li>• The purpose of dental sealants.</li> </ul> <p>-Describe age-related changes in oral health.</p> <p>-Describe the effects of water fluoridation on the teeth, which include:</p> <ul style="list-style-type: none"> <li>• How fluoride works.</li> <li>• Safe and toxic levels of fluoride.</li> <li>• The precautions to protect patients from receiving too much fluoride.</li> <li>• The purpose of a fluoride needs assessment.</li> <li>• Sources of systemic and topical fluoride.</li> </ul> <p>-Describe the relationship between nutrition and dental caries, including the steps involved in analyzing a food diary.</p> |  |
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|                                                                          | <p>-List the oral hygiene products available to aid in a plaque control program, which include:</p> <ul style="list-style-type: none"> <li>• Toothbrushing techniques.</li> <li>• The process required for cleaning a denture.</li> </ul>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Week 7 Online Test</b>                                                | <b>Ch. 13</b><br><b>30 points</b>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Week 7</p> <p>Course objectives:<br/>3, 4, 14, 15, 16, 17, 18, 19</p> | <b>Ch. 15 Preventive Dentistry</b> (continued)                                                                                                                                                                                                                                                                                                                        | <p><b>Lecture: Online activities</b></p> <p><b>Lab:</b><br/>Practice Oral Hygiene Education on peers</p> <p>Practice flossing on a peer</p> <p>Research effects of water fluoridation on the teeth</p> <p><b>Competency 6.</b> Caries Risk Assessment 59 points</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Week 8 Online Test</b>                                                | <b>Ch. 14</b><br><b>30 points</b>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Week 8</p> <p>Course objectives:<br/>3, 4, 14, 19</p>                 | <p><b>Ch. 25 Ergonomics</b></p> <p>-Discuss ergonomics in the dental office, which include:</p> <ul style="list-style-type: none"> <li>• Goal of ergonomics.</li> <li>• Common symptoms of musculoskeletal disorders.</li> <li>• Three categories of risk factors that contribute to increased risk for injury.</li> </ul> <p>-Demonstrate proper posture and the</p> | <p><b>Lecture: Online activities</b></p> <p>Graded Assignment Ch. 25 Ergonomics</p> <p>Read and answer the following scenarios. Upload answers to BB LMS.</p> <ol style="list-style-type: none"> <li>1. A dental assistant complains about lower back pain after sitting in a chair and bending over a patient while assisting the dentist. What steps could the assistant take to help prevent future complaints of lower back pain?</li> <li>2. A dental assistant is complaining of wrist pain and the inability to grasp small dental instruments. The dental assistant has been employed with a busy dental practice for the past 10 years. The office manager has been notified. What do the signs suggest may be wrong with the dental assistant? What changes might the office manager make?</li> </ol> |

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|                                                    | <p>neutral working position and discuss guidelines for reaching movements.</p> <p>-Discuss cumulative trauma disorders, which include:</p> <ul style="list-style-type: none"> <li>• Symptoms of carpal tunnel syndrome.</li> <li>• The importance of properly fitting gloves to the dental assistant.</li> </ul> <p>-Demonstrate the exercises that can reduce muscle fatigue and strengthen muscles, including exercises to reduce eyestrain and neck strain.</p> | <p>3. A dental assistant has been entering patient data into the computer for the past 6 hours. The dental assistant is complaining of eyestrain. What can the dental assistant do to help prevent eyestrain in the future?</p> <p><b>Lab:</b></p> <p><b>Competency 7</b> Assisting patient with dental floss 30 pts.</p> <p>Practice strengthening exercises</p> <p>Practice dental assistant positioning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Week 9<br/>Online Test</b>                      | <b>Test Ch. 15<br/>Prevention<br/>40 points</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Week 9</p> <p>Course Objectives: 3, 5, 7, 8</p> | <p><b>Ch. 26 Patient's Dental Record</b></p> <p>-Explain the patient dental record, its legal significance, and how the dentist uses the record to manage patient treatment.</p> <p>-Define <i>personal health information (PHI)</i> and what is considered PHI under HIPAA law.</p> <p>-Describe how electronic records are used in a dental practice</p>                                                                                                         | <p><b>Lecture:</b> Online activities</p> <p><b>Graded Assignment for Ch. 26 Patient's Dental Record</b></p> <p>Read and answer the following scenarios. Upload your answers to the BB LMS discussion board. Then make a critical response to two other classmates' responses.</p> <ol style="list-style-type: none"> <li>1. A patient is moving back to the small town where he grew up. He wants to take his original patient record with him because he does not have time to wait for copies. In addition, he wants the dental assistant to cross out any references to his high blood pressure because his mother, who works at the new office, would be upset by his medical problem. What should the dental assistant do with the patient's record? What does the assistant need to ask the patient to do?</li> <li>2. A new patient, who has a toothache, wants to see the dentist as soon as possible. He says he does not have time to fill out the medical-dental form. He says he takes</li> </ol> |

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|                                                        | <p>and the benefits for going paperless.</p> <p>-Provide the components of a patient record and their importance:</p> <ul style="list-style-type: none"> <li>• Patient registration</li> <li>• Medical-dental health history</li> <li>• Clinical examination</li> <li>• Treatment plan</li> <li>• Informed consent</li> <li>• Progress notes</li> </ul>                                                                                                          | <p>prescribed medication and that is all the information the dentist needs. What can the dental assistant say to him to convince him that he needs to fill out this form?</p> <p><b>Lab:</b></p> <p>Practice dental assistant positioning</p> <p>Practice registering a case study new patient, obtaining a medical dental history, enter treatment in a patient record, correcting a chart entry</p>                                                                                                                                                                                                                                                                                                                                     |
| <b>Week 10 Online Test</b>                             | <b>Ch. 26 Patient's Dental Record 20 points</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Week 10</p> <p>Course Objectives: 3, 5, 6, 7, 8</p> | <p><b>Ch. 28 Oral Diagnosis and Treatment Planning</b></p> <p>-Describe the following examination and diagnostic techniques used for patient assessment: visual evaluation, palpation, instrumentation, digital imaging, and digital photography.</p> <p>-Identify the following documents and techniques used in a dental examination:</p> <ul style="list-style-type: none"> <li>• Extraoral/intraoral examination</li> <li>• Anatomic or geometric</li> </ul> | <p><b>Lecture: Online activities</b></p> <p><b>Graded Assignment Ch. 28</b> Diagnosis and Treatment Planning</p> <p>Each student will be assigned a diagnostic technique. You will conduct internet research on the latest devices and techniques for the assigned technique and then write a short report to share with the class through the discussion board. Respond to two classmate's posts.</p> <p><b>Lab:</b></p> <p>Practice registering a new patient (peer), obtaining a medical dental history, enter treatment in a patient record, correcting a chart entry</p> <p>Practice Dental Charting on a peer</p> <p>Practice charting a periodontal exam on a case study patient</p> <p>Practice Oral cancer screening on peer</p> |

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|                                                          | <p>diagram for charting</p> <ul style="list-style-type: none"> <li>• Tooth numbering system</li> <li>• Color coding of a charting diagram</li> <li>• The six categories of Black's classification of cavities</li> <li>• Charting symbols.</li> </ul> <p>-Discuss and perform the role of the dental assistant in the soft tissue examination, which includes</p> <ul style="list-style-type: none"> <li>• soft tissue examination,</li> <li>• pocket depth and</li> <li>• bleeding index of the gingival tissues and the recording process</li> </ul> <p>-Discuss the importance of a treatment plan.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Week 11 Online Test</b>                               | <b>Ch. 28 Oral Diagnosis and Treatment Planning</b><br><b>42 points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Week 11</p> <p>Course Objectives: 3, 6, 7, 11, 12</p> | <p><b>Ch. 34 Dental Hand Instruments</b></p> <p>-Explain how to identify hand instruments, including the following:</p> <ul style="list-style-type: none"> <li>• The three parts of a dental hand instrument</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Lecture: Online activities</b></p> <p><b>Graded Assignment Ch. 34 Dental Hand Instruments</b></p> <p>Each student will be assigned a dental hand instrument using G.V. Black's Instrument Formula. You will research the instrument on a reliable internet source. Write a brief summary on this instrument and the design characteristics based on the three-number system. Document which internet site was used. Post to the discussion on BB LMS. Then read and respond to two classmate's posts.</p> <p><b>Lab:</b></p> <p><b>Competency 8 Dental Charting 24 pts.</b></p> |

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|         | <ul style="list-style-type: none"> <li>• The instrument formula designed by G.V. Black</li> </ul> <p>-Describe the classification of instruments used in general dental procedures, including the following information:</p> <ul style="list-style-type: none"> <li>• The theory of placing instruments in a specific sequence.</li> <li>• The examination of dental instruments and their uses.</li> <li>• The hand (manual) cutting dental instruments and their uses.</li> <li>• The restorative dental instruments and their uses.</li> <li>• Describe additional accessory instruments and items used in general dental procedures.</li> <li>• Describe the use of preset trays, tubs, and color-coding systems in dentistry.</li> </ul> | <p>Practice Oral cancer screening on peers</p> <p>Practice Instrument Identification</p> <p>Practice Instrument Transfer with peer</p> |
| Week 12 | <b>Ch. 34 Dental Hand Instruments (continued)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Lecture: Online activities</b>                                                                                                      |



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| <p>Course Objectives:<br/>3, 4, 5, 6, 11, 12, 13</p> | <p><b>Ch. 35 Dental Handpieces &amp; Accessories</b></p> <ul style="list-style-type: none"> <li>-Discuss the historical background of the dental handpiece.</li> <li>-Describe the use of the dental handpiece in dental procedures, and include the following: <ul style="list-style-type: none"> <li>• The low-speed handpiece and its uses in dentistry.</li> <li>• The attachments accompanying the low-speed handpiece</li> <li>• The high-speed handpiece and its uses in restorative and specialty procedures.</li> <li>• Additional specialized handpieces used in dentistry.</li> </ul> </li> <li>-Explain what a rotary instrument is and how it is used, and include the following: <ul style="list-style-type: none"> <li>• The parts of a bur</li> </ul> </li> </ul> | <p><b>Lab:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>9. Registering a new patient 18 pts.</li> <li>10. Obtaining a medical dental history 18 pts.</li> <li>11. Enter treatment in a patient record 15 pts.</li> <li>12 Correcting a chart entry 12 pts.</li> <li>13. Oral Cancer Screening 90 points</li> </ul> <p>Practice Instrument Identification</p> <p>Practice Instrument Transfer</p> <p>Practice dental handpieces use &amp; maintenance</p> |
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|                                                                  | <ul style="list-style-type: none"> <li>• The composition , shape, and uses of burs.</li> <li>• The difference among a diamond, finishing bur, and a cutting bur.</li> </ul> <p>-List the types of abrasive rotary instruments.</p> <p>-Describe the use and types of laboratory burs.</p> <p>-Perform handpiece attachment including bur placement.</p> <p>Perform handpiece maintenance.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Week 13 Online Test</b>                                       | <b>Ch. 34</b><br><b>35 points</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Week 13</p> <p>Course Objectives: 3, 4, 9, 10, 12, 13, 14</p> | <p><b>Ch. 35 Dental Handpieces &amp; Accessories</b></p> <p><b>Ch. 36 Moisture Control</b></p> <p>-Discuss the importance of oral evacuation systems, including the following:</p> <ul style="list-style-type: none"> <li>• Two types of oral evacuation systems used in dentistry.</li> <li>• The grasp and positioning of the high-volume evacuator tip.</li> </ul>                         | <p><b>Lecture: Online activities</b><br/><i>Test for Ch. 35 &amp; 36 will be included on final exam</i></p> <p><b>Graded Assignment for Ch. 35 Dental Handpieces and Accessories</b><br/>Create a list of dental procedures and how each procedure is completed using the low-speed handpiece and a separate list using the high-speed handpiece. Post you list to the discussion board on BB LMS. Then compare your lists with two different classmates'. Note the differences.</p> <p><b>Lab:</b><br/>Handpiece and bur identification and maintenance</p> <p>Practice Rinsing the oral cavity with different oral evacuation systems using correct grasps</p> <p>Practice methods of isolation techniques</p> |

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|                                                                  | <p>-Describe the methods of rinsing the oral cavity with the use of the air-water syringe.</p> <p>-List isolation techniques used to decrease moisture during a dental procedure.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Week 14</p> <p>Course Objectives: 3, 4, 9, 10, 12, 13, 14</p> | <p><b>Ch. 35 Dental Handpieces (continued)</b></p> <p><b>Ch. 36 Moisture Control (continued)</b></p>                                                                                  | <p><b>Lecture:</b> Online activities</p> <p><b>Graded Assignment for Ch. 36 Moisture Control</b></p> <p>Answer the following critical thinking question.</p> <p>A dental assistant is preparing the treatment room for extraction of a patient's #32 tooth. After preparing the necessary instruments and materials, the dental assistant sets up the unit with infection control barriers and evacuation system tips.</p> <p>-Which evacuation system (high volume or low volume) will be used during this procedure to maintain a clear field around the treatment area?</p> <p>-Which evacuator tips will be used and why?</p> <p><b>Lab:</b></p> <p>Handpiece and bur identification and maintenance</p> <p>Practice Rinsing the oral cavity with different oral evacuation systems using correct grasps</p> <p>Practice methods of isolation techniques</p> |
| <p>Week 15</p> <p>Course objective: 3, 4, 9, 10, 12, 13, 14</p>  | <p>Review for final exam</p> <p><b>Ch. 35 Dental Handpieces (continued)</b></p> <p><b>Ch. 36 Moisture Control (continued)</b></p>                                                     | <p><b>Lecture:</b> Review for final exam</p> <p><b>Lab:</b></p> <p><b>Competencies</b></p> <p>14. Identifying exam instruments 9 pts.</p> <p>15. Identifying hand cutting instruments 9 pts.</p> <p>16. Identifying restorative instruments 9 pts.</p> <p>17. Identifying accessory instruments and items 9 pts</p> <p>18. Identifying and attaching handpieces and rotary instrument 9 pts.</p> <p>19. HVE positioning during a procedure 36 pts.</p> <p>20. Performing a mouth rinse 20 pts.</p> <p>21. Placing and removing cotton rolls 42 pts.</p>                                                                                                                                                                                                                                                                                                          |

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| <b>Week 16<br/>Written Final<br/>Exam<br/>Comprehensive</b> | <b>Final Exam- 100<br/>points –</b> |  |
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