COURSE OUTLINE

COURSE: Preclinical Orientation

COURSE NUMBER: DEA 1028

INSTRUCTOR: Carol Dombrowski, DDS
HSC 218
772-462-7530
E-mail through ANGEL shell

TERM: Fall

CREDIT HOURS: Six College Credits (96 hours)

LENGTH: Fourteen Weeks

COURSE DESCRIPTION: This course is a series of classroom presentations that introduces the student to the practice of dental assisting. Psychology and communication, microbiology, dental hand instruments, dental handpieces and accessories, medically and physically compromised patients, oral diagnosis and treatment planning, anesthesia and pain control, restorative dentistry, matrix systems for restorative dentistry, fixed prosthodontics, and removable prosthodontics will be included.

PROGRAM PURPOSE STATEMENT: To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as performed by Certified Dental Assistants.

PROGRAM OUTCOMES: Demonstrate safe and competent interventions, data collection and modifications to plan of care in the role as a dental assistant. Demonstrate professional attitudes & values and an understanding of the ethical/legal principles in all interactions as a dental assistant. Effectively communicate healthcare related data, reports, projects and case studies through oral presentations or written reports.

BEHAVIORAL OBJECTIVES: Through lecture presentations, reading assignments, review questions and audiovisual presentations the student will be able to:

1.0 discuss and apply concepts to communicating with dental patients.
2.0 describe the role of microbiology as it relates to the infectious disease process.
3.0 describe the purpose of dental hand instruments.
4.0 describe the purpose of dental handpieces and accessories.
5.0 describe the importance of understanding patients who are medically or physically compromised.
6.0 describe the purpose of oral diagnosis and treatment planning.
7.0 describe the role of the dental assistant in anesthesia and pain control.
8.0 describe the difference between matrices for the use of amalgam as opposed to a tooth colored restoration.
9.0. describe obtaining local anesthesia.
10.0 describe the role of a chairside assistant in the preparation and placement of an amalgam and composite restoration.
11.0 describe the role of a chairside assistant in the preparation and procedure for fixed prosthodontics.
12.0 describe the role of a chairside assistant in the preparation and procedures for removable prosthodontics.
13.0 apply a professional code of ethics in all endeavors.


TEACHING METHODS: Lecture Presentations, Reading Assignments, and Audiovisual Presentations

NOTE: Changes to this syllabus shall be made upon written notice to the student due to extenuating circumstances or to ensure academic integrity of this course.

EVALUATION: A = 93 - 100
B = 85 - 92
C = 76 - 84
D = 70 - 75
F = 69 or below

AMERICAN DENTAL ASSOCIATION GRIEVANCE PROCEDURE

Each dental related program accredited by the Commission on Dental Accreditation provides a student the opportunity to file a complaint should that student feel the program is not being taught according to the ADA Commission Standards. The Commission on Dental Accreditation will review complaints that relate to a program’s compliance with the accreditation standards only. The Commission is interested in the sustained quality and continued improvement of dental and dental related education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. A copy of the appropriate accreditation standards and/or Commission’s policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611
STUDENTS WITH DISABILITIES:

In compliance with The Americans with Disabilities Act, students requiring reasonable accommodations due to a disability must register with Educational Services Division / Student Disability Services (SDS) Office in order to receive services. All information is kept confidential. SDS is located in W-143 on the Main Campus or you may call Rhoda Brant (772) 462-7782 or Terry Valencia (772) 462-7808 or email: irscdisabilityservice@irsc.edu. Students with documented disabilities may also be eligible for additional academic services through Student Support Services (SSS) located in J-101 on the Main Campus.

<table>
<thead>
<tr>
<th>RUBRIC:</th>
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<tbody>
<tr>
<td>Research Paper/Power Point Presentation</td>
<td>10%</td>
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<tr>
<td>Written Tests (5)</td>
<td>50%</td>
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<tr>
<td>Accumulative Final</td>
<td>30%</td>
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<tr>
<td>Weekly Quiz</td>
<td>5%</td>
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<tr>
<td>Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Research Paper/PowerPoint Presentation

Assignment

This project will provide students an opportunity to investigate a topic in the area of the special needs and medically compromised patient, review the literature in this area of dentistry, and present their findings to their classmates. Students are to work independently on this project. Each student will be responsible for choosing a topic that is approved by the instructor. There are two parts to this report, a typed report and an oral PowerPoint presentation. Each student is to present their research findings to the class in a formal oral presentation as well as submit a Microsoft Word report.

Finding Your Research Topic

Each student is to spend time researching in the Library Database and to look through professional journals and textbooks. If you wish to borrow materials from the Department’s Library, the resource materials must be signed out. Students who do not return ALL borrowed resource materials will not receive a grade for this project. Only one topic or area may be selected. Duplication of topics will not be permitted. Each student is to have their topic approved by the instructor before beginning their research. Topic selection must be submitted by September 2nd.
Suggested Topics
- Sickle cell anemia
- Liver cirrhosis
- Rheumatoid arthritis
- Angina
- Chronic renal failure
- Asperger’s disorder
- Hyperthyroid
- Hypothyroid
- Anorexia nervosa
- Bulimia
- Alcoholism
- Cystic fibrosis
- Tourette’s syndrome
- Hodgkin’s lymphoma
- Osteoporosis
- Sjogren’s syndrome
- Behcet’s syndrome
- Lupus
- Kaposi’s sarcoma
- Stroke
- Hypertension
- Multiple sclerosis
- Muscular dystrophy
- Diabetes mellitus
- Methamphetamine addiction

Research Objectives
When writing your research report, the following objectives are to be addressed:

- Provide a definition/description of the disorder. What is it?
- Describe symptoms of the disorder
- Include causes of the disorder
- Include risk factors for the disorder
- Include complications
- Include treatment modalities
- Discuss the impact on dental treatment and management.
- Discuss the impact on dental health
- Discuss what you have learned from the research and how it has increased your understanding of the relationship between oral and systemic health.

Research Paper Requirements:
* Topic must be submitted to instructor for approval by September 2nd 2014.
* Minimum of 1500 words.
* Minimum of 3 sources – with at least 1 being a peer-reviewed source
* APA format
  * No spelling or grammatical errors (use spell check and have another person proof read)
* Paper due October 14th 2014.

**PowerPoint Presentation Requirements:**
* Use information learned within your paper to create a PowerPoint presentation in order to share your knowledge with your peers
* Minimum of 15 slides (including title and reference slides)
* Try to use related visuals to enhance the presentation, making it more entertaining
* A good rule of thumb to follow when creating a PowerPoint presentation is to aim to have no more than 7 bullets per page, with no more than 7 words per bullet. This means to keep the slides short and sweet, using your own words to elaborate during the presentation. This also helps to keep you from reading word for word off of the slides.
* Presentation must be 10 minutes total (7-8 minutes for the PowerPoint and 2-3 minutes for peer questions and answers).
* No spelling or grammatical errors (use spell check and have another person proof read).

**Guide to APA Style Writing**

All documents submitted are to use APA editorial style writing, unless specifically stated otherwise. Use the following information as guidelines for preparing your APA style.

**BASIC APA DOCUMENT FORMAT:**

- Use 12 point font (preferably New Times Roman)
- Entire manuscript is double-spaced, including the title page and reference page
- Use 1” margins on all sides of paper for the entire body of the manuscript.
- Page header (Running head) and page number: Each page, including the title page, must have the page header flush left and the page number flush right.
  - On the title page, the page header consists of the words “Running head” (the R is capitalized, the h is not) followed by a colon and the title of paper all in capital letters. Subsequent pages should not use the words Running head. The page header appears ½ inch from the top margin of the paper.
  - A maximum of 50 characters (including spaces) is allowed after the colon. If the title is more than 50 characters, use only major words to reflect the title.
  - The page number is placed flush right using only numerals 1, 2, 3 and so on.
- The title page is page 1 of the document and has the running head in upper left, and page number in the upper right corner. The information on the title page is centered
horizontally on each line, is double spaced, and is placed in the upper half of the page. The title page must include the following in the order presented:

- Title of paper in Upper and Lower Case (for example: Ergonomics and the Practitioner)
  - Note: Do not use titles such as “Module 3 Assignment” for the title
- Course name (example: Health Care Delivery in the US)
- Student Name (do not include credentials such as RN, etc)
- Date (follow this format for date: August 3, 2011)
- Institution name (Indian River State College)
  - Note: APA editorial style allows for institutions to determine content of title page—this is why ours includes the course name, and date.

- On page 2 of the manuscript, repeat the title of the paper in upper and lower case centered at the top of the page. Then double space and begin the text of your manuscript. Note: If you have followed the directions correctly for setting up your paper, the page header capitalized title and page number will automatically appear ½ inch from the top on each subsequent page of your paper.

- The Title page and Reference pages are separate pages
- Indent the first line of every paragraph one-half inch. Set your TAB to ½ inch default and strike the TAB key at beginning of each new paragraph
- Use 2 spaces after a period at the end of a sentence. Use a single space after any other punctuation.

APA STYLE IN-TEXT CITATIONS:

- In-Text Citations: You must have citations throughout the manuscript to indicate when you give information, ideas, or thoughts that are not your own. To do otherwise is considered plagiarism.
  - Each and every citation in the manuscript must be listed on the Reference page.
  - Each and every resource listed on the Reference page must be cited somewhere in the manuscript.
  - The period of the sentence is placed AFTER the in-text parenthetical citation.
    Example: Convincing arguments exist in both camps (Fin & Wu, 2003).
      - 2 authors: always cite both names every time, along with the ampersand (&) when used inside parenthesis
      - 3, 4, or 5 authors: cite all authors first time, but only 1 surname followed by et al., and year in subsequent citations
      - 6 or more authors: Use only last name of first author followed by et al.
  - Use the APA text and other resources provided for specific instructions on the proper format for all in-text citations.
Revised 2014

- Paraphrasing: Paraphrasing means that you have summarized information from a resource, rather than quoting word-for-word. When paraphrasing, you should include the author, year, in the in-text citation; page numbers are not necessary in the citation for paraphrased data.

- Direct Quoting (word-for-word): You must include a page number in your citation for any direct quote. Example: (Davis, 2009, p. 24) If no page number is found, as with some electronic data, attempt to provide a paragraph number. Example: (Davis, 2009, para. 4)
  - When quoting less than 40 words, the passage being quoted is placed in quotation marks, with the proper citation.
  - When quoting 40 words or more, display the quote in freestanding block format. In a block quote the entire quote is indented ½ inch and quotation marks are omitted.
  - Note: Direct quotes are to be used sparingly in a document. Only quote when paraphrasing would render the statement unclear, or the idea is so perfectly stated that trying to rephrase it in your own words would ruin the effect.

- Generally, quotations and paraphrases must be introduced and attributed. Examples:
  - According to Watkins and Smith (2009), the right time for reorganization is now.
  - Experts in the field agree that the right time for reorganization is now (Watkins & Smith, 2009).
  - Do not include the title of the book or title of the article in your citation. This information is retrieved by the reader via the reference page.

Using Numbers: The basic rule for using numbers is to use words to represent numbers below 10 (for example type four rather than 4) and use figures for numbers 10 and above (for example type 12 rather than twelve). If the number is the first word in the sentence, always use the word rather than the numeral. Please refer to your APA text for other rules regarding use of numbers in the manuscript.

APA STYLE REFERENCES:

- Reference Page: The Reference page is a separate page or pages at the end of the document, is double-spaced, and includes the page header and sequential page number.
  - Center the title “References” (not bolded, and without quotation marks) at top of the page and organize the list alphabetically by author’s last name.
  - Use a hanging indent style for the list. (To set this up in Microsoft Word, refer to your APA text)
  - Use only the initials for the author’s first name. Ex: Davis, T. J. (one space between initials)
  - The name of a Journal appears in uppercase and lower case letters and is italicized. Do not abbreviate journals: for example use Journal of American Dental Association, not JADA
  - The name of the article is not italicized and only the first word is capitalized, and the first word after a colon. Ex: Job satisfaction survey: A retrospect
Revised 2014

- The name of a book or textbook is also italicized, and only first letter of the first word of the book title and subtitles is capitalized.
- Include the doi (digital object identifier) for an electronic source when available. If a doi is not available, include the URL (Uniform Resource Locator) homepage (example: www.adaa.org) or database (example: Retrieved from Academic Search complete database) where article was retrieved. Do not include a retrieval date.

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Research Paper (APA Style) Rubric

Note: This is the rubric that will be used to award points on the research paper, while the written power point presentation will be graded separately. This rubric is very specific in documenting what an effective research paper would include.

*Don't forget to scroll down beneath the table to see how the content points will be earned.

<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria</th>
<th>Comments</th>
<th>Maximum Points</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
| **Title Page** (Title of assignment, student name, date, institution, course name—in APA format) | 2= Correct title page format with name, date, institution, course name, and title of assignment  
0= no title page included  
.5 deduction for each of the following  
• No manuscript header (short title and page number  
• Title not in Upper and Lower Case  
• Title information not in 12 pt font, not double spaced, and or not centered in middle of page  
• Title not repeated at top center of page 2 |          | 2              |               |
| **Topic Assessment** (Topic chosen relates to topic and is approved by instructor) | 2= Paper presents well researched and documented topics for discussion, and is required length.  
0= topic not chosen by due date  
.5 deduction for each of the following  
• Paper does not present well documented research for topic discussion  
• Below required length |          | 2              |               |
| **Mechanics of Writing** (Followed rules of written English language, grammar, spelling, and punctuation. Used APA format where) | 5= Excellent use of written English including sentence structure, grammar, punctuation and spelling with no errors, along with proper APA editorial format. Deductions in increments of .5 for each of the following Improper sentence structure, grammar, punctuation, and or spelling errors. Use of non-professional terms  
APA format errors: |          |               | 5              |               |
Revised 2014

| appropriate, resources cited when references are used | • Deduct 1 point for not citing within text  
• Deductions in increments of .5 for any of the following:  
• Improper/incorrect citations,  
• Reference page not according to APA format |  |  |
|---|---|---|---|
| **Organization and Structure** (Paper is structured and easy to read. Paragraphs flow and allow an understanding of the topic. The introduction begins the topic message, while the conclusion summarizes what was discussed) | 5= Paragraph transition is logical and structure of the paper is clear. Introduction previews major points. Conclusion flows from the body of the paper. Deduct 1 point for any of the following:  
• Introduction or conclusion is missing  
• Paragraphs disjointed and lack transition of thought.  
• Structure detracts from the message of the writer | 5 |  |
| **Content and Discussion** (Followed directions of assignment with relevant content and material. Used current information, showed organization and clarity in written message) | 6= Exceptional  
5= Excellent  
4= Good  
3= Weak  
2= Poor  
1= Unacceptable  
0= Did not follow directions, or plagiarized  
**Note:** see detailed explanation of each of these criteria in the descriptions below the rubric | 6 |  |
| **Total Points**  
(Timely Submission) |  |  | 20 |

**Content and Discussion:**

6=**Exceptional:** This is the highest rating. Content demonstrates exceptional knowledge and in-depth understanding of relevant and important ideas directly related to the topic. Construction of content is fully developed, and includes specific and accurate examples or facts. Paper is logically and clearly organized around major concepts or principles in the field. Content is exemplary, with detail and clarity of the written word. Exceptionally followed the directions of the assignment.

5=**Excellent:** Content demonstrates above average knowledge and understanding of relevant and important ideas related to this topic. Construction is nearly fully developed, and includes specific and accurate examples or facts. Paper is generally logical and organized around major concepts or principles in the field. Content is excellent, with detail and clarity of the written word. Carefully followed the directions of the assignment.

4=**Good:** Content demonstrates adequate knowledge and understanding of relevant and important ideas directly related to this topic. Construction is adequately developed, but may lack some specific examples and or contain some inaccuracies. Paper has some logical lapses, and is somewhat organized around major concepts or principles in the field. Content is good, but lacks some detail and clarity of the written word. Some lapses in following the directions of the assignment.

3=**Weak:** Content demonstrates inadequate knowledge and understanding of relevant and important ideas directly related to this topic. Construction is inadequately developed, and lacks specific examples and or contains inaccuracies. Paper has logical lapses and is not
organized around major concepts and principles in the field. Content is weak and lacks detail and clarity of the written word. Many lapses in following the directions of the assignment.

2= Poor: Content demonstrates poor knowledge and understanding of relevant and important ideas directly related to this topic. Construction is poorly developed, and lacks specific examples and or contains numerous inaccuracies. Paper has numerous logical lapses and in poorly organized around major concepts and principles in the field. Content is poor and lacks detail with no clarity of the written word. Major lack of following directions for assignment.

1= Unacceptable: Paper is so lacking in content, organization and construction that it is deemed unacceptable for college level of writing.

0= Did not follow any of the directions for the assignment; paper contains intentional plagiarism

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**PowerPoint Presentation Rubric**

Note: This is the rubric that will be used to award your points on the PowerPoint presentation, while the written paper will be graded separately. This rubric is very specific in documenting what an effective PowerPoint presentation would include.

*Don't forget to scroll down beneath the table to see how the content points will be earned.*

<table>
<thead>
<tr>
<th>Component</th>
<th>Evaluation</th>
<th>Maximum Points</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Choice</strong></td>
<td>1= Topic chosen by student and suitable for short presentation</td>
<td>1</td>
<td></td>
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<td>Topic could be taught</td>
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<td>thoroughly in allotted</td>
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<td>time (7-10 minutes.)</td>
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<tr>
<td><strong>Presentation Length</strong></td>
<td>2= Number of slides within guidelines</td>
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<tr>
<td>Presentation is a</td>
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<td>minimum of 15 slides</td>
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<td>and a maximum of 30</td>
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<td>slides.</td>
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<td>Deduct 0.5 point for</td>
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<td>each slide under or</td>
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<td>over the number</td>
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<td>requirement</td>
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<tr>
<td>Rule of 7’s</td>
<td>3= Each slide is well summarized following the rule of 7’s</td>
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<td></td>
<td>Deduct 0.5 point for each slide not adhering to the rule of 7’s</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation appearance &amp; effectiveness as a teaching tool</th>
<th>4= Exceptional appearance &amp; effective use, no errors</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint consistent with student learning (easy to see and read.) Criteria include: template choice, background color, graphics, font size, and transitions.</td>
<td>3= Good appearance/effective use</td>
<td></td>
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<tr>
<td></td>
<td>2= Fair appearance/some ineffective use</td>
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<tr>
<td></td>
<td>1= Poor appearance/ineffective use</td>
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</tr>
</tbody>
</table>

| Content of presentation: Clarity, accuracy, thoroughly teaches topic, organized, focused, and includes reference slide. | 10= Exceptional presentation | 10        |
|                                                                                                        | 9= Excellent presentation |          |
|                                                                                                        | 7= Good                  |          |
|                                                                                                        | 5= Average               |          |
|                                                                                                        | 3= Poor                  |          |
|                                                                                                        | 1= Unacceptable          |          |
|                                                                                                        | 0= Presentation contains plagiarism |          |
|                                                                                                        | Please see below for a full description on how these points will be earned |          |

| Total Points | 20 |

**10=Exceptional:** This is the highest rating. It suggests that the assignment goes over and above what is called for in the directions. PowerPoint demonstrates exceptional knowledge and in-depth understanding of relevant and important ideas directly related to the topic and PowerPoint as a teaching tool. Construction exceeds assignment criteria and includes specific and accurate examples or facts. It is logically and clearly organized. Content is exemplary, with detail and clarity of the written word. Exceptionally followed the directions of the assignment.

**9= Excellent:** PowerPoint demonstrates excellent knowledge and understanding of relevant and important ideas related to the topic and PowerPoint as a teaching tool. Construction meets assignment criteria to the highest standard and includes specific and accurate examples or facts. PowerPoint is logical and organized. Content is excellent with detail and clarity of the written word. Carefully followed the directions of the assignment.

**7= Good:** PowerPoint content demonstrates good knowledge and understanding of relevant and important ideas directly related to this topic and PowerPoint as a teaching tool. Construction meets assignment criteria and is well developed, but might lack a specific example or fact. PowerPoint is logical and organized. Content & clarity are good, but could have more detail. Carefully followed the directions of the assignment.
5= **Average:** Content demonstrates adequate knowledge and understanding of relevant and important ideas directly related to this topic and PowerPoint as a teaching tool. Construction is adequately developed but lacks specific examples and/or facts. PowerPoint is logical and organized. Content is adequate but may lack details and clarity of the written word. May contain an inaccuracy. May have a minor lapse in following the directions of the assignment.

3= **Poor:** Content demonstrates poor knowledge and understanding of relevant and important ideas directly related to this topic and PowerPoint as a teaching tool. Construction is poorly developed, lacks specific examples, and/or contains inaccuracies. PowerPoint has logical lapses and is poorly organized. Content lacks detail and clarity of the written word. Lapses in following directions for assignment.

1= **Unacceptable:** Assignment is so lacking in content, organization, construction that it is deemed unacceptable.

0= Did not follow the directions for the assignment; PowerPoint contains plagiarism.
Students must achieve a 76% average or higher on assignments and exams to complete this course satisfactorily. Students must maintain a “C” in all dental science courses to remain in the program.

**CLASS PROTOCOLS:**

**Student Conduct**
Students are obligated to comply with student conduct protocol and procedures. Misconduct is defined as behavior that negatively affects the college’s educational mission. Disciplinary action is taken when misconduct occurs. Misconduct is defined as:

1. Academic dishonesty (cheating, plagiarism, or knowingly furnishing false information)
2. Intentional falsification of statements and/or filing false charges against the college or members of the college
3. Intentional disruption of teaching, administration, or other campus activities
4. Physical and verbal abuse of any person on college premises or conduct that threatens or endangers the safety and health of any individual
5. Failure to comply with the direction of campus employees acting in performance of their duties
6. Use of computing facilities for personal profit or gain

**Disciplinary Actions**

1. Disciplinary warning: oral notice of violation of college rules
2. Reprimand: formal action censuring a student for violation of college rules, made in writing
3. Disciplinary probation: formal action placing conditions upon student’s continued attendance for violation of college rules
4. Summary suspension: temporary dismissal for violation of college rules
5. Expulsion: dismissal for violation of college rules or failure to meet college standards of conduct, for indefinite period of time or permanently

**Expectations for Exams or Assignments**

1. Students who are disruptive during exams will be asked to leave, and the exam will be forfeited.
2. Students who are discovered cheating on exams will be asked to leave and the exam will be forfeited. Students who are discovered cheating a second time will face disciplinary action.
3. Makeup exams:
   a. The instructor must be notified before the exam is given (24 hours preferred, leaving a voice mail message if necessary).
   b. Must be taken the first day upon return to classes
   c. Subject to a 10% penalty

**Homework**
1. All homework assignments received one (1) day past the due date will be subject to a 10% penalty.
2. All homework assignments not received by three (3) days past the due date will not be accepted.

**TOPIC OUTLINE**

I. Communication in the Dental Office (Chapter 61)

   A. Communication Pathways
      1. verbal communication
      2. nonverbal communication
      3. listening skills

   B. Cultural Diversity

   C. Communication with Patients
      1. patient needs
      2. psychological
      3. anxiety and fear
      4. dental phobic patients
      5. patient responses
      6. physical and mental
      7. financial
      8. meeting patient’s needs
      9. positive atmosphere
      10. sincerity
      11. showing respect
      12. respecting the patient’s time
      13. resolving complaints and misunderstandings
      14. remaining approachable
      15. respecting patient confidentiality

   D. Telephone Skills
      1. courtesy
      2. incoming calls
      3. placing a caller on hold
      4. on hold message system
      5. callers who want to speak to the dentist
      6. taking messages
      7. answering service
      8. telephone equipment

   E. Written Communications

   F. Marketing Your Dental Practice
      1. goals of practice marketing
      2. logistic of marketing
      3. types of practice marketing

   G. Communicating with Colleagues
1. being a team member
2. stress
3. methods of stress

H. Psychosis
1. psychosis
2. paranoia
3. schizophrenia

I. Personality Disorders
1. antisocial type
2. compulsive type
3. passive aggressive type

J. Neurotic Disorders
1. neurosis
2. anxiety state
3. hysteria
4. phobia

K. Normal Behavior

L. Understanding Patient Behavior
1. background factors
2. anxiety and fear of pain
3. patient responses
4. dental phobics
   a. progressive muscle relaxation
   b. guided imagery
   c. systemic desensitization
5. pharmacological methods of reducing patient fear
6. coping mechanisms
   a. repression
   b. rationalization
   c. procrastination
   d. deployment
   e. affiliation
   f. control of the situation
   g. rehearsal
   h. stress in the dental office
   i. causes of stress
   j. methods of stress reduction

M. Patient Education

N. Legal and Ethical Implications

O. Eye to the Future

II. The Medically and Physically Compromised Patient (Chapter 29)

A. The Rights of All Patients
B. Role of the Dental Assistant
C. The Aging Population
1. stages of aging
2. oral health conditions
3. xerostomia
4. periodontal disease
5. dental decay
6. dark and brittle teeth
7. oral health care

D. The Medically Compromised Patient
1. Category I
2. Category II
3. Category III
4. Category IV
5. Category V
6. Neurological Disorders
   a. Alzheimer’s disease
   b. Seizures
   c. Multiple sclerosis
   d. Parkinson’s disease
   e. Cerebrovascular accident
7. Cardiovascular Disorders
   a. hypertension
   b. infection
8. Pulmonary Disorders
   a. bronchial asthma
   b. chronic obstructive pulmonary disease
   c. emphysema
9. Blood Disorders
10. Musculoskeletal Disorders
    a. arthritis
    b. muscular dystrophy
11. Endocrine Disorders
    a. hyperthyroidism
    b. hypothyroidism
    c. diabetes mellitus
12. Behavioral and Psychiatric Disorders
    a. eating disorders
    b. substance related disorders

E. Physically Compromised Patient
1. wheelchair bound patient
2. seeing impaired patient
3. hearing impaired patient

F. Assistance from Organizations

G. Legal and Ethical Implications

H. Eye to the Future

III. Microbiology (Chapter 18)
A. Pioneers in Microbiology
B. Major Groups of Microorganisms
   1. bacteria
   2. algae
   3. protozoa
   4. fungi
   5. viruses
C. Legal and Ethical Implications
D. Eye to the Future

IV. Clinical Examination of the Patient (Chapter 28)

A. Soft Tissue Examination
   1. patient preparation
   2. extraoral features
   3. cervical lymph nodes
   4. temporomandibular joint
   5. indication of oral habits
   6. interior of the lips
   7. oral mucosa and tongue
   8. floor of the mouth

V. Anesthesia and Pain Control (Chapter 37)

A. Anesthetic Agents
   1. topical anesthetics
   2. local anesthetics
   3. mechanism of action
   4. duration of action
   5. vasoconstrictor
   6. contraindications
B. Injection Techniques
   1. infiltration anesthesia
   2. block anesthesia
   3. inferior alveolar nerve block
   4. incisive nerve block
   5. periodontal ligament injection
C. Local Anesthetic Set-Up
   1. anesthetic syringe
   2. anesthetic carpule (cartridges)
   3. disposable needle
D. Complications and Precautions
   1. injection into a blood vessel
   2. infected areas
   3. toxic reactions
4. localized reactions
5. systemic reactions
6. temporary numbness
7. paresthesia

E. Dental Assistant's Role
F. Electronic Anesthesia
G. Inhalation Sedation
H. Antianxiety Agents
I. Intravenous Sedation
J. General Anesthesia
K. Documentation of Anesthesia and Pain Control
L. Patient Education
M. Legal and Ethical Implications
N. Eye to the Future

VI. Dental Hand Instruments (Chapter 34)

A. Identifying Hand Instruments
   1. Black's instrument formula
   2. instrument number
   3. instrument design
   4. instrument classification
B. Examination Instruments
   1. use of the mouth mirror
   2. explorer
   3. cotton pliers
   4. periodontal probe
   5. articulating paper
   6. articulating paper holder
C. Hand (manual) Cutting Instruments
   1. excavators
   2. hoe
   3. chisel
   4. hatchet
   5. gingival margin trimmer
D. Restorative Instruments
   1. amalgam carrier
   2. condenser
   3. burnishers
   4. carvers
   5. amalgam knife
   6. composite placement instrument
   7. plastic instrument
E. Accessory Instruments and Items
F. Preset Cassettes (trays)
   1. instrument sequence
VII. Dental Handpieces and Accessories (Chapter 35)

A. Evolution of Rotary Equipment
B. Low Speed Handpiece
   1. straight attachment
   2. contra-angle attachment
   3. prophylaxis angle
C. High Speed Handpiece
   1. water coolant system
   2. bur adaptation
   3. fiberoptic lighting
D. Ultrasonic Handpiece
E. Laser Handpiece
F. Air Abrasion Handpiece
G. Laboratory Handpiece
H. Handpiece Maintenance
   1. handpiece sterilization
   2. sterilization procedure sheets
I. Rotary Cutting Instruments
   1. shank types
      a. straight shank
      b. latch type shank
      c. friction grip shank
   2. neck
   3. head
J. Dental Burs
   1. bur shapes
   2. diamond rotary burs
   3. finishing rotary instruments
   4. abrasion rotary instruments
      a. accessories
   5. Laboratory Rotary Instruments
K. Legal and Ethical Implications
L. Eye to the Future

VIII. Restorative and Esthetic Dentistry (Chapter 48)

A. Cavity Preparation
   1. initial preparation
   2. final preparation
3. terminology in understanding cavity preparations

B. Permanent Restorations
   1. Class I
      a. tooth preparation
      b. special considerations
   2. Class II
      a. tooth preparation
      b. special considerations
   3. Class III and IV
      a. tooth preparation
      b. special considerations
   4. Class V
      a. tooth preparation
      b. special considerations
   5. Class VI

C. Complex Restorations
   1. retention pins

D. Intermediate Restorations

E. Veneers

F. Tooth Whitening
   1. techniques

G. Assistant’s Role and Patient Instructions

H. Whitening Strips

I. Patient Education

J. Legal and Ethical Implications

K. Eye to the Future

IX. Matrix Systems for Restorative Dentistry (Chapter 49)

   A. Posterior Matrix System
   B. Universal Retainer
   C. Matrix Bands
   D. Wedges
   E. Automatrix System
   F. Spot Welded Band
   G. Matrices for Composite Restorations
      1. clear plastic matrix/celluloid matrix or mylar strip
   H. Sectional Matrices
   I. Patient Education
   J. Legal and Ethical Implications

X. Fixed Prosthodontics (Chapter 50)

   A. Plan of Care
   B. Indications and Contraindications
C. Cast Restorations
   1. inlays and onlays
   2. veneers
   3. porcelain veneers
   4. crowns
   5. fixed bridge
   6. components
   7. resin bonded bridge

D. Overview of Fixed Prosthesis Restorations
   1. shade selection
   2. preparation
   3. retention aids for crowns
      a. core buildup
      b. pin retention
      c. post and core
   4. Gingival retraction and Tissue Management

E. Final Impression and Bite Registration

F. Provisional Coverage

G. Role of the Dental Laboratory Technician

H. Laboratory Prescription
   a. laboratory working days

I. Delivery Appointment

J. Provisional Placement of Permanent Casting

K. Crown and Bridge Appointments
   1. preparation appointment
   2. try-in appointment
   3. cementation appointment
   4. patient instructions

L. Patient Education

M. Legal and Ethical Implications

N. Eye to the Future

XI. Removable Prosthodontics (Chapter 52)

A. Factors in Selection of a Removable Prosthesis
   1. extraoral factors
      a. physical health
      b. mental health
      c. motivation
      d. age
      e. dietary habits
      f. social and economic factors
      g. occupations
   2. intraoral factors
      a. musculature
      b. salivary flow
3. residual alveolar ridge  
4. oral mucosa  
5. oral habits  
6. tori  

B. Removable Partial Denture  
1. indications and contraindications  
2. components of a partial denture  
3. framework  
4. connectors  
5. retainer  
6. rest  
7. artificial teeth  

C. Appointment Sequencing for a Partial Denture  
1. Appointment 1: Records  
2. Appointment 2: Preparation  
3. Appointment 3: Try-In  
4. Appointment 4: Delivery  
5. Appointment 5: Postdelivery Check  

D. Home Care Instructions  

E. Full (Complete) Dentures  
1. indications and contraindications  
2. components of a full denture  
   a. base  
   b. flange  
   c. post dam  
   d. artificial teeth  

F. Appointment Sequencing for a Full Denture  
1. Appointment 1: Records  
2. Appointment 2: Final Impression  
3. Appointment 3: Try in of Baseplate and Occlusal Rims  
4. Appointment 4: Try in  
5. Appointment 5: Delivery  
6. Appointment 6: Postdelivery  

G. Home Care Instructions  

H. Immediate Dentures  
1. construction  
2. surgical template  
3. placement  

I. Overdentures and Implants  

J. Denture Relining  

K. Tissue Conditioner  
1. impression  
2. delivery  

L. Denture Repairs  

M. Denture Duplication  

N. Patient Education
Legal and Ethical Implications
Eye to the Future

COURSE OBJECTIVES

Unit I

Reading Assignment: Modern Dental Assisting, Chapter 61
Communication in the Dental Office

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

1.1 Identify patient needs.
1.2 Discuss oral communications, and identify the differences between verbal and nonverbal communication.
1.3 Describe good telephone courtesy.
1.4 Describe and compare the handling of different types of telephone calls.
1.5 Describe external and internal marketing.
1.6 Discuss stress in the dental practice.
1.7 Discuss the team concept for better communication.
1.8 Differentiate between psychotic, neurotic, and normal behavior.
1.9 Discuss understanding patient behavior in terms of: factors affecting behavior, fear, emotional elements, phobias, and patient repression.
1.10 Identify the following coping mechanisms: affiliation, control of the situation, deployment, procrastination, rationalization, rehearsal, and repression.
1.11 List four causes of stress that may occur in the dental office and describe at least four recommended forms of stress reduction.

Unit II

Reading Assignment: Modern Dental Assisting, Chapter 29
The Medically and Physically Compromised Patient

Learning Objectives: Upon completion of this unit, the student should achieve the following Objectives:

2.1 Pronounce, define, and spell the Key Terms.
2.2 Describe the stages of aging in the older population.
2.3 Describe the orally related conditions affecting the older patient.
2.4 Describe the importance of the medical history for the medically compromised patient.
2.5 List the major medical disorders that may affect the way a patient is treated in the dental office.
Describe the type of dental management a medically compromised patient would receive.

Unit III

Reading Assignment: Modern Dental Assisting, Chapter 18
Microbiology

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

3.1 Discuss the contributions of the early pioneers in microbiology.
3.2 Explain why the study of microbiology is important for the dental assistant.
3.3 Identify the types of bacteria according to their shape.
3.4 List the major groups of microorganisms.
3.5 Describe the differences among aerobes, anaerobes, and facultative anaerobes.
3.6 Identify diseases caused by chlamydiae.
3.7 Identify the most resistant form of life known, and explain how it survives.
3.8 Compare viruses with bacteria, and give examples of each.
3.9 Discuss specificity in relation to viruses.
3.10 Compare prions with viruses and bacteria.
3.11 Identify two diseases caused by prions.

Unit IV

Reading Assignment: Modern Dental Assisting, Chapter 28, pages 395-398
Clinical Examination of the Patient

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

4.1 List the equipment and supplies used for the soft tissue examination.
4.2 List the steps for the soft tissue examination.

Unit V

Reading Assignment: Modern Dental Assisting, Chapter 37
Anesthesia and Pain Control in Dentistry

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

5.1 Define, pronounce, and spell the Key Terms.
5.2 Discuss the importance of pain control in dentistry.
5.3 Describe the composition and application of topical anesthetics.
5.4 Discuss the composition and application of local anesthetic agents.
5.5 Be familiar with the basic use of nitrous oxide sedation.
5.6 Be familiar with intravenous sedation and its use in dentistry.
5.7 Be familiar with general anesthesia and its use in dentistry.

Unit VI

Reading Assignment: Modern Dental Assisting, Chapter 34
Dental Hand Instruments

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

6.1 Define and spell the Key Terms.
6.2 Describe the three parts of a dental hand instrument.
6.3 Describe the instrument formula designed by G.V. Black.
6.4 List the examination instruments and their use.
6.5 List the types of restorative instruments and their use.
6.6 Describe additional accessory instruments and items used in dentistry.
6.7 Describe the use of pre set trays and tubs in dentistry.
6.8 Discuss the theory of placing instruments in a specific sequence.

Unit VII

Reading Assignment: Modern Dental Assisting, Chapter 35
Dental Handpieces and Accessories

Learning Objectives: Upon completion of this unit, the student should achieve the following objectives:

7.1 Pronounce, define, and spell the Key Terms.
7.2 Discuss the historical importance of the dental handpiece.
7.3 Describe the low speed handpiece and its use in dentistry.
7.4 Describe the attachments used on the low speed handpiece.
7.5 Describe the high speed handpiece and its use.
7.6 Review other handpieces used in dentistry.
7.7 Describe rotary instruments and how they are used.
7.8 List the parts of a bur.
7.9 Give the composition, shape, and use of the carbide and diamond burs.

Unit VIII

Reading Assignment: Modern Dental Assisting, Chapter 48
Restorative Dentistry
Lecture Objectives: Upon completion of this unit, the student should achieve the following objectives:

8.1 Spell and define Key Terms.
8.2 Describe the process and principles of cavity preparation.
8.3 Discuss the differences in assisting with an amalgam versus a composite restoration.
8.4 Discuss why retention pins would be selected for a complex procedure.
8.5 Describe the need for placement of an intermediate restoration.
8.6 Describe the procedure of composite veneers.
8.7 Describe tooth whitening procedures and the role of the dental assistant.

Unit IX

Reading Assignment: Modern Dental Assisting, Chapter 49
Matrix Systems for Restorative Dentistry

Unit Objectives: Upon completion of this unit, the student should achieve the following objectives:

9.1 Describe the need for a matrix system in restoration of Class II, III, and IV cavities.
9.2 Describe the type of matrices used for posterior restorations.
9.3 Describe the type of matrices used for composite restorations.
9.4 Discuss the purpose and use of a wedge.
9.5 Discuss alternative methods of matrix systems used in restorative dentistry.

Unit X

Reading Assignment: Modern Dental Assisting, Chapter 50
Fixed Prosthodontics

Upon completion of this unit, the student should achieve the following objectives:

10.1 List indications and contraindications for a fixed bridge.
10.2 Identify the steps for a diagnostic workup.
10.3 Identify the role of the laboratory technician.
10.4 Describe the differences among full crowns, inlays, onlays, and veneer crowns.
10.5 Identify the components of a fixed bridge.
10.6 Describe the use of porcelain for fixed prosthodontics.
10.7 Describe the preparation and placement of a cast crown.
10.8 Describe the preparation and placement of a cast crown.
10.9 Discuss the uses of core buildups, pins, and posts in crown retention.
10.10 Describe the use of retraction cord before taking a final impression.
10.11 Describe the function of provisional coverage for a crown or fixed bridge.
10.12 Identify home care instructions for a permanent fixed prosthesis.
Unit XI

Reading Assignment: Modern Dental Assisting, Chapter 52
Removable Prosthodontics

Unit Objectives: Upon completion of this unit, the student should achieve the following objectives:

11.1 Differentiate between a partial and a full denture.
11.2 Identify indications and contraindications for removable partial and full denture.
11.3 List the components of a partial denture.
11.4 List the components of a full denture.
11.5 Describe the steps in the construction of a removable partial denture.
11.6 Describe the steps in construction of a full denture.
11.7 Discuss the construction of an overdenture and an immediate denture.
11.8 Identify home care instructions for removable partial and full dentures.
11.9 Identify the process of relining or repairing a partial or full denture.