The syllabus, part of the New York Health Occupations Education Program, is a statement of the minimum course content acceptable for State credit, requiring two and one-half hours each day of 160 teaching days in each of two academic years. The introduction to the syllabus contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains that the syllabus is not intended to be used as a course of study. Rather, the contents of the syllabus are to be incorporated in a course of study developed by the teacher to emphasize local needs and conditions. Topics considered in the syllabus are: general orientation, the dental assistant, dental terminology, oral anatomy, diet and nutrition, preventive dentistry, dental instruments and equipment, dental materials and methodology, laboratory procedures, chairside assisting, pharmacology, radiology, oral pathology, microbiology and sterilization, office management, office first-aid, and preparation for employment. A three-column format is used. The first column presents minimal acceptable content; the second states instructional objectives in terms of desired student performance; the third contains teaching suggestions. A course of study based on the syllabus should contain performance objectives defining what the student can do, under what conditions, and at what level of proficiency. (AG)
SYLLABUS in

DENTAL ASSISTING
The ever-increasing demand for dental services has produced a subsequent demand from dental practitioners for personnel trained to expedite treatment of patients through efficient assisting at chairside, and in other day-to-day procedures in the dental office and clinic.

In response, an advisory committee was convened to set objectives and parameters for instruction in dental assisting. In July 1972, Joseph J. Messier, Associate in Vocational Curriculum and Ina E. Conley, Associate, Bureau of Health Occupations Education, met with these advisors:

Marjorie Barscz, Coordinator, Health Occupations Program, Herkimer BOCES
Donna Creighton, Teacher, Dental Assisting, Onondaga BOCES
Dorothy Fisk, Coordinator, Health Occupations Program, Oswego BOCES
Janet Waagen, Teacher, Dental Assisting, Suffolk BOCES #3
Dominick Eanello, Assistant Dean of Science Programs, Hudson Valley Community College
Richard Damiano, D.D.S., Advisor to Dental Programs, Onondaga BOCES and Onondaga Community College

In August 1973, a writing team composed of Mrs. Creighton, Mrs. Waagen, and Lynda Kearns, teacher of Dental Assisting, We-Mo-Co BOCES, discussed with Miss Conley and Mr. Messier, the detailing and refining of the basic course content outlined by the advisory committee, and then worked closely with Mr. Messier, the project supervisor, to create objectives and to develop resource lists, teaching suggestions, and instructions for using this syllabus in Dental Assisting.

G. Earl Hay, Supervisor
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Gordon E. Van Hooft, Director
Division of Curriculum Development
The Health Occupations Education Syllabus in Dental Assisting is a statement of the minimum course content acceptable for State credit. A local course of study based upon this syllabus should require 21/2 hours each day of 160 teaching days, in each of 2 academic years. A program of supervised work experience in the dental office or clinic should be an integral part of the second year of instruction. The paramount objective of instruction in Dental Assisting is that of all occupational education graduate employability. Only students evidencing possession of at least minimum personal attributes necessary to successful employment should be scheduled for instruction in this program. Capable students must not, however, be deprived of academic studies required for admission to postsecondary programs leading to certification in other branches of dental health services. The fine contribution of the advisory committee members and the teacher-writers in making this program a reality is deeply appreciated. Their enthusiasm for the program, expertise in the field, and sincere effort in developing the contents in cooperation with Department personnel have made this a very practical document. Every teacher of Dental Assisting, every director of occupational education, and every guidance office scheduling students for programs of occupational education should have a personal copy. Every director of occupational education should be familiar with the contents. Every teacher of Dental Assisting should be familiar with the contents of the syllabus in developing a locally effective course of study. Where offered, a foundations or core course in Health Occupations Education may be substituted for the broad-base health occupations instruction of this program. The Introduction to this syllabus contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains the use of the syllabus in developing a locally effective course of study.
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INTRODUCTION

This publication is the product of the combined knowledge and experience of dental health practitioners, dental health educators, related health occupations educators, and occupational education curriculum developers. Its content should, then, be of considerable assistance to established as well as to new programs, and to experienced teachers as well as to novices. This introductory section is provided to aid teachers, counselors, and administrators in effective use of the syllabus.

THE TEACHER

The teacher of a course in Dental Assisting should be, first of all, an experienced dental assistant. It is highly recommended that the occupational experience include service in an office employing more than one dental assistant. While the dental hygienist who has worked as a dental assistant should prove qualified to teach the course, employment of a hygienist who lacks this job experience is not encouraged. The dental hygienist is a distinct specialist whose functions do not provide certain knowledge, skills, and experience required of a dental assistant, and necessary to successful teaching of Dental Assisting.

THE STUDENT

Preparing the student for employment as a dental assistant is the raison d'etre of this course. A valid secondary objective is to provide entry-level dental assistant education to students wishing to enter post-secondary study for certification or licensing in other dental occupations.

Employment in this field requires the possession of certain inherent physical, mental, and emotional attributes in addition to the skills and knowledge developed by instruction. To prevent the waste of funds, class space, teacher effort, and student effort — and above all, to spare the student probable disappointment — educators must carefully evaluate the probable employability of prospective students of this course. It is no service to the student to schedule for a course in Dental Assisting, one who:

- Has health problems which prevent normal mobility, or standing or sitting for long periods of time
- Has allergies which would adversely affect working with people
- Is uncontrollably overweight, to the point where maneuverability in close quarters is adversely affected
- Lacks a high degree of digital dexterity
The first column of the syllabus lists the minimum acceptable content, instruction in which should receive
the teacher-writers', and a source directory were appended.

A 3-column format was adopted for the syllabus, for clarity and simplicity of use. Resources recommended by
the teacher's own personality and selected methodology.

Concurrent or Previous Study

The schedule of a student who expresses the desire to enter postsecondary education in the dental field,
should be arranged to allow completion of necessary course work in physics, chemistry, and mathematics. The
home-school schedule should provide a course in basic typing and, where available, the business education course.

THE SYLLABUS

This syllabus is not intended to be used as a course of study. While organized in a logical progression, the
content is not in a teaching sequence. The teacher of Dental Assisting must develop a course of study which covers
content required by the syllabus. In a sequence which emphasizes local needs and conditions, and reflects the
features of sequences which are practical for both students and instructors.

The first column of the syllabus lists the minimum acceptable content, in which should receive approximately 80 percent of the course time, thus allowing addition of content and increased emphasis selected to
meet local needs.

It is recommended that a class group contain no more than 20 well-qualified students per teacher.

Administered by the New York State Department of Labor.

Cannot achieve a grade of "medium", or better, on the General Aptitude Tests

Has a history of emotional instability, or antisocial behavior

Has serious speech problems

Cannot hear (corrected) conversation of normal intensity, through at least one ear

Lacks normal vision (corrected) in either eye
The second column contains instructional objectives stated in terms of desired student performance — a recommended form which simplifies and improves both planning and evaluation. Two styles of objectives are used:

1. "The student should be able to:" defines the skills and knowledge which the student should be able to demonstrate after instruction, which are considered necessary to entry-level proficiency.

2. "The student should be:" sets forth instruction in areas which are nice to know or helpful in achieving student understandings. Objectives in the affective domain of student attitudes are also written in this style due to the subjective nature of teacher evaluation of this student performance.

Both styles are written in the general terms appropriate to a syllabus. They must be rewritten in expanded detail when part of the teacher's course of study, to more specifically define the skills and knowledge necessary to employment.

The third column contains suggestions for teaching which should help the experienced dental assistant, who is a novice teacher, to prepare the lessons, and should remind the experienced teacher of the course that certain parts of the content which seem to go without saying must be fully covered for benefit of the as yet far from experienced students. Included in this column are some "tricks of the trade" developed through the experiences of the highly competent teacher-writers of this syllabus which all teachers may find helpful per se, and which should also serve to stimulate each teacher's own ingenuity and resourcefulness.

The appendix lists nearly two dozen books and periodicals which have proven value to teachers of this course. Several film catalogs and specific audiovisual aids are also mentioned. This list is neither exclusive nor static. It is intended to be only one of the many sources of information regarding texts, references, and audiovisuals to which the teacher should be constantly attuned. Addresses of suppliers are included for the teacher's convenience.

**THE COURSE OF STUDY**

A local educational agency which wishes to grant State credit for a course in Dental Assisting must keep on file a course of study based on this syllabus, prepared by the teacher(s) of the course, or — where reason for departure exists — submit copy of a nonconforming course of study to the Bureau of Secondary Curriculum Development, for evaluation toward approval. The course of study — whether nonconforming or based on the syllabus — should be developed in cooperation with the local advisory committee.

The teacher, preparing to write a course of study, should first become familiar with the syllabus' content column, adding any items needed for local effectiveness. The next step should be the realigning of content items into a teaching progression. In certain circumstances, with a class group demonstrating appropriate characteristics, the first lesson may coincide with the first content item of the syllabus, a discussion of "Career Ladders" in "General Orientation." Where a well-equipped facility already exists, and students are activity oriented, the
The units of content of the syllabus need not remain instructional entities, that is, "General Orientation," for example, need not be taught in a succession of lessons on this topic exclusively. This content may, instead, be reduced to basic components which can then be incorporated into a lesson on content of probably greater interest to the student. For example, one of the duties of the dental assistant is that of patient educator. This duty may be presented in a lesson on Patient Education. For example, the assistant may be introduced to basic components which can then be incorporated into a lesson on this topic exclusively. This seems most effective. The units of content of the syllabus need not remain instructional entities, that is, the first lesson may be "Identification of Dental Instruments and Equipment" or any other unit of content which seems most effective.

Only one major topic of content of concern to the dental assistant should be completed before attention is given to starting the objectives of the lesson. A distinction might be made between a lesson or a paragraph, less of an instructional unit, or a lesson on "oral hygiene," or on "oral anatomy," rather than as part of a major lesson on the dental assistant's duties. Probably the most effective approach to this subject is that of a lesson on "oral anatomy." The assistant may be introduced to basic components which can then be incorporated into a lesson on this topic exclusively. This seems most effective. The units of content of the syllabus need not remain instructional entities, that is, the first lesson may be "Identification of Dental Instruments and Equipment" or any other unit of content which seems most effective.
References, and points of emphasis, will be of considerable assistance to the individual teacher engaged in development of lesson plans. A segment of a teacher's course of study, organized as suggested, would approximate the following example:

- **ORAL ANATOMY**
  - **Dental**
    - **Structure of teeth**
      - **Parts**
      - **Composition**

The student should be able to:
- Draw the cross section of an incisor, all parts in correct proportion.
- Identify by correctly labelling, all parts of the tooth — no errors.
- Describe in writing, the function of each part of the tooth — no errors.
- Identify those parts which are
  - a) Organic or inorganic
  - b) Regenerative or nonregenerative

| ADA charts | Columbia Dentoforms | 3M transparencies | Bisected tooth and microscope | Percentage of inorganic
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A local course of study developed in this manner serves not only to state the breadth of instruction but also the depth, to clearly define what the instruction is expected to accomplish, and to provide a built-in gauge for evaluation of both the instruction and the instructed.
DENTAL ASSISTING

CONTENT

O GENERAL ORIENTATION

- Dental Health Team
  . Career ladders
    Dentist
    Dental hygienist
    Dental laboratory technician
    Dental assistant
  . Requirements
    Education
      Secondary level
      Postsecondary
    Certification or licensing
  - Duties, Responsibilities, and Remuneration
    . Professionals
    . Technicians
    . Assistants

DENTAL ASSISTING

OBJECTIVES

The student should be able to:

Identify the various levels of the dental health team by describing their educational requirements, duties, legal responsibilities, and, where applicable, licensing or certification requirements.

The student should be:

Acquainted with the position of dental careers in the total health career field.

Aware of the comparative compensation accorded the various levels of the dental health team.

The student should be able to:

Demonstrate, by any teacher-selected means, an ability to differentiate among the various aspects of the dental assistant's duties and responsibilities.

The student should be:

Aware that employment conditions depend upon the employer, the geographical location, and current economic conditions.

TEACHING SUGGESTIONS

It is very important that good visual aids be used in teaching about the career ladder relationships, lecture/discussion alone rarely being effective. Observation of various dental health personnel through visits to the field, and corresponding use of practitioner-consultants in the school are notably effective methods.

Some teacher-designated student activity should follow this instruction. (Reading assignments, while useful, are not considered to be an "activity."

The student's knowledge of this area should be tested as it is required knowledge.

Emphasize that conditions of employment are negotiable; that the dental assistant should secure agreeable conditions before accepting employment.
The student should be able to:

- Demonstrate, by day-to-day appearance, a knowledge of and conformance to the standards of the profession.
- Perform all skills required of a dental assistant, to standards of general dental practice.
- Demonstrate a day-to-day temperament which would not adversely affect employability.
- Demonstrate desirable interpersonal relations with the variety of persons with whom a dental assistant is in contact.

The student should be:

- Acquainted with the manner in which words are constructed through attaching prefixes and suffixes to roots and stems.
- Demonstrates the need for use of dental terminology between the dental assistant and staff, and of lay language between the dental assistant and the dental patient.

Emphasize the need for use of dental terminology to distinguish meaning, an ability to demonstrate, by any teacher.

DENTAL TERMINOLOGY

- Word Structure
  - Roots and stems
  - Prefixes and suffixes
- Dental Specialist Titles
  - General
  - Basic Dental Equipment
    - Fixed
    - Removable
- Colloquial Equivalents
  - Small movable
  - Fixed
  - General
  - Dental specialist titles
  - Prefixes and suffixes
  - Roots and stems
  - Word structure
ORAL ANATOMY

Dental
- Structure of teeth
  - Parts
  - Function
  - Composition
- Dentition
  - Primary
  - Permanent

Identification
- Function

Eruption dates

Surfaces of each tooth

Supportive Tissues
- Bones
  - Identification
  - Face
  - Cranium
  - Structure
  - Function
- Muscles of mastication
- Salivary glands

The student should be able to:

1. Label the parts of the teeth as shown on a teacher-supplied diagram, and describe the functions thereof.
2. Demonstrate, by any teacher-designated means, an ability to identify teeth as either primary or permanent.
3. Identify by name, each tooth, both primary and permanent, and describe the particular functions of each.
4. List from memory the average eruption dates of the teeth.
5. Identify, by name and location, each surface of the tooth, and write the standard abbreviation.
6. Identify by name and function, each of the facial bones.
7. Describe the shape and structure of each of the facial bones.
8. Locate, identify by name, and describe, the functions of the muscles of mastication.
9. Identify, locate, and describe the functions of the salivary glands.

The depth and breadth of instruction in embryology and histology must be determined by the individual teacher. Use of charts, large mockups, and live models is especially effective. Instruction should include the usual symptoms of imminent eruption and exfoliation. Emphasize "landmarks."

The depth and breadth of instruction in embryology and histology must be determined by the individual teacher. Use of charts, large mockups, and live models is especially effective. Instruction should include the usual symptoms of imminent eruption and exfoliation. Emphasize "landmarks."
The student should be able to:

1. Describe the function, location, and importance of the trigeminal nerve.
2. Locate, identify, and describe the root of the trigeminal nerve.
3. Emphasize the relationship of the trigeminal nerve to anesthesia.

An effective method is to immerse an extracted tooth in a liquid to determine its suitability.

Compose a representative list of foods which, when masticated, clean the teeth and stimulate tooth decay. Hypotheses in the etiology of dental caries can be based on the apparent symptoms. The student should be able to:

- Describe the role of carbohydrates and other diet deficiencies in tooth decay.
- Describe the apparent symptoms of diet deficiencies.
- Compose a representative list of foods which, when masticated, clean the teeth and stimulate tooth decay.
- Describe the apparent symptoms of diet deficiencies.

The student should be aware that digestion begins in the mouth and acquainted with the basic metabolic pattern. The extent of instruction in the oral cavity, the functions of all soft tissues, and the depth and breadth of instruction must be determined by the teacher. The depth and breadth of instruction in the oral cavity, the functions of all soft tissues, and the depth and breadth of instruction must be determined by the teacher. The extent of instruction in food chemistry is the teacher's decision. Audiovisuals are available from a variety of commercial sources.

The student should be aware that digestion begins in the mouth:

- Acquainted with the basic metabolic pattern.
- Able to locate, identify, and describe the root of the trigeminal nerve.
- Aware that digestion begins in the mouth.
- Able to compose a representative list of foods which, when masticated, clean the teeth and stimulate tooth decay.
- Describe the apparent symptoms of diet deficiencies.
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- Describe the apparent symptoms of diet deficiencies.
PREVENTIVE DENTISTRY

- Unfavorable Conditions
  - Controllable
    - Plaque formation
    - Stains
    - Mucinous films
    - Materia Alba
    - Calculus
  - Noncontrollable
    - Oral bacteria count
    - Saliva pH

- Controls
  - Effective
    - Dental floss
  - Marginal
    - Fluorides
    - Oral irrigation
    - Brushing
    - Types
    - Techniques
  - Ineffective
    - Toothpastes
    - Mouthwash

- DENTAL INSTRUMENTS AND EQUIPMENT

  - Identification
    - Prosthetic
    - Orthodontic
    - Surgical
    - Endodontic
    - Periodontic
    - General

  - Description
    - Hand or rotary
    - Shapes and sizes
    - Single or double ended

The student should be able to:

- Identify unfavorable conditions of the oral cavity and their relationships to caries and periodontal disease.
- Differentiate between controllable and noncontrollable factors.
- List the current means of controlling unfavorable conditions and rank their comparative effectiveness.
- Demonstrate the approved method of using dental floss and toothbrush.

Devices which will show the presence of unfavorable conditions are commercially available.

Many dentists believe that the correct use of dental floss at least once each 24 hours, is the only really effective caries preventative.

Use of oral irrigation devices by the layman can be counterproductive, and is discouraged by some dentists.

Name any teacher-selected dental instrument.

Select, from a representative sample group, any dental instrument which the teacher may name.

Describe the use and function of any teacher-specified instrument.

The teacher should be prepared to instruct on the broad spectrum of dental instruments, including those variations which have been outside her own experience.

Where the educational program includes a course in commercial art, a large-scale mockup of the dental tray, and flashcard instruments which can be infinitely rearranged, make an effective aid.
Operation
Routine Maintenance
Cleaning
Sterilizing
Sharpening
Lubricating
Storage
Protection
Efficient retrieval
Safety
X-ray
Sterilization equipment
Laboratory equipment
Small instruments
X-ray
Safety
Efficient retrieval
Protection
Storage
Sharpening
Sterilizing
Cleaning
Routine maintenance
Operation

The student should be able to:

- Demonstrate proper care and maintenance of all dental instruments.
- Demonstrate proper care and maintenance of dental materials.
- By brand name, list the categories of dental materials and the substances, in each category.
- Describe the important physical properties and the uses of each material.
- By day-to-day behavior, demonstrate conformity to all safety rules, regulations, and the use of each material.
- Demonstrate both performance and knowledge of approved mixing techniques, and an ability to achieve a proper mix.
- By written examination, demonstrate, by day-to-day behavior, conformity to all safety rules, regulations, and the use of each material.
- Each student should be required to pass a written safety examination before being allowed to work with hazardous instruments and equipment. The dated and signed test paper should be completely in the student's handwriting and maintained in the teacher's student files.
- Emphasize the importance of reading manufacturer's instructions, even on familiar materials, since small but important changes in product and prescribed procedure are frequently made.
The student should be able to:
- Demonstrate an ability to maintain an efficient storage system.
- List the classes of caries.
- Identify examples of the classes according to location and treatment.
- Chart, by any recognized method, the dental conditions present in an oral cavity.
- Sketch and carve each permanent tooth in proper proportion, showing the individual landmarks.
- Produce plaster or stone models which are free of air bubbles, and are trimmed to field standards of quality.

An inventory card file should be maintained as both an instructional and a course management device.

The different rates of use — school, clinic, dental office — should be emphasized.

- DENTAL METHODOLOGY
  - Classification of Caries
    - List the classes of caries.
    - Identify examples of the classes according to location and treatment.
  - Methods of Charting
    - Chart, by any recognized method, the dental conditions present in an oral cavity.
  - Tooth Forms
    - Sketching
    - Carving models

- LABORATORY PROCEDURES
  - Mixing
    - Plasters
    - Stones
  - Models and Dies
    - Pouring
    - Trimming

Emphasize the extreme importance of accuracy in pouring and trimming models.
The student should be:

- Acquainted with custom trays, base-plate and temporary splint construction, and simple denture repairs.
- Aware of the anatomical points to be considered in adjusting the dental chair.

The student should be able to:

- Make all adjustments in chair mechanisms necessary to position the patient for the work to be done.
- Seat the patient comfortably in either a conventional or a contour chair.
- Prepare instrument setups in order of use for standard dental procedures, both general and specialty.
- Demonstrate smooth passing of dental instruments to and from the operator's hand, using pen, reverse pen, and palm thrust grasp.
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Oral Evacuation

Assisting the Dentist
- General dentistry
- Prosthetic dentistry
  - Crown and bridge prosthetics
  - Partial dentures
  - Full dentures
- Oral surgery
- Periodontia
- Endodontia
- Pedodontia

Providing instruction in oral health

Radiographic exposures

Expanded Duties*
- Applying topical anesthetic
- Placing and removing rubber dam
- Placing and removing temporary restorations
- Placing, carving, and finishing amalgam restorations
- Placing and finishing resin composite and silicate
- Placing and removing matrices
- Polishing coronal surfaces
- Taking impressions
- Removing sutures and dressings
- Performing preliminary oral examinations (NOT diagnostic)

The student should be able to:
- Select the evacuator tip proper to the dental procedure.
- Position the evacuator in the oral cavity.
- Remove accumulations from the oral cavity without interfering with the dentist.
- Demonstrate at least entry-level abilities in assisting with all general dental procedures.

The student should be:
- Acquainted with the dental assistant's chairside role in those procedures which are exclusively specialty practice in nature.

The student should be able to:
- Instruct the patient in diet and home care, and demonstrate for the patient the proper techniques of oral care.

The student should be:
- Acquainted with the performance of the listed procedures.

Instruction should include familiarization with specialty practice procedures, but the student need not be required to demonstrate proficiency in their performance.

In many areas of the State dentists are employing an assistant for the sole duty of patient educating.

*Performance of these "expanded duties" by the dental assistant depends upon changes being made in extant law to reflect recommendations of the American Dental Association.
The student should be able to:

- List by trade name and classify the drugs commonly used in dentistry.
- Describe the uses of any teacher-designated drug common to dental practice.
- Describe symptoms of abnormal reaction to any teacher-designated drug common to dental practice.
- List the various methods by which a drug may be administered, and state the most effective and the most commonly used method.
- Describe in detail the instruments, procedures, and precautions necessary to each method of administering a drug.
- Name the components of the prescription, and describe the information required in each.
- Complete those parts of a sample prescription which the dental assistant may legally prepare, using teacher-supplied information.
- Complete those parts of a sample prescription required in each.
- Describe in everyday language the legal aspects of the prescription, and the responsibilities of the dentist and dental assistant.

It is imperative that the student know the effects of vasoconstrictors in local anesthetics, and be familiar with preoperative and postoperative responsibilities of the dental assistant.

Emphasize security precautions relevant to drugs and syringes, in both school and employment settings.
The student should be:
Acquainted with the nature of X-rays and with their properties, both beneficial and hazardous.

Acquainted with the basic mechanics of producing X-rays.

The student should be able to:
Demonstrate, by any teacher-designated means, an ability to name and locate the controls of any standard X-ray equipment.

Demonstrate ability to set exposure time and KVP and MA.

Position the patient according to the area to be photographed.

Properly center film in the oral cavity.

Secure the film in position through the patient's assistance, or use of a mechanical device.

Center the primary beam vertically and horizontally, by any approved method.

Produce clear and accurate images on the film.

Instruction in theory and mechanics of X-ray production should be limited to that which is necessary for student understanding of successful equipment operation, and of its inherent hazards.

Identification on visual aids is good practice preceding use of actual equipment or in the absence of specific types.

Caution! Avoid overdependence on the "average angle" method.
The student should be:

- Aware of the existence of different types of film, each intended for specific diagnostic purposes.
- Acquainted with the chemistry of X-ray film development and fixing.
- Acquainted with the various types and sizes of film-mountings.
- Acquainted with the manufacturers' designations for those sizes and types commonly used in dental practice.

The student should be able to:

- Develop and fix X-ray film by the time/temperature method.
- Mount film for labial and lingual views.
- Describe the etiology of dental caries.
- Describe the progression from dental caries to osteomyelitis.
- Describe the etiology of dental caries, periapical abscesses, pulpitis, pulpal caries, and osteomyelitis.
- Describe the progression from dental caries to osteomyelitis.

Knowledge of this aspect of dental health is within the responsibilities of the patient educator.
Diseases of Soft Tissues

- Tumors and cysts
- Dilantin therapy
- Herpes simplex
- Leukoplakia
- Syphilitic lesions
- Aphthous ulcers
- Lichen Planus

Periodontal Diseases

- Gingivitis
- Periodontitis
- Periodontosis
- Periodontal abscess
- Vincent's infection

Systemic Diseases

- Epilepsy
- Diabetes
- Heart disease
- Leukemia

Developmental Anomalies

- Hutchinson's teeth
- Mottled enamel
- Enamel hypoplasia
- Supernumerary teeth
- Anodontia
- Harelip and cleft palate

The student should be:
Aware of causative factors, signs, symptoms, and treatment of common oral lesions.

The student should be able to:
Describe the etiology of periodontal diseases.

The student should be:
Aware that certain medical conditions vitally effect, or even preclude, dental treatment.

The student should be able to:
Recognize by sight, and describe the causes of, common abnormalities.

At present the dental assistant need only recognize the existence of an abnormality. Future responsibilities may require recognition of the specific abnormality.

Knowledge of periodontal diseases is necessary to the function of the patient educator.

Emphasize the possibility that certain manifestations in the oral cavity may not be dental problems per se; that medications prescribed by a physician may precipitate certain dental abnormalities.

Instruction in this area is useful in patient education, radiography, and as background information.
The student should be able to:

- List, categorize, and describe by shape, the various microorganisms, and state the environment in which they are found.

- Be aware that a few groups of microorganisms produce disease.

- Be aware that certain bacteria can adopt a dormant, nearly impregnable form, until returned to favorable conditions.

- Be aware that it is not always the microorganism itself that is harmful, but frequently the substances produced by the microorganism.

- List and describe the various portals of entry of microorganisms into the body.

- Be able to describe the various modes of transmission.

- Be able to list and describe the various microorganism classes.

- Be aware that certain bacteria can survive unfavorable conditions by adopting a dormant, nearly impregnable form, until returned to favorable conditions.

- Be aware that it is not always the microorganism itself that is harmful, but frequently the substances produced by the microorganism.

Instruction should include this history, since a knowledge of how the causative agents of disease were identified is necessary. Since a knowledge of how the causative agents of disease were identified is necessary, Instruction should include this background information. Visual aids — especially the microscope and culture mediums — are very useful. Having each student take a culture medium of the normal flora of her mouth has excellent motivational value. Microorganisms can exist in spore form for a considerable time.

- Spore formers
- Toxin producers
- Pathogens
- Transmission of disease
- Physical Characteristics of Microorganisms
- History of Microbiology
- Sterilization
- Microbiology and Sterilization
The student should be:
Aware of the different means of achieving a sterile condition.

The student should be able to:
State the particular method by which any teacher-selected object should be sterilized.

Demonstrate the operation of any sterilizing equipment commonly used in dental practice.

Describe by defining, the difference between germicides, disinfectants, and antiseptics.

Demonstrate the aseptic technique proper to any teacher-designated dental instrument, equipment, or material.

Demonstrate personal and patient-related aseptic techniques.

All safety procedures must be vigorously enforced.

Emphasize the importance of handscrubbing in view of the patient:
1) before any procedure,
2) after the procedure is completed,
3) at any time during a procedure that a possibly contaminated object is handled.

- Asepsis
  - Germicides
  - Disinfectants
  - Antiseptics
The student should be able to:

- Demonstrate approved methods of using the telephone.
- Demonstrate, by any teacher-selected means, good judgment in handling representative telephone situations.
- List the items of information which should be elicited from callers.
- Acquaint themselves with the personal qualities necessary for appointment control responsibility.
- List the items of information which should be recorded in the appointment book.
- Complete an appointment schedule for one week's time, using any standard form and teacher-supplied patient data.
- Demonstrate ability to make the patient feel comfortable and of individual importance.
- Demonstrate a friendly, courteous, but businesslike manner in receiving patients.
- Demonstrate ability to diplomatically advance the treatment of unscheduled patients requiring immediate attention.
- Emphasize the importance of the telephone contact as setting the image of the office.
- Emphasize the necessity of the dental assistant adapting to the personality of the individual patient.

Emergency treatment
Scheduled treatments
Receiving patients

Emphasize the necessity of the telephone contact as setting the image of the office.
- Emphasize the necessity of the dental assistant adapting to the personality of the individual patient.
- Emphasize the importance of the telephone contact as setting the image of the office.
Recording patient data
Personal
Medical history
Treatment history

The student should be able to:
Differentiate between types of data by describing the information which each must contain.

Demonstrate ability to initiate and to maintain standard patient records.

The student should be:
Demonstrate an ability to maintain efficiently, any standard system of filing.

Demonstrate an ability to maintain an efficient inventory control system, and a satisfactory inventory.

Filing includes patient records, financial records, and patient recall.

Filing includes patient records, financial records, and patient recall.

Ordering supplies is an important function of the dental assistant.

The student should be:
Acquainted with the characteristics of the various insurance forms.

The student should be able to:
Accurately prepare any teacher-selected insurance form.

The student should be:
Acquainted with the various methods of handling financial accounts.

The student should be able to:
Prepare a statement using teacher-supplied information.

Proficiency in basic arithmetic is imperative.

The student should be able to:
Prepare a statement using teacher-supplied information.

Emphasize the critical importance of precise, accurate records.
The student should be able to:

- Process cash receipts, and record and post cash payments.
- Record petty cash expenditures.
- Prepare deposit slips.
- Prepare checks for signature.
- Maintain a correct balance.
- Reconcile checkbook record with the bank statement.
- Prepare payroll deduction forms.
- Demostrate ability to prepare day sheet.
- Keep a running balance of patients' treatment records.
- Acquaint with the day sheet, monthly summaries, and yearly summary forms.
- Acquaint with various time payment plans.
- Keep a running balance of patients' treatment records.

The student should be:

- Acquainted with various time payment plans.
- Acquainted with the day sheet, monthly summaries, and yearly summary forms.
- Aware of the effects of relative humidity and ambient temperature upon patients, staff, equipment, and materials.
- Prepared for success in Recordkeeping.

Program's course in Recordkeeping.

It is strongly recommended that students of Dental Assisting complete the Business Education area as local option. Some dentists assign a dental assistant to the collection of data necessary for preparation of the Federal quarterly tax report. In this instruction in this area, the student should be able to:

- Prepare for success in Recordkeeping.
- Prepare bank statements.
- Prepare deposit slips.
- Prepare payroll deduction forms.
- Reconcile checking account with the bank statement.
- Maintain a correct balance.
- Prepare checks for signature.
- Record petty cash expenditures.
The student should be:
Acquainted with the duties of the dental assistant in preparing the physical plant for the day's activities, and for overnight.

The student should be able to:
List the activities which the dental assistant performs in readying the office or clinic for use.

List the areas to be observed for needed ongoing housekeeping.

List the activities which the dental assistant performs before closing the office for the night.

Responsibility for cleaning may be with the dental staff, with a building maintenance staff, or with an independent cleaning service. The dental assistant is, however, responsible for assuring that cleaning has been done.

OFFICE FIRST AID

- Emergency Armamentarium
  - Oxygen unit
  - Ammonia ampules
  - Kits

The student should be:
Acquainted with both built-in and portable oxygen units.

Acquainted with the nature and uses of various emergency kits.

The student should be able to:
Demonstrate proficient use of available oxygen equipment.

Use ammonia ampules in an approved manner.

Recognize by sight, any teacher-designated standard emergency kit.
Procedures

Routine problems
- Anxiety
- Hemorrhaging
- Nausea and vomiting
- Syncope

Exceptional problems
- Epileptic seizures
- Respiratory failure
- Shock
- Tachycardia

The student should be able to:

- List the signs and symptoms indicative of each emergency problem.
- Describe the measures which the dental assistant would take to prevent onset of an emergency problem.
- Describe the measures which the dental assistant may take in anticipating the dentist's needs, and in assisting the dentist in articulating the dentist's needs.

Required evaluations of the student, should be discussed with the cooperating dental staff, in actual service in a dental office or clinic.

In veterinary practice, the dental assistant is responsible for:

- Recognizing signs of imminent problems rather than to provide first aid post facto.
- Preventive measures to avoid emergency problems.
- Indicative of each emergency problem.
- List the signs and symptoms of each emergency problem.
- The student should be able to:

Preparation for Employment

Field Experience
- Assignment to dental office or clinic
- Seminar
- Discussion and evaluation of field experience
- Forms
- Job application forms
- Forms
- Resume
- Resume

Job Application
- Forms
- Resume
- Forms
- Job application forms

The student should be able to:

- Complete teacher-supplied sample job application forms.
- Complete teacher-supplied sample job application forms.
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- Complete teacher-supplied sample job application forms.

The student should be able to:

- Demonstrate at least entry-level proficiency as a dental assistant in actual service in a dental office or clinic.
- Demonstrate ability to communicate pertinent work experiences to the teacher and to classmates.
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- Demonstrate ability to communicate pertinent work experiences to the teacher and to classmates.

The student's personal impressions of the field experience should be related.

Required evaluations of the student's field work by the cooperating dental staff, should be discussed with the student.

The chief responsibility of the dental assistant is to recognize signs of imminent problems rather than to provide first aid post facto.
BOOKS


--- *We like these ideas.* Appleton, Wisconsin. Project D Publications. 1970.


FILMS — 16mm

Professional Services Division, Proctor and Gamble Corp.
Health Films, New York State Department of Health.
Aspen Film Library, Aspex Pharmaceutical Products, Inc.

FILM CATALOGS


CHARTS, POSTERS, PAMPHLETS

The Dental Assistant, American Dental Assistants Association, Chicago.
American Dental Directory, American Dental Association, Chicago.

PERIODICALS
