



Prepares Students for College and Careers

▲ Dental Assistant II Career Preparation (g)

COURSE CODES:

▲ **ROP 63110** ▲ **WUHSD 0000** ▲ **ERUSD 0000** ▲ **State (CALPADS) 7922**

Course Leads to: Post-Secondary Education, Certification, and Employment
Industry Sector: Health Science and Medical Technology
Career Pathway: Patient Care - 198 **Course Level:** Capstone
Classroom Hours: 320
Work Based Learning: 120 (required)

Approved Textbook/Curriculum: Defined by the Dental Board of California

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit Yes, g COLLEGE MAJORS Dental Assisting Dental Hygiene Medical Assisting Pre-Dentistry	Radiation Safety (Dental X-ray) Infection Control AHA CPR NEXT STEPS Registered Dental Assistant Program Dental Hygiene Program Pre-Dentistry	Related Careers (O*NET) 31-9091.00 Dental Assistants 29-1021.00 Dentists, General 51-9081.00 Dental Laboratory Technicians 29-2021.00 Dental Hygienists 29-1024.00 Prosthodontists 29-1023.00 Orthodontists 29-1022.00 Oral and Maxillofacial Surgeons

Prerequisites:

Successful completion of Medical Core II Patient Care/Medical Technology with a 75% or better is required.

Course Description:

This course is the second in sequence of two, this course continues to expand the student's clinical development with project-based experience in chairside clinical skills and Public Health. Dental Assistant II is designed to integrate cognitive knowledge with practical applications of dental procedures. The primary focus of this course is to prepare the Dental Assistant for the appropriate protocols and techniques required in the dental industry. Clinical instruction includes review of workplace safety policies and compliance, dental mathematics, patient vital signs, dental charting with the implementation of software, manipulation of dental materials and the usage of instrumentation for all dental procedures as well as Radiologic science computations to produce digital x-rays. Radiology certification and Infection Control certification are transferable to Hygiene and D.D.S. programs accredited by the Dental Board of California.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

II. CAREERS IN THE DENTAL PROFESSION

- A. Research and report on the specialized occupations within the dental industry sector
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various dental assistant positions
- D. Explain the impact of pre-employment activities on employability (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

III. PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay
- H. Mock Interview

IV. OCCUPATIONAL SAFETY AND COMPLIANCE

- A. Review the Dental Board of California policies pertaining to certification requirements, certification renewal and steps to become a Registered Dental Assistant.
- B. Review the primary mission of the American Dental Assistants Association, California Dental Assistants Association and the Dental Assistant National Board.
- C. Understand the purpose of California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing dental assistants.
- D. Adherence to standard precautions.

V. MICROBIOLOGY

- A. Understand the process of sterilization in the dental office and the importance of recognizing microorganisms in the dental environment.
- B. Investigate blood borne pathogens characteristic while practicing Standard precautions as related to Cal/OSHA.
- C. Examine bacteria and microscopic fungi.
- D. Describe how microorganisms are associated with many diseases and infections.

VI. PREVENTIVE DENTISTRY

- A. Recite oral hygiene instructions, educating parents on the importance of oral health.
- B. Discuss diet and nutrition to provide support towards patient wellness.
- C. Identify the instruments required for prophylaxis procedure to remove plaque, stain and calculus.
- D. Display knowledge in the area of brushing and flossing to remove soft bacteria and provide patient hygiene care.
- E. Provide specialized diagnostic evidence with the use of an intraoral camera and laser caries detector to identify disease causing bacteria.

COURSE OUTLINE

VII. PATIENT CARE

- A. Describe the advantages of pre-set procedural trays, intraoral examinations and the rationale to perform the exam.
- B. Define and recognize instrumentation and the categories of instrument exchange for clinical procedures, adaption of conventional hand piece operation and identification and care will be facilitated.
- C. Describe and demonstrate four handed dentistry procedures in a clinical setting advancing to setting up the treatment room for direct fillings, extractions, endodontic, and orthodontic procedures.
- D. Understand the chemical make-up of a wide range of restorative dental material and their usage such as; Amalgam, Composite, Impression materials and cements.

VIII. DENTAL RADIOLOGY

- A. Explain the history of the foundation of radiography with emphasis placed on Radiographic equipment use, safety, legal issues, quality assurance and infection prevention.
- B. Evaluate various methods to obtain radiographic imaging comparing both Intraoral and Extraoral types to produce diagnostic quality images.
- C. Investigate producing quality images with the of x-radiation.
- D. Describe the effect of the kilo voltage, milliamperage dosage of the beam.
- E. Discuss the risk versus benefits of dental imaging.
- F. Explain how x-rays are produced.
- G. Discuss the purpose, use, advantages, disadvantages and operate the equipment necessary for digital radiography.

IX. PUBLIC HEALTH/COMMUNITY INVOLVEMENT

- A. Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
- B. Demonstrate screenings, referrals and educational services that allow patients to access the resources of health care systems.
- C. Assist with providing community oral health care and play a role in evaluating the outcomes of community based programs and advocate for effective oral health care for the underserved population.

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS
INDUSTRY SECTOR: Health Science and Medical Technology

ESSENTIAL PATHWAY STANDARD – Patient Care, 1,2,5,6,7,8,9

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - B2.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – B3.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – B4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – B5.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.