

DENTAL CAREERS II

Dental Careers II is a course designed to provide the dental assisting student with specific knowledge of the administrative planning, book-keeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontics, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided. The importance of the clinical behavior of materials and biological factors are also stressed. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

Course Specifications

- DOE Code: 5204
 - Recommended Grade Level: Grade 12
 - Recommended Prerequisites: Dental Careers I
 - Credits: 3 credits per semester, maximum of 6 credits
 - Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
 - This course is aligned with the following Post-Secondary courses for Dual Credit:
 - Ivy Tech
 - DENT 117 Dental Office Management*
 - DENT 125 Precilincal Practice II*
 - DENT 129 Dental Materials & Laboratory II
 - DENT 130 Clinical Externship
 - DENT 131 Basic Integrated Science
- *only available in fully-articulated Dental programs

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. **When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.**

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate HOSA Health Occupations Student Association the CTSO for this area.

Content Standards

Domain – Dental Office Management

Core Standard 1 Students adapt and apply business office skills to manage a dental office.

Standards

- DCII-1.1 Evaluate and describe the business office manager's duties and those business transactions carried out in the dental office
- DCII-1.2 Integrate Eagle Soft computer program to establish patient accounts and records, file insurance, claims and daily patient schedules.
- DCII-1.3 Recommend the record appointments from list of patients, allowing sufficient time for each function
- DCII-1.4 Analyze patient needs and barriers to communication to include cultural and individual differences
- DCII-1.5 Create a letter of application, resume, and other office correspondence used to enhance public relations with patient and professional colleagues
- DCII-1.6 Connect non-verbal cues, and emphasize improving communication skills
- DCII-1.7 Verify dental business office procedures and clinical records

Domain – Pre-Clinical Practicum II

Core Standard 2 Students evaluate dental techniques to determine the types of materials needed in a variety of office settings.

Standards

- DCII-2.1 Choose different types of topical and local anesthetics
- DCII-2.2 Verify the steps for preparing for the administration of local anesthetic
- DCII-2.3 Validate the injection sites for the maxillary and mandibular arches
- DCII-2.4 Verify the equipment and materials needed to administer local anesthetic
- DCII-2.5 Establish supplemental techniques to administer local anesthetic
- DCII-2.6 Choose the eight specialty fields recognized by the ADA
- DCII-2.7 Recommend dental instruments and accessory items used in dental specialties
- DCII-2.8 Manage all assigned laboratory procedures relevant to specific specialties
- DCII-2.9 Recommend with visual and restorative procedures on bench mannequin in preparation for clinical patients
- DCII-2.10 with diagnostic records
- DCII-2.11 Apply and adapt dental business office procedures and clinical records in specialty practices

Domain – Clinical Practicum II

Core Standard 3 Students synthesis appropriate chair side, clinical support, and business procedures to further develop skills in a clinical setting.

Standards

- DCII-3.1 Establish an understanding of the role a practicing dental assistant plays as a part of the dental health team in providing dental care to members of the community as learned in the formal academic program
- DCII-3.2 Apply and adapt the ability to apply good human relations when working with the patient and the dental health program

- DCII-3.3 Connect the chair-side responsibilities
- DCII-3.4 Verify, expose, process, and mount dental x-rays according to the standards acceptable to the supervising dentist
- DCII-3.5 Validate the ability to perform business office procedures according to prescribed standards acceptable to the instructors and the cooperating dentist
- DCII-3.6 Verify selected dental laboratory procedures taught in the formal program to the satisfaction of the instructors and cooperating dentist
- DCII-3.7 Recommend professional conduct, attitude, attire and grooming according to the standards of the Dental Assisting Program's instructional staff as stated in course requirements
- DCII-3.8 Apply and adapt emergency procedures as taught in the formal program according to standards acceptable to the instructors and cooperating dentist

Domain – Dental Materials and Laboratory II

Core Standard 4: Students analyze dental materials to determine

Standards

- DCII-4.1 Connect the relationship between components, properties and the clinical performance of amalgam, gold alloy, dental ceramics, base materials, solder and dental implant metals
- DCII-4.2 Evaluate the rationale for limiting the patients and dental personnel's exposure to mercury and cite the maximum vapor allowed by OSHA
- DCII-4.3 Verify the types of silver alloy available for amalgam
- DCII-4.4 Analyze the significance of gamma-2 to the clinical performance and physical properties of amalgam and cite how gamma-2 phase is controlled
- DCII-4.5 Create the sequential steps for producing a finished cast restoration, starting with the wax pattern
- DCII-4.6 Manage the finishing and polishing of common restorative materials and indicate precautions associated with these techniques
- DCII-4.7 Connect the three different types of dental implants and compare their uses
- DCII-4.8 Select restorative materials and cements
- DCII-4.9 Choose full custom-made trays, mouth guard, temporary bridge, self engaged bleaching tray and trimmed casts that are acceptable in a dental office
- DCII-4.10 Apply concepts of restoration during a simulated dental procedure

Domain – Basic Integrated Science

Core Standard 5 Students apply and adapt human body systems to demonstrate an understanding of patient needs.

Standards

- DCII-5.1 Select body planes and cavities
- DCII-5.2 Choose systems as integrated and interrelated units
- DCII-5.3 Verify the structure and function of each body system
- DCII-5.4 Analyze the functions of the principal organelles and label them on a diagram
- DCII-5.5 Select the various types of tissue
- DCII-5.6 Choose correct terminology related to anatomy and physiology
- DCII-5.7 Evaluate common disorders of the human body

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- 11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.
- 11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

- 11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- 11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 11-12.WT.1 Write arguments focused on *discipline-specific content*.
- 11-12.WT.2 Write informative/explanatory texts, including technical processes.
- 11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WT.6 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.

Research to Build and Present Knowledge

- 11-12.WT.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.