

Dental Science

Primary Career Cluster:	Health Science
Program Manager:	Sloan Hudson, (615) 532-2839, sloan.hudson@tn.gov
Course Code(s):	6134
Prerequisite(s):	<i>Health Science (5998)</i>
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the second or third course in the <i>Therapeutic Services</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Pamela Sieffert, (615) 532-6270, Pamela.Sieffert@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html
Available Student Industry Certifications:	National Entry Level Dental Technician (NELDA) with completion of appropriate Clinical Internship.
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html

Course Description

Dental Science is an applied course in the *Therapeutic Services* program of study intended to prepare students with an understanding of the roles and responsibilities of the dental health care professional within the application of dental care. Upon completion of this course, proficient students will be able to differentiate the many careers in dentistry, assess, monitor, evaluate, and report on the dental health of patients/clients and relate this information to overall health, apply

appropriate dental terminology, and perform clinical supportive skills. In addition, students will continue to build a health science career portfolio that will follow them throughout their chosen program of study.

Program of Study Application

This is the second or third applied course in the *Therapeutic Services* program of study. For more information on the benefits and requirements of implementing this program in full, visit the Health Science website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html>

Implementation options are as follows:

- Option 1: Dental Services taught as a Level Two Course
- Option 2: Dental Services taught as a Level Three Course

Core standards are required for both options above.

Core standards: 1,2,3,4,5,6,7,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25

Additional standards:

Option 1: 8,9

Option 2: 10

Course Standards

Careers in Dental Science

- 1) Gather relevant information from textbooks and online searches concerning the history of dentistry, with emphasis on changes in care and prevention. Develop a visual, oral, and/or written presentation of the information that includes graphs, technology, and supporting evidence.
- 2) Research careers within the dental sciences and explain in a graphic illustration or informational artifact** the educational/credentialing requirements, as well as state and national compliance guidelines required of health care professionals. Include other branches of dentistry such as Orthodontics and Forensic Odontology.
- 3) Analyze the range of skills, competencies, and professional traits (such as leadership, time management, and ethical responsibility) required for careers in dental sciences. Using real-time and projected labor market data, identify local and national employment opportunities and determine areas of growth. Complete a job application, resume, and cover letter for one of the jobs located in the search.

Legalities and Ethical Issues

- 4) Choose an ethical issue affecting dental health professionals, such as leaving fluoride out of drinking water, the practice of dental tourism, or the affordability of dental care among vulnerable populations like the elderly. Craft arguments focused on the issue, including the

development of claim(s) and counterclaim(s) justified with data and evidence. Discuss how this issue will affect or has affected the dental community.

- 5) Examine the legal responsibilities of dental professionals when treating patients/clients with diseases or disorders related to infections transmitted sexually or through drug use, domestic violence, neglect, and child abuse. Construct an informational article intended to raise awareness among dental professionals. Incorporate the correct dental terminology. (
- 6) Compare and contrast the dental care and prevention customs and cultural beliefs of various populations. Examples might include soaking a cotton ball in turpentine for tooth pain relief or using bleach to whiten teeth. Develop an informative paper intended to reconcile such beliefs with advances in dental science.
- 7) Compare and contrast the average cost of private dental insurance plans versus government-issued plans. Analyze the cost for both pediatric and adult patients for treatments such as a routine dental visit, a visit that requires fillings, and a visit that requires tooth extraction. Role-play therapeutic communication utilizing correct dental terminology to explain the cost with a classmate and/or family member.

Anatomy and Physiology

- 8) Outline the gross and cellular structure and function of head and neck anatomy, including bones, muscles, sinuses, salivary glands, nerves, and blood vessels.
- 9) Choose a research topic related to embryonic development of the head, oral cavity, and teeth. Gather relevant information from print and digital medical and/or dental resources such as the American Journal of Dentistry. Complete a short research project, including editing work after peer-review, culminating in a scientific report that examines the environmental and genetic factors affecting embryonic development, using dental and medical terminology.
- 10) Choose a research topic related to embryonic development of the head, oral cavity, and teeth. Gather relevant information from print and digital medical and/or dental resources such as the American Journal of Dentistry. Complete a short research project, including editing work after peer-review, culminating in a scientific report that examines the environmental and genetic factors affecting embryonic development, differentiating between normal and abnormal findings using dental and medical terminology.
- 11) Formulate a written and digital health education project to inform an audience about the parts and functions of teeth. Include the effects of nutrition on tooth development and continuous good health and dental prevention care.
- 12) Determine the meaning of the universal dental numbering system's name; then, number the teeth located in the human dentition on a model or chart. Explain the difference in each of the numbering systems as presented in text by paraphrasing them in simpler yet accurate terms.

- 13) Choose a dental health disease or disorder. Examples might include dental caries in babies who drink juices from a bottle or oral cancer in smokeless tobacco users. Develop a professional report discussing the scope of the disease/disorder, affected and vulnerable populations, local incidence information as compared to state, region, and national data, existing practices that target the disease/disorder, and interventions available.

Microbiology, Infection Control, and Disease Prevention

- 14) Define the terms pathogenic and non-pathogenic microorganisms, and explain how each can cause a disease or disorder. Outline modes of transmission and prevention of the spread of these organisms.
- 15) Investigate oral manifestations related to pathogenic and non-pathogenic organisms. Develop an informational text to share with other health care professionals that outlines concepts of disinfection, OSHA standards, and use of Personal Protective Equipment (PPE) to prevent spreading of disease to dental staff.
- 16) Differentiate among toxic, corrosive, ignitable, and reactive hazardous wastes in dental facilities. Discuss the role of the Material Safety Data Sheets (MSDS) in identifying hazards associated with specific chemicals or chemical compounds by evaluating MSDS information. Develop a chart describing the characteristics of the most common chemicals and compounds found in the dental office.

Dental Examinations

- 17) Understand principles of and successfully perform skills related to Dental Assisting, incorporating rubrics from textbooks or clinical standards of practice for the following:
- Operatory preparation for treatment and receiving of the patient
 - Positioning of the patient and the clinician
 - Radiographic process and patient/operator protection
 - Oral prophylaxis
- 18) Identify basic dental office instrumentation and explain the purpose of each item. Role-play a scenario based in a dental office that uses at least five instruments accurately, including patient assessment, procedure for operatory preparation of the patient room, receiving and seating the patient, and providing at least one treatment.
- 19) Develop a patient health education plan including preventive measures, signs and symptoms of exacerbation of disease/disorder/injury, pharmacological needs, and support systems. Cite at least three medical or dental resources.
- 20) Summarize the signs and symptoms of impending or developing dental emergencies, citing environmental, medical, and hygienic factors that may contribute to the condition. Develop an office emergency policy and procedure that outlines the responsibilities and actions of each healthcare worker.

- 21) Complete training in American Heart Association or American Red Cross adult and child Cardiopulmonary Resuscitation (CRP). Students should be certified in either Heartsaver or BLS for Healthcare Provider CPR prior to clinical rotation. (

Dental Procedures and Specialties

- 22) Follow medical procedures precisely when performing patient/client skills in a classroom or clinical setting related to the role of the Dental Assistant, including:
- a. Complete health/dental history
 - b. Perform vital signs
 - c. Coronal polishing
 - d. Fluoride treatment
 - e. Preparation of restorative materials
 - f. Preparing and alginate impression
 - g. Cleaning and sterilizing equipment
 - h. Patient and/or community education on oral health
 - i. Document findings and procedure in a recognized format for a dental facility using correct dental terminology
- 23) Incorporate medical/dental language in the development of a detailed dental treatment plan for a case study or live patient, describing goals and objectives, medications, and/or alternative treatment and coping mechanisms, and incorporating applicable assessment information following interview/assessment of a patient or family member.
- 24) Research emerging dental technologies related to dental and oral health, including but not limited to procedures, equipment, and diagnostics tools. Synthesize information into a coherent understanding and develop a written or verbal presentation. Draw evidence from informational text to support research.
- 25) Research a dental specialty procedure (such as oral surgery, prosthetic dentistry, or gingivoplasty), then develop a written or verbal explanation of the procedure using correct dental terminology. Include at minimum the purpose of the procedure, average cost, documented benefits and potential side effects, and profile of the dental professional that performs the procedure.

The following will reside in the student's portfolio:

- a. Standard 8 Research artifact
- b. Standard 9 Health education project
- c. Standard 19 CPR certificate
- d. Standard 20 Skills check lists

Standards Alignment Notes

*References to other standards include:

- American Red Cross BLS CPR Guidelines. <http://www.redcross.org/>.
- American Heart Association BLS Guidelines. <http://www.heart.org/HEARTORG/#>.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)

- Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Additional Notes

**Informational artifacts include, but are not limited to, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited to, charts, graphs, rubrics, drawings, and images.