Program Information & Skill Alignment Chart for:
Dental Assistant– CIP Code 51.0601
Willow Street Campus

Form to be submitted to IU 13 with PIF

Program Description	• Experience the satisfaction of providing high quality patient care in a team-oriented modern dental office environment. • Perform a wide variety of dental office duties including taking x-rays, mixing materials, passing instruments, sterilization and administrative duties. • Practice customer service and professional ethics to ease patient anxiety and increase treatment acceptance.	
Program Information (costs, certifications, uniform)	Textbooks- (Provided to Students): • Elsevier's Modern Dental Assisting Textbook • Elsevier's Dental Radiography Principles and Techniques • Elsevier's Practice Management for the Dental Team • Dental Assistant Task Book • Sherpath for Modern Dental Assisting • Sherpath for Iannucci: Dental Radiography Uniforms- **$150.00** approx. • 2-3 pairs scrub pants (required) • 1-2 lab jackets (required) • 2-3 plain t-shirts or long sleeve shirts (required) • Solid colored professional clinic shoes. No crocs with holes in the top. Shoes must be a completely non-absorbent material. (required) • CTC Sweatshirt (optional) • CTC Track Jacket (optional) • No facial piercings and only 2 earrings per ear in any hole. • No jewelry, fake nails, or nail polish • Hair must be up off of the shoulders • All tattoos must be covered with clothing or make-up • Natural looking make-up Program Opportunities/Certifications • Participate in clinical externships in April and May if qualified • Act 31 Mandated Child Abuse Reporter Training • Bloodborne Pathogens Certification • CPR Certification • OSHA 10 Hour Health Certification • HIPAA Certification • Radiation Health and Safety (RHS) Certification so you can take radiographs on people	
Program Outline & Pathways	State Program of Study Task Outline • Introduction to Dental Assisting	Pathways with no additional schooling: • Chairside Dental Assistant in General Dentistry or any Specialty • Administrative Dental Assistant • Sterilization Assistant • Hygiene Assistant Pathways with additional schooling/training:

		• Expanded Functions Dental Assistant • Dental Hygienist • Dentist • Office Manager/Human Resources • Dental Sales Representative
Other Information	Student to teacher ratio is 30:1 Agreement with LCCTC Post-Secondary Dental Hygiene Program for extra point on application.	

Student Name: _____ District: _____

Skill Alignment Chart for:
Dental Assistant – CIP Code: 51.0601

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety and Physical Considerations	• Emotional & mental stability (ability to remain calm when encountering stressful situations) • Empathy to understand the pains and suffering of others • Good personal hygiene (hair pulled back and of a natural shade, nails short, clean and free of polish, no facial piercings of any kind, 2 post only earrings/ear, no necklaces or bracelets) • Ability to manage incidences involving bodily fluids, surgeries, injections, and traumatic situations • Prolonged standing, sitting, stooping, and bending • Physical use of both hands/arms • Good hand/eye coordination with excellent dexterity	
Action/Need:		
Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	• Indoors the entire day • Disinfectant/cleaning product smell • Noise of handpieces and suctions running, and busy environment with background noise • Theory room: individual desks, not attached to lab • Lab area: tables for materials work, 11 dental units with student assignment, 3 radiology rooms, working in close proximity to others, share lab with post-secondary programs so cleanliness and organization are extremely important	

Action/Need:		
Typical level of support	At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs. The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.	
Action/Need:		
Reading / ELA levels: Keystone Literature Assessment Anchors	• Textbooks: Reading level is from 11.1 to 13.4 grade level • L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text • L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. • L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. • L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. • L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. • L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts • L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. • L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	Test results for most recent PA Keystone Literature Assessment: Below Basic Basic Proficient Advanced

	• L.N.2.5.1 Differentiate between fact and opinion • L.N.2.5.3 Distinguish essential from nonessential information.	
Action/Need:		
Writing Levels: Keystone English Composition Assessment Anchors	• C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. • C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). • C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. • C.IE.3.1.1 Spell all words correctly. • C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). • C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). • C.IE.3.1.5 Demonstrate correct sentence formation.	
Action/ Need:		
Math Levels: Keystone Algebra 1 Assessment Anchors Digital radiography requires 50-80% LESS x-radiation than conventional radiography. This means less exposure to the patient. For example, the typical exposure time required to produce an image for digital radiography is 3 impulses compared to 12 impulses for traditional radiography. Exposure time refers to the amount of time required to produce the x-ray. Exposure time is measured in impulses because x-rays are produced	• A1.1.1.2.1 Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials. • A1.1.1.4.1 Use estimation to solve problems. • A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form). • A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data	

in bursts rather than in a continuous stream. One impulse occurs every 1/60 of a second. Therefore, 60 impulses occur in one second. Example: Let's figure out how many seconds a patient will be exposed for the same type of picture. Two patients get a dental x-ray. The one uses digital and the second uses traditional radiography. Which person suffers the most exposure in 1 second? Patient 1: Digital Convert 3 impulses to seconds: 3 impulses 1 sec. x =0.05 seconds 1 60 impulses Patient 2: Traditional Convert 12 impulses to seconds: 12 impulses 1 sec. x =0.2 seconds 1 60 impulses Patient 1 only has 0.05 seconds of exposure, while patient 2 has .2 seconds of exposure. This can be significant over the course of the patient's lifetime, since dental x-rays are given on a regular basis.		
Action/ Need:		
Science Levels: Keystone Biology Assessment Anchors	• BIO.A.1.2.2 Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms). • BIO.A.4.2.1 Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation). • Examine the status of existing theories. • Evaluate experimental information for relevance and adherence to science processes • Analyze how structure is related to function at all levels of biological organization from molecules to organisms. • Explain how atoms combine to form compounds through both ionic and covalent bonding.	Test results for most recent PA Keystone Biology Assessment: Below Basic Basic Proficient Advanced

	• Describe quantitatively the relationships between voltage, current, and resistance to electrical energy and power. • Describe the components of the electromagnetic spectrum.	
Action/Need:		
Theory time	• Approximately 3 hours a day	
Action/Need:		
Homework *Amount per night*	Approximately 2 hours per night • This will vary due to student aptitude and time spent at CTC due to bussing/driving schedules	
Action/Need:		
Lab Time *Guided vs Independent Work*	Approximately 3 hours a day • All expectations for skills are provided in written and video format. Student is responsible for independent practice using the resources provided with teacher available to answer questions. • Most skills require group work with peers to practice as much as needed as long as they are completed by the due date • If skills are completed late, points will be deducted • One-on-one testing with the teacher when student is ready	
Action/Need:		

Tests *NOCTI testing – Y/N* *Frequency of tests/quizzes*	• NOCTI Pre and post tests (time and other allowances made for IEP accommodations accordingly) • Most classroom quizzes and tests are not timed • Approximately 3 tests a week • Approximately 2 skill tests a week (depending on difficulty and length of skill) • Radiation Health and Safety Exam (timed and no accommodations made for any students, this is a state recognized exam and not part of the CTC requirements)	
Action/Need:		
Behavioral Expectations *Executive Function* *Organizational skills*	• All students are expected to act in a professional manner at all times • Medical related fields require employees to follow a high standard of ethics • Strong organizational skills • Strong time management • Strong work ethic • Trustworthy • Detail-oriented • Communication and people skills (easy to talk to and comfortable with close interaction) • Compassionate with a desire to help others • Good listener • Self-motivated and ambitious • Positive attitude • Must work well with others • Excellent attendance required for success • Dedication to comprehension and studying of material • Ability to adapt to change	
Action/Need:		
Other *Technology skills specific to the program*	• Use of school issued Chromebook • Navigation of Canvas learning management platform • Web navigation • Email management • Use of Elsevier online resources • Ability to learn and navigate new software systems	

Action/Need:

*District Representative Signature*_____ *Date* _____