

## Instructional Materials Evaluation Criteria – Dental Assistant I

**Title** \_\_\_\_\_ **ISBN#** \_\_\_\_\_

**Established Track Record?** YES  NO

If yes, please list research source(s):

**Meets National Standards?** YES  NO

### Standard I: Overview of Dentistry. Students will examine the field of Dentistry.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify key events and people in the history of dentistry and discuss their contributions.			
Describe the characteristics of a professional dental assistant.			
Discuss the education, licensure and job descriptions and professional associations (with acronyms) for the dental health care team including; dentist, hygienist, chair side assistant and dental laboratory technician.			
Describe the areas of specialization in dentistry.			

### Standard II: Dental Instruments. Students will identify instruments, dental handpieces and accessories utilized in general dentistry.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify the components and classification of dental instruments including accessory items.			
Identify the components and uses of dental hand pieces and rotary cutting instruments.			
Identify examination instruments.			
Identify hand cutting instruments.			

<b>Identify restorative instruments.</b>			
<b>Identify accessory instruments.</b>			
<b>Identify and attach dental handpieces.</b>			
<b>Identify and attach burs for rotary cutting instruments.</b>			

**Standard III: The Dental Office. Students will identify components, qualities, equipment, team positioning, and principles of ergonomics in the dental office.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Identify the major areas of the dental office; identify clinical equipment, indicate the use and maintenance of each.</b>			
<b>Identify the principles of team positioning including ergonomics and operating zones.</b>			
<b>Identify the isolation techniques used to control moisture during dental procedures.</b>			
<b>Perform appropriate morning and evening routine.</b>			
<b>Admit, seat, and dismiss the patient.</b>			
<b>Demonstrate correct principles of team positioning.</b>			
<b>Use the dental mirror and instrument intraorally.</b>			
<b>Transfer instruments using single handed technique.</b>			
<b>Transfer instruments using two-handed technique.</b>			
<b>Perform moisture control.</b>			
<b>Perform mouth rinse.</b>			
<b>Identify three categories of risk</b>			

<b>factors that contribute to increased risks for injury.</b>			
<b>Demonstrate the neutral working position and exercises that can strengthen muscles and reduce fatigue.</b>			

**Standard IV: Disease Transmission. Students will examine the causes of disease and demonstrate techniques to prevent the transmission of disease in the dental setting.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Identify the major groups of microorganisms.</b>			
<b>Analyze the components of the chain of infection.</b>			
<b>Describe diseases and modes of transmission.</b>			
<b>Describe infection control measures to limit disease transmission in the dental office.</b>			
<b>Hand wash before gloving.</b>			
<b>Demonstrate the use of PPE.</b>			

**Standard V: Sterilization Techniques. Students will implement principles and techniques of instrument processing, disinfecting a dental treatment area, including pre-cleaning and barriers.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Compare contaminated and clean areas; indicate the equipment located on each.</b>			

<b>Identify differences between cleaning, disinfecting, and sterilization also identify the products used for each of them.</b>			
<b>Perform treatment room preparation, cleaning and disinfection.</b>			
<b>Clean the evacuation system.</b>			
<b>Operate the ultrasonic cleaner.</b>			
<b>Autoclave the instruments.</b>			
<b>Sterilize instruments with chemical liquid.</b>			
<b>Sterilize the dental handpiece.</b>			
<b>Standard VI: Occupational Health and Safety. Students will interpret OSHA regulations and comply with their standards to ensure a safe work environment.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Explain the regulatory and advisory agencies of the healthcare field.</b>			
<b>Describe the components of an OSHA Exposure Control Program including bloodborne pathogens, infection control practices, and waste management.</b>			
<b>Discuss OSHA policies of safe work practices including the Hazards Communication Program.</b>			
<b>List factors in bacterial contamination of dental unit water lines and methods to reduce contamination.</b>			
<b>Use MSDS to create an appropriate label for a secondary container.</b>			
<b>Clean up a spill of potentially</b>			

<b>infections material.</b>			
<b>First aid after an exposure incident.</b>			
<b>Hepatitis B vaccination.</b>			

<b>Curriculum Coverage</b>					<b>N/A</b>
Content	Accurate information reflecting current knowledge.  No content bias.	Some inaccuracies found, however, information reflects current knowledge.  No content bias.	Many inaccuracies were found on concepts.  Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage.  Includes age appropriate cross-curricular references (e.g., literature, software, etc.)  Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level.  Some cross-curricular activities are given.  Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities.  Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed.  Several activities are not based on appropriate levels.	
<b>Physical Qualities</b>					<b>N/A</b>
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs.  Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs.  Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.  Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

<b>Technology</b>					<b>N/A</b>
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
<b>Universal Access</b>					<b>N/A</b>
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
<b>Assessment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	