

SKILL COMPETENCY ASSESSMENT

2-5 Charters Brushing Technique *(corresponds to textbook Procedure 2-3)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL To loosen plaque and debris and to stimulate the gingiva, both the marginal and interdental. The primary difference from the Bass technique is the angle of the toothbrush placement.

PERFORMANCE OBJECTIVE The student will demonstrate the application of this toothbrushing technique.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Toothbrush			1		
Competency Steps					
1. Grasp the brush and place it so the back of the head is directed apically (toward the end of the root), with the bristles placed downward on the maxillary and upward on the mandibular.			2		
2. The bristles should be placed over the gingival, where the tooth and gingiva meet.			3		
3. Press the bristles into the space between the teeth.			2		
4. Vibrate gently back and forth while maintaining the position. Count to 10.			2		
5. Reposition and repeat the technique for each subsequent area.			1		
6. For the anterior areas, hold the brush parallel to the teeth and use the sides of the toe bristles to clean the area. Count to 10.			1		
TOTAL POINTS POSSIBLE			12		
TOTAL POINTS POSSIBLE—2nd Attempt			10		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

2-6 Modified Stillman Brushing Technique *(corresponds to textbook Procedure 2-4)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL To do a good overall cleaning, remove plaque, and stimulate and massage the gingiva. The primary difference from either the Bass or Charters technique is that the bristles are positioned so that they point apically (toward the root of the tooth) with the toothbrush handle level with the biting surface of the tooth.

PERFORMANCE OBJECTIVE The student will demonstrate the application of this toothbrushing technique.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Toothbrush			3		
Competency Steps					
1. Place the toothbrush so that the bristles are pointed apically and the handle of the brush is level with the biting surface of the tooth.			3		
2. Rotate the bristles downward and vibrate back and forth until the brush has rotated over the entire surface of the tooth. Do this motion slowly and count to 10.			3		
3. Repeat this motion over the same area at least five times.			2		
4. Continue until each area and every tooth have been cleaned in this manner.			3		
TOTAL POINTS POSSIBLE			14		
TOTAL POINTS POSSIBLE—2nd Attempt			12		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

2-7 Rolling Stroke Brushing Technique *(corresponds to textbook Procedure 2-5)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL To remove food debris and plaque from teeth and to stimulate the gingival tissue. The brush is placed parallel to the tooth with the bristles pointed apically.**PERFORMANCE OBJECTIVE** The student will demonstrate the application of this toothbrushing technique.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Toothbrush			1		
Competency Steps					
1. Grasp the brush and place it parallel to the tooth so that the bristles are pointing apically, upward for the maxillary arch and downward for the mandibular arch, as was done in the modified Stillman method.			2		
2. Firmly but gently press the bristles against the gingiva and roll them slowly over the tissue and the teeth toward the biting surface.			3		
3. Replace the toothbrush and repeat this rolling stroke over the same surface a total of five times.			2		
4. Move the brush to the next area and repeat the five rolling strokes.			2		
5. The heel or the toe of the toothbrush will have to be used to clean the lingual surfaces of the anterior teeth. The bristles will still need to be pressed gently into the area and rolled toward the biting surface.			1		
TOTAL POINTS POSSIBLE			11		
TOTAL POINTS POSSIBLE—2nd Attempt			9		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

2-8 Modified Scrub Brushing Technique *(corresponds to textbook Procedure 2-6)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL To use a scrubbing motion to remove plaque and stimulate the gingival tissue.

PERFORMANCE OBJECTIVE The student will demonstrate the application of this toothbrushing technique.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Toothbrush			1		
Competency Steps					
1. Grasp the brush and place the bristles at a right angle to the tooth surface.			2		
2. Use gentle but firm pressure and place the bristles over the area where the tooth and gingiva come together.			3		
3. Activate the brush with back and forth scrubbing strokes.			2		
4. Repeat this action throughout the mouth until all areas have been cleaned.			2		
TOTAL POINTS POSSIBLE			10		
TOTAL POINTS POSSIBLE—2nd Attempt			8		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

9-6 Dental Radiology Infection Control Protocol

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas, including the radiographic area, upon completion of the appointment. Maintain absolute clinical asepsis and prevention of cross-contamination both in the radiography room and darkroom (or other like processing device).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies. The dental assistant completes the procedure in the dental radiography room if it is a separate area or at the dental unit where dental treatment is being performed. This is followed by the film processing in the darkroom or other processing equipment.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Utility gloves			2		
2. Barriers			2		
3. Necessary disinfecting solutions			1		
4. Wiping cloths			1		
5. 4 x 4 gauze			1		
Competency Steps					
1. Wash hands and place barriers (dental chair bag over x-ray head).			2		
2. Place barriers on either side of door to darkroom or switch of dental radiography processor (the chair can be covered in case the patient vomits).			2		
3. Dental x-rays can be placed in barriers or use film that already has barrier.			3		
4. Place PPE as patient is seated. Place lead apron on patient.			2		
5. After each x-ray is taken, place it in a disposable cup outside the x-ray room.			3		
6. After the procedure is completed and the patient dismissed, remove the barriers. Remove carefully the barrier from the exposed film and let the film drop into a clean disposable cup before removing treatment gloves.			3		
7. Disinfect any areas not covered by the barriers (include the lead apron).			2		
8. X-rays are processed. New gloves are used if x-ray film was not wrapped. Observe all aseptic techniques so as to ensure x-rays being processed do not recontaminate any surface areas or equipment.			3		

9-6 continued

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Daylight processor:					
A. Contaminated film, two-cup method—one cup with contaminated film and one with nothing in it (put on new gloves before placing hands through sleeves of processor).					
B. Once film is unwrapped, use new gloves to process.			2		
TOTAL POINTS POSSIBLE			29		
TOTAL POINTS POSSIBLE—2nd Attempt			27		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

11-3 Taking an Oral Temperature Using a Digital Thermometer

(corresponds to textbook Procedure 11-1)

Student's Name _____ Date _____

Instructor's Name _____

SKILL To identify patient's body temperature as compared to the normal body temperature range. This part of the patient's health evaluation should be done before starting any dental treatment.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to obtain the patient's body temperature. The dental assistant completes the procedure in the dental operatory.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Digital thermometer			2		
2. Probe covers			2		
3. Biohazard waste container			1		
Competency Steps					
1. Wash hands.			2		
2. Assemble thermometer and probe cover.			1		
3. Seat patient in the dental treatment room and position him or her comfortably in an upright position.			3		
4. Verify that the patient has not had hot/cold liquid or smoked within last half-hour.			2		
5. Explain the procedure to patient.			3		
6. Position the new probe cover on the digital thermometer.			2		
7. Insert the probe under the tongue to either side of the patient's mouth.			2		
8. Instruct the patient to carefully close his or her lips around the probe, not biting.			2		
9. Leave probe in position until the digital thermometer beeps.			3		
10. Remove the probe from patient's mouth.			1		
11. Read results from digital thermometer display window.			3		
12. Dispose of probe cover in hazardous waste container.			1		
13. Wash hands.			2		

11-3 continued *(corresponds to textbook Procedure 11-1)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
14. Document the procedure and results on patient's chart.			3		
TOTAL POINTS POSSIBLE			35		
TOTAL POINTS POSSIBLE—2nd Attempt			33		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

13-3 Rescue Breathing for Adults *(corresponds to textbook Procedure 13-2)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Identifying whether the patient is in a conscious or unconscious state. Call for help, or have someone call for emergency services.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to assess the patient's condition. If an emergency occurs, the dental assistant must be prepared to respond to a patient who ceases breathing and/or to assist the dentist in rescue breathing for a patient.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Resuscitation mouthpiece			3		
2. Gloves (latex or vinyl—optional)			3		
Competency Steps					
1. Determine if patient is responding. Ask, "Are you okay?"			3		
2. If patient gives no response, have someone call emergency services. (If alone, call quickly and return to patient.)			3		
3. Don gloves (if possible). Look, listen, and feel for breathing.			3		
4. If patient is not breathing, tilt head back, lift chin, position resuscitation mouthpiece, and close nose by pinching it together.			3		
5. Give two slow breaths:			3		
A. Watch chest gently rise while breaths are being given			2		
B. Turn face to side and listen			2		
C. Watch for air to return			2		
6. Check the pulse:					
A. Carotid artery, side closest to you			3		
B. Use forefinger and middle finger to palpate pulse			3		
7. If pulse is present but patient is not breathing:					
A. Give one slow breath every five seconds			2		
B. Continue to do "A" for one minute (twelve times)			2		
8. Recheck pulse and breathing after each twelve breaths or each minute.			3		

13-3 continued *(corresponds to textbook Procedure 13-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Continue rescue breathing for as long as the pulse remains:			3		
A. If pulse ceases, begin CPR			3		
B. If pulse remains, continue rescue breathing until breathing is restored or until someone else arrives and takes over			3		
10. Dispose of resuscitation mouthpiece in a biohazard container.			3		
11. Remove gloves and wash hands.			3		
12. Document what was done in patient's chart.			3		
TOTAL POINTS POSSIBLE			58		
TOTAL POINTS POSSIBLE—2nd Attempt			56		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

13-4 CPR for an Adult, One Rescuer *(corresponds to textbook Procedure 13-3)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL After identifying the patient's unconscious state, call for immediate help, or have someone call for emergency services. The airway must be opened and CPR administered.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to assess the patient's condition. If an emergency occurs, the dental assistant must be prepared to respond to a patient who ceases breathing and/or has cardiac arrest, and perform CPR or assist the dentist in performing CPR.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Resuscitation mouthpiece			3		
2. Gloves (latex or vinyl)			3		
Competency Steps					
1. Assess the patient's condition. Ask patient, "Are you okay?"			3		
2. If patient gives no response, have someone call emergency services. (If alone, call quickly and return to patient.)			3		
3. Wash hands (if possible). Place on gloves (if possible).			3		
4. Look, listen, and feel for breathing. (If patient is not breathing, continue to Step 5).			3		
5. Tilt head back and lift chin. Insert mouthpiece and pinch nose closed.			3		
6. Give two breaths and watch chest rise.			3		
7. Check pulse (for ten to fifteen seconds) at carotid artery.			2		
8. If no pulse is present, start chest compressions.			3		
9. Locate area on chest two inches below xiphoid process.			3		
10. Position hands on top of each other:			2		
A. Position your shoulders over your hands			2		
B. Compress patient's chest fifteen times			2		
C. Rate should be eighty to 100 per minute			2		
11. Follow with two slow breaths.			3		
12. Continue for four cycles of breaths and compressions.			3		

13-4 continued *(corresponds to textbook Procedure 13-3)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
13. Check pulse at carotid artery. If no pulse is apparent, continue for four cycles and then repeat.			3		
14. Continue until patient is revived or another person takes over.			3		
15. Dispose of resuscitation mouthpiece in a biohazard container.			3		
16. Remove gloves and wash hands.			3		
17. Document emergency information and procedure in patient's chart.			3		
TOTAL POINTS POSSIBLE			61		
TOTAL POINTS POSSIBLE—2nd Attempt			59		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

13-5 Operating an Automated External Defibrillation (AED) Unit

(corresponds to textbook Procedure 13-4)

Student's Name _____ Date _____

Instructor's Name _____

SKILL With the advances in technology, ABC“D” is being added to CPR. The “D” stands for defibrillation and requires additional equipment. When a site has an automated defibrillator, it increases the chances of survival for patients who have cardiac arrest.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to assess the patient's condition. If an emergency occurs, the dental assistant must be prepared to respond to a patient who is unconscious, is not breathing, and has no pulse. The defibrillator equipment may be available within the facility for emergencies and will have a voice system that will indicate when and where to place the electrodes.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Gloves (latex or vinyl—optional)			3		
2. Automated external defibrillation (AED) unit			3		
Competency Steps					
<i>If there is no pulse, follow ABCs of CPR.</i>					
<i>Perform CPR until the defibrillator is attached.</i>					
1. Press “analyze” on defibrillation unit.			3		
2. Follow each step as the unit instructs.			3		
3. Attach AED to patient as indicated (instructions on lip of unit).			3		
4. State loudly, “Everybody clear of patient”:			3		
A. Verify everyone is clear of patient			2		
B. Press analysis control switch on AED			2		
C. Assessment takes ten to twenty seconds			2		
D. Everyone should remain clear during this time			2		
5. If device indicates a shock is not advised, resume CPR.			3		
6. Once unit begins charging, a synthesized voice message or light indicator indicates it is charging. Assume ventricular fibrillation (VF/VT) is present and that AED will indicate the need to deliver shock.			3		
7. Verify everyone is clear of unit. AED delivers shocks without additional actions from operator. It may indicate “shock now.”			2		
8. Give three consecutive shocks.			3		
9. Check pulse.			3		
10. If no pulse is present, assess vital signs, support airway, and breathing.			2		

13-5 continued *(corresponds to textbook Procedure 13-4)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
11. If no pulse is present, give CPR for one minute.			2		
12. Check the pulse. If none is present, press “analyze” on AED.			2		
13. Defibrillate up to three times.			2		
14. If VF persists after nine shocks, repeat sets of three stacked shocks with one minute of CPR between each set until “no shock indicated” message is received on AED, or until patient is revived.			3		
TOTAL POINTS POSSIBLE			51		
TOTAL POINTS POSSIBLE—2nd Attempt			49		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

13-6 Heimlich Maneuver for a Conscious Adult *(corresponds to textbook Procedure 13-5)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The patient may clutch the throat with his or her hands and begin choking. The rescuer can ask, "Are you choking?" If the patient cannot expel the foreign body, the Heimlich Maneuver is performed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to assess the patient's condition. If an adult is conscious and has a blocked airway, the rescuer can talk to him or her and perform the Heimlich maneuver to open up the blocked airway.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
No equipment required					
Competency Steps					
1. Verify the patient is choking. Ask "Are you choking?"			3		
2. If patient is standing, tell him or her what the procedure is going to be, position yourself behind patient, and proceed to wrap arms around patient's abdomen.			3		
3. Place thumb side of fist against middle of abdomen, just above umbilicus.			3		
4. Grasp hands together, keeping one hand fist and other wrapped on top of it.			3		
5. Give quick, upward thrusts with hands against abdomen.			3		
6. Repeat procedure until patient expels object or until patient becomes unconscious.			3		
7. Wash hands.			2		
8. Document procedure.			3		
TOTAL POINTS POSSIBLE			23		
TOTAL POINTS POSSIBLE—2nd Attempt			21		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

13-7 Abdominal Thrusts for an Unconscious Adult with Airway Obstruction

(corresponds to textbook Procedure 13-6)

Student's Name _____ Date _____

Instructor's Name _____

SKILL If the patient becomes unconscious, lay the patient on the floor and immediately activate the emergency medical services (EMS).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the guidelines and protocol to assess the patient's condition. If an adult is unconscious and has a blocked airway, the rescuer performs abdominal thrusts to open up the blocked airway.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Gloves			3		
2. Resuscitation device			3		
Competency Steps					
1. If patient is unconscious, activate EMS immediately.			3		
2. Lay person on his or her back.			3		
3. Perform the tongue-jaw lift followed by finger sweep to remove object.			3		
4. Open airway:			3		
A. Place resuscitation device			3		
B. Try to ventilate			3		
C. If airway is still obstructed, reposition patient's head and try to ventilate again			3		
5. Place heel of hand against person's abdomen.			3		
6. Kneel astride patient's thighs. Give up to five abdominal thrusts in a motion toward diaphragm.			3		
7. Repeat Steps 3 through 6 until effective or help arrives.			3		
TOTAL POINTS POSSIBLE			36		
TOTAL POINTS POSSIBLE—2nd Attempt			34		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

14-5

Daily Routine to Open the Office *(corresponds to textbook Procedure 14-1)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL With the amount of equipment operated in the dental office, a routine schedule needs to be in place to ensure proper control. Usually the office is cleaned professionally, but the assistant should periodically check the overall appearance of the office.

PERFORMANCE OBJECTIVE These tasks are done by the assistant each morning. The assistant arrives to the office early to open the office and prepare for the day's schedule.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Competency Steps					
1. Turn on master switches to lights, each dental unit, vacuum system, and air compressor.			3		
2. Check reception room:			2		
A. Turn on lights			2		
B. Straighten magazines			2		
C. Straighten children's area			2		
D. Unlock patients' door to office			3		
3. Turn on communication system:			3		
A. Check answering machine or answering system			3		
B. Start up computers			3		
C. Unlock files			2		
D. Organize business area			2		
4. Post copies of patient schedules in designated areas throughout office.			2		
5. Turn on all equipment in x-ray processing area:			2		
A. Change water in processing tanks			3		
B. Replenish solutions, if necessary			3		
6. Change into appropriate clinical clothing, following OSHA guidelines.			3		
7. Review daily patient schedule.			2		
8. Prepare treatment rooms for first patients:			3		
A. Check supplies			2		
B. Place barriers			2		
C. Review patient records			3		
D. Prepare appropriate trays and lab work for first patients			3		

14-5 continued *(corresponds to textbook Procedure 14-1)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Turn on any sterilizing equipment:			2		
A. Check solution levels			3		
B. Prepare new ultrasonic solutions			3		
C. Prepare new disinfectant solutions			3		
D. Complete overnight sterilization procedures			3		
10. Replenish supplies needed for the day.			3		
TOTAL POINTS POSSIBLE			72		
TOTAL POINTS POSSIBLE—2nd Attempt			70		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

14-6

Daily Routine to Close the Office *(corresponds to textbook Procedure 14-2)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL As with the opening routine, the assistants usually share the responsibilities of closing the office.

PERFORMANCE OBJECTIVE These tasks are done by the assistant at the end of the day. The office evening routine includes closing the office down for the evening and preparing for the next day. As with the opening routine, the assistants usually share the responsibility of closing the office. Each office has specific details, but the following tasks are general.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Competency Steps					
1. Clean treatment rooms:			3		
A. In-depth cleaning of dental chair and unit			2		
B. Flush handpieces			3		
C. Flush air-water syringes			3		
D. Run solutions through evacuation hoses			3		
E. Clean traps/filters			3		
2. Position dental chair for evening housekeeping.			2		
3. Turn off all master switches.			3		
4. Process, mount, and file any x-rays:			3		
A. Follow manufacturer's instructions to shut down automatic processors			3		
B. Turn off water supply to manual processing tanks			3		
5. Wipe counters and turn off safe light.			3		
6. Prepare equipment for next day:			3		
A. Sterilize all instruments			3		
B. Set up trays for next day			3		
C. Empty ultrasonic solutions			3		
D. Turn off all equipment			3		
E. Restock supplies			2		
7. Make sure all laboratory cases have been sent to lab and early-morning cases have been received from lab.			3		
8. Confirm and complete appointment schedule for next day:			3		
A. Insurance forms and responsibilities complete			3		
B. Daily bookkeeping responsibilities complete			3		
C. Pull charts for the next day			3		

14-6 continued *(corresponds to textbook Procedure 14-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Turn off business office equipment:			3		
A. Turn on answering machine or service			3		
B. Lock patient and business office files			2		
10. Straighten reception room. For security of the office, all doors and windows should be locked.			3		
11. Change from uniform to street clothes, following OSHA guidelines.			3		
12. Turn off machines in the staff lounge and clean up tables and counters.			2		
TOTAL POINTS POSSIBLE			82		
TOTAL POINTS POSSIBLE—2nd Attempt			80		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

16-3 Administration and Monitoring of Nitrous Oxide Sedation

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant will observe safety precautions at all times during this procedure. The patient is informed of the procedure and will be able to talk and follow directions during this relaxed state. Be able to monitor patient as directed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The dental assistant checks with the dentist for instructions on the type of anesthetic. Check the tubing that is connected to tanks of nitrous oxide and oxygen, check breathing tubes and mask, and check reservoir bag for any leakage. Replace oxygen and nitrous oxide tanks as directed. Monitor or administer sedation equipment as directed.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Nitrous oxide unit with controls and gauges			2		
2. Tanks of nitrous oxide and oxygen			2		
3. Patient nitrous nosepieces (sterile)			2		
Competency Steps					
<i>Preparation</i>					
1. Check all equipment to verify that it is working properly.			2		
2. Check the levels of gases to determine that the tanks are full.			2		
<i>Administration</i>					
1. Follow aseptic procedures; seat patient and place him or her in supine position.			1		
2. Explain the effects, sensation, and potential hazards of nitrous oxide to the patient.			2		
3. Patient gives informed consent and allows for administration to continue.			3		
4. Attach a sterile nitrous scavenger mask to tubing.			2		
5. Place nosepiece mask over the nose of patient with tubing draped to each side.			2		
6. Instruct patient to breathe through nose slowly.			3		
7. Begin flow of oxygen (five plus liters per minute) and nitrous oxide.			3		
8. Sit with patient and monitor any effects as the nitrous oxide is administered. Make adjustments for comfortable level of sedation.			3		
9. Watch the patient's chest and the reservoir bag rise and fall during breathing.			3		

16-3 continued

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
10. The local anesthetic solution is administered within a few minutes of nitrous oxide application. If the patient is comfortable, the procedure can continue.			2		
<i>Recovery</i>					
1. As dental procedure is near completion, the nitrous oxide can be turned off.			2		
2. Patient will breathe oxygen for a minimum of two minutes or until all signs of the nitrous oxide sedation have disappeared.			2		
3. Remove the nosepiece from the patient's nose.			2		
4. Turn off the oxygen at the unit. The flow meters for the nitrous oxide and oxygen will be at zero.			3		
5. Seat the patient upright and ask how he or she feels.			2		
6. Ask the patient to stay seated for a minute or two until his or her head clears.			1		
7. Dismiss the patient when he or she feels all right.			2		
8. Complete all documentation on patient's chart, including notation about the administration of nitrous oxide.			2		
9. Patient's nosepiece given to them or disposed of.			2		
10. Disinfect the tubing.			1		
TOTAL POINTS POSSIBLE			53		
TOTAL POINTS POSSIBLE—2nd Attempt			51		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

17-8 Full-Mouth Pediatric X-Ray Exposure *(corresponds to textbook Procedure 17-4)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The patient is informed about the procedure. This procedure will include technique selection determined by the dentist's needs for diagnosis. Evaluate the child's cooperation and behavior. Work quickly and confidently.

PERFORMANCE OBJECTIVE The dental assistant will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The dental assistant checks with the dentist for the request of a full-mouth set of radiographs be taken and identifies the eight films. The dental assistant prepares the equipment (Rinn XCP instruments) area and the patient, takes the radiographs, and processes and mounts the films for viewing according to the infection control protocol.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Barriers for the x-ray room and equipment			2		
2. X-ray film, six size #1 films and two #2 size films			2		
3. X-ray film barriers (optional)			1		
4. Cotton rolls (optional)			1		
5. Rinn XCP materials (assembled for use) or other paralleling technique aids			2		
6. Lead apron with thyroid collar			3		
7. Container or barrier for exposed film			2		
8. Paper towel or tissue			1		
Competency Steps					
1. Review the patient's chart.			3		
2. Wash and dry hands.			2		
3. Place appropriate barriers on the dental chair, film, and x-ray equipment.			2		
4. Assemble the sterile Rinn XCP instruments and prepare tissue or paper towel and cup or container with patient's name on it.			2		
5. Turn x-ray machine on and check the mA, kV, and exposure time.			3		
6. Seat patient in an upright position.			2		
7. Place lead apron with thyroid collar on patient.			3		
8. After patient is prepared, wash and dry hands, don latex treatment gloves.			2		
9. Explain procedure to patient.			2		

17-8 continued (corresponds to textbook Procedure 17-4)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>Exposing Occlusal Radiographs</i>					
Competency Steps					
1. Wash and dry hands.			2		
2. Place appropriate barriers.			2		
3. Prepare film #2 for children, tissue paper or paper towel, and cup or container with patient's identification.			2		
4. Seat patient in an upright position and place the lead apron on the patient.			2		
5. Wash and dry hands and don treatment gloves.			2		
<i>Topographic Technique</i>					
1. For maxillary view , patient is positioned so maxillary arch is parallel to the floor. Positioning is similar to that used for the bisecting technique.			3		
2. Place film in mouth with smooth/plain side toward the cone.			3		
3. Have patient close on the film, leaving about 2 mm of an edge beyond the incisors.			2		
4. Move cone to a vertical angulation of +65° to +75°.			2		
5. Direct cone over the bridge of nose with lower edge of cone covering the incisors.			2		
<i>Mandibular Occlusal X-Ray/Topographic Technique</i>					
1. For mandibular view using the topographic technique, patient's head is tilted back until the mandibular arch is parallel to the floor.			2		
2. Place smooth side of film on occlusal surfaces of teeth with central incisors at front edge of film.			2		
3. Have patient close gently on film.			1		
4. Vertical angulation will vary with each patient between -45° and -55°.			1		
5. Center cone over the film, directing central ray at middle and tip of the chin.			2		
<i>Deciduous Bitewings</i>					
1. Position tab or positioning ring on film.			2		
2. Film is centered with smooth side of film directed toward ring or tab.			2		
3. Position the film covering the deciduous first and second molars with the front edge of the film to the middle of the cuspid.			3		

17-8 continued (corresponds to textbook Procedure 17-4)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
4. Hold tab, place film near lingual surface of teeth in patient's mouth, positioning the film to cover the mandibular deciduous molars.			3		
5. While holding tab in place, have patient close and slowly rotate the fingers out of the way.			2		
6. When using a positioning instrument, place bitewing holder in patient's mouth, away from the lingual surface of teeth. Film to cover deciduous molars and be parallel to them. Have patient close slowly on the bitewing holder and hold it in place.			3		
7. Cone positioning for premolar bitewings begins with vertical angulation set at 0°.			3		
<i>Positioning for Maxillary Deciduous Molars</i>					
1. For maxillary deciduous molars, tilt the film/film holder, place in patient's mouth, position away from lingual surfaces, toward middle of palate.			3		
2. Place anterior edge of film behind middle of cuspid to cover area of the two molars.			3		
3. Hold film in place, have patient close slowly on biteblock. Hold metal rod and slide positioning ring toward patient's face.			2		
4. Bring tubehead toward ring, place open cone evenly around ring. Note angle of film and film holder, positioned so central ray will pass through contact point of first and second deciduous molars.			2		
5. Center biteblock on deciduous molars. Distal of cuspid is seen and first and second deciduous molars have contact between them open.			2		
<i>Positioning for the Mandibular Deciduous Molars</i>					
1. For mandibular deciduous molars, tilt the film/film holder, place film in patient's mouth, and gently position between lingual surface of teeth and tongue.			2		
2. Place anterior edge of film at middle of cuspid to ensure film will cover the area of the two deciduous molars.			2		
3. Have patient close on biteblock.			2		
4. Position of the film is placed in space between tongue and mandibular arch.			2		

17-8 continued *(corresponds to textbook Procedure 17-4)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
5. Film, teeth, and plane of the open end of cone are all parallel. First and second deciduous molars are seen on film with contact points open.			2		
TOTAL POINTS POSSIBLE			105		
TOTAL POINTS POSSIBLE—2nd Attempt			103		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

18-3 Apicoectomy

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant prepares the equipment, supplies, and the area. In this procedure, the apex of the root and the infection surrounding the area are surgically removed.

PERFORMANCE OBJECTIVE The dental assistant will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. Situations arise where surgical endodontic treatment is necessary to save the involved tooth from extraction.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Endodontic explorer and spoon excavator			2		
3. Locking cotton pliers			2		
4. Saliva ejector, surgical evacuator tip, and air-water syringe tip			3		
5. Cotton rolls and gauze sponges			2		
6. Anesthetic setup			3		
7. Scalpel and blades			2		
8. Periosteal elevator and tissue retractors			2		
9. High-speed handpiece and assortment of burs			3		
10. Surgical curettes			2		
11. Irrigating syringe and a sterile saline solution			2		
12. Hemostat and surgical scissors			3		
13. Amalgam setup			3		
14. Suture setup			3		
Competency Steps					
<i>Incision</i>					
1. Dentist makes flap incision with scalpel and lifts tissue away from bone with periosteal elevator. Retract the tissue for the dentist throughout the procedure.			3		
2. If machine has a viewing light, turn it on to assist in placement of x-rays.			2		
<i>Apical Curettage</i>					
3. The dentist removes debris and infection around the apex of root with a surgical curette.			2		

18-3 continued

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
4. Evacuate and remove debris from instruments with a gauze sponge.			3		
5. Prepare the handpiece and the sterile saline irrigation syringe.			2		
6. The high-speed handpiece and burs are used to remove a section of the exposed root tip. The root tip is beveled for better access. The area is rinsed with the sterile saline to prepare the root to receive the retrograde filling material.			3		
<i>Retrograde Filling</i>					
7. Retrograde filling material is placed in the prepared cavity. Amalgam is commonly used, but gutta percha, zinc oxide eugenol, and composites are also used.			3		
<i>Closing</i>					
8. Flap replacement and suturing are the final steps. The flap is returned to position and held in place. The dentist then sutures the flap in place.			3		
9. Prepare the suture and assist during placement. Once the suturing procedure is completed, give the patient postoperative instructions, a prescription for pain medication, and dismiss him or her.			3		
TOTAL POINTS POSSIBLE			59		
TOTAL POINTS POSSIBLE—2nd Attempt			57		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

19-5 Routine or Uncomplicated Extraction *(corresponds to textbook Procedure 19-2)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Gauze sponges			2		
3. Surgical HVE tip			2		
4. Retractor for the tongue and the cheek			2		
5. Local anesthetic setup			3		
6. Nitrous oxide setup (optional)			3		
7. Periosteal elevator			3		
8. Straight elevator			3		
9. Extraction forceps			3		
10. Surgical curette			2		
11. Suture setup			3		
Competency Steps					
<i>Inspection</i>					
1. Transfer mirror, explorer to dentist.			2		
2. Patient's x-rays are mounted on viewbox.			2		
<i>Anesthetic</i>					
1. Topical anesthetic is placed on the mucosa (or assistant prepares the topical anesthetic and transfers it to the dentist).			3		
2. Prepare the syringe and pass it to the dentist.			3		
3. Observe the patient.			3		
<i>Procedure—Elevator (identification and use)</i>					
1. Pass the periosteal or a straight elevator and state purpose and use.			3		
2. Receive elevators.			2		
3. Have gauze ready to remove blood or debris from instruments.			2		
4. Maintain the operating field.			3		

19-5 continued (corresponds to textbook Procedure 19-2)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
5. Adjust the light.			2		
6. Retract tissues as directed.			3		
— <i>Forceps (identification and use)</i>					
1. Transfer forceps and elevators as needed by the dentist.			3		
2. Describe the difference between luxating and/or subluxating the tooth.			2		
3. Keep the instruments clean of debris.			2		
4. Retract the cheek or tongue.			3		
5. Observe the patient for signs of anxiety or syncope.			3		
— <i>Extraction Technique</i>					
1. Receive in palm grasp the forceps with extracted tooth.			3		
2. Pass gauze to dentist.			2		
3. Place forceps and tooth on tray for examination of fractured roots.			2		
<i>Postextraction</i>					
1. Evacuate the alveolus (socket) with HVE surgical tip (doctor examines socket).			2		
2. Pass surgical curette.			2		
3. Gauze is held close to patient's chin to remove debris from the curette.			2		
4. Remove debris from curette (state—until tooth and root fragments are removed).			2		
5. Pass a folded moistened gauze as a pressure pack.			2		
6. Patient is instructed to bite down on the gauze to apply pressure (state purpose).			2		
7. Suture materials ready at this point as needed (follow Steps 5 and 6 after suture placement).			3		
8. Check and clean patient's face.			2		
9. Return patient to sitting position.			2		
10. Allow a few minutes before giving post-operative instructions.			3		
11. Dismiss the patient.			2		
TOTAL POINTS POSSIBLE			101		
TOTAL POINTS POSSIBLE—2nd Attempt			99		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

19-6 Biopsy (*corresponds to textbook Procedure 19-5*)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. This is a sterile procedure. The dental assistant readies all materials that are sent to the laboratory as well as the tray setup.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The dental assistant must be prepared and be thinking ahead of the dentist. The assistant may be evaluated by performance, statement, and/or combined responses and action.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Local anesthetic setup			3		
3. Retractors (tongue, cheek, and tissue)			3		
4. Gauze sponges			2		
5. Surgical HVE tip			3		
6. Scalpel and blades			3		
7. Tissue scissors and hemostat			3		
8. Small container with a preservative solution, such as formalin			3		
9. Suture setup			3		
Competency Steps					
<i>Anesthetic</i>					
1. Prepare the materials necessary for local anesthetic.			3		
2. Assist in the administration of the anesthetic.			3		
<i>Procedure</i>					
1. Pass the scalpel (state purpose—specific blade as requested).			3		
2. Maintain operating field with surgical HVE (state caution—not to remove excise tissue, only to remove blood and saliva).			3		
3. Receive the scalpel.			3		
4. Pass tissue forceps. State purpose.			3		
5. Retract cheeks and tongue.			3		
6. If needed, use gauze to control hemorrhage.			3		

19-6 continued (corresponds to textbook Procedure 19-5)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
7. Have specimen container ready for operator. State purpose to prevent contamination.			3		
8. Replace the cap tightly on container once the tissue biopsy has been placed inside.			3		
<i>Suturing</i>					
1. Prepare the suture materials.			3		
2. Place the suture in needle holder.			3		
3. Pass suturing material.			3		
4. Retract cheeks while oral surgeon sutures.			3		
5. Pass suture scissors.			3		
6. Prepare gauze pack (moist, folded, and ready) following suturing.			2		
7. Gauze pack passed to dentist.			2		
<i>Postsurgery</i>					
1. Give postoperative instructions.			3		
2. Gather pertinent information about the biopsy.			3		
3. Prepare the biopsy container for pickup by pathology laboratory.			3		
TOTAL POINTS POSSIBLE			84		
TOTAL POINTS POSSIBLE—2nd Attempt			82		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

19-7 Dental Implant Surgery

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. This is a sterile procedure. The dental assistant transfers instruments and maintains the operating site.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The procedure is for the placement of an endosteal implant for a single tooth replacement. This is a two-stage procedure, with the appointments scheduled three to four months apart. During the presurgery appointment, the treatment is explained in detail and the patient signs a written consent for the implant surgery. Radiographs are taken, impressions for diagnostic cast are made, surgical templates (guides) are fabricated, and financial arrangements are completed. The patient is given intravenous sedation for this procedure. The dental assistant must be prepared and be thinking ahead of the dentist. The assistant may be evaluated by performance, statement, and/or combined responses and action.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
<i>For First Surgical Procedure</i>					
1. Intravenous sedation and local anesthetic setup			3		
2. Basic setup: mouth mirror, explorer, and cotton pliers			3		
3. Surgical HVE tip			3		
4. Sterile gauze and cotton pellets			3		
5. Irrigation syringe and sterile saline solution			3		
6. Low-speed handpiece			3		
7. Sterile template			3		
8. Sterile surgical drilling unit			3		
9. Scalpel and blades			3		
10. Periosteal elevator			3		
11. Rongeurs			3		
12. Surgical curette			3		
13. Tissue forceps and scissors			3		
14. Cheek and tongue retractors			3		
15. Hemostat			3		
16. Biteblock			3		
17. Oral rinse			3		
18. Betadine			3		
19. Implant instrument kit			3		
20. Implant kit			3		
21. Suture setup			3		

19-7 continued

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>For Second Surgical Procedure</i>					
1. First seven items from first procedure			3		
2. Electrosurgical (cautery) unit and tips			3		
3. Hydrogen peroxide			2		
Competency Steps					
<i>First Surgery for Endosteal Implants Anesthetic</i>					
1. Patient prepared for IV sedation.			3		
2. Patient administered intravenous sedation.			3		
3. Prepare the materials necessary for local anesthetic.			3		
4. Assist in the administration of the anesthetic.			3		
<i>Procedure</i>					
1. Pass the surgical template to surgeon (state purpose).			3		
2. Prepare the scalpel and blade.			3		
3. Pass the scalpel while maintaining the field of operation.			3		
4. Pass periosteal elevator.			3		
5. Change burs as size increases (state purpose).			3		
6. Irrigate with sterile saline as directed.			3		
7. Open the sterile implant and pass it to operator.			3		
8. Pass special inserting mallet or ratchet wrench.			3		
9. Ready the healing cap and the contra-angle screwdriver.			3		
10. Pass the healing cap and contra-angle screwdriver.			3		
<i>Suturing</i>					
1. Prepare the suture materials.			3		
2. Place the suture in needle holder.			3		
3. Pass suturing material.			3		
4. Retract cheeks while oral surgeon sutures.			3		
5. Prepare gauze pack (moist, folded, and ready) following suturing.			2		
6. Gauze pack passed to dentist.			2		
<i>Postsurgery</i>					
1. Stay with patient during recovery.			3		
2. Patient is escorted when ready to leave.			3		
3. Ensure patient has necessary prescription(s).			3		
4. Postoperative instructions are given both orally and written.			3		

19-7 continued

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>Second Surgical Procedure Anesthetic</i>					
1. Prepare the materials necessary for local anesthetic.			3		
2. Assist in the administration of the anesthetic.			3		
<i>Procedure</i>					
1. Pass the sterile template and a sharp-pointed instrument.			3		
2. Receive the template.			3		
3. Evacuate as the electrosurgical loop is used.			3		
4. Receive healing screw in a gauze sponge.			3		
5. Prepare cotton pellet and pass to operator.			3		
6. Abutment is passed to the surgeon.			3		
<i>Suturing</i>					
1. Prepare the suture material.			3		
2. Assist surgeon during the suturing.			3		
3. Patient is given postoperative instructions and dismissed.			2		
TOTAL POINTS POSSIBLE			173		
TOTAL POINTS POSSIBLE—2nd Attempt			171		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

21-6 Placement and Removal of Steel Spring Separators

(corresponds to textbook Procedure 21-2)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs. The steel spring separators are coils of metal that are stretched for placement. They fit under the contact area and when released the coil will apply a constant pressure on the spring until the teeth move apart. The dental assistant may be permitted, in some states, to place and remove these separators.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. After the diagnosis, the first treatment appointment is to place separators to prepare the teeth for the orthodontic bands. At the dentist's directions, the expanded-function assistant places the designated separators. The patient is scheduled in several days to have the separators removed and the bands placed. This technique involves the placement and removal of the steel spring separators.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Dental floss			2		
3. Bird beak or #139 pliers			3		
4. Steel spring separators			3		
Competency Steps					
<i>Placement of Steel Spring Separators</i>					
1. Use selected pliers.			3		
2. Grasp shortest side or leg of spring separator.			3		
3. Place curve-hook of spring separator under contact from the lingual side.			3		
4. Release short side of spring separator and slide it under contact.			3		
5. The coil is on facial side.			3		
6. Test placement by gently pressing on spring.			3		
<i>Removal of Steel Spring Separators</i>					
1. Place finger of one hand over spring to prevent injury to patient.			3		
2. Place one end of scaler in coil.			3		
3. Lift scaler upward.			3		

21-6 continued *(corresponds to textbook Procedure 21-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
4. Get spring free from lingual embrasure.			3		
5. Pull coil toward facial aspect for removal.			3		
TOTAL POINTS POSSIBLE			44		
TOTAL POINTS POSSIBLE—2nd Attempt			42		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

21-7 Placement and Removal of Brass Wire *(corresponds to textbook Procedure 21-3)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs. The brass wire separators are brass wire that is bent into a C-shape and placed. One end fits under the contact area and the other is over the contact area and the wire is twisted. The wire will be twisted to apply a constant pressure on the contact until the teeth move apart. The dental assistant may be permitted, in some states, to place and remove these separators.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. After the diagnosis, the first treatment appointment is to place separators to prepare the teeth for the orthodontic bands. At the dentist's directions, the expanded-function assistant places the designated separators. The patient is scheduled in several days to have the separators removed and the bands placed. This technique involves the placement and removal of the brass wire separators.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Spool of brass wire			3		
3. Hemostat			3		
4. Ligature wire cutter			3		
5. Condenser			3		
Competency Steps					
<i>Placement of Brass Wire Separators</i>					
1. Bend brass wire into C-shape leaving a “tail” portion.			3		
2. Starting from the lingual surface, place one part of wire under contact using hemostat.			3		
3. Fold the other part of wire over the contact.			3		
4. Pull toward the facial.			3		
5. Bring ends of wire together.			3		
6. Twist ends.			3		
7. Cut twisted ends with ligature cutting pliers.			3		
8. Tuck ends into the gingival embrasure.			3		

21-7 continued *(corresponds to textbook Procedure 21-3)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>Removal of Brass Wire Separators</i>					
1. Lift brass wire carefully near occlusal surface on lingual side.			3		
2. Cut wire using ligature cutting pliers.			3		
3. Use hemostat to remove both sections of wire from under contact on facial side.			3		
TOTAL POINTS POSSIBLE			48		
TOTAL POINTS POSSIBLE—2nd Attempt			46		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

22-3 Spot-Welded Matrix Band Placement *(corresponds to textbook Procedure 22-2)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs. The custom-made bands are used for Class II restorations and on primary teeth. The matrix material comes in rolls of one-quarter to three-sixteenths inch widths and 0.002 gauge thickness. This custom matrix does not require a retainer to be secure on the tooth, but a spot welding machine is required. This band is made quickly at chairside.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. For this procedure, the tooth has been prepared for a restoration and the spot-welded matrix band is prepared by the dental assistant at chairside.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Spot-welded matrix band material			3		
2. Crown and collar scissors			3		
3. Cotton pliers, hemostat, or Howe pliers			3		
4. Burnisher			3		
5. Spot-welding unit			3		
Competency Steps					
1. Cut approximate length of matrix band material.			3		
2. Turn on spot-welding unit to warm up.			3		
3. Loop matrix material around tooth.			3		
4. Bring loop ends of material together on buccal surface.			3		
5. Pinch band tightly together with a hemostat, cotton pliers, or Howe pliers.			3		
6. Bend excess material to one side.			3		
7. Take band to spot-welding unit and spot weld the band together to form a circle the diameter of the tooth.			3		
8. Trim off the excess and sharp edges of band.			3		
9. Replace the band on tooth with welded area on buccal surface.			3		
10. Place wedges in the interproximal and contour.			3		

22-3 continued *(corresponds to textbook Procedure 22-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
11. After amalgam has been placed, in preparation to remove the band, cut the lingual aspect of the band.			3		
12. Pull the band in an occlusal/buccal direction with cotton pliers.			3		
TOTAL POINTS POSSIBLE			51		
TOTAL POINTS POSSIBLE—2nd Attempt			49		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

23-4 Occlusal Adjustment *(corresponds to textbook Procedure 23-1)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Occlusal adjustment or equilibration is a procedure that involves adjustments of the occlusal surface to eliminate detrimental forces and to provide functional forces for stimulation of a healthy periodontium. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs. Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. The procedure is performed by the periodontist. It involves the marking of the patient's bite and adjusting the occlusal surfaces of the teeth. The dental assistant prepares the articulating paper or wax; maintains the operating field; and changes burs, discs, and stones in the handpiece.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Cotton rolls and 2 x 2 gauze sponges			2		
3. Saliva ejector, HVE tip, air-water syringe tip			3		
4. Articulation forceps and articulating paper and/or occlusal wax			3		
5. Low-speed handpiece			3		
6. Diamond burs, various discs and stones			3		
7. Polishing wheels and discs			3		
Competency Steps					
1. Seat and prepare patient for occlusal adjustment procedure.			2		
2. Prepare the articulating forceps with paper and transfer to the dentist (can also be wax).			3		
3. Dry quadrant with air syringe or gauze sponge.			2		
4. Articulating paper is placed over occlusal surfaces and patient is instructed to bite down and grind teeth side to side.			3		
5. The articulating paper is removed, and the colored marks left by the paper are evaluated.			3		
6. Change burs, discs, and stones as requested by the dentist.			3		
7. Transfer the handpiece to the dentist.			3		
8. Use the air-water syringe and the evacuator to keep area clean and clear during the procedure.			3		

23-4 continued *(corresponds to textbook Procedure 23-1)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. This process will be repeated until the teeth occlude evenly over the quadrant.			2		
10. Each quadrant is evaluated and adjusted.			2		
TOTAL POINTS POSSIBLE			46		
TOTAL POINTS POSSIBLE—2nd Attempt			44		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

23-5 Osseous Surgery *(corresponds to textbook Procedure 23-4)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL This surgical procedure removes defects/deformities in the bone caused by periodontal disease and other related conditions. In additive osseous surgery, bone or bone substitute is added to fill in areas. In subtractive osseous surgery, the bone is removed with chisels, rongeurs, files, diamond burs, and stones. The dental assistant must be prepared and thinking ahead to anticipate the dentist's needs. Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. The procedure is done by the periodontist. It involves removing and recontouring diseased and defective bone tissue. The extent of the periodontal disease process determines the amount and type of surgery performed. The dental assistant prepares the instruments and materials, prepares the patient, and performs assisting responsibilities during the procedure.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Cotton rolls and 2 x 2 gauze sponges			2		
3. Saliva ejector, HVE tip, air-water syringe tip, surgical aspirator tip			3		
4. Periodontal probe			3		
5. Anesthetic setup			3		
6. Scalpel and blades			3		
7. Periodontal knives—broad bladed and interproximal			3		
8. Tissue retractor			3		
9. Periosteal elevator			3		
10. Diamond burs and stones			3		
11. Rongeurs, chisels, and files			3		
12. Scalers and curettes			3		
13. Hemostat and surgical scissors			3		
14. Suture setup			3		
15. Periodontal dressing materials			3		
Competency Steps					
<i>In osseous surgery, soft tissue is incised and reflected to expose bone for reshaping and/or removal.</i>					
1. Anesthetic is administered.			3		
2. Soft tissue is incised and loosened from underlying bone.			3		

23-5 continued *(corresponds to textbook Procedure 23-4)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
3. Transfer instruments.			3		
4. Maintain good visibility for operator.			3		
5. Tissue flap is reflected and stabilized with tissue retractors.			3		
6. Retract and hold tissue.			3		
7. Bone is exposed, diseased bone tissue excised.			3		
8. Scalers and curettes used to remove calculus, and diseased tissue and roots are planed.			3		
9. Transfer instruments.			3		
10. Rinse area with sterile saline solution as needed.			3		
11. Evacuate the area.			3		
12. Keep the instruments clean by removing debris from instruments with gauze sponge.			2		
13. Bone is shaped and contoured using diamond burs and stones, rongeurs, chisels, and files.			3		
14. Pass the burs, stones, and instruments as needed.			3		
15. Tissue flap is replaced and positioned over alveolar bone.			3		
16. Prepare the suture and transfer.			3		
17. Stabilize tissue with tissue forceps during suturing procedure.			3		
18. Prepare the periodontal dressing.			3		
19. Assist the dentist with periodontal dressing placement.			3		
20. Give the patient postoperative instructions.			3		
21. Make sure patient does not have any debris on his or her face.			2		
22. Patient is dismissed.			2		
TOTAL POINTS POSSIBLE			107		
TOTAL POINTS POSSIBLE—2nd Attempt			105		
TOTAL POINTS EARNED					

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

23-6 Removal of the Periodontal Dressing

Student's Name _____ Date _____

Instructor's Name _____

SKILL Periodontal dressing or packs are placed after periodontal surgical procedures. The dressing does not have any medicinal qualities but acts like a bandage to protect the tissue during the healing process. Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action.

The patient has worn the dressing for a week to ten days. The patient's mouth is examined before removing the dressing to check for areas where the dressing may have come loose or come off completely.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Saliva ejector, HVE tip, air-water syringe tip			3		
3. Gauze sponges and tissue scissors			3		
4. Instruments to remove the dressing (spoon excavator, sickle explorer, surgical hoe)			3		
Competency Steps					
1. Patient is seated.			2		
2. Surgical site is evaluated.			3		
3. Surgical hoe or spoon excavator inserted along margin. Lateral pressure applied to pry dressing away from tissue (pack may come off in large pieces).			3		
4. Scalers and floss can be used to remove any particles from interproximal areas and tooth surfaces.			3		
5. Cotton pliers are used to remove particles of dressing that are embedded in surgical site.			3		
6. Gently rinse entire area with warm water (to remove any debris—air-water syringe can be used carefully).			3		
TOTAL POINTS POSSIBLE			29		
TOTAL POINTS POSSIBLE—2nd Attempt			27		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

25-5 Final Impressions for a Partial Denture *(corresponds to textbook Procedure 25-1)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. The procedure includes preparation of abutment teeth; final impressions are also taken, bite or occlusal registration is taken, and the shade and mold of artificial teeth are selected. Sometimes restorative, periodontal, endodontic, or surgical procedures must be completed before the final impressions can be completed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. After preparing the materials needed for the final impressions, the dental assistant greets and seats the patient. A protective drape is placed on the patient and the procedure is explained to them.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Mouthwash			2		
3. Custom tray or stock tray			3		
4. Contouring wax for the impression trays			3		
5. Impression materials—spatula and mixing pad or dispensing gun and tips			3		
6. Wax or silicone bite registration materials			3		
7. Tooth shade and mold guides			3		
8. Laboratory prescription form			3		
9. Disinfectant and container for impressions and bite registration			3		
Competency Steps					
1. Dentist examines the oral cavity, assistant passes custom or stock tray for try in the mouth.			3		
2. Once tray is contoured to fit, assistant prepares tray with painting adhesive inside trays.			3		
3. As directed by the dentist, assistant will prepare, mix, load material into tray, and transfer to dentist (mix will be according to manufacturer's direction).			3		
4. Once final impression is completed, assistant receives final impressions and either disinfects them right away or sets them aside to disinfect after procedure is completed.			3		
5. Assistant prepares materials used for bite registration.			3		

25-5 continued *(corresponds to textbook Procedure 25-1)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
6. Bite wax is softened in warm water, folded several times before placed in patient's mouth.			3		
7. Other bite materials are mixed on a paper pad and placed on a quadrant tray placed into patient's mouth or dispensed directly into oral cavity with a dispensing gun and tip.			3		
8. After bite materials are set and are removed from mouth, assistant to disinfect and put them with the final impression.			3		
9. Assistant assists the dentist in shade selection and the recording.			3		
10. Assistant makes sure patient's face is clean of impression materials and dismisses patient.			3		
11. The dentist completes the laboratory prescription with details of partial denture design.			3		
TOTAL POINTS POSSIBLE			59		
TOTAL POINTS POSSIBLE—2nd Attempt			57		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Hand mirror for patient viewing			2		
3. Articulating paper and forceps			3		
4. Adjusting instruments, including wax spatula, pliers, and a heat source			3		
5. Low-speed handpiece with burs, discs, and stones			3		
6. Contour pliers			3		
7. Partial denture from the laboratory			3		
Competency Steps					
1. Appliance is placed in the patient's mouth (assistant may pass appliance to dentist).			3		
2. Assistant prepares the spatula by warming it in heat source (alcohol torch or Bunsen burner).			3		
3. Passes the spatula to the dentist.			3		
4. Articulating paper is passed as occlusion is being evaluated.			2		
5. Assistant passes handpiece and burs as needed to adjust occlusion.			3		
6. Patient is given hand mirror for viewing and commenting.			2		
7. Assistant dismisses patient.			2		

25-6 continued *(corresponds to textbook Procedure 25-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
8. Assistant disinfects the partial to prepare for the laboratory.			3		
TOTAL POINTS POSSIBLE			41		
TOTAL POINTS POSSIBLE—2nd Attempt			39		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

25-7 continued *(corresponds to textbook Procedure 25-3)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Advise patient to expect sore spots and adjustment period to partial but to call office immediately with any problems or questions.			3		
TOTAL POINTS POSSIBLE			37		
TOTAL POINTS POSSIBLE—2nd Attempt			35		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

25-8 The Delivery Appointment for the Complete Denture

(corresponds to textbook Procedure 25-7)

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. Between appointments, the laboratory will complete the final multi-step processing of the denture. This converts the wax try-in denture to a denture with an acrylic resin base and plastic or porcelain teeth.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. The dental assistant prepares the patient and coordinates with the dental laboratory.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. HVE tip and air-water syringe tip			3		
3. Dentures from the laboratory			3		
4. Hand mirror			2		
5. Articulating forceps and paper			3		
6. High-speed handpiece and diamond and finishing burs			3		
7. Low-speed handpiece and assorted acrylic burs and discs			3		
8. Home-care instructions pamphlet, denture brush, and container to place dentures in when they are not in the patient's mouth			3		
Competency Steps					
1. Dentures kept moist in container from laboratory until ready for patient.			2		
2. Patient is seated.			2		
3. Appliances are removed and placed into a container to keep them moist.			2		
4. An immediate denture is inserted after extractions and alveoplasty (if more than simple extractions, patient is scheduled with maxillofacial surgeon, and dental laboratory will send denture to surgeon's office).			3		
5. New denture inserted into patient's mouth.			3		
6. A few minutes will be given to the patient to adjust to new denture.			3		
7. Dentist will evaluate and examine.			3		
8. Occlusion is checked with articulating paper (assistant will transfer as needed).			3		

25-8 continued *(corresponds to textbook Procedure 25-7)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Dentist can adjust as needed and will use the low-speed handpiece and acrylic burs to reduce any high spots on inside of base.			3		
10. After adjustments, the denture is polished in the laboratory.			3		
11. If adjustments are made, the denture will need to be disinfected before replacing it in patient's mouth.			3		
12. The dentist evaluates the retention of the denture and jaw relationships by having patient demonstrate swallowing, various facial expressions, chewing actions, and speaking.			2		
13. Patient learns to insert and remove the denture.			3		
14. Patient will learn the daily maintenance of denture.			3		
15. Patient is given instructions to call office with any questions or problems.			3		
16. Patient is appointed to return in a few days.			3		
17. Patient is dismissed.			2		
18. As a courtesy, the office will call the patient the following day and check on progress (the dentist or assistant will call).			2		
TOTAL POINTS POSSIBLE			71		
TOTAL POINTS POSSIBLE—2nd Attempt			69		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

26-11

Mixing Zinc Oxide Eugenol Cement—Two-Paste System

(corresponds to textbook Procedure 26-3)

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Dental cements usually come in a powder/liquid form, a two-paste system, capsule, or in a dispensing syringe. Most of these materials are mixed manually, but a few of the powder/liquid cements come in capsules that are mechanically mixed. Cements are mixed in a precise ratio to attain a specific consistency, ranging from a liquid solution to a putty consistency.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This material is often used for temporary luting of provisional coverage. The assistant dispenses and mixes the material according to the manufacturer's directions. The assistant assists the dentist during the placement of the temporary. Sometimes the assistant places the cement in the provisional coverage in the tooth, if this procedure is included in expanded function regulations.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Two-paste zinc oxide eugenol (accelerator and base)			3		
2. Paper pad			2		
3. Cement spatula			3		
4. 2 x 2 gauze sponge (moistened)			2		
5. Plastic filling instrument			3		
Competency Steps					
1. Dispense the amount of material required (amount can vary for site).			3		
2. Place equal lengths of accelerator and base parallel to each other on pad (follow manufacturer's directions).			3		
3. Mix into a homogenous mass:			3		
A. Gather up material and mix			2		
B. Spread over small area to mix			2		
C. Material should be a creamy mix and follow spatula up an inch (luting consistency)			3		
4. Wipe both sides of spatula and gather all material in one area.			3		
5. Wipe cement spatula off with moist 2 x 2 gauze sponge.			3		
TOTAL POINTS POSSIBLE			35		
TOTAL POINTS POSSIBLE—2nd Attempt			33		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

26-12

Preparing Cavity Varnish *(corresponds to textbook Procedure 26-7)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Varnishes are placed in a thin layer over the dentin tubules. The cavity varnishes are insoluble in the oral fluids and reduce leakage around the margins of restorations, thus preventing microleakage. Varnish also prevents penetration of the acids from some cements into the dentin.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. The materials needed for application of cavity varnish are prepared by the dental assistant. Depending on expanded-function laws, the assistant applies the varnish or assists the dentist during placement.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Cavity varnish and solvent			3		
2. Two cotton pliers			3		
3. Cotton pellets or pieces of cotton rolled into small, football-shaped balls, or a small brush			2		
4. Cotton roll			2		
Competency Steps					
1. Clean and dry cavity preparation.			3		
2. Prepare cotton pellets for application (must be small to apply varnish on dentin surface).			3		
3. Remove cap from varnish bottle			2		
A. Hold two cotton pellets in pliers			2		
B. Dip pellets into varnish until moistened			2		
C. Remove and replace cap on varnish			3		
4. Place cotton pellets on 2 x 2 gauze and dab off excess varnish.			3		
5. Using one pellet, apply varnish to cavity preparation, coating surface of preparation.			3		
6. Allow first coat to dry, then apply a second coat in same manner.			3		
7. Dispose of cotton pellets and clean cotton pliers with solvent before sterilizing.			3		
8. To prepare cotton pellets one at a time, two separate cotton pliers must be used to avoid contamination.			3		

TOTAL POINTS POSSIBLE 40

TOTAL POINTS POSSIBLE—2nd Attempt 38

TOTAL POINTS EARNED _____

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

26-13

Using Dental Amalgamator *(corresponds to textbook Procedure 26-11)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Trituration is the mechanical means of combining (mixing) the dental alloy and mercury. Specially designed machines used to triturate (amalgamate) the alloy and mercury are called dental amalgamators or triturators. These machines have a cradle to hold the capsules, a cradle cover, a timer, and a variable speed control. Each amalgamator must be set for the type of dental alloy used.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is completed by the dental assistant. The materials and equipment are prepared before the procedure begins. The type of amalgamator and capsules will vary.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Amalgamator			3		
2. Premeasured capsule of dental alloy and mercury			3		
3. Amalgam well, dappen dish, or squeeze cloth			3		
4. Amalgam carrier/condenser			3		
5. Scrap container for excess amalgam			3		
Competency Steps					
1. Assemble materials for procedure (select trituration time and speed for type of alloy and amalgamator).			3		
2. Prepare capsule by twisting cap, squeezing capsule, or using an activator.			3		
3. Insert capsule into cradle (prongs) of amalgamator. Place one end first, then slide other end down into place. Practice doing it with one hand.			3		
4. Close cover of amalgamator.			3		
5. Activate the amalgamator for prescribed time and speed.			3		
6. Timer will automatically switch off after prescribed trituration time.			2		
7. Lift cover and remove capsule.			2		
8. Open capsule and empty amalgam into an amalgam well.			3		
9. Avoid touching amalgam with gloved hands. Use cotton pliers if necessary. Consistency will be smooth, velvety; appearance will be glossy.			3		
10. Reassemble capsule and place to the side.			2		
11. Hold carrier and load amalgam.			3		

26-13 continued *(corresponds to textbook Procedure 26-11)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
12. Pack carrier, pack tightly, wipe excess (wipe excess material from end of carrier on sides of amalgam well).			3		
13. Assistant passes amalgam carrier to dentist.			3		
14. Prepares to exchange condenser for carrier (practice dispensing amalgam from carrier into dappen dish and evaluate mix).			3		
15. Repeat loading and dispensing of all material. Toward end, loading carrier becomes more difficult as material begins to set (practice to become proficient).			3		
16. To clean up, expel any excess amalgam into appropriate container. Instruments are cleaned and sterilized.			3		
TOTAL POINTS POSSIBLE			60		
TOTAL POINTS POSSIBLE—2nd Attempt			58		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

27-14 Taking a Silicone (Polysiloxane) Two-Step Impression

(corresponds to textbook Procedure 27-7)

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. This impression material comes in a number of different forms. It is available in putty for making a custom tray, and the other is in tubes of base and accelerator (catalyst) in injection, regular, and heavy type for impressions. It also is available in the cartridge form to be used with the mixing tip and extruding gun (automix cartridge system).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist with the dental assistant assisting. Silicone polysiloxane is a material used in taking final impressions where extreme accuracy is required.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Spatula			3		
2. Paper mixing pad			3		
3. Vinyl overgloves			3		
4. Two containers of putty (one base, one catalyst) with color-coordinated scoops or one putty base and liquid dropper of catalyst			3		
5. Stock tray with adhesive painted on interior			3		
6. Plastic sheet for use as a spacer			3		
7. Extruder gun, mixing tip with intraoral delivery tip or injection syringe			3		
8. Cartridges of impression material (light-body or wash material)			3		
Competency Steps					
<i>Patient preparation</i>					
1. Health history is reviewed.			3		
2. Patient is seated in upright position with patient napkin in place.			3		
3. Retraction cord placed around prepared tooth.			3		
4. Procedure explained to patient.			3		
<i>Preliminary Putty Impression</i>					
1. Assistant puts on vinyl gloves.			3		
2. Putty mix:					
A. Either equal scoops of putty are mixed or putty base and drops of catalyst are mixed together			3		
B. Putty must be kneaded together until homogenous—no streaks, one even color			3		
C. Mixed with manufacturer recommended time—thirty seconds			3		

27-14 continued (corresponds to textbook Procedure 27-7)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
3. After material is mixed, pat into patty and load into prepared tray (with finger, make slight indentation where teeth are located).			3		
4. Place plastic spacer sheet over material and insert into patient's mouth (creates 2 mm of space for final syringeable viscous impression material).			3		
5. Setting of putty will take about three minutes.			3		
6. Tray is removed from patient's mouth.			3		
7. Spacer is removed.			3		
8. Putty checked for accuracy and left to set further.			3		
<i>Final Impression</i>					
1. After tooth has been prepared, area is cleaned and dried.			3		
2. Retraction cord placed.			3		
3. Doctor indicates ready for final impression. Assistant prepares material.			3		
4. Tray with preliminary impression ready with spacer removed.			3		
5. Extruder gun prepared and loaded (light-body or wash material).			3		
6. Syringe material is extruded through mixing tip and placed into preliminary impression.			3		
7. Tip wiped off and an intraoral delivery tip placed on for direct injection around prepared tooth (after retraction cord has been removed).			3		
8. Extruder gun handed to dentist (intraoral delivery tip or injection syringe loaded with mixing tip).			3		
9. Tray seated by dentist immediately (held in place three to five minutes).			3		
10. After material set, impression tray removed, releasing seal, taking care to protect opposing teeth from quick snap.			3		
11. Impression immediately rinsed with water and lightly air blow dry.			3		
12. Disinfect according to manufacturer's direction.			3		
13. Impression should be poured immediately.			3		
TOTAL POINTS POSSIBLE			105		
TOTAL POINTS POSSIBLE—2nd Attempt			103		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

27-15 Pouring an Alginate Impression with Plaster

(corresponds to textbook Procedure 27-8)

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Several different gypsum materials are used when pouring up an impression to make a model. It is important to identify the application for the material prior to determining the type of gypsum product to use. Plaster is a white stone (plaster of Paris).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dental assistant in the dental laboratory.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>Pouring an Alginate Impression with Plaster</i>					
Equipment and Supplies					
1. Spatula, metal with rounded end and stiff, straight sides			3		
2. Two flexible rubber mixing bowls			3		
3. Scale			3		
4. Plaster (100 grams)			3		
5. Gram measuring device			3		
6. Water measuring device			3		
7. Vibrator with paper or plastic cover on platform			3		
8. Room-temperature water			3		
9. Alginate impression (disinfected)			3		
Competency Steps					
<i>Mixing the Plaster</i>					
1. Measure 50 mL room-temperature water into one of the mixing bowls.			3		
2. Place second flexible mixing bowl on scale, (set dial to zero).			3		
3. Weigh out 100 grams of plaster.			3		
4. Add powder from second bowl into water of first bowl.			3		
5. Allow several seconds for powder to dissolve in water.			3		
6. Use spatula to slowly mix particles together.			3		
7. Initial mixing should be complete in twenty seconds.			3		
8. Turn on vibrator to medium speed.			3		

27-15 continued *(corresponds to textbook Procedure 27-8)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
9. Place rubber bowl on vibrator platform, pressing lightly.			3		
10. Rotate bowl on vibrator to allow air bubble to rise to top surface.			3		
11. Mixing and vibrating should be completed within a couple of minutes.			3		
12. Mixture is ready if spatula can cut through it and it stays to sides without changing position.			3		
TOTAL POINTS POSSIBLE			63		
TOTAL POINTS POSSIBLE—2nd Attempt			61		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

27-16 Pouring the Art Portion of a Plaster Study Model Using the Two-Pour Method *(corresponds to textbook Procedure 27-10)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Several different gypsum materials are used when pouring up an impression to make a model. It is important to identify the application for the material prior to determining the type of gypsum product to use. Plaster is a white stone (plaster of Paris).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dental assistant in the dental laboratory after the anatomical portion of the study model as set.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Metal spatula (stiff blade with rounded end) or disposable spatula			3		
2. Flexible rubber bowl or disposable bowl			3		
3. Vibrator with a paper towel or plastic cover on the platform			3		
4. Paper towels			3		
5. Plaster			3		
6. Calibration measurement device			3		
7. Room-temperature water			3		
8. Water measuring device			3		
Competency Steps					
1. After pouring anatomical portion of impression, allow it to set five to ten minutes.			3		
2. Cleanup of mixing bowl:					
A. Rubber bowl and spatula wiped with paper towel and material disposed of			3		
B. Rubber bowl and spatula washed, cleaned readied for second pour			3		
3. Ratio of powder to water (100 grams of powder to 40mL of water—bases for art portion of both maxillary and mandibular casts).			3		
4. Mix plaster in same manner as done before (will appear much thicker).			3		
5. Plaster can be gathered up on spatula and placed on a glass slab—allow material to mass upward.			3		
6. After material is all on glass slab or paper towel, the poured anatomy portion can be inverted onto base material.			3		

27-16 continued *(corresponds to textbook Procedure 27-10)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
7. Hold tray steady and situate handle so it is parallel with paper of glass surface (important to get base even and uniform in thickness).			3		
8. Carefully drag excess plaster up over edges of cast, filling in any void areas, but try not to cover any margins.			3		
TOTAL POINTS POSSIBLE			51		
TOTAL POINTS POSSIBLE—2nd Attempt			49		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

27-17 Removing the Plaster Model from the Alginate Impression

(corresponds to textbook Procedure 27-11)

Student's Name _____ Date _____

Instructor's Name _____

SKILL The dental assistant is responsible for preparation of equipment and supplies needed for appointments. Several different gypsum materials are used when pouring up an impression to make a model. It is important to identify the application for the material prior to determining the type of gypsum product to use. Plaster is a white stone (plaster of Paris).

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dental assistant in the dental laboratory after the study model has set.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Laboratory knife			3		
2. Maxillary and mandibular plaster models, set in the alginate impressions			3		
Competency Steps					
1. Allow plaster to set for forty to sixty minutes before removing impression material from tray (exothermic heat should be gone to indicate it has set).			3		
2. Using laboratory knife, gently remove any plaster up on margin of tray.			3		
3. Holding handle of impression tray, lift straight up.			3		
4. Remove necessary plaster to release the tray (identify area that is holding back tray).			3		
5. Lift motion is upward. Wiggling side to side or lifting sideways may fracture teeth and anatomical portion of cast.			3		
TOTAL POINTS POSSIBLE			21		
TOTAL POINTS POSSIBLE—2nd Attempt			19		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-10 Rubber Dam Application for the Child Patient

(corresponds to textbook Procedure 28-2)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for appointment. Dental dam is used on children as routinely as adults. The basic technique is the same for both adults and children; however, there are several modifications. There are many techniques for placement of the dental dam and the operator will find through practice what works best.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or the dental assistant. The dental dam is quickly placed on the teeth involved in the procedure. The patient's dentition must be evaluated to determine which teeth can be included in the isolation. Look for partially erupted teeth and teeth that are loose.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Dental dam material			3		
3. Dental dam napkin			3		
4. Dental dam punch			3		
5. Assortment of pedodontic clamps			3		
6. Dental dam clamp forceps			3		
7. Dental dam frame			3		
8. Dental floss			3		
9. Lubricant			3		
10. Cotton tip applicator			3		
11. Tucking instrument (plastic instrument, T-ball burnisher, or spoon excavator)			3		
12. Scissors			3		
Competency Steps					
1. Prepare child patient for dental dam procedure.			3		
2. Examine patient's oral cavity to determine:					
A. Anchor tooth			3		
B. Shape and size of arch			3		
C. Tooth alignment			3		
D. Missing teeth			3		
E. Loose teeth			3		
F. Gingival tissue condition			2		
G. Tight contacts			3		
3. Prepare dam material by selecting heavyweight, 5 x 5 dental dam.			3		

28-10 continued (corresponds to textbook Procedure 28-2)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
4. Punch the predetermined pattern of dam.			3		
5. Holes are punched closer together than they would be for adults.			3		
6. Select clamp: A. Winged clamps best for retraction of heavy dam (selection: design-winged/wingless, mesiodistal width, faciolingual width—both at CEJ of anchor tooth, height of occlusal plane of anchor tooth)			3		
7. Attach safety line on all clamps to be tried on.			3		
8. Secure clamp on forceps and spread jaws slightly to lock forceps (to widen jaws, squeeze forceps handle slightly to release locking bar).			3		
9. Place clamp over anchor tooth. Often the clamp, dental dam, and frame are carried all in one to be applied to the tooth.			3		
10. Fitting jaws of clamp: A. Fit lingual jaw of clamp on lingual side of tooth first B. Next spread clamp and slide buccal jaws of clamp over height of contour of buccal surface of tooth C. Release pressure on clamp forceps slightly against tooth to evaluate clamp, but do not release clamp from forceps			3 3 3		
11. Clamp on tooth: A. Jaw points at CEJ B. Jaws adapting to gingival embrasures on the buccal and lingual C. Clamp secure D. Not pinching any gingival tissue E. Confirm with patient about comfort			3 3 3 3 3		
12. Place dental dam over clamp bow: A. Grasp dam material with index fingers on each side of key punch hole B. Spread hole wide enough to slip over clamp C. Stretch hole over anchor tooth and one side of clamp D. Expose other clamp jaw—entire clamp and tooth exposed E. Slide dam over wings of clamp to expose wings F. Pull safety line through dam and drape to side of patient's mouth			3 3 3 3 3 3		
13. Isolate most forward tooth, usually opposite canine, dam material secured on distal of tooth (with double loop of floss, a corner cut of dam or stabilizing cord).			3		

28-10 continued *(corresponds to textbook Procedure 28-2)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
14. Place dental napkin around patient's mouth.			3		
15. Place frame or holder to stretch dam to cover oral cavity (frame can be placed either under or over dental dam material depending on type of frame and preference of operator).			3		
16. Isolate remaining teeth:					
A. Dental dam worked gently between contacts			3		
B. Dental floss used to assist placing dam and exposing teeth			3		
C. Use air syringe to dry teeth			3		
17. Invert or tuck dam material (edge of dam that surrounds tooth must be inverted or tucked into sulcus of gingiva to seal tooth and prevent leakage).			3		
18. Ligatures of dental floss placed to secure dental dam in place (primary teeth).			3		

TOTAL POINTS POSSIBLE 152

TOTAL POINTS POSSIBLE—2nd Attempt 150

TOTAL POINTS EARNED _____

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-11 Quickdam Placement *(corresponds to textbook Procedure 28-3)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. There are many techniques and alternatives for placement of the dental dam, and the operator will find through practice what works best. One of these alternatives is the Quickdam.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or the dental assistant. The patient is anesthetized and the Quickdam is placed.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Quickdam			3		
2. Quickdam template			3		
3. Dental dam punch			3		
4. Dental dam clamps			3		
5. Dental dam clamp forceps			3		
6. Dental floss			3		
7. Tucking instrument			3		
Competency Steps					
1. Examine patient's oral cavity to determine:					
A. Anchor tooth			3		
B. Shape of arch			3		
C. Tooth alignment			3		
D. Missing teeth			3		
E. Presence of crowns or bridges			3		
F. Gingival tissue condition			2		
G. Tight contacts			3		
2. Prepare dam material. Use Quickdam template to mark each tooth and allow for deviations. Can mark with felt-tip pen.			3		
3. Punch marked teeth according to corresponding hole size for each tooth.			3		
4. Quickdam placed with or without clamp.			3		
5. Quickdam without a clamp					
A. Fold ends of Quickdam toward each other and press sides together			3		
B. Insert Quickdam in patient's mouth and release sides			3		
C. Quickdam fits into patient's vestibule			3		

28-11 continued *(corresponds to textbook Procedure 28-3)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
D. Slide dam over teeth to be isolated			3		
E. Use dental floss to tuck dental dam			3		
F. Secure dam with floss ligatures on distal of last isolated teeth			3		
6. Quickdam with a clamp					
A. Select a clamp to try on tooth			3		
B. Attach safety line on all clamps to be tried on			3		
C. Place clamp in dam			3		
D. Apply clamp forceps to clamp and place over tooth			3		
E. Once clamp is secure on tooth, remove clamp forceps			3		
F. Place dam over teeth to be isolated			3		
G. Tuck dam			3		
TOTAL POINTS POSSIBLE			89		
TOTAL POINTS POSSIBLE—2nd Attempt			87		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-12 Placement of the Tofflemire Matrix *(corresponds to textbook Procedure 28-5)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for appointment. During the preparation of a tooth for an amalgam or a composite restoration, often one or more axial surfaces will be removed. A matrix replaces the surface and acts as the artificial wall. The Tofflemire matrix is the most common matrix used for amalgam restorations. It has two parts: the retainer and the band.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or the dental assistant. After the Tofflemire matrix is assembled, it is ready for positioning on the prepared tooth.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Assembled Tofflemire retainer and matrix band			3		
2. Cotton pliers or hemostat			3		
3. Ball burnisher			3		
4. 2 x 2 gauze sponges			3		
5. Assortment of wedges			3		
Competency Steps					
1. Place matrix band over prepared tooth					
A. Smaller edge of band toward gingiva			3		
B. Slot on vise directed toward gingiva			3		
C. Keep retainer parallel to buccal as loop placed around tooth			3		
2. Move loop through interproximal surface. Place one finger over loop to stabilize loop and retainer.			3		
3. Matrix around tooth, adjust guide channel to center retainer on buccal surface of tooth.			3		
4. Turn inner knob to tighten band around tooth:			3		
A. Band should be securely around tooth			3		
B. Retainer should be snug to tooth			3		
C. Band too tight or too loose, contours of restoration may change			3		
5. Check margins of band:					
A. Should not extend more than 1.0 to 1.5 mm beyond gingiva of cavity preparation edge			3		
B. Occlusal should not extend more than 2.0 mm above highest cusp			3		

28-12 continued *(corresponds to textbook Procedure 28-5)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
6. Contour band to adjacent tooth:					
A. Use ball burnisher			3		
B. Burnisher to inner surface of band; apply pressure until band becomes slightly concave at contact area			3		
7. Matrix band on tooth, place wedge(s).			3		
8. Check seal at gingival margin of preparation with explorer (should be no gap between band and preparation).			3		
TOTAL POINTS POSSIBLE			60		
TOTAL POINTS POSSIBLE—2nd Attempt			58		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-13 Removal of the Wedge and the Tofflemire Matrix

(corresponds to textbook Procedure 28-6)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. During the preparation of a tooth for an amalgam or a composite restoration, often one or more axial surfaces will be removed. A matrix replaces the surface and acts as the artificial wall. The Tofflemire matrix is the most common matrix used for amalgam restorations. It has two parts: the retainer and the band.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or the dental assistant. Once the tooth has been filled with restorative material, the matrix and wedge are removed to finish carving the anatomy of the tooth.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Cotton pliers or hemostat			3		
2. 2 x 2 gauze sponges			3		
Competency Steps					
1. Removing the wedge:					
A. Use cotton pliers or hemostat			3		
B. Grasp wedge at base			3		
C. Pull in opposite direction of insertion			3		
2. Remove retainer:					
A. Hold matrix in place with finger at occlusal surface			3		
B. Turn outer knob of retainer to loosen spindle in vise			3		
3. Separate retainer from band, lift retainer toward occlusal surface of tooth.			3		
4. Using cotton pliers:					
A. Gently free band from around tooth			3		
B. Lift one end of band in lingual occlusal direction			3		
5. Lift band from proximal surface and repeat with other end of band.			3		
6. Tooth is ready for final carving.			3		
TOTAL POINTS POSSIBLE			36		
TOTAL POINTS POSSIBLE—2nd Attempt			34		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-14 Placement of the Strip Matrix *(corresponds to textbook Procedure 28-7)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. During the preparation of a tooth for an amalgam or a composite restoration, often one or more axial surfaces will be removed. A matrix replaces the surface and acts as the artificial wall. The plastic strip matrix is used with composite, glass ionomer, or compomer restorative materials on anterior teeth. The strip can be made of nylon, acetate, celluloid, or resin and is approximately three inches long and three-eighths inch wide.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or the dental assistant. After the tooth has been prepared the strip matrix is placed.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Strip matrix			3		
2. Cotton pliers			3		
3. Mouth mirror			3		
4. Assortment of clear wedges			3		
Competency Steps					
1. Contour strip, draw strip over mirror handle (like Tofflemire matrix band is contoured).			3		
2. Place strip matrix between teeth, hold strip tightly, slide toward gingiva.			3		
3. Adjust position of strip (entire preparation is covered by strip).			3		
4. Seat wedge to secure strip in place.			3		
5. Restorative materials are placed, strip matrix is pulled tightly around tooth to adapt material to convex surface of tooth.			3		
6. Strip matrix held in place by hand or with clip retainer until material has been cured.			3		

TOTAL POINTS POSSIBLE 30

TOTAL POINTS POSSIBLE—2nd Attempt 28

TOTAL POINTS EARNED _____

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-15 Removal of the Strip Matrix *(corresponds to textbook Procedure 28-8)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. During the preparation of a tooth for an amalgam or a composite restoration, often one or more axial surfaces will be removed. A matrix replaces the surface and acts as the artificial wall. The plastic strip matrix is used with composite, glass ionomer, or compomer restorative materials on anterior teeth. The strip can be made of nylon, acetate, celluloid, or resin and is approximately three inches long and three-eighths inch wide.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist once the restorative material is placed and cured.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Cotton pliers or hemostat			3		
2. 2 x 2 gauze sponges			3		
Competency Steps					
1. Once material has been cured, remove clip retainer if one was used. Remove wedges with cotton pliers (material completely hardened).			3		
2. Strip matrix gently pulled away from restorative material.			3		
3. Remove strip by pulling matrix strip in lingual incisal or facial incisal direction.			3		
TOTAL POINTS POSSIBLE			15		
TOTAL POINTS POSSIBLE—2nd Attempt			13		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-16 Polishing with the Rubber Cap *(corresponds to textbook Procedure 28-9)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. The coronal polish procedure involves removing soft deposits and extrinsic stains from the surfaces of the teeth and restorations. This is accomplished with an abrasive, a dental handpiece, a rubber cup, a brush, dental tape, and floss. It is helpful to have a systematic procedure when polishing the entire mouth by developing a sequence that is always followed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dental assistant, hygienists, or dentist. The following procedure for polishing with the rubber cup explains the positioning techniques and the action of the rubber cup. Examine the pictures of the rubber cup placement on both arches, each quadrant on the facial and lingual surfaces.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer/periodontal probe, cotton pliers			3		
2. Saliva ejector, HVE tip, air-water syringe tip			3		
3. 2 x 2 gauze sponges, cotton-tip applicator			3		
4. Dappen dish			3		
5. Lip lubricant			3		
6. Disclosing solution (optional)			3		
7. Low-speed handpiece			3		
8. Prophyl angle attachment			3		
9. Assortment of rubber cups and brushes			3		
10. Prophyl paste in different grits			3		
11. Dental tape and dental floss			3		
Competency Steps					
1. Patient seated and prepared for coronal polishing procedure:			3		
A. Lip lubricant offered for patient comfort			3		
B. Review patient's medical history			3		
C. Inspect oral cavity for amount of extrinsic stain			3		
D. Select grit of abrasive to be used			3		
2. Assistant may dry teeth and place disclosing solution on teeth (easier to detect plaque).			3		
3. After drying teeth, cotton-tip applicator used to place solution to all surfaces of teeth (one quadrant, one arch, or one side at a time).			3		

28-16 continued (corresponds to textbook Procedure 28-9)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
4. After placing abrasive polishing agent in a cup, place cup near gingival sulcus, establish a fulcrum (cup as far into mesial/distal surface as possible; fulcrum as close to tooth being polished as possible).			3		
5. Apply light pressure to flex the cup, flare it into sulcus.			3		
6. Sweep rubber cup toward incisal or occlusal edge (if crown of tooth long, lift cup halfway up tooth and make second stroke toward occlusal).			3		
7. At incisal or occlusal edge, lift cup slightly off tooth and replace it near gingiva to repeat the stroke, moving toward the opposite side of tooth.			3		
8. Repeat stroke, overlapping each time, until entire tooth surface is polished.			3		
9. When finished with one tooth, move to adjacent tooth using same steps until surfaces of all teeth have been polished.			3		
10. For patient's comfort, rinse mouth frequently (at least after polishing each quadrant).			3		
11. When all teeth are polished, rinse and evacuate patient's mouth thoroughly, removing all debris.			3		
TOTAL POINTS POSSIBLE			78		
TOTAL POINTS POSSIBLE—2nd Attempt			76		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-17

Using the Prophylaxis Brush *(corresponds to textbook Procedure 28-10)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. The coronal polish procedure involves removing soft deposits and extrinsic stains from the surfaces of the teeth and restorations. This is accomplished with an abrasive, a dental handpiece, a rubber cup, a brush, dental tape, and floss. It is helpful to have a systematic procedure when polishing the entire mouth by developing a sequence that is always followed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dental assistant, hygienists, or dentist. The prophylaxis brush follows the rubber cup polish. It includes the techniques used to manipulate and position the brush.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer/periodontal probe, cotton pliers			3		
2. Saliva ejector, HVE tip, air-water syringe tip			3		
3. 2 x 2 gauze sponges, cotton-tip applicator			3		
4. Dappen dish			3		
5. Lip lubricant			3		
6. Disclosing solution (optional)			3		
7. Low-speed handpiece			3		
8. Prophylaxis angle attachment			3		
9. Assortment of rubber cups and brushes			3		
10. Prophylaxis paste in different grits			3		
11. Dental tape and dental floss			3		
Competency Steps					
1. After rubber cup polish is completed, rinse patient's mouth thoroughly.			3		
2. Place softened brush on prophylaxis angle, apply prophylaxis paste onto tooth.			3		
3. Establish fulcrum close to posterior tooth to be polished.			3		
4. Move brush bristles toward mesial buccal cusp tip and continue until brush comes off occlusal surface.			3		
5. Replace brush bristles in central fossa.			3		
6. Apply slight pressure again, move brush up toward distal buccal cusp until brush comes off occlusal surface.			3		

28-17 continued *(corresponds to textbook Procedure 28-10)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
7. Repeat this procedure on lingual surfaces of posterior tooth until all of the occlusal surface is cleaned.			3		
8. Repeat this process on occlusal surfaces of all teeth.			3		
9. For lingual surfaces of the anterior teeth, place prophyl brush in lingual pit above the cingulum.			3		
10. Apply light pressure to flex and spread bristles of brush.			3		
11. Move brush toward incisal edge to polish lingual surface.			3		
12. Repeat on all lingual surfaces that have deep pits and grooves.			3		
13. When finished with brush, rinse and evacuate the oral cavity thoroughly.			3		
TOTAL POINTS POSSIBLE			72		
TOTAL POINTS POSSIBLE—2nd Attempt			70		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-18 Polishing with Dental Tape and Dental Floss

(corresponds to textbook Procedure 28-11)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. The coronal polish procedure involves removing soft deposits and extrinsic stains from the surfaces of the teeth and restorations. This is accomplished with an abrasive, a dental handpiece, a rubber cup, a brush, dental tape, and floss. It is helpful to have a systematic procedure when polishing the entire mouth by developing a sequence that is always followed.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is part of the coronal polish. After the rubber cup and brush have been used, the interproximal surfaces of the teeth are cleaned with dental tape. Dental floss is then used.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer/periodontal probe, cotton pliers			3		
2. Saliva ejector, HVE tip, air-water syringe tip			3		
3. 2 x 2 gauze sponges, cotton-tip applicator			3		
4. Dappen dish			3		
5. Lip lubricant			3		
6. Disclosing solution (optional)			3		
7. Low-speed handpiece			3		
8. Prophyl angle attachment			3		
9. Assortment of rubber cups and brushes			3		
10. Prophyl paste in different grips			3		
11. Dental tape and dental floss			3		
Competency Steps					
1. Cut off a piece of dental tape twelve to eighteen inches long.			3		
2. Wipe some abrasive agent into interproximal contact areas of teeth in a quadrant (wipe with cotton tip or finger).			3		
3. Wrap tape around middle fingers of both hands, leaving length of tape just long enough to wrap around tooth while maintaining control.			3		
4. Take tape through contact at oblique angle (\\) in a back/forth motion, using gentle pressure, holding tape against tooth (prevents tape from snapping through contact and damaging gingiva).			3		

28-18 continued *(corresponds to textbook Procedure 28-11)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
5. Wrap tape around tooth to cover line angles of tooth both buccal and lingual.			3		
6. When the proximal surface of one tooth is completed, lift tape up and over interdental papilla without removing tape through contact, readapt tape on proximal surface of adjacent tooth.			3		
7. Polish this surface with tape and abrasive and then remove tape up through contact (if you pull tape through the embrasure area, be careful not to injure gingival tissues).			3		
8. Continue around each tooth in both arches until all proximal surfaces have been polished (includes most distal surface of each quadrant; use different areas of tape as needed, and rinse and evacuate debris).			3		
9. Follow the taping by using dental floss to remove any debris left. Floss all areas and rinse thoroughly.			3		
TOTAL POINTS POSSIBLE			60		
TOTAL POINTS POSSIBLE—2nd Attempt			58		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-19

Placing Cavity Varnish *(corresponds to textbook Procedure 28-14)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. Cavity varnish is used to seal the dentin tubules to prevent acids, saliva, and debris from reaching the pulp. Cavity varnish is used under amalgam restorations to prevent microleakage and under zinc phosphate cements to prevent penetration of acids to the pulp.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or an expanded-functions dental assistant. The preparation of the cavity has been completed, and this procedure is part of preparing the tooth for the restoration.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Cavity varnish (varnish and solvent)			3		
2. Cotton pliers			3		
3. Application instrument (cotton balls or cotton pellets, sponge applicators, brush applicators)			3		
4. Gauze sponges			3		
Competency Steps					
1. Prepare for application (two small cotton balls or pellets about 2 mm to look like footballs).			3		
2. Evaluate cavity preparation to determine access, visibility, and placement of liners or bases.			3		
3. If tooth has not been washed and dried, do so now with air-water syringe.			3		
4. Pick up cotton pellets or balls with sterile cotton pliers, place into varnish, then place cotton on gauze to remove excess.			3		
5. Using cotton pliers pick up one cotton ball or pellet, paint a thin layer of varnish on dentin in cavity preparation (sterile disposable brush or sponge may be used).			3		
6. Allow cavity to dry for thirty seconds. Place second coat of varnish. Using cotton pliers, pick up second cotton pellet or ball from the gauze and apply second layer of varnish (prevents any voids). To prevent contamination, never place an applicator once used in the mouth back into bottle of varnish.			3		

28-19 continued *(corresponds to textbook Procedure 28-14)*

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
7. Clean up after procedure. If any excess varnish was placed on enamel surface, remove it with varnish solvent and a small applicator.			3		
TOTAL POINTS POSSIBLE			33		
TOTAL POINTS POSSIBLE—2nd Attempt			31		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-20 Removal of the Sling Suture and Continuous Sling Sutures

(corresponds to textbook Procedure 28-17)

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. Each type of suture is a specific pattern. To remove the sutures, identify the pattern and determine where the cuts are to be made, then follow the basic criteria to remove the suture from the suture site.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or an expanded-functions dental assistant. The patient returns to the office for suture removal. The dental assistant prepares the materials needed and the patient before beginning the procedure.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Suture scissors			3		
3. Hemostat			3		
4. Gauze sponges			3		
5. Air-water syringe tip, HVE tip			3		
Competency Steps					
1. The sling suture is cut in two places.			3		
2. Using cotton pliers, lift suture gently on each side of tooth to loosen suture from tissues.			3		
3. Lift the knot gently and cut below knot, near tissue.			3		
4. Lift suture thread on other side of tooth, near tissue, and cut it as close to tissue as possible without cutting tissue.			3		
5. When removing a continuous sling suture, this process is repeated, cutting on each side of tooth until all sutures have been removed.			3		
6. Using cotton pliers, remove each thread carefully, pulling toward opposite surface (away from flap).			3		
7. Place each thread of suture on gauze sponge to be counted.			3		
8. Examine suture site.			3		

TOTAL POINTS POSSIBLE 39

TOTAL POINTS POSSIBLE—2nd Attempt 37

TOTAL POINTS EARNED _____

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-21**Removal of the Horizontal and Vertical Mattress Sutures***(corresponds to textbook Procedure 28-18)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. Each type of suture is a specific pattern. To remove the sutures, identify the pattern and determine where the cuts are to be made, then follow the basic criteria to remove the suture from the suture site.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the dentist or an expanded-functions dental assistant. The patient returns to the office for suture removal. The dental assistant prepares the materials needed and the patient before beginning the procedure.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Mouth mirror, explorer, cotton pliers			3		
2. Suture scissors			3		
3. Hemostat			3		
4. Gauze sponges			3		
5. Air-water syringe tip, HVE tip			3		
Competency Steps					
<i>Although the horizontal and vertical mattress sutures are placed slightly different, the basic steps are the same. Two cuts are made.</i>					
1. Lift knot with cotton pliers gently.			3		
2. Cut suture below knot, close to tissue.			3		
3. Make second cut on opposite surface, close to tissue.			3		
4. Remove one piece of suture by holding knot with cotton pliers and lifting gently. Place on gauze.			3		
5. Remove remaining suture thread.			3		
6. Count pieces of suture.			3		
7. Examine suture site.			3		
TOTAL POINTS POSSIBLE			36		
TOTAL POINTS POSSIBLE—2nd Attempt			34		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

28-22 Home Bleaching Procedure *(corresponds to textbook Procedure 28-23)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL Routine steps should be followed for all treatment areas to maintain absolute clinical asepsis. The dental assistant is responsible for preparation of equipment and supplies needed for the appointment. Home bleaching involves the patient applying a bleaching agent, usually carbimide peroxide or diluted hydrogen peroxide, in a custom-fit tray for specific amounts of time. There are multiple materials and the techniques vary greatly. The dental staff must become familiar with materials being prescribed for their patients.

PERFORMANCE OBJECTIVE The student will follow a routine procedure that meets the regulations and the protocol set forth by the dentist and regulatory agencies, keeping in mind that assistants' duties vary from state to state. The assistant may be evaluated by performance, statement, and/or combined responses and action. This procedure is performed by the patient at home after an examination by the dentist. The patient is given a bleaching kit and step-by-step instructions from the dentist. The procedure is divided into appointments and steps that occur between appointments.



	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Basic setup: mouth mirror, explorer, and cotton pliers			3		
2. Alginate			3		
3. Rubber mixing bowl and spatula			3		
4. Impression trays			3		
5. Camera			3		
6. Custom-fit, vacuum-formed tray			3		
7. Home bleaching kit			3		
Competency Steps					
<i>First Appointment</i>					
1. Exam and consultation:					
A. Dentist examines teeth			3		
B. Considers shade of teeth, sensitivity, restorations, areas of abrasion and erosion			3		
C. General procedures are completed before bleaching process begins			3		
D. Bleaching techniques explained to patient			3		
E. Procedure is selected to best meet patient's needs			3		
2. Impressions and photographs:					
A. Alginate impressions taken of arches being bleached			3		
B. Before photographs taken of patient			3		

28-22 continued (corresponds to textbook Procedure 28-23)

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
<i>Between Appointments</i>					
1. Alginate impressions are poured in stone and prepared.			3		
2. Custom-fit, vacuum-formed tray is made (can be done in the office lab or commercial lab).			3		
<i>Second Appointment</i>					
1. With home technique, patient tries on the trays to ensure fit.			3		
2. Instructions include: when, for how long to wear trays			3		
A. How to prepare materials			3		
B. How to place custom-fit tray			3		
C. What to do in case gingiva becomes irritated			3		
D. How to handle other side effects			3		
3. In some cases, patient receives one bleaching in office before home bleaching.			3		
4. Teeth are polished and bleaching agent prepared (placed in tray).			3		
5. Trays are inserted into patient's mouth for thirty to forty minutes.			3		
6. Trays removed and teeth are suctioned off and rinsed thoroughly.			3		
<i>Follow-up Appointment</i>					
1. To follow up patient's progress and to examine tissues.			3		
2. This appointment is usually within two weeks of the second appointment.			3		
TOTAL POINTS POSSIBLE			84		
TOTAL POINTS POSSIBLE—2nd Attempt			82		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____

SKILL COMPETENCY ASSESSMENT

29-5 Writing a Business Check *(corresponds to textbook Procedure 29-8)*

Student's Name _____ Date _____

Instructor's Name _____

SKILL The accounts payable is the amount that the practice owes others. It includes the necessary expenses.**PERFORMANCE OBJECTIVE** The student will follow a routine procedure that meets the protocol set forth by the dentist and office staff. The assistant may be evaluated by performance, statement, and/or combined responses and action. The dental receptionist or business assistant writes out the office accounts payable for the dentist to review and sign.

	Self Evaluation	Student Evaluation	Possible Points	Instructor Evaluation	Comments
Equipment and Supplies					
1. Checkbook with check and stub			3		
2. Calculator			3		
Competency Steps					
1. Write or type in date. Make sure date is current.			3		
2. Write or type in name of payee. Verify this is correct payee.			3		
3. Write in correct numbers for correct amount.			3		
4. Write out amount in designated area.			3		
5. Check that numerical and written amounts agree and are correct.			3		
6. Fill out memo, indicating what check is for.			3		
7. Fill out date, payee, memo information, and amount on check stub.			3		
8. Verify that everything is accurate and spelling is correct.			3		
9. Have dentist sign on signature line after reviewing the account payable.			3		
TOTAL POINTS POSSIBLE			33		
TOTAL POINTS POSSIBLE—2nd Attempt			31		
TOTAL POINTS EARNED			_____		

Points assigned reflect importance of step to meeting objective: Important = 1; Essential = 2; Critical = 3. Students will lose 2 points for repeated attempts. Failure results if any of the critical steps are omitted or performed incorrectly. If using a 100-point scale, determine score by dividing points earned by total points possible and multiplying the results by 100.

SCORE: _____