

# **ELGIN COMMUNITY COLLEGE**

## **Dental Assisting Student Handbook of Policies and Procedures**

**2008**

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## **Welcome to the ECC Dental Assisting Program**

### **PROGRAM DESCRIPTION**

Students have the option of completing the program in eleven months or in three to four semesters. A full-time Fall start student will complete the program in eleven months. Part-time and Spring start students generally need 18-24 months to complete the coursework.

### **DENTAL ASSISTING PLEDGE**

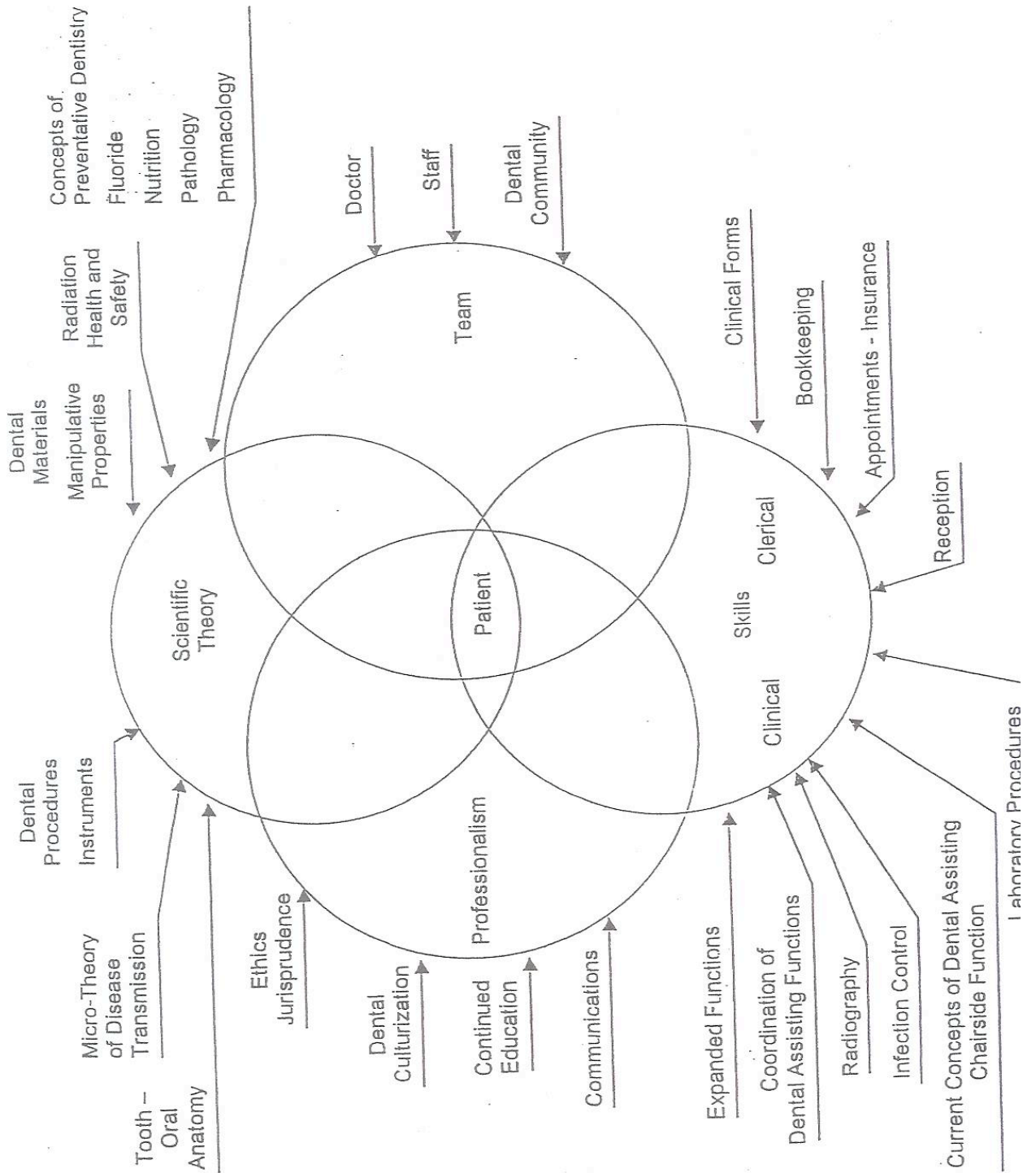
"I solemnly pledge that, in the practice of my profession, I will always be loyal to the welfare of the patients who come under my care, and to the interest of the practitioner whom I serve. I will be just and generous to the members of my profession, aiding them and lending them encouragement to be loyal, to be just, to be studious. I hereby pledge to devote my best energies to the service of humanity in that relationship of life to which I consecrated myself when I elected to become a Dental Assistant." (Johnson, ADAA)

### **CREED FOR DENTAL ASSISTANTS**

"To be loyal to my employer, my calling, and myself  
To develop initiative – having the courage to assume responsibility and the imagination to create ideas and develop them  
To be prepared to visualize, take advantage of, and fulfill the opportunities of my calling  
To be a co-worker – creating a spirit of co-operation and friendliness rather than one of fault-finding and criticism  
To be enthusiastic – for therein lies the easiest way to accomplishment  
To be generous, not alone of my name but of my praise and my time  
To be tolerant with my associates, for at times I too make mistakes  
To be friendly realizing that friendship bestows and receives happiness.  
To be respectful of the other person's viewpoint and condition  
To be systematic, believing that system makes for efficiency  
To know the value of time for both my employer and myself  
To safeguard my behalf, for good health is necessary for the achievement of a successful career  
To be tactful – always doing the right thing at the right time  
To be courteous – for this is the badge of good breeding  
To walk on the sunny side of the street, seeing the beautiful things in life rather than learning the shadows  
To keep smiling always."

Juliette A Southard  
Founder of American Dental Assistants Association

# DENTAL ASSISTING EDUCATION MODEL



## **Dental Assisting Conceptual Framework**

Elgin Community College believes that the role of the dental assistant is becoming more technical. This increased technical level is evidenced by the increasing number of “expanded functions” which non-licensed dental personnel in Illinois and nation wide are allowed to perform and the explosion of new dental techniques and procedures. When dental assistants function at a higher level than in the past, manipulative skills need to be supported with a strong background in scientific theory, and the assistant’s work ethic must have components of team and professionalism.

### **DEFINITIONS**

Scientific Theory is defined here as the acquisition of knowledge in dental science and theory necessary to apply critical thinking to a problem.

Manipulative Skills are defined as the functions of a dental assistant which affect a product or procedure in some way.

Team is being defined here as “the interdependence among members of the dental staff and community”. As Morton, Clark et.al. state: “Team...is for dental professionals who are interested in exploring practical ways to enhance the coordination of the work of interdependent and specialized dental personnel, the optimal use of individual and team skills, the achievement of efficient quality care, and the personal satisfaction of dental office team members.”

The term professional (as defined for purposes of this framework) is characterized by the ethical and legal practice of the dental assistant who is committed to the profession, to self-improvement through life-long learning, to the advancement of the profession, and to the promotion of high quality health care for all people.

Collaborative Learning (as the department defines it) is working and learning together as a team for the same goal, and that the students and teachers share responsibility for the learning.

Competency Based Education is a method of curriculum development that ties what is taught to real world experiences and ECC’s model allows for varied mastery rates of those skills.

Critical Thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It entails effective communication and problem solving abilities.

Cross-disciplinary Education refers to the use of English, speech, psychology and fine arts in exercises used to teach or reinforce didactic material in dental assisting.

Multiple Intelligences refers to the seven pathways of learning: Verbal, Visual, Rhythmic, Logical/Mathematical, Kinesthetic, Intrapersonal, and Interpersonal. The dental assisting program lends itself naturally to verbal, visual, logical, interpersonal, and kinesthetic pathways, and occasionally adds rhythmic, and intrapersonal pathways.

Elgin Community College’s Dental Assisting program is based on the concept that Scientific Theory, Skills, Professionalism and Team are taught simultaneously in an integrated curriculum. All of the segments overlap with each other and have a direct impact the other segments and upon the patient. In this model every course has the four components delineated in the objectives, although some courses are, by necessity, heavier in knowledge or skills than others.

### **THEORY**

Scientific Theory represents 23 percent of the program. Dental knowledge forms the basis for learning the necessary skills, and includes content in those dental sciences listed below. The

program teaches the didactic portion of the program using traditional methods of lecture, discussion, demonstration, simulation and illustration.

Tooth/Oral Anatomy

Microbiology and Theory of Disease Transmission

Dental Procedures/ Instruments

Dental Materials; Manipulation Properties

Radiation Health and Safety

Concepts of Preventive Dentistry

Fluoride

Nutrition

Pathology

Pharmacology

### SKILLS

The teaching of skills consumes 44 percent of the curriculum. This is justified because of the high levels of dexterity required of chairside dental assistants. Skill levels are evaluated by the ultimate impact on the patient. The program teaches both clerical (<16 percent) and clinical (>84 percent of program skill content) skills. The skill components are divided into four different levels and are evaluated accordingly.

Level 4 skills are evaluated more strenuously than level 1 skills. Skills are taught in the traditional classroom, laboratory and clinical models utilizing guided labs, simulations, role-playing, group projects, and performance tests.

- Level 4. Expanded Functions, such as topical fluoride agents, management of dental/ medical emergencies, CPR, post-operative instructions, aseptic techniques/ maintain treatment area, topical anesthetic, monitoring nitrous oxide, coronal polishing, placement of pit and fissure sealants, exposing and processing radiographs, and placing/removing rubber dam. These have the highest level of impact upon the patient, and generally include procedures with the lowest amount of direct supervision. Adverse effects may be irreversible.
- Level 3. Current concepts of chairside assisting, preparation of dental materials, suctioning, and instrument transfer includes skills that have a high level of impact upon the patient, but for which there is generally direct supervision by the dentist. Adverse effects may be irreversible.
- Level 2. Dental charting, accurate treatment records, mounting radiographs, fabricate provisional restorations, suture removal, periodontal pack removal, cleaning and polishing removable appliances or prosthesis. Level 2 includes skills that have a lower level of impact upon the patient, and after the dentist checks the work; these procedures can be reversed.
- Level 1. Prepare and dismiss patients, oral health instruction, fabricate custom trays, and other indirect lab products, prepare tray set-ups, waste disposal, manage telephones, control appointments, supply inventory, manage recall system, operate business equipment, third-party reimbursement forms, perform financial transactions.
- While not unimportant skills to the dental practice, and not necessarily easy to learn, the above dental assisting functions have no direct impact on the health of the patient.

### TEAM

Ultimately, the student must function as a part of a dental team serving the patient. Dental Assistants function at two different levels in "Team". The dental assisting program teaches team through motivational stories, clinic work, clinical assignments, field trips and course work.

Level 1: New Dental Assistants:

Patient reception; demonstrate empathy; time-management skills; adjust for special needs patients; communicate effectively with team members; reiterate office policies; give community education in dental health.

Level 2: Experienced Dental Assistants:

Coordinate/Maintain Operative schedule, patient/doctor liaison, pre/post operative care and instructions; educate patient; arrange for referrals, and make collection calls.

### PROFESSIONALISM

To function effectively as a dental team member, the dental assistant must be a “professional”. The program emphasizes Ethics and Jurisprudence, The Dental Culture, Communications, and Continued Education in this facet of the curriculum. These content segments are taught through motivational stories, problem solving, course work, field trips, clinical assignments and clinic work and are interwoven throughout the curriculum. Professionalism and Team make up approximately 32 percent of the curriculum hours.

### TEACHING MODEL

Faculty has developed teaching methods drawn from several models including Competency Based Education, Collaborative Learning, Multiple Intelligence models and Cross-disciplinary Education. Teachers see themselves as experts in the field, motivators and coaches of the students, and finally evaluators of student performance. Essentially, faculty teach What? Why? How? and What if? Learning activities are as varied and diverse as possible depending upon the content.

According to Hudepohl, Competency Based Education addresses three questions:

1. What should students be able to do when the graduate?
2. How do we know if students can do this at an acceptable level of competence?
3. What learning experiences will help students learn to do this?

The Dental Assisting Program utilizes competency based instruction extensively in both didactic and laboratory facets.

### The Curriculum Organization

The dental assisting curriculum has been evaluated by the advisory committee and faculty for content and level. Teachers check the progress of the students after every lab or didactic unit, but allow repeated performance.

For example, in the radiography course, students are allowed to retake manikin radiographs as many times as the student requires to meet the objective. Generally student imposed deadlines are met and all work must be finished by 10 days past the last grading day. Grades are achieved by measuring the number of radiographs completed satisfactorily and by two lab assignments, which may not be redone. These are the timed-test and the “perfect set” assignments. Alginate impressions and stone models are similar examples although students may redo most of the lab and didactic assignments.

Tests are standardized in that only 20 percent of test questions are changed yearly and scores from the current class are compared to those from previous years. In-house standardization provides faculty with immediate feedback on the progress of the class. The dental assisting content easily allows for the use of portfolios, and dental assisting students produce them for dental materials, radiography and office procedures.

COLLABORATIVE LEARNING, as the department defines it, is working and learning together as a team for the same goal, and that the students and teachers share responsibility for the learning. Students are encouraged to share knowledge, skills and ideas so that all may learn

more. Collaborative learning should promote critical thinking because the social discourse or brainstorming which takes place fosters analysis, synthesis, and application on the part of the student.

ECC's dental assisting program utilizes collaborative learning in preclinical exercises such as instrument transfer and suctioning practice, group project work, and group review sessions.

Cross-disciplinary exercises are used to reinforce the importance of the general education segments of the program. Dental assistants are the liaison between the practitioner and the patient, and as such they need to interpret and reiterate dental, medical and financial information. Oral and written communications and psychology are important for dental assistants to become a full member of the dental team.

The dental assisting program has incorporated assignments in writing, oral communications and psychology in the dental curriculum. Writing assignments are made in Dental Radiography through Journaling, Dental Records, and Communications through a procedure manual and in Dental Assisting II in an essay and short writing assignments.

Oral communications are integrated in preclinical activities in Chairside Assisting. Seating the patient, taking health and dental histories and giving post-operative instructions are all examples of where students use speech in the program. Students also give a short speech on nutrition, provide oral health instructions, and instruct patients while preparing for radiographs and dental procedures.

Psychology is heavily integrated in the teaching of oral health, nutrition and practice management segments of the curriculum. Students must also deal with the interpersonal skills of division of labor, empathy practices, person-to-person communication, intuiting others' feelings and giving feedback during the dental clinics and practicums. Participating in a team automatically places the student in interpersonal situations. Students are asked to measure their contribution to the team effort, and delineate an experience when they used reflective listening.

Emotional processing, mindfulness practices, and emotional practices included in intrapersonal intelligence are encouraged in the Radiography journal and the practice management personal goal assignments. Students are asked to trust their intuition, be creative in their accomplishments and concentrate. Students must also personally deal with the issues of poverty, ignorance of oral hygiene, and discrimination raised by their work the dental clinic. Other students need to deal with issues that dental extractions present.

The dental assisting program has open-door admission, which appeals to a wide range of students. The program has students who are traditional high school graduates who have time to devote to being a college student as well as older students who maintain full-time jobs and family commitments. Students also vary in their socio-economic backgrounds and academic preparation.

*It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences....If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good." Howard Gardner (Lazear, 1994).*

If the dental assisting program can recognize and nurture all of its students, the students will feel better about themselves, be more competent, and be better able to join the dental team.

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Lazear, David, Seven Pathways of Learning, Teaching Students and Parents about Multiple Intelligences, Zephyr Press, Tucson, Az, 1994.

Near, John, "Learning Styles" April 28 and October 29, 1999

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## **PROGRAM INTENT**

The Dental Assisting Program Aims To:

Enable students to obtain the knowledge and skills necessary to be a successful dental assistant.

Provide the student access to the knowledge and skills necessary to successfully complete the Dental Assisting National Board (DANB).

Graduate students who find employment as a dental assistant within six months following graduation.

Evaluate its curriculum yearly.

Encourage and assist students in determining which college services promote their success.

In partnership with the dental profession, industry and governmental agencies, will endeavor to prepare a quality dental assisting workforce within our district.

Promote life-long learning in the dental field.

Maintain the alliances that have been established with the Fox River Valley Dental Society, area dental offices, and the Greater Elgin Family Care dental clinic.

Reflect the demographic and cultural characteristics of Elgin Community College's district.

Encourage students to form and maintain a student organization sponsored by the college.

Incorporate role models for each group represented in its curriculum.

Incorporate cultural content material in the curriculum.

Provide quality intercultural dental experiences.

Use existing and emerging telecommunication technologies to provide convenient and flexible assess to the dental assisting program.

## **PROGRAM GOALS**

The Dental Assisting Department agrees with the Mission Statement and Institutional Goals of the college which affirms the value of student success.

**INSTITUTIONAL GOAL #1 Elgin Community College will prepare students to be competitively employed.**

DENTAL ASSISTING PROGRAM GOAL:

1. Dental Assisting students will have the knowledge and skills necessary to be a successful dental assistant.

Rationale: The dental assistant of today must be high in dexterity and spatial relationship ability as well as verbal, planning, organizational, and interpersonal skills. They must analyze, estimate, evaluate, follow directions, identify, interview, manage time, and teach.

Dental Assisting Course Goals: The graduate dental assisting student will

1. be able to function clinically in General Practice, Endodontics, Periodontics, and Pediatric Dentistry situations.
2. be capable of entry level function in Oral Maxillo-facial Surgery, Orthodontics,
3. be capable of entry level function as a business assistant in the dental office.
4. be capable of entry level function as a laboratory assistant.
5. be capable of understanding and explaining the basic principles of dental care, post-operative instructions, home dental care and nutrition as it applies to dentistry.
6. be capable of effectively communicating with the dental team regarding the components of the patients care program.

Criterion: Students will score at the 85 percent level or higher.  
 Tool: Final Clinical Evaluation Forms  
 Methods: Periodic evaluation in clinical assignments.  
 Responsible: DEA faculty  
 Frequency: Every 10 days  
 Timetable: Yearly for every student in DEA 123/124

**DENTAL ASSISTING PROGRAM GOAL**

2. The dental assisting student will have access to the knowledge and skills necessary to successfully complete the Dental Assisting National Board (DANB).

Rationale: Accreditation and State of Illinois Processes require that outcomes assessment utilize any post-graduate testing available. The dental assistant of the 21<sup>st</sup> Century will be required to perform more technical duties than in the past.

Criterion: 80 percent of the students will pass the DANB  
 Tools: Testing data provided by the DANB  
 Methods: Analysis of the data  
 Responsible Person : Dental Assisting faculty  
 Frequency: Yearly

**DENTAL ASSISTING PROGRAM GOAL**

3. Dental Assisting graduates will find employment as a dental assistant within six months following graduation.

Rationale: One of the measures of program quality is the employment rate for its graduates. This measure is required by the ADA accreditation agency, the State of Illinois and the college. The demand for the qualified student will significantly increase as the population rises and dental care becomes more universal.

Criterion: The dental assisting students will score above the school norm on the Employer satisfaction survey.

Tool: Employer Satisfaction Survey  
 Employment Rates  
 Methods: Statistical analysis of results.  
 Responsible: Department of Institutional Research  
 Frequency: Yearly

**DENTAL ASSISTING PROGRAM GOAL**

4. The dental assisting curriculum will be evaluated yearly by the faculty and advisory committee for relevancy to modern dental practice.

Criterion: The faculty and advisory committee will reach consensus on curriculum topics.  
 Tools: Evaluation form  
 Methods: Group work during advisory committee meeting  
 Responsible: Dental Assisting faculty  
 Frequency: Yearly  
 Timetable: Late Spring/Early Summer meeting.

**INSTITUTIONAL GOAL #9. Provide appropriate service and support to meet the needs of students, employees, and other stakeholders.**

DENTAL ASSISTING PROGRAM GOAL

5. Dental assisting students will use college services, which will promote their success.

Rationale: Students will be directed to counseling, health professions retention specialist, financial aid, learning skills center, the writing resource center, and the library for assistance.

Criterion: All students will be encouraged to seek assistance if required.  
Tools for evaluation: Student survey for ADA annual report, presentation by retention dept.  
Methods: Usage of survey  
Responsible: Dental Assisting faculty  
Frequency: Ongoing  
Timetable: Survey to be taken in October of each year.

**INSTITUTIONAL GOAL #4. Provide district employers with programs and services to develop and sustain a quality workforce.**

DENTAL ASSISTING PROGRAM GOAL

6. In partnership with the dental profession, industry and governmental agencies will endeavor to prepare a quality dental assisting workforce within our district.

Rationale: The dental assisting program must work within the guidelines set by the Illinois Board of Dentistry, The Commission on Accreditation of the American Dental Association and the standards set by the Dental Assisting National Board.

Criterion: Dental Assisting students will score above the norm.  
Tools: Employer Satisfaction Survey and Employment Rates  
Methods: Mail Survey  
Responsible: Department of Institutional Research  
Frequency: Yearly

**INSTITUTIONAL GOAL #5. Provide lifelong learning opportunities.**

DENTAL ASSISTING PROGRAM GOAL

7. The dental assisting student will develop skills for life-long learning in the dental field.

Rationale: With the passage of the expanded functions for dental assistants that require formal education, ECC is in a position to serve the greater Fox Valley Dental Community and its residents by providing easy access continuing education.

Criterion: The number of currently certified dental assistant graduates will remain static or improve.  
Tools for evaluation: Lists of Currently certified dental assistants  
Lists of graduates enrolled at ECC.  
Methods: Tracking  
Responsible: Dental Assisting Faculty  
Frequency: Triannually

**INSTITUTIONAL GOAL #4. Provide district employers with programs and services to develop and sustain a quality workforce.**

DENTAL ASSISTING PROGRAM GOAL

8. Maintain the alliances that have been established with the Fox River Valley Dental Society, area dental offices and the GEFCC Dental Clinic.

Criterion: The number of dental professionals who participate will remain constant or increase.  
Tools for evaluation: List of Advisory Committee  
List of GEFCC clinic volunteers  
List of Clinical Preceptors  
List of Job Listings  
Methods: Tracking  
Responsible: Dental Assisting Faculty  
Frequency: Report Yearly  
Timetable: Advisory Committee- Fall  
GEFCC volunteers---September, March  
Clinical Preceptors---April  
Job Listing---Ongoing

**INSTITUTIONAL GOAL #6 Prepare students and employees to learn, live, and work in a globally diverse society.**

DENTAL ASSISTING PROGRAM GOAL  
9. Reflect the demographic and cultural characteristics of Elgin Community College's district  
Rationale: State mandate to attract minorities and opposite gender into occupational programs.

Criterion: The number of minority students will increase.  
Tools for evaluation: Survey of students  
Methods: Tracking of applications and enrolling students, Program Marketing  
Responsible: Dean of Planning and Institutional Research  
Frequency: Annually for ADA report  
Timetable: October

DENTAL ASSISTING PROGRAM GOAL  
10. The dental assisting department will incorporate cultural content material in the historical, business, and patient management aspects of the curriculum.

Dental Assisting Course Goal:  
Graduate dental assistants will be able to assist in the dental care of patients from a variety of patient populations and who are able to understand and accommodate to the best of their ability the needs and considerations of each individual patient.

Criterion: Students will score at the 85 percent level or higher.  
Tools for evaluation: Clinical evaluation forms  
Methods: Observation  
Responsible: Faculty and Preceptors  
Frequency: Periodically during all clinical placements  
Timetable: Final evaluations

DENTAL ASSISTING PROGRAM GOAL  
11. The dental assisting student will have access to intercultural dental experiences. (Dental Clinic and public dental education)

Rationale: The Community Crisis Center dental clinic treats patients who may not routinely be served in many area dental offices. The CCC clinic provides the students with the opportunity to experience a variety of cultures, patient attitudes toward dental procedures, and the ability to learn about a wide variety of dental diseases.

Criterion: The number of student hours in the dental clinic will meet the mandatory minimum two clinics per semester.  
Tools for evaluation: Tracking of student hours  
Methods: Tracking  
Responsible: Clinic manager and dental assisting faculty  
Frequency: Weekly  
Timetable: Ongoing

**INSTITUTIONAL GOAL #8. Provide affordable and flexible access to programs, services, and appropriate technology.**

**DENTAL ASSISTING PROGRAM GOAL**

12. The dental assisting students will have affordable access to the dental assisting program through joint agreement with other participating colleges.

Rationale: ECC provides the only accredited dental assisting program in the greater Chicago-land area. As such, we are in a position to attract many students to an accredited dental assisting program.

Criterion: The number of students accessing the dental assisting program will increase and have access to health professions computer lab and wifi internet access.  
Tools for evaluation: Number of sections offered  
Methods: Student survey for ADA annual report  
Responsible: DEA faculty  
Frequency: Annually  
Timetable: October

**PROGRAM DESCRIPTION**

Students have the option of completing the program in eleven months or in three to four semesters. A full-time student will complete the program in eleven months. Part-time students generally need 18-24 months to complete the coursework.

Students can be awarded advanced standing students if they have a significant number of work hours as a dental assistant. Advanced standing students may be able to finish in less than eleven months depending upon their work schedule and the course schedule. See the course outlines for DEA 123/124 for specific information on proficiency credit for clinical practice.

As a part of the course of study, students spend 300 hours of clinical in area dental offices. The clinical hours are distributed in General Practice and Specialty offices. Students can choose from Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, and Periodontics.

**ADMISSIONS**

The dental assisting program is an open-door community college program, which accepts students from a wide area of Northeastern Illinois. Students must apply to the program using

the Health Professions application. The Health Profession's department application fee is \$10.00. All students with a high school diploma or a GED are accepted into the program based on the date of their enrollment. Students are accepted once transcripts are received.

**Students must provide the college's registrar an official copy of transcripts from all colleges attended, AND their high school transcript.**

**Copies should be sent to: Records Office, Elgin Community College  
1700 Spartan Drive  
Elgin, IL 60123.**

## **HEALTH PROFESSIONS DEPARTMENT** **CRIMINAL BACKGROUND CHECKS (CBC)/ DRUG TESTING (DT)**

The Illinois Department of Public Health (IDPH) and the Joint Commission on Accreditation for Hospitals (JCAHO) have laws and regulations that require Elgin Community College to require Criminal Background Checks (CBC) and Drug Testing (DT) of all students in the Health Professions Department. The College will comply fully with the IDPH and JCAHO regulations and requirements governing CBC and DT, and those requirements have been incorporated into this procedure. The results of all individual CBC and DT will be kept in a secure location with controlled access. All individual test results will be considered confidential.

Criminal Background Checks and Drug Testing are required of all students after admission to and no more than 90 day before the beginning of classes in the Health Professions Department. These checks and tests are based on the Illinois Healthcare Worker Background Check Code (IDPH) and the JCAHO requirements. Students with a history of a felony or disqualifying offense without a waiver from IDPH and/or a positive drug test for illegal substances, will be denied admission and/or dismissed from the Health Professions Department.

In addition Students:

- who are absent for one semester will be required to be re-tested upon re-admission
- who are convicted of a disqualifying offense after program admission are responsible for reporting that conviction immediately to the Health Professions Department
- who refuse to be tested will be considered to be positive for CBC and/or DT
- with a positive drug test will be referred to the Student Assistance program at ECC
- with a positive drug test may not reapply to a Health Professions program for a period of one year, and must supply a letter from a professional source documenting successful rehabilitation
- with a second positive Drug Test will be permanently dismissed from the Health Professions Department
- must have DT repeated annually and for cause
- will be responsible for all costs associated with CBC and DT
- will send results of CBC and DT to the Associate Dean Health Professions
- will be responsible for independently securing all CBC and DT from a drug testing and criminal background check source recommended by the Health Professions Department

The college does reserve the right to advise students to limit the number of credit hours taken in any one semester. These decisions will be based upon ACT scores, academic record, and

interviews. The only other recommendation is that students complete a typing or keyboarding course. Keyboarding can have been completed in high school. See the college catalog for alternatives.

## **ESSENTIAL REQUIREMENTS**

The following is the description of the physical and mental efforts required of the student in the Dental Assisting program at Elgin Community College. A student must be able to perform these requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act.

The student is responsible to sign a Student Handbook Agreement stating that s/he is able to meet the Dental Essential functions listed below.

PLEASE NOTE: Elgin Community College will not compromise on any essential skill or requirement in a course or degree. All students are expected to meet essential requirements. Students with disabilities must also meet these requirements, either with or without accommodations. It is therefore the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements as described. Students with disabilities must contact Annabelle Rhoades in the Learning Skills Center (SRC 108) for an interview. Call (847) 214-5577 or e-mail her at arhoades@mail.elgin.cc.il.us.

### **PHYSICAL REQUIREMENTS:**

1. Manual dexterity  
Student must have above average fine motor control (dexterity) to perform moderately difficult/difficult manipulative skills.
2. Mobility  
The student must be able to move freely and safely about the dental equipment and operatory. The student must be able to reach operative counters and shelves. The student must be able to perform repetitive tasks requiring sitting or standing for lengthy periods of time. The student must be able to tolerate lengthy periods of physical activity including moving quickly at times. The student must be able to safely manipulate dental equipment in the patient's mouth.
3. Stamina  
Students must be able to perform tasks that require arm steadiness, hand steadiness, leg steadiness, and upper and lower body strength.
4. Strength  
Student must have the ability to push/pull and lift objects more than 100 pounds.
5. Coordination  
Student must have the ability to perform tasks that require eye-hand coordination.
6. Sight  
Student is required to see objects 20/20 with correction or 20/40 with correction and be able to read fine print. Student must also be able to determine changes in patient status through visual observation. Color discrimination is required as in shade selection for restorations, warning lights on equipment, color coding of dental instruments, and disposables.
7. Hearing  
Student must have normal range hearing, either corrected or uncorrected, for functional use

8. Tactile

Student must be able to discern hard and soft tissues through tactile senses, for functional use as listed below.

INTELLECTUAL/CONCEPTUAL REQUIREMENTS

9. Concentration

Student must have the ability to concentrate on moderate to fine detail with frequent interruption.

10. Attention Span

Student must have the ability to attend to multiple functions and patients often for an extended period of time.

11. Conceptualization/Application

Student must have the ability to select and use technical principles, ideas, and theories in a problem-solving situation and adjust procedures accordingly.

12. Communication

Student must be able to communicate effectively in standard English, in verbal and written format with patients, dentists, families, and other health care workers. Student must be able to respond professionally and effectively in unexpected situations.

ESSENTIAL BEHAVIORAL REQUIREMENTS

- 13. The student must be able to prioritize and complete projects within realistic constraints. The student must be able to exercise sound judgment and decision-making skills during periods of stress. A high level of emotional maturity and self-control is necessary. The student must remain flexible and be adaptable to change.
- 14. Dental Assisting students have a high risk for exposure to blood, body fluids, or tissues, infectious diseases, combative and difficult patients, some toxic chemicals, some noxious odors, and fast-paced, high stress clinical situations. The student must recognize these potentially hazardous situations and proceed safely.
- 15. The student must seek help when needed. The student must accept constructive criticism and work to improve performance. The student must support and promote activities of fellow students and other healthcare professionals.

REQUIREMENTS FOR GRADUATION

COURSES: There are 11 dental assisting (DEA prefix) courses in the program of study (see Table 1). In addition students are required to have college credit in Communications and Speech.

DENTAL ASSISTING REQUIREMENTS

First Semester	16 credit hours
Second Semester	14 credit hours
Third Semester	6 credit hours
Total:	36 credit hours

First Semester	Course Name & Number	Credit
	DEA 101 Dental Assisting I	3
	DEA 103 Dental Materials I	3
	DEA 106 Dental Aseptic Tech	3
	DEA 108 Clinical Dental Assisting	3
	BUS 101 Business Communications	3
	SPH 112 Special Topics-Speech*	1
Second Semester	DEA 107 Dental Radiography	3
	DEA 111 Dental Assisting II	3
	DEA 118 Dental Materials	2.5
	DEA 119 Dental Records & Communications	2.5
	DEA 120 Chairside Dental Assisting II	3
Third Semester	DEA 123 Clinical Practice I	3
	DEA 124 Clinical Practice II	3

\*SPEECH: The college provides a special Speech course for dental assisting students (SPH 112). However, students may take any transferable speech course.

### **TUITION AND FEES**

Tuition is \$91.50 per semester hour for in-district and joint agreement students. For payment information see the current credit schedule. You will be dropped from your section for non-payment and will lose your place in the Dental Assisting Program. If the space is still available you may re-enroll. Deferred payment plans are available. **ALL FEES ARE SUBJECT TO CHANGE AT ANY TIME.**

### **TUITION AND FEES -- DENTAL ASSISTING PROGRAM**

Fee	Month Due	Estimated Amount
Admission Fee	Upon enrolling	\$10
Criminal background check, Drug testing, Photo ID	Upon Admission	\$171
CPR training	Upon Admission	Approx. \$35-65.
Tuition \$91.00 + .50/credit hour (In district) x 36 credit hours	Upon Enrolling, August, December, April.	1 <sup>st</sup> sem. \$1464. 2 <sup>nd</sup> sem. \$1281. 3 <sup>rd</sup> sem. \$549.
Lab Fees: Listed with tuition in class schedule.	August, December	1 <sup>st</sup> sem. \$355. 2 <sup>nd</sup> sem. \$450. 3 <sup>rd</sup> sem. 0
Uniforms: 3 sets(pants, tops, lab coats, and one pair shoes.	Students buy on their own with faculty guidelines	\$ 150.-200.

Safety Glasses	Upon enrollment	\$15
Textbooks	Upon enrollment	Aug \$300. Jan \$120.
Midwinter Meeting	February	\$30
Vaccinations	Upon enrollment	\$335
Misc. Supplies	Upon enrollment	\$50
Subtotal		Approx. \$5305.
<b>OPTIONAL FEES</b>		
ADAA Student Membership		\$30
DANB Certification Exams (3)		\$475
Subtotal		\$505

### **FINANCIAL AID**

Grants, scholarships and loans are available according to need(see the financial aid packet). Apply early for the semester you need help. Ask for information about the Pell Grant, Leadership Scholarship, Career Technical Scholarship and Single mother grant.

### **WITHDRAW FROM PROGRAM**

Please see the credit class schedule published by the college for important information on timelines and refunds.

### **BOOKS AND UNIFORMS**

**BOOKS:** Most of the textbooks for the full-time (eleven-month) dental assisting program are needed for the first semester. These books will also be used in second semester courses. Lists of required books are furnished by the College's bookstore. The faculty utilize the texts and require that you have copies in class.

**MISC. SUPPLIES:** Hair ties; 4-5 large zip lock bags for DEA 103/118. Also needed: Notebook paper, pens, pencils, felt tips, & binders.

**UNIFORMS:** Occupational Safety and Health Administration (OSHA) requires that the outer layer of dental office attire be laundered within the dental office or be disposable. The dental clinic will utilize disposable jackets. Some outside clinical facilities will provide either a disposable jacket or a scrub top, which will be processed appropriately. Therefore, the student needs comfortable, all white shoes (cross trainers or walking shoes), two (2) pairs of scrub pants, and at least two (2) scrub tops. Shoes should be kept clean and polished at all times. Photo ID badges are a part of the uniform, and are to be worn with the uniform at all times.  
**NOTE:** For safety and aseptic purposes, no clogs or ventilated shoes are allowed.

**SAFETY GLASSES:** Because of the aerosol affect of dental handpieces, we require that all dental assisting students wear OSHA approved safety glasses in clinical assignments and classroom labs. You may need to purchase a pair for clinical purposes.

### **PROFESSIONAL APPEARANCE**

**HAIR/MAKEUP:** Hair should be neat and clean and not hang around the face or fall forward when performing chair-side and lab duties. If hair is long, it must be pulled back. Use cosmetics with moderation. Nails should be well manicured and short with only light colored nail polish. French manicures are acceptable. Artificial fingernails are not allowed.

JEWELRY: Engagement and/or wedding rings, watches, and small stud-type, pierced earrings are the only jewelry which may be worn with the uniform.

## **HONESTY POLICY**

**Honesty** is expected of all health professions students. Academic institutions, health care facilities, and the public expect that persons educated and employed in health care possess a moral and ethical code based on honesty.

Health professions students who are dishonest during their educational program and who manage to obtain passing grades, may not be capable of passing national certification exams or practicing competently. Academic dishonesty seriously lowers the standard of professional practice, harms the integrity of the academic institution and its community, and impairs the quality of the health care system.

**Academic dishonesty** refers to forms of lying and/or cheating on academic assignments. Examples of academic dishonesty include but are not limited to:

1. Cheating on exams by looking at another student's exam
2. Exchanging information with another student during an exam
3. Sharing information about an exam with another group of students
4. Bringing notes to use during an exam not authorized by the instructor
5. Acquiring, without permission, tests or other academic material belonging to an instructor

**Plagiarism** is receiving credit for work which is not your own. This includes copying another student's work or copying information from a book or article. Any information that is copied from another source must be cited appropriately in the assignment. Deliberate acts of plagiarism are considered serious offenses within the college community.

**Clinical practice dishonesty** occurs when a student does not exercise good judgment in the clinical setting. Examples of clinical practice dishonesty include but are not limited to:

1. Falsifying lab documents
2. Inaccurately completing procedures
3. Negligent and/or dangerous clinical practice
4. Not reporting mistakes/errors to clinical instructors

Student disciplinary procedures, as outlined in the college catalog, will be followed if an act of dishonesty is discovered. Disciplinary sanctions that may be imposed range from warnings to expulsion from Elgin Community College permanently.

## **PROFESSIONAL BEHAVIOR**

As a student in the dental assisting program, you will be expected to behave as a professional. It is easy to recognize a professional because they are good at what they do and they like doing it. They enjoy helping others and knowing that they have made a difference. They treat everyone with dignity and respect. Professionals set high standards for themselves and work hard to achieve them. They care about quality and how to improve it. They continually strive to learn and grow in their personal and professional lives. Professionals are recognized for their integrity. They are reliable, accountable, and always team players.

We expect our students to act in a professional manner in both the classroom and the clinical situations. Rules that govern professionalism are strictly enforced. You must be on time for classes.

A. Smoking or gum chewing is not allowed during classes or clinicals. Because of OSHA requirements and the Dental Clinic that is held in the dental lab no food will be allowed in the labs (HBT184 and 186).

B. Information learned in clinical sites is not to be discussed outside that office. Private details about another person are not discussed in dental offices. The doctor/patient privilege must not be breached.

C. Any behavior which disrupts the classroom or clinical environment jeopardizes the health, safety or well being of a fellow student, or the patient you are serving, or which reflects negatively on the Dental Assisting program at Elgin Community College may be grounds for dismissal from the program.

D. Cell phones must be turned off during class sessions. Cell phones must be on vibrate. No phone calls or text messaging during class sessions is allowed.

## HEALTH PROFESSIONS DEPARTMENT DISCIPLINE PROCEDURE

Elgin Community College (ECC) students must adhere to the Student Code of Conduct Discipline Procedure as stated in the college catalog. In addition, during on campus laboratories and clinical experiences, the Health Professions Department requires health profession students to practice safe techniques, remain drug and alcohol free, maintain clear criminal background checks, and demonstrate professional behavior at all times. These additional requirements are necessary because health professions programs require students to perform procedures on fellow students and patients in the laboratory and clinical setting.

Program Directors, faculty and Laboratory Coordinators/Directors may immediately remove a student from a clinical experience on or off campus and recommend to the Associate Dean of Health Professions a failing grade for a student in the clinical or laboratory setting for unsafe behavior or technique, drug or alcohol use, background check violation, or the demonstration of unprofessional behavior (such as but not limited to: physical or verbal threats, inappropriate comments, physical abuse, offensive touching or use of force on a person without the person's consent, verbal abuse, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person). The Associate Dean of Health Professions with consultation from the Dean of the Math, Engineering, Science, and Health Professions and the Dean of Student Services will either uphold the recommendation or reinstate the student. The recommendation for removal may result in permanent dismissal from the Health Professions Department.

A student may choose to appeal a failing grade through the Grade Appeal Process as stated in the college catalog. A student may choose to appeal a permanent dismissal from the Health Professions Department through the Disciplinary Procedures as stated in the college catalog.

### **TIME COMMITMENT**

You will have to arrange time in your schedule to study, practice skills, and complete projects. It is recommended that students be employed in a non-dental area no more than 20 hours per week. It is suggested that you plan one hour of study each week for every hour in lecture.

### **ATTENDANCE**

The Dental Assisting Program at Elgin Community College is beginning its 39th year. It is a regional program, that enjoys cooperative agreements with College of DuPage, College of Lake County, Joliet Junior College, Harper, Kishwaukee, McHenry, Rock Valley, and Waubensee Community Colleges. The program is designed to train students for a career as a Clinical and/or Preclinical Assistant or a Dental Office Aide. Courses in lab techniques, office management, and the specialties are included.

Three certificates in Dental Assisting are offered at Elgin Community College. The certificates are:

- Vocational Specialist Certificate in Clinical Dental Assisting
- Basic Vocational Specialist in Dental Office Aide
- Basic Vocational Specialist in Preclinical Dental Assisting.

The Clinical Dental Assisting Certificate prepares you to take the Dental Assisting National Board (DANB) Examination. The credits earned in the certificate (Except Business 101 and Speech 112) may transfer to another program or degree as electives only.

### **ACCREDITATION**

The Clinical Dental Assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education. The program's instructional objectives keep within the Illinois State Dental Practice Act.

**Note: See page 31 of this handbook for the form for posting third party complaints to the Commission on Dental Accreditation.**

Attendance is recommended at all class sessions. All efforts to be on time are requested. Tardiness disrupts the learning process for others. Classroom discussion will be based on the objectives in the course manuals, as well as additional objectives and/or information identified by instructors. These discussions are designed to prepare the dental assisting student to function safely and effectively in the clinical area. Students are expected to complete the reading, writing and the learning activities assigned prior to coming to class. Students are responsible for all content and information presented in all classes and are expected to COME TO CLASS PREPARED to participate in the class discussion.

You will be given a total of 5 points per class for attendance and promptness. Being later than 5 minutes to class will result in loss of points. Exceptions may be made for weather or other circumstances to be determined by the instructor. These weekly points will be averaged and figured into your final grade. Leaving class early is discouraged and will be counted as a complete absence. Dental assisting faculty can withdraw a student for absences in excess of 5 classes in the same course within a semester.

Attendance at the first class is expected. Registered students who do not attend the first 50 minutes of the first class session and who have not contacted the instructor to explain the absence must be present at the beginning of the second session, or they will be dropped by the instructor for non-attendance. If a student who missed the first 50 minutes of the first session is unable to attend the second session, it is his/her responsibility to contact the instructor before the second class session or he/she will be dropped for non-attendance.

## **GRADING**

You must complete both lecture and lab portions of each class. Grades from both sections will apply to the final grade received. Final examinations will reflect information from both lecture and lab sessions. The program is a competency-based system whereby students are given unlimited opportunities to complete most objectives.

Grade Scale: 90-100 = A    80-89 = B    70-79 = C    <70 = Failure

In clinical practice you must receive passing grades in all phases at 85% or higher. You will receive evaluations every 10 days from the faculty and rotational evaluations from the dentists. See the clinical handbook for specific grading policies.

Failed courses may be repeated only once (see ECC course repeat policy). Students receiving two (2) failing grades in the DEA program will be dismissed permanently.

## **LAB INSTRUCTION**

If a student is absent from a lab class period, s/he is expected to arrange time with program faculty to utilize the lab for practice. This time will be arranged with faculty according to their availability. No student(s) may use the lab for practice of dental assisting skills without faculty on the premises.

## **LAB CLASS SAFETY ISSUES**

To insure safety in the lab class, student should be aware of the following procedures.

1. In the first lab class of the school year, the student will read and sign the form for Consent as a Human Subject, and Guidelines for Human Subject Form. Students will also sign the ECC informed consent form.
2. In the first semester, DEA 106, students will receive and study information on blood and body fluid precautions, hand washing techniques, and proper disposal of medical waste.

3. At the beginning of the Fall and Spring semesters in DEA 103 and 118, student will receive and study information on hazardous materials and OSHA requirements.
4. Students are required to wash hands, glove, and mask prior to practicing with a lab partner, and to rewash if moving on to practice with another student.
5. Lab class ratio will normally be: 15:1 for DEA 103, 108, 118, 120 and 6:1 for DEA 107
6. The lab instructor and/or assistant will respond to all student requests for assistance regarding correct and safe technique for application of dental assisting skills.
7. The faculty reserves the right to request a student not to perform a dental assisting skill until supervision and/or assistance can be provided.
8. Correct safety measures will be emphasized in every lab class.
9. Proper use of all equipment will be demonstrated by the faculty prior to student use.

EMERGENCY PROCEDURES ARE POSTED NEAR THE ENTRIES FOR ALL LABS.

### **STUDENT INJURY IN CLASS**

In the event that an accident or injury occurs while the student is in the classroom, the student will have access to appropriate care. The payment for care and related costs is the responsibility of the student.

### **LAB EVALUATIONS AND CHECK-OFF**

The program faculty have prepared a list of critical dental assisting skills. These skills will be evaluated by a practical examination. Critical practical skills must be passed at an 80 percent level. The practical examination must be taken during the week designated by the course instruction. If the test is not taken within that time period, the student's grade may be lowered by 10 percent and s/he will be given an extension of four days during which the practical may be taken. Failure to take the practical within the extended four-day period will result in a grade of zero.

If a student fails a practical examination:

- \* The student will retake the practical within seven (7) working days of the original test date. The date and time will be at the instructor's discretion. When taking the second practical, the failing grade and the retake will be averaged for the recorded grade.
- \* If a student is unsuccessful in passing the second practical, a third will be given within three (3) working days of the preceding practical examination. This grade will also be averaged with the two previous attempts to arrive at the recorded grade.
- \* If this final attempt does not result in a passing grade, the student will fail the course, and repeat the course in its entirety when it is offered. The student will be allowed to finish the semester in all other courses.

Refer to the course syllabus for complete lists of crucial dental assisting skills. Crucial Dental Assisting Skills are (but not limited to):

DEA 101      Tooth Identification and Numbering  
                  Charting of caries and fillings

DEA 103      Mixing IRM  
                  Mixing Glass Ionomer

	Loading Amalgam Carrier Sequencing of Composite Components Alginate Impression on Model Pouring Models
DEA 106	Personal Protective Equipment Instrument decontamination Sharps handling Operatory Preparation
DEA 107	Full Mouth Survey on Manikin Full Mouth Surveys on humans Processing of radiographs
DEA 108	Sequencing of Amalgam restoration Sequencing of Composite restoration Post restoration instructions
DEA 111	Oral Health Instructions Fluoride Application Take and record blood pressure Responding to common medical emergency
DEA 118	Human Alginate Impressions
DEA 119	Completion of Insurance form Filing of records Appointment making
DEA 120	Post operative instructions-specialties Dental Charting (expanded symbols)

LAB VALIDATIONS will be completed for the remaining dental assisting skills. Lab validations are allotted a greater amount of time in which to complete, so for that reason, if lab validations are not completed by their due date, a grade of zero will be given. Lab checks are not evaluated as strenuously as "Critical Skill Evaluations". All lab checks are to be completed by the end of the class. The instructor will determine the date.

Examples of skills that are evaluated by a lab validation include:

DEA 108	Equipment Identification
	Equipment Function
	Seating of the patient
	Seating of the dental team

Complete lists of lab validation skills are included in the individual course syllabus and/or course lab manual.

### **MAKE-UP TESTS**

Make-up exams due to absence must be completed prior to the next meeting of the class or during the test review session of the next class. This generally means that the student has one week to make up a test missed because of absence.

Procedures on failed tests and test grading are at instructor discretion. Refer to course syllabus.

### **INCOMPLETE COURSE WORK**

If a student does not complete all course objectives in the 16-week period allotted for the course, a student may complete the work by the due date of final grades. An incomplete grade can be assigned to the student at the discretion of the instructor.

### **CLASS AND LAB DRESS**

Classroom dress is compatible with that of a regular college student. During lab sessions students are to wear a lab coat. The college will provide lab coats. The lab coats will protect your clothing against stains and contamination. In addition, long hair must be tied back during lab sessions. Safety glasses are required for use in lab procedures.

### **CLINICALS**

Clinical Practice is an essential part of dental assisting education. The 300 hours spent in area dental offices give the student a chance to practice on real patients, learn a variety of methods, network with the dental community, gain knowledge of various styles of practice as well as dental procedures.

The college has formal agreements with area dental offices that are willing to take on the responsibility of training a new dental assistant. Clinical practice will "fine tune" your skills.

SCHEDULING: All possible consideration is given to each student's clinical schedule. Students will be consulted during the scheduling process. It is the student's responsibility to stick to the schedule and attend all sessions. See the clinical handbook for specifics of the clinical program.

#### Clinical/Practicum Sites (December 2007)

##### General Practice

Dr. Steven Baginski, St. Charles  
Dr. Michael Farr, Barrington  
Dr. Michele Horton, St Charles  
Dr. Charles Kallstrom, Geneva  
Dr. Raymond Matejcek, Elgin  
Dr. Carl McHugh, Schaumburg  
Dr. Bruce McLane, Elgin  
Dr. Jon Nickelsen, Elgin  
Dr. Arnold Sufalko, Elgin

##### Oral and Maxillofacial Surgery

Dr. Todd Anderson, DeKalb  
Dr. Daniel Chin Jr., Hoffman Estates  
Drs. Finger and Bennett, Elgin  
Dr Herbert Stith, Geneva

##### Orthodontics

Dr. Robert Bronski, Elgin, Hampshire  
Dr. Dennis Bond, Schaumburg and Elgin  
Dr. David Pesavento, Aurora  
Dr. Scott Prose, St Charles  
Dr. Andrew Trapani, South Elgin and Algonquin

##### Periodontics

Drs. Maggio, Elgin

##### Free Clinic

Greater Elgin Family Care Center Dental Clinic

## **HEALTH INSURANCE**

All students are required to show proof of health insurance prior to entering the clinic area and clinical course DEA123/124. You may carry it through a private insurance company as in a parent's or spouse's insurance plan, or subscribe to the Illinois Community College's Student Accident and Sickness Insurance Plan. Brochures can be obtained through the student life office. Failure to show proof of current coverage will prevent you from participating in the clinical dental assisting courses.

## **PHYSICAL EXAMINATIONS**

These examinations must be completed and forms turned into the dental assisting office by February 20 or September 20 of the student's first semester in attendance. Your physician must thoroughly complete the form. The medical forms are mailed in your admissions packet.

## **HEPATITIS SHOTS**

The American Dental Association mandates that students entering the dental environment have been informed of the hepatitis vaccination and have started/declined the hepatitis series prior to that entry. Each student must provide proof of the shots, or sign a declination form by February 20 or September 20 of the student's first semester in attendance. If a student wishes to get a head start on their clinical hours and work the Greater Elgin Family Care Dental Clinic, hepatitis immunization/declinations must begin prior to that experience.

## **OTHER IMMUNIZATIONS**

Check the Health Professions Department Health/Medical Record for the immunizations you may need. Depending upon your situation Measles, Mumps, Rubella, Chicken Pox, Tuberculin Testing and Tetanus immunizations are required.

## **CPR CLASS**

You are required to have your cardiopulmonary resuscitation certificate (CPR) by the start of classes. Classes are offered through hospitals and the American Heart Association. Do not leave this important requirement to the last minute as CPR classes fill quickly. Please consult DANB examination guide or program director for a listing of acceptable CPR organizations.

## **PERSONAL INFORMATION**

Because the dental assisting program is accredited by the ADA, reports on dental assisting students are completed each year. This information is held strictly confidential. Student must fill out the ADA survey and file it with the coordinator by September 1.

## **MEETINGS**

A class field trip will be taken to the Chicago Mid-winter meeting given by the Chicago Dental Society in February. Short field trips will be taken each semester to area dental offices, if time permits.

## **GRADUATION**

Graduation from the program is celebrated by the college's graduation ceremony. ECC holds graduations in May and December.

## **BOARD EXAMINATIONS**

Completion of the DANB requires passing three (3) sections: Infection Control, Radiation Health and Safety, and Chairside Assisting. To make the test taking process easier, you may take the

examination in sections at different times by computer. See the DANB application booklet for complete instructions. The dental assisting department recommends that students take the examination pertaining to the courses as completed. For example, a full-time dental assisting student taking DEA 106 Dental Aseptic Techniques in the fall semester can take the ICE exam in December.

The Dental Assisting National Board is offered to Chicago area candidates by computer only. The cost for all three sections of the exam is \$475 (5/07). Applications are available from the program coordinator. Rules, regulations, test outlines, and sample questions are provided in the candidate guide. Successful completion allows the candidate to use the CDA credential. The college offers a Mock Examination free of charge to candidates.

COMPLETION OF THE PROGRAM MUST BE WITHIN 60 DAYS OF THE GENERAL CHAIRSIDE PORTION OF TAKING THE DANB.

### **STUDENT APPEALS PROCEDURE**

The DEA program faculty acknowledge that a student may have concerns regarding policies and procedures of the dental assisting program. Students who believe that their rights have been violated or have a disagreement with a DEA program decision, are invited to consult with the DEA program faculty to resolve the problem. If an acceptable solution cannot be reached, the student may enter the Student Appeal Procedure of ECC, which is outlined in the College catalog.

### **WITHDRAW/READMISSION TO DENTAL ASSISTING PROGRAM**

In the event that a student makes the decision to withdraw, the student must inform the program director in writing. This letter will be kept in the student's confidential file. If the student requests readmission at a future date, s/he must follow the readmission procedures detailed below.

- \* Applicant must request a signed blue enrollment form from the DEA program director. The student will be unable to enroll without this form.
- \* Applicant should schedule an appointment with a counselor, to review all course work that was completed since the student stepped out of the program.
- \* DEA program faculty reserves the right to require written and/or practical examinations to determine the student's retention of previously learned materials.
- \* Readmission to the program is contingent upon space availability in the class for both didactic and clinical components of the program.
- \* The student should notify the program director as early as possible to facilitate readmission.

### **GREATER ELGIN FAMILY CARE CENTER DENTAL CLINIC**

In 1996, the Project 2000 group in Elgin initiated a dental clinic to serve those who cannot afford regular dental care. The Greater Elgin Family Care Center employs an experienced dental assistant who manages the clinic, which is held in the dental assisting lab. ECC is the "landlord" for this endeavor. Elgin Community College utilizes the clinic as a clinical site for the dental assisting students who assist the volunteer dentists as they provide the care for the patients. Because of the community need and because of the clinic's limited ability to meet all dental needs, most of the treatment consists of extractions and restorations. The clinic is continually seeking additional funding to serve the patients better. It is important for dental assistants to understand that not everyone affords dental care.

Clinic hours are directly beneficial to you in these ways.

- 1) Each hour counts to DEA123/124 requirements. For example, if you work 60 hours in the clinic in the next 9 months, then you will only need 240 hours next summer.

- 2) For each attended clinic experience beyond the required three (3) per semester, you will receive 1 extra credit point on a final course grade.

**DEPARTMENT OF HEALTH PROFESSIONS  
ELGIN COMMUNITY COLLEGE**

**POSTING FORM FOR POLICY ON THIRD PARTY COMMENTS**

The Commission currently publishes, in its accredited lists of programs, the year of the next site visit for each program it accredits. In addition, the Commission posts its spring and fall announcements on the Accreditation Announcements area of [ada.org](http://ada.org) for those programs being site visited January through June or July through December. Developing programs submitting applications for initial accreditation may be scheduled for site visits after the posting on [ada.org](http://ada.org); thus, the specific dates of these site visits will not be available for publication. These programs will be listed in the Accreditation Announcements with a special notation that the developing programs have submitted applications for initial accreditation and may or may not be scheduled for site visits. Parties interested in these specific dates (should they be established) are welcomed/encouraged to contact the Commission office.

The United States Department of Education (USDE) procedures now also require accrediting agencies to provide an opportunity for third-party comment, either in writing or at a public hearing (at the accrediting agencies' discretion) with respect to institutions or programs scheduled for review. All comments must relate to accreditation standards for the discipline and required accreditation policies. In order to comply with the department's requirement on the use of third-party comment regarding program's qualifications for accreditation or pre-accreditation, the following procedures have been developed.

***WHO CAN SUBMIT COMMENTS:*** Third-party comments relative to the Commission's accredited programs may include comments submitted by interested parties such as faculty, students, program administrators, Commission consultants, specialty and dental-related organizations, patients, and/or consumers.

***HOW COMMENTS CAN BE SOLICITED:*** The Commission will request written comments from interested parties in the spring and fall Accreditation Announcements on [ada.org](http://ada.org). In fairness to the accredited programs, all comments relative to programs being visited will be due in the Commission office no later than 60 days prior to each program's site visit to allow time for the program to respond. Therefore, programs being site-visited in January through June will be listed in the fall posting of the previous year and programs scheduled for a site visit from July through December will be listed in the spring posting of the current year. Any unresolved issues related to the program's compliance with the accreditation standards will be reviewed by the site visit team while on-site.

**Those programs scheduled for review are responsible for soliciting third-party comments from students and patients by publishing an announcement at least 90 days prior to their site visit. The notice should indicate the deadline of 60 days for receipt of third-party comments in the Commission office and should stipulate that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission's accreditation process. The announcement may include language to indicate that a copy of the appropriate accreditation standards and/or the Commission's policy on third-party comments may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611, or by calling 1/800-621-8099, extension 4653.**

***TYPES OF COMMENTS CONSIDERED:*** All comments submitted must pertain only to the standards relative to the particular program being reviewed or policies and procedures used in the accreditation process. Comments will be screened by Commission staff for relevancy. For comments not relevant to these issues, the individual will be notified that the comment is not related to accreditation and, where appropriate, referred to the appropriate agency. For those individuals who are interested in submitting comments, requests can be made to the Commission office for receiving standards and/or the Commission's [Evaluation Policies and Procedures](#) (EPP).

***MANAGEMENT OF COMMENTS:*** All relevant comments will be referred to the program at least 50 days prior to the site visit for review and response. A written response from the program should be provided to the Commission office and the site visit team 15 days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments with proper personnel.

Adopted: (07/95) Revised: (01/97) Updated: (08/02) Reaffirmed: (01/03) Updated: (02/06)

**INSTITUTION:** Elgin Community College

**PROGRAM(S) TO BE REVIEWED:** Clinical Dental Assisting

(Commission on Dental Accreditation, 211 E. Chicago Avenue, Chicago, IL 60611)  
11/97

DEPARTMENT OF HEALTH PROFESSIONS  
ELGIN COMMUNITY COLLEGE

**BLOODBORNE PATHOGEN EXPOSURE POLICY**

In the event that a student or instructor is exposed to blood or body fluids, either in a Health Professions on-campus lab or while at a clinical facility, the policy outlines below must be followed.

1. Immediately report exposure to instructor/clinical coordinator/preceptor.
2. Thoroughly clean area with copious amounts of water and antibacterial soap. In case of splashes to the eyes, flush with water for 10-15 minutes using an eyewash.
3. The person who is exposed should report for first aid and baseline testing at the nearest emergency room. **Note: All health care services provided to a student as a result of an exposure will be at the student's own expense.**

\*Person – Must be tested for Anti-HBs if the Hepatitis vaccine series was not received and HIV AB. Consent is required.

\*Source – Should be tested for HBsAg and HIV AB. Consent is required.

\*If the source tests positive for HBsAg and the person tests negative for Anti-HBs, it is recommended that the person receive Hepatitis B immune globulin as soon as possible (within seven days of the exposure).

\*If the source is not tested, the person should be encouraged to receive Hepatitis B immune globulin immediately.

\*Follow up HIV antibody tests is recommended for the person at six weeks, 3 months, and 6 months.

\*Extended HIV follow-up for up to twelve months is recommended for exposed persons who become infected with HCV following exposure to a source co-infected with HIV and HCV.

4. Complete a **Post Exposure Incident Report** (available in the Health Professions office, room 179 of the Health Business Technology Building).

4/96 WM  
6/96 MW  
8/96 Nursing Faculty  
9/96 Approved/Accepted  
Rev. 2/02

DEPARTMENT OF HEALTH PROFESSIONS  
ELGIN COMMUNITY COLLEGE

**POST EXPOSURE INCIDENT REPORT**

Name of Patient \_\_\_\_\_

Name of Source \_\_\_\_\_

Date of Incident \_\_\_\_\_

Location of Incident \_\_\_\_\_

Course \_\_\_\_\_

Instructor \_\_\_\_\_

\*Information contained in this report will be kept in the Health Professions office.

Description of Incident:

Action Taken/Treatment:

Follow Up Testing/Results: See attached if available.

Student's signature: \_\_\_\_\_ Date \_\_\_\_\_

Instructor's signature \_\_\_\_\_ Date \_\_\_\_\_

Program Director's signature \_\_\_\_\_ Date \_\_\_\_\_

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**DEPARTMENT OF HEALTH PROFESSIONS  
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**GUIDELINES FOR HUMAN SUBJECT**

As a student enrolled in the dental assisting program, I am aware and have been informed of the need to practice patient care skills specific to dental assisting on fellow students during supervised laboratory class sessions.

As a human subject used for practice and demonstration for educational purposes, I understand that my responsibilities are the following:

1. To inform the class instructor prior to the lab session for that day if I am experiencing any oral pain or discomfort that could be detrimental to my participation in the lab class. A determination by the instructor will be made regarding student participation in the lab for that day.
2. To immediately inform my lab partner and/or instructor if I am experiencing any undue discomfort caused by the application of the procedure being practiced.
3. To request that the supervising instructor assist in correcting my lab partner, and assist her or him in the correct application of the procedure.

As a student practicing or demonstrating patient care skills on a human subject, my responsibilities are:

1. To comply with the instructor or human subject when asked to immediately stop the administration of a procedure. Students must be cognizant of both verbal and physical signs from the human subject, or from the instructor.
2. To request assistance from the supervising instructor if needed. This includes asking for clarification about any portion of the procedure prior to its implementation.
3. To respect the dignity of the human subject by ascertaining if the subject is comfortable both prior to and during the procedure, and by following the guidelines for appropriate dental care.

I have read and do understand the above guidelines. I agree to serve as a human subject for the practice and demonstration of patient care skills specific to practice as a dental assistant in the supervised laboratory. I release Elgin Community College and my instructor from any and all liability and/or physical responses resulting from my service as a human subject.

_____	_____
Student signature	date
_____	_____
Faculty signature	date

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**STUDENT HANDBOOK AGREEMENT**

I have received a current copy of the Dental Assisting Student Handbook which includes the **essential requirements** necessary to be qualified to enter the field of dental assisting. I have asked for clarification from the program director for any areas, which I do not fully understand. I agree to abide by the policies and procedures stated in the DEA Student Handbook.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date

DEPARTMENT OF HEALTH PROFESSIONS  
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**CONFIDENTIALITY STATEMENT**

The progress of the Dental Assisting student is kept confidential by the DEA program faculty. In order to have information released to prospective employers the student must sign the following release.

I give permission to release information regarding my professional qualities, academic achievement, and clinical performance to the Dental Assisting faculty when responding to requests for employment consideration.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date