



## Academy of Health Sciences III

Course #1152

Credits 12.5

2020

## **I. COURSE DESCRIPTION:**

Junior year of the Academy of Health Sciences is designed to give students an introduction to a variety of health care professions they can one day pursue. The three main areas covered throughout the course will include Therapeutic Services, Introduction to Dental, and Advanced Mental Health.

Therapeutic Services may include any type of assistance that benefits the mind or body. In this section of AOHS III students will learn of different careers that fall under the category of therapeutic services. With a focus on Physical Therapy, our students will be able to identify common injuries or disabilities that require therapy and determine which treatment modality would be best. By utilizing our school's Athletic Training department, we will be able to provide guest speakers, a tour of the facility, demonstration of equipment, and hands on skills instruction. The goal for this section of the course is to obtain certification as a Physical Therapy Aide.

An Introduction to Dental Assisting will provide students with a basic understanding of dental health professions and the importance of dental care. Students will review basic head and neck anatomy and understand the proper identification of dentition. During this trimester, students will become familiar with basic dental instruments and will understand the importance of sterilization in the dental office setting. By the conclusion of this course section students will be able to demonstrate oral care practices that promote optimal dental health.

As Mental Health continues to be an important aspect for all medical professionals to understand, we are providing a continuation of the introduction to mental health the students received as sophomores. Advanced Mental Health will spend time covering topics such as Addiction and Substance Abuse, Obsessive Compulsive Disorders, and Gender Identity Dysphoria. In addition to disorders the students will learn how a diagnosis is made and which treatment option is the most beneficial. Students will become familiar with the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and will feel more confident using that as a reference guide. Juniors will be able to discuss the pros and cons of medication for mental health disorders and will also be able to compare different psychotherapies.

In general, junior year will provide more discovery and more hands-on experiences for our AOHS students as they prepare to make important decisions regarding their future in health care.

## II. Units:

<b>Content Area:</b>	<b>Academy of Health Sciences III - Therapeutic Services</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Safety and Infection Control</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3. HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.			
9.3. HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.			
9.3. HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.			
9.3. HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills			
CRP4. Communicate clearly and effectively and with reason.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP10. Plan education and career paths aligned to personal goals.			
<b>Essential Questions (3-5)</b>			
Is it necessary for a health care worker to take care of themselves in order to take care of others?			
What has made agencies like OSHA and the CDC necessary?			
Why might safety precautions vary between health care facilities?			
<b>Anchor Text</b>			
<u>Dynamics of Health Care in Society</u> , Revised Edition, 2013. DeLaet, R. Lippincott, Williams & Wilkins. ISBN# 978-1-4511-8977-3			
<b>Short &amp; Informational Texts (3-5)</b>			
Five Safety Tips for Healthcare Workers. <a href="https://ohsonline.com/blogs/the-ohs-wire/2015/05/five-safety-tips-for-health-care-workers.aspx">https://ohsonline.com/blogs/the-ohs-wire/2015/05/five-safety-tips-for-health-care-workers.aspx</a>			
Worker Safety in Hospitals. <a href="https://www.osha.gov/dsg/hospitals/">https://www.osha.gov/dsg/hospitals/</a>			

Workplace Safety and Health Topics for Healthcare Workers. <https://www.cdc.gov/niosh/topics/healthcare/default.html>

### **Expected Proficiencies of the Unit**

Explain the basic principles of health care safety.

Identify the most common safety precautions and preventive actions used in health care.

Describe the role of Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC) in workplace safety and infection control.

Explain how to prevent the spread of infectious disease.

#### **VOCABULARY**

Airborne

Bacteria

Biohazard

Bloodborne

CDC

Disinfection

HIPAA

Nosocomial Infection

OSHA

Sanitization

Standard Precautions

Sterilization

Virus

### **Formative & Summative Assessments**

Formative:

Journal - Weekly journal entries related to Essential Questions

Skills - Body Mechanics, Handwashing, PPE

Quiz - Terms to know

Summative:

Exam - Safety Exam (required for CTE class)

Skills - Body Mechanics, Handwashing, PPE

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas

Centers for Disease Control and Prevention website <https://www.cdc.gov/>

Google Classroom

Occupational Safety and Health Administration website <https://www.osha.gov/>

**Suggested Time Frame:**

2 weeks

**Content Area:**

**Academy of Health Sciences III - Therapeutic Services**

**Grade(s)** 11

**Unit Plan Title:**

**Physical Therapy - Introduction**

**NJSLS/CCTC Standard(s) Addressed in this unit**

- 9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3. HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.
- 9.3. HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3. HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3. HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3. HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3. HL -DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
- 9.3. H L-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3. H L-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3. HL -THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3. HL -THR.3 Utilize processes for assessing, monitoring and reporting patient's/client's health status to the treatment team within protocol and scope of practice.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

**Essential Questions (3-5)**

Do you have to be an athlete to be successful in a Sports Medicine profession?

What kind of patient would benefit from Physical Therapy?

Are assessment skills important for the Physical Therapist to master?

How do Physical Therapists determine the best exercises and/or techniques for their patient?  
Do you feel patient education is an important skill for Physical Therapists?

### Anchor Text

Sports Medicine Essentials, 3rd Edition, 2016. Clover, J. Cengage Learning. ISBN# 978-1-133-28124-5

### Short & Informational Texts (3-5)

AMCA Physical Therapy Aide <https://www.amcaexams.com/exam-candidates/certification-exam/physical-therapy-aide-certification/>

American Physical Therapy Association. <http://www.apta.org/AboutUs/>

Medical News Today. *How can physical therapy help?* <https://www.medicalnewstoday.com/articles/160645.php>

WebMD Medical Reference. *What is Physical Therapy?* <https://www.webmd.com/pain-management/what-is-physical-therapy#1>

What are 5 Health Science Career Pathways? <https://www.aeseducation.com/what-are-the-5-health-science-career-pathways>

### Expected Proficiencies of the Unit

Identify careers related to Therapeutic Services.

List the educational requirements of becoming an Athletic Trainer, Physical Therapist, Occupational Therapist, and PT-Aide.

Compare a Physical Therapist and a Physical Therapy Aide.

Describe the benefits of Physical Therapy.

Identify the requirements for Physical Therapy Aide certification.

### Formative & Summative Assessments

Formative:

Journal - Weekly journal entries related to Essential Questions

Quiz

Summative:

Exam

Project Ideas - Presentation on Sports Medicine Profession, Design the ideal Physical Therapy facility

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

CTEonline.org

Google Classroom

Interviews (with school Athletic Trainer, PT guest speaker, PT patient)

YouTube videos

### Suggested Time Frame:

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Therapeutic Services</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Physical Therapy - Common Injuries and Treatment Modalities</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3. HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</p> <p>9.3. HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</p> <p>9.3. HL -DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3. HL -DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3. HL -DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p> <p>9.3. H L-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3. HL -DIA.5 Select, demonstrate, and interpret diagnostic procedures.</p> <p>9.3. HL-HI.2 Describe the content and diverse uses of health information.</p> <p>9.3. HL -SUP.1 Describe, differentiate, and safely perform the responsibilities of healthcare support services roles.</p> <p>9.3. HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.</p> <p>9.3. HL-SUP.3 Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.</p> <p>9.3. HL -SUP.4 Maximize available resources for proper care and use of healthcare equipment and materials.</p> <p>9.3. HL -THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3. HL -THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.</p> <p>9.3. HL -THR.3 Utilize processes for assessing, monitoring and reporting patient's/client's health status to the treatment team within protocol and scope of practice.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>			

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

Are there ways we can attempt to prevent injuries?

Who is held responsible when an injury occurs?

How would an athlete feel if you told them they had to stop participating in their sport for a long period of time?

Can an “acute” injury lead to “chronic” health complications?

What does the Physical Therapist need to know before determining the course of rehab for their patient?

### **Anchor Text**

Sports Medicine Essentials, 3rd Edition, 2016. Clover, J. Cengage Learning. ISBN# 978-1-133-28124-5

### **Short & Informational Texts (3-5)**

AMCA Physical Therapy Aide <https://www.amcaexams.com/exam-candidates/certification-exam/physical-therapy-aide-certification/>

Sports Injuries. <https://medlineplus.gov/sportsinjuries.html>

How are Sports Injuries Treated. <https://www.niams.nih.gov/health-topics/sports-injuries#tab-treatment>

Top 10 Key Benefits of Physical Therapy. <https://www.movementforlife.com/blog/top-5-key-benefits-of-physical-therapy.php>

### **Expected Proficiencies of the Unit**

Review the Muscular and Skeletal Systems.

Understand kinesiology.

Explain how fitness equipment works and identify what muscle groups are being exercised by various activities.

Identify common injuries (causes, signs and symptoms, diagnostic procedures) and treatment options involving the:

-Arm/Wrist/Hand

-Leg/Ankle/Feet

-Head and Face

-Spine

### **VOCABULARY**

Arthroscopy

Ataxia

Atrophy

Closed Reduction

Concussion

Contracture

Cramp  
Degeneration  
Deterioration  
Dislocation  
External Fixation  
Fasciitis  
Fracture  
Herniated Disc  
Immobilization  
Internal Fixation  
Intervention  
Kinesiology  
Magnetic Resonance Imaging  
Mobilization  
Muscle Tone  
Myolysis  
Occupational Therapy  
Open Reduction  
Physical Therapy  
Range of Motion  
Rehabilitation  
Spasm  
Sprain  
Strain  
Tendonitis  
Therapy  
Traction  
Trauma  
X-ray

### **Formative & Summative Assessments**

Formative:

Diagrams

Journal - Weekly journal entries related to Essential Questions

Quizzes

Skills - Ace wrapping, Crutches, Exercises, Gait Training, Ice vs. Heat, Massage, Splints, Stretching, Tape wrapping

Summative:

Diagrams

Exams

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas

CTEonline.org

Google Classroom

YouTube

**Suggested Time Frame:**

8 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III – Introduction to Dental Assisting</b>	<b>Grade(s)</b>	<b>11</b>
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<b>Unit Plan Title:</b>	Dental Assisting Unit 1- Basic Introduction to Dental Profession/ Dental Specialties/Oral Health
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**NJSLS/CCTC Standard(s) Addressed in this unit**

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a dental assisting /dental professional career.

9.3.HL.2 Explain the dental assistants role within their department, their organization, and the overall healthcare system.

9.3.HL.3 Identify existing and potential hazards to patients coworkers, visitors and self in the dental workplace.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.

9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the dental workplace.

9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the dental workplace.

9.3. HL -DIA.1 Communicate key diagnostic information to the dental office staff and patients in an accurate and timely manner.

9.3. HL -DIA.2 Assess and report patient’s dental health status in order to monitor and document patient’s progress.

9.3. HL -DIA.3 Demonstrate the principles of radiation safety, list and discuss terms associated with radiation safety.

9.3. HL -DIA.4 Explain basic dental procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

9.3. HL -DIA.5 Select, demonstrate, and interpret dental procedures.

9.3. HL -HI.2 Describe the content and diverse uses of patient education in general health, diet for optimum oral care.

9.3. HL -SUP.1 Describe, differentiate, and safely perform the responsibilities of dental support services roles.

9.3. HL -SUP.2 Demonstrate work practices that maintain a clean and healthy dental facility to reduce or eliminate pathogenic organisms. Recognize the importance of knowledge in microbiology and it relates to the chain of infection

9.3. HL -SUP.3 Follow established guidelines in order to provide high-quality, effective support services in the dental facility.

9.3. HL -SUP.4 Maximize available resources for proper care and use of dental equipment and materials.

9.3. HL -THR.1 Utilize communication strategies to answer patient questions and concerns on dental procedures and treatment.

9.3. HL -THR.2 Communicate patient information among the dental team members to facilitate a team approach to patient care.

9.3. H L -THR.3 Utilize processes for assessing, monitoring patients oral health status to complete treatment team within protocol and scope of practice.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

Are there ways we can prevent dental carries?

Who can teach proper oral care techniques?

What is the most effective way to remove bacterial plaque from the proximal surfaces of the teeth?

How can nutrition contribute to a healthy oral cavity?

Who is held responsible for the patient's dental chart?

Which dental team member allows the dentist to care for more patient and increase productivity?

Why should dental instruments be placed in sequential order?

Why is it important to know the proper number and name for dentition?

How can recognition of head and neck anatomy assist the dental assistant with patient preparation for the dentist?

What procedures should be followed to prevent cross-contamination?

Why must every facility review the Bloodborne Pathogens Standard?

Why is it important to have knowledge of radiation safety?

How can we avoid radiation exposure to the patient and dental team?

Who should review the patients' health history and update any changes in history or medications?

### **Anchor Text**

Dental Assisting A Comprehensive Approach 3<sup>rd</sup> Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning ISBN 13:987-1-4180-4873-0

### **Short & Informational Texts (3-5)**

Dental Terminology -Charline M. Dofka, Delmar Cengage Learning, ISBN:13-978-1-1330-1971-8

Dental Instruments A Pocket Guide- Linda R. Bartolomucci Boyd, CDA, RDA, BA, Elsevier/Saunders ISBN:978-1-4377-2385-4

### **Expected Proficiencies of the Unit**

Review basic head and neck anatomy.

Understand proper identification of dentition.

Explain how infection control practices and procedures are a major part of dental care.

Identify common errors in radiation safety and procedures.

Recognize the need for a complete patient education process including nutrition.

Review basic legal and ethical principles that must be followed by the dental team.

Identify the content and diverse uses of patient education in general health, diet for optimum oral care.

Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.

Dental career specialty research project.

Describe how plaque forms and affect the tooth.

Describe fluoride and its use in dentistry.

### **VOCABULARY**

Abrasives

Abscess

Abutment

Acid etchant

Acidulated phosphate fluoride

Acquired immunity

Activator

Activity zones

Acute fluoride poisoning

Adhesives

Adjacent

Aerobic bacteria

Agent

Airborne transmission

Air compressor

Air-water syringe  
ALARA  
Alimentary canal  
Alkalosis  
Allergic reaction  
Alloy  
Alveolar process  
Alveolar sac  
Alveoli  
Alveolitis  
Alveolus  
Aalgam  
Amalgamator  
Ameloblasts  
AACD  
ADAA  
ADA  
ADHA  
ADLTA  
Americans with Disabilities Act  
Anaerobic bacteria  
Anesthesia  
Anodontia  
Anomaly  
Aspirating syringe  
Assistant's cart  
Assisting zone  
Attached gingiva  
Bacteria  
Bacterial plaque  
Bilateral Cleft lip  
Bonding, agents, resins  
Breach of Contract

Bruxism  
Calcification  
Calcination  
Canker sores  
Caries  
Carpules  
Cavitation  
CDA  
Clinical crown  
Clinical root  
Cold sore  
Communication  
Composite  
Contact area  
Contamination  
Contra-angle  
Contract  
Criminal law  
Crown  
Curette  
Curing light  
Deciduous  
Demineralization  
DANB  
Dental Assistant  
Dental casting alloy  
Dental composites  
Dental dam; clasps, frame, punch, scissors  
Dental floss  
Dental fluorosis  
Dental Hygienist  
Dental implants  
Dental Laboratory Technician

Dental lamina  
Dental Practice Act  
Dental unit  
Dentin  
Dentition  
Diet  
Digestion  
Due Care  
Endodontics  
Ethics  
Expanded Function  
Expressed Contract  
Fluoride  
Fluoridation  
Fluorosis  
Forensic Dentistry  
Fraud  
Gingivitis  
Good Samaritan Law  
Halitosis  
HIPAA  
Hippocrates  
Interproximal  
Malpractice  
Negligence  
Oral and Maxillofacial Pathologist  
Oral and Maxillofacial Radiologist  
Oral and Maxillofacial Surgeon  
Orthodontist  
Pedodontist  
Periodontitis  
Periodontist  
Plaintiff

Plaque  
Prosthodontist  
Reciprocity  
Slander  
Statue  
Subpoenas  
Tort  
Xerostomia

**Formative & Summative Assessments**

Formative:

Diagrams

Quizzes

Skills – Patient oral care instructions, seating a dismissing the dental patient, review patient health history, prepare the dental treatment room with barriers. Demonstrate how to brush and floss properly

Summative:

Exams

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas

CTEonline.org

Google Classroom

YouTube

**Suggested Time Frame:**

3 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III – Introduction to Dental Assisting</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	Dental Assisting Unit 2 Head and Neck Anatomy		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			

- 9.3. HL.1 List and identify landmarks of the face and oral cavity
- 9.3. HL.2 Recognize the bones of the cranium, the face and identify the landmarks of maxilla and the mandible.
- 9.3. HL.3 Identify parts of the temporomandibular joint (TMJ)
- 9.3. HL.4 Describe how the temporomandibular joint works and affects the patient's ability of mastication
- 9.3. HL.5 Identify and list the muscles of mastication, facial expression, the floor of the mouth, the tongue, the throat, the neck and the shoulders.
- 9.3. HL.6 Identify the arteries and veins of the head and neck.
- 9.3. HL -DIA.1 Identify the nerves of the maxilla and the mandible.
- 9.3. HL -SUP.1 Communicate key diagnostic information to the dental office staff and patients in an accurate and timely manner.
- 9.3. HL -THR.1 Utilize communication strategies to answer patient questions and concerns on dental procedures and treatment.
- 9.3. HL -THR.2 Communicate patient information among the dental team members to facilitate a team approach to patient care.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively using appropriate dental terminology

#### **Essential Questions (3-5)**

- Why is it important for the dental assistant to be familiar with the nerves and arteries when preparing anesthesia for the dentist to administer to the patient?
- Which maxillary nerve is involved when a patient has a toothache on tooth #4?
- Who administers anesthesia?
- How does knowledge of sinus cavity assist when reading a dental x-ray?

#### **Anchor Text**

Dental Assisting A Comprehensive Approach 3<sup>rd</sup> Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning ISBN 13:987-1-4180-4873-0

#### **Short & Informational Texts (3-5)**

Dental Terminology -Charline M. Dofka, Delmar Cengage Learning, ISBN:13-978-1-1330-1971-8

Dental Instruments A Pocket Guide- Linda R. Bartolomucci Boyd, CDA, RDA, BA, Elsevier/Saunders ISBN:978-1-4377-2385-4

#### **Expected Proficiencies of the Unit**

- Understand proper identification of head and neck anatomy
- Recognize landmarks of the face and oral cavity
- Identify the external carotid artery
- Identify veins of the face and oral cavity
- Explain how the knowledge of the location of maxillary and mandibular trigeminal nerve should be identified by the dental assistant

Identify how to properly prepare an anesthetic syringe

VOCABULARY

Ala of the nose

Alveolar process

Angle of the mandible

Anterior alveolar nerve

Anterior superior alveolar artery

Buccal nerve branch

Buccal mucosa

Buccinator

Common carotid

Condyle

Condylod process

Deep facial veins

Dental arteries

Ducts of Bartholin

Ducts of Rivinus

Ethmoid bone

Ethmoid sinuses

External auditory meatus

External carotid artery

External jugular vein

External pterygoid muscle

Extrinsic muscle

Facial nerve

Facial artery

Fimbriated folds

Frena

Frontal bone

Genial tubercles

Genioglossus

Geniohyoid

Gingiva  
Glenoid fossa  
Greater palatine artery  
Greater palatine foramen  
Greater palatine nerve  
Hyoid bone  
Incisive arteries  
Incisive nerve branch  
Inferior alveolar artery  
Internal carotid artery  
Internal jugular vein  
Internal oblique ridge  
Internal pterygoid muscles  
Intrinsic muscles  
Labial commissures  
Labial mucosa  
Lacrimal bones  
Lesser palatine foramen  
Linea alba  
Lingual foramen  
Lingual frenum  
Lingual vein  
Mandibular artery  
Mandible  
Mandibular notch  
Mandibular nerve branch  
Masseter muscles  
Mastication  
Mastoid process  
Maxilla  
Maxillary artery  
Maxillary nerve branch  
Maxillary sinus

Maxillary tuberosity  
Maxillary vein  
Median sulcus  
Median suture  
Mental protuberance  
Mentalis  
Middle superior alveolar artery and nerves  
Mucosa  
Mylohyoid  
Mylohyoid artery  
Mylohyoid nerve branch  
Mylohyoid ridge  
Nasal bones  
Nasopalatine nerve  
Occipital bone Oral vestibule  
Palate  
Palatine bones  
Palatine suture  
Palatine tonsils  
Palatoglossal arches  
Papilla  
Parietal bone  
Parotid duct  
Parotid glands  
Philtrum  
Posterior superior alveolar artery  
Posterior superior alveolar nerve  
Posterior tonsillar pillars  
Pterygoid  
Pterygoid artery  
Pterygoid plexus of veins  
Pterygopalatine nerve branch  
Rami

Retromandibular vein  
 Saliva  
 Sphenoid bone  
 Sphenoid sinuses  
 Stensen's Duct  
 Styloid process  
 Sublingual caruncles  
 Sublingual folds  
 Sublingual glands

**Formative & Summative Assessments**

Formative:  
 Diagrams  
 Quizzes  
 Skills – Identification Bones of the Head and Neck  
 Summative:  
 Exams

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
 CTEonline.org  
 Google Classroom  
 YouTube

**Suggested Time Frame:**

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III – Introduction to Dental Assisting</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	Dental Assisting Unit 3- Dentition/ Basic Instrument Identification		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HL.1 Describe how instruments are identified			
9.3. HL.2 Explain the dental assistant's role within the delivery of care during a dental procedure .			
9.3. HL.3 Identify existing and potential hazards to patient, coworkers, visitors and self in the dental workplace.			

- 9.3. HL.4 Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.
- 9.3. HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the dental workplace.
- 9.3. HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the dental workplace.
- 9.3. HL-DIA.1 Communicate key diagnostic information to the dental office staff and patients in an accurate and timely manner.
- 9.3. HL-DIA.2 Assess and report patient's dental health status in order to monitor and document patient's progress.
- 9.3. HL-DIA.3 Demonstrate the principles of sequential order when preparing a treatment tray
- 9.3. HL-DIA.4 Explain basic dental procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
- 9.3. HL-DIA.5 Select, demonstrate, and interpret dental procedures.
- 9.3. HL-HI.2 Describe the content and diverse uses of patient education in general health, diet for optimum oral care.
- 9.3. HL-SUP.1 Describe, differentiate, and safely perform the responsibilities of dental support services roles.
- 9.3. HL-SUP.2 Demonstrate work practices that maintain a clean and healthy dental facility to reduce or eliminate pathogenic organisms. Recognize the importance of knowledge in microbiology and it relates to the chain of infection
- 9.3. HL -SUP.3 Follow established guidelines in order to provide high-quality, effective support services in the dental facility.
- 9.3. HL -SUP.4 Maximize available resources for proper care and use of dental equipment and materials.
- 9.3. HL -THR.1 Utilize communication strategies to answer patient questions and concerns on dental procedures and treatment.
- 9.3. HL -THR.2 Communicate patient information among the dental team members to facilitate a team approach to patient care.
- 9.3. HL -THR.3 Utilize processes for assessing, monitoring patient's oral health status to complete treatment team within protocol and scope of practice.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

- What system is used to chart a patient's treatment plan?
- Why should dental instruments be placed in sequential order?
- Why is it important to know the proper number and name for dentition?
- How many teeth are in primary dentition and how many in permanent dentition?

### **Anchor Text**

Dental Assisting A Comprehensive Approach 3<sup>rd</sup> Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning ISBN 13:987-1-4180-4873-0

### **Short & Informational Texts (3-5)**

Dental Terminology -Charline M. Dofka,

Delmar Cengage Learning, ISBN:13-978-1-1330-1971-8

Dental Instruments A Pocket Guide- Linda R. Bartolomucci Boyd, CDA, RDA, BA, Elsevier/Saunders ISBN:978-1-4377-2385-4

### **Expected Proficiencies of the Unit**

Understand proper identification of dentition.

Recognize the numbers and names of primary and permanent dentition

Describe how instruments are identified

Explain how infection control practices and procedures are a major part of dental care.

Identify most common errors when charting a patient's treatment plan

Evaluate the roles and responsibilities of individual members as part of the treatment process

Project: Dentition models number a set of dental stone models for ID retention.

### **VOCABULARY**

Abrasives

Abscess

Abutment

Acid etchant

Acidulated phosphate fluoride

Acquired immunity

Activator

Activity zones

Acute fluoride poisoning

Adhesives

Adjacent

Aerobic bacteria

Agent

Airborne transmission

Air compressor

Air-water syringe

ALARA

Alimentary canal

Alkalosis

Allergic reaction  
Alloy  
Alveolar process  
Alveolar sac  
Alveoli  
Amalgam  
Amalgamator  
Amalgam Carrier  
Anesthesia  
Anodontia  
Anomaly  
Aspirating syringe  
Assistant's cart  
Assisting zone  
Bicuspid  
Black's Formula  
Bonding, agents, resins  
Breach of Contract  
Bruxism  
Burs  
Calcification  
Calcination  
Canine  
Canker sores  
Caries  
Carpules  
Cavitation  
Central  
Clinical crown  
Clinical root  
Cold sore  
Color Coding  
Cotton Plier

Communication  
Composite  
Contact area  
Contamination  
Contra-angle  
Crown  
Curette  
Curing light  
Cuspid  
Deciduous  
Demineralization  
Dental casting alloy  
Dental composites  
Dental dam; clasps, frame, punch, scissors  
Dental fluorosis  
Dental implants  
Dental lamina  
Dental unit  
Dentin  
Dentition  
Excavator  
Expanded Function  
Explorer  
First Molar  
Fluorosis  
Forensic Dentistry  
Gingivitis  
Halitosis  
High Speed Hand Piece  
Interproximal  
Lateral  
Mouth Mirror  
Periodontal Probe

Periodontitis  
 Plaque  
 Pre Molar  
 Second Molar  
 Third Molar  
 Wisdom teeth  
 Xerostomia

**Formative & Summative Assessments**

Diagrams  
 Exams  
 Quizzes  
 Skills – Identification of dentition using the Universal Number System  
 Basic Exam Instrument Identification

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
 CTEonline.org  
 Google Classroom  
 YouTube

**Suggested Time Frame:**

3 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III – Introduction to Dental Assisting</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	Dental Assisting- Unit 4 Infection Control / Sterilization		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3. HL.1 Identify the rational, regulations, recommendations, and training that govern infection control in the dental office.			
9.3. HL.2 Explain the dental assistants responsibilities maintaining proper infection control practices and understanding the chain of infection.			
9.3. HL.3 Identify existing and potential infection control hazards to patients, coworkers, visitors and self in the dental workplace.			

- 9.3. HL.4 Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality care while demonstrating infection control.
- 9.3. HL.5 Describe how pathogens travel from person to person in the dental office.
- 9.3. HL -DIA.1 Identify and demonstrate the usage of different types of sterilizers.
- 9.3. HL -DIA.2 List various disinfectants and their applications as used in dentistry.
- 9.3. HL -DIA.3 Recognize OSA mandated training for dental office employees.
- 9.3. HL -SUP.1 Demonstrate work practices that maintain a clean and healthy dental facility to reduce or eliminate pathogenic organisms.
- 9.3. HL -SUP.2 Recognize the importance of knowledge in microbiology and it relates to the chain of infection
- 9.3. HL -SUP.3 Follow established guidelines in order to provide high-quality, effective support services in the dental facility maintaining infection control at all times
- 9.3. HL -SUP.4 Maximize available resources for proper care and use of dental equipment and materials.
- 9.3. HL -THR.3 Utilize processes for assessing, monitoring patient's oral health status to complete treatment team within protocol and scope of practice.
- CRP1. Act as a responsible and contributing to sterilization processes
- CRP2. Apply appropriate academic and technical skills
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### **Essential Questions (3-5)**

- Are there ways we can prevent the spread of bacteria in the dental office?
- Who must assure all instruments are sterile prior to using?
- What is the most effective way to remove bacterial from instruments, equipment and treatment rooms?
- How can sterilization be obtained?
- Who is held responsible for barriers?
- Why should dental instruments be placed in the autoclave?
- Why is it important to know the proper number and name for dentition?
- Can your skin be sterilized?
- What procedures should be followed to prevent cross-contamination?
- Why must every facility review the Bloodborne Pathogens Standard?

### **Anchor Text**

Dental Assisting A Comprehensive Approach 3<sup>rd</sup> Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning ISBN 13:987-1-4180-4873-0

### **Short & Informational Texts (3-5)**

Dental Terminology -Charline M. Dofka, Delmar Cengage Learning, ISBN:13-978-1-1330-1971-8

### **Expected Proficiencies of the Unit**

Review the chain of infection

Understand how to properly sterilize all dental instruments

Recognize and review the MSDS sheet for products

Explain how infection control practices and procedures are a major part of dental care.

Identify common errors in sterilization procedures

Recognize the need for a complete patient education process including nutrition.

Review all OSHA mandated training policies

Review general dental office policies on, immunizations, handwashing, PPE, barriers and medical history.

### **VOCABULARY**

Aerobic bacteria

Agent

Airborne transmission

Allergic reaction

Antimicrobial

Antisepsis

Asepsis

Aseptic technique

Asymptomatic

Autoclave

Bacteria

Biofilms

Bloodborne Pathogen Standard

Body substance isolation (BSI)

Cavitation

CDC

Chain of asepsis

Cleaning Compromised host

Contact dermatitis

Contract Transmission  
Direct contact  
Disinfection  
EPA  
Fomite  
FDA  
Glutaraldehyde  
Host  
Indirect contact  
Infection control  
Inhalation  
Iodophor  
Latex allergies  
MSDS  
Mode of transmission  
Occupational exposure  
OSHA  
OSAP  
PPIM  
Over gloves  
Parenteral  
Pathogens  
Pericardial  
Peritoneal  
PPE  
Phenolics  
Pleural  
Portal of entry  
Portal of exit  
Recommendations  
Regulations  
Reservoir  
Sanitized

Spray wipe spray wipe technique  
Standard precautions  
Sterilization  
Susceptible host  
Synovial  
Type I allergic reaction  
Type IV allergic reaction  
Universal precautions  
Utility gloves  
Vectorborne transmission  
Vehicle transmission

### **Formative & Summative Assessments**

Formative:  
Diagrams  
Quizzes  
Skills – Sterilization process using autoclave  
    Prepare a treatment room  
    Place and remove dental barriers  
    Review a MSDS sheet  
    PPE with utility gloves and over gloves when necessary  
Summative:  
Exams

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
CTEonline.org  
Google Classroom  
YouTube

### **Suggested Time Frame:**

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III – Introduction to Dental Assisting</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	Dental Assisting- Unit 5 Basic Dental Radiography / Radiation Safety		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3. HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a dental assisting /dental professional career with a dental radiology license</p> <p>9.3. HL.2 Explain the history of radiation and the use of dental x-rays as well as digital x-rays</p> <p>9.3. HL.3 Identify existing and potential radiation hazards to patient’s coworkers, visitors and self in the dental workplace.</p> <p>9.3. HL.4 List the properties of radiation and explain the biological effects of radiation exposure</p> <p>9.3. HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the dental workplace.</p> <p>9.3. HL.6 Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.</p> <p>9.3. HL -DIA.1 Communicate key diagnostic information to the dental office staff and patients in an accurate and timely manner.</p> <p>9.3. HL -DIA.2 Assess and report patient’s dental health status in order to monitor and document patient’s progress.</p> <p>9.3. HL -DIA.3 Demonstrate the principles of radiation safety, list and discuss terms associated with radiation safety.</p> <p>9.3. HL -DIA.4 Explain basic dental procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3. HL -DIA.5 Explain how an x-ray is produced</p> <p>9.3. HL -HI.1 Recognize a lead apron and why it is used.</p> <p>9.3. HL -HI.2 Describe the composition, sizes, types and storage of dental x-ray film as well as dental x-ray sensors</p> <p>9.3. HL -SUP.1 Describe, differentiate, and safely perform the responsibilities of dental support services roles.</p> <p>9.3. HL -SUP.3 Follow established guidelines in order to provide high-quality, effective support services in the dental facility.</p> <p>9.3. HL -SUP.4 Maximize available resources for proper care and use of dental x-ray equipment and materials.</p> <p>9.3. HL -THR.1 Utilize communication strategies to answer patient questions and concerns on dental procedures and treatment.</p> <p>9.3. HL -THR.2 Communicate patient information among the dental team members to facilitate a team approach to patient care.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Identify credentials necessary for a DA to be able to obtain a dental x-ray as well as maintaining an X-Ray license</p>			
<b>Essential Questions (3-5)</b>			
<p>Are there ways we can prevent radiation exposure to the patient?</p> <p>Who can teach proper oral care techniques?</p>			

What is the ALARA concept?  
How can radiation placement contribute to patient overexposure?  
Why should a lead shield always be used?  
Why is it important to have knowledge of radiation safety?  
How can we avoid radiation exposure to the patient and dental team?  
Why is it important to review a patient's health history prior to obtaining x-rays?

### **Anchor Text**

Dental Assisting A Comprehensive Approach 3<sup>rd</sup> Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning ISBN 13:987-1-4180-4873-0

### **Short & Informational Texts (3-5)**

Dental Terminology -Charline M. Dofka, Delmar Cengage Learning, ISBN:13-978-1-1330-1971-8  
Dental Instruments A Pocket Guide- Linda R. Bartolomucci Boyd, CDA, RDA, BA, Elsevier/Saunders ISBN:978-1-4377-2385-4

### **Expected Proficiencies of the Unit**

List radiation safety procedures.  
Understand proper use of a dental x-ray unit  
Explain how dental x-rays procedures are a major part of dental care.  
Identify common errors in radiation safety and procedures  
Recognize the need for a complete review of a patient's health history.  
Review basic legal and ethical principles that must be followed by the dental team.

### VOCABULARY

ALARA  
Anode  
Anomaly  
Apposition  
Automatic processing  
Basal cells  
Bisection technique  
Bite wing  
Central beam  
Collimator

Cone cutting  
Contrast  
Control panel  
Contrast  
Convex  
Cusps  
Cutting edge  
Dark room  
Deciduous  
Demineralization  
Density  
Dental Practice Act  
Digital image  
Electromagnetic energy  
Focal spot  
Focussing cup  
Gray  
Halide crystals  
Hard radiation  
Intraoral  
Ionization  
Kilovoltage (kV)  
Latent period  
Lead Shield  
Leakage radiation  
Long wavelength  
Maximum permissible dose (MPD)  
Milliamperage (mA)  
Milliamperage seconds (mAs)  
Milliroentgen (mr)  
Mitosis  
Position indicator device (PID)  
Primary radiation

Radiation absorbed dose (rad)  
Radiolucent  
Radiosensitive  
Relative biological effectiveness (rbe)  
Roentgen equivalent man (rem)  
Roentgen  
Scatter radiation  
Secondary radiation  
Short wavelength  
Sievert (Sv)  
Soft radiation  
Thermionic emission  
Tubehead  
X-Ray  
X-Ray tube

### **Formative & Summative Assessments**

Formative:  
Diagrams  
Quizzes  
Skills – Basic FMX set up  
    Develop radiographs with Peri Pro automatic developer  
Summative:  
Project – Radiation Risks Vs. Benefits group presentations  
Exams

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
CTEonline.org  
Google Classroom  
YouTube

### **Suggested Time Frame:**

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Types of Mental Illness</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.</p> <p>9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>			
<b>Essential Questions (3-5)</b>			
<p>What is the difference between “mental distress” and “mental illness?”</p> <p>Do people have a mental illness when they're born?</p> <p>Is it ok to not feel happy all of the time?</p> <p>What should you do if you are worried about someone's mental health?</p>			
<b>Anchor Text</b>			
<p><u>Medical Terminology for Health Professions</u>, 8th edition, 2018. Ehrlich, A. Cengage Learning. ISBN# 978-1-337-11947-4</p>			
<b>Short &amp; Informational Texts (3-5)</b>			
<p>Attention Deficit Hyperactivity Disorder. <a href="https://www.cdc.gov/ncbddd/adhd/">https://www.cdc.gov/ncbddd/adhd/</a></p> <p>Autism Spectrum Disorder. <a href="https://www.cdc.gov/ncbddd/autism/index.html">https://www.cdc.gov/ncbddd/autism/index.html</a></p>			

DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>

Types of Mental Illness. <https://www.webmd.com/mental-health/mental-health-types-illness#1>

What is Mental Illness? <https://www.psychiatry.org/patients-families/what-is-mental-illness>

### Expected Proficiencies of the Unit

Compare types of mental illness.

Recall signs and symptoms associated with common mental illness diagnoses.

Identify neurodevelopmental disorders (ADHD and Autism Spectrum Disorder)

### Formative & Summative Assessments

Formative:

Class Presentations

Exam

Summative:

Group work

Journal

Quiz

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

Google Classroom

[www.cdc.gov](http://www.cdc.gov)

[www.psychiatry.org](http://www.psychiatry.org)

**Suggested Time Frame:**

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Addiction Disorders</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.			
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.			

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.

9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.

9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.

9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.

9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

Can you prevent an addiction?  
Do you think addiction to certain substances (alcohol) can be hereditary?  
How can a recovery support group (AA) be beneficial?

### **Anchor Text**

Medical Terminology for Health Professions, 8th edition, 2018. Ehrlich, A. Cengage Learning. ISBN# 978-1-337-11947-4

### **Short & Informational Texts (3-5)**

Drugs, Brains, and Behavior. <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>  
DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>  
Substance Use and Mental Health. <https://www.nimh.nih.gov/health/topics/substance-use-and-mental-health/index.shtml>  
What is Addiction? <https://www.psychiatry.org/patients-families/addiction/what-is-addiction>  
What is Alcoholics Anonymous? [https://www.aa.org/pages/en\\_US/what-is-aa](https://www.aa.org/pages/en_US/what-is-aa)

### **Expected Proficiencies of the Unit**

Define addiction.  
Recognize what people can be addicted to.  
Discuss different treatment options for different types of addictions.  
Understand the connection to the opioid crisis and mental health.

### **Formative & Summative Assessments**

Formative:

Class Presentations Quizzes Group work Guest speaker Journal Summative: Exam
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>
Canvas Google Classroom <a href="http://www.samhsa.gov">www.samhsa.gov</a> Substance Abuse and Mental Health Services Administration
<b>Suggested Time Frame:</b> 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Obsessive Compulsive Disorders</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.</p> <p>9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p>			

CRP4. Communicate clearly and effectively and with reason.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

Why do you think people have started using the term “OCD” so freely?  
How can OCD affect someone’s life?  
What can someone be obsessed with?  
How can someone’s compulsions affect their day to day life?

### **Anchor Text**

Medical Terminology for Health Professions, 8th edition, 2018. Ehrlich, A. Cengage Learning. ISBN# 978-1-337-11947-4

### **Short & Informational Texts (3-5)**

DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>  
Obsessive Compulsive Disorder. <https://www.nimh.nih.gov/health/topics/obsessive-compulsive-disorder-ocd/index.shtml>  
What is Obsessive Compulsive Disorder? <https://www.psychiatry.org/patients-families/ocd/what-is-obsessive-compulsive-disorder>

### **Expected Proficiencies of the Unit**

Describe and give examples of obsessions.  
Describe and give examples of compulsions.  
Determine what can cause Obsessive Compulsive Disorder (OCD).  
Recognize signs and symptoms of OCD.  
Discuss possible treatments for OCD.

### **Formative & Summative Assessments**

Formative:  
Class Presentations  
Quiz  
Group work  
Guest speaker  
Journal  
Summative:  
Exam

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas

Google Classroom

[www.nimh.nih.gov](http://www.nimh.nih.gov)

YouTube

**Suggested Time Frame:**

2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Gender Identity Dysphoria</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.			
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.			
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.			
9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.			
9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.			
9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.			
9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.			
9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills			
CRP4. Communicate clearly and effectively and with reason.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP10. Plan education and career paths aligned to personal goals.			
<b>Essential Questions (3-5)</b>			
Can gender atypical behaviors be a normal part of development?			
Why should a healthcare worker confirm, then use, a patient's preferred pronoun when addressing them?			
How does Gender Dysphoria affect loved ones?			
<b>Anchor Text</b>			

Medical Terminology for Health Professions, 8th edition, 2018. Ehrlich, A. Cengage Learning. ISBN# 978-1-337-11947-4

### Short & Informational Texts (3-5)

DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>  
What is Gender Dysphoria? <https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria>  
When You Don't Feel at Home With Your Gender. <https://www.webmd.com/sex/gender-dysphoria#1>

### Expected Proficiencies of the Unit

Understand the conflict that occurs with Gender Dysphoria.  
Define terms that relate to Gender Dysphoria.  
Describe the criteria that needs to be met to confirm a diagnosis.  
Practice retrieving and using preferred pronouns when addressing those with Gender Dysphoria.

#### VOCABULARY

Agendered  
Assigned gender  
Cisgender  
Gender  
Gender-atypical  
Gender-nonconforming  
Gender dysphoria  
Gender expansiveness  
Gender expression  
Gender fluidity  
Gender identity  
Genderqueer  
Gender reassignment  
Transgender  
Transsexual

### Formative & Summative Assessments

Formative:  
Class Presentations  
Quiz

Group work  
 Guest speaker  
 Journal  
 Summative:  
 Exam

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
 Documentaries  
 Google Classroom

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Diagnosing Mental Illness</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
<p>9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.</p> <p>9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.</p> <p>9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.</p> <p>9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.</p> <p>9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.</p> <p>9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.</p> <p>9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.</p> <p>9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>			

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP10. Plan education and career paths aligned to personal goals.

### **Essential Questions (3-5)**

At what age do you think mental illness can be diagnosed?  
Does stigma exist around mental illness?  
Why might it be difficult to get an official mental illness diagnosis?

### **Anchor Text**

Medical Terminology for Health Professions, 8th edition, 2018. Ehrlich, A. Cengage Learning. ISBN# 978-1-337-11947-4

### **Short & Informational Texts (3-5)**

DSM-5. <https://www.psychiatry.org/psychiatrists/practice/dsm/feedback-and-questions/frequently-asked-questions>  
DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>  
Mental Illness. <https://www.mayoclinic.org/diseases-conditions/mental-illness/diagnosis-treatment/drc-20374974>

### **Expected Proficiencies of the Unit**

Explain what the DSM is and how it is used to diagnose mental illness.  
Compare the classes of mental illness and the complexities of diagnosing each.  
Identify methods used to obtain a diagnosis of a mental illness.  
Understand the stigma that is still connected to mental illness.

### **Formative & Summative Assessments**

Formative:  
Class Presentations  
Quiz  
Group work  
Journal  
Summative:  
Exam

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas  
Documentaries  
Google Classroom

[www.nimh.nih.gov](http://www.nimh.nih.gov)

YouTube

**Suggested Time Frame:** 2 weeks

<b>Content Area:</b>	<b>Academy of Health Sciences III - Advanced Mental Health</b>	<b>Grade(s)</b>	<b>11</b>
<b>Unit Plan Title:</b>	<b>Treating Mental Illness</b>		
<b>NJSLS/CCTC Standard(s) Addressed in this unit</b>			
9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.			
9.3.HL.2 Explain the healthcare workers' role within their department, their organization, and the overall healthcare system.			
9.3.HL.3 Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.			
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.			
9.3.HU-CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.			
9.3.HU-CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.			
9.3.HU-CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.			
9.3.HU-CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.			
9.3.HU-CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills			
CRP4. Communicate clearly and effectively and with reason.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP10. Plan education and career paths aligned to personal goals.			
<b>Essential Questions (3-5)</b>			
Do you think just medication alone can be all the treatment someone needs?			
What can make someone feel more comfortable discussing their mental health?			
Is there stigma surrounding the need for, or use of, medication?			
<b>Anchor Text</b>			

### Short & Informational Texts (3-5)

DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>

Drugs That Treat Mental Illnesses. <https://www.webmd.com/mental-health/medications-treat-disorders#3>

Mental Health Medications. <https://www.nimh.nih.gov/health/topics/mental-health-medications/index.shtml>

Mental Health and Psychotherapy. <https://www.webmd.com/mental-health/mental-health-psychotherapy#1>

Mental Illness. <https://www.mayoclinic.org/diseases-conditions/mental-illness/diagnosis-treatment/drc-20374974>

Psychotherapy. <https://www.mayoclinic.org/tests-procedures/psychotherapy/about/pac-20384616>

### Expected Proficiencies of the Unit

Identify members of the treatment team (health care professionals).

Compare medications used to treat different mental illnesses.

Describe how anti-anxiety medications work.

List examples of anti-anxiety medications.

Identify different types of antidepressants and explain how each works.

List examples of antipsychotic medications.

Describe how antipsychotics work.

Explain the patient that would benefit from a mood-stabilizing medication.

List examples of mood-stabilizing medications.

### VOCABULARY

Acceptance and commitment therapy

Anti-anxiety medications

Antidepressants

Antipsychotic medications

Cognitive Behavioral Therapy

Dialectical behavior therapy

Interpersonal psychotherapy

Licensed Family Therapist

Licensed Professional Counselor

Licensed Social Worker

Mood-stabilizing medications

Psychiatric Nurse

Psychiatrist

Psychodynamic and psychoanalysis therapies Psychologist Psychotherapist Psychotherapy Supportive psychotherapy	
<b>Formative &amp; Summative Assessments</b>	
Formative: Class Presentations Quizzes Group work Journal Summative: Exams	
<b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>	
Canvas Google Classroom <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a> YouTube	
<b>Suggested Time Frame:</b>	2 weeks

### III. SCOPE AND SEQUENCE:

KEY I- Introduced      D - Developed      R - Reinforced      M - Mastered

	9	10	11	12
Explain the basic principles of health care safety.	I	D	R	M

Identify the most common safety precautions and preventive actions used in health care.	I	D	R	M
Describe the role of Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC) in workplace safety and infection control.	I	D	R	M
Explain how to prevent the spread of infectious disease.	I	D	R	M
Identify careers related to Sports Medicine.			I, D	
List the educational requirements of becoming: Athletic Trainer, Physical Therapist, Occupational Therapist, PT-Aide			I, D, R	
Compare a Physical Therapist and a Physical Therapy Aide.			I, D	
Describe the benefits of Physical Therapy.			I, D, R	
Identify the requirements for Physical Therapy Aide certification.			I, D, R, M	
Review the Muscular and Skeletal Systems.	I, D	R	R, M	
Understand kinesiology.			I, D, R	
Explain how fitness equipment works and identify what muscle groups are being exercised by various activities.			I, D, R	
Identify common injuries (causes, signs, symptoms, diagnostic procedures) and treatment options involving the: Arm/Wrist/Hand, Leg/Ankle/Feet, Head and Face, Spine			I, D, R	
Perform skills related to Physical Therapy: Ace wrapping, Crutches, Exercises, Gait training, Ice vs. Heat, Massage, Splints, Stretching, Tape wrapping			I, D, R	
Review basic head and neck anatomy.	I		D, R	
Understand proper identification of dentition.			I, D, R, M	
Explain how infection control practices and procedures are a major part of dental care.	I		D,R	

Identify common errors in radiation safety and procedures.			I, D, R	
Recognize the need for a complete patient education process including nutrition.		I	D, R	
Review basic legal and ethical principles that must be followed by the dental team.	I		D, R	
Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.			I, D, R	
Describe how plaque forms and affects the teeth.			I, D, R	
Describe fluoride and its use in dentistry.			I, D, R	
Perform skills related to: Dental Health: Patient oral care instructions, seating a dental patient, Review patient health history, Prepare the dental treatment room with barriers, demonstrate how to brush and floss properly			I, D, R	
Review radiation safety procedures.			I, D, R	
Understand proper use of a dental x-ray unit.			I, D, R	
Identify how to properly prepare an anesthetic syringe.			I, D, R	
Recognize the numbers and names of primary and permanent dentition.			I, D, R	
Explain how infection control practices and procedures are a major part of dental care.	I		D, R	
Understand how to properly sterilize all dental instruments.			I, D, R	
Recognize and review the MSDS sheet for products.	I		D, R	
Describe how instruments are identified.			I, D, R	
Identify most common errors when charting a patient's treatment plan.			I, D, R	
Compare types of mental illnesses.		I	D, R	

Recognize signs and symptoms of mental distress.		I	D, R	
Define “addiction.”		I	D, R	
Identify risk factors that lead to drug addiction.		I	D, R	
Explain the difference between “obsessions” and “compulsions.”		I	D, R	
Understand the criteria that needs to be met in order to diagnose Gender Dysphoria.			I, D, R	
Recognize definitions and pronouns related to gender.			I, D, R	
Utilize the DSM-5 to understand how a mental illness diagnosis is made.			I, D, R	
Compare treatment methods for mental illnesses.		I	D, R	
Identify drug classifications used to treat mental illnesses.			I, D, R	
Understand different forms of psychotherapy.			I, D, R	

#### IV. Textbook and Instructional Materials:

Dental Assisting A Comprehensive Approach 3rd Edition - Donna J. Phinney Judy H. Halstead, Delmar Cengage Learning  
ISBN13:987-1-4180-4873-0

Dental Instruments A Pocket Guide- Linda R. Bartolomucci Boyd, CDA, RDA, BA Elsevier/Saunders ISBN:978-1-4377-2385-4

DSM-5 Fact Sheets. <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>

Dynamics of Health Care in Society, Revised Edition, 2013. DeLaet, R. Lippincott, Williams & Wilkins. ISBN# 978-1-4511-8977-3

Sports Medicine Essentials, 3rd Edition, 2016. Clover, J. Cengage Learning.  
ISBN# 978-1-133-28124-5

## **V. Evaluation**

Tests and Quizzes  
Diagrams  
Projects  
Classroom activities (group work)  
Journals  
Demonstration of skill performance  
Teacher observation

## VI. Student Handout:

### **COURSE DESCRIPTION:**

Junior year of the Academy of Health Sciences is designed to give students an introduction to a variety of health care professions they can one day pursue. The three main areas covered throughout the course will include Therapeutic Services, Introduction to Dental, and Advanced Mental Health.

Therapeutic Services may include any type of assistance that benefits the mind or body. In this section of AOHS III students will learn of different careers that fall under the category of therapeutic services. With a focus on Physical Therapy, our students will be able to identify common injuries or disabilities that require therapy and determine which treatment modality would be best. By utilizing our school's Athletic Training department, we will be able to provide guest speakers, a tour of the facility, demonstration of equipment, and hands on skills instruction. The goal for this section of the course is to obtain certification as a Physical Therapy Aide.

An Introduction to Dental Assisting will provide students with a basic understanding of dental health professions and the importance of dental care. Students will review basic head and neck anatomy and understand the proper identification of dentition. During this trimester, students will become familiar with basic dental instruments and will understand the importance of sterilization in the dental office setting. By the conclusion of this course section students will be able to demonstrate oral care practices that promote optimal dental health.

As Mental Health continues to be an important aspect for all medical professionals to understand, we are providing a continuation of the introduction to mental health the students received as sophomores. Advanced Mental Health will spend time covering topics such as Addiction and Substance Abuse, Obsessive Compulsive Disorders, and Gender Identity Dysphoria. In addition to disorders the students will learn how a diagnosis is made and which treatment option is the most beneficial. Students will become familiar with the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and will feel more confident using that as a reference guide. Juniors will be able to discuss the pros and cons of medication for mental health disorders and will also be able to compare different psychotherapies.

In general, junior year will provide more discovery and more hands-on experiences for our AOHS students as they prepare to make important decisions regarding their future in health care.

**Proficiencies:**

1. Explain the basic principles of health care safety.
2. Identify the most common safety procedures and preventive actions used in health care.
3. Describe the role of Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC) in workplace safety and infection control.
4. Explain how to prevent the spread of infectious disease.
5. Identify careers related to Sports Medicine.
6. List the educational requirements of becoming an Athletic Trainer, a Physical Therapist, an Occupational Therapist, and a PT-Aide.
7. Compare a Physical Therapist and a Physical Therapy Aide.
8. Describe the benefits of Physical Therapy.
9. Identify the requirements for Physical Therapy Aide Certification.
10. Review the Muscular and Skeletal systems.
11. Understand kinesiology.
12. Explain how fitness equipment works and identify what muscle groups are being exercised by various activities.
13. Identify common injuries (causes, signs, symptoms, diagnostic procedures) and treatment options involving the: Arm/Wrist/Hand, Leg/Ankle/Feet, Head and Face, and Spine.
14. Perform skills related to Physical Therapy: ace wrapping, crutches, exercises, gait training, ice vs. heat, massage, splints, stretching, and tape wrapping.
15. Review basic head and neck anatomy.
16. Understand the proper identification of dentition.
17. Explain how infection control practices and procedures are a major part of dental care.
18. Identify common errors in radiation safety procedures.

19. Recognize the need for a complete patient education process including nutrition.
20. Review basic legal and ethical principles that must be followed by the dental team.
21. Evaluate the roles and responsibilities of individual members as part of the dental team and explain their role in promoting the delivery of quality dental support care.
22. Describe how plaque forms and affects the teeth.
23. Describe fluoride and its use in dentistry.
24. Perform skills related to Dental Health: patient oral care instructions, seating a dental patient, review patient health history, prepare the dental treatment room with barriers, and demonstrate how to floss properly.
25. Review radiation safety procedures.
26. Understand proper use of a dental x-ray unit.
27. Identify how to properly prepare an anesthetic syringe.
28. Recognize the numbers and names of primary and permanent dentition.
29. Explain how infection control practices and procedures are a major part of dental care.
30. Understand how to properly sterilize all dental instruments.
31. Recognize and review the MSDS sheet for products.
32. Describe how instruments are identified.
33. Identify most common errors when charting a patient's treatment plan.
34. Compare types of mental illnesses.
35. Recognize signs and symptoms of mental distress.
36. Define "addiction."
37. Identify risk factors that lead to drug addiction.
38. Explain the difference between "obsessions" and "compulsions."
39. Understand the criteria that needs to be met in order to diagnose Gender Dysphoria.
40. Recognize definitions and pronouns related to gender.
41. Utilize the DSM-5 to understand how a mental illness diagnosis is made.
42. Compare treatment methods for mental illnesses.
43. Identify drug classifications used to treat mental illnesses.
44. Understand different forms of psychotherapy.

