

WSU Elson S. Floyd College of Medicine

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**STEVENS COUNTY**  
**HANDS-ON LAB**  
**DENTAL #1**  
DENTAL/PARATHYROID TUMOR



Elson S. Floyd  
College of Medicine

WASHINGTON STATE UNIVERSITY



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> Dentist

> Dental Hygienist

> Dental Assistant

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## LAB OUTLINE DENTAL #1

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### HEALTH CARE SETTING

Dental office working as Dental Assistants, Hygienist, and Dentist

### HEALTH SKILLS

Blood Pressure, Pulse Oximetry, Dental Hygiene, Patient Education, Intraoral pictures

### TARGETED ATTRIBUTES

Communication, teamwork/collaboration, intellectual curiosity, empathy and compassion

- Welcome and Introduction to the entire class.
- 4 rotating stations rotating
  - » Station #1 Educational Display – Dental Health
  - » Station #2 Dental Assistant Health Screen
  - » Station #3 Dental Hygiene Teeth Cleaning
  - » Station #4 Dentist Intraoral Photography
- Conclusion - Exit Survey and Prizes



## SUPPLY LIST

### PRIZES

- 1 x \$42.39 100 count toothpaste [CLICK TO BUY](#)
- 1 x \$27.48 100 count toothbrushes [CLICK TO BUY](#)

### STATION #1 EDUCATIONAL DISPLAY DENTAL HEALTH

- 1 x \$122.00 Disease Conditions of the Mouth display [CLICK TO BUY](#)
- 1 x \$29.00 Meth Mouth: An Inside Look Display [CLICK TO BUY](#)
- 1 x \$79.00 Teeth In Tobacco Juice [CLICK TO BUY](#)
- iPad to play 2 minute loop piercing damage [LINK TO VIDEO](#)
- Dental job descriptions - laminated

### STATION #2 DENTAL ASSISTANT HEALTH SCREEN

- 1 x \$22.96 plastic lunch tray (or cookie tray) [CLICK TO BUY](#)
- 2 dental bibs and clips for first 2 mentors at the station
- dental bibs amazon \$14.99 #125 [LINK TO VIDEO](#)
- dental bib clip amazon \$6.99

### [CLICK TO BUY](#)

- Pulse oximeter amazon \$23.95 x2 [CLICK TO BUY](#)
- Blood pressure cuff – digital (stethoscope is not needed)
- Laminated instruction cards for mentor and team
- Blood pressure handout(s) [CLICK TO BUY](#)
- Blood pressure instruction handout [CLICK TO BUY](#)

### STATION #3 DENTAL HYGIENE TEETH CLEANING

- Dental tray with dental towel
- Extra dental towels for work surface for each student (25/class)
- Dental bib and clip for first mentor at station
- Dental models from amazon \$8.85 (1 model to every 2 students) 11 models [CLICK TO BUY](#)
- drywall texture prepared models with spray on to simulate plaque
- dental cleaning instruments \$12.79 x 2 [CLICK TO BUY](#)
- toothbrush and floss for teaching
- instruction cards for mentor and students
- iPad video [LINK TO VIDEO](#)

### STATION #4 DENTIST INTRAORAL PHOTOGRAPHY

- Dental tray with dental towel
- Dental bib and clip for first mentor at station
- Cheek retractors #30 for \$13.29 [CLICK TO BUY](#)



- intraoral cameras X 2 \$43.98(1 extra)  
from amazon [CLICK TO BUY](#)
- dental anatomy poster from amazon  
\$17.95 X 2  
[CLICK TO BUY](#)
- alcohol swabs
- instructions cards

## **OTHER SUPPLIES**

- Laminated mentor cards and station  
instruction cards
- Bag for mentor to hold station prizes for  
team
- Old magazines for the simulated dental  
offices



## HANDS-ON DENTAL #1 LAB DETAILS

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### WELCOME AND INTRODUCTION

#### DIVIDE INTO GROUPS

Mentors will be assigned students enter and all groups will sit on the floor in the center of the room. Lead mentor will facilitate the Welcome and the closing remarks. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 4 stations. The site coordinator and/or lead mentor will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

#### ASK STUDENTS ABOUT DENTAL CBL FIRST SESSION

- What was the reason our patient needed help?
- What happened when he went to the dentist?
- How do you like getting dental work done?
- How does it feel when you try to get help, but end up having to start over?
- How do you think our patient was feeling at the end of his visit?

#### DESCRIBE THE 4 STATIONS

Today you will work as a Dental care team to help your patient/mentor to have a better understanding of their disease and how to establish better daily living skills. You will be learning different skills as you assume the roles of a dental assistant, a hygienist, a dentist, and a student.

- Station #1 Educational displays Dental Health
- Station #2 Dental Assistant Health Screen
- Station #3 Dental Hygiene Teeth Cleaning
- Station #4 Dentist Intraoral Photography

#### PRIZES

- Memory prize – should be given out during station #4 dental anatomy game
- Toothpaste - exit prize



**STATION #1 EDUCATION DISPLAYS DENTAL HEALTH**

| <b>EDUCATION DISPLAYS DENTAL HEALTH</b> |  |
|---|--|
| <b>Setting</b>                          | Table is set up in the middle of one side of the room. Students will stand and rotate around the display. Set iPad video up on opposite side from display board      |
| <b>Attribute Focus</b>                  | Intellectual Curiosity   |
| <b>Skills</b>                           | Identify Dental Problems, Harmful Effects of Substance Abuse   |
| <b>Supplies</b>                         | Handouts and pencils, oral models of teeth in a jar, meth mouth, folding display Conditions of the mouth, laminated job descriptions of dental health care providers |
| <b>Video</b>                            | iPad to play 2 minute loop Piercing damage<br><a href="#"><u>LINK TO VIDEO</u></a>   |

<https://www.youtube.com/watch?v=Wfd1NN-A-uA>

Mentors will supervise the teams rotating through the display while they work to complete the worksheet. (It is recommended that the tongue be removed from the Meth Mouth model because it is a significant distraction.) Mentor may need to monitor the iPad video displays about piercing damage. If it is the last rotation the team leader removes the mentor’s bib.





**STATION #2 DENTAL ASSISTANT HEALTH SCREEN**

| <b>DENTAL ASSISTANT HEALTH SCREEN</b> |   |
|---------------------------------------|---|
| <b>Setting</b>                        | Small table setup as simulated dental office, tray holds equipment and instruction cards, magazine for dental office, 1 chair for patient   |
| <b>Attribute Focus</b>                | Communication/Interpersonal Skills, Intellectual Curiosity, Teamwork  |
| <b>Skills</b>                         | Putting Patient at Ease, Blood Pressure, Pulse Oximetry   |
| <b>Supplies</b>                       | Table with dental tray (plastic lunch tray) blood pressure cuff, stethoscope, pulse oximeter, instruction cards, blood pressure handouts, dental bibs and clips for first mentors at the station, old magazines |

The mentor will play the role of the patient. The students will select role cards. One student will be team leader and will greet the patient and direct the team. This student will ask all the history questions and make sure the patient is comfortable. They will place a dental bib on the mentor if this is their first station. The mentor keeps dental bib in place throughout all of the stations. 1 or 2 team members will be instructed to take a blood pressure with the mentor’s assistance and inform patient of the results. The other team member will take the pulse oximeter and inform the patient of the result. The mentor will review handouts for normal blood pressure and tips on how to improve blood pressure. If it is the last rotation the team leader removes the mentor’s bib.



## STATION #3 DENTAL HYGIENE TEETH CLEANING

| DENTAL HYGIENE TEETH CLEANING |   |
|-------------------------------|---|
| <b>Setting</b>                | Simulated dental chair, table or desk with tray holding cleaning instruments and dental models, 4 chairs (1 for patient, 3 for team). Have patient sitting somewhat removed from the work area  |
| <b>Attribute Focus</b>        | Communication/Interpersonal Skills, Responsibility, Teamwork  |
| <b>Skills</b>                 | Dental Anatomy, Teaching Skills, Plaque Cleaning  |
| <b>Supplies</b>               | Table with dental tray (plastic lunch tray, cover with dental bib, dental bib and clip for first mentor at this station, use dental bibs as a work surface for the model cleaning, set out the dental instruments at each work area, disarticulated tooth models prepared beforehand with plaque (2 models per rotation), instruction cards, old magazines, garbage can |
| <b>Video</b>                  | iPad, for video 20 years of plaque<br><a href="#">LINK TO VIDEO</a>   |

<https://www.youtube.com/watch?v=JuerJU5huT8>

The mentor will play the role of the patient. The students will select role cards. The team leader will welcome mentor/patient, place a dental bib on the mentor if this is the first station, and ask appropriate questions. The mentor will be given magazines to read while the team members read teeth brushing and flossing guidelines, and tooth cleaning instructions. Each member will wear gloves and clean ½ of the prepared the disarticulated tooth model and also take turns giving the mentor tooth brushing and flossing instructions. If there is time at the end of the rotation, the mentor will show a 2 minute video clip about importance of brushing/excess plaque. Students may keep gloves on for next station. If it is the last rotation the team leader removes the mentor’s bib. Team should clean work area and prepare new models for next group.



**STATION #4 DENTAL OFFICE INTRAORAL PHOTOGRAPHY**

| <b>DENTAL OFFICE INTRAORAL PHOTOGRAPHY</b> |  |
|--|--|
| <b>Setting</b>                             | Simulated dental chair, table or desk with tray holding  |
| <b>Attribute Focus</b>                     | Communication/Interpersonal Skills, Adaptability/Resilience, Teamwork/ Cooperation   |
| <b>Skills</b>                              | Dental Anatomy, Dental Photographs   |
| <b>Supplies</b>                            | Dental tray with bib and clip for first mentor, lip retractors, intraoral cameras, alcohol wipes to clean camera, gloves, iPad, instruction cards, Camera Sheath, dental anatomy posters, (if COVID precautions are in affect-artificial jaw may be substituted), dental anatomy game quiz |

The mentor will give role play cards and instruct students to put gloves on, read their cards, and study the poster to find correct teeth. While they are doing this, the mentor will connect the camera’s Wi-Fi to the iPad. This must be done each time the camera is turned on. Power the camera on and open the iPad settings to look for network Wi-Fi and hook up to the local Wi-Fi network. Then open DT-Wi-Fi App on the iPad (if you don’t have the program, it will NOT find the network). The camera should be turned off after each team uses it, before cleaning. The team leader will place a dental bib on the mentor if this is the first station and ask appropriate questions. The mentor keeps dental bib in place throughout all of the stations. The team leader will explain the procedure to the patient. The team leader will place the lip retractor carefully in mentor’s mouth. The team will be instructed to take pictures of different types of teeth in their mentor’s mouth. Each team member will have the opportunity of taking 2 pictures that will be displayed on the iPad and can be reviewed at the end of the station. The team leader will remove the lip retractor at the end of the station and discard it. If it is the last rotation the team leader removes the mentor’s bib. Make sure to thoroughly clean the camera with alcohol and add sheath. (if COVID precautions are in affect-artificial jaw may be substituted). At the end mentors will play the dental anatomy game quiz with students and hand out memory prizes to those who get the answer correct.



## **CONCLUSION**

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

### POSSIBLE QUESTIONS/DISCUSSION:

- Which dental job did you enjoy doing the most?
- Which dental job do you think you could see yourself doing for a career?
- What was the most difficult part about being the team leader?
- Why do you think empathy is important for dental health care providers to have?
- What did you learn today that could change your life?

### EXIT SURVEY AND PRIZES



## ADDENDUM MATERIALS

|  |       |
|--|-------|
| Mentor Card – Lab Outline Dental #1 (laminated separately – 8 copies) . . . . .                  | 14    |
| Lead Mentor Card – Dental #1 (laminated – 2 sets) . . . . .                                      | 15    |
| Educational Display Handout - Dental #1 (3 hole punched – 100 copies) . . . . .                  | 16    |
| Station Instruction Cards Dental #1  |       |
| Station #2   |       |
| Team Leader Card (laminated – 2 sets) . . . . .  | 17    |
| Team Task Card – Pulse Oximetry (laminated – 2 sets) . . . . .                                   | 18    |
| Team Task Card – Blood Pressure x 2 (laminated – 2 sets) . . . . .                               | 19-20 |
| Blood Pressure Handouts (laminated – 4 copies or make 100 copies for students to keep) . . . . . | 21    |
| Station #3   |       |
| Team Leader Card (laminated separately – 2 sets) . . . . .                                       | 22    |
| Team Task Card – Teaching Brushing, Cleaning teeth (laminated – 2 copies) . . . . .              | 23    |
| Team Task Card – Cleaning Teeth (laminated – 2 copies) . . . . .                                 | 24    |
| Team Task Card – Teaching Flossing, Cleaning Teeth (laminated – 2 copies) . . . . .              | 25    |
| Station #4   |       |
| Team Leader Card (laminated separately – 3 sets) . . . . .                                       | 26    |
| Team Task Cards x 3 . . . . .  | 27-29 |
| Career Outlines Dental #1  |       |
| Dentist (laminated – consider photos of person doing job) . . . . .                              | 30    |
| Dental Hygienist (laminated – consider photos of person doing job) . . . . .                     | 31    |
| Dental Assistant (laminated – consider photos of person doing job) . . . . .                     | 32    |



## MENTORCARD

# LAB OUTLINE DENTAL #1

### PRIZES

A toothbrush should be given as rewards/incentives to students throughout the lab. There is an exit prize of toothpaste.

### GREET TEAM AT DOOR

Sit with team for welcome. Guide team within stations, keep track of time, work quickly. The mentor will be the patient in all clinical stations but will also help teach the skills or principles. You can role play a nervous or anxious person who needs reassurance with the goal to elicit empathy and compassion. Try to assign different students as team leaders. If there is additional time, students may try each skill.

Whichever clinical station you are in first, you will receive a bib and will keep it on for the duration of the class. At the last station, remind your team to remove the bib. Encourage students to read the career cards at each station as time allows.

### STATION #1 EDUCATIONAL DISPLAY

Encourage your team to work independently. They will have a short worksheet to complete. You may need to monitor the 2 minute iPad video. You may choose to remove the tongue from the Meth Mouth display if it becomes a distraction.

### STATION #2 DENTAL ASSISTANT

Give team role cards allow a minute to read. Team leader will welcome you and get you ready for the dentist, another will take your blood pressure, the third will do pulse oximetry. If there is a fourth team member, they will repeat the blood pressure. You will need to assist the students in the use of the

equipment. Afterwards you should have a brief discussion on blood pressure ranges and how to maintain a healthy blood pressure. (per handouts).

### STATION #3 DENTAL HYGIENE

Give team role cards allow a minute to read. Ask team members to wear gloves. You will assign a team leader, team member to teach brushing, one to teach flossing. If there are more than 3 students, the excess will clean only. Team leader will welcome you and get you ready for your cleaning. All team members will clean plaque off the dental models, and take turns giving mentor instructions on how to brush and floss. The team will not have time to finish all of the cleaning – demonstrating that cleaning takes time.

Have team help clean area and prepare for next team. If time show 20 years of plaque buildup video.

### STATION #4 DENTIST

Give team role cards allow a minute to read. Team leader will welcome you and get you ready for the dentist who will be taking reference photos of your teeth. You will need to connect the camera Wi-Fi to the iPad and orient students on the use of the camera. Each team member will be instructed to take 1-2 photos of particular teeth. There will be a dental reference poster to help them identify teeth. The first student will help you insert a lip retractor. You will work with the leader to thoroughly clean the camera after use. Before beginning, place clean camera sheath prior to each lab.

### CONCLUSION AND EXIT SURVEY

Gather as a large group for conclusion. Questions and answers. Facilitate each student on iPads to take survey. Exit prize will be given when they are finished.



## LEAD MENTOR CARD

# DENTAL #1

### WELCOME AND INTRODUCTION

MENTORS WILL DIVIDE UP INTO GROUPS

as students enter and all groups will sit on the floor in the center of the room. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 4 stations. The site coordinator and/or lead mentor will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT DENTAL CBL FIRST SESSION:

- What was the reason our patient needed help?
- What happened when he went to the dentist?
- How does it feel when you try to get help, but end up having to start over?
- How do you think our patient was feeling at the end of his visit?

DESCRIBE THE 4 STATIONS

Today you will work as a Dental care teams to help your patient/mentor to have a better understanding of their disease and how to establish better daily living skills.

Rotate every 9 minutes.

- Station #1 Educational Display Dental Health
- Station #2 Dental Assistant Health Screen
- Station #3 Dental Hygiene Teeth Cleaning
- Station #4 Dentist Intraoral pictures

### STATION ROTATIONS

**give 1 minute warning before final notice to rotate**

STATION #3 DENTAL HYGIENE

Assist cleanup and getting new models ready transition between rotations.

### CONCLUSION AND EXIT SURVEY

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- Which dental job did you enjoy doing the most?
- Which dental job do you think you could see yourself doing for a career?
- What was the most difficult part about being the team leader?
- Why do you think empathy is important for dental health care providers to have?
- What did you learn today that could change your life?

### EXIT SURVEY AND PRIZES

EDUCATIONAL DISPLAY HANDOUT



# DENTAL #1

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## FROM POSTER

What are two common conditions that might need to be seen and treated by a dentist?

What are two consequences of addiction?

What are two ways that you can improve the care of your teeth?

In what way could you use what you learned to help others?

## WHAT IS YOUR IMPRESSION OF THE TOOTH MODELS?

Dental model of meth mouth:

Dental model of Teeth in a jar:

## WHAT DID YOU LEARN FROM THE VIDEO?

## WHICH OF THE DENTAL HEALTH CARE PROVIDERS JOB DESCRIPTIONS WOULD YOU WANT TO DO?





**TEAM LEADER CARD**

# DENTAL #1 STATION #2 DENTAL ASSISTANT

---

**READ ALL INSTRUCTIONS BEFORE BEGINNING**

1. Greet the patient:
  - Introduce yourself and your team as a team of Dental Assistants,
  - Ask their name, have them sit in the chair.
  - Ask them what they are here for today.
  - Reassure them that you will do all you can to get them the help they need.
  - If they are nervous, you should try to calm them down.
  - Offer them a magazine to read.
  - Ask them if they have any questions they would like to ask.
  - Let them know that your team will be performing some basic screening tests.
2. If this is your first station you should put a dental bib on your patient and instruct them to leave the bib on until you have finished all the clinics today.
3. Team assignments: Have your assigned team member do the **pulse oximetry** and give results to the patient. Next have your assigned team member take the **blood pressure** and give results to the patient. (If you have 4 team members) have the other assigned team member **repeat the blood pressure** in the other arm and give results to the patient. If you only have 3 team members, then you may repeat the blood pressure.
4. The mentor will review some information about blood pressure with your team.
5. **If this is the last station of the class, you should remove the dental bib from the patient and thank them for being such a great patient today.**

STATION INSTRUCTION CARD



**TEAM TASK CARD - PULSE OXIMETRY**

## DENTAL #1 STATION #2 DENTAL ASSISTANT

---

**READ ALL INSTRUCTIONS BEFORE BEGINNING (If there are more than 3 team members, this can be repeated)**

A pulse oximeter is an electronic device that measures the saturation of oxygen carried in your red blood cells. Pulse oximeters can be attached to your fingers, forehead, nose, foot, ears or toes. If your patient is wearing dark fingernail polish, long, artificial nails or if their fingers are not clean, the pulse oximeter may not work properly. There are no known risks or dangers of using a pulse oximeter. A good pulse ox number would be over 90-92%.

When instructed by your team leader, you will measure the patient's oxygen levels using a pulse oximeter, or Pulse Ox.

- Please remember to reassure and calm you patient down
- Make sure they are comfortable
- Call your patient by name
- Explaining what you want to do
- Ask permission to do the procedure (obtaining consent)
- Telling them the results of the procedure



STATION INSTRUCTION CARD

**TEAM TASK CARD – BLOOD PRESSURE**

## DENTAL #1 STATION #2 DENTAL ASSISTANT

---

**READ ALL INSTRUCTIONS BEFORE BEGINNING (If there are more than 3 team members, this can be repeated on the mentor's other arm.)**

Blood pressure is measured using the units of millimeters of mercury (abbreviation = mm Hg). Mercury was used in the first accurate pressure gauges and is still used in medicine today as the standard unit of measurement for pressure.

**Systolic blood pressure** (the first or top number) – indicates how much pressure your blood is exerting against your artery walls when the heart beats. **Diastolic blood pressure** (the second or bottom number) – indicates how much pressure your blood is exerting against your artery walls while the heart is resting between beats. Typically, more attention is given to systolic blood pressure as a major risk factor for cardiovascular disease for people over 50. In most people, systolic blood pressure rises steadily with age due to the increasing stiffness of large arteries, long-term buildup of plaque and an increased incidence of cardiac and vascular disease.

When instructed by your team leader, you will measure the patient's blood pressure using a digital blood pressure cuff. There are printed instructions for taking a digital blood pressure. Your mentor can help you with the cuff.

- Please remember to reassure and calm you patient down
- Make sure they are comfortable
- Call your patient by name
- Explaining what you want to do
- Ask permission to do the procedure (obtaining consent)
- Telling them the results of the procedure

**TEAM TASK CARD — BLOOD PRESSURE****DENTAL #1 STATION #2 DENTAL ASSISTANT**

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**READ ALL INSTRUCTIONS BEFORE BEGINNING (If there are more than 3 team members, this can be repeated on the mentor's other arm.)**

Blood pressure is measured using the units of millimeters of mercury (abbreviation = mm Hg). Mercury was used in the first accurate pressure gauges and is still used in medicine today as the standard unit of measurement for pressure.

**Systolic blood pressure** (the first or top number) – indicates how much pressure your blood is exerting against your artery walls when the heart beats. **Diastolic blood pressure** (the second or bottom number) – indicates how much pressure your blood is exerting against your artery walls while the heart is resting between beats. Typically, more attention is given to systolic blood pressure as a major risk factor for cardiovascular disease for people over 50. In most people, systolic blood pressure rises steadily with age due to the increasing stiffness of large arteries, long-term buildup of plaque and an increased incidence of cardiac and vascular disease.

When instructed by your team leader, you will measure the patient's blood pressure using a digital blood pressure cuff.

There are printed instructions for taking a digital blood pressure. Your mentor can help you with the cuff.

- Please remember to reassure and calm your patient down
- Make sure they are comfortable
- Call your patient by name
- Explaining what you want to do
- Ask permission to do the procedure (obtaining consent)
- Telling them the results of the procedure



BLOOD PRESSURE HANDOUTS

# DENTAL #1 STATION #2

Blow up handouts and mount on foam core OR laminated sheet to use while they're at the station.

How to measure blood pressure:

[CLICK TO DOWNLOAD](#)

What can I do to improve my blood pressure:

[CLICK TO DOWNLOAD](#)

**American Heart Association recommended blood pressure levels**

| BLOOD PRESSURE CATEGORY                            | STRETCHED arm Hg (upper number) | and    | DIASTOLIC arm Hg (lower number) |
|--|---------------------------------|--------|---------------------------------|
| NORMAL   | LESS THAN 120                   | and    | LESS THAN 80                    |
| ELEVATED   | 120-129                         | and    | LESS THAN 80                    |
| HIGH BLOOD PRESSURE (HYPERTENSION STAGE 1)         | 130-139                         | or     | 80-89                           |
| HIGH BLOOD PRESSURE (HYPERTENSION STAGE 2)         | 140 OR HIGHER                   | or     | 90 OR HIGHER                    |
| HYPERTENSIVE CRISIS (seek your doctor immediately) | HIGHER THAN 180                 | and/or | HIGHER THAN 120                 |

**BLOOD PRESSURE HIGHER THAN 180/120? SEEK IMMEDIATE MEDICAL ATTENTION.**

LEARN MORE AT [HEART.ORG/HP](http://HEART.ORG/HP)

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| Modification                      | Recommendation   | Approximate SBP Reduction Range |
|-----------------------------------|--|---------------------------------|
| Weight reduction                  | Maintain normal body weight (BMI: 18.5-24.9 kg/m <sup>2</sup> )                              | 5 mm Hg                         |
| DASH eating plan                  | Diet rich in fruits, vegetables, low fat dairy and reduced in fat                            | 11 mm Hg                        |
| Reduce sodium intake              | <1500 mg of sodium per day   | 5-6 mm Hg                       |
| Physical activity                 | Be more physically active. Aim for at least 150 to 300 minutes of aerobic exercise per week. | 5-8 mm Hg                       |
| Moderation of alcohol consumption | No more than 2 drinks/day for men and 1 drink/day for women                                  | 4 mm Hg                         |

SB = Blood pressure, BMI = Body mass index, SBP = Systolic blood pressure, DASH = Dietary Approach to Stop Hypertension

Ranges According to 2017 Hypertension Clinical Practice Guidelines Recommendations for Treatment and Management of Hypertension

**TEAM LEADER CARD****DENTAL #1 STATION #3 DENTAL HYGIENIST****READ ALL INSTRUCTIONS BEFORE BEGINNING**

1. Greet the patient:
  - Introduce yourself and your team, ask their name, have them sit in the chair.
  - Ask them what they are here for today.
  - Reassure them that you will do all you can to get them the help they need.
  - If they are nervous, you should try to calm them down.
  - Offer them a magazine to read.
  - Ask them if they have any questions they would like to ask.
  - Let them know that your team will be cleaning your teeth today.
  - Ask permission to do the procedure (obtaining consent)
2. If this is your first station you should put a dental bib on your patient and instruct them to leave the bib on until you have finished all the clinics today.
3. Team teaching. Have the assigned team member teach your mentor patient to brush their teeth. Then have the next assigned student should teach the mentor patient to floss their teeth.
4. While they are teaching you may clean your tooth model. The first tool that is generally used to clean teeth is an ultrasonic instrument, but today you will use a dental scaler to remove the plaque. It takes training to learn how to safely use these specialized medical tools. Dental hygienists must attend college or university to receive their degree, and most of these programs take at least two years to complete.

Plaque is a sticky film that constantly forms on your teeth and contains bacteria or germs. When a person eats or drinks sugary or starchy foods, the sugars and plaque mix together to make an acid which contributes to cavity formation or tooth decay. When plaque is allowed to build up on the teeth it can also cause gum disease. While plaque needs to be removed, it should not be done at home but rather by a dental hygienist or dentist. Because plaque scrapers are sharp, improper use can damage the delicate gum tissue, cheeks, or tongue. Trauma to the gum tissue isn't just painful, it can also cause infection or gum recession. This means that the gum tissue lowers and exposes the sensitive roots of the teeth. Tartar, also known as dental calculus, is the buildup of plaque that has not been removed. Tartar is a hard, yellow or brown substance that cannot be easily removed.

Practice carefully removing the "plaque" from your model trying not to damage the teeth or the gums. You will only have about 4 minutes to do the best job that you can. When time is up you should clean up your work area and set aside your tooth model so that your mentor can get new models out for the next team. If there is time, you will watch a video on plaque and tartar removal after 20 years of not brushing teeth.

5. **If this is the last station of the class, you should remove the dental bib from the patient and thank them for being such a great patient today.**



STATION INSTRUCTION CARD

TEAM TASK CARD — TEACHING BRUSHING, CLEANING TEETH

# DENTAL #1 STATION #3 DENTAL HYGIENIST

## READ ALL INSTRUCTIONS BEFORE BEGINNING

1. Prepare to teach and motivate your patient how to brush. You will be the first to teach your patient. Read all the instructions before you teach. Speak directly to the patient and let them know that you want to review brushing.  
**Brushing** - Keeping the area where your teeth meet your gums clean can prevent gum disease, while keeping your tooth surfaces clean can help you stave off cavities and gum disease.
  1. **Brush your teeth twice a day, don't rush.**  
*Take about two minutes to do a thorough job.*
  2. **Use a fluoride toothpaste and a soft-bristled toothbrush.** Consider using an electric or battery-operated toothbrush, which is better than manual brushing plus they automatically time your brushing.
  3. **Practice good technique.** (demonstrate) Hold your toothbrush at a slight angle — aiming the bristles toward the area where your tooth meets your gum. Gently brush with circular short back-and-forth motions. Brushing too hard or with hard bristles can hurt your teeth and gums. Remember to brush the outside, inside and chewing surfaces of your teeth, as well as your tongue.
  4. **Keep your toothbrush clean.** Always rinse your toothbrush with water after brushing. Store your toothbrush separately in an upright position and allow it to air-dry until using it again. Don't routinely cover toothbrushes or store them in closed containers, which can encourage the growth of bacteria, mold and yeast.
  5. **Replace your toothbrush every three months** — or sooner if the bristles flay or become irregular.
2. After teaching you may clean your tooth model. The first tool that is generally used to clean teeth is an ultrasonic instrument, but today you will use a dental scaler to remove the plaque. It takes training to learn how to safely use these

specialized medical tools. Dental hygienists must attend college or university to receive their degree, and most of these programs take at least two years to complete.

Plaque is a sticky film that constantly forms on your teeth and contains bacteria or germs. When a person eats or drinks sugary or starchy foods, the sugars and plaque mix together to make an acid which contributes to cavity formation or tooth decay. When plaque is allowed to build up on the teeth it can also cause gum disease. While plaque needs to be removed, it should not be done at home but rather by a dental hygienist or dentist. Because plaque scrapers are sharp, improper use can damage the delicate gum tissue, cheeks, or tongue. Trauma to the gum tissue isn't just painful, it can also cause infection or gum recession. This means that the gum tissue lowers and exposes the sensitive roots of the teeth. Tartar, also known as dental calculus, is the buildup of plaque that has not been removed. Tartar is a hard, yellow or brown substance that cannot be easily removed.

Practice carefully removing the "plaque" from your model trying not to damage the teeth or the gums. You will only have about 4 minutes to do the best job that you can. When time is up you should clean up your work area and set aside your tooth model so that your mentor can get new models out for the next team. If there is time, you will watch a video on plaque and tartar removal after 20 years of not brushing teeth.



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STATION INSTRUCTION CARD

TEAM TASK CARD — CLEANING TEETH

## DENTAL #1 STATION #3 DENTAL HYGIENIST

### READ ALL INSTRUCTIONS BEFORE BEGINNING

**Clean your tooth model.** The first tool that is generally used to clean teeth is an ultrasonic instrument, but today you will use a dental scaler to remove the plaque. It takes training to learn how to safely use these specialized medical tools. Dental hygienists must attend college or university to receive their degree, and most of these programs take at least two years to complete.

**Plaque** is a sticky film that constantly forms on your teeth and contains bacteria or germs. When a person eats or drinks sugary or starchy foods, the sugars and plaque mix together to make an acid which contributes to cavity formation or tooth decay. When plaque is allowed to build up on the teeth it can also cause **gum disease**. While plaque needs to be removed, it should not be done at home but rather by a dental hygienist or dentist.

Because plaque scrapers are sharp, improper use can damage the delicate gum tissue, cheeks, or tongue. Trauma to the gum tissue isn't just painful, it can also cause infection or gum recession. This means that the gum tissue lowers and exposes the sensitive roots of the teeth. **Tartar**, also known as dental calculus, is the buildup of plaque that has not been removed. Tartar is a hard, yellow or brown substance that cannot be easily removed.

Practice carefully removing the “plaque” from your model trying not to damage the teeth or the gums. You will only have about 6 minutes to do the best job that you can. When time is up you should **clean up your work area** and set aside your tooth model so that your mentor can get new models out for the next team. If there is time, you will watch a video on plaque and tartar removal after 20 years of not brushing teeth.





STATION INSTRUCTION CARD

TEAM TASK CARD — TEACHING FLOSSING, CLEANING TEETH

## DENTAL #1 STATION #3 DENTAL HYGIENIST

### READ ALL INSTRUCTIONS BEFORE BEGINNING

1. **Prepare to teach and motivate your patient**  
**how to floss.** You will be the first to teach your mentor patient. Speak directly to the patient and first of all let them know that you want to review brushing and flossing because your patient is a smoker and tobacco increases their risk of many diseases, including gum disease and tooth loss. As long as you do a thorough job, it doesn't matter if you brush or floss first.

**Flossing** - Daily flossing is important in order reach the bacteria in the spaces between the gum and teeth. When you floss:

- **Don't skimp.** Break off a long piece of floss and wind it around a finger on one hand and the rest around a finger on the other hand then grip tightly.
  - **Be gentle.** Be careful to avoid forcefully snapping the floss into your gums. When the floss reaches your gum line, curve it against the teeth, making a c shape.
  - **Take it one tooth at a time.** Gently rub the side of the tooth with the floss.
  - Some people use a dental pick, a tiny brush that reach between teeth, a water flosser, or wooden or silicone wedge instead of floss.
2. You may begin to clean your tooth model before teaching if there is time. The first tool that is generally used to clean teeth is an ultrasonic instrument, but today you will use a dental scaler to remove the plaque. It takes

training to learn how to safely use these specialized medical tools. Dental hygienists must attend college or university to receive their degree, and most of these programs take at least two years to complete.

**Plaque** is a sticky film that constantly forms on your teeth and contains bacteria or germs. When a person eats or drinks sugary or starchy foods, the sugars and plaque mix together to make an acid which contributes to cavity formation or tooth decay. When plaque is allowed to build up on the teeth it can also cause **gum disease**. While plaque needs to be removed, it should not be done at home but rather by a dental hygienist or dentist. Because plaque scrapers are sharp, improper use can damage the delicate gum tissue, cheeks, or tongue. Trauma to the gum tissue isn't just painful, it can also cause infection or gum recession. This means that the gum tissue lowers and exposes the sensitive roots of the teeth. Tartar, also known as dental calculus, is the buildup of plaque that has not been removed.

**Tartar** is a hard, yellow or brown substance that cannot be easily removed.

Practice carefully removing the "plaque" from your model trying not to damage the teeth or the gums. When time is up you should clean up your work area and set aside your tooth model so that your mentor can get new models out for the next team.



STATION INSTRUCTION CARD

**TEAM LEADER CARD**

# DENTAL #1 STATION #4 DENTIST

**READ ALL INSTRUCTIONS BEFORE BEGINNING**

1. Greet the patient:
  - Introduce yourself and your team, ask their name, have them sit in the chair.
  - Ask them what they are here for today.
  - Reassure them that you will do all you can to get them the help they need.
  - If they are nervous, you should try to calm them down.
  - Offer them a magazine to read.
  - Ask them if they have any questions they would like to ask.
  - Let them know that your team will be photographing their teeth.
  - Ask permission to do the procedure (obtaining consent.)
2. If this is your first station you should put a dental bib on your patient and instruct them to leave the bib on until you have finished all the clinics today.
3. Your patient/mentor will then instruct you how to use your camera and its connection to the iPad. You and your team will take turns taking pictures of the patient's teeth. Power camera on. iPad settings and look for network WiFi and hook up to the local wifi network. Then open DT-Wifi App on the iPad (if you don't have the program, it will NOT find the network)
4. One of your team members is instructed to place a lip retractor in your patient's mouth and then take certain pictures. Each member is then instructed to take two pictures of particular teeth. You should use the poster provided to identify correct teeth.
5. You will be the last member of your team to take pictures of the patient's teeth.
  1. An upper molar
  2. An upper canine

When you are finished, you will need to take the lip retractor carefully out of your patients mouth. The patient may help you to do this. If this is the last station of the class, you should remove the dental bib from the patient and thank them for being such a great patient today.

**As the team leader you should work with the mentor to thoroughly clean the camera with alcohol wipes for the next team.**



STATION INSTRUCTION CARD

**TEAM TASK CARD**

## DENTAL #1 STATION #4 DENTIST

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### **READ ALL INSTRUCTIONS BEFORE BEGINNING**

You are the first member of the team to take pictures of the patient's teeth. Your patient/mentor will instruct you how to use your camera and its connection to the iPad. Before you begin make sure that you can identify the teeth that you will be photographing using the informational poster. **You will need to place a lip retractor carefully in your patient's mouth.** The patient may help you to do this. Work in pairs of two and find the teeth that were assigned to you. **Below is a list of teeth that will be randomly assigned to your group, and these are the teeth you will need to find and take a photo of.**

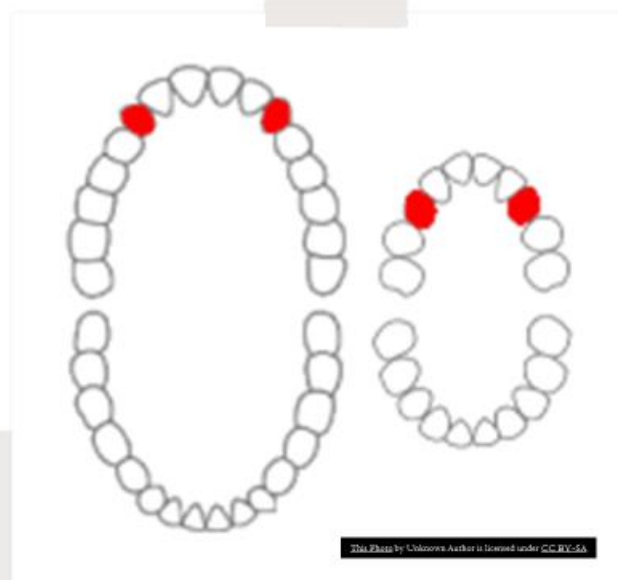
1. Left upper lateral incisor
2. Right lower third molar
3. Right upper second bicuspid
4. Left upper first molar
5. Right lower central incisor
6. Right upper second molar
7. Left lower first bicuspid
8. Left lower cuspid
9. Right lower first molar
10. Left upper third molar



DENTAL ANATOMY QUIZ



WHAT IS THE  
ANATOMICAL  
TERM FOR  
CANINES?





HOW MANY  
TEETH SHOULD  
ADULTS HAVE?



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HOW MANY SETS  
OF MOLARS  
SHOULD ADULTS  
HAVE?



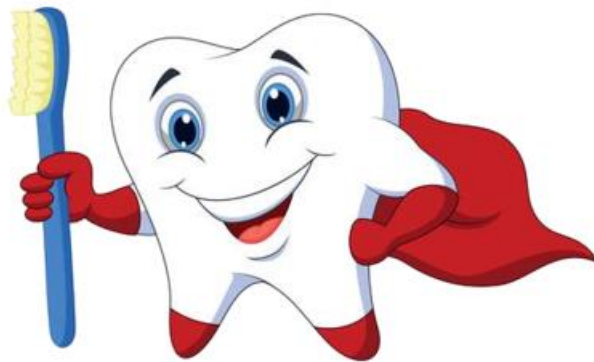
WHAT IS  
ANOTHER  
NAME FOR  
BICUSPID?







WHAT HARD, SHINY SUBSTANCE  
COVERS THE TEETH TO PROTECT THEM?



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  8. Job Description – [Dental Hygienist](#)
  9. Job Description – [Dental Assistant](#)
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