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ABSTRACT

The publication provides information to local vocational education administrators who are establishing health assistant programs and serves as a guide to those who will be planning and teaching the course, which covers 480 hours within a 1- or 2-year period for students who have completed the 10th grade. The course prepares students for entry level employment or serves as a base for secondary or postsecondary health occupations specialization. Included are specific course objectives, suggested instructional practices, tips in course planning, a two-page curriculum plan and seven-page course outline, a list of skills to be taught, a sample lesson plan and procedure sheet, and lists of equipment, supplies, and recommended materials. (AJ)

An Instruction Guide for Teachers of Health Assistants

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Commonwealth of Pennsylvania
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FOREWORD

This publication provides information to local vocational education administrators in establishing health assistant programs and serves as a guide to those who will be planning and teaching the course. A revision of the 1969 publication, this handbook includes instruction for home care of the ill.

We would like to thank Glenna C. Wimer, Highlands Senior High School, Natrona Heights, for providing a teacher's viewpoint and Mary F. Myers, consultant, Health Occupations Education, for assisting in updating the material.

TABLE OF CONTENTS

TITLE: Health Assistant

DEFINITION OF OCCUPATIONAL TITLE

The health assistant is an entry worker in a variety of health occupations. He or she serves as an assistant in many areas, always working under the supervision of a professional. The assistant performs simple tasks assigned by the nurse or other health facility workers, assists physicians and/or dentists in their offices and performs simple laboratory procedures. He or she might assist in the care of ill or convalescent persons in the home or handle clerical duties in health care facilities.

PURPOSE

This course is intended for vocational education pupils who may be:

- seeking employment as entry workers.
- preparing for curriculums specializing in one of the health occupations at the secondary level.
- pursuing a health career on a postsecondary level.

This course is intended to give the pupil an opportunity to:

- acquire knowledge and develop the necessary skills and attitudes for competent performance as an entry level worker.
- learn about health careers available and choose one as an occupation.

INSTRUCTION TIME

The pupil shall have completed the 10th grade. The recommended course of instruction is 480 hours within a one or two year period.

TRAINEE QUALIFICATIONS

Mental Ability

Since health assistants are associated with many health occupations, persons of various abilities can benefit from some pha: of this program.

Physical Ability

Because of close contact with people and exposure to illness, good health is a must. This does not necessarily exclude individuals with certain physical handicaps. Pupils must be able to meet the specific requirements of the cooperating agencies.

Special Considerations

The health assistant should have integrity, a genuine interest in people and a sense of personal pride. He or she should demonstrate a level of maturity acceptable to cooperating agencies.

All personnel work closely with people and are considered to be teachers of health. Therefore, cleanliness and good grooming are essential.

STATEMENT OF EDUCATIONAL PHILOSOPHY

Basic Philosophy of Vocational Education

The chief purpose of vocational education is to prepare students for gainful employment. It serves society by developing an individual's health, social, civic, cultural and economic interests, enabling him or her to become a responsible member of the community.

Basic Philosophy of Health Occupations Education

Health occupations is a phase of vocational education. It is available under several general curriculums which benefit high school students; graduates who seek specialized training; dropouts; unemployed and underemployed; people with cultural and economic handicaps; adults who want to upgrade their skills and technical knowledge; and those who must learn new skills to earn a living.

It provides:

- instruction and experience for the development of communication and basic manipulative skills, safety, judgement, technical knowledge and related information.
- extended or supplemental instruction for people already employed in the health field.

Basic Philosophy of Health Assistant's Education

The health assistant course is designed for high school juniors or seniors. It introduces them to the health occupations and to the responsibilities involved. The course provides learning experiences which will develop skills, knowledge and attitudes needed to perform effectively at the assistant level.

SPECIFIC COURSE OBJECTIVES

Objectives

At the conclusion of this course the pupil should:

- perform those skills associated with the occupations available to the health assistant.
- demonstrate ethical attitudes.
- show an awareness of the basic needs of individuals.
- work cooperatively with others.
- practice good habits of personal health and grooming.
- be familiar with various health careers and be prepared to choose one.
- demonstrate good work habits.

Suggested Activities to Achieve Objectives

Activities used in achieving these objectives are:

1. Lectures (including guests)
2. Demonstrations, classroom discussions, role playing
3. Supervised practice and clinical experience
4. Use of procedure sheets
5. Use of textbooks, workbooks and reference materials (including charts, graphs, etc.)
6. Audio-visual aids (films, film strips, anatomical models, etc.)
7. Conferences, symposiums and seminars
8. Student reports
9. Supervised study
10. Problem-solving in hypothetical situations
11. Assignment of more advanced pupils to assist others needi. help
12. Assignment of housekeeping duties (care of equipment and supplies)

INSTRUCTIONAL PRACTICES

Teaching Methods

In teaching the course you will want to consider using these techniques. Remember that you will be working with people of many different backgrounds, and so with a wide range of abilities. Flexibility is the key in applying the following:

- Lectures--you do the talking while students take notes and absorb ideas. This is especially useful when you're introducing new concepts or summarizing what's already been covered. Lengthy lectures can become tedious or boring, so they shouldn't be longer than 50 minutes. Opportunities for student participation should be provided at intervals.

- Group Discussions--a good way to get feedback and gauge the effectiveness of a lecture. They get students more involved in a back and forth flow of ideas, questions, contradictions, etc. While you may guide the discussion, its ultimate success depends on the students' own contributions--on getting them to think instead of just absorb.

- Skill Development--learning by doing. It's reality centered teaching in the classroom. You demonstrate specific procedures (washing a patient, collecting specimens, answering a patient's call) in a simulated clinical situation, then help students master them through repeated practice. As they develop these skills to a safe level of competency, they also learn to communicate with patients, team workers and co-workers in other areas of the health field.

- Supervised Clinical Practice--allows students to apply theory in real-life situations. To differentiate from the usual cooperative education, the school must understand that this is an extension of the school laboratory. By contractual agreement the school arranges for the students to practice--in a clinical setting--under the direct responsibility and supervision of the teacher employed by the school.

- Independent Study--students progress at their own rates. This encourages more diversity in their research and, at the same time, teaches them to function independently, without the direct supervision of a teacher.

Class Size

Enrollment should not exceed 20 pupils. In clinical practice the desirable number is 15 per teacher.

Facilities

These recommendations are for a single independent instructional unit. Facilities can be shared when other health occupations courses and facilities are provided in the total program. An area of 2,000 square feet is required for a complete class-laboratory. If a practical nursing suite is available, 1,800 square feet is sufficient.

Facilities should include:

- a theory-lecture area centrally located to permit observation of demonstrations in all other instruction areas. The area should include arm chairs or 30" x 60" library tables and chairs, or a combination of both to accommodate at least 20 pupils, teacher desk, chair, file cabinet, wardrobe, chalkboard and bulletin board.

- a hospital ward unit with two to four hospital beds--each with bedside table and chair--and counter work space with sink and storage. (In schools where practical nursing is taught, one bed unit for demonstration purposes is sufficient. The skills laboratory of a practical nursing suite is used for practice.)

- a typical patient unit as in a home.

- a dressing room adjoining the hospital ward unit.

- a secretarial area with two to four typewriter tables, chairs and typewriters.

- a dental operatory area with instrument cabinet, x-ray unit and functioning darkroom.

- a laboratory practice area with a chemical sink.

- a medical examination area with examining table.

- a storage room for visual aids, stretcher, wheelchair, linens and supplies.

- a reference/study area.

TIPS IN COURSE PLANNING

1. Integrate the major divisions of the course for continuity of content, skills and theory.

2. Avoid placing too much stress on business office practice. (Typing is not taught.)

3. Include experience in a hospital, convalescent home, medical or dental office. It's required as part of the course. (Work with approved agencies and list assignments to avoid exploitation of pupils. Written agreements between the school and agencies are required. Problems of liability, malpractice, insurance and transportation are the responsibility of the local school district.)

4. Avoid using terminology which might imply peculiar teaching content in occupations regulated by law. (Nursing, dental hygiene, etc.)

5. Include lay advisory committees--they're required. Get in touch with related professional groups and associations and ask each to choose a representative. At least one member of the committee should be a recent graduate.

6. Make sure pupils who might continue in health careers have a year of chemistry. (Adjustments may be necessary to teach chemistry as part of the health assistant course.)

7. Consider using dentists, physicians, pathologists, dental hygienists, etc. to help in teaching. (Make sure their material isn't too technical.)

8. Consider the value of requiring pupils to wear a uniform or special protection such as a smock. Some sort of special dress with proper identification will be necessary for the clinical experience phase.

9. Obtain permission of the parent or guardian whenever a pupil's skin is punctured in procedure practice. This is required.

10. Make sure you know the difference between planned supervised experience--a required part of the course--and cooperative education which is optional.

11. Consider level of ability in planning clinical experience or when recommending placements.

12. Curriculum Plan
Health Assistant

Hours		Major Division	Subject	Knowledge, Abilities, Understanding
Total	Subtotal			
40	5	Personal and Vocational Relationships	Orientation	Health assisting Physical facilities Course of study How to study
	15		Personal Hygiene	Grooming Personal cleanliness Mental, emotional and physical health Body mechanics
	5		Health Careers	History and trends Disciplines Career opportunities
	5		Ethics	Code of ethics Legal limitations Certification, registration, licensure
	5		Community Resources	Health and social organizations Available health facilities Interaction of community agencies
	5		Interpersonal Relationships	Self actualization Peer relationships Work relationships Community obligations Vocational youth organizations Communications

Curriculum Plan (Continued)

Hours		Major Division	Subject	Knowledge, Abilities, Understanding
Total	Subtotal			
80	20	Basic Biological and Physical Sciences	Body Structure and Function	Terminology Normal human body Body in disease
	20		Study of Microorganisms	Basic principles of microbiology Communicable diseases Community health
	20		Nutrition	Basic principles of nutrition Normal diet Modifications of diet
	20		Pharmacology	Drug classifications Use and misuse of drugs Legal aspects Dosage terminology
240		Skills for the Health Assistant	Basic Procedures for Bedside Care Office Assisting Technics Medical Laboratory	Institutional Home Medical Dental Simple procedures
40		First Aid	First Aid	Principles of emergency care for the health assistant
80		Clinical Experience		Practice under the teacher's supervision in appropriate facilities

13. Course Outline
Health Assistant

Major Division	Subject	Objectives	Suggested Content
Personal and Vocational Relationships	Orientation	The pupil will: be familiar with course objectives, content and facilities. understand evaluation procedures. use good study habits.	General orientation to program and policies Physical layout of facilities Rules and regulations of school and classroom
	Personal Hygiene	The pupil will: demonstrate good grooming and personal hygiene. be aware of hereditary and environmental factors affecting mental and physical health. apply principles of normal body alignment.	Grooming Care of skin, teeth, hair, nails Effect of heredity and environment on health Preservation of health Body mechanics Good posture
	Health Careers	The pupil will: be able to describe changes in the care of people and the trends in health care delivery systems. be aware of the opportunities in the health field.	History and trends Descriptions of various occupations Qualifications Career mobility

Major Division	Subject	Objectives	Suggested Content
	Ethics	The pupil will: demonstrate standards of conduct established by the health professions. practice within the legal limits of the occupation. be aware of certification, registration and licensure and their effect upon employment.	Definition and discussion of ethics Legal limitations and liabilities Governmental agencies and national organizations responsible for certification and licensure
	Community Resources	The pupil will: be familiar with local agencies and know how to contact them. be familiar with the kinds of assistance provided by community agencies.	Government and health Local voluntary agencies Proprietary agencies Interagency referrals
	Interpersonal Relationships	The pupil will: have an understanding of the basic needs of individuals and groups. demonstrate good work habits.	Human growth and development Effects of illness upon individual needs Human behavior

Major Division	Subject	Objectives	Suggested Content
		work cooperatively with others.	Social awareness Communication skills Respect for individual rights and differences
		participate in vocational youth activities.	Civic responsibilities
		know how to apply for a job, prepare for and be interviewed and resign from a job.	Letters of application and resignation Job interviews
Basic Biological and Physical Sciences	Body Structure and Function	The pupil will:	
		know the structure and function of the human body.	Structural units of the body and how they relate to each other
		be able to relate normal body functions to abnormal conditions.	Normal body functions Effect of disease upon normal function Common conditions of illness
		be able to apply this knowledge on the job.	
		understand and use proper terminology.	Terminology
	Study of Micro-organisms	The pupil will:	
		understand the role of micro-organisms in daily living.	Basic principles of bacteriology Public sanitation

Major Division	Subject	Objectives	Suggested Content
		understand the role of pathogenic organisms.	Selected communicable diseases and their control Prevention and control of venereal diseases Various types of pediculi
		understand the role of the community in preventing disease.	
	Nutrition	The pupil will:	
		understand the importance of proper nutrition.	Basic food groups Essential nutrients
		know how to meet normal nutritional needs in illness.	Nutritional deficiency diseases Diet modifications for various reasons
	Pharmacology	The pupil will:	
		understand the action of drugs according to group classification.	Broad classifications and usages of drugs
		be aware of the various routes for administration of medications.	Routes for administering medicines
		know methods of measuring doses.	Forms in which medications are available Precautions in handling and storing

Major Division	Subject	Objectives	Suggested Content
		understand abbreviations and terminology associated with medications.	Prescriptions and following orders
		be aware of governmental regulations and control.	Drug laws Measuring medications Administration of medicines in the home Administration of medicines in medical and dental offices Drug problems
Skills for the Health Assistant	Basic Procedures for Bedside Care	The pupil will:	
		perform selected tasks to assist the nursing staff in patient care.	Tasks not requiring the knowledge and judgement of the nurse: housekeeping skills personal care care of equipment and supplies observing, recording and reporting transporting a patient vital signs comfort and safety measures assisting with special tests intake and output
		perform selected tasks to facilitate home nursing care.	Adapting to the home situation Adapting to different age groups

Course Outline (Continued)

Major Division	Subject	Objectives	Suggested Content
	Office Assisting Technics	The pupil will: be able to carry out limited responsibilities while assisting the dentist or physician in the office. understand the role of the assistant in management of the office.	Medical office skills Dental office skills Office management skills
	Medical Laboratory	The pupil will: be able to perform simple laboratory technics used in physicians' offices and medical laboratories. be able to care for selected equipment used in laboratory procedures.	Collecting and examining specimens Recording and reporting results Care of specimens Care of equipment
First Aid	First Aid	The pupil will: practice safety precautions. recognize emergency situations and function accordingly.	Causes and prevention of common accidents Common emergencies Emergency care Legal limitations Calling for assistance Handling accident victims

Course Outline (Continued)

Major Division	Subject	Objectives	Suggested Content
Clinical Experience		The pupil will: be able to apply theory to actual situations.	Experience in: hospitals nursing homes clinics medical and dental offices

SUGGESTED SKILLS TO BE TAUGHT

Basic Procedures for Bedside Care:

Admitting a patient
Answering the patient's call
Applying binders
Applying clean moist compresses
Assisting the patient into a wheelchair
Assisting the patient to dangle the legs
Assisting with care of the deceased
Assisting with messenger service
Assisting with physical therapy
Assisting with recreational activities
Bathing the patient
Bowel and bladder training
Caring for the drainage of the patient
Caring for flowers
Caring for the incontinent patient
Caring for the patient's dentures
Caring for the patient's hair including shampoos
Caring for rubber goods
Charting
Cleaning a unit (concurrent and terminal)
Cleaning and caring for instruments and equipment
Cleaning and filling water pitchers
Collecting specimens
Developing skills in communications
Discharging the patient
Filling and applying hot water bottles and ice caps
Getting a patient out of bed
Giving a cleansing enema
Giving and removing a bedpan and urinal
Giving back care
Giving morning, afternoon and evening care
Giving the patient oral hygiene
Handling of certain sterile supplies
Hand washing techniques
Home ostomy care
Making a bed
Measuring and recording height and weight
Measuring and recording intake and output
Moving a patient to a stretcher
Moving and turning a patient in bed
Observing the patient and reporting to the proper authority
Preparing the patient for examinations
Retention catheter care
Serving meals and feeding patients
Shaving a male
Sterile technic
Taking a blood pressure
Taking and recording temperature, pulse and respiration
Using body supports and restraints

Suggested Skills to be Taught (Continued)

Office Management Skills:

Answering the telephone
Filing necessary records
Handling insurance claims
Handling mail
Keeping doctor's accounts
Keeping records
1. patient histories
2. inventories
Making appointments
Office housekeeping
Ordering supplies
Receiving the patient
Typing office correspondence

In teaching these consider the previous business skills of the student.

Medical Office Skills:

Assisting with physical examination
Assisting with special examinations
Assisting with venipuncture
Autoclaving equipment, instruments and supplies
Boiling equipment, instruments and supplies
Cleaning and care of equipment, instruments and supplies
Chemical sterilization
Examining the patient's blood for cholesterol, hemoglobin, sugar, etc.
Examining the patient's urine for albumin, blood, specific gravity
Obtaining a capillary blood sample
Taking and recording blood pressure
Taking and recording temperature, pulse and respiration

Dental Office Skills:

Applying fluorides
Care and cleaning of the dental unit
Care of dental instruments
Charting the teeth
Developing the dental x-ray
Identification of dental instruments
Mounting, labeling and filing dental x-rays
Passing and receiving instruments
Preparing basic set-up
Preparing restorative materials
Preparing the dental chair and seating the patient
Proper use of dental chair
Removing intraoral film and film packet and placing on film hanger
Use of the autoclave
Use of the sterilizer (boiling)
Use of chemicals for sterilization

Suggested Skills to be Taught (Continued)

Medical Laboratory Skills:

Culturing a throat
Examining blood for:
1. hemoglobin
2. sugar
3. cholesterol
4. blood urea nitrogen
5. uric acid
6. hematocrit
7. white blood cells

Examining stool for occult blood
Examining urine for:
1. albumin
2. blood
3. sugar
4. acetone
5. specific gravity

Growing organisms on agar
Viewing organisms under microscope

Emergency Care Skills:

Applying direct pressure
Applying pressure for hemorrhage
Bandaging
Care of burns
Care of the unconscious
Care of person in shock
Giving artificial respiration
Splinting
Transporting the person.
Use of litter

Some skills are identified in more than one unit of instruction. Repetition can be avoided by referring and supplementing where necessary.

Lesson Plan (Sample)

Major Division: Basic Biological and Physical Sciences
Subject: Body Structure and Function
Lesson: The Heart

Time	Objectives	Content	Activities	Evaluation
1 hour	The student will: know the structure and the function of the heart. be able to compare the normal and abnormal heart. be aware of measures used to prevent heart disease. be able to use medical terminology related to the heart.	Introduction: 1. In order for blood to circulate throughout the body, a propelling mechanism is essential. 2. The heart is a pump. Its muscular layer, through contractions at intervals, forces blood through the blood vessels. 3. The vital functions of the heart and the increasing incidence of heart disease are important to everyone. 4. Today we'll study the heart and some of its common diseases. Body: 1. Structure of the heart a. Composed of three layers: endocardium, myocardium, pericardium b. Two sides separated by: a septum creating two pumps	Discuss reference: Memmler, Ruth Lundeen and Ruth Rada. The Human Body in Health and Disease. Philadelphia: J. B. Lippincott Co., 1970, Chapter 12. Show and examine: heart diagrams or charts. heart model or torso.	In a written test, the student will be able to: identify gross anatomy of the heart. describe the basic physiology of the heart. list and describe briefly several disorders of the heart. select measures useful in the diagnosis and prevention of heart diseases.

Lesson Plan (Continued)

Time	Objectives	Content	Activities	Evaluation
		c. Four chambers: left atrium, left ventricle, right atrium, right ventricle d. Four valves: tricuspid, pulmonary, mitral, aortic 2. Physiology of heart a. Complete cycle: contraction (systole) and rest (diastole) b. Heart beat: controlled by nerves c. Heart sounds and murmurs 3. Heart disorders a. According to layer of heart walls: endocarditis, myocarditis, pericarditis b. Congenital c. Rheumatic fever and its effect upon the heart d. Coronary e. Degenerative		

PROCEDURE SHEET (Sample)

Major Division: Skills for the Health Assistant

Subject: Medical Laboratory

Procedure: Collection of a capillary blood sample

Objective: The student should be able to perform a finger puncture for the sample

Equipment Needed:

- Sterile lancet
- 70% alcohol
- Sterile dry cotton balls
- Micropipets
- Tubes containing appropriate diluent
- Appropriate glass slides and covers
- Wax or lead pencil for identifying samples collected

Procedure:

Steps	Things to Remember
1. Assemble equipment.	1. Place the articles on a tray if they are to be carried to the patient.
2. Explain the procedure to the patient.	
3. Select the patient's finger.	2. Finger should be warm. Do not use ring finger if rings are tight; avoid use of thumb and forefinger if they are heavily calloused.
4. Clean the finger with alcohol sponge and let dry.	3. Avoid contaminating the area by blowing on it or touching it.
5. Grasp the finger at the middle joint by using the thumb and forefinger.	4. Hold lancet at a right angle to striations of the patient's finger.
6. Hold the lancet firmly. Puncture should be made with a deep stroke (3 to 4 mm. in depth).	
7. Wipe first drop of blood away with a dry cotton ball.	
8. Use gentle pressure to form a round drop of blood.	5. If the finger is squeezed too tightly the blood will be diluted with tissue fluid.
9. Use a micropipet to aspirate blood and expel it into tubes containing the appropriate diluent.	6. Use a fresh drop of blood for each test.

Procedure Sheet (Continued)

10. For microscopic studies collect a drop of blood on each of the required slides.	7. Specimens from adults are collected in the following order: a. Hemoglobin b. W.B.C. c. R.B.C. d. Differential count
11. Wipe finger dry.	8. In infants the site of collection is the heel or toe. Specimens are collected in reverse order from that listed (in #7) above.
12. Place specimens in proper place.	9. Label specimens legibly and accurately.
After Care of Equipment:	
1. Discard disposable items.	1. Be sure that lancet is sheathed before discarding.
2. Clean remaining equipment and return to proper place.	

EQUIPMENT AND SUPPLIES

Major Equipment

Use the following list as a guide for equipment needed in this course.

Dental Area:

- Conventional handpiece
- Dental chair unit and light
- Processing tank for darkroom
- X-ray unit with long cone and lead screen

Home Unit Area:

- Chair
- Double bed
- Dresser
- Stand

Medical Examination Area:

- Autoclave
- Centrifuge
- Demonstration table
- Examination table and doctor's stool
- Instrument and treatment cabinet
- Instrument boiler
- Mayo stand
- Mobile screens
- Ophthalmoscope and otoscope combination
- Proctoscope
- Refrigerator (counter or counter top type)

Medical Laboratory Area:

- Incubator
- Microscope

Office Management Area:

- File cabinets
- Typewriters and tables

Patient Unit Area:

- Bedside stand
- Gatch bed (hi - low)
- Home bed unit
- Intravenous pole
- Manikin
- Overbed table
- Straight chair
- Stretcher
- Wheelchair

Supplies for Patient Care Unit

Bath basins
Bath blankets
Bath towels
Bed pads
Bed pan
Bed spreads
Binders
Bucket
Call bell
Carafe set
Catheters
Denture cup
Drainage bags
Drainage tubes
Draw sheets
Emesis basin
Enema equipment
Feeding trays and accessories
Flexi-straws
Graduate pitchers
Hand towels
Hamper and hamper bag
Hot plate
Hot water bottle
Ice cap
Ice collar
Incontinent pads (disposable)
Lubricating jelly
Medicine cups
Pillows
Pillow cases
Pitchers
Rectal tubes
Sheets
Specimen cups
Sphygmomanometer
Step stool
Stethoscopes
Tes-tape
Thermal blankets
Thermometers
  bath
  oral
  rectal
Wash cloths
Urinal

Office Management Supplies

Appointment book
Appointment cards
Carbon paper
Emergency phone listings
Envelopes
Erasers
File cards
File folders
Index cards
Insurance forms (medicare, etc.)
Labels
Ledger sheets
Medical office practice set
Patient case histories
Pencils
Pens
Rubber bands
Ruler
Sample case histories
Sample inventory forms
Scotch tape
Statement forms
Stapler and staples
Typewriter ribbon

Medical Laboratory Supplies

Agar plates
Cover glasses
Counting chamber
Culture media
Glass slides
Immersion oil
Lens paper
Litmus paper
Petri dishes
R.B.C. diluting fluid
Sensitivity discs
Staining rack and solutions
Test tube rack and test tubes
W.B.C. pipettes
Wire loop
Wright's stain

Dental Office Supplies

- Alcohol
- Amalgamator
- Amalgam carrier
- Amalgam plugger
- Amalgams
- Apron x-ray protector
- Articulator
- Autoclave
- Basins (assorted sizes)
- Bracket table covers
- Cartridge syringe
- Chip syringe
- Coarse pumice
- Cotton pliers
- Cotton roll holders
- Cotton rolls
- Cutting instruments
  - burs
  - chisels
  - disks
  - excavators
  - gingival margin trimmer
  - lancet or scalpel
  - scalers
- Dappen dishes
- Dental cement
- Dental floss or tape
- Dental napkins
- Dental sponges
- Explorers
- Film hangers
- Film holder
- Glass mixing slab
- Headrest covers (dental chair)
- Indelible pencil
- Instrument sharpener
- Instrument transfer forcep
- Interval timer
- Measuring device
- Mercury
- Mercury dispenser
- Mortar and pestle
- Mouth mirrors
- Mouth model
- Neck chain
- Needles
  - hypodermic
  - regular bevel
- Noncutting instruments
  - carvers
  - burnishers
  - plastic instruments
- Paper cups
- Paper mixing pad
- Pellet dispenser
- Plastic mixing bowl
- Polishing instruments
- Radiation film badges
- Retractors
- Rubber dam equipment
  - clamp
  - forceps
  - punch
- Saliva ejector tip (disposable)
- Spatulas
  - cement
  - wax
- Sterilizer
  - instrument boiling
  - instrument cold
- Sterilizing solutions
- Syringe holder
- Syringes
  - anesthetic
  - irrigation
- Tank thermometer
- Tooth brush
- Tooth model
- Topical applicators
- X-ray developer
- X-ray film
- X-ray mounts

Medical Office Supplies

- Abdominal pads
- Acetic acid
- Airway
- Alcohol
- Ames lab stix
- Ammonia inhalants
- Anatomical charts
- Assorted adhesive tape
- Assorted gauze bandages
- Autoclave tape
- Bandaids
- Capillary tubes
- Centrifuge
- Chlorophenyl with anti-rust
- Cold sterilizer
- Cotton applicators
- Cotton balls
- Critoseal
- Disposable syringes
- Distilled water
- Elastic bandages
- Examining light (goose neck)
- Eye cup
- Flash light
- Flash light batteries
- Foot stool
- Glove powder
- Glove wrappers
- Hand brushes
- Instrument wrappers
- Instruments
  - bandage scissors
  - clip remover
  - curved hemostat
  - probe
  - thumb forceps
  - straight hemostat
  - surgical scissors
  - suture scissors
- Kleenex
- Medicine cups
- Medicine droppers
- Patient drapes (disposable)
- Patient gowns (disposable)
- Percussion hammer
- Pick-up forceps with container
- Pipette shaker
- Reagents
- Rubber gloves
- Scales
- Slings
- Specimen cups
- Speculums
  - anal
  - nasal
  - vaginal
- Splints
- Step-on cans with liners
- Sterile gauze squares
- Sterile lancets
- Surgical masks
- Tape measure
- Tourniquet
- Tincture of merthiolate
- Tongue blades
- Treatment trays
- Unimeter
- Zephiran

EDUCATIONAL MATERIALS

Educational materials such as reference books, visual aids, pamphlets and program standards are available from the following agencies and publishing companies:

American Dental Association
Bureau of Audio-Visual Service
211 E. Chicago Ave.
Chicago, Ill. 60611

American Medical Association
535 N. Dearborn St.
Chicago, Ill. 60610

ANA-NLN Film Service
10 Columbus Circle
New York, N. Y. 10019

Appleton-Century-Crofts
440 Park Ave., S.
New York, N. Y. 10016

Associated Press
50 Rockefeller Plaza
New York, N. Y. 10020

Beacon Press
25 Beacon St.
Boston, Mass. 02108

Charles A. Bennett Company, Inc.
809 W. Detweiller Drive
Peoria, Ill. 61614

Robert J. Brady Company
130 Q St., N.E.
Washington, D. C. 20002

Canfield Press
Harper and Row
Scranton, Pa. 18512

Thomas Y. Crowell Company
201 Park Ave., S.
New York, N. Y. 10003

F. A. Davis Company
1915 Arch St.
Philadelphia, Pa. 19103

Delmar Publishing
P.O. Box 5087, Mountainview Ave.
Albany, N. Y. 12205

Department of Public Welfare
Office of Mental Health
Harrisburg, Pa. 17120
Attention: Educational Material Specialist

Dickenson Publishing Company, Inc.
Ralston Park
Belmont, Calif. 94002

Doubleday and Company, Inc.
501 Franklin Ave.
Garden City, N. Y. 11530

Film Library, Media Section
Division of Public Health Education
Department of Health
P.O. Box 90
Harrisburg, Pa. 17120

Halls of Ivy Press
13050 Raymer St.
North Hollywood, Calif. 91605

Harcourt, Brace and Jovanovich, Inc.
757 Third Ave.
New York, N. Y. 10022

Harper and Row Publishers, Inc.
10 E. 53rd St.
New York, N. Y. 10022

Health and Welfare Division
Metropolitan Life Insurance Company
One Madison Ave.
New York, N. Y. 13402

Alfred A. Knopf, Inc.
Order Department, 457 Hahn Road
Westminster, Md. 21157

Lea and Febiger
600 S. Washington Sq.
Philadelphia, Pa. 19106

J. B. Lippincott Company
East Washington Sq.
Philadelphia, Pa. 19105

Educational Materials (Continued)

Little, Brown and Company
34 Beacon St.
Boston, Mass. 02106

Local Resources:
American Cancer Society
American Heart Association
American Red Cross
Bell Telephone Company
Intermediate Unit Instructional Materials Service
March of Dimes
Muscular Dystrophy Association
Tuberculosis and Health Society

MacMillan Publishing Company, Inc.
Riverside, N. J. 08075

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N. Y. 10017

David McKay Company, Inc.
750 Third Ave.
New York, N. Y. 10017

Methodist Publishing House
201 8th Ave., S.
Nashville, Tenn. 37203

Modern Talking Picture Service, Inc.
1234 Spruce St.
Philadelphia, Pa. 19107

C. V. Mosby Company
11830 Westline Industrial Drive
St. Louis, Mo. 63141

Peace Corps
Office of Public Affairs
#337 Matomic Building
Washington, D. C. 20502

Pennsylvania Association for the Blind
2843 N. Front St.
Harrisburg, Pa. 17110

Prentice Hall, Inc.
Englewood Cliffs, N. J. 07632

Rand McNally and Company
Customer Service Department, Box 7600
Chicago, Ill. 60680

Random House, Inc.
Order Department, 457 Hahn Road
Westminster, Md. 21157

The H. M. Rowe Company
624 N. Gilmor St.
Baltimore, Md. 21217

Richards Rosen Press, Inc.
29 E. 21st St.
New York, N. Y. 10010

W. B. Saunders Company
218 W. Washington Sq.
Philadelphia, Pa. 19105

Simon and Schuster, Inc.
630 5th Ave.
New York, N. Y. 10020

Smith, Kline and French Laboratories
1500 Spring Garden St.
Philadelphia, Pa. 19101

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Springer Publishing Company, Inc.
200 Park Ave., S.
New York, N. Y. 10003

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

The Free Press
MacMillan Publishing Company, Inc.
Riverside, N. J. 08075

Charles C. Thomas Publishers
301 E. Lawrence Ave.
Springfield, Ill. 62703

Educational Materials (Continued)

U. S. Department of Health,
Education and Welfare
Public Health Service
Audio-Visual Facility
Chamblee, Ga. 30005

University of Chicago Press
11030 S. Langley Ave.
Chicago, Ill. 60628

University Press of Kentucky
Lexington, Ky. 40506

Viking Press, Inc.
625 Medison Ave.
New York, N. Y. 10022

Vintage Books
201 E. 50th St.
New York, N. Y. 10022

Wadsworth Publishing Company, Inc.
Belmont, Calif. 94002