



**DHYG 2130 Clinical Dental Hygiene IV  
COURSE SYLLABUS  
Spring Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes  
Class Location: Vidalia Campus, Health Sciences Annex C, Room 906  
Class Meets: Tuesday 1:30-3:20  
Course Reference Number (CRN): 40043

**INSTRUCTOR CONTACT INFORMATION**

Course Director: Melanie Bryson, RDH, BS  
Office Location: Vidalia Campus, Health Sciences Annex C, Office 910  
Office Hours: Monday 7:30-12:00, 12:30-1:00, 3:40-5:30; Tuesday 7:30-7:45, 12:30-1:30, 3:20-5:30;  
Wednesday 7:30-8:00, 12:30-1:00, 5:00-5:30; Thursday 7:30-7:45, 12:30-12:45, 5:00-5:30  
Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)  
Phone: 912-538-3250  
Fax Number: 912-538-3278

**SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

**REQUIRED TEXT**

Ethics and Law in Dental Hygiene. Third edition. Beemsterboer, 2017. Elsevier.  
Georgia Board of Dentistry Manual: Laws, Rules, & Regulations  
National Board Dental Hygiene Examination (NBDHE) Manual, 2019

**REFERENCE TEXTS**

Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins, 2017. Lippincott, Williams, & Wilkins.  
CDT Dental Procedure Codes. American Dental Association.  
CDT Coding Companion. American Dental Association.

**REQUIRED SUPPLIES**

Notebook, pen, highlighter, removable drive, resume paper

**COURSE DESCRIPTION**

Focuses on the dental hygiene field and presents the fundamental concepts and principles necessary for successful participation in the dental profession. Topics include: employability skills, State of Georgia Dental

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Practice Act, office management, expanded duties, legal aspects, ethics, dental hygiene practice settings, and dentistry and dental hygiene regulation.

### **MAJOR COURSE COMPETENCIES (CC)**

1. Employability Skills
2. State of Georgia Dental Practice Act
3. Office Management
4. Expanded Duties
5. Legal Aspects
6. Ethics
7. Dental Hygiene Practice Settings
8. Dentistry and Dental Hygiene Regulation

### **PREREQUISITE**

DHYG 2080 Clinical Dental Hygiene III Lecture

### **COREQUISITE**

DHYG 2140 Clinical Dental Hygiene IV Lab

### **GENERAL EDUCATION CORE COMPETENCIES (GC)**

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

### **STUDENT REQUIREMENTS**

Students are responsible for the policies and procedures in the STC Catalog and Handbook, Dental Hygiene Program Handbook, and Dental Hygiene Clinic Manual. During an examination, the following procedures must be followed: All books and personal belongings must be placed at the back of the classroom. Students will be asked to rotate seats prior to the beginning of the test. Test proctor will personally examine each desk to ensure that no writing is present on desk. Computer monitors should be facing the front of the classroom during test. When a student completes the test, he/she may raise hand and turn paper in to proctor. Student must remain in seat until test time is complete to avoid distracting other students. Students who have completed testing should be as quiet as possible and avoid any activity that might make those students who are still testing feel pressured or rushed. Students may not go to the bathroom during the test session. Test proctor must observe students at all times and notify students when there are ten remaining minutes left of the total exam time. Test proctor should routinely walk around classroom and observe testing. Test proctor should refrain from grading papers, reading materials, or using computer during the test. Students caught with cheat sheets or cell phones will be considered cheating and a zero will be issued for the examination. The STC academic dishonesty policy will be enforced. Once the test begins, no talking is allowed. Once the test begins, tardy students may not enter the classroom.

Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course instructors/supervising dentists. Insubordination will not be

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tolerated, and disciplinary measures will be enacted. No cell phones or smart electronic devices are allowed to be turned on in the classroom, clinic, or locker area. If a student is observed in possession of his/her cell phone or smart electronic device during class, a critical incident will be issued. A student cannot use his/her cell phone or smart electronic device during class. There are no exceptions to this rule and do not ask. If you have a personal situation going on, please advise your instructor and give your family the clinic receptionist's phone number for emergency contact. You should not have your cell phone or smart electronic device in the class! Personal phone calls must be handled after class.

By completing the assignments below prior to class, students will become familiar with course material prior to classroom facilitation. As a result, higher-level learning will be fostered in the classroom.

1. Read the assigned chapter(s) and be prepared to actively participate in class discussions and activities.
2. Learn the key terms at the beginning of the chapter(s).
3. Complete the objectives at the front of the chapter(s).
4. Check lesson plan daily for scheduled assignments/due dates.

### **ATTENDANCE GUIDELINES**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student's failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course, a student must attend at least 90% of the scheduled instructional time. Assignments missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course.

**For this class, which meets 1 session per week for 15 weeks, the maximum number of sessions a student may miss for attendance purposes is 2 sessions during the semester.**

### **ADDITIONAL ATTENDANCE GUIDELINES FOR HEALTH SCIENCES**

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each

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program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor

### **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

### **WORK ETHICS**

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

Students are allowed to make up only one missed exam excluding the final examination. This is only if they have an excused absence approved by the instructor. The makeup exam may be given in a different format than the original exam. A doctor's excuse and/or additional documentation will be requested. Ten points will be deducted from the test for taking the test late. All other missed exams/class preparation assessments will result in a grade of zero. If you enter the classroom late, you will not be allowed to take the exam, and you will be issued a zero for the exam. PLEASE be on time! Projects are due on the date specified on the lesson plan at the start time of the class. Projects will not be accepted late for any reason!

Homework assignments will be assigned throughout the semester. Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not

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completed by the deadline specified. Late or incomplete assignments will still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your assignment to your instructor prior to the deadline to ensure credit.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy Gay mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen Thomas hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** [Macy Gay mgay@southeasterntech.edu](mailto:Macy Gay mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1208

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen Thomas hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## **ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

## **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify

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the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

**ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

**GRIEVANCE PROCEDURES**

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

**ACCESS TO TECHNOLOGY**

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

**TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT**

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State*

## **INSTRUCTIONAL DELIVERY METHODS**

The following methods will be utilized to facilitate learning: lecture, PowerPoint presentations with handouts, multimedia presentations, group discussions, independent reading assignments, interactive websites, role play, and case studies.

## **EVALUATION PROCEDURES**

### **EXIT EXAM**

The Mock National Board Dental Hygiene Exam (NBDHE) is a computerized exam containing two components which consist of 200 stand-alone multiple-choice questions and 150 case based multiple choice questions with specific time parameters. There are two attempts provided to pass this exam at **85%**. Failure to pass this examination will result in failure of this course and inability to graduate and take the National Board Dental Hygiene Exam.

### **MIDTERM**

Covers chapters 1-6

### **FINAL**

Comprehensive - includes all chapters in lesson plan, CDT (Current Dental Terminology Codes, CRDTS manual, NBDHE manual, Georgia Board of Dentistry manual).

### **WORK ETHICS EXAM**

The ten work ethic traits identified by the Technical College System of Georgia will be taught throughout the semester: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. The work ethics exam will cover the ten work ethics traits and will be specific to the dental hygiene profession. A work ethics seal will appear on the graduate's diploma indicating that work ethics was taught, assessed, and passed.

### **Curriculum Vitae and Cover Letter- (APPENDIX A, B)**

Each student will create his/her curriculum vitae and cover letter. Appendix A and B contain the specified criteria in the grading rubric for the curriculum vitae and cover letter. Students will submit the curriculum vitae, cover letter of curriculum vitae, and self-assessments of each prior to the beginning of class. Failure to turn in documents before the beginning of class by the deadline will result in a grade of "0" for each. The rubrics can be located on the M: drive. Students should access the M: drive, print a copy of the rubrics, self-assess the curriculum vitae and cover letter, and turn in with the paper copy of the curriculum vitae and cover letter. If you are going to be absent on the date of the deadline, please deliver the project to the instructor prior to the deadline. **NO EXCEPTIONS!**

### **Mock Interview- (APPENDIX C)**

A mock interview will be conducted for each of the students. Appendix C contains the criteria in the grading rubric for the mock interview. The rubric can be located on the M: drive. Students will be given an assigned time for the interview. If you are going to be absent the day of the assigned interview time, please make arrangements with the instructor. Failure to complete the mock interview will result in a grade of "0". Immediately following the mock interview, the student must complete a self-assessment of the mock

interview on the rubric and turn in to the instructor.

### **HOMEWORK/ASSIGNMENTS**

Homework/assignments will be assigned throughout the semester. Failure to complete homework assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified. No exceptions. Late or incomplete assignments still need to be completed and turned in for instructor review and feedback. If you are going to be absent, you should deliver your homework/assignment to your instructor prior to the deadline to ensure credit.

### **CLASS PREPARATION ASSESSMENT**

A class preparation assessment will be conducted during designated class sessions as outlined on the lesson plan. Each student shall randomly draw one question. The question will cover some topic or portion of the course material that the student should have read and studied as outlined on the lesson plan. If a student demonstrates prior class preparation/participation by answering the question correctly, a session grade of 100 will be recorded. If a student fails to demonstrate prior class preparation/participation by answering the question incorrectly, a session grade of "0" will be recorded. The student will be allowed to remain in class but shall be required to report to campus on Wednesday of the same week at 8:00 am and study the course material until 10:00 am to ensure adequate time has been spent studying so that application of the course material may be achieved.

### **GRADING POLICY**

<b>Evaluation Item</b>	<b>Percentage</b>
Mock National Board Dental Hygiene Exam	35
Midterm	15
Final	15
Work Ethics Exam	5
Curriculum Vitae, Cover Letter, and Mock Interview (averaged together)	10
Class Preparation Assessment (averaged together)	20
Point Deductions for late/incomplete assignments-	
Subtotal	
Final Course Grade	

### **CALCULATION OF FINAL COURSE GRADE**

<b>Evaluation Item</b>	<b>Grade</b>	<b>(X) %</b>	<b>Points</b>
Mock National Board Dental Hygiene Exam		.35	
Midterm		.15	
Final		.15	
Work Ethics Exam		.5	
Curriculum Vitae			
Cover Letter			
Mock Interview			
Curriculum Vitae, Cover Letter, and Mock Interview (averaged together)		.10	
Class Preparation Assessment 1			

Class Preparation Assessment 2			
Class Preparation Assessment 3			
Class Preparation Assessment 4			
Class Preparation Assessment 5			
Class Preparation Assessment 6			
Class Preparation Assessment 7			
Class Preparation Assessments (1-7 averaged together)		.20	
<b>Point Deductions for late/incomplete assignments-</b>			
<b>Subtotal</b>			
<b>Final Course Grade</b>			

### GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### DENTAL HYGIENE PROGRAM GOALS

- A. To provide comprehensive preparation of competent individuals in the arts and sciences pertinent to the discipline of dental hygiene.
- B. To provide comprehensive preparation of competent individuals in the clinical and laboratory experiences, which are necessary to develop skills in rendering professional dental hygiene patient care to the public.
- C. To provide an environment that will foster respect for the Dental Hygiene Professional Code of Ethics and Conduct and assure recognition and acceptance of the responsibilities of the profession of dental hygiene.
- D. To prepare the graduates of the basic two-year curriculum in dental hygiene to fulfill the dental hygienist's role in community oral health services.
- E. To teach students to conduct critical reviews of current literature as a means of research and life-long learning.
- F. To teach students to seek life-long learning through continuing education courses on the latest products and developments in dentistry and medicine.

### LEARNING OBJECTIVES

#### Chapter 1 Ethics and Professionalism

1. Describe the role of the dental hygienist in health care. (A-F)
2. Explain the relationship between the health care provider and the patient. (A-F)
3. Describe the aspects of a true profession as they apply to dentistry and dental hygiene. (A-F)
4. Explain inter-professionalism and its impact on health care education and practice. (A-F)
5. Discuss the theory of competency and skill acquisition for the dental hygienist. (A-F)
6. Compare educational competencies and practice standards. (A-F)
7. Identify the traits of a professional dental hygienist. (A-F)

## **Chapter 2 Ethical Theory and Philosophy**

1. Explain the main components of moral growth. (A-F)
2. Describe the theories of moral development and the role of cognitive growth. (A-F)
3. Discuss character and the contribution of character development to ethical conduct for the health care provider. (A-F)
4. Compare the three theories of ethical thinking and give examples of each from oral health care. (A-F)

## **Chapter 3 Ethical Principles and Values**

1. Identify the normative ethical principles. (A-F)
2. List the ethical principles used in dental and dental hygiene. (A-F)
3. Describe the difference between a choice and an ethical dilemma. (A-F)
4. Explain the role of principles in the decision-making process of the dental hygienist. (A-F)
5. Compare the values and ethical concepts that support the principles of ethics. (A-F)

## **Chapter 4 Social Responsibility**

1. Describe the role of the dental hygienist in meeting the oral health care needs of the public. (A-F)
2. Relate the importance of the Surgeon General's Report on Oral Health to the profession of dental hygiene. (A-F)
3. List several facts about oral health disparities in America. (A-F)
4. Describe the issue of access to care and social responsibility. (A-F)
5. Identify several strategies that a dental hygienist can implement in striving for social justice. (A-F)

## **Chapter 5 Code of Ethics**

1. Discuss the role of a code of ethics for the health care professions. (A-F)
2. Explain the value to the lay public of a professional code of ethics. (A-F)
3. Describe how a code of ethics can assist in the professional duty of self-regulation. (A-F)
4. Compare the 1927 version and the current version of the Code of Ethics for Dental Hygienists. (A-F)
5. List and describe the nine sections identified under the Standards of Professional Responsibilities of the Code of Ethics for Dental Hygienists. (A-F)
6. Be familiar with the code of the American Dental Association. (A-F)

## **Chapter 6 Ethical Decision Making in Dental Hygiene and Dentistry**

1. Describe the difference between an issue of right and wrong and a true ethical dilemma. (A-F)
2. Identify the goal for use of an ethical decision-making process in dental hygiene. (A-F)
3. List the six steps provided in the ethical decision-making model. (A-F)
4. List and discuss the categories of common ethical dilemmas for dental hygienists. (A-F)
5. Apply the decision-making model to a hypothetical situation. (A-F)

## **Chapter 7 Society and the State Dental Practice Act**

1. Describe the role of the state in the governing of health care professions. (A-F)
2. Identify the provisions likely to be included in state statutory law for the practice of dental hygiene. (A-F)
3. List the reasons that a dental hygiene license may be suspended, restricted, or revoked. (A-F)
4. Compare and contrast direct supervision, indirect supervision, and general supervision. (A-F)
5. Recognize the responsibility of the dental hygienist for understanding and observing the state statutory and regulatory provisions. (A-F)

### **Chapter 8 Dental Hygienist-Patient Relationship**

1. Describe the professional obligation that exists between the dental hygienist and the patient. (A-F)
2. Recognize the difference between civil law and criminal law in the U.S. legal system. (A-F)
3. Compare intentional torts and persons, intentional torts and property, and unintentional torts of negligence. (A-F)
4. List and evaluate the rights and responsibilities of the dental hygienist in the provider-patient relationship. (A-F)
5. State the patient's responsibilities when receiving oral health care. (A-F)
6. Describe the elements of informed consent. (A-F)
7. Define malpractice and contributory negligence. (A-F)

### **Chapter 9 Dental Hygienist-Employer Relationship**

1. Describe the legal parameters of the employer-employee relationship and state the two general categories of employment. (A-F)
2. Identify the recommended strategies for preparing for a dental hygiene employment interview. (A-F)
3. List the items that can and cannot legally be asked during the application and interview process for a dental hygiene position. (A-F)
4. Describe the federal laws prohibiting discrimination and protecting worker safety. (A-F)
5. Explain the concepts of sexual harassment and hostile work environment in the dental practice setting. (A-F)

### **Chapter 10 Risk Management**

1. Describe the concept of risk management and its place in the practice of dental hygiene. (A-F)
2. Identify the strategies that can be used to identify and reduce risk in dental practice. (A-F)
3. List the elements of a good dental record and describe practices that should be considered in maintaining dental documentation. (A-F)
4. Distinguish between paper and electronic dental record keeping. (A-F)
5. Discuss the role of verbal and nonverbal communication in the patient-provider relationship. (A-F)
6. Explain how dental hygienists should manage their own professional credentials and competency. (A-F)
7. List recommendations for the appropriate use of social media both personally and professionally. (A-F)

### **Board Examinations**

1. After reading the Central Regional Dental Testing Service, Inc. (CRDTS) manual, you will be able to discuss the procedures required to take the CRDTS Examination. (A-E)
2. After reading the material in the National Board Dental Hygiene Exam (NBDHE) manual, you will be able to discuss the procedures required to take the NDBHE. (A-E)

### **CDT 2017 Dental Procedure Codes**

1. Recognize the importance of using CDT codes to achieve uniformity, consistency and specificity in accurately documenting dental treatment. (B, C, F)
2. Identify the CDT codes that are specific to dental hygiene treatment. (B, C, F)
3. Become familiar with CDT codes to maximize patient treatment and insurance coverage. (B, C, F)

## DHYG 2130 Clinical Dental Hygiene IV Lecture Spring Semester 2019 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
January 8 Week 1	Guest speaker	<p><b>Topics:</b></p> <p><u>Waterline Filtration</u> Sara Dever RDH, BSDH, MPH Associate Clinical Education Manager Hu-Friedy</p> <p><u>First day of class/Introduction to Course</u> – Syllabi, Outline, Rules, Regulations Coverage</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Waterline Filtration for the Clinical Setting presentation from Sara Dever RDH, BSDH, MPH from Hu-Friedy</li> <li>• Introduction to course, syllabi, outline, rules, regulations</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 1, 2, 3 to prepare for the next class session</li> </ul>	CC 1-8 GC a, c
January 15 Week 2	Chapters 1, 2, 3	<p><b>Topics:</b></p> <p><u>Ethics and Professionalism</u></p> <p><u>Ethical Theory and Philosophy</u></p> <p><u>Ethical Principles &amp; Values</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #1</li> <li>• Ethics and Professionalism, Theory and Philosophy, Principles and Values PowerPoint Presentations</li> <li>• Case Study 6 Group Discussion</li> <li>• Work ethics exercise: appearance and</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			attendance <ul style="list-style-type: none"> <li>• Current hygiene topic presented by assigned student</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Read Chapters 4, 5, 6 to prepare for the next class session</li> </ul>	
January 22 Week 3	Chapters 4, 5, 6	<b>Topics:</b> <u>Social Responsibility</u> <u>Code of Ethics</u> <u>Ethical Decision Making</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #2</li> <li>• Worksheet for Ethical Decision Making</li> <li>• Testlets in-class assignment and discussion</li> <li>• Current hygiene topic presented by assigned student</li> <li>• Work ethics topics: attitude and character</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Prepare for Midterm Exam next class session – Chapters 1-6</li> </ul>	CC 1-8 GC a, c
January 29 Week 4 *Class will	Guest Speaker Midterm Exam	<b>Topics:</b> <u>Applying Mechanical &amp;</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Applying Mechanical</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
begin at 1:00pm		<u>Chemical Plaque Control for Patients and Board Review with Power, Paste, Manual Focus</u> Lenny Barnette Scientific Relations Manager Proctor and Gamble Professional Oral Health 1:00-2:30  <u>Midterm: Chapters 1-6</u>	and Chemical Plaque Control for Patients and Board Review with Power, Paste, and Manual Focus presentation from Lenny Barnette  <ul style="list-style-type: none"> <li>• Midterm Exam Chapters 1-6</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Read CRDTS manual and bring manual to next class session</li> <li>• Print and read NBDHE manual and bring manual to next class session</li> </ul>	
February 5 Week 5	Guest Speaker  Central Regional Dental Testing Service (CRDTS) Manual  National Board Dental Hygiene Exam Manual (NBDHE)  American Dental Hygiene Association Dental (ADHA) Practice Act Online Content	<b>Topics:</b>  <u>Board Review for Fluorides</u> Becky Horst, RDH, BA Academic Manager, South Colgate Oral Pharmaceuticals, Inc  <u>Discussion of Boards Examinations: CRDTS and NBDHE</u>  <u>Discussion of Boards Examination: NBDHE</u>  <u>Society and the State Dental Practice Act</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Board Review for Fluorides presentation from Becky Horst, RDH, BA</li> <li>• Class Preparation Assessment #3</li> <li>• Discussion of Boards Examinations using CRDTS and NBDHE manuals</li> <li>• Work ethics exercise: Communication and cooperation</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<ul style="list-style-type: none"> <li>• Access ADHA for Dental Hygiene Practice Act Overview – Permitted Functions and Supervision Levels by State; Scope of Practice</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Complete Licensure and Regulations worksheet using Online Georgia Board of Dentistry Rules and Regulations online manual and bring to the next class session</li> </ul>	
February 12 Week 6	<p>Chapter 7</p> <p>Georgia Board of Dentistry (GBD) Manual</p> <p>Georgia Board of Dentistry website</p>	<p><b>Topics:</b></p> <p><u>Georgia Board of Dentistry Rules and Regulations</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #4</li> <li>• Due Today: Licensure and Regulations worksheet</li> <li>• Georgia Board of Dentistry Manual: Rules and Regulations – discussion of dental hygiene licensure (qualifications and requirements) and GBD website</li> <li>• Current hygiene topic presented by assigned student(s)</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<ul style="list-style-type: none"> <li>• Work ethics exercise: organizational skills and productivity</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Prepare for Mock National Board Dental Hygiene Exam for the next class session</li> </ul>	
February 20 Week 7 Wednesday 8:00-4:00	Mock National Board Dental Hygiene Exam (NBDHE)	<p><b>Topics:</b></p> <p><u>Mock NBDHE First Attempt</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Mock NBDHE First Attempt</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 8 to prepare for the next class session</li> </ul>	
February 26 Week 8	Chapter 8	<p><b>Topics:</b></p> <p><u>Dental Hygienist-Patient Relationship</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #5</li> <li>• Classification of laws chart as pertaining to dental hygiene</li> <li>• Case Study 3 Group Discussion</li> <li>• Current hygiene topic presented by assigned student(s)</li> <li>• Work ethics exercise: Respect and teamwork</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 9 to prepare for the next class session</li> <li>• Bring completed Guest Speakers and Volunteer Experience Tracking Form to the next class session</li> <li>• Compile a list of available references to use with Curriculum Vitae and bring to the next class session</li> <li>• Bring removable drive to the next class session</li> </ul>	
March 5 Week 9	Chapter 9	<p><b>Topics:</b></p> <p><u>Dental Hygienist-Dentist-Employer Relationship</u></p> <p><u>Curriculum Vitae and Cover Letter</u></p> <p><u>Professional Networking</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #6</li> <li>• Dental Hygienist-Dentist-Employer Relationship PowerPoint Presentation</li> <li>• Complete Interpersonal Needs Worksheet in class</li> <li>• Professional Dress</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			<ul style="list-style-type: none"> <li>• Career Services</li> <li>• Create a cover letter and Curriculum Vitae: samples provided in class</li> <li>• Provide online resources for networking</li> <li>• Sample interview questions for mock interview</li> <li>• Role-play with sample Mock Interview questions</li> <li>• Current hygiene topic presented by assigned student(s)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 10 to prepare for the next class session</li> <li>• Complete Case Study 6, 8, 11, 19 and bring to the next class session</li> </ul>	
March 12 Week 10	Chapter 10	<p><b>Topics:</b></p> <p><u>Risk Management</u></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Class Preparation Assessment #7</li> <li>• Current hygiene topic presented by assigned</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			student(s) <ul style="list-style-type: none"> <li>• Risk Management PowerPoint Presentation</li> <li>• Case Study 6, 8, 11, 19 class discussion</li> <li>• Role-play for presentations of dental hygiene and dental care plans</li> <li>• Professional development: management of professional credentials and competency</li> <li>• Career Paths</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Prepare for the Mock NBDHE attempt (if necessary)</li> </ul>	
March 20* Week 11 Wednesday 8:00-4:00	Mock NBDHE	<b>Topics:</b>  <u>Mock NBDHE Exam</u> <u>Second Attempt</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Mock NBDHE second attempt</li> </ul>	CC 1-8 GC a, c
March 26 Week 12	Current Dental Terminology (CDT) Dental Procedure Codes and Coding Companion	<b>Topics:</b>  <u>CDT Dental Procedure Codes</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Case Study Group discussion – CDT coding scenarios</li> <li>• CDT Procedure Codes</li> </ul>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
			Exercise – Matching handout  <b>Homework:</b> <ul style="list-style-type: none"> <li>• Prepare for Work Ethics Exam for the next class session</li> </ul>	
April 9 Week 13	Work Ethics Exam	<b>Topic:</b>  <u>Work Ethics Exam</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Work Ethics Exam</li> <li>• Role-play for Mock Interview</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Mock Interview next week</li> </ul>	CC 1-8 GC a, c
April 17* Week 14 Wednesday 9:00-11:00	Mock Interview and Class Photo	<b>Topic:</b>  <u>Mock Interview and Class Photo</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Times of interviews will be assigned</li> <li>• Class photo will follow completion of interviews</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• Prepare for Final Exam</li> </ul>	CC 1-8 GC a, c
April 24 Week 15	Chapters 1-10 GBD Manual CDT Codes	<b>Topic:</b>  <u>Comprehensive Final Exam</u>	<b>Activities:</b> <ul style="list-style-type: none"> <li>• Comprehensive Final Exam</li> </ul>	CC 1-8 GC a, c

**Please note** - Lesson plan and syllabus are subject to change at the discretion of the course director.

**COMPETENCY AREAS (CC)**

1. Employability Skills
2. State of Georgia Dental Practice Act
3. Office Management
4. Expanded Duties
5. Legal Aspects
6. Ethics
7. Dental Hygiene Practice Settings
8. Dentistry and Dental Hygiene Regulation

**GENERAL CORE EDUCATIONAL COMPETENCIES (GC)**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

## Appendix A

### Curriculum Vitae (CV) Evaluation Rubric

<b>CONTENT</b>	<b>NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)</b>	<b>ACCEPTABLE 2 (1-2 ERRORS)</b>	<b>PROFESSIONAL 3 (NO ERRORS)</b>	<b>SCORE</b>
<b>Overall Appearance</b>	Makes it difficult or impossible to take the candidate seriously and raises questions about the candidate's professionalism.	Communicates that the candidate can produce professional work with the help of a template— doesn't set him or her apart.	Distinguishes the candidate as a true professional who is capable of independent thought.	
<b>Name</b>	Difficult to locate and to read.	Easy to locate and to read.	Stands out and is easy to read.	
<b>Contact Info.</b>	Erroneous, incomplete.	Complete, but its location or formatting forces the eye to pause to absorb it.	Complete, professional, and easy to locate and absorb.	
<b>Font</b>	Style and size make the CV difficult to read.	Style and size are appropriate.	Style and size make CV easy to read.	
<b>Format &amp; Headings</b>	Inconsistent formatting & headings distract from key information.	Formatting & headings are consistent, but the eye still has to search for some information.	Consistent formatting & headings guide the eye to key information that can be absorbed at a glance.	
<b>Spacing</b>	Poor spacing and alignment significantly impedes reading; 3 or more errors.	Lack of spacing and alignment cause the eye to tire easily; 1-2 errors.	Spacing and alignment facilitates quick reading.	
<b>Margins</b>	3 or more errors in formatting of margins/alignment & page number.	1-2 errors in formatting of margins/alignment & page number.	Consistent formatting of margins/alignment & page number.	
<b>General Content</b>	Content doesn't accurately highlight candidate's qualifications, skills, or abilities.	Content demonstrates candidate's qualifications but doesn't set him or her apart from others.	Content distinguishes candidate as a highly qualified professional.	
<b>Job Title,</b>	Inconsistent formatting	Formatting and placement	Consistent formatting	

<b>CONTENT</b>	<b>NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)</b>	<b>ACCEPTABLE 2 (1-2 ERRORS)</b>	<b>PROFESSIONAL 3 (NO ERRORS)</b>	<b>SCORE</b>
<b>Employer, City, State, &amp; Dates</b>	and thoughtless placement interfere with reader's ability to absorb other information.	are adequate, but do not assist the reader in locating the information easily.	and thoughtful placement improve reader's absorption of information.	
<b>Bullets</b>	Overuse or lack of bullets creates confusion.	Inconsistencies in bulleting (or single bullets) are distracting.	Bulleting makes info. easy to absorb.	
<b>Different, strong verbs for each bullet</b>	Repeated use of weak verbs leaves a poor impression of the candidate's skills.	Verbs convey candidate's skills adequately, but do not leave a lasting impression of competence.	Skillful use of strong verbs provides a quick inventory of the candidate's skills that leaves a lasting impression of competence.	
<b>Grammar</b>	3 or more errors in grammar or verb tense.	1-2 errors in grammar or verb tense.	No errors in grammar.	
<b>Spelling</b>	3 or more errors in spelling.	1-2 errors in spelling.	No spelling errors.	
<b>Strong, clear statements</b>	Long, wordy statements prevent reader from noting key skills.	Statements are adequate, but do not emphasize key skills.	Strong, clear statements <i>highlight</i> key skills.	
<b>Organization &amp; Sequencing</b>	Causes confusion for the reader, impeding attention and absorption of key information.	Maintains reader's attention but doesn't direct it to key pieces of information.	Deliberately leads reader through the document and focuses the reader's attention.	
<b>Education &amp; Qualifications</b>	Candidate's qualifications are incomplete or confusing.	Candidate's qualifications are listed, but wording or formatting makes them difficult to absorb quickly.	Candidate's qualifications (in terms of degrees, fields of study, and certifications) are quickly evident.	
<b>Professional Skills</b>	The skills listed do not seem very applicable in an educational setting.	The candidate's skills are embedded in other sections of the CV, but	Skills that will be an asset to the employer are carefully highlighted.	

<b>CONTENT</b>	<b>NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)</b>	<b>ACCEPTABLE 2 (1-2 ERRORS)</b>	<b>PROFESSIONAL 3 (NO ERRORS)</b>	<b>SCORE</b>
		special attention is not drawn to them.		
<b>Employment</b>	The candidate has had a variety of experiences that are relevant to education, but it is not always clear what skills s/he used or developed in those positions.	The candidate has framed his or her employment and demonstrates that she/he developed some skills as a result of the experiences that will be relevant to education.	The way the candidate has framed his or her employment experiences distinguishes him or her as a competent, talented professional with a great deal of initiative and a variety of strengths.	
<b>Professional Achievements &amp; Activities</b>	Candidate has participated in several activities or organizations, but to what extent is difficult to tell.	Candidate has experienced success in some personal or professional endeavors.	Candidate appears to be a well-rounded person who is very professionally involved.	
<b>Total possible points = 57</b>			<b>Total Points earned divided by total possible points = grade</b>	

## Appendix B Cover Letter Rubric

CONTENT	<b>PROFESSIONAL 2 (NO ERRORS)</b>	<b>ADEQUATE 1 (1-2 ERRORS)</b>	<b>NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)</b>	<b>SCORE</b>
<b>Business format</b>	This letter uses correct business format with date and addresses at the top, and a signature at the bottom.	This letter uses correct business format with date and addresses at the top, and a signature at the bottom.	Business formatting is not used in this letter. There is no address or date at the top. This letter is not signed.	
<b>Overall quality of writing ability, spelling, grammar, and verb use</b>	This letter is clear and concise, and grammatically correct. There are no spelling errors. Verb use matches content.	There are minimal grammar and spelling errors. This letter is decent in content but does not convince an employer to call. 1-2 errors in verb use.	There are multiple grammar and spelling errors. The content of this letter does not make sense to the reader. 3 or more errors in verb use.	
<b>Section 1: Introduction</b>	This section identifies the position you are applying for. You have described how you heard about the opening. This section identifies why you are interested in this job. Wording is creative and catches an employer's attention quickly.	This section identifies the position you are seeking. This letter does not describe how you heard about the opening. You vaguely describe why you are interested in this job. This section is bland and might not catch someone's attention fast enough.	This section does not clearly identify what position you are seeking. There is no description of how you heard about the position or why you are interested. This letter definitely will not grab an employer's attention and keep them reading.	
<b>Section 2: Identification of skills and experiences as related to position</b>	This letter identifies one or two of your strongest qualifications and clearly relates how these skills apply to the job at hand. This letter	This letter identifies one of your qualifications, but it is not related to the position at hand. This letter restates what is on your curriculum vitae with minimal	This letter does not discuss any relevant qualifications. You have not related your skills to the job you are applying for. This	

<b>CONTENT</b>	<b>PROFESSIONAL 2 (NO ERRORS)</b>	<b>ADEQUATE 1 (1-2 ERRORS)</b>	<b>NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)</b>	<b>SCORE</b>
	explains specifically why you are interested in this position and this type of job, company, and/or location.	additional information. You explain why you are interested in this position, but you are still too vague.	letter does not state why you are interested in this position, company, and/or location.	
<b>Section 3: Closing</b>	This letter refers the reader to your curriculum vitae or any other enclosed documents. This letter thanks the reader for taking time to read this letter. You are assertive as you describe how you will follow up with the employer in a stated time period.	You thank the reader for taking time to read this letter. You do not refer the reader to your resume' or application materials. This letter assumes that the employer will contact you to follow up.	This letter does not thank the reader for taking time to review this letter. There is no reference to a curriculum vitae or other materials. This letter does not mention any plan for follow up.	
<b>Total Points Possible= 10</b>			<b>Total points earned divided the total points possible = Grade</b>	

## Appendix C

### Mock Interview Rubric

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Name of interviewer: \_\_\_\_\_

SKILL	EXCELLENT 2	ACCEPTABLE 1	NEEDS IMPROVEMENT 0	SCORE
<b>First Impressions</b>	<p><b>Professional Appearance:</b> Appropriate business attire.</p> <p><b>Greetings:</b> Good eye contact, firm handshake, confident posture.</p> <p><b>Conversation:</b> Enthusiastic and engaging.</p>	<p><b>Professional Appearance:</b> Looks neat, but not necessarily in business attire.</p> <p><b>Greetings:</b> Appropriate eye contact, handshake offered, posture acceptable.</p> <p><b>Conversation:</b> Enthusiastic and engaging.</p>	<p><b>Professional Appearance:</b> Inappropriate or sloppy attire.</p> <p><b>Greetings:</b> Poor eye contact or staring, handshake not offered or refused, poor professional posture.</p> <p><b>Conversation:</b> Not energetic or overly nervous.</p>	
<b>Preparation</b>	<p>Knowledge of job, organization and discipline obvious and remarkable in responses. No hesitation in answering questions.</p>	<p>Knowledge of job, organization and discipline appropriate in responses. Occasional hesitation.</p>	<p>Knowledge of job, organization and discipline lacking. Some questions may have been unanswered.</p>	
<b>Confidence</b>	<p>Poise and confidence displayed in voice and body language. Excellent eye contact with no staring.</p>	<p>Confidence displayed in voice and body language. Minor opportunities for improvement may have been noted. Appropriate eye contact.</p>	<p>Confidence lacking or too well developed. Significant distracting habits or body language. Eye contact avoided.</p>	
<b>Speech</b>	<p>Well spoken, proper grammar. Volume appropriate for the audience. Speech at appropriate speed.</p>	<p>Proper grammar generally used. May say "um" or "and" a few times. May speak a little fast or slow.</p>	<p>Improper grammar or vulgar language used. Says "um" or "and" too many times. Speech volume too loud or</p>	

<b>SKILL</b>	<b>EXCELLENT 2</b>	<b>ACCEPTABLE 1</b>	<b>NEEDS IMPROVEMENT 0</b>	<b>SCORE</b>
			quiet for the audience.	
<b>Work Ethic and Attitude</b>	Excellent attitude. Willing to do whatever is necessary to get job done. Indicates flexibility in schedule and ways of working. Enthusiasm for the work and opportunity to learn expressed. Uses specific examples from experience to support statements.	Acceptable attitude. Shows willingness to go the extra mile. Generally, shows enthusiasm for the work. Flexibility generally there, but limits may be detected. May not use specific examples demonstrating work ethics, though statements made.	Poor work attitude. More concerned with time off than time working. May express lack of flexibility, such as unwillingness to travel or work weekends. Has no examples of good work ethics to share.	
<b>Professional Ethics</b>	Highly developed. Quickly identifies ethical dilemmas. Offers multiple solutions that show sensitivity to the concerns of all stakeholders. Seeks solution that provides greatest benefit to all. Has no tolerance for breaking law or clearly established ethical standards.	Identifies ethical dilemmas. Offers one or more solutions that show sensitivity to the concerns of different stakeholders. Seeks solution that provides benefit to all. Has no tolerance for breaking law or clearly established ethical standards, though there may be some expressed uncertainty as to which standard may apply to a specific situation.	Shows little concern for professional ethics. It may appear that the candidate is attempting to say what the interviewer wants to hear. May take approach of a single perspective and disregard other stakeholder interests.	
<b>Skill Set Demonstration</b>	Indicates possession of all or most skills required by the position. Uses specific examples and appears knowledgeable	Indicates possession of some skills required by the position. Uses specific examples and appears	None of skills required by the position are indicated. Uses no specific examples and appears to lack	

<b>SKILL</b>	<b>EXCELLENT 2</b>	<b>ACCEPTABLE 1</b>	<b>NEEDS IMPROVEMENT 0</b>	<b>SCORE</b>
	and appropriately experienced.	knowledgeable and appropriately experienced. One or two technical errors may be made.	knowledge. Frequently cites irrelevant or incorrect information. Erroneous information may often be given.	
<b>Candidate Integrity</b>	Responses are all consistent. Concrete and specific examples used. Candidate provides verifiable information for claims.	Responses are generally consistent. Concrete and specific examples often used. Candidate provides verifiable information for some claims.	Responses are inconsistent or contradictory. No concrete or specific examples used. Candidate provides no verifiable information for claims, and claims may be exaggerated or even appear manufactured.	
<b>Closing</b>	Candidate expresses clear interest in the position. Appropriate follow up questions asked. Sincerely thanks interviewer(s). Parting handshake offered.	Candidate expresses some interest in the position. No or unprepared follow up questions asked. Thanks interviewer(s) courteously. Parting handshake offered.	Candidate expresses little or no interest in the position. No or inappropriate questions asked. Interviewer(s) not thanked. No parting handshake.	
<b>Total Points Possible= 18</b>			<b>Total points earned divided by the total possible points = Grade</b>	