



**DHYG 2130 Clinical Dental Hygiene IV
COURSE SYLLABUS
Spring Semester 2021**

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): 40127

INSTRUCTOR CONTACT INFORMATION

Course Director: Melanie Bryson, RDH, BS
Email Address: [Melanie Bryson \(mbryson@southeasterntech.edu\)](mailto:mbryson@southeasterntech.edu)
Campus/Office Location: Vidalia Campus, Health Sciences Annex C, Office 910
Office Hours: Monday 7:30-12:00, 2:30-5:30; Tuesday 7:30-7:45, 12:30-1:30, 3:30-5:30; Wednesday 7:30-7:45;
Thursday 7:30-8:00, 5:00-5:30
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 \(https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf\)](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf).

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) Candidate's Manual, 2021
Central Regional Dental Testing Service, Inc. (CRDTS) Candidate's Manual, 2021

REFERENCE TEXTS

Clinical Practice of the Dental Hygienist. Twelfth edition. Wilkins, 2017. Lippincott, Williams, & Wilkins.

REQUIRED SUPPLIES

Notebook, pen, highlighter, removable drive, resume paper

Students should not share login credentials with others and should change passwords periodically to maintain security.

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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 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 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 applicable material and be prepared to actively participate in class discussions and activities.
2. Learn the key terms highlighted throughout the chapter(s).
3. Complete and know the learning outcomes (objectives) at the beginning of the assigned chapter(s). Maintain the hand-written learning outcomes in your course notebook.
4. Check lesson plan daily for scheduled assignments/due dates.
5. Complete any assignments or homework given by the course director.
6. Check emails regularly for any additional information that is related to the class or Dental Hygiene Program.
7. Obtain materials from the Course Materials Drive: M/Dental Hygiene/DHYG 2130. Prior to class, print any materials available to be used in this class for study.
8. Highlight National Board Exam material in relevant chapter(s) prior to class.

COVID-19 MASK REQUIREMENT

Masks or face coverings must be worn at all times while on the campus of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish

COVID-19 Key Symptoms
Cough: new or worsening, not attributed to another health condition
Shortness of breath, not attributed to another health condition
New loss of taste or smell
Chills; Repeated shaking with chills
Sore throat, not attributed to another health condition
Muscle pain, not attributed to another health condition or exercise
Headache, not attributed to another health condition
Diarrhea (unless due to known cause)
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using the [COVID 19 Health Reporting Form](#). Report all positive cases of COVID-19 to your instructor, program director, and [Stephannie Waters](#), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

COVID-19 DAILY SCREENING REQUIREMENT

Prior to entering the Health Sciences Annex- Building C, all dental hygiene students, faculty, and staff will complete a daily COVID-19 Screening and Temperature Check. Social distancing must be practiced throughout the building except during instruction of clinical skills and direct patient care. A KN-95 or N-95 mask and a face shield must be worn when social distancing is not feasible.

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,

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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 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

A student wishing to officially withdraw from a DHYG (Dental Hygiene) course(s) or all courses after the drop/add period and prior to the 65% point of the term in which the 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. When the student completes the withdrawal form, a grade of "W" (Withdrawn) is assigned for the course(s). The student will receive a grade of "W" for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

Important – Student-initiated withdrawals from a course(s) are not allowed after the 65% point of the term. After the 65% point of the term, only instructors can withdraw students from a course(s).

Withdrawal Due to Attendance or Academic Deficiency After Drop/Add Period and Prior to 65% Point of Term-

Any student who is withdrawn from a DHYG course(s) due to attendance violation or academic deficiency after drop/add period and prior to the 65% point of the term will receive a grade of "W" for the course(s). If a student is withdrawn from a DHYG course(s) due to an attendance violation or academic deficiency after drop/add period and prior to the 65% point of the term, the student will receive a grade of "W" for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

Withdrawal Due to Attendance After 65% Point of Term-A student withdrawn from a DHYG course(s) due to attendance violation after the 65% point of the term will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower). The student will receive a grade of zero for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the

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student exceeds the attendance procedure. If a student is withdrawn from a DHYG course(s) due to an attendance violation after the 65% point of the term, the student will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower) for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

Withdrawal Due to Academic Deficiency After 65% Point of Term - A student withdrawn from a DHYG course(s) due to academic deficiency after the 65% point of term will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower). If a student is withdrawn from a DHYG course (s) due to academic deficiency after the 65% point of term, the student will receive a grade of "WP" (Withdrawal Passing-average of 60 or higher) or a grade of "WF" (Withdrawal Failing-average of 59 or lower) for all DHYG courses for the term in which the student is enrolled and the student will be unable to progress in the Dental Hygiene program.

There is no refund for partial reduction of hours. Withdrawals may affect the students' eligibility for financial aid for the current semester and in the future. Students must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal(s). 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.

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 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

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 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

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 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity

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through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

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 Technical College at no charge for instructional costs to either the student or the employer.

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

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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, 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.

All exam dates are noted in the course syllabus. No make-up exam will be allowed for the final exam. Failure to take the final exam on the specified date will result in a grade of zero. The final exam will cover all course instructional material.

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" (zero) 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" (zero). 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" (zero) will be recorded.

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 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.

REMEDIATION POLICY

If a student fails to score a grade of 70 or higher on an exam, the student shall be required to complete remediation of the course material covered on the exam to ensure understanding of the material has been attained. The remediation assignment will address areas of unsatisfactory performance. Remediation will be handled on a case by case basis. The remediation must be completed and turned in to the course instructor prior to the next exam date on new course material as noted in the course syllabus lesson plan.

GRADING POLICY

Evaluation Item	Percentage
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

Evaluation Item	Grade	(X) %	Points
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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	
Point Deductions for late/incomplete assignments-			
Subtotal			
Final Course Grade			

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 dentistry 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)

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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)

11-22-2020mb

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)

DHYG 2130 Clinical Dental Hygiene IV Lecture Spring Semester 2021 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
January 12 Week 1	Chapter 1	<p><u>First day of class/Introduction to Course</u> – Syllabi, Outline, Rules, Regulations Coverage</p> <p><u>Ethics and Professionalism</u> – PowerPoint Presentation and discussion</p>	<p>Class Preparation Assessment #1</p> <p>Work Ethics: Appearance and Attendance</p>	CC 1-8 GC a, c
January 19 Week 2	Chapters 2, 3	<p><u>Ethical Theory and Philosophy</u> – PowerPoint Presentation and discussion</p> <p><u>Ethical Principles and Values</u> – PowerPoint Presentation and discussion</p> <p>Case Study 6 Group Discussion</p>	<p>Class Preparation Assessment #2</p> <p>Case Study 6</p> <p>Current hygiene topic presented by assigned student(s)</p>	CC 1-8 GC a, c
January 26 Week 3	Chapters 4, 5, 6 Central Regional Dental Testing Service (CRDTS) Manual	<p><u>Social Responsibility</u> – PowerPoint Presentation and discussion</p> <p><u>Code of Ethics</u></p> <p><u>Ethical Decision Making</u> – Worksheet for Ethical Decision Making</p> <p><u>Testlets</u> – In-class assignment and discussion</p>	<p>Class Preparation Assessment #3</p> <p>Work Ethics: Attitude and Character</p> <p>Current hygiene topic presented by assigned student(s)</p>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<u>CRDTS</u> – Discussion of CRDTS Board Examination using candidate’s manual		
February 2 Week 4	Guest Speaker	<u>Applying Mechanical & Chemical Plaque Control for Patients and Board Review</u> – Lenny Barnette Scientific Relations Manager Proctor and Gamble Professional Oral Health Crest Oral-B	Case Study 32	CC 1-8 GC a, c
February 9 Week 5	Midterm Exam National Board Dental Hygiene Exam Manual (NBDHE)	<u>Midterm: Chapters 1-6</u> <u>NBDHE</u> –Discussion of NBDHE Candidate Manual	Midterm Exam Chapters 1-6 Class Preparation Assessment #4 NBDHE Candidate Manual Work Ethics: Communication and Cooperation	CC 1-8 GC a, c
February 16 Week 6	Chapter 7 Georgia Board of Dentistry (GBD) Manual Georgia Board of Dentistry website American Dental Hygiene	<u>Society and the State Dental Practice Act</u> – ADHA for Dental Hygiene Practice Act Overview; Permitted Functions and Supervision Levels by State; Scope of Practice <u>Georgia Board of Dentistry Rules and Regulations</u> – Discussion	Class Preparation Assessment #5 Georgia Board of Dentistry Rules and Regulations Manual Licensure and Regulations Worksheet Current hygiene topic	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
	Association Dental (ADHA) Practice Act Online Content	of dental hygiene licensure (qualifications and requirements) and GBD website	presented by assigned student(s) Work Ethics: Teamwork, Organizational Skills, and Productivity	
February 23 Week 7	Chapter 8, 9	<u>Dental Hygienist-Patient Relationship</u> – PowerPoint Presentation and discussion; Classification of laws chart as pertaining to dental hygiene <u>Dental Hygienist-Dentist-Employer Relationship</u> – PowerPoint Presentation and discussion Case Study 3 Group Discussion	Class Preparation Assessment #6 Case Study 3 Current hygiene topic presented by assigned student(s) Work Ethics: Respect	
March 2 Week 8	Curriculum Vitae and Cover Letter Professional Networking	<u>Curriculum Vitae and Cover Letter</u> <u>Professional Networking</u> <u>Professional Dress</u> <u>Career Services</u> <u>Cover letter and Curriculum Vitae</u> <u>Online resources for networking</u> <u>Role-play with sample Mock Interview</u>	Completed Guest Speakers and Volunteer Experience Tracking Form List of available references to use with Curriculum Vitae Interpersonal Needs Worksheet Current hygiene topic presented by assigned student(s)	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<u>questions</u>		
March 11 Thursday 8:00-4:00 Week 9	All Dental Hygiene Program Course Material	<u>Mock NBDHE First Attempt</u>	Mock NBDHE First Attempt	CC 1-8 GC a, c
March 16 Week 10	Chapter 10	<u>Risk Management</u> – PowerPoint Presentation and discussion Case Study 8, 11, 19 Group Discussion Role-play for presentations of dental hygiene and dental care plans	Class Preparation Assessment #7 Current hygiene topic presented by assigned student(s) Case Study 8, 11, 19 Curriculum Vitae and Cover Letter – First Draft	CC 1-8 GC a, c
March 23 Week 11	Chapter 9 – Role Play for Mock Interview	<u>Employability Skills</u> – Career Paths; Professional development: management of professional credentials and competency; Role Play for Mock Interview	Current hygiene topic presented by assigned student(s) Curriculum Vitae and Cover Letter	CC 1-8 GC a, c
April 1 Thursday 8:00-4:00 Week 12	All Dental Hygiene Program Course Material	<u>Mock NBDHE Exam Second Attempt</u>	Mock NBDHE Exam Second Attempt	CC 1-8 GC a, c
April 6 Week 13	Technical College System of Georgia Work Ethics Traits	<u>Work Ethics Exam</u>	Work Ethics Exam	CC 1-8 GC a, c
Week 14 Date and Time to be announced	Mock Interview	<u>Mock Interview</u>	Mock Interview	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
April 20 Week 15	Chapters 1-10 CRDTS Manual NBDHE Manual GBD Manual	<u>Comprehensive Final Exam</u>	Comprehensive Final Exam	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

CONTENT	NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)	ACCEPTABLE 2 (1-2 ERRORS)	PROFESSIONAL 3 (NO ERRORS)	SCORE
Overall Appearance	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.	
Name	Difficult to locate and to read.	Easy to locate and to read.	Stands out and is easy to read.	
Contact Information	Erroneous, incomplete.	Complete, but location or formatting forces the eye to pause to absorb it.	Complete, professional, and easy to locate and absorb.	
Font	Style and size make the CV difficult to read.	Style and size are appropriate.	Style and size make CV easy to read.	
Format and Headings	Inconsistent formatting and headings distract from key information.	Formatting and headings are consistent, but the eye still has to search for some information.	Consistent formatting and headings guide the eye to key information that can be absorbed at a glance.	
Spacing	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.	
Margins / Alignment / Page Numbers	3 or more errors in formatting of margins, alignment, or page number.	1-2 errors in formatting of margins, alignment, or page number.	Consistent formatting of margins, alignment, or page number.	
General Content	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.	
Job Title,	Inconsistent formatting	Formatting and placement	Consistent formatting	

CONTENT	NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)	ACCEPTABLE 2 (1-2 ERRORS)	PROFESSIONAL 3 (NO ERRORS)	SCORE
Employer, City, State, & Dates	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.	
Bullets	Overuse or lack of bullets creates confusion.	Inconsistencies in bulleting (or single bullets) are distracting.	Bulleting makes info. easy to absorb.	
Different, strong verbs for each bullet	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.	
Grammar	3 or more errors in grammar or verb tense.	1-2 errors in grammar or verb tense.	No errors in grammar.	
Spelling	3 or more errors in spelling.	1-2 errors in spelling.	No spelling errors.	
Punctuation	3 or more errors in punctuation.	1-2 errors in punctuation.	No punctuation errors.	
Strong, clear statements	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.	
Organization & Sequencing	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.	
Education & Qualifications	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.	
Professional	The skills listed do not	The candidate's skills are	Skills that will be an asset	

CONTENT	NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)	ACCEPTABLE 2 (1-2 ERRORS)	PROFESSIONAL 3 (NO ERRORS)	SCORE
Skills	seem very applicable in an educational setting.	embedded in other sections of the CV, but special attention is not drawn to them.	to the employer are carefully highlighted.	
Employment	The candidate has had a variety of experiences that are relevant to education, but it is not always clear what skills she/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.	
Professional Achievements & Activities	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.	
Total possible points = 60			Total Points earned divided by total possible points = grade	

Appendix B Cover Letter Rubric

CONTENT	PROFESSIONAL 2 (NO ERRORS)	ADEQUATE 1 (1-2 ERRORS)	NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)	SCORE
Business format	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.	
Overall quality of writing ability, spelling, grammar, and verb use	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.	
Section 1: Introduction	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.	
Section 2: Identification of skills and experiences as related to position	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	

CONTENT	PROFESSIONAL 2 (NO ERRORS)	ADEQUATE 1 (1-2 ERRORS)	NEEDS IMPROVEMENT 0 (3 OR MORE ERRORS)	SCORE
	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.	
Section 3: Closing	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.	
Total Points Possible= 10			Total points earned divided the total points possible = Grade	

Appendix C Mock Interview Rubric

Name of Candidate: _____ Date: _____

Name of interviewer: _____

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

SKILL	EXCELLENT 2	ACCEPTABLE 1	NEEDS IMPROVEMENT 0	SCORE
			quiet for the audience.	
Work Ethic and Attitude	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.	
Professional Ethics	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.	
Skill Set Demonstration	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	

SKILL	EXCELLENT 2	ACCEPTABLE 1	NEEDS IMPROVEMENT 0	SCORE
	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.	
Candidate Integrity	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.	
Closing	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.	
Total Points Possible= 18			Total points earned divided by the total possible points = Grade	