



**Spring Semester 2016
Course Syllabus**

Course Number & Title: DHYG 2130 Clinical Dental Hygiene IV Lecture
Credit Hours/ Minutes: 2 Semester Credit Hours/1500 minutes
Course Schedule: Monday 8:00-11:50 am **January 11-March 2, 2016** (Mini-mester A) Room 906
CRN: 40234

Course Director: Melanie Bryson, RDH, BS
Office Hours: Monday 7:30-8:00am, 12:30-4:30pm
 Tuesday 7:30-7:45am, 12:30-4:30pm
 Wednesday 7:30-8:00am, 12:30-1:00pm
 Thursday 7:30-7:45am, 12:30-12:45pm
Office Location: Room 910 Health Science Annex
Email Address: mbryson@southeasterntech.edu
Phone: 912-538-3250
Fax Number: 912-538-3278

REQUIRED TEXTS:

Ethics, Jurisprudence, & Practice Management in Dental Hygiene. 3rd ed. Kimbrough-Walls & Lautar, 2012. Pearson.
Coding With Confidence: The "Go To" Dental Insurance Guide. CDT 2016 ed. Charles Blair, DDS.
Georgia Board of Dentistry Manual: Laws, Rules, & Regulations
National Board Dental Hygiene Examination (NBDHE)

REFERENCE TEXT:

Clinical Practice of the Dental Hygienist. 11th ed. Wilkins, 2013. Lippincott, Williams, & Wilkins.
Ethics and Law in Dental Hygiene. 2nd ed. Beemsterboer, 2010. Saunders.

ADDITIONAL RESOURCES:

Georgia Board of Dentistry Laws <http://gbd.georgia.gov/laws-policies-rules>
 Georgia Board of Dentistry Rules and Regulations
http://rules.sos.state.ga.us/pages/GEORGIA_BOARD_OF_DENTISTRY/index.html
 American Dental Hygiene Association www.adha.org/
 Georgia Dental Hygiene Association <http://www.gdha.org/>
 National Board Dental Hygiene Examination (NBDHE) www.ada.org
 Central Regional Dental Testing Service, Inc www.crdts.org

REQUIRED EQUIPMENT/SUPPLIES: Pen, pencil, paper, highlighter

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

PREREQUISITE: DHYG 2080**COREQUISITE: DHYG 2140**

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 policies and procedures in the STC Catalog, Dental Hygiene Handbook, and Dental Hygiene Clinic Manual. Students are expected to exhibit professional behavior at all times. Each student must show respect and concern for fellow students and for the course director. Insubordination will not be tolerated, and disciplinary measures will be enacted.

Prior to the discussion of each chapter in class, the student is expected to complete the following:

1. Read the assigned chapter.
2. Complete any assignments given by the course director.
3. Know the learning objectives for each topic.
4. Students are required to obtain any course materials from the Course Material Drive: M\Dental Hygiene\DHYG 2130. These should be retrieved prior to class time.
5. Students are advised to check their e-mails regularly for any additional information that is related to the class or to the Dental Hygiene Program.

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.

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.

ADDITIONAL ATTENDANCE PROVISIONS: 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. Time and/or work 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.

Requirements for instructional hours within Health Science programs reflect the rules of respective Licensure Boards. Therefore, class and clinical attendance is mandatory. No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks.

For this class, which meets 1 day a week for 8 weeks, the maximum number of days a student may miss is 1 day (1 class session) during the semester.

SPECIAL NEEDS: *Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

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.

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 advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

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

MAKEUP GUIDELINES: No unexcused absences are allowed and all time must be made up. Make-up time will be under the supervision of and date assigned by the instructor. Policies and procedures regarding make-up time for these programs are outlined in the respective program handbooks and this Syllabus.

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *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 *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

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

--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.

--Second Offense--

Student is given a grade of "WF" 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.

--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 second 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: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era 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).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC'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 STC website at www.southeasterntech.edu.

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.*

EVALUATION PROCEDURES:

During an examination, students are required to place all textbooks and personal property on the counter located in the back of the classroom. Students are to rotate seats prior to testing and to be seated with an empty seat between each student. Computer monitors should be facing the front of the classroom during the exam. No talking is allowed once the exam begins. Students found with their cell phone or any other personal communication device during the exam will be considered cheating and given a zero for the exam. Once a student completes his/her exam, he/she will turn the exam paper over and remain at his/her desk quietly until everyone has finished with the exam. This will prevent other students from being distracted as students exit. Then, the proctor will take up all exam papers and class will begin. Once the exam begins, tardy students may

not enter the classroom. The time limit for an exam is one hour. At the 50 minute mark, the proctor will announce to the students that they have 10 minutes left to complete the exam. Failure to complete assignments will result in one point being deducted from the final course grade for each assignment not completed by the deadline specified.

Students will be allowed to make-up **one** examination, **excluding the final examination**, due to an excused absence approved by the course director. The student will be penalized for missing the exam, and 10 points will be deducted from the make-up examination grade. All other missed exams will result in a grade of zero. If you enter the classroom late, you will not be allowed to take any exam, and you will be issued a zero for the exam. PLEASE be on time! The comprehensive final examination will be given at the end of the semester, and no make-up exam will be allowed for the final examination. **Failure to take the final examination on the specified date will result in a grade of zero**

- **Exit Exam- Mock National Dental Hygiene Board Exam** 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 three 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 Exam. This exam accounts for 70% of your final course grade.
- **Midterm:** Covers chapters 1-8
- **Final:** Comprehensive-includes all chapters in lesson plan, CDT (Current Dental Terminology Codes, CRDTS manual, NBDHE manual, Georgia Board of Dentistry manual
- **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 electronically submit the CV and cover letter and turn in a paper copy of CV, cover letter, and self-assessments of each, prior to the beginning of class. Failure to electronically submit the documents and turn in paper documents before the beginning of class by the deadline will result in a grade of “0” for each. Submit the documents using **MS Word** to mbryson@southeasterntech.edu The documents should be saved as first initial and last name_cv&coverletter2016 (no spaces). The subject should state CV & Cover Letter. The rubrics can be located on the M drive. Students should access the M: drive, print a copy of the rubrics, self-assess the CV and cover letter, and turn in with the paper copy of the CV 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.
- **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.
- **Additional 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.

Each student's final course grade will be determined as follows:

Mock National Dental Hygiene Board Exam	X 0.70 =	_____
Midterm	X 0.10 =	_____
Final	X 0.10 =	_____
Curriculum Vitae/Cover Letter/Mock Interview (averaged)	X 0.05 =	_____
Work Ethics Exam	X 0.05 =	_____
Minus Points for incomplete assignments/homework		- _____
Numerical Course Grade		_____

Grades will be assigned by the following grading scale:

A= 90-100	Excellent
B= 80-89	Good
C= 70-79	Satisfactory
D= 60-69	Poor
F= below 60	Failing

Learning Objectives

Chapter 1 Introduction to Moral Philosophy and Moral Reasoning

1. Define the term ethics. (A,B,D)
2. Define the terms deontology (deontological approach) and teleology (teleological approach). (A,B,D)
3. Distinguish between the ethical theory of utilitarianism and Kant's ethical theory. (A,B,D)
4. Compare rule utilitarianism with act utilitarianism. (A,B,D)
5. Contrast a right with a duty and a right with a privilege. (A,B,D)
6. Discuss the role of social justice in determining ethical behavior. (A,B,D)

Chapter 2 Core Values and Additional Ethical Principles

1. Identify the core values found in the Code of Ethics of the American Dental Hygienists' Association, the five main principles articulated in the Code of Ethics of the Canadian Dental Hygienists' Association, and the two values embedded in the Code of Ethics of the International Federation of Dental Hygienists. (A,B,C,D)
2. Compare other codes of ethics found in the dental hygiene profession at the local, state, provincial, and national levels. (A,B,C,D)
3. Define the terms autonomy, confidentiality, societal trust, nonmaleficence, beneficence, justice, veracity, fidelity, paternalism, and utility. (C)

Chapter 3 Informed Consent

1. Discuss the criteria necessary for informed consent. (A,B,C,D)
2. Relate conditions for not obtaining informed consent. (A,B,C,D)
3. Compare the ethical principles found in codes of ethics, informed consent, patients' bill of rights, and other documents related to patient care. (A,B,C,D)

Chapter 4 Decision Making

1. Define the term ethical dilemma. (A,B,C,D)
2. List the steps involved in ethical decision making. (A,B,C,D)
3. Solve ethical dilemmas using a decision-making process. (A,B,C,D)
4. Determine core values and principles used to solve an ethical dilemma. (A,B,C,D)
5. Discuss the role of laws in determining alternatives for solving an ethical dilemma. (A,B,C,D)

Chapter 5 Jurisprudence

1. Compare the concepts of civil law with criminal law, utilizing examples found in dental hygiene practice. (A,B,C,D)
2. List the types and circumstances of supervision (or absence of supervision) found in the Dental/Dental Hygiene Practice Act of the jurisdiction (i.e., state, province, or territory) in which you reside or attend school, or where you would like to live or practice dental hygiene. (A,B,C,D,E)
3. State the conditions necessary for a contract between a patient and a dental hygienist with regard to dental hygiene services. (A,B,C,D)
4. Define and distinguish between the following terms: intentional tort and unintentional tort; libel and slander; assault and battery; malpractice and negligence; implied contract and expressed contract (A,B,C,D)
5. Discuss the rights of patients protected by law and duties of providers regulated by law from both ethical and legal perspectives. (A,B,C,D,E)
6. Discuss the role of lobbying in developing legislation for the practice of dental hygiene. (A,B,C,D,E)

Chapter 6 Social Issues

1. Identify legislation that protects and aids the patient and the dental hygienist against discrimination in dentistry. (A-F)
2. Recognize the signs of abuse (child, spouse, and elderly). (A-F)

3. List barriers to access to care and reasons for disparities in oral health care. (A-F)
4. Discuss the advantages and disadvantages of various reimbursement or insurance plans (Medicaid, Medicare, and managed care) as they pertain to access to care and distributive justice issues. (A-F)
5. Discuss the role of the dental hygienist as an advocate for oral health care. (A-F)

Chapter 7 Practice Management

1. Discuss the need for practice management in the dental office. (A,B,D)
2. Identify different management styles. (A,B,D)
3. Differentiate between oral health care and the business of oral health care. (A,B,D)
4. Discuss the team concept. (A,B,D)
5. Identify the benefits of cross training. (A,B,D)
6. Differentiate types of staff meetings. (A,B,D)
7. Differentiate between employer expectations and employee expectations. (A,B,D)
8. Identify uses of public relations and image for the dental/dental hygiene practice. (A,B,D)
9. Identify patient needs as they relate to dental hygiene. (A,B,C,D)
10. Discuss how marketing relates to the dental/dental hygiene practice. (A,B,D,E)
11. Identify advantages and disadvantages of profit centers. (A,D,E)

Chapter 8 Business of Dental Hygiene

1. Describe the scope of the dental hygiene diagnosis as it relates to building a practice. (A-F)
2. Discuss business aspects for dental hygiene. (A-F)
3. Discuss time management issues and plan a treatment hour. (A-F)
4. Identify leadership traits. (A-F)

Chapter 9 Alternate Practice Models

1. Describe different models for alternate practice. (A-F)
2. Discuss legislative barriers to alternate practice. (A-F)
3. List different duties for dental hygienists in alternative practice and dental therapists. (A-F)
4. Develop a business plan for an alternative practice model. (A-F)

Chapter 10 Employability Skills

1. Recognize the scope of job searching. (A,B,D)
2. Identify different employment opportunities for dental hygienists. (A,B,D)
3. Discuss the process of interviews between employers and employees. (A,B,D)
4. Identify the advantages and disadvantages of working interviews. (A,B,D)
5. Identify contents and needs for office policy manuals. (A,B,D)
6. Discuss benefits as they relate to the dental hygienist. (A,B,D)
7. Apply negotiating skills related to employee benefits. (A,B,D)

Chapter 11 Planning for the Future

1. Describe the differences between stocks, mutual funds, and IRAs. (A)
2. Explain the meaning of a portfolio. (A)
3. Describe CD investments. (A)
4. Explain liability insurance. (A)
5. Explain disability insurance. (A)
6. Identify the need for self-care and physical health. (A)
7. Describe the benefits of professional membership. (A-F)

Discussion of 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)

Coding with Confidence CDT Guide


1. Recognize the importance of using current CDT codes. (B)
2. Identify the CDT codes that are to be used when creating a dental hygiene care plan. (B)
3. Become familiar with current CDT codes in order to maximize patient treatment and insurance coverage.(B)



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.

DHYG- 2130 Clinical Dental Hygiene V Lecture
Lesson Plan
Spring Semester 2016

Date	Text/Chapter/ Lesson	Content	Assignments/ Activities/Exams	*Competency Area CC,GC	ADEA
 <p style="text-align: center;">Welcome to your last clinic lecture course</p>					
Session 1					
Jan 11	Chapters 1-4	First day of class/Introduction to Course-Syllabi, Outline, Rules, Regulations Coverage Intro to Moral Philosophy and Moral Reasoning Core Values and Additional Ethical Principles Informed Consent Decision Making	Moral Philosophy & Moral Reasoning, Core Values & Ethical Principles, Informed Consent, and Decision Making PPT presentations Review of Privacy Practices Code of Ethics (ADHA) handout Case Study group discussion Samples of consent forms Ethical dilemmas examples pages 52-53 Work ethics topics: appearance and attendance Homework: <ul style="list-style-type: none"> • Licensure & Regulations worksheet 	CC 5,6 GC a,c	C1-6 HP1,2 PGD1-3
Jan 18	<i>MLK Holiday Enjoy your holiday!</i>				
Session 2					
Jan 25	CRDTS Manual NBDHE Manual	Jurisprudence	Due Today: <ul style="list-style-type: none"> • Licensure & Regulations 	CC 1-8 GC a,c	C1-6 HP1,2


DHYG- 2130 Clinical Dental Hygiene V Lecture
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Date	Text/Chapter/ Lesson	Content	Assignments/ Activities/Exams	*Competency Area CC,GC	ADEA
	GBD Manual GBD website	Discussion of Boards Examinations: CRDTS & NBDHE Georgia Board of Dentistry Rules & Regulations	worksheet Jurisprudence PPT presentation Classification of laws as pertaining to dental hygiene chart provided for students Access ADHA for Dental Hygiene Practice Act Overview – Permitted Functions and Supervision Levels by State Discussion of Boards examinations Georgia Board of Dentistry Manual: Rules and Regulations – discussion of dental hygiene licensure (qualifications and requirements) and GBD website Current hygiene topic presented by assigned student Work ethics topics: attitude and character		PGD1-3
Session 3					
Feb 1	Chapters 5-8	Social Issues Aspects of Practice Management Business of Dental Hygiene	Social Issues, Aspects of Practice Management, and Business of Dental Hygiene PPT presentation	CC 5,6,8 GC a,c	C1-6 HP1,2 PGD1-3

DHYG- 2130 Clinical Dental Hygiene V Lecture
Lesson Plan
Spring Semester 2016

Date	Text/Chapter/ Lesson	Content	Assignments/ Activities/Exams	*Competency Area CC,GC	ADEA
			Current hygiene topic presented by assigned student Work ethics topics: communication and cooperation		
Session 4					
Feb 8	Midterm Exam Coding With Confidence CDT Guide Chapter 9	Midterm: chapters 1-8 CDT Codes Alternate Practice Models	<u>Midterm Exam</u> CDT Coding with Confidence guide-how to use, identifying pertinent codes for dental hygiene Complete CDT Code Worksheet Alternate Practice Models PPT presentation Discuss current and proposed oral health care workforce-access ADHA.org Current hygiene topic presented by assigned student Work ethics topics: organizational skills and productivity	CC 1-8 GC a,c	C1-6 HP1,2 PGD1-3
Feb 10 Wed 8:00	Mock NBDHE	Mock NBDHE First Attempt	Mock National Board Dental Hygiene Exam	CC 1-8 GC a,c	

DHYG- 2130 Clinical Dental Hygiene V Lecture
Lesson Plan
Spring Semester 2016

Date	Text/Chapter/ Lesson	Content	Assignments/ Activities/Exams	*Competency Area CC,GC	ADEA
					
Session 5					
Feb 15	Chapter 10	Seeking the Dental Hygiene Position Curriculum Vitae & Cover Letter Professional Networking Guest Speakers: Charla Nail Executive Director of Student Affairs / Retention, STC <i>“Professional Dress”</i> Lance Helms Director of Career Services, STC <i>“Career Services”</i>	Complete Interpersonal Needs Worksheet Seeking the Dental Hygiene Position PPT presentation “Professional Dress” “Career Services” Create a cover letter and Curriculum Vitae: samples provided on M: drive Provide online resources for networking Sample interview questions for mock interview Current hygiene topic presented by assigned student Work ethics topics; respect and teamwork	CC 1,3,4,7,8 GC a,c	C1-6 HP1,2 PGD1-3
Feb 17 Wed 8:00	Mock NBDHE	Mock NBDHE Second Attempt	Mock National Board Dental Hygiene Exam	CC 1-8 GC a,c	
Session 6					
Feb 22	Chapter 11	Ethics Exercise	Ethics Class Assignment Role Play Interview	CC 1-8 GC a,c	C1-6 HP1,2

DHYG- 2130 Clinical Dental Hygiene V Lecture
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Spring Semester 2016

Date	Text/Chapter/ Lesson	Content	Assignments/ Activities/Exams	*Competency Area CC,GC	ADEA
		Role Play for Mock Interview Video Resume' Planning for the Future	Create Video Resume' Planning for the Future PPT presentation Current hygiene topic presented by assigned student		PGD1-3
Feb 24 Wed 8:00	Mock NBDHE	Mock NBDHE Third Attempt	Mock National Board Dental Hygiene Exam	CC 1-8 GC a,c	
Session 7					
Feb 29		Mock Interview and Class Picture	CV and Cover Letter Due Times of interviews will be assigned. Class photo will follow completion of interviews.	CC 1-8 GC a,c	C1-6 HP1,2 PGD1-3
TBA		Field Trip		CC 1-8 G,C a,c	
Mar 1 Tues 1:00		Comprehensive Final Work Ethics Exam	<u>Final Exam</u> <u>Work Ethics Exam</u>	CC 1-8 GC a,c	

Best Wishes to our future RDHs



This lesson plan is subject to change at the discretion of the course director.

MAJOR COURSE COMPETENCIES (CC):

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Employability Skills 2. State of Georgia Dental Practice Act 3. Office Management 4. Expanded Duties | <ol style="list-style-type: none"> 5. Legal Aspects 6. Ethics 7. Dental Hygiene Practice Settings 8. Dentistry and Dental Hygiene Regulation |
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GENERAL EDUCATION CORE 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

CV Evaluation Rubric

	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 Info.	Erroneous, incomplete	Complete, but its 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 & size makes CV easy to read	
Format & Headings	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	
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	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	
General Content	Content doesn't accurately highlight candidates 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, Employer, City, State, & Dates	Inconsistent formatting and thoughtless placement interfere with reader's ability to absorb other info.	Formatting and placement are adequate, but do not assist the reader in locating the information easily	Consistent formatting and thoughtful placement improve reader's absorption of info.	
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 leave 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 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	Consistent verb use	
Spelling	3 or more errors in	1-2 errors in spelling	No spelling errors	

	spelling			
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 info	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 Skills	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 special attention is not drawn to them	Skills that will be an asset 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 s/he used or developed in those positions	The candidate has framed his or her employment 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= 57	Total points earned ----- = Grade Total possible points			

Appendix B

Cover Letter Rubric

	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, & 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 explains specifically why you are interested in this position and this type of job, company, and/or location.	This letter identifies one of your qualifications but it is not related to the position at hand. This letter restates what is on your resume' with minimal additional information. You explain why you are interested in this position but you are still too vague.	This letter does not discuss any relevant qualifications. You have not related your skills to the job you are applying for. This 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 resume' 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 resume' or other materials. This letter does not mention any plan for follow up.	
Total Points Possible= 10	Total points earned ----- = Grade Total possible points			

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 OK</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 quiet for the audience.	
Work Ethic and Attitude	Excellent attitude. Willing to do whatever is necessary to get job done. Indicates flexibility in	Acceptable attitude. Shows willingness to go the extra mile. Generally shows enthusiasm for the	Poor work attitude. More concerned with time off than time working. May express lack of flexibility, such as unwillingness to travel or	

	schedule and ways of working. Enthusiasm for the work and opportunity to learn expressed. Uses specific examples from experience to support statements.	work. Flexibility generally there, but limits may be detected. May not use specific examples demonstrating work ethics, though statements made.	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 and appropriately experienced.	Indicates possession of some skills required by the position. Uses specific examples and appears knowledgeable and appropriately experienced. One or two technical errors may be made.	None of skills required by the position are indicated. Uses no specific examples and appears to lack 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	Candidate expresses some interest in the position. No or unprepared follow up	Candidate expresses little or no interest in the position. No or inappropriate questions asked.	

	<p>asked. Sincerely thanks interviewer(s). Parting handshake offered.</p>	<p>questions asked. Thanks interviewer(s) courteously. Parting handshake offered.</p>	<p>Interviewer(s) not thanked. No parting handshake.</p>	
<p>Total Points Possible= 18</p>	<p>$\frac{\text{Total points earned}}{\text{Total possible points}} = \text{Grade} \quad \underline{\hspace{2cm}} =$</p>			