



**DHYG 2130 Clinical Dental Hygiene IV  
COURSE SYLLABUS  
Spring Semester 2023 (202314)**

**COURSE INFORMATION**

Credit Hours/Minutes: 2 Semester Credit Hours and 1500 minutes  
Class Location: Vidalia Campus, Health Sciences Annex C, Room 906  
Class Meets: Monday 8:00-9:50  
Course Reference Number (CRN): 40240

**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 10:00-12:00, 12:30-5:00; Tuesday 1:00-5:00; Thursday 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 \(https://catalog.southeasterntech.edu/\)](https://catalog.southeasterntech.edu/).

**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 Guide, 2023  
Central Regional Dental Testing Service, Inc. (CRDTS) Candidate Manual, 2023

**REFERENCE TEXTS**

Wilkins' Clinical Practice of the Dental Hygienist. Thirteenth Edition. Boyd, Mallonee, and Wyche. 2021. Jones and Bartlett Learning.

**REQUIRED SUPPLIES**

3 ring 1 ½ inch notebook binder, pen, highlighter, removable drive, resume paper

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

**COURSE DESCRIPTION**

Focuses on the dental hygiene field and presents the fundamental concepts and principles necessary for

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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

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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. Define and learn the key terms highlighted throughout the chapter(s). Maintain the hand-written key terms in your course notebook.
3. Know the learning outcomes (objectives) at the beginning of the assigned chapter(s).
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.
9. Access Joint Commission on National Dental Examinations online and print the National Board Dental Hygiene Examination (NBDHE) 2023 Candidate Guide. Maintain the printed guide in your course notebook.
10. Access Central Regional Dental Testing Service online and print the 2023 Dental Hygiene Patient Based Candidate's Manual. Maintain the printed manual in your course notebook.
11. Access Georgia Board of Dentistry online and print Laws, Policies, and Rules per instructions provided in Course Materials Drive. Maintain the printed Laws, Policies, and Rules in your course notebook.

### **COVID-19 MASK REQUIREMENT**

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College. Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained. 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).

Please note: Because social distancing is not feasible in the clinical area, radiology, or laboratory, a KN-95 or N-95 mask must be worn at all times to protect students, patients, and instructors.

### **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

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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.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<b>In the past 14 days, if you:</b>
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, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

#### **COVID-19 DAILY SCREENING REQUIREMENT**

Prior to arriving on the premises of STC and entering the Health Sciences Annex- Building C, all dental hygiene students must complete a daily COVID-19 screening of symptoms and a temperature check. If symptoms are present, stay at home and notify program director. Upon entry into the building, students will sign the daily screening log. Social distancing must be practiced while on the premises of STC except during instruction of clinical skills and direct patient care.

#### **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

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grade of “F” (Failing 0-59) and face financial aid repercussions in upcoming semesters. Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Excused absences will be evaluated on a case-by-case basis by the program director. Examples of excused absences would be a car accident on the way to class/clinic or unexpected hospitalization of the student. Please do not plan a vacation or schedule a routine medical/dental appointment during the designated class/clinical times. Unexcused absences will not be made up and may lead to the student’s failure of the course. Program director must be notified of any absences prior to scheduled clinic/class session.

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

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

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

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

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

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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 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: [Emily Jarrell \(ejarrell@southeasterntech.edu\)](mailto:ejarrell@southeasterntech.edu), 478-289-2259, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto: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

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course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Emily Jarrell \(ejarrell@southeasterntech.edu\)](mailto:ejarrell@southeasterntech.edu), 478-289-2259, Building 1, Room 1210.  
Vidalia Campus: [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto: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**

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

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

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

**ACCESSIBILITY STATEMENT**

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

**GRIEVANCE PROCEDURES**

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

**ACCESS TO TECHNOLOGY**

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

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

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



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## **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.**

## **RESUME AND COVER LETTER- (APPENDIX A, B)**

Each student will create a personal resume and cover letter. Appendix A and B contain the specified criteria in the rubrics for the resume and cover letter. Students will submit the printed resume, cover letter, rubrics, and self-assessments of each prior to the beginning of class. Failure to turn in all required documents before the beginning of class by the deadline will result in a grade of "0" (zero) for each. The instructions, examples, self-assessments, and rubrics of the resume and cover letter are located on the Course Materials drive. 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

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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**

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

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

<b>Evaluation Item</b>	<b>Grade</b>	<b>(X) %</b>	<b>Points</b>
Mock National Board Dental Hygiene Exam		.35	
Midterm		.15	
Final		.15	
Work Ethics Exam		.5	

Resume			
Cover Letter			
Mock Interview			
Resume, Cover Letter, and Mock Interview (averaged together)		.10	
Class Preparation Assessment 1			
Class Preparation Assessment 2			
Class Preparation Assessment 3			
Class Preparation Assessment 4			
Class Preparation Assessment 5			
Class Preparation Assessment 6			
Class Preparation Assessment 7			
Class Preparation Assessments (1-7 averaged together)		.20	
<b>Point Deductions for late/incomplete assignments-</b>			
<b>Subtotal</b>			
<b>Final Course Grade</b>			

### GRADING SCALE

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

### DENTAL HYGIENE PROGRAM GOALS

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

### LEARNING OBJECTIVES

#### Chapter 1 Ethics and Professionalism

1. Describe the role of the dental hygienist in health care. (A-F)
2. Explain the relationship between the health care provider and the patient. (A-F)
3. Describe the aspects of a true profession as they apply to dentistry and dental hygiene. (A-F)

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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)
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)

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

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

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

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

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

### **Chapter 10 Risk Management**

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

### **Board Examinations**

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

## DHYG 2130 Clinical Dental Hygiene IV Lecture Spring Semester 2023 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
January 9 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><u>Work Ethics: Appearance and Attendance</u> – discussion/role play</p>		CC 1-8 GC a, c
January 16	Holiday	Holiday	Holiday	
January 23 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><u>Work Ethics: Character</u> – discussion/role play</p> <p>Case 6 Group Discussion</p>	<p>Class Preparation Assessment #1</p> <p>Current hygiene topic presented by assigned student</p> <p>Work Ethics: Character</p> <p>Case 6</p>	CC 1-8 GC a, c
January 30 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>Class Preparation Assessment #2</p> <p>Current hygiene topic presented by assigned student</p>	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		<u>Ethical Decision Making</u> - Worksheet for Ethical Decision Making  <u>Work Ethics: Respect</u> – discussion/role play  <u>Testlets</u> – In-class assignment and discussion  <u>CRDTS</u> – Discussion of CRDTS Board Examination using candidate’s manual	Work Ethics: Respect  Testlets	
February 2 Thursday 1:00-3:00	Lenny Barnette Scientific Relations Manager Crest Oral-B P&G Professional Oral Health	Lenny Barnette Virtual Board Review	Virtual Board Review	
February 6 Week 4	Kari Clark, RDH HuFriedy Group Clinical Education Manager Mid-South Region  National Board Dental Hygiene Exam Candidate Guide (NBDHE)	“Alternative Instrumentation and Trade-In” – Kari Clark, RDH, HuFriedy Group  <u>NBDHE</u> –Discussion of NBDHE Candidate Guide	Class Preparation Assessment #3  NBDHE Candidate Guide  Case 8	CC 1-8 GC a, c
February 13 Week 5	Midterm Exam  Chapter 7  American Dental Hygiene Association Dental	<u>Midterm: Chapters 1-6</u>  <u>Society and the State Dental Practice Act</u> – ADHA for Dental Hygiene Practice Act Overview; Permitted Functions and	Midterm Exam Chapters 1-6  Class Preparation Assessment #4  Current hygiene topic	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
	(ADHA)	Supervision Levels by State; Scope of Practice  <u>Work Ethics: Communication and Cooperation</u> – discussion/role play	presented by assigned student  Work Ethics: Communication and Cooperation	
February 20 Week 6	Georgia Board of Dentistry (GBD) Manual  Georgia Board of Dentistry website	<u>Georgia Board of Dentistry Rules and Regulations</u> – Discussion of dental hygiene licensure (qualifications and requirements) and GBD website  <u>Work Ethics: Teamwork, Organizational Skills, and Productivity</u> – discussion/role play	Class Preparation Assessment #5  Georgia Board of Dentistry Rules and Regulations Manual  Licensure and Regulations Worksheet  Current hygiene topic presented by assigned student  Work Ethics: Teamwork, Organizational Skills, and Productivity	CC 1-8 GC a, c
February 27 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 3 Group Discussion  <u>Work Ethics: Attitude</u> –	Class Preparation Assessment #6  Case 3  Current hygiene topic presented by assigned student  Work Ethics: Attitude	CC 1-8 GC a, c



Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		discussion/role play		
March 6 Week 8	Resume and Cover Letter  Professional Networking	<u>Resume and Cover Letter</u>  <u>Professional Networking</u>  <u>Professional Dress</u>  <u>Career Services</u>  <u>Online resources for networking</u>  <u>Role play with sample Mock Interview questions</u>	List of available references to use with Resume  Interpersonal Needs Worksheet  Current hygiene topic presented by assigned student	CC 1-8 GC a, c
<b><u>March 16</u></b> <b><u>Thursday</u></b> <b><u>8:00-4:00</u></b> <b><u>Week 9</u></b>	All Dental Hygiene Program Course Material	<u>Mock NBDHE First Attempt</u>	<b><u>Mock NBDHE First Attempt</u></b>	CC 1-8 GC a, c
March 20 Week 10	Chapter 10	<u>Risk Management</u> – PowerPoint Presentation and discussion  Case 10, 11, Group Discussion  Role play for presentations of dental hygiene and dental care plans	Class Preparation Assessment #7  Case 10, 11  Resume and Cover Letter – First Draft Due Today	CC 1-8 GC a, c
March 27 Week 11	Chapter 9 – Role Play for Mock Interview	<u>Employability Skills</u> – Career Paths; Professional development: management of professional credentials and competency; Role	Resume and Cover Letter Due Today  Case 13	CC 1-8 GC a, c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
		Play for Mock Interview		
April 3-6	Student Holidays	Student Holidays	Student Holidays	
<b><u>April 13</u></b> <b><u>Thursday</u></b> <b><u>8:00-4:00</u></b> <b><u>Week 12</u></b>	All Dental Hygiene Program Course Material	<u>Mock NBDHE Exam Second Attempt</u>	<b><u>Mock NBDHE Exam Second Attempt</u></b>	CC 1-8 GC a, c
April 17 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
May 1 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**  
**DHYG 2130 Clinical Dental Hygiene IV Lecture**  
**Cover Letter Rubric**

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	<b>Points Earned</b>
<b>Overall Appearance 10 points</b>	<input type="checkbox"/> 10 points Uses size 12 font. Uses basic, simple, and easy to read font such as Arial, Calibri, Helvetica, Tahoma, and Verdana. Cover letter fits page but is not overcrowded. Cover letter can easily be scanned and read. Does not exceed 1 page.	<input type="checkbox"/> 8 points Cover letter almost fits the page but has some uneven white space.	<input type="checkbox"/> 6 points Font and spacing of the cover letter make it difficult to read.	<input type="checkbox"/> 0 points Cover letter does not meet the criteria required for the overall appearance.	
<b>Format Structure 10 Points</b>	<input type="checkbox"/> 10 points Includes personal information (Name, Address, City, State, Zip, Phone, Email). Includes employer information (Name, Address, City, State, Zip, Phone, Email). Includes salutation and closing. Uses standard business letter style (block style recommended), 3 paragraphs, single-spaced, 1" margins all around, entire document centered on page, date, signature, enclosure.	<input type="checkbox"/> 8 points Format contains 4 of 5 criteria.	<input type="checkbox"/> 6 points Format contains 3 of 5 criteria.	<input type="checkbox"/> 0 points Format contains minimal information.	
<b>Spelling, Grammar, Punctuation, and Mechanics 20 points</b>	<input type="checkbox"/> 20 points There are no errors in spelling, grammar, punctuation, and/or mechanics.	<input type="checkbox"/> 15 points Cover letter contains 1-2 errors in spelling, grammar, punctuation, and/or mechanics.	<input type="checkbox"/> 10 points Cover letter contains 3-4 errors in spelling, grammar, punctuation, and/or mechanics.	<input type="checkbox"/> 0 points Cover letter contains 5 or more errors in spelling, grammar, punctuation, and/or mechanics.	
<b>First Paragraph 20 points</b>	<input type="checkbox"/> 20 points	<input type="checkbox"/> 15 points	<input type="checkbox"/> 10 points	<input type="checkbox"/> 0 points	

	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	<b>Points Earned</b>
	<p>The paragraph discusses what position the candidate is applying for, how the candidate heard about it, why the candidate is interested, and demonstrates the value that the candidate can bring to the company.</p> <p>The paragraph illustrates that the candidate has researched the company and understands the business.</p> <p>Wording is creative and catches an employer's attention quickly.</p>	<p>The paragraph is organized and easy to read.</p> <p>It is missing 1 or 2 elements required.</p>	<p>The paragraph is not well organized.</p> <p>Multiple components are missing from the paragraph.</p>	<p>The paragraph is missing the most crucial information.</p> <p>The paragraph does not introduce the candidate, name the position applying for, indicate where the candidate heard of position, why the candidate is interested, etc.</p>	
<b>Second Paragraph 20 points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>The paragraph is well-defined, and information relates to the position being applied for.</p> <p>The paragraph explains how the candidate's experience and skills fit the position.</p> <p>The paragraph describes how the candidate's accomplishments can benefit the company.</p> <p>The paragraph does not recite or re-state the same information from the Resume.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>The paragraph is organized and easy to read.</p> <p>It is missing 1 or 2 elements required.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>The paragraph is not well organized.</p> <p>Multiple components are missing from the paragraph.</p> <p>The information provided is not relevant to the position being applied for.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>The paragraph is missing the most crucial information.</p> <p>The paragraph contains irrelevant information that does not correlate with the position.</p>	
<b>Third Paragraph 20 points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>The paragraph summarizes the candidate's introduction.</p> <p>The paragraph refers the employer to the Resume.</p> <p>The paragraph thanks the employer for his/her time and consideration.</p> <p>The paragraph states how the candidate will follow up with the employer and when.</p> <p>The paragraph states specific time parameters when the candidate is available for contact.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>The paragraph is organized and sincere.</p> <p>The paragraph contains most of the elements required.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>The paragraph is not well organized.</p> <p>Multiple components are missing from the paragraph.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>The paragraph lacks sincerity.</p> <p>The paragraph does not advise the employer that the candidate will follow up or when you will follow up.</p> <p>The paragraph does not express gratitude to the employer.</p>	

	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	<b>Points Earned</b>
	Self-assessment completed prior to submission; provide signature and date: _____				
<b>Total Possible Points = 100</b>	<b>Points earned from each category added together = Grade</b>				

**Appendix B**  
**DHYG 2130 Clinical Dental Hygiene IV Lecture**  
**Resume Evaluation Rubric**

Name	Date				Points Earned
	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	
<b>Overall Appearance 10 points</b>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>Uses size 12 font.</p> <p>Uses basic, consistent, simple, and easy to read font such as Arial, Calibri, Helvetica, Tahoma, and Verdana (sans serif).</p> <p>Information fits page but is not overcrowded. Spacing is consistent and facilitates quick reading. Resume is completed as one page.</p> <p>Resume can easily be scanned and read.</p> <p>Uses quality bond paper (resume-style, neutral or white) for printed resume.</p>	<p style="text-align: right;"><input type="checkbox"/> 8 points</p> <p>Overall appearance of contains 1-2 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 6 points</p> <p>Overall appearance contains 3-4 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>Resume does not meet the criteria required for the overall appearance.</p>	
<b>Format Structure 20 Points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>Includes personal information (Name, Address, City, State, Zip, Phone, Email) at top of page.</p> <p>Includes hyperlink for all email addresses.</p> <p>Uses consistent formatting, margins, bullets (no single bullets), headings, and alignment to guide the eye to key information that can be absorbed at a glance.</p> <p>Resume includes 2-3 references. If enough spacing is not available on the resume, a separate reference page may be included. Reference page follows format structure of resume.</p> <p>Resume or reference page (if required) is not numbered.</p> <p>Uses descending order of dates.</p> <p>Includes appropriate credentials.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>Format structure contains 1 to 2 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>Format structure contains 3 to 4 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>Format structure does not meet the criteria required.</p>	

	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	<b>Points Earned</b>
<b>Spelling, Grammar, Punctuation, and Mechanics 20 points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>There are no errors in spelling, grammar, punctuation, and/or mechanics.</p> <p>Skillful use of strong verbs provides a quick inventory of the candidate's skills that leaves a lasting impression of competence.</p> <p>Strong, clear statements highlight key skills.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>This category contains 1-2 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>This category contains 3-4 errors.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>This category does not meet the criteria required.</p>	
<b>Education, Licensure, and Certification 10 points</b>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>Includes candidate's qualifications in terms of educational background, fields of study, degrees, and certifications (certifications should relate to the profession); Content distinguishes candidate as a highly qualified candidate.</p>	<p style="text-align: right;"><input type="checkbox"/> 8 points</p> <p>This category is missing 1-2 elements required.</p>	<p style="text-align: right;"><input type="checkbox"/> 6 points</p> <p>Multiple components are missing in this category.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>The most crucial information is missing in this category.</p>	
<b>Employment and References 20 points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>Frames employment experiences to distinguish candidate as a competent, talented professional with a great deal of initiative and a variety of strengths. Includes pertinent information about employment experiences.</p> <p>Relates and frames volunteer services and experiences to fit the position. Provides pertinent information about the volunteer services.</p> <p>Describes how candidate's experiences can benefit the company.</p> <p>Wording is creative and catches an employer's attention quickly.</p> <p>Includes 2-3 references. Adheres to reference guidelines and information to be included in resume.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>This category is missing 1 or 2 elements required.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>Multiple components are missing in this category.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>The most crucial information is missing in this category.</p>	
<b>Career Objective and Professional Skills 20 points</b>	<p style="text-align: right;"><input type="checkbox"/> 20 points</p> <p>Career objective provides brief overview of professional experience, skills, and achievements, and explains why candidate is prepared for the position. Career objective stated in 2-3 sentences.</p>	<p style="text-align: right;"><input type="checkbox"/> 15 points</p> <p>This category is missing 1 or 2 elements required.</p>	<p style="text-align: right;"><input type="checkbox"/> 10 points</p> <p>Multiple components are missing in this category.</p>	<p style="text-align: right;"><input type="checkbox"/> 0 points</p> <p>The most crucial information is missing from this category.</p>	

	<b>Excellent (90-100)</b>	<b>Well Done (80-89)</b>	<b>Meets Standards (70-79)</b>	<b>Needs Improvement (0-69)</b>	<b>Points Earned</b>
	Frames and relates professional skills to distinguish candidate as a well-rounded person is very professionally involved and prepared for the position.				
	Self-assessment completed prior to submission; provide signature and date: _____				
<b>Total Possible Points = 100</b>	<b>Points earned from each category added together = Grade</b>				



**Appendix C**  
**DHYG 2130 Clinical Dental Hygiene IV Lecture**  
**Mock Interview Rubric**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>SKILL</b>	<b>EXCELLENT 2</b>	<b>ACCEPTABLE 1</b>	<b>NEEDS IMPROVEMENT 0</b>	<b>SCORE</b>
<b>First Impressions</b>	<p><b>Professional Appearance:</b> Appropriate business attire.</p> <p><b>Greetings:</b> Good eye contact, firm handshake, confident posture.</p> <p><b>Conversation:</b> Enthusiastic and engaging.</p>	<p><b>Professional Appearance:</b> Looks neat, but not necessarily in business attire.</p> <p><b>Greetings:</b> Appropriate eye contact, handshake offered, posture acceptable.</p> <p><b>Conversation:</b> Enthusiastic and engaging.</p>	<p><b>Professional Appearance:</b> Inappropriate or sloppy attire.</p> <p><b>Greetings:</b> Poor eye contact or staring, handshake not offered or refused, poor professional posture.</p> <p><b>Conversation:</b> Not energetic or overly nervous.</p>	
<b>Preparation</b>	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.	
<b>Confidence</b>	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.	
<b>Speech</b>	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.	

<b>SKILL</b>	<b>EXCELLENT 2</b>	<b>ACCEPTABLE 1</b>	<b>NEEDS IMPROVEMENT 0</b>	<b>SCORE</b>
<b>Work Ethic and Attitude</b>	Excellent attitude. Willing to do whatever is necessary to get job done. Indicates flexibility in schedule and ways of working. Enthusiasm for the work and opportunity to learn expressed. Uses specific examples from experience to support statements.	Acceptable attitude. Shows willingness to go the extra mile. Generally, shows enthusiasm for the work. Flexibility generally there, but limits may be detected. May not use specific examples demonstrating work ethics, though statements made.	Poor work attitude. More concerned with time off than time working. May express lack of flexibility, such as unwillingness to travel or work weekends. Has no examples of good work ethics to share.	
<b>Professional Ethics</b>	Highly developed. Quickly identifies ethical dilemmas. Offers multiple solutions that show sensitivity to the concerns of all stakeholders. Seeks solution that provides greatest benefit to all. Has no tolerance for breaking law or clearly established ethical standards.	Identifies ethical dilemmas. Offers one or more solutions that show sensitivity to the concerns of different stakeholders. Seeks solution that provides benefit to all. Has no tolerance for breaking law or clearly established ethical standards, though there may be some expressed uncertainty as to which standard may apply to a specific situation.	Shows little concern for professional ethics. It may appear that the candidate is attempting to say what the interviewer wants to hear. May take approach of a single perspective and disregard other stakeholder interests.	
<b>Skill Set Demonstration</b>	Indicates possession of all or most skills required by the position. Uses specific examples and appears knowledgeable 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.	

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