

## Course Information

Course Number:	DDHS 4320 Perspectives in Dental Hygiene
Course Title:	Perspectives in Dental Hygiene
Section:	Spring 2025
Time:	Friday, 10:00am-12:00pm
Location:	Room 310
Credit Hours:	2

## Instructor Details

Course Director:	Amanda McNeil RDH, MS
Office:	138A
Phone:	214.370.7322
E-Mail:	amcniel@tamu.edu
Office Hours:	Fridays, by appointment

## Additional Participating Faculty

None

## Course Description

In addition to preparing the student for private practice dental hygiene positions, this course introduces other potential career options including hospital/clinic administration, sales, consulting, public health, insurance, and education. The importance of the dental team concept, résumé writing, and interviewing skills will be discussed. Legal, ethical, and professional issues involving record keeping, licensing, informed consent, sexual harassment, and the standard of care will be explored. The business aspects of dental hygiene, personal financial planning, and insurance options will also be addressed. In addition, this course will prepare students for the Texas Jurisprudence Exam required for state licensure.

## Course Prerequisites

None

## Special Course Designation

Undergraduate Degree, BSDH

## Course Learning Outcomes

### ***Ethics***

- 1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
- 1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene.

**Information Management and Critical Thinking**

2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.

**Professional Identity**

- 3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
- 3.2 Advance and promote the values of the profession through leadership, service activities and affiliation with professional organizations.

A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course; they must be both observable and measurable. The learning outcomes for the course should inform and link to College (DDS or DH) competencies as appropriate.

**Textbook and/or Resource Materials**
**Learning Materials:**

- Texas State Board of Dental Examiners Rules and Regulations
- Occupations Code- (“Dental Practice Act”)
- <http://www.tsbde.state.tx.us/>
- Canvas postings

**Grading Policy**

- 25% Private Practice Observation (completed by who you observe)
- 15% Private Practice Reflection Paper
- 10% Draft Résumé
- 15% Final Résumé
- 10% Interview Questions
- 5% TSBDE Jurisprudence Assessment Completion
- 20% Mock Interview/ Temp. Agencies-Average of two evaluations
- 100% Total Grade

LETTER GRADE	NUMERICAL GRADE RANGE	GRADE POINTS	DESCRIPTOR
A	90-100	4.0	Excellent
B	80-89	3.0	Good
C	75-79	2.0	Fair
D	70-74	1.0	Poor, may require remediation
F	Below 70	0.0	Failure
S		0.0	Satisfactory
U		0.0	Unsatisfactory
I			Incomplete (work or assignments)

It is the student’s responsibility to check Canvas for announcements and current grade postings. Any questions regarding grades must be brought to the attention of the course director no later than two weeks after grades are posted.

All assignments are out of 100 points. \*Grades including the final course grade will not be curved or rounded. Passing grade for course: 70%.

*Graded Attendance* – Texas A&M University views class attendance as an individual student responsibility. Regular and punctual attendance is mandatory for scheduled or rescheduled classes, clinics, labs and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

*Grading Policy Changes* – Faculty must provide grading policies to students by the first class period. As such, faculty cannot change the course grading policy after the second class session. (See Student Rule 10.)

### Late Work Policy

For any absences (excused or unexcused), it will be the student's responsibility to review the lecture recordings for the seminars missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to write a one-page paper summarizing the presentation for that day. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be typed, contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. **Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student's final grade.**

*Makeup assessments for excused absences must be administered either in advance of the scheduled exam or within 5 business days of the student's return from the absence.*

### Remediation Policy

Remediation will take place in the summer session, potentially delaying graduation for the student.

## Course Schedule

Date	Session Title/Topic	Speaker	Assignment Due Dates
01/10	Course Introduction Syllabus Review	Amanda McNiel RDH,	
01/17	<u>10-11am</u> The Traveling RDH (Zoom)	Samantha Krueger <i>Team Placement Staffing Services</i>	
	<u>11am-12pm</u> Resume Writing Interview Skills Temp Agencies	Amanda McNiel RDH, MS	
01/24		Kelly Romans <i>Dental Directions, Inc</i>	
01/31	Human Trafficking	Chelsea Moorman BSDH, RDH <i>The Lazy Hygienist</i>	
02/07	Professional Reputation Career Longevity	Lana Crawford, RDH <i>Class of 1968</i>	<b>02/07 Draft Resume Due</b>
		Alex Garcia RDH, BSDH <i>Class of 1997</i>	
02/14	<u>10-11:00am</u> Professional Involvement DDHA, TDHA, ADHA	Chelsea Moorman RDH, BSDH Breezy Bonney BRDH, MS <i>Class of 2016</i>	
	<u>11am-12pm</u> Financial Management for the New Allied Healthcare Provider	Adam Pruitt <i>Mosaic Financial</i>	
02/21	<u>10-11am</u> Myofunctional Therapy	Lauri Ingles RDH, BSDH <i>Class of 2002</i>	
	<u>11am-12pm</u> Hospital Dentistry	Nancy Blinn RDH, MBA	
02/28	No Class: TDHA		<b>2/28 Private Practice Observation DDS/RDH Due</b>
03/07	Prevention of Musculoskeletal Disorders (MSDs)	Amanda McNiel RDH, MS	<b>3/07 Final Resume and Interview Questions Due</b>
	Yoga class	Mary Tolentino RDH, MS <i>Class of 2012</i>	
03/14	Spring Break	---	
03/21	<u>10am-11am</u> Alternative Careers	Angela Hernandez, BSDH, RDH Dental Supply Coordinator <i>Class of 2011</i>	

	<u>11am-12pm</u> Alternative Careers	Sara Singer BSDH, RDH Dentsply-Sirona <i>Class of 1999</i>	
03/28	<u>10-11:00am</u> Employer Expectations  <u>11am-12pm</u> Employer Expectations	Dr. Sara Bender Dr. Jonathan Clemetson  Meagan Burrier, RDH, BSDH <i>Class of 2023</i> Vivian Woody, RDH, BSDH <i>Class of 2019</i>	<b>3/28 Private Practice Reflection Paper Due</b>
04/04	ADEX	---	
04/11	Legal and Ethical Issues	Vernon Krueger DDS, JD, LL.M.	
04/18	<u>10-11am</u> National Health Service Loan Repayment Program (NHSCLRP)  <u>11am-12pm</u> Uniformed Service: Health Service Corp.	Amanda McNeil RDH, MS  TBD	<b>4/18 TSBDE Jurisprudence Assessment Completion Due</b>
04/25	<u>10:30-12:00</u> It's About to Get Real!	Jenny Duong, RDH, BSDH <i>Class of 2024</i>  Cassie Malone RDH, BSDH <i>Class of 2023</i>	<b>4/25 Mock Interview/Temp Agencies Due</b>

*\*Since this course relies heavily on external guest speakers, the schedule is subject to change.*

***Non-Traditionally Delivered Course*** – Classes may be held in a virtual setting this semester. A Zoom link for each seminar will be sent prior to each seminar. Class attendance is mandatory; failure to attend the virtual sessions will be subject to the above absence policy. Video must be activated at the beginning of the class session and remain on until the session concludes. Unless the instructor provides other directions, questions should be posted through the virtual chat/discussion board. All class times will begin with the waiting room. Until 10AM, all will be let in before the seminar starts. At 10AM, I will introduce the speaker and get them started. Following this, I will then let anyone in who is waiting in the waiting room. During class, students are expected to be alert, engaged, and sit upright in a well-lit environment that allows their faces to be clearly visible. Students should attempt to minimize extraneous interruptions from other household members, including pets, family, roommates or guests. Just as you would not get up and walk out on a guest speaker in a classroom, do not get up and walk away from your computer. Do not operate a vehicle or attend another appointment during the

presentation time.

### Cell Phone Policy

Electronic devices used in class for non-learning purposes can be distracting and may hinder learning. Students will be asked to put away such devices.

### Faculty Correspondence

In general, emails will be returned during regular business hours.

### Optional Course Information Items

#### Technology Support

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords up to date. Students are expected to keep their devices up to date in regard to patches and OS updates.

#### Division of IT

If the student experiences issues with an electronic device, wifi access, axiUm, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at COD. The Central Helpdesk provides 24-hour support.

Division of IT Central Help Desk Website: <a href="https://it.tamu.edu/help/">https://it.tamu.edu/help/</a> Phone: 1-979-845-8300 Email: <a href="mailto:helpdesk@tamu.edu">helpdesk@tamu.edu</a>	SOD Local Division of IT Office Room: 519 Phone: 214-828-8248
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#### COD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Examplify, students should contact the Instructional Design team.

Room: 516 - Academic Affairs

Carmina Castro

[ccastro@tamu.edu](mailto:ccastro@tamu.edu)

(214) 828-8316

Jeff Lowry

[lowryj1@tamu.edu](mailto:lowryj1@tamu.edu)

(214) 828-8243

Canvas support 24-hours

(877) 354-4821

#### Lecture Recordings and Mediasite Support

Lecture recordings are posted to the Mediasite course catalog typically no more than 24 hours after they have been received. Unless otherwise specified, all course recordings are available via the Mediasite channel link within the Canvas course.

For missing recordings, contact your instructor and the Instructional Design Team.

For problems with recording playback, Mediasite access, or performance, contact IT's Health Technology Care Team (979.436.0250).

## University Policies

### Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**IMPORTANT: All absences must be reported to Office of Student Affairs (OSA) by sending an email to [Sod-attendance@tamu.edu](mailto:Sod-attendance@tamu.edu) prior to the start of class session. In the email, include: name, class level, the date(s) of absence and reason for your absence, and the names of the instructors that need to be notified. The OSA will determine if your absence is excused or unexcused. If documentation is requested, it must be from a medical provider on letterhead with the provider's signature and be submitted within 3 business days of returning to school. Please refer to <https://student-rules.tamu.edu/rule07/>**

### Excused Absences

**Illnesses or emergencies:** It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student's medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider's note for each absence. **Note:** An absence for a non-acute medical service does not constitute an excused absence.

**Religious holy day:** A student whose absence is excused under or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 5 business days after the absence. **If the student fails to schedule and complete the exam or assignment within five business days, a grade of zero will be given.**

**IMPORTANT:** Failure to remediate all absences (excused or unexcused) by April 30, 2025 may result in an "F" for the course

### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the Office of Student Affairs.

*Makeup assessments for excused absences must be administered either in advance of the scheduled exam or within 5 business days of the student's return from the absence.*

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

#### **Texas A&M College of Dentistry**

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). You can also contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, or your Program Director, for guidance.

### Americans with Disabilities Act (ADA) Policy

#### **Texas A&M College of Dentistry**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible. If you experience barriers to your education due to a disability which may include, but not limited to: attentional, learning, mental health, sensory, physical, or chronic health conditions, visit Disability Resources for more information. <http://disability.tamu.edu>.

The primary contact for any new disability accommodation requests and for any accommodation questions/concerns:

Tracey Forman, Associate Director of Disability Resources  
979.845.1637 | [traceyf@disability.tamu.edu](mailto:traceyf@disability.tamu.edu) |

Staff and administration in Student Affairs, Student Development and Academic Affairs are available as needed to discuss any concerns and navigate the accommodations process with our students locally.

### Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual

harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

#### **Texas A&M College of Dentistry**

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#). College of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

#### **Texas A&M College of Dentistry**

Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## Campus-Specific Policies

### Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](http://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

## Grading Rubrics for Resume'

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Fair (3)</b>	<b>Poor (0-1)</b>
<b>Layout and Design</b>	Professional layout, easy to read, with consistent formatting	Mostly professional layout, readable, with minor formatting inconsistencies	Basic layout, somewhat readable, with several formatting issues	Poor layout, difficult to read, with many formatting issues
<b>Sections and Heading</b>	All necessary sections included with clear, consistent headings	Most sections included with mostly clear headings	Some sections missing or headings unclear	Many sections missing or headings unclear
<b>Clarity and Conciseness</b>	Writing is clear, concise, and free of unnecessary jargon	Writing is mostly clear and concise	Writing is somewhat clear but includes unnecessary jargon	Writing is unclear and includes much unnecessary jargon
<b>Overall Presentation</b>	Resume is polished and visually appealing	Resume is mostly polished and visually appealing	Resume is somewhat polished	Resume is unpolished and visually unappealing
<b>Grammar and Mechanics</b>	No errors in grammar, punctuation, or spelling	Few errors in grammar, punctuation, or spelling	Some errors in grammar, punctuation, or spelling	Many errors in grammar, punctuation, or spelling

**Interview Questions**  
**DUE DATE: MARCH 7, 2025**

**Total points:** 100

**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

This assignment encourages students to reflect on what they want to learn about the role, team, and company they are applying to. By asking thoughtful questions during their interview, you can stand out and demonstrate genuine interest in the position.

**Directions:** Write and upload 3-5 questions you would like to ask the temp agency/interviewer to Canvas by due date.

**Private Practice Observation****DUE DATE: February 28, 2025**

This assignment provides students with an opportunity to observe a clinical dental hygienist in a dental office setting.

**Directions:**

Observe a licensed dental hygienist for a minimum of 8 hours.

Take detailed notes during your observation, focusing on the hygienist's interactions with patients, dentist and staff, job duties and responsibilities, adherence to hygiene protocols, and any other relevant activities.

Ensure you observe various aspects of the dental office, including patient intake, treatment procedures, and post-treatment care.

**Texas A&M College of Dentistry – Department of Dental Hygiene**  
*Private Practice Observation*  
**\*\*Top Section to be completed by DH2 Student\*\***

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Arrival Time: \_\_\_\_\_

**\*\*Below section to be completed by RDH observed by DH2\*\***

*Please evaluate the dental hygiene student's performance by circling the appropriate number in the applicable following areas. Use the following key for your evaluation.*

<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
<i>1</i>	<i>2</i>	<i>3</i>

**Additional Comments**

**Infection Control**

Student adheres to accepted Infection control practices	1	2	3
Observed sterilization techniques (if applicable)	1	2	3

**Patient management**

Communication skills	1	2	3
Interaction with patients	1	2	3
Treated patients with respect	1	2	3

**Professionalism**

Punctuality	1	2	3
Appearance	1	2	3
Behavior	1	2	3

**Team participation**

Willingness to learn	1	2	3
Willingness to participate	1	2	3
Interaction with team members	1	2	3

**Questions/Clarification**

Willingness to Observe/ask questions	1	2	3
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*Thank you to your dental team for investing in the students in our dental hygiene program. Please provide any additional feedback you feel would help the student or program director. The back of the form may be used if necessary.*

**Dismissal Time:** \_\_\_\_\_ **RDH:** \_\_\_\_\_

**Contact email:** \_\_\_\_\_

**Please scan and return this evaluation by email to:** **Amanda McNeil RDH, MS**  
Texas A&M College of Dentistry  
Department of Dental Hygiene  
E-mail: [amcniel@tamu.edu](mailto:amcniel@tamu.edu)

**Private Practice Observation Self-Reflection Paper****DUE DATE: March 28, 2025****Total points:** 100**Upload to Canvas:** by due date and time. 10 points will be removed per day for late work (including weekends).

This assignment provides students with an opportunity to reflect on their observations in a dental office setting, connect their experiences to their academic learning, and identify areas for personal and professional growth.

**Directions:** A reflection paper should reflect your private practice observation experience. The reflection paper must be a minimum of 750 words, double-spaced, using Times Roman 12-point font.

**Grading:****Include all the following in your paper:**

- Describe your first impressions of the dental office environment. Was it welcoming, professional, and well-organized?
- Reflect on how the dentist and staff interacted with patients and each other. What did you notice about their communication and teamwork?
- Discuss the technical skills you observed and how they relate to what you have learned in your coursework. Were there any new techniques or instruments you were introduced to?
- Identify any challenges or surprises you encountered during your observation.
- Reflect on the professional skills demonstrated by the dental hygienist, such as communication, time management, empathy, and problem-solving.
- Discuss how this experience has influenced your understanding of the responsibilities and daily routine of the dental hygiene profession.
- Describe the instrument management protocol, including cleaning and sterilization of instruments, and operation of the sterilizer.
- Describe the infection control protocol for the efficient and effective cleaning and disinfecting of the dental operatory.
- Identify your own strengths and areas for improvement based on your observation. How do you compare to the dental hygienist you observed?
- Set some goals for your future practice. What skills or knowledge do you want to develop further? How will you apply what you learned from this observation to your future career?
- Share any other feelings/observations from your private practice observation.
- Statement that AI was not used in the construction of paper.

## Grading Rubrics for Self-Reflection Paper

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (0-1)</b>
Depth of Reflection	Provides a thorough reflection on the observation experience, including detailed examples and insights.	Reflects on the observation experience with some detail and example	Provides a basic reflection with limited detail and examples	Lacks depth and detail in reflection
Application of knowledge	Effectively applies knowledge from coursework to the observation experience	Adequately applies knowledge from coursework	Basic application of knowledge from coursework.	Little to no application of knowledge from coursework
Clarity and Coherence	Ideas are clearly and logically organized	Ideas are mostly clear and logically organized	Ideas are somewhat clear but lack logical organization	Ideas are unclear and poorly organized
Personal Growth	Clearly demonstrates personal growth and development	Shows some personal growth and development	Basic demonstration of personal growth	Little to no demonstration of personal growth
Grammar and Mechanics	No errors in grammar, punctuation, or spelling	Few errors in grammar, punctuation, or spelling	Some errors in grammar, punctuation, or spelling	Many errors in grammar, punctuation, or spelling

**MOCK INTERVIEW RUBRIC**

DHyg Student: \_\_\_\_\_ Interviewer: \_\_\_\_\_

		<i>1=standard</i>	<i>2=below standard</i>	<i>3=meets standard</i>	<i>4=above standard</i>	<i>5=far exceeds standard</i>
CATEGORY		SCORE			COMMENTS	
I. <b>RESUME</b>	• Is resume professional and neat?	1	2	3		
	• Is resume free of errors?				4	5
	• Does resume sell examples of transferable skills?					
II. <b>APPEARANCE AND POISE:</b>	• Was the interviewee punctual?					
	• Is the interviewee dressed appropriately?					
	• Does the interviewee maintain good posture?	1	2	3		
	• Does the interviewee maintain eye-contact with the interviewer?				4	5
	• Does the interviewee maintain positive body language throughout the interview?					
III. <b>SKILL PRESENTATION:</b>	• Does interviewee answer content of each question clearly?					
	• Does interviewee sell their skills?					
	• Does interviewee appear prepared and knowledgeable about the position they are applying for?	1	2	3		
	• Does interview reference items on their resume?				4	5
	• Does interviewee appear to give straightforward, honest responses?					
	• Does interviewee come across as someone who can work well with others?					
IV. <b>DELIVERY AND LANGUAGE</b>	• Does interviewee use proper language and enunciate their responses?					
	• Is the interviewee professional and mature throughout the interview?	1	2	3		
	• Does the interviewee answer questions with appropriate wait time?				4	5
	• Does interviewee avoid distracting mannerisms and phrases? ("ums", tapping, hair twirling, etc)					

Total Points (20 maximum)



How You Did	Total Score Range
<p style="text-align: center;"><b>YOU'RE HIRED!!!</b></p> <ul style="list-style-type: none"><li>- Presented a resume</li><li>- Professional dress, great eye-contact</li><li>- very confident</li><li>- detailed and specific answers to questions</li><li>- appears to have many leadership qualities</li><li>- appears very honest and easy to work with</li><li>- interviewee is professional when responding</li><li>- very clear and concise manner of speaking</li><li>- above-average maturity</li></ul>	<b>18 pts. – 20 pts.</b>
<p style="text-align: center;"><b>WE'RE CONSIDERING YOU...</b></p> <ul style="list-style-type: none"><li>- thorough resume</li><li>- decent poise, professional dress, good eye-contact</li><li>- somewhat confident</li><li>- appears to have some leadership potential</li><li>- interviewee is usually professional when responding</li><li>- clear manner of speaking</li><li>- noticeable maturity</li></ul>	<b>15 pts. – 17 pts.</b>
<p style="text-align: center;"><b>WE MIGHT HAVE HIRED YOU, BUT...</b></p> <ul style="list-style-type: none"><li>- resume is organized, but shows little experience</li><li>- not enough poise, semi-professional dress, some eye-contact</li><li>- confidence is not convincing</li><li>- specific answers to some questions, others too general</li><li>- comes off as a little too inexperienced</li><li>- appears to be a hard worker, but not necessarily a leader</li><li>- appears to have some communications problems</li><li>- interviewee attempts to be professional when responding</li><li>- manner of speaking is comprehensible, but sometimes a bit unclear</li><li>- some maturity evident</li></ul>	<b>14 pts. – 12 pts.</b>
<ul style="list-style-type: none"><li>- <b>DON'T CALL US, WE'LL CALL YOU...</b></li><li>- resume feels incomplete or has many errors</li><li>- no poise, dress too casual or inappropriate, poor eye-contact</li><li>- lack of confidence</li><li>- answers to questions are not convincing, relevant, or sufficient</li><li>- inexperience is obvious</li><li>- does not appear to possess leadership skills</li><li>- does not come across as a dependable employee</li><li>- interviewee is not professional when responding</li><li>- manner of speaking is unclear, jumbled or poorly worded</li><li>- interviewee needs more experience and maturity</li></ul>	<b>11 pts and below</b>