

GRAYSON COLLEGE

Course Syllabus

DNTA 1202 Communication and Behavior in
the Dental Office Fall 2018

Dental Assisting Program

Lecture hours per week 2

Lab hours per week 0

Clock hours per semester 32

Lecture Room 205 Mondays 1:00 PM – 2:50 PM

Professor Contact Information

Wendy Renfro, RDA, CDA, BAAS

(903)415-2529

renfrow@grayson.edu

Office Location: Administrative Office Room A126

Hours: Monday	8:00 AM to 9:00 AM
Tuesday	8:00 AM to 10:00 AM
Wednesday	1:00 PM to 3:00 PM
Thursday	1:00 pm to 3: 00 pm
Friday	1:00 pm – 3:00 pm

Professor's Class Schedule:

Monday	9:00 AM- 12:00 PM ; 1:00 PM to 2:50 PM
Tuesday	10:00 AM to 12:00 PM & 1:00 PM- 3:50 PM
Wednesday	8:00 AM to 12:00 PM
Thursday	8:00 AM- 12:00 PM
Friday	8:00 AM- 12:00 PM

Credit Hours	2.00
Lecture Hours	1.00
Laboratory Hours	2.00
Course Length	16 Weeks

Type of Instruction Lecture

Co-requisites

DNTA 1311 Dental Science

DNTA 1301 Dental Materials

DNTA 1315 Chairside Dentistry

DNTA 1305 Radiology

DNTA 1245 Preventive Dentistry

Course Description – (2-0-2) – Recognizing human behaviors; and demonstrate techniques required to communicate effectively with patients and health professionals.

Student Learning Outcomes (Course Objectives)-

- Explain why it is important to understand human behavior
- Discuss communicating with patients, including meeting patient needs.
- Discuss communicating effectively with health professionals
- Discuss the Dental Practice Act
- Discuss Ethics and Dental Law and the importance of following requirements stated within.
- Describe the steps in making ethical decisions.

Course Learning Outcomes

1. Communicate effectively with patients.
2. Explain how/why cultural bias can affect the quality of patient care.
3. Explain the responsibilities of a health care provider.
4. Explain the philosophy of individual worth and how it can affect patient care.
5. Define patient rapport and the importance of it.
6. List the five levels of human needs as proposed by Maslow.
7. Describe the difference between sympathy and empathy.
8. List some communication techniques that can be used to respond to patients.
9. Recognize some common behavior patterns of patients.
10. Describe some nonverbal behaviors that can convey certain messages to patients and co-workers.

Required Textbooks (ISBN # included) and Materials:

1. Bird, Doni L., CDA, RDH, MA, and Debbie S. Robinson., CDA, MS, **ModernDental Assisting**. Twelfth Edition (2018). Elsevier/Saunders Publishers ISBN: 978-0-323043030-2
2. BrottMiller, William G., **Job Readiness for Health Professionals** . Second Edition(2016). Elsevier/Saunders Publishers. ISBN# 978-0-323-43026-5
3. Microsoft Office Software
4. Pens, Pencils, Highlighters, Paper, Notebook
5. Student Uniforms
6. Dental Assisting Student ID

Additional Resources:

- Texas State Board of Dental Examiners website: <http://www.tsbde.state.tx.us/>
- Dental Assisting National Boards website: <http://www.danb.org>

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework. We will also use GroupMe to address questions/ announcements/ reminders and I urge every student to enroll so they do not miss any important information.

The schedule listed below is subject to change with fair notice from the professor. Changes will be announced in the classroom and through the Canvas course.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 20	<p>Lecture:</p> <ul style="list-style-type: none"> • WELCOME! Hand out & Review Syllabus • C. 1 <i>Who Are YOU?</i> • Discussion Topic to be announced
2	Aug. 27	<p>Lecture:</p> <ul style="list-style-type: none"> • C 2 <i>Being A Student</i> • Classroom Discussion- TBA • Discussion Topic to be announced
3	Sept. 3	LABOR DAY!! ENJOY YOUR DAY OFF!!
4	Sept. 10	<p>Lecture:</p> <ul style="list-style-type: none"> • Guest Speaker – Becki Rathfon • Discussion Topic to be announced
5	Sept. 17	<p>Lecture:</p> <ul style="list-style-type: none"> • Test C 1 & 2 • C5 <i>Gaining Energy and Reducing Stress</i> • C 6 <i>Being Easy to Deal With</i> • Discussion Topic to be announced
6	Sept. 24	<p>Lecture:</p> <ul style="list-style-type: none"> • C 7 <i>Dealing With Others</i> • Class Activity- Handling Conflict • Discussion Topic to be announced
7	Oct. 1	<p>Lecture:</p> <ul style="list-style-type: none"> • C 8 <i>Speaking and Writing Professionally</i> • C 9 <i>Interacting Successfully</i> • Classroom Activity- Role Play assignment • Discussion Topic to be announced
8	Oct. 8	<p>Lecture:</p> <ul style="list-style-type: none"> • C 11 <i>Enhancing Your Promotability</i> • Classroom Activity- Accountability Role Play • Discussion Topic to be announced
9	Oct. 15	<p>Lecture:</p> <ul style="list-style-type: none"> • Test C 8, 9 & 11 • C 12 <i>Building Personal Emotional Strengths</i> • &C 13 <i>Managing Your Emotions</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Discussion Topic to be announced
10	Oct. 22	<u>Lecture</u> <ul style="list-style-type: none"> • Test C 12 & 13 • C 4 <i>Ethics</i> (MDA Textbook) • Class Activity- Ethics • Discussion Topic to be announced
11	Oct.29	<u>Lecture:</u> <ul style="list-style-type: none"> • C 5 <i>Dentistry and the Law</i> • Classroom Activity involving Dental Law
12	Nov. 5	<u>Lecture</u> <ul style="list-style-type: none"> • Complete C 5 (MDA) <i>Dentistry and the Law</i> • Class room activity- Dental Law • Discussion Topic to be announced
13	Nov. 12	<u>Lecture:</u> <ul style="list-style-type: none"> • TEST C 4 & 5 • Texas State Board of Dental Examiners (TSBDE) • Classroom Discussion - TSBDE
14	Nov. 19	<u>Lecture:</u> <ul style="list-style-type: none"> • Dental Practice Act • Classroom Discussion- DPA
15	Nov. 26	<u>Lecture:</u> <ul style="list-style-type: none"> • Hand out Final Review
16	Dec. 3	Final Exam TBA

Chapter 1 Who Are You?

Chapter Outline

- Adopting a Positive Mental Attitude
 - Mental Attitudes
 - Negative Realities at Work
 - Changing Negative Realities to Positive Realities at Work

Expected Learning Outcomes (Objectives)

1. Understand your current attitude, and the reasons for your attitude.
2. Explain the benefits of being organized
3. Develop a plan for managing your time
4. Differentiate between honesty and integrity
5. Recognize that flexibility can lead to positive results
6. Identify the impact of dependability

Chapter 2 Being a Student

Chapter Outline

- Taking Notes for School Success
 - Listen Actively in Class
 - Learning Styles and Listening
 - Prepare Before Class
 - Use a Binder
 - The Cornell Note-Taking System
 - Decide What to Record
 - Choose a Note-Taking Method
 - Make Your Notes Work for You
 - Review Productively
- Reading to Learn
 - Getting Ready to Read
 - Previewing
 - Getting the Most from Your Reading
- Doing Research to Learn
 - Libraries
 - The Internet
- Tests: Part of School, Part of Life
 - Tests on the Job
 - Uses Tests to Your Advantage
- Realities About Tests
- Preparing Effectively for Tests
 - Steps for Successful Test-Taking
- The Anxiety Monster
 - Desensitization
 - Don't Trip Yourself Up
- The Day of the Test
- Specific Test Taking Techniques
 - True/False Questions
 - Multiple Choice Questions
 - Matching Questions
 - Fill-in-the-Blank Questions
 - Short-Answer Questions
 - Essay Questions
- After the Test
- Professional Exams
- Some Honest Talk About Cheating
- Getting Off to A Good Start
 - Shift your Focus
 - Develop and Maintain a Positive Attitude
 - Make a Good First Impression
 - Learn All You Can
 - Believe in Your Self Worth
 - Demonstrate Integrity
 - Be Responsible
 - Work Effectively with Others

- Think About What you RE doing
- Solve Problems Effectively
- Practice Cost Control
- Manage Yourself
- Focus on the Goal
- After Your Externship

Expected Learning Outcomes (Objectives)

1. Understand the importance of developing good note-taking skills
2. Use effective listening techniques to take advantage of learning opportunities
3. Choose a note taking format and develop review techniques that work for you
4. Explain how tests are part of the daily life of a health care professional
5. Use tests as incentives to learn
6. Apply effective techniques and strategies to improve your performance on classroom tests and professional exams
7. Choose positive actions to help you succeed in your externship
8. Describe what you hope to accomplish in your externship
9. Describe the qualifications that will increase your value at your externship site
10. Apply your study skills to maximize your externship
11. Describe the characteristics and behaviors of a competent intern
12. Explain how to apply your externship experience to your job search

Chapter 5 Gaining Energy and Reducing Stress

Chapter Outline

- Gaining Energy, Persistence, and Perseverance
 - Major Sources of Energy
 - Short-Term Strategies for Boosting Energy
 - Long-Term Strategies for Gaining Energy
 - Persistency and Perseverance
- Vowing to be Drug-Free and Unimpaired
- Managing Stress
 - The Stress Response
 - Sources of Stress
 - Managing Stress

Expected Learning Outcomes (Objectives)

1. Build energy to support perseverance
2. Differentiate between short and long term energy building strategies
3. State why drug abuse and dependency are a special risk for health care professionals
4. Know what to do if a co-worker uses or diverts to drugs
5. Gain insight into the physiological aspects of stress
6. Build a personal strategy for combating stress

Chapter 6 Being Easy to Deal With

Chapter Outline

- Building Trust
 - The Building of Trust
 - How to Instill Trust in Others
 - Organizational Trust
 - When Trust is Broken
- Showing Empathy, Sensitivity, and Caring

- Wire to Care: The Neuroscience of Empathy
- Ways to Discover, Enhance, and Deepen your Empathy
- Organizational Empathy

Expected Learning Outcomes (Objectives)

1. Know how important trust is to your success in the health professions.
2. Have a strategy to earn and keep trust in your new job
3. Understand why empathy is a necessary trait in the health professions
4. Explain the neurologic basis for empathy
5. Describe an empathic organization

Chapter 7 Dealing with Others

Chapter Outline

- Managing and Resolving Conflict
 - Is This a Fight or a Conflict?
 - Don't Take This Personally
 - Identifying Sources of Conflict at Work
 - Strategies for Managing Conflict
 - Conflict Resolution Skills
 - What You Can Learn from a Conflict and Its Resolution
- Dealing with Difficult People
 - Approaches to Difficult People
 - Problem Behaviors in Co-Workers and Patients
 - The Difficult Patient
- Valuing Multicultural Competence
 - What is Multicultural Competence
 - Benefits of Diversity
 - Threats to Diversity
 - The Face of the Progressive Multicultural Health Care Organization
 - What you Can Do to Increase Your Multicultural Competence

Expected Learning Outcomes (Objectives)

1. Consider conflict as a neutral aspect of the workplace, capable of producing innovations or difficulties
2. Understand the role of ego in conflict and in dealing with difficult people
3. Develop a general strategy for dealing with difficult people of all types
4. Explain the current status of racism, prejudice, and bigotry in our society
5. State the importance of multicultural competence to health care
6. Create a thoughtful, consistent, and positive way to answer the phone
7. Try to separate emotions from problems

Chapter 8 Speaking and Writing Professionally

Chapter Outline

- Speaking Professionally in Your Workplace
 - Speaking at Work
 - Aspects of Professional Speech
 - Read to Speak, Read to Succeed
 - Edit your Own Talk
 - A Note to Non-Native Speakers of English
- Writing, Grammar, and Spelling
 - Basic Aspects of Good Writing

- Your Writing Style
- Electronic Writing
- The First Draft
- Advanced Elements of Style
- A Note to Non-Native Speakers and Writers of English
- Professional Phone Technique
 - Preparing to Answer the Phone
 - Kinds of Calls
 - Phone Technology
- Dental Practice Procedural Manual
- Communications
 - Personal Communications
 - Organizational Communications
 - Channels
 - Organizational Barriers to Communications
- Organizational Conflicts
 - Constructive
 - Destructive
 - Classifying Conflict
 - Conflict-Handling Styles
- Staff Meetings
 - Before the Meeting
 - During the Meeting
 - After the Meeting

Expected Learning Outcomes(Objectives)

1. Learn how to speak in a professional manner
2. Communicate effectively through writing by using and following grammar and spelling guidelines
3. Adopt a writing style that is suitable to your audience
4. Use your writing skills to contribute to your profession

Chapter 9 Interacting Successfully

Chapter Outline

- Listening Actively
 - Starting a Conversation
 - The Listening Process
 - Listening to Someone Who's Upset
 - Listening When You are Busy
- Communicating with Special Groups of Clients
 - Communicating with People Who are Hearing Impaired
 - Communicating with People Who are Visually Impaired
 - Communicating with People Who have Speech Impairments
 - Communicating with People Who Speak Little or No English
 - Communicating with Small Children
 - Communicating with Elderly People
 - Communicating with Your Clients and Co-Workers From Different Generations
- Reading and Speaking Body Language
 - Facial Expressions

- Eye Contact
- Gestures, Posture and Body Movements
- Personal Space
- Mirroring

Expected Learning Outcomes (Objectives)

1. Take responsibility for the success of interactions between you and your clients and between you and your co-workers.
2. Describe steps to Uncover more information by being an active listener
3. State how to Listen to drive conversations forward
4. Recognize communication challenges related to people with disabilities or language barriers, and know what to do to solve them
5. List ways to use communication strategies to respond to diversity in the workplace
6. Describe steps to become aware of the power of body language
7. List how to empower your communication strategies with body language
8. Describe steps to use body language to strengthen rapport with others

Chapter 11 Enhancing Your Promotability

Chapter Outline

- Thinking Critically
 - The Power of Observation
 - Logical and Reasoned Thinking
 - Managing Up
 - Seek Feedback and Even Criticism from Your Supervisor
 - What if You Have a Difficult Boss?
- Taking Accountability
 - Accountability 101
 - Do Your Best
- Contributing as a Member of the Team
 - Aspects of a team Benefits of Teams
 - Requirements of Teams and Being a Team Player
 - Problems Experienced by Teams
- Committing to Your Profession
 - Your Professional Society
 - Publications and Research

Expected Learning Outcomes(Objectives)

1. List steps in how you have learned to form a positive relationship with your manager
2. Develop strategies for handling difficult conversations with your manager
3. Know steps to understand the benefits of taking accountability for your actions
4. Identify what teams you belong to
5. List ways you can maximize your role on your teams
6. Explain / List the benefits of joining a professional organization
7. List ways to Place research in the context of your practice

Chapter 12 Building Personal Emotional Strengths

Chapter Outline

- Building Self-Esteem
 - Everyone Struggles with Self Esteem

- Characteristics and Benefits of Self Esteem
- How to Build Self Esteem
- Controlling Anxiety
- Anxiety and Your Health
- Practicing Patience
 - Patience and Long Term Gratification
 - How to Gain Patience
 - Ultimate Benefits of Patience
- Strengthening Resilience
 - Choose Your Response to Life’s Lemons
 - Be Aware
 - Plan, Organize, Prioritize
 - Be optimistic

Chapter 13 Managing Your Emotions

Chapter Outline:

- Separating Your Work and Personal Problems
 - Contemporary Issues in Work-Life Balance
 - Work as a Refuge from Your Personal Problems
 - Recognizing when You Have a Personal Problem at Work
 - When Personal Problems Become Serious Matters at Work
 - A Final Word
- Managing Anger and Strong Emotions
 - Why People Become Angry
 - Controlling Your Anger
 - When You Are Confronted with Someone Else’s Anger
 - Forgiveness and Letting Go
- Exuding Optimism, Enthusiasm, and Positivity
 - Why Some People Are Pessimists
 - Benefits of Optimism
 - How to Be An Optimist

Expected Learning Outcomes (Objectives)

1. Recognize when your work and personal problems overlap
2. Describe the emotional problems that personal problems can cause at work
3. Describe the components of an anger management program
4. List steps for advantages of being optimistic
5. List the dangers of being pessimistic

Chapter 4 (MDA) DENTAL ETHICS

Chapter Outline

- Sources of Ethics
- Basic Principles of Ethics
- Regard for Self-Determination
- To “Do No Harm” (Nonmaleficence)
- Promotion of Well-Being (Beneficence)
- Regard for Justice
- Veracity

- Confidentiality
- Privacy
- Continuing Education
- Professional Code of Ethics
- Applying Ethical Principles
- Ethical Dilemmas

Expected Learning Outcomes (Objectives)

1. Pronounce, Define and spell the Key Terms
2. Explain ethics, including sources for ethics, the basic principles of ethics, and why continuing education is an important ethical obligation for dental assistants.
3. Discuss the American Dental Assistants Association Code of Ethics.
4.
 - a. Define an ethical dilemma
 - b. Give examples for each principle of ethics
 - c. Give examples of personal ethics and unethical behaviors
 - d. Develop case studies that involve ethical dilemmas
 - e. Describe the steps involved in ethical decision making.

Chapter 5 (MDA) Dentistry and the Law

Chapter Outline

- Statutory Law
 - Criminal Law
 - Civil Law
- State Dental Practice Act
- Board of Dentistry
- Expanded Functions and Supervision
- Unlicensed Practice of Dentistry
- Dentist- Patient Relationship
 - Duty of Care/ Standard of Care
 - Abandonment
 - Patient Responsibilities
 - Due Care
- Malpractice
- Acts of Omission and Commission
- Doctrine of *Res Ipsa Loquitur*
- Risk Management
 - Avoiding Malpractice Lawsuits
 - “Silence is Golden”
- Guidelines for Informed Consent
- Exceptions to Disclosure
- Informed Consent for Minors
- Documenting Informed Consent
- Content of Informed Consent Forms
- Patient Referral
- Guarantees
- Contributory Negligence
- Patient Records

- Ownership of Dental Records and Radiographs
- Reporting Abuse and Neglect
 - Child Abuse
 - Domestic Violence
 - Elder Abuse
 - Dental Neglect
- Immunity
- HIPAA

Expected Learning Outcomes (Objectives)

1. Pronounce, define, and spell the Key Terms
2. Explain the types of statutory law and civil law.
3. Explain the purpose of the state Dental Practice Act, and the role of the Board of Dentistry, including:
 - a. State the purpose for licensing dental health professionals
 - b. Give an example of *respondeat superior*.
 - c. Explain the difference between general supervision and direct supervision.
 - d. Explain the legal ramifications of the unlicensed practice of dentistry.
4. Explain the dynamics of the dentist-patient relationship, including the concept of standard of care, the circumstances required for abandonment, and the dentist's obligation of due care.
5. Explain the malpractice in dentistry, including :
 - a. List the "four D's" required for successful malpractice lawsuit
 - b. Explain the difference between an act of omission and an act of commission.
 - c. Define the doctrine of *res ipsa loquitur* .
6. Describe strategies of risk management in dentistry, including:
 - a. Describe ways to avoid malpractice suits.
 - b. Give an example of *res gestae*.
 - c. Describe the difference between written and implied consent.
 - d. Explain when it is necessary to obtain an informed refusal.
 - e. Describe the exceptions to disclosure.
 - f. Describe the procedure for obtaining consent for minor patients.
 - g. Describe the procedure for documenting informed consent and the content of informed consent forms.
7. Discuss the protocol of working with patient records, including the guidelines for charting entries in clinical records.
8. Explain the role of the dental professionals in reporting abuse and neglect of patients, including:
 - a. Discuss the indications of spousal , child, and elder abuse and neglect.
 - b. Describe signs of dental neglect.
 - c. Explain the purpose of HIPAA.

Instructional Methods

Face to Face

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, skill demonstration, and skill practice.

The student should not expect that every objective will be lectured or discussed in the classroom. Success in the course is dependent on mastery of not only the material delivered in the classroom but also the assigned reading material.

Because many assignments and study tools are performed via Canvas, access to computer hardware with internet connection and software to allow web navigation is required. Microsoft Office software, Word, PowerPoint, and Excel, is also required. However, a personal computer is not required. Dental Assisting students may access several computer lab resources on and off campus to facilitate completion of assignments. If the student is dependent upon computer resources outside the home, significant time management, organizational skill, and personal commitment is necessary to be successful.

In the event of technology failure, the student should contact the GC Help Desk for guidance.

Methods of Evaluation

Grading

Categories	Percentage
Behavior / Attendance/ Final Exam	40%
Discussion Board on Canvas	25%
Tests	20%
Assignments / Quizzes	15%
Total	100%

Grade	
90-100	A
80-89	B
75-79	C
74-70	D
69 or Below	F

Grades will be posted via Canvas

Late Work Policy

NO LATE WORK ACCEPTED.

Extra Credit Policy

NO EXTRA CREDIT WILL BE GIVEN.

Discussion Assignments on Canvas

The following rubrics will provide students a detailed look into how materials are graded.

RUBRIC FOR DISCUSSION BOARDS					
Criteria	Unacceptable 0-13 Points	Acceptable 14 Point	Good 16 Points	Excellent 20 Points	Assigned Grade
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.	
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.	
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.	
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	
Total Points Possible: 100					

There will be a mandatory discussion assignment through Canvas each week (except for weeks 3,11, 15 and 16). It will account for 25% of overall grade. You will have one week to complete your discussion and they will close the night before class. (Example will be given during 1st week of class).

GRADING:

Tests

Examinations (cognitive domain) are multiple-choice exams administered electronically via Canvas in a proctored computer lab setting on the GC campus as scheduled by the professor. These exams will measure knowledge, application, and synthesis of the course objectives using content from lectures, discussions, and reading assignments and assessment assignments.

1. Examinations will be graded via Canvas and the grade will post once the student has submitted the exam.
 2. A separate exam will be given to the student who is absent from a test. The test can be made up in the testing center. The student will have from the time the test was missed up until the day the next test is scheduled to be taken to make-up the test.
 3. REFER to the Student Handbook for complete quiz and test policies.
 4. Tests Group Presentations fall into the tests category and make up 20% of your grade.
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Exam scores will be expressed in whole numbers. The length of time allowed for testing is based on the number of test items on the exam and will be determined by the professor. Examinations will begin on time and finish on time. Students who arrive late will be admitted at the discretion of the professor, and, if admitted, will have only the remaining time available. Students who are absent from an examination may be eligible for a make-up examination only when certain circumstances are met and approved by the professor.

Classroom Quizzes (cognitive domain) are composed of a variety of question types (multiple-choice, fill-in-the-blank, essay, and others) that are administered at any time during any class period. The student may or may not be given advance notice of a quiz. The quiz grade will be calculated as the percentage of total points earned during the semester. A missed quiz is a missed opportunity to earn points; *quizzes are not available for makeup.*

Dress Code

The dress code will be strictly enforced. If not followed, it can affect your behavior grade. Refer to the Student Handbook for complete dress code.

In Class Assignments/ Class Activities

1. is due on dates given and will make up 15% of your overall grade.
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Professional Behavior Rubric

Behavior	Description	Points
Ethics	Exhibiting ethical behavior, which includes, but not limited to: Always practicing high quality standard of care, and following HIPAA guidelines and protocols.	10
Personal Characteristics	You should also display loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.	10
Teamwork	Respects the rights of others, respects confidentiality, is a team player; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; actively participates in group projects.	10
Appearance	Displays appropriate dress, grooming, hygiene and etiquette. Follows dress code.	10
Attitude/Demeanor	Demonstrates a positive attitude; a demeanor that exudes confidence but not cockiness; has realistic expectations of self.	10
Productivity	Follow safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; completes assignments on time, makes up assignments punctually; takes initiative to actively stay busy and continue practicing all skills learned to date.	10
Organization	Displays skills in prioritizing and management of time and stress; demonstrates flexibility in handling change.	10
Communication	Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone/email etiquette, grammar) skills.	10
Cooperation	Displays leadership skills; appropriately handles constructive criticism, conflicts and complaints; demonstrates problem-solving capability; follows chain of command.	10

ADDITIONAL EVALUATION TOOLS MAY BE UTILIZED BY THE PROFESSOR TO MEASURE STUDENT PROGRESS.

Course & Instructor Policies

IT IS IMPORTANT THAT YOU, THE STUDENT, NOTIFY THE PROGRAM DIRECTOR BY 9AM IF YOU WILL NOT BE ABLE TO ATTEND CLASS ON A PARTICULAR DAY OR TIME.

Tonya Hance hancet@grayson.edu

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **More than two (2) absences are considered to be excessive.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Attendance Grading Rubric

0-2 Total Absences	100
3-4 Total Absences	89
5-6 Total Absences	70

Six or more absences will result in the student being counseled and could result in being dismissed from the program. However, we understand there are always extenuating circumstances. In the event a student has six or more absences, a committee consisting of the Dental Faculty and the Dean of Health Sciences will meet to determine if the absences fall into the extenuating circumstances category, and what action will be taken.

Excused Absence

**Test, practical's, assignments, or skills check-offs may be made-up (with the exception of quizzes)
 Doctor's note for yourself or a child
 Death of an immediate Family Member: spouse, child, parent, sibling, or grandparent (must bring an Obituary or Funeral/Memorial Program)**

Unexcused Absence

**Test, practical's, assignments, or skills check-offs may not be made-up (quizzes are never made-up)
 Illness without a doctor's note
 Missing for a trip or vacation
 Basically missing for any other reason besides an illness with a Doctor's note, or a death of an immediate family member.**

Students are to maintain classroom decorum that includes respect for other students and the professor. Disruptive behaviors such as harassment of fellow students and/or professors; persistent talking in class while lecture is in progress; using electronic equipment without authorization (cell phone/texting) or repeated tardy arrival to class will not be tolerated. Students will be counseled initially, but may be dismissed from the classroom for repeated offenses.

We have a **Classroom Disruption Policy** that is: Each Student will be given one (1) warning and then dismissed from class for the rest of the day and will not be able to make up any work missed.

Cell phones need to be kept on silent notification at all times and left in the classroom. Cell phones during Lab, Pre-Clinical or Clinical days can result in lowered behavior grades.

PLEASE REFER TO THE STUDENT HANDBOOK FOR DETAILED RULES AND POLICIES.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

Title IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veteran's status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Dr. Dava Washburn, Title IX Coordinator (903-463-8634)
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website:

<http://grayson.edu/current-students/index.html>

