

TalEval

Dental Hygiene Program

Reports as Exhibits

To Demonstrate Compliance With CODA Standards

Standard 1-1

Planning and Assessment

1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by:

- a) developing a plan addressing teaching, patient care, research and service which are consistent with the goals of the sponsoring institution and appropriate to dental hygiene education.
- b) implementing the plan;
- c) assessing the outcomes, including measures of student achievement;
- d) using the results for program improvement

Master Grid Clinic IIA Class of 2019 & 2020

Student	Occl	QA	TP	EOI	Dep	Inst	Prev	Ethics/P	Rad	Hrd tis	Pain C	Risk	Perio	Calc
	0/0	0/0	0/0	0/1	1/0	3/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
sey	0/0	1/0	1/0	1/1	0/0	0/0	0/0	0/0	0/0	4/0	0/0	0/0	2/0	1/0
son, Celida	0/0	0/0	0/0	2/0	1/0	3/0	0/0	0/1	0/0	0/2	0/0	0/0	0/0	0/0
any	1/0	0/0	1/0	1/0	2/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	2/0	1/1
istina	0/0	0/0	0/0	1/0	1/0	2/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	1/2
	0/0	0/0	1/0	0/0	1/0	0/1	0/0	0/0	0/0	1/1	0/0	0/0	1/0	1/1
	0/0	0/0	0/0	1/0	1/0	1/1	1/0	0/1	0/0	0/0	0/0	0/0	0/0	3/1
	1/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/3	0/0	0/0	0/0	1/0
	1/0	0/0	1/0	0/0	1/2	1/0	0/0	0/0	0/0	3/0	0/0	0/0	0/1	0/1
e	1/0	0/0	1/0	0/2	3/0	0/1	0/0	1/1	0/0	0/2	0/0	0/1	2/0	1/1
	0/0	0/0	0/0	0/0	1/1	2/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	3/1
	0/0	0/0	0/0	0/0	1/0	0/0	0/0	1/0	0/0	1/0	0/0	0/0	1/0	0/0
	0/0	0/0	0/0	0/0	0/1	0/0	0/0	0/0	0/0	1/0	0/0	0/0	1/0	1/1
es	0/1	0/0	0/0	1/0	1/1	2/0	0/0	1/0	0/0	0/0	0/0	0/0	0/1	2/0
	0/1	0/0	0/0	0/0	0/0	0/0	0/0	2/0	0/0	0/1	0/0	0/0	0/0	0/1
	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	0/0	1/0	2/1
n	0/0	0/0	0/0	0/1	0/0	1/0	0/0	0/0	1/0	2/0	0/0	0/0	1/2	0/0
	3/0	0/0	0/0	0/0	1/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	1/0	0/0
ndi	0/0	0/0	0/0	1/0	0/0	2/0	0/0	0/0	0/0	3/0	0/0	0/0	1/1	0/1
	1/0	2/0	0/0	3/0	1/0	4/0	0/0	0/0	0/0	3/1	0/0	0/0	3/1	0/1
e	2/0	0/0	0/0	0/1	0/0	0/0	2/0	1/0	0/0	1/0	1/0	0/0	3/0	3/0
i	1/0	0/0	0/0	0/0	0/0	0/0	0/0	1/1	0/0	0/1	0/0	0/0	1/2	0/0
	0/0	0/0	1/0	0/0	1/0	2/0	0/0	0/0	0/0	0/0	0/0	0/0	2/2	1/1
	0/0	0/0	1/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
th	0/0	0/0	0/0	0/0	1/1	0/0	0/0	1/1	0/0	0/0	0/0	0/0	1/0	2/0
in	2/0	0/0	0/0	0/0	0/0	0/0	1/0	1/0	0/0	0/0	0/0	0/0	1/0	0/0
ia	0/0	3/0	2/0	0/0	2/1	0/0	2/0	2/0	0/0	1/1	0/0	1/0	1/1	0/3
hiesha	1/0	1/0	0/0	1/0	0/0	0/0	0/0	4/0	0/0	0/0	0/0	0/0	0/0	0/0
	0/0	0/0	0/0	0/0	0/0	2/0	0/0	0/0	0/0	0/0	0/0	0/0	0/2	0/1
	14/2	7/0	9/0	12/6	20/7	25/3	8/0	16/5	2/0	21/12	1/0	1/1	26/13	23/18
	0.40	1.02	0.79	0.30	0.21	0.23	0.89	0.27	3.57	0.16	7.14	2.38	0.14	0.12

Student	Occl	QA	Risk	Perio	Calc	TP	Prev	Pain C	Ethics/P	Rad	Hrd tis	Dep	Inst	EOI
blanda	0/0	0/0	0/0	0/0	1/1	0/0	0/0	0/0	2/0	0/0	0/0	0/1	0/0	0/0
ana	0/0	0/0	0/0	1/0	1/1	0/0	0/0	0/0	0/0	0/0	3/0	0/0	0/0	0/0
e	1/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	2/0	1/0
i	0/0	0/0	0/0	1/0	1/1	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0
sia	0/0	0/0	0/0	4/1	4/1	0/0	0/0	0/0	2/1	0/0	0/2	1/0	5/0	2/0
nel	0/2	0/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0
issa	1/0	0/0	1/0	2/1	3/0	0/0	0/0	1/0	0/0	0/0	4/0	1/0	0/0	2/0
ya	2/0	0/0	0/0	1/0	1/0	0/0	0/0	0/0	0/0	0/0	1/0	0/1	0/0	1/0
ca	2/0	1/0	1/0	2/0	3/3	0/0	1/0	0/0	1/1	0/0	6/0	0/1	3/0	1/0
	1/0	0/0	1/0	6/2	4/0	0/0	0/0	0/0	2/0	0/0	1/0	1/1	1/0	0/0
manda	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	1/0	0/0	0/0	1/0	0/0
bee	0/0	1/0	0/0	3/0	1/1	1/0	0/0	0/0	3/0	0/0	0/0	0/0	0/0	0/0
licole	3/0	0/0	0/0	1/2	1/0	0/0	0/0	0/0	0/0	0/0	2/0	0/1	1/0	1/0
ya	1/0	0/0	3/0	2/1	1/2	0/0	0/0	0/0	2/0	2/0	0/0	2/0	0/0	1/0
r	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0
	0/0	0/0	0/0	1/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	1/0	1/0	0/0
	0/0	0/0	0/0	0/0	2/0	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0
trina	0/0	0/0	0/0	0/0	0/0	2/0	0/0	0/0	1/0	0/0	1/0	0/0	0/0	0/0
laylee	0/0	0/0	0/0	2/0	1/1	0/0	0/0	0/0	0/0	0/0	1/0	0/0	0/0	3/0
ea	0/0	0/0	0/0	0/1	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	2/0	0/0
	3/0	2/0	3/0	3/1	1/2	0/0	0/0	0/0	1/0	1/0	4/3	2/0	0/0	0/0
	0/0	0/0	0/0	1/0	3/1	0/0	0/0	0/0	0/0	1/0	0/0	0/0	0/0	1/0
Mia	1/0	0/0	0/0	2/0	1/0	0/0	0/0	0/0	0/0	0/0	0/1	1/0	0/0	0/0
	15/2	4/0	9/0	32/9	31/14	4/0	1/0	2/0	14/2	5/0	26/6	10/5	17/0	13/0
	0.38	1.79	0.79	0.14	0.12	1.79	7.14	3.57	0.40	1.43	0.19	0.36	0.42	0.55

Standard 2-12

2-12 Graduates must be competent in providing dental hygiene care for the child, adolescent, adult, geriatric, and special needs patient populations.

Intent: An appropriate patient pool should be available to provide a wide scope of patient experiences that include patients whose medical, physical, psychological, developmental, intellectual or social conditions may make it necessary to modify procedures in order to provide dental hygiene treatment for that individual.

Student experiences should be evaluated for competency and monitored to ensure equal opportunities for each enrolled student.

Clinical instruction and experiences should include the dental hygiene process of care compatible with each of these patient populations.

Standard 2-12 Continued

Examples of evidence to demonstrate compliance may include:

- program clinical and radiographic experiences, direct and non-direct patient contact assignments, and off-site enrichments experiences.
- patient tracking data for enrolled and past students
- policies regarding selection of patients and assignment of procedures
- student clinical evaluation mechanism demonstrating student competence in clinical skills, communication and practice management

When CODA site team asks:

How does TalEval deem students competent?

Not by the TalEval Numerical Grade, but by formative and summative evaluation of all patients treated

It tracks critical errors and when a student treats at least one of every patient type with **No Critical Errors** they are deemed competent

Patient Type Tracking

01/01/2018 - 05/31/2019

Clinic All

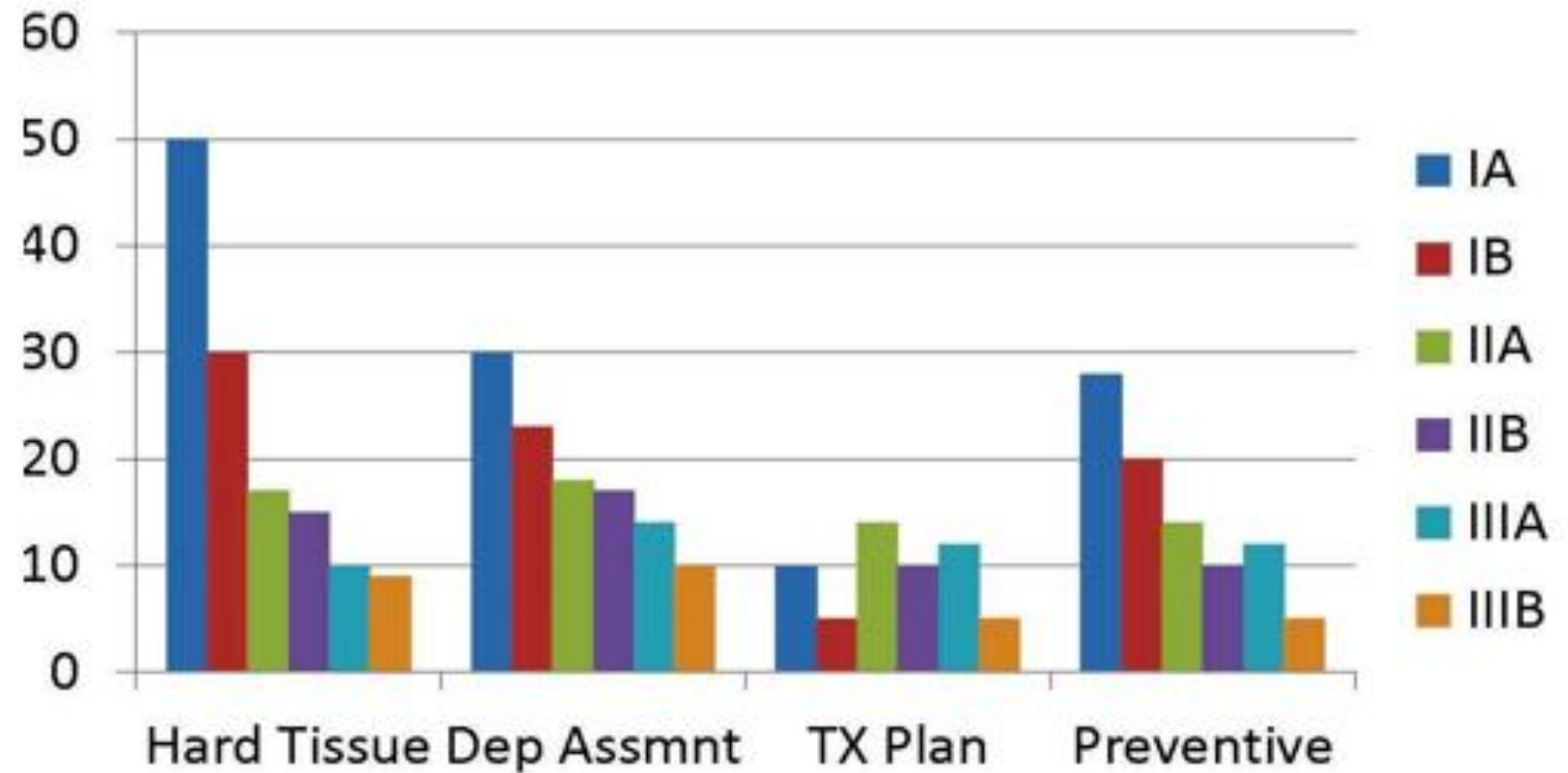
No Critical Errors, All Patients

Standard 2-12

Patient	CALCS							PERIO						Age Groups						
	0	I	II	III	IV		Total	0	I	II	III	IV	Total	SN	PC	RC	0-11	12-17	18-59	60+
Mad	8	21	42	17	1	0	89	12	29	34	14	0	89	1	80	15	16	5	50	28
Indsey	12	48	28	21	4	0	111	31	36	31	9	4	111	3	49	37	29	11	57	23
rickson, Ce	8	29	27	21	6	0	91	23	18	26	16	8	91	4	66	7	16	7	56	25
aphany	5	35	28	18	1	0	87	15	35	19	14	4	87	9	82	5	21	18	47	16
Christina	9	54	28	12	6	0	109	46	14	36	12	1	109	2	88	1	33	9	63	11
	11	47	28	14	4	0	104	35	26	24	14	5	104	4	86	12	29	17	45	18
nah	3	31	32	10	2	0	78	9	29	25	13	3	79	3	69	2	13	4	39	33
ia	16	52	24	12	7	0	111	39	34	28	7	3	111	8	96	3	25	13	44	20
	10	38	20	20	0	0	88	25	31	24	7	2	89	3	59	2	18	12	33	21
eze	7	44	32	20	0	0	103	32	18	36	15	2	103	4	42	4	16	9	44	29
	5	53	47	28	1	0	134	31	46	44	11	2	134	4	92	2	34	19	54	28
n	15	41	36	19	5	0	116	28	40	36	9	2	115	3	99	4	24	11	47	29
imes	5	34	23	27	0	0	89	10	43	21	12	2	88	8	61	1	19	18	51	12
1	12	51	30	16	1	0	110	25	45	27	11	2	110	4	93	5	34	18	49	20
ey	20	42	34	20	7	0	123	42	37	20	15	9	123	5	74	14	37	17	58	15
lison	22	53	37	13	2	0	127	33	50	28	14	2	127	2	107	7	39	14	50	25
na	15	52	33	19	3	0	122	41	27	34	20	0	122	8	96	15	22	14	54	20
Brandi	10	29	39	34	2	0	114	32	26	38	18	0	114	4	99	16	26	22	48	19
nar	1	26	31	11	8	0	77	4	33	26	11	3	77	7	39	13	8	5	58	8
stine	12	46	26	24	2	0	110	32	46	23	9	0	110	2	89	1	22	26	40	20
iani	4	29	38	25	6	0	102	20	22	32	18	7	99	4	87	9	17	9	69	11
la	2	55	23	16	4	0	100	10	52	26	12	0	100	7	81	2	28	15	45	9
oca	13	47	31	16	1	0	108	38	21	34	12	3	108	5	78	11	19	10	52	30
nah	5	42	22	21	15	0	105	40	27	19	15	4	105	4	75	4	21	19	58	15
zmin	6	31	38	23	7	0	105	14	33	37	14	7	105	4	74	4	19	8	72	11
eshia	2	35	31	26	2	0	96	23	23	38	3	9	96	5	65	3	22	10	62	14
only, not reviewed	5	22	42	21	5	0	95	15	24	25	27	4	95	2	59	16	11	5	72	16
titany	6	44	27	25	2	0	104	9	54	24	11	5	103	6	64	9	4	14	65	35
Total	249	1,131	875	549	104	0	2,908	714	919	615	363	93	2,904	125	2,149	224	622	359	1,482	561

Standard 2-12

Progression of Skill Development



Ethics/Professionalism

Standard 2-20 Graduates must be competent in applying legal and regulatory concepts to the provision and/or support of oral health care services.

Intent: Dental hygienists should understand the laws which govern the practice of the dental profession. Graduates should know how to access licensure requirements, rules and regulations, and state practice acts for guidance in judgment and action.

Examples of evidence to demonstrate compliance may include:

- evaluation mechanisms designed to monitor knowledge and performance concerning legal and regulatory concepts
- outcomes assessment mechanisms

Ethics/Prof						
SubCompetency		±	√	X	N/A	
Attendance, arrives on time/does not leave early	122	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works independently as appropriate	123	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Safe treatment of patient	124	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Proper appearance, demeanor, attitude, composure, judgment	125	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Consent forms SIGNED	126	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Discretion and patient PRIVACY	127	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates patient management, rapport, compassion	128	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teammate self directed, helps	129	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Receptive to instruction	130	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Recognizes the need to learn as top priority	131	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Acknowledges and CORRECTS errors	132	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Practices effective communication skills	133	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Proper grammar spoken and written	134	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Practices WITHIN LIMITS of knowledge and skills	135	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
FOLLOWS, rules, laws and regulations	136	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Meets commitments	137	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reports misconduct	138	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Completes assignments on time	139	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks appropriate consultation from Instructor/DDS	140	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Standard 2-24 d

2-24 The dental hygiene program must have a formal, written curriculum management plan, which includes:

- a) an ongoing curriculum review and evaluation process with input from faculty, students, administration and other appropriate sources;
- b) evaluation of the effectiveness of all courses as they support the program's goals and competencies;
- c) a defined mechanism for coordinating instruction among dental hygiene program faculty.
- d) a defined mechanism to calibrate dental hygiene faculty for student clinical evaluation.

Standard 2-24 Continued

To assure the incorporation of emerging information and achievement of appropriate sequencing, the elimination of unwarranted repetition, and the attainment of student competence, a formal curriculum review process should be conducted on an ongoing and regular basis. Periodic workshops and in-service sessions should be held for the dissemination of curriculum information and modifications.

Examples of evidence to demonstrate compliance may include:

- competencies documentation demonstrating relationship of course content to defined competencies of the program
- documentation of ongoing curriculum review and evaluation
- minutes of meetings documenting curriculum review and evaluation
- student evaluation of instruction
- curriculum management plan
- documentation of calibration exercises

Standard 3-9

3-9 A defined faculty evaluation process must exist that ensures objective measurement of the performance of each faculty member.

Intent: An objective evaluation system including student, administration and peer evaluation can identify strengths and weaknesses for each faculty member (to include those at distance sites) including the program administrator. The results of evaluations should be communicated to faculty members on a regular basis to ensure continued improvement.

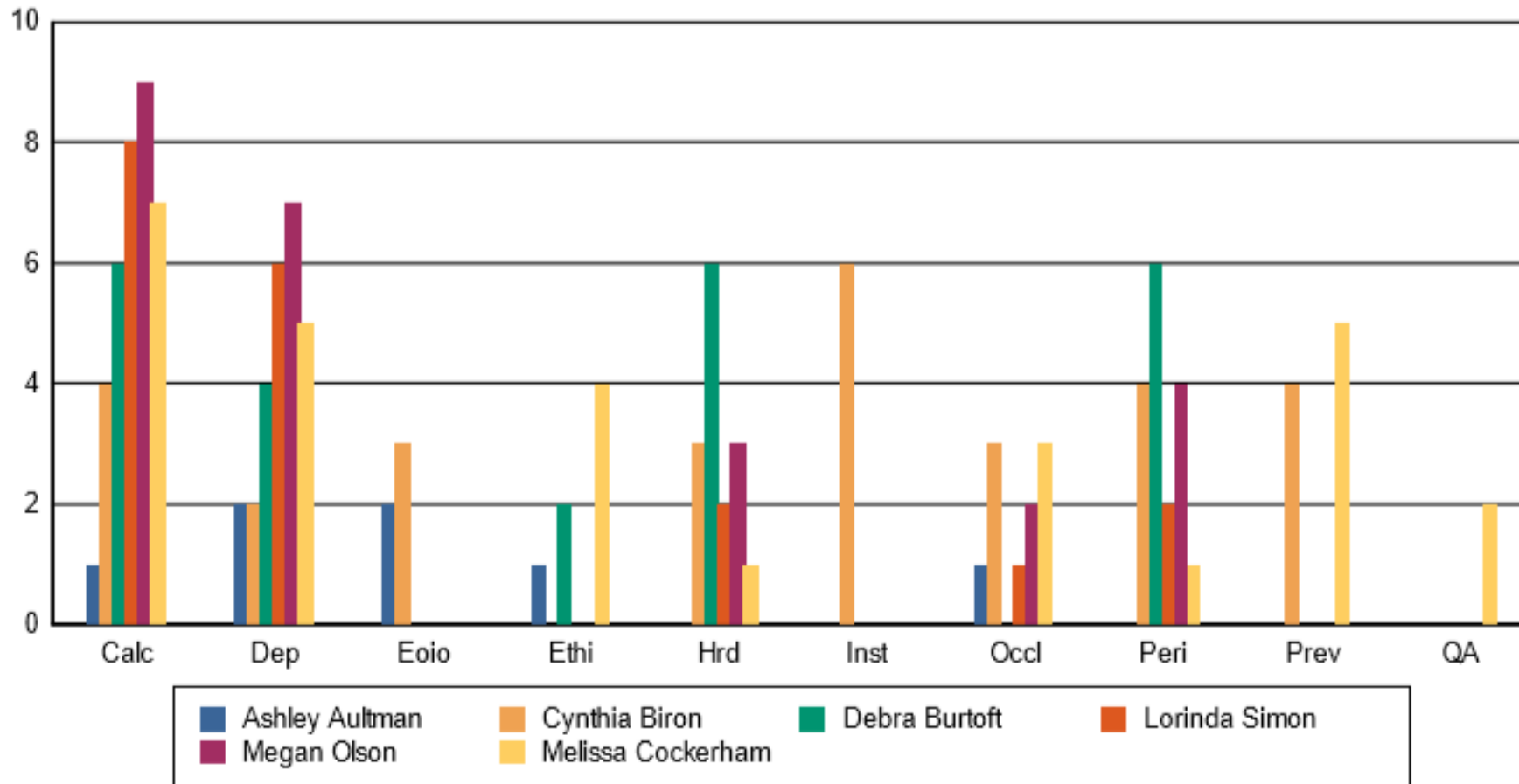
Examples of evidence to demonstrate compliance may include:

- sample evaluation mechanisms addressing teaching, patient care, research, scholarship and service
- faculty evaluation policy, procedures and mechanisms

3-10 Opportunities for promotion, tenure, and development must be the same

Standard 3-9 and 2-24d















Instructor Calibration Graph



Standard 6-2

6-2 The program must have a formal written patient care quality assurance plan that includes:

- a) standards of care that are patient-centered, focused on comprehensive care, and written in a format that facilitates assessment with measurable criteria;
- b) an ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided;
- c) mechanisms to determine the cause of treatment deficiencies;
- d) patient review policies, procedure, outcomes and corrective measures.

QA						
SubCompetency		±	√	X	N/A	
Organization, sequence in appointment procedures	109	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Equipment preparation set up/break down	110	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Aseptic technique	111	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Patient Management/Appt time utilized	112	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reason for visit discussed & documented	113	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Accurate documentation of all findings, communication and treatment in records including signatures	114	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Applies lecture material in clinic	115	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Applies evidence-based decision making	116	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Care given is patient centered	117	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Treatment plan followed to completion	118	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Student evaluation of care 4-6 week re-evaluation (treatment results documented) Prognosis	119	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Continued/comprehensive care - referrals recommended	120	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Recare appointment times scheduled	121	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Standard 6-3

6-3 The use of quantitative criteria for student advancement and graduation **must not** compromise the delivery of comprehensive dental hygiene patient care.

Intent: The need for students to satisfactorily complete specific clinical requirements prior to advancement and graduation should not adversely affect the health and care of patients.

Examples of evidence to demonstrate compliance may include:

- patient bill of rights
- documentation that patients are informed of their rights
- continuing care (recall) referral policies and procedures

In TalEval, every patient experience counts toward the graduation criteria for competency

Standard 6-5

6-5 All students, faculty and support staff involved with the direct provision of patient care must be continuously recognized/certified in basic life support procedures, including healthcare provider cardiopulmonary resuscitation with an Automated External Defibrillator (AED).
Intent: The need for students to be able to provide basic life support procedures is essential in the delivery of health care.

Examples of evidence to demonstrate compliance may include:

- continuous recognition records of students, faculty and support staff involved in the direct provision of patient care
- exemption documentation for anyone who is medically or physically unable to perform such services

The screenshot shows a web-based 'Grade Entry' form. At the top, the title 'Grade Entry' is circled in red, along with two lines of text: 'CPR expired on 5/5/2019' and 'CPR expired on 5/5/2019'. Below this, the form includes a 'Student' dropdown menu with 'Doe, Jane' selected, an 'Include Inactive Students' checkbox, and an 'Edit Existing Grade' dropdown. The main form area contains several sections: 'Date*' with a calendar icon and '10/13/2019' entered; 'Select a Patient*' with a dropdown and an 'Add Patient' button; 'Clinic*' with a dropdown set to 'NON GRADED'; 'Instructor*' with a dropdown; 'Treatment Phase*' with a dropdown; 'Special Needs' with radio buttons for 'No' (selected) and 'Yes'; 'Details' with a text input; 'Quad /Sextant' with a text input; 'Gingival Perio Disease' with a dropdown; 'AAP/EFP: Stage' with radio buttons for 'None' (selected), 'I', 'II', 'III', and 'IV'; 'Grade' with radio buttons for 'None' (selected), 'A', 'B', and 'C'; 'Recare' with checkboxes for 'Patient Complete' and 'ASA' (radio buttons for 'N/A', 'I', 'II', 'III', 'IV'); 'Recare On Date' with a calendar icon and radio buttons for 'Months' and 'Weeks'; 'Debridement Skill Level' with two columns of radio buttons for 'Calculus' and 'Perio' (options: N/A, 0, I, II, III, IV); 'Critical Error' and 'Extra Credit' with text inputs; and 'Auto Calc' and 'Total' with checkboxes. A 'Comments' section with a large text area is at the bottom, and a 'Continue' button is in the bottom right corner.

Standard 6-6

6-6 The program's policies must ensure that the confidentiality of information pertaining to the health status of each individual patient is strictly maintained.

Intent: The program should have a system in place to ensure patient confidentiality. The use of student employees as secretarial staff does not preclude the essential need for patient confidentiality.



Ethics/Prof						
SubCompetency		±	✓	X	N/A	
Attendance, arrives on time/does not leave early	122	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works independently as appropriate	123	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Safe treatment of patient	124	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Proper appearance, demeanor, attitude, composure, judgment	125	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Consent forms SIGNED	126	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Discretion and patient PRIVACY	127	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates patient management, rapport, compassion	128	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teammate self directed, helps	129	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Receptive to instruction	130	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Recognizes the need to learn as top priority	131	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Acknowledges and CORRECTS errors	132	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Practices effective communication skills	133	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Proper grammar spoken and written	134	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Practices WITHIN LIMITS of knowledge and skills	135	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
FOLLOWS, rules, laws and regulations	136	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Meets commitments	137	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reports misconduct	138	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Completes assignments on time	139	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Seeks appropriate consultation from Instructor/DDS	140	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	