

## Dimensions of Clinical Teaching



**Course Author(s):** Harold A. Henson, RDH, PhD

**CE Credits:** 0.5 hours

**Intended Audience:** Dentists, Dental Hygienists, Dental Assistants, Dental Educators, Dental Hygiene Educators

**Date Course Online:** 06/05/2020

**Last Revision Date:** 06/04/2023

**Course Expiration Date:** 06/03/2026

**Cost:** Free

**Method:** Self-instructional

**AGD Subject Code(s):** 770

**Online Course:** [www.dentalcare.com/en-us/ce-courses/fdm1](http://www.dentalcare.com/en-us/ce-courses/fdm1)

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- P&G is providing these resource materials to dental professionals. We do not own this content nor are we responsible for any material herein.
- Participants must always be aware of the hazards of using limited knowledge in integrating new techniques or procedures into their practice. Only sound evidence-based dentistry should be used in patient therapy.

**Conflict of Interest Disclosure Statement**

- Dr. Henson reports no conflicts of interest associated with this course.

**Introduction – Silver Diamine Fluoride**

Dimensions of Clinical Teaching will discuss and describe the fundamental principles of clinical teaching. Participants will learn about the various phases of clinical teaching with practical teaching information to conduct an effective student-centered learning environment.

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## Overview

This faculty module will discuss and describe the fundamental principles of clinical teaching. Participants will learn about what makes an excellent clinical instructor and Benner's Stages of Clinical Competence. In addition, topics such as institutional expectations and various components of clinical teaching will be discussed to assist the participant in creating a learner-centered environment.

## Learning Objectives

**Upon completion of this course, the dental professional should be able to:**

- Define an excellent clinical instructor.
- Translate clinical expertise into teaching expertise.
- Discuss how the curriculum impacts clinical teaching.

## Video: Dimensions of Clinical Teaching



[Click on image to view video online.](#)

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## Course Test Preview

To receive Continuing Education credit for this course, you must complete the online test. Please go to: [www.dentalcare.com/en-us/ce-courses/fdm1/test](http://www.dentalcare.com/en-us/ce-courses/fdm1/test)

**1. Which one of the following characteristics defines an excellent clinical instructor?**

- A. Students view your skills through one lens
- B. Efficient and effective patient care
- C. No expectations from stakeholders
- D. Students should be given no constructive feedback during the clinical session

**2. Students define an excellent clinical instructor using which characteristic listed below?**

- A. Being judgmental
- B. Playing favoritism
- C. Showing respect
- D. Being bias

**3. Within the Competence Matrix, which level does the student start as?**

- A. Unconscious incompetent
- B. Conscious incompetent
- C. Conscious competent
- D. Unconscious competent

**4. According to Benner's Stages of Clinical Competence, this stage is defined as one who has coped with enough real situations to note (or to have them pointed out by a mentor) the recurrent meaningful aspects of situations.**

- A. Novice
- B. Advanced beginner
- C. Competent
- D. Proficient
- E. Expert

**5. According to Benner's Stages of Clinical Competence, the competent professional has been in practice from \_\_\_\_ to \_\_\_\_ years**

- A. 1, 2
- B. 2, 3
- C. 3, 4
- D. 4, 5

**6. It is important for clinical faculty to know the philosophies, values, academic culture, and curricula. This also known as \_\_\_\_\_.**

- A. learner expectations
- B. institutional expectations
- C. departmental expectations
- D. teacher expectations

**7. As a clinical educator, it is important to review your student evaluations. It is important to know how and when you are evaluated.**

- A. Both statements are TRUE.
- B. Both statements are FALSE.
- C. Statement one is TRUE, and the second statement is FALSE.
- D. Statement one is FALSE, and the second statement is TRUE.

**8. When mastering the role of clinical faculty, it is important to be \_\_\_\_\_.**

- A. strict
- B. patient
- C. inflexible
- D. demanding

**9. " \_\_\_\_\_ " is when a beginner faculty is paired with a seasoned faculty in order to learn how the clinic functions.**

- A. Imprinting experience
- B. Peer teaching
- C. Faculty shadowing
- D. Peer mentoring

**10. Which educational venue provides an "educational scaffolding"?**

- A. Clinic
- B. Classroom
- C. Simulation
- D. Laboratory

## References

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## Additional Resources

- No Additional Resources Available.

## About the Author

### Harold A. Henson, RDH, PhD



Dr. Harold A. Henson currently serves as a Professor in the Department of Periodontics and Dental Hygiene, Director of the Center for Teaching and Learning and is the Program Coordinator for the Master of Science in Dental Hygiene Program at The University of Texas School of Dentistry at Houston.

He has taught at all levels of curriculum: graduate, predoctoral, and undergraduate, since 1998 and has served in various senior academic leadership positions. He has held numerous leadership positions within organized dental hygiene.

Dr. Henson is the recipient of numerous national, regional, and local teaching awards. In June 2009, he received the American Dental Hygienists' Association Procter and Gamble/Oral-B Educator of the Year Award. Then in November 2021, he received [The University of Texas System Regents Outstanding Teaching Award](#). This award was established in 2008 by The University of Texas System Board of Regents to honor extraordinary classroom performance and teaching innovation. It is the highest teaching award that can be bestowed to a faculty member in The University of Texas System.

Dr. Henson holds a Bachelor of Science in Biology from the University of Houston. He earned a certificate in dental hygiene from The University of Texas School of Dentistry at Houston. He continued his graduate studies by completing a Master of Education in Allied Health Education and Administration from The University of Houston and Baylor College of Medicine and a Doctor of Philosophy in Educational Human Resource Development with a specialization in Adult Education from Texas A&M University.

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