

The Role of Adult Learning in Clinical Education



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CE Credits: 0.5 hours

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

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Cost: Free

Method: Self-instructional

AGD Subject Code(s): 770

Online Course: www.dentalcare.com/en-us/ce-courses/fdm2

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Conflict of Interest Disclosure Statement

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

Introduction - The Role of Adult Learning in Clinical Education

Clinical education is experiential learning since it involves obtaining experience in working with patients in real life contexts. This faculty module will discuss and describe how clinical education provides an unique opportunity for adult learning.

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Overview

Clinical education is experiential learning since it involves obtaining experience in working with patients in real life contexts. This faculty module will discuss and describe how clinical education provides an unique opportunity for adult learning.

Learning Objectives

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

- Discuss the principles of adult learning.
- Discuss the relationship of adult learning and clinical education.
- Discuss the characteristics of effective clinical educators.

Video: The Role of Adult Learning in Clinical Education



[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/fdm2/test

- 1. The art and science of helping adults learn is called _____.**
 - A. pedagogy
 - B. andragogy
 - C. self-directed learning
 - D. reflective practice

- 2. Which one of the following characteristics below identifies an adult learner?**
 - A. Subject-oriented
 - B. Problem-centered
 - C. Future-oriented
 - D. More accepting

- 3. What are the goals of clinical education?**
 - A. Dependent learning
 - B. Independent learning
 - C. Autonomy
 - D. Pedagogy 1 & 2
 - E. Pedagogy 2 & 3
 - F. Pedagogy 2 & 4
 - G. Pedagogy 1 & 4

- 4. Using the Learning Vector, what is the name of the stage when a student reaches maturity and independence?**
 - A. Exposure
 - B. Application
 - C. Integration
 - D. Novice

- 5. Organizing teaching and learning so that learning is within the learners' control is defined as _____.**
 - A. Self-directed learning
 - B. Self-efficacy
 - C. Constructivism
 - D. Reflective practice

- 6. Discussing with the student realistic goals on what can be accomplished during a clinical session is an example of?**
 - A. Self-directed learning
 - B. Self-efficacy
 - C. Constructivism
 - D. Reflective practice

- 7. When a teacher provides basic knowledge and skills needed as the foundation for the task, this is part of which educational theory?**
- A. Self-directed learning
 - B. Self-efficacy
 - C. Constructivism
 - D. Reflective practice
- 8. Learning is active, rather than passive, with learners making judgments about when and how to modify their knowledge is known as _____.**
- A. self-directed learning
 - B. self-efficacy
 - C. constructivism
 - D. reflective practice
- 9. This is defined as the capacity to reflect on action so as to engage in a process of continuous learning.**
- A. Self-directed learning
 - B. Self-efficacy
 - C. Constructivism
 - D. Reflective practice
- 10. Students view faculty through a different lens. Faculty can facilitate their clinical learning through the four educational theories of self-directed learning, self-efficacy, constructivism and self-reflection.**
- A. The first statement is TRUE, while the second statement is FALSE.
 - B. The first statement is FALSE, while the second statement is TRUE.
 - C. Both statements are TRUE.
 - D. Both statements are FALSE.

References

1. Knowles MS, et al. *Andragogy In Action: Applying Modern Principles Of Adult Learning*. San Francisco, CA. Jossey-Bass. 1989.
2. McAllister L, Lincoln M, Mcleod S. *Facilitating learning in clinical settings*. Nelson Thornes. 1997.
3. Stritter FT, Baker RM, Shahady EJ. *Clinical instruction. Handbook for the academic physician*. Springer US. 1986. 98-124.
4. Kaufman DM. Applying educational theory in practice. *BMJ*. 2003;326(7382):213–216. doi:10.1136/bmj.326.7382.213.

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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