

The Learning Process in Clinical Education



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CE Credits: 0.5 hours

Intended Audience: Dental Students, Dental Hygiene Students, Dental Assisting Students, Dental Educators, Dental Hygiene Educators, Dental Assistant Educators

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Last Revision Date: NA

Course Expiration Date: 09/19/2026

Cost: Free

Method: Self-instructional

AGD Subject Code(s): 770

Online Course: www.dentalcare.com/en-us/ce-courses/fdm6

Disclaimers:

- 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. He has no relevant financial relationships to disclose.

Short Description

The Learning Process in Clinical Education is a free dental continuing education course that covers a wide range of topics relevant to the oral healthcare professional community.

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Overview

The learning process in clinical education is a critical component of training healthcare professionals. It encompasses the acquisition, application, and integration of knowledge, skills, and attitudes necessary for the provision of high-quality patient care. Students or trainees have the opportunity to apply theoretical knowledge in a real-world context in a competent and evidence-based scope of practice.

Learning Objectives

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

- Discuss the role of reflection.
- Explain the difference between self-evaluation and self-assessment.
- Discuss and describe the process of peer learning.

Video: Clinical Remediation: An Overview



[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/fdm6/test

1. Critical reflection is defined as ?

- A. putting ourselves into the experience
- B. exploring personal and theoretical knowledge to understand it
- C. viewing experiences in different ways
- D. a, b, and c

2. Which stage is defined as “attending to feelings”?

- A. Stage 1
- B. Stage 2
- C. Stage 3
- D. Stage 4

3. During the clinic session the student notices that they forgot a critical step in a procedure and states that they were aware of the mistake. This is an example of _____?

- A. reflection-on-action
- B. reflection-in-action
- C. experiential learning
- D. Kolb’s Learning Cycle

4. Which of the following is an outcome of reflection?

- A. limits the learner’s experience
- B. develops the learner’s skills
- C. places sole responsibility of learning on the teacher
- D. acts as a psychological barrier

5. A safety round is an example of a _____?

- A. clinical reflection activity
- B. self-efficacy activity
- C. self-actualization activity
- D. psychological barrier

6. A grade is an example of a _____?

- A. Self-assessment
- B. Self-evaluation
- C. Self-efficacy
- D. Self-actualization

7. This term is defined as refers to learning activities where the goal of the activity is to learn.

- A. Self-assessment
- B. Self-evaluation
- C. Self-efficacy
- D. Self-actualization

8. A clinical conference is one method of self-evaluation.

- A. True
- B. False

9. Peer learning and teaching is defined as a _____?

- A. one-way, reciprocal learning activity
- B. two-way, reciprocal learning activity
- C. one-way, non-reciprocal learning activity
- D. two-way, non- reciprocal learning activity

10. Which of the following statements is TRUE about peer learning/teaching?

- A. It is a not substitute for teaching and activities designed and conducted by faculty.
- B. It does not provide students the responsibility for their own learning.
- C. Informal peer learning can help students learn effectively.
- D. It is an ineffective teaching technique.

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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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