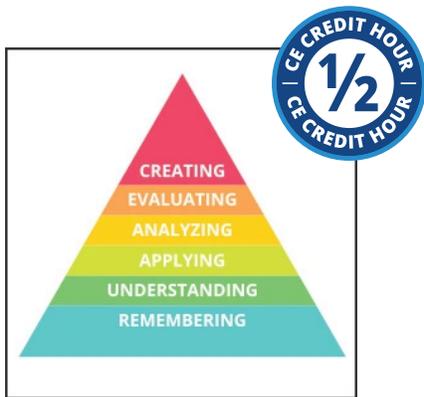


Clinical Teaching Strategies and Techniques



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
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Cost: Free
Method: Self-instructional
AGD Subject Code(s): 770

Online Course: www.dentalcare.com/en-us/ce-courses/fdm3

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.

Short Description

Clinical Teaching Strategies and Techniques is a free dental continuing education course that covers a wide range of topics relevant to the oral healthcare professional community.

Course Contents

- Overview
- Learning Objectives
- Video: Dimensions of Clinical Teaching
- Course Test
- References / Additional Resources
- About the Author

Overview

Teaching in the clinical environment is different from other teaching settings due to its complex and dynamic nature. This faculty module will provide practical and effective teaching techniques that will enable faculty to have students link information from the classroom to the clinical environment.

Learning Objectives

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

- Explain the clinical-classroom connection.
- Discuss the various clinical teaching methods and techniques.
- Define the teachable moment.

Video: Clinical Teaching Strategies and Techniques



[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/fdm3/test

1. Faculty should coordinate efforts to transition students' learning from the classroom and then implementation in clinical settings.

- A. True
- B. False

2. Didactic faculty that are not teaching in the clinical environment need _____.

- A. not to be concerned with making the classroom-clinical connection
- B. to develop course materials that explicitly connect the theory-clinical practice topics
- C. to have a curriculum conversation with clinical faculty
- D. to only observe the process of clinical teaching

3. Which of the following are socialization strategies for full- and part-time faculty?

- A. Departmental meetings
- B. Faculty calibration meetings
- C. Faculty assemblies/retreats
- D. A, B and C

4. Which of the following provides an educational scaffolding through experiential learning?

- A. Clinical simulation
- B. Demonstration-performance
- C. Reflective practice
- D. Bloom's taxonomy

5. Using a document camera to show a periodontal instrumentation technique is an example of which technique?

- A. Clinical simulation
- B. Demonstration-performance
- C. Reflective practice
- D. Bloom's taxonomy

6. What technique discusses the strength of evidence and compares the standard with practices currently used in the institution?

- A. Demonstration-performance
- B. Reflective practice
- C. Evidence rounds
- D. A case study

7. A student notices that their classmate is not wearing the appropriate personal protective equipment (PPE). This type of teaching technique is called _____.

- A. demonstration-performance
- B. infection control/safety rounds
- C. evidence rounds
- D. a case study

8. When faculty presents a “hypothetical” case with minimum information, this is the start of which clinical teaching technique?

- A. Demonstration-performance
- B. Case in the round
- C. Evidence rounds
- D. A case study

9. This process enables the practitioner to critically self-assess and analyze their approach to practice.

- A. Demonstration-performance
- B. Case in the rounds
- C. Evidence rounds
- D. Reflective practice

10. The process of discussing the positives and challenges of the clinic session is part of the _____.

- A. demonstration-performance
- B. case in the rounds
- C. teachable moment
- D. reflective practice

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Additional Resources

- No Additional Resources Available.

About the Author

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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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