

Clinical Teaching: Feedback and Evaluation

<input checked="" type="checkbox"/> Excellent	
<input type="checkbox"/> Very Good	
<input type="checkbox"/> Good	
<input type="checkbox"/> Average	
<input type="checkbox"/> Poor	

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/fdm4

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.

Introduction – Clinical Teaching: Feedback and Evaluation

Clinical Teaching: Feedback and Evaluation 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

Clinical feedback and evaluation is paramount in the process of clinical teaching. Students need one-on-one feedback and evaluation in guiding them to be competent and autonomous practitioners. This faculty module will discuss and describe the various factors in providing effective feedback and evaluation throughout the clinical learning environment.

Learning Objectives

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

- Explain the difference between formative and summative feedback.
- Explain how to give constructive feedback.
- Describe the various components of the evaluation process.
- Discuss and explain the role of personal growth objectives and the importance of documenting a student's clinical progress.

Video: Clinical Teaching: Feedback and Evaluation



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

[View Transcript](#)

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/fdm4/test

- 1. Which one of the following is a goal for clinical feedback?**
 - A. Provide ongoing feedback
 - B. Provide feedback only when needed
 - C. Provide via verbal communication
 - D. Provided in writing at the end of the semester

- 2. The process by which a teacher provides a learner with the results of an evaluation with the purpose of improving the learner's performance is called _____.**
 - A. assessment
 - B. feedback
 - C. reflection in action
 - D. reflection on action

- 3. What is the main purpose of feedback? It is to change _____.**
 - A. attitude
 - B. behavior
 - C. financial status
 - D. intelligence

- 4. When giving feedback what is the most important factor?**
 - A. Timing
 - B. Application
 - C. Integration
 - D. Acknowledgment

- 5. During the feedback session how many of the student's major points should the faculty discuss with them?**
 - A. 1 – 2
 - B. 3 – 4
 - C. 5 – 6
 - D. 7 – 8

- 6. Every teaching moment is an opportunity to provide feedback.**
 - A. True
 - B. False

- 7. Any process by which a teacher assesses a learner's knowledge, skills or attitudes on criteria related to educational goals is defined as _____.**
 - A. assessment
 - B. feedback
 - C. evaluation
 - D. reflective practice

- 8. How close a student is to meeting the learning objectives for a course is an example of?**
- A. Formative assessment
 - B. Summative assessment
 - C. Formative feedback
 - D. Summative feedback
- 9. This term refers to the formal assessment of the learning and summarizes the development of learners at a particular time such as the end of the semester.**
- A. Formative assessment
 - B. Summative assessment
 - C. Formative feedback
 - D. Summative feedback
- 10. During the evaluation process it is important that faculty _____.**
- A. rely on their memory during the process
 - B. provide detailed documentation throughout the process
 - C. share the student's evaluation with their peers
 - D. share the student's evaluation with other faculty members

References

1. No Additional Resources Available
2. Gardner MR, Suplee PD. Handbook of clinical teaching in nursing and health sciences. Jones & Bartlett Publishers. 2010.
3. Fenwick T, Parsons J. The art of evaluation: A handbook for educators and trainers. Toronto: Thompson Educational Publishers. 2000.
4. Angel TA, Cross KP. Classroom assessment techniques. Classroom assessment techniques a handbook for college teachers. Jossey Bass Wiley. 2012.
5. Davis BG. Tools for teaching. John Wiley & Sons. 2001.
6. Mookherjee S, Cosgrove EM. Handbook of Clinical Teaching. Springer International Publishing. 2016.

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.

Email: Harold.A.Henson@uth.tmc.edu