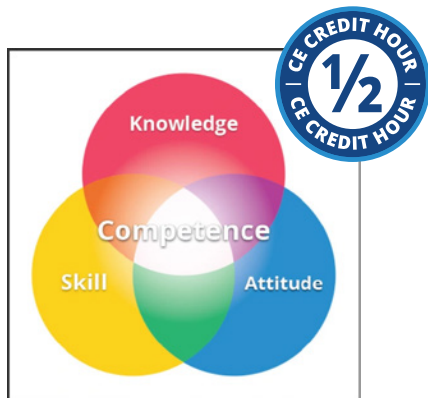


Clinical Remediation: An Overview



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/fdm5

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 Remediation: An Overview is a free dental continuing education course that covers a wide range of topics relevant to the oral healthcare professional community.

Course Contents

- Overview
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Overview

Clinical remediation is the act of facilitating corrective teaching within the process of clinical care. Students need personalized facilitated feedback and evaluation to assist them to be competent and autonomous practitioners. This faculty module will discuss and describe the various factors in the clinical remediation process.

Learning Objectives

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

- Discuss and explain the term competence.
- Discuss institutional expectations and clinical competence.
- Explain and discuss the learning curve.
- Describe the various components of clinical remediation.
- Discuss the importance of documentation.

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/fdm5/test

1. What is the primary goal of clinical education?

- A. To graduate a competent clinician
- B. To provide feedback only when needed
- C. To graduate mediocre practitioners
- D. To instill life-long learning

2. Competencies are based on which of the following two items?

- A. Feedback and assessment
- B. Domains and standards
- C. Expectations and ethics
- D. Motivation and reflection

3. The _____ represents the relationship between episodes of practice and level of performance.

- A. competency threshold
- B. learning curve
- C. competency domain
- D. learning objectives

4. _____ is the recognition of the need to implement intervention strategies to improve student performance that, if otherwise left unattended, would result in adverse consequences?

- A. Peer observation
- B. Feedback session
- C. Clinical remediation
- D. Reflective practice

5. The remediation process begins with identifying the student at risk, through failure of an examination or identification in the clinical area by the clinical instructor.

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

6. When a student is unable to demonstrate an adequate skill development in order to move to the next level, then remediation becomes necessary.

- A. True
- B. False

7. Which of the following is NOT a component of a clinical remediation?

- A. Defined goals and objectives
- B. A realistic time frame
- C. How and where remediation will be addressed
- D. Documentation as needed

- 8. When addressing an accreditation standard in regards to a remediation, which of the following is the first step?**
- A. Developing the remediation plan
 - B. How are students identified for the process
 - C. How the plan is communicated
 - D. The various types of educational methodologies that are utilized
- 9. Whenever possible, reassessment strategies should be recommended by the remediation team but performed by an unbiased group of educators who are not aware that the learner had deficits and underwent remediation is known as _____.**
- A. formative assessment
 - B. summative assessment
 - C. faculty reassessment
 - D. summative feedback
- 10. _____ is absolutely critical and the most important component of the remediation process.**
- A. Debriefing
 - B. Documentation
 - C. Deliberating
 - D. Discussion

References

1. No Additional Resources Available
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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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