

# The Learning Process in Clinical Education



**Course Author(s):** Harold A. Henson, RDH, PhD

**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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**Cost:** Free

**Method:** Self-instructional

**AGD Subject Code(s):** 770

**Online Course:** [www.dentalcare.com/en-us/ce-courses/fdm7](http://www.dentalcare.com/en-us/ce-courses/fdm7)

#### 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

Clinical reasoning skills are the utmost importance in healthcare professions as they form the foundation of competent and effective patient care. Clinical reasoning refers to the cognitive process that healthcare professionals utilize to analyze patient data, interpret clinical information, and make sound decisions about patient diagnosis, treatment and management.

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## Overview

Clinical reasoning skills are of the utmost importance in healthcare professions as they form the foundation of competent and effective patient care. Clinical reasoning refers to the cognitive process that healthcare professionals utilize to analyze patient data, interpret clinical information, and make sound decisions about patient diagnosis, treatment and management.

## Learning Objectives

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

- Discuss the concept of clinical reasoning.
- Describe how to teach clinical reasoning skills.
- Discuss how to assess clinical reasoning.

## Video: Learning to Make Clinical Decisions



[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/fdm7/test](http://www.dentalcare.com/en-us/ce-courses/fdm7/test)

- 1. Planning and implementing patient interventions is one part of the process in \_\_\_\_\_.**
  - A. critical reflection
  - B. critical thinking
  - C. evidence-based decision making
  - D. clinical reasoning
  
- 2. Clinical reasoning is defined as a \_\_\_\_\_.**
  - A. linear process
  - B. spiral process
  - C. circular process
  - D. triangular process
  
- 3. Which of the following are core elements of clinical reasoning?**
  - A. Cognition
  - B. Metacognition
  - C. Knowledge
  - D. A, B and C
  
- 4. Effective clinical reasoning skills can have what type of impact to the learner?**
  - A. Adverse patient outcomes
  - B. Positive patient outcomes
  - C. Escalates healthcare complaints
  - D. Poor clinical reasoning skills
  
- 5. The process of clinical reasoning depends on \_\_\_\_\_.**
  - A. critical thinking
  - B. a linear process
  - C. peer teaching
  - D. group discussion
  
- 6. Identifying problems/issues is part of what educational method?**
  - A. Clinical reasoning cycle
  - B. Constructivism
  - C. Self-efficacy
  - D. Clinical reasoning model
  
- 7. The concept of clinical reasoning refers to the \_\_\_\_\_.**
  - A. linear process
  - B. clinical thinking and decision-making process
  - C. only using self-actualization
  - D. constructivist experience of the learner
  
- 8. Clinical reasoning is a readily observable task that can be measured in any situation.**
  - A. True
  - B. False

**9. Explaining the rationale and using probing questions is defined as \_\_\_\_\_.**

- A. justification
- B. debriefing
- C. discussion
- D. reflection

**10. Which of the following is NOT an assessment method?**

- A. Checklist
- B. Objective Structured Clinical Examination (OSCE)
- C. Demonstration
- D. Simulation

## References

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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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