

FUNDAMENTALS OF CLINICAL EDUCATION



About this course

The program will provide faculty calibration and orientation for new adjuncts, part-time instructors, or faculty members. Programming will cover practical tools for teaching dental and dental hygiene students; the current landscape of clinical education, including the importance of diversity and inclusion, and working with different generations; and methods for assessment, feedback, and promoting student development.

The convenient, on-demand format of the Fundamentals of Clinical Education will orient new and adjunct faculty to their vital roles and special considerations when teaching in a clinical education environment.

What will I learn?

1. Discuss value and role, and identify the characteristics and responsibilities of adjunct faculty
2. Identify major changes within dental education and relevance to adjunct faculty members
3. Identify differences in learning styles between individuals and generations
4. Identify major issues/topics in diversity/inclusion within dental education and the dental profession
5. Describe best practices in providing feedback to students

How long is the course?

The course has 5 modules and each module should take about 30 minutes to an hour to complete. All coursework must be submitted within 6 months after your enrollment.

What will I receive when the course ends?

After successfully completing this course, you will receive a digital certificate that states that you have completed 5 modules of professional development.

Meet the Instructors



Dr. Uri Hangorsky

Associate Dean for Student Life, Admissions & PASS Program
University of Pennsylvania School of Dental Medicine



Dr. Marnie Oakley

Senior Consultant
Academy for Advancing Leadership



The mission of Penn Dental Medicine is to educate pre-doctoral and graduate dental students in the highest quality clinical and research environment. Established in 1878, Penn Dental Medicine is a private, Ivy League institution with a history deeply rooted in forging precedents in dental education, research, and patient care. Since its founding, dentistry has been taught in a scientific environment as a specialty of medicine and under the multidisciplinary umbrella of the University of Pennsylvania.



AAL is a health and higher education consulting firm headquartered in Atlanta. AAL works with organizational leaders to achieve their goals through strategy and professional development. The firm has helped over 150 institutions and 5,000 corporate and academic healthcare executives, educators, and practitioners to advance in their fields.

Course Syllabus

Five Learning Modules:

Module 1 Critical Presence of Clinical Faculty
Module 2 Landscape of Dental Education
Module 3 Diversity and Inclusion
Module 4 Feedback and Teachable Moments
Module 5 Student Assessment and Evaluation

Content Overview:

Module 1 Critical Presence of Clinical Faculty

Module 1 reviews the unique traits attributed to part-time faculty as they contribute to the mission of a dental school, describing their diverse demographics, their vast array of professional experience, their various roles in teaching, and the influence they have on the success of the dental school as an institution of higher learning.

Lecture: Critical presence in the dental school & department

This lecture reviews the unique traits attributed to part-time faculty as they contribute to the mission of a dental school. It also describes their diverse demographics, their vast array of professional experience, their various roles in teaching, and the influence they have on the success of the dental school as an institution of higher learning.

Interviews with faculty and students

A series of interviews with department chairs, students, full-time and part-time faculty member provide first-hand perspectives on the role and contributions of part-time faculty members to a dental school.

Lecture: Organizational chart and importance of integration

This lecture sheds light on the administrative organization of a dental school—reviewing how a school may align itself with a larger university, and where the part-time faculty member can go to get answers about the expectations of their new academic appointment.

Video Cases: Calibrated vs. Uncalibrated Faculty

Two distinctive videos cases are used to emphasize the importance of calibration of the part-time faculty member to the institution's clinical curriculum, and the negative impact that can occur when the teaching content of the part-time faculty member is misaligned with that of the school's.

Lecture: The role change: from dentist to educator

This lecture reveals some of the more obvious challenges part-time faculty may experience when making the transition to teaching. It offers strategies that will help you transition from the role a leader of a private practice where complete autonomy may exist, to being a critical team member who answers to administration, often at the

department level—all in a multi-cultural environment that embraces diversity with sensitivity and respect.

Interviews with part-time faculty

Two part-time faculty members share their thoughts on their roles and contributions to their school.

Module 2 Landscape of Dental Education

Module 2 focuses on the landscape of dental education—paying close attention to the vocabulary used within—such as terms like “competencies” and “requirements”. It also reviews various curricular models and prepares you to teach and use an assortment of learning styles specifically linked to how students, given their generational preferences, like to learn.

Lecture: Trends and changes in dental education

This lecture discusses the internal structure, the external oversight and the general environment of a dental school. It recognizes the importance for part-time faculty to appreciate the expectations the Commission on Dental Accreditation (CODA) has on schools. It also describes the new technologies embraced by several contemporary schools and some of the key stressors our students face as they strive to gain the knowledge, skills, and values to successfully function as qualified entry-level general dentists.

Lecture: Learning styles and generations

This lecture develops a true appreciation for some of the nuances of today’s dental students by recognizing their various stressors in life and their inherent drive to succeed. It fosters an understanding of students’ unique learning preferences and the generational differences across four generations present in our institutions. It also recognizes that part-time faculty members, especially those who have had considerable private practice experience, can have a significant role in helping our students understand the importance of professional behavior and sound communication.

Interviews with faculty and students

Through interviews, students and faculty talk about their preferences and experiences in teaching best practices that consider generational influences.

Module 3 Diversity and Inclusion

Module 3 develops the appreciation for the level of diversity that exists across contemporary dental institutions and how those involved can help create a respectful and inclusive environment for all.

Lecture: Diversity and inclusion in dental education

This lecture acknowledges a variety of personal and identity-related traits can be reflected in anyone we come across in the dental school setting—to include, our

students, residents, fellow faculty, staff, and patients. It discusses the implicit or unconscious biases that may bleed into our thoughts and public actions and the potential consequences of these actions. It helps you understand that the impact of this type of biased behavior can be more serious in nature as it negatively affects the school's CODA compliance and, can also lead to costly legal proceedings.

Module 4 Feedback and Teachable Moments

Module 4 provides a thorough understanding of what is needed to be considered an impactful teacher. It focuses on the art of offering constructive feedback and creating teachable moments.

Video Cases: Bad vs. good instructional moment

Through a series of video cases, you will be expected to reflect on the consequences effective and ineffective teaching strategies can have on the student, the faculty, the patient, and the school.

Lecture: Best practices in student feedback

This lecture discusses the specific elements of effective feedback—noting that location, timing, content, reasoning, and appropriateness to the student's level of training, are all crucial elements to success.

Lecture: Importance of teachable moments and student motivation

This lecture helps you understand that long-standing teachable moments often occur when there is a clear connection between what is most important to the learner and the subject material that is to be learned. It presents tactics that can create teachable moments and spark our students' ability to critically think as life-long learners.

Interviews with faculty

Seasoned faculty members share their own experiences in creating effective feedback mechanisms and creating wonderful “ah-ha moments” with their students.

Lecture: Patient communication

This lecture explains the essential role our patients may play in the dental education backdrop. Understanding why patient come to us, and what they expect during the course of their care will help part-time faculty decide when to intervene and offer their valuable experience and perspectives to the student as they face challenges in the clinical setting, and how imperative it is to influence and facilitate patient care, and avoid actions that contribute to impeding its progress.

Interviews with students and faculty

Full-time and part-time faculty as well as students share their perspectives related to patient communication, and how interactions between the faculty and student could help or hinder patient treatment experience.

Module 5 Student Assessment and Evaluation

Module 5 identifies the pedagogical importance of proper faculty calibration in effectively assessing and evaluating students and discusses some of the more common assessment techniques used throughout contemporary dental schools.

Lecture: Importance of faculty calibration in assessing and evaluating students

This lecture explains the importance of part-time faculty adhering to the philosophies of their schools' curricula—specifically, how beneficial it is when all faculty and students are aligned with the agreed-upon expectations of a procedure that outline each step, technique, and measurable outcome.

Interviews with faculty and students

Faculty and students describe their greatest challenges related to student assessment, as well as some descriptions of specific assessment techniques.

Lecture: Assessment techniques

This lecture outlines the differences between formative and summative assessments— noting how the involvement of part-time faculty in the summative, or competency assessment process can affect the school's adherence with the CODA Standards.