DEVELOPING DENTAL EDUCATORS COURSE 2010

Course A

3 & 4 March 2010 – Residential – Oxford Thames Four Pillars Hotel
24 March 2010 – Milton Hill House, Steventon, Oxfordshire
22 April 2010 – Milton Hill House, Steventon, Oxfordshire

This course is mandatory for DF1 Foundation Trainers and Therapist VT Trainers. It would be very suitable for GDPs and Dental Nurses interested in training at a future time and Educational Supervisors.

This four day course (all four days are mandatory) will be an opportunity for new and experienced trainers in dental education to explore creative approaches to one-to-one teaching.

Course aims

By the end of the course participants will

- have increased their understanding of the theory of adult learning and its application to dental education
- feel more confident in selecting appropriate methods of promoting learning
- be able to use a wider range of practical and effective tools for assessing learning
- be able to use the process of giving and receiving feedback more effectively.

The sessions will be lively and interactive, using case studies and examples from participants’ own practice as dentists and dental educators. Groupwork is used extensively and experienced trainers will have the opportunity to experiment with different facilitation styles.

Day 1 Adult learning, roles and responsibilities

Objectives:

To discuss the skills, knowledge and attitudes required in dental education

To identify the complexity of roles which dental educators adopt and the factors influencing these

To explore the different learning styles of trainers and trainees and the impact of these on the trainer: trainee relationship
Day 2 Effective tutorials

Objectives
To explore a range of different types of tutorial
To devise aims and intended outcomes of different tutorials
To plan interactive and challenging tutorials

Day 3 Assessment and feedback

Objectives
To explore the principles behind assessment and the complexity of assessment in practice
To identify personal strengths and tendencies when giving and receiving feedback
To provide practical opportunities to give and receive feedback in difficult situations

Day 4 Relationships, challenges and conflict

Objectives
To identify good practice in chairside teaching, using a clinical case study
To explore the causes of tension and conflict in dental practices and methods of managing them
To discuss the practical management of poor performance

Participants are required to complete a piece of Reflective Writing (500 – 700 words) between days 2 and 3, analysing an incident from their practice using one of the models introduced during the course.

The course is based on the draft Guidelines for Dental Educators (COPDEND May 2008) and will prepare participants for possible entry to the Oxford Deanery New Trainers Course which leads to the Postgraduate Diploma in Medical Education.

Profile

Dr Katy Newell-Jones is a consultant and trainer in education, specialising in health and social care education. As a Principal Lecturer at Oxford Brookes University, she led the learning teaching programmes for health and social care professionals including the MSc Higher Professional Education until March 2007. The MSc course was designed to develop doctors, nurses, midwives and other health professionals as teachers and trainers. Since 2003, Katy has been a course tutor and educational adviser on the Oxford Deanery New Trainers Course and has a range of articles published on learning and teaching including Reframing tension and conflict to maximise learning: The Foundation Years (2008). She was awarded a National Teaching Fellowship by the Higher Education Academy in 2004 for her work on creative approaches to learning and teaching in the UK and overseas.

To book a place contact Brenda Leach at brenda.leach@nesc.nhs.uk or 01865 740652.