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Comparison of the effects of two different teaching methods on students knowledge and competence in surgical positioning training: Lecture versus simulation based learning

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One of the clinical competencies for surgical technologists is ability to perform a safe surgical positioning. They must be properly trained for this purpose in order to gain the necessary knowledge and skills. This study was to investigate the impact of simulation-based teaching versus lecture method on students' knowledge and competency to perform standard surgical positioning. The present intervention study was performed with the presence of 32 surgical technology students. One group of surgical positions was thought by using lecture method, while the second group was thought by using simulation-based teaching method in a simulated environment with students playing the role of the patient. As a result, students' knowledge and competency were evaluated by MCQ and a checklist in two stages: before and after training. A comparison of students' knowledge and

competency scores before and after training showed that students' knowledge and competency in both educational methods had increased. According to t-test, the rate of improvement of knowledge and competency in simulation-based teaching method was higher than in lecture. This difference in the rate of knowledge improvement was not significant, but it was significant in the competency level. So, simulation-based teaching method promotes students' competency in correct surgical positioning by providing a safe environment for learning and practicing specialized skills for several times. Therefore, it is recommended that this educational method be used to teach practical courses for surgical technologists. Undoubtedly, competent workers will improve patient safety and satisfaction in healthcare system.

Biography

Leila sadati has completed his master degree at the age of 30 years from Shahid Beheshti University of Medical Science and PhD in medical education at 2021. She is head of operating room department in AZUMS. Also, she is writer, editor of more than 30books in field of surgery and operating room nursing. She has published more than 25 papers about perioperative nursing care and medical education in reputed journals.

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