· 教学园地 ·

CBL 教学法在可摘局部义齿教学中的应用

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【摘要】目的:探讨 CBL 教学法指导口腔实习生使用模型观测仪进行可摘局部义齿卡环设计的临床实践。方法:随机选择新疆医科大学第二附属医院口腔专业实习学生(本科生和研究生)40人,20人为对照组,使用传统的带教法;20人为实验组,使用 CBL 教学法加模型观测仪进行可摘局部义齿卡环设计的学习,所有的实验对象均在两种学习方法后进行理论测试和可摘局部活动义齿设计。结果:实验组比对照组在理论考试和真实牙列病例考核中成绩都要高,两组差异有统计学意义(P<0.05)。结论:采用 CBL 教学方法指导口腔实习生运用模型观测仪进行教学,不但能提高学生对牙列缺损病例卡环设计能力,而且能加深学生对卡环设计的理解,培养良好的临床思维能力。

【关键词】 口腔医学教学 CBL 模型观测仪 卡环设计 就位道

DOI: 10.11752/j.kqcl.2015.01.10

Application of CBL teaching model in the teaching of removable partial denture

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(Abstret) Objective To guide the stomatological interns to design removable partial denture (RPD) using the model surveyor by the case-based learning (CBL) teaching. Methods A total of 40 students including undergraduates and postgraduates were randomly divided into two groups of 20 students. CBL teaching model was used to teach the design of denture using the model surveyor in the experimental group, and the traditional teaching was adopted in the control group. All students are examined for theory testing and RPD design, and then the data was statistically analyzed. Results The score of experimental group was higher than that of the control group, and the difference was statistically significant(P<0.05). Conclusion CBL teaching was effective in teaching the stomatological interns to design RPD using the model surveyor. It could not only significantly improve their clinical ability, but also promote their understanding in design of RPD clasp.

[Key words] Oral medical education CBL Model surveyor Clasp design Path of insertion

基于案例的教学(Case-based learning, CBL)顾名思义是指基于临床中的实际病例入手,首先让学生面对病例进行充分分析,讨论后提出相关专业问题,然后学习相关的理论知识,再次面对病例,巩固对该种病例的认识以及对原理的理解,从而促进和巩固专业知识、技能的学习[1]。CBL教学法现已广泛应用于国外的教学实践^[2]。而我国

对口腔医学实习生的传统教育多为单向灌输式的被动教育,不能充分调动学生的积极性,尤其是口腔修复学的学习需要发挥学生的动手操作能力。模型观测器又称导线测绘仪,是一种用于确定义齿就位道的仪器。主要用来指导固定义齿、可摘局部义齿 (removable partial denture, RPD) 就位道的选择和卡环的设计,对义齿的成功与否起到关键作用。尽管模型观测仪对临床有指导作用,但实际临床中应用却较少,而且我国对口腔医学实

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