·教学研究·

角色扮演教学方法在构建牙周手术临床技能
教学体系中的应用

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【摘要】 目的　初探角色扮演教学方法在牙周手术临床技能教学体系中的应用效果。方法　选取同济大学口腔医学院在读研究生 46 名，随机分为角色扮演教学实验组及传统教学对照组各 23 名学生。角色扮演组学生需根据所学及日常所经历的医患沟通过程，撰写剧本，分别扮演医师、患者等角色，并拍摄视频。传统教学组则由教师进行常规课堂授课。所有同学一同观看录像视频，并进行讨论。内容授课完成后，请两组学生完成教学满意度调查问卷表，同时教师对两组学生进行模拟接诊考核，并完成评分。结果　授课结束后，实验组学生的模拟接诊考核结果显著优于传统组，术前沟通项目中两组得分分别为（8.00±1.09）分和（6.17±1.03）分，术后医嘱项目中两组得分分别为（8.35±0.88）分和（7.13±0.81）分（$P<0.0001$）。在教学满意度方面，实验组学生也给角色扮演教学法给出了更高的评价，认为其更能培养医学生从患者角度进行诊疗，同时能够帮助对理论知识的理解，有利于建立良好的医患关系，并且学生十分期待在其他学科中推广该教学模式（得分 8.65 分）。结论　角色扮演教学方法能显著提高医学生的人文素养，从而在理解、关怀患者的基础上，提高对理论知识学习的主动性，为今后建立良好的医患关系以及临床诊疗工作打下更为扎实的基础。

【关键词】 角色扮演教学法　临床牙周病学　人文教育

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The application of role-play teaching method in building a clinical skill teaching system for periodontal surgery

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【Abstract】 **Objective**　To initially explore the effect of role-play teaching method in the clinical skills teaching system of periodontal surgery. **Methods**　Forty-six postgraduate students from the School of Stomatology, Tongji University were selected and randomly divided into 23 students in the experimental role-play teaching group and 23 students in the traditional teaching control group. Students in the role-play group were required to write a script and take on the roles of physicians and patients based on lessons and daily experiences of the doctor-patient communication process and take a video. For the traditional teaching group, the instructor conducted a regular classroom lecture. All students watched the video together and had a discussion. After the lecture, students in both groups were invited to complete the teaching satisfaction questionnaire, while the teachers