

Title: Application and evaluation of “Three-stage Sequential Role-play” in Diagnostics Inquiry Teaching

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Objective: To apply “Three-stage Sequential Role-play”(TSSR) teaching method in diagnostics inquiry teaching and evaluate its effects.

What was done: Forty 3rd-year undergraduate medical students were randomly divided into an experimental group and a control group. TSSR teaching method and traditional teaching method were adopted respectively in these two groups. All students were given final scores from the Standardized Patients (SPs) –based inquiry examination. Two sample t-test was employed to analyze the scores difference between these two groups. Questionnaires regarding students’ attitude and feelings towards TSSR was polled out in the experimental group as well.

What was learned: The SPs inquiry test results showed that the effects of TSSR teaching method were significantly superior to that of traditional teaching one. The results collected from questionnaires also showed that the students liked TSSR teaching mode and engaged themselves greatly into class.

A novel step-wise “student-centered TSSR teaching pattern has been established to provide undergraduate medical students the opportunity to deliberately practice inquiry skills in simulative clinical environment. Such simulation education method allows students to build up inquiry skill in a safe, active and more engaging manner, comparing to be just an observer in traditional teaching classroom. TSSR teaching method has significance to guarantee the inquiry teaching quality and could be applied to enhancing the fundamental inquiry skill among undergraduate medical students.