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## Efficiency of Classical Versus Video-Assisted Training on "Approaching Patients with Multiple Trauma" in Emergency Medicine Technician Students

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**Objectives:** Our objective for this study is to determine the accuracy of class 11 undergraduates in the Emergency Medicine Technician (EMT) students' performance after a classical and video-assisted encounter; compare the effectiveness of video-assisted teaching (VAT) and classical teaching (CT) processes just after and 3 months after. Various teaching methods are used in medical education and their superiorities are investigated to each other

**Methods:** Of the 51 in the EMT program, 46 volunteered to participate in the study of "Airway and Breathing Management in Trauma Patients (ABMTP)" and "General Approach to Multiple Trauma Patients (GABMTP)" from the Advanced Trauma Life Support (ATLS) training program in May 2015. After three months in September 2015, the same tests were performed on the same groups.

**Results:** The VAT group showed higher before and just-after scores as compared to the CT group ( $p=0.007$  and  $p=0.005$ , respectively), while the 3-month scores were higher in the CT group than in the VAT group, however, the difference was not statistically significant ( $p=0.265$ ).

**Conclusions:** Our study demonstrated that even by employing low-cost technology, practical skills of the students can be improved by VAT. Therefore, this VAT should be adopted in a wider scale in undergraduate educational programs.

**Keywords:** Education methods; efficiency; airway

### Flowchart for the study groups

