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Comparing the effect of role playing and the video teaching methods on the performance of high school teachers encountering foreign body aspiration

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Introduction & Aim: Heimlich maneuver is a purposeful technique used to clear the respiratory tract blocked by a foreign body. There are different methods used to implement health education but it is recommended to use the methods in elementary and guidance schools in which learners enjoy during learning. Therefore, since foreign body aspiration (FBA) is considered as one of the medical emergencies and increasing the individuals' awareness especially high school teachers can be effective in preventing and reducing suffocation. Therefore, the purpose of this study was to compare the effects of role playing and video teaching methods on the performance of the teachers encountering FBA.

Methodology: This is a semi-experimental study in which the statistical population includes high school teachers in Rafsanjan city during 2016. The sampling method was clustering and random by which 56 teachers were selected randomly from two female high schools to implement the Heimlich maneuver for FBA, one by role playing method and the other school through video teaching method. Educational intervention was held in the form of a training session of 75 minutes. Then, the performance of the samples was evaluated before, immediately and one month after the intervention by a checklist of questions regarding the implementation of the Heimlich maneuvers. Finally, the filled out checklists were analyzed statistically using T-test, paired T-test and ANOVA.

Results: The results showed that there was not any significant difference between the two groups considering average age, work experience and education level of the teachers ($P>0.05$). The independent t-test showed that the mean score of teachers' performance in the two groups for dealing with FBA before intervention was not significant ($P>0.05$) while it was increased immediately and one month after the intervention. In addition, the above mean score immediately and one month after intervention in the role playing group was more than the video teaching group significantly ($P<0.05$).

Conclusion: The results of this study showed that both methods (role playing and video teaching) could improve the teachers' skills and performance in dealing with FBA while the role playing method was more effective than video teaching method.

Biography

Majid Kazemi has completed his PhD at Isfahan University of Medical Sciences and he has been teaching in the School of Nursing at Rafsanjan University of Medical Sciences since 1995. He is the Director of Education at Rafsanjan University of Medical Sciences. He has published more than 70 papers in reputed journals and has been serving as an Editor of the *Community Health Journal*.

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