Society of American Gastrointestinal and Endoscopic Surgeons
Anual Meeting March 16 – 19, 2022.

Virtual learning environment for surgery residents in a third level hospital at Mexico City, a teaching alternative.

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INTRODUCTION

Currently thinking about teaching and learning with a traditional approach is a path to failure, and this coupled with the health crisis that impacted the world in 2020 due to COVID-19, forces these new generations to find alternatives in the learning processes.

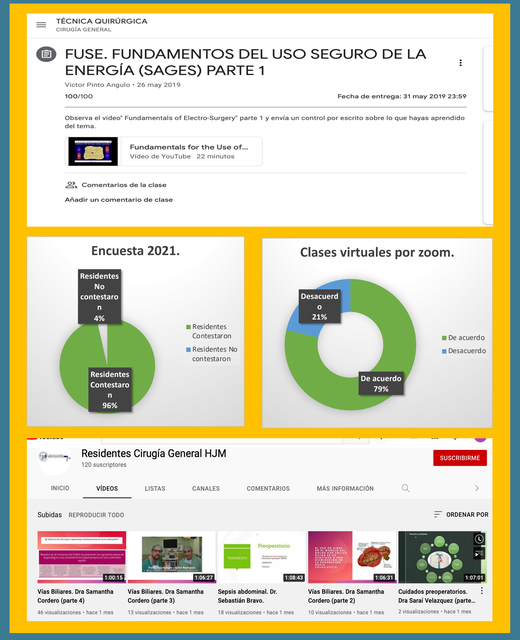
The use of virtual environments has been imposed in the teaching and learning processes suddenly due to the pandemic, replacing the face-to-face workload and adapting new content to strengthen critical judgment, clinical thinking and, above all, establish the link between teachers and students, as well as supplying skills and abilities training through simulation.

OBJECTIVE

The objective of this study is to demonstrate the efficiency of the use of virtual learning environments in the general surgery residency and emphasize that this strategy does not supplement the skills that are developed during clinical practice, but rather complements them.

MATERIAL AND METHODS.

A survey was applied to 28 medical residents from the General Surgery department of the Hospital Juarez de México, who were part of the adjustments implemented during the 2020-2021 academic year with the following results:



DISCUSSION

96.4% of the residents participated in the survey; 79 % agreed that virtual lessons on the Zoom platform were suitable for revising the academic program of their respective residency year and that the topics involved, according to the unique program of medical specialties (PUEM) were covered; this same population obtained an outstanding score in the PUEM examination. All the participants agreed that the contents were clear and understandable.

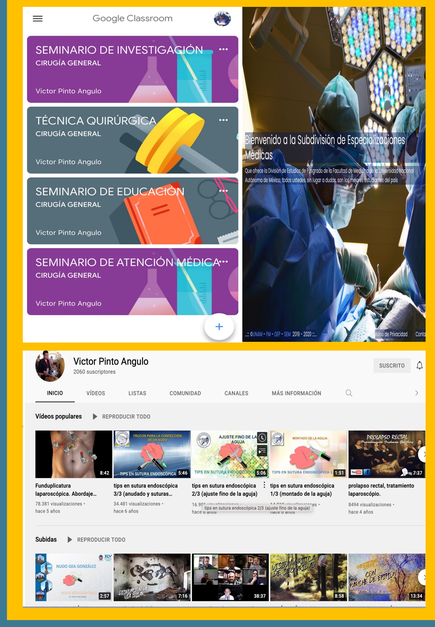
RESULTS.

96 % of the residents answered that the activities were useful to improve learning and that teachers had an indispensable role in this strategy.

The pool of applicants highlighted their concern about the development of skills that can only be carried out by practice and working on said skills.

Visual learning environments allow the development of educational activities without the need to coincide in space or even in time.

The main and most important disadvantage is that face-to-face practice cannot be substituted with any other strategy.





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