



## **TRICKS OF THE TRADE IN TEACHING SUTURE**

- Explain basics of suture, i.e. natural vs. synthetic, absorbable vs. non-absorbable, etc. Develop a PowerPoint presentation as an aid when going through the information in the classroom.
- Develop tables that organize sutures by absorbable and non-absorbable with natural and synthetic subcategories in each category. Use the table in the Ethicon Wound Closure Manual as a guide.
- Role play by having students introduce themselves as a different suture material in which they talk about the characteristics of the suture and the color(s) they like to “dress” in.
- Suture Jeopardy: Categories are: package color; absorbable; non-absorbable; natural; synthetic; etc.
- Hand out a suture packet to each student and explain how to interpret the information printed on the packet. Include the information as part of the suture and needle exam.
- Hand out a piece of each type of suture and the packet it is packaged in; have the students attach piece of suture and packet to a note card and write characteristics of the suture on the note card. Do this for each type of suture.
- Have students create a booklet with the actual suture packets taped on a page with the following info: type of suture, length, material, common surgeries suture is used, needle type, absorbable vs. non-absorbable, etc.
- Provide a handout of needle abbreviations. Explain the most common types. Explain various types of needles and uses, i.e. blunt, taper, cutting reverse cutting, etc. Include this information on exam.
- During a mock surgical procedure in the lab require the students to put their suture in order of usage and verbally explain the reason(s) for the order. Include this as one of the final skill validations.
- During mock surgical procedure have the student state the suture being passed with characteristics. Example: 2-0 Dexon, absorbable, T-12 taper needle for subcutaneous closure. Or randomly ask student to provide information about a suture they are about to pass.