

Survey on the Effectiveness and Satisfaction of CBL Combined with Flipped Classroom Training in the Central Sterile Supply Department

Dear Nursing Colleagues,

Thank you for taking the time to participate in this survey. In order to comprehensively evaluate the implementation outcomes of the Competency-Based Learning (CBL) combined with Flipped Classroom teaching model in the Central Sterile Supply Department (CSSD), to accurately assess its practical impact on your professional competency development, and to gather your feedback on the various stages of the training program for future optimization and enhancement of core infection control competencies, we are conducting this questionnaire survey. This survey is completely anonymous; all data will be used solely for the analysis of training effectiveness and will not disclose any personal information. Please respond honestly based on your actual training experience. Your support and cooperation are greatly appreciated.

Section I: Basic Information

1. Years of professional experience:

☐ 1 year or less ☐ 2–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16 years or more

2. Professional title / rank:

☐ Registered Nurse ☐ Nurse Practitioner ☐ Senior Nurse Specialist ☐ Associate Chief Nurse or above

3. Work area:

☐ Decontamination Zone ☐ Inspection, Packaging & Sterilization Zone ☐ Sterile Storage Zone

☐ Dispatch Zone ☐ Multi-zone Rotation ☐ Other (please specify: _____)

Section II: Assessment of Learning Engagement

Please select the appropriate rating based on your actual participation during the training program:

1. Willingness to actively engage in the pre-class preparation stage of the Flipped Classroom (e.g., online video learning, case material reading):

- ☐ Very Satisfied – Proactively completed all pre-class tasks and identified questions in advance
- ☐ Satisfied – Completed pre-class tasks as required and gained a basic grasp of core content
- ☐ Somewhat Satisfied – Passively completed some pre-class tasks with limited in-depth reflection
- ☐ Unsatisfied – Did not participate in pre-class preparation; relied on passive in-class information reception

2. Level of engagement in CBL case discussion sessions (e.g., analysis of abnormal instrument reprocessing or infection control risk cases):

- ☐ Very Satisfied – Proactively led discussions, shared hands-on experience, and accurately identified root causes
- ☐ Satisfied – Actively participated in discussions, expressed viewpoints, and collaborated on case analysis
- ☐ Somewhat Satisfied – Participated as required but responded passively with limited independent thinking
- ☐ Unsatisfied – Declined to participate; remained an observer throughout without engaging in case analysis

3. Participation in post-class practical consolidation activities (e.g., case simulation drills, workflow optimization exercises):

- ☐ Very Satisfied – Independently initiated practice sessions and applied case learnings to optimize personal workflows
- ☐ Satisfied – Completed post-class practical tasks as required and applied classroom knowledge effectively
- ☐ Somewhat Satisfied – Completed practical tasks only when required; consolidation outcomes were moderate
- ☐ Unsatisfied – Did not participate in post-class practice; classroom knowledge was not translated into practical skills

Section III: Assessment of Training Practicality (Aligned with Core CSSD Competencies)

Please rate the following based on the degree to which training content has benefited your actual work:

1. Relevance of training cases to real-world work scenarios (e.g., cases involving substandard instrument cleaning, abnormal sterilization parameters, improper sterile storage):

- ☐ Very Satisfied – Cases highly replicated real work scenarios and directly addressed core risk areas
- ☐ Satisfied – Cases were highly relevant to daily work and provided guidance for risk management
- ☐ Somewhat Satisfied – Some cases were useful; a limited number of scenarios were applicable
- ☐ Unsatisfied – Cases were disconnected from actual work and provided no practical guidance

2. Improvement in core professional competencies following training (multiple selections allowed):

- ☐ Very Satisfied – Instrument reprocessing compliance rate significantly improved; infection control risks reduced

- ☐ Satisfied – Able to handle workplace anomalies more quickly; procedural compliance improved
- ☐ Somewhat Satisfied – Enhanced understanding of job processes; partial improvement in operational efficiency
- ☐ Unsatisfied – No improvement in professional competencies; unable to address real workplace challenges

3. The Flipped Classroom + CBL model's effectiveness in promoting self-directed learning:

- ☐ Very Satisfied – Developed the ability to independently identify work challenges and improve problem-solving through case analysis
- ☐ Satisfied – Established pre-study habits and can raise relevant questions in the context of actual work
- ☐ Somewhat Satisfied – Some improvement in self-directed learning awareness, but lacking sustained motivation
- ☐ Unsatisfied – Did not promote self-directed learning; still reliant on traditional mentorship-based instruction

4. Contribution of training content to compliance with the WS 310 series of standards (Technical Standards for Cleaning, Disinfection, and Sterilization):

- ☐ Very Satisfied – Clearly understood regulatory requirements and can accurately apply them in practice
- ☐ Satisfied – Deepened understanding of the standards; operations are more compliant
- ☐ Somewhat Satisfied – Some standardized content was reinforced; application remains inconsistent
- ☐ Unsatisfied – Standards knowledge was not strengthened; operations remain non-compliant in some areas

Section IV: Evaluation of Training Components (CBL + Flipped Classroom Design)

Please rate the following aspects of the training — including scheduling, methodology, materials, and frequency:

1. Scheduling and time allocation (including pre-class preparation, case discussions, and practical drills):

- ☐ Very Satisfied – Time was well-allocated, minimally disruptive to daily work, and sufficient for all learning activities
- ☐ Satisfied – Scheduling was reasonable with minimal work disruption; all tasks were completable
- ☐ Somewhat Satisfied – Time allocation was average; some sessions felt rushed but were acceptable
- ☐ Unsatisfied – Significant schedule conflicts or insufficient time for pre-study/practice, negatively impacting learning outcomes

2. Suitability of the CBL combined with Flipped Classroom instructional approach:

- ☐ Very Satisfied – The online pre-study + case discussion + practical reinforcement model is highly effective and superior to traditional mentorship
- ☐ Satisfied – The method is innovative and practical, motivating learning engagement and improving learning efficiency
- ☐ Somewhat Satisfied – The approach has strengths, but some components were not organized smoothly
- ☐ Unsatisfied – The model is overly complex and difficult to adapt to; learning experience was worse than traditional training

3. Quality of training materials and resources (including case manuals, instructional videos, standards documents, etc.):

- ☐ Very Satisfied – Cases were comprehensive, videos were clear and intuitive, standards were well-explained; materials directly supported learning and work
- ☐ Satisfied – Materials were thorough and well-organized; suitable as a daily work reference
- ☐ Somewhat Satisfied – Materials were adequate but case specificity or video quality could be improved
- ☐ Unsatisfied – Materials were disorganized, key points were unclear, and did not support effective learning

4. Training frequency and case update cadence:

- ☐ Very Satisfied – Frequency was appropriate; cases were updated in a timely manner and covered the latest workplace challenges
- ☐ Satisfied – Frequency was reasonable; case updates largely met work-related needs
- ☐ Somewhat Satisfied – Frequency was moderate; case updates were somewhat behind, but core learning was not significantly affected
- ☐ Unsatisfied – Frequency was too high/too low; cases were outdated and failed to meet practical needs

Section V: Overall Evaluation

1. Overall satisfaction with the CBL combined with Flipped Classroom training model:

- ☐ Very Satisfied – Fully achieved professional competency development goals; exceeded expectations
- ☐ Satisfied – Met expected objectives; overall outcomes were positive
- ☐ Somewhat Satisfied – Did not fully meet expectations, but yielded some benefit
- ☐ Unsatisfied – Did not meet objectives; training model is not suitable for the role's requirements

2. Would you recommend this training model to your colleagues?

☐ Strongly Recommend ☐ Recommend ☐ Uncertain ☐ Would Not Recommend

3. Which aspects of this training model do you feel most need improvement? (Multiple selections allowed, mark with ✓):

- ☐ Practicality of pre-class study materials ☐ Specificity and complexity of cases ☐ Efficiency of discussion session facilitation
- ☐ Venue/equipment support for practical drills ☐ Reasonableness of training schedule ☐ Instructor facilitation skills
- ☐ Other (please specify: _____)

Additional suggestions for future CSSD training improvement:

Thank you sincerely for your honest feedback. We wish you all the best in your work!