WEP Warwick Evans Publishing

International Journal of Public Health and Medical Research

ISSN: 3006-7707 (Print), ISSN: 3006-3752 (Online) | Volume 6, Number 3, Year 2026
DOI: https://doi.org/10.62051/ijphmr.v6n3.08
Journal homepage: https://wepub.org/index.php/IJPHMR/index

The Application Value of Ultrasound Medicine in Surgical Teaching Under the Concept of Precision Surgery

Tianyu She [1, a], Yina Zhao [1, b], Hongmin Dang [2, c], Qiyi Hu [3, d], Xiaoying Tian [1, e], Na Jing [4, f], Hangyan Qian [5, g], Dan Yun [2, h], Yunlong Gao [6, i], Xiaoxiao Zhao [7, j]

[1] Department of Medical Imaging Function, Xi'an Electric Power Central Hospital, Xi'an 710032, Shaanxi, China

[2] Department of Proctology, Xi'an Electric Power Central Hospital, Xi'an 710032, Shaanxi, China

[3] Third People's Hospital of Beichuan Qiang Autonomous County, Mianyang City, China

[4] Department of Thyroid and Breast Surgery, Xi'an Electric Power Central Hospital, Xi'an 710032, Shaanxi, China

[5] Department of Nursing, Xi'an Electric Power Central Hospital, Xi'an 710032, Shaanxi, China

[6] The Second Affiliated Hospital of Xi'an Jiao tong University, Xi'an. China

[7] Department of Traditional Chinese Medicine, Xi'an Electric Power Central Hospital, Xi'an 710032, Shaanxi, China

[a] tianyu202210@126.com, [b] baicai1010@163.com, [c] dhmdzg.@163.com, [d] 840145867@qq.com, [e] 286803493@qq.com, [f] 176683559@sina.com, [g] 107484389@qq.com, [h] 749987546@qq.com, [i] 943732021@qq.com, [j] angelmaster@126.com

ABSTRACT

In the context of the rapid development of precision medicine, precision surgery has gradually become the core development direction of modern surgery, which emphasizes accurate diagnosis, precise localization, minimally invasive operation, real-time monitoring and individualized treatment. With the unique advantages of real-time imaging, non-invasiveness, repeatability, bedside availability and dynamic visualization, ultrasound is highly consistent with the educational needs and practical scenarios of precision surgery. However, traditional surgical teaching is still restricted by static anatomical teaching, insufficient clinical practice opportunities, single teaching mode and lack of interdisciplinary integration, which makes it difficult to systematically cultivate students' precision thinking, spatial cognitive ability and standardized surgical operation ability. Based on the core connotation and development trend of precision surgery, this paper analyzes the realistic dilemmas and deep-seated problems existing in traditional surgical teaching, and systematically expounds the specific application paths and multi-dimensional application values of ultrasound medicine in surgical teaching from four aspects: visualized anatomical teaching, standardized skill training, interdisciplinary knowledge integration and diversified teaching evaluation. This study confirms that the deep integration of ultrasound medicine into the whole process of surgical teaching can effectively break through the limitations of traditional teaching, significantly improve the intuitiveness, scientificity and effectiveness of surgical teaching, enhance students' three-dimensional spatial cognition and clinical practical ability, cultivate rigorous precision thinking and interdisciplinary comprehensive competence, and provide a practical and feasible path for medical colleges and universities to cultivate high-quality surgical talents adapting to the development requirements of modern precision surgery.

KEYWORDS

Precision Surgery; Ultrasound Medicine; Surgical Teaching; Visualized Teaching; Clinical Competence; Interdisciplinary Education

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1. INTRODUCTION

With the continuous innovation and integrated development of medical imaging technology, digital surgery, artificial intelligence and minimally invasive technology, the field of surgery has entered a new stage of precision, individualization, minimal invasion and high efficiency [1]. Precision surgery takes accurate lesion localization, precise surgical resection, real-time intraoperative monitoring and scientific postoperative efficacy evaluation as its core connotation, which puts forward higher and more comprehensive requirements for surgical talent training in medical education [2]. In the era of precision medicine, surgical talents are no longer limited to mastering traditional surgical skills, but need to have comprehensive abilities such as imaging interpretation, precise operation, clinical reasoning and interdisciplinary cooperation [3]. However, traditional surgical teaching still relies heavily on static anatomical pictures, theoretical classroom lectures, corpse specimens and limited clinical observation opportunities, leading to a prominent disconnection between theoretical knowledge and clinical practice [4]. Most students lack sufficient spatial cognition, imaging analysis ability and precise operation awareness, which is difficult to quickly adapt to the development trend and clinical needs of modern precision surgery [5].

Ultrasound medicine can provide real-time dynamic imaging of human soft tissues and organs, and intuitively display fine anatomical structures, morphological changes and lesion characteristics [6]. At present, ultrasound has been widely used in preoperative evaluation, intraoperative navigation guidance, real-time monitoring and postoperative follow-up in clinical surgery, and has become an indispensable technical tool in the practice of precision surgery [7]. The integration of ultrasound technology into the whole process of surgical teaching can effectively break the limitations of traditional teaching, improve the visualization and practicability of each teaching link, help students establish a complete clinical thinking mode from auxiliary diagnosis to surgical treatment, and realize the organic integration of theory, imaging and practice [8]. Based on the core concept and development requirements of precision surgery, this paper conducts an in-depth study on the practical application value of ultrasound medicine in surgical teaching, aiming to provide a reliable theoretical reference and practical path for the reform of surgical education and the training of high-quality surgical talents.

2. CORE CONNOTATION OF PRECISION SURGERY AND NEW REQUIREMENTS FOR SURGICAL TEACHING

2.1. Core Connotation and Development Characteristics of Precision Surgery

Precision surgery is an important part and practical extension of precision medicine, which is a new surgical model formed by the deep integration of modern imaging technology, biological information technology, digital medicine and traditional surgery [9]. It is based on multi-modal imaging data, individual biological information and big data analysis, aiming to achieve accurate diagnosis, precise operation, minimally invasive intervention and individualized treatment for patients, so as to obtain the best therapeutic effect with the least surgical trauma [10].

The core connotation of precision surgery is mainly reflected in three aspects. First, accurate preoperative evaluation. Through ultrasound, CT, MRI and other multi-modal imaging examinations, combined with laboratory tests and genetic testing, the nature, scope, boundary and adjacent relationship of lesions can be clearly defined, so as to formulate a scientific and personalized surgical plan [11]. Second, precise intraoperative operation. Relying on real-time imaging guidance and navigation technology, surgeons can complete accurate resection of lesions, maximize the protection of normal tissues and important organs, reduce surgical trauma and complications [12]. Third, scientific postoperative efficacy evaluation. Through dynamic imaging monitoring and clinical

indicators, the patient's recovery status and surgical effect are evaluated in real time, and the treatment and rehabilitation plan are adjusted in time to improve the long-term prognosis [13].

In addition, precision surgery has obvious development characteristics such as minimal invasion, visualization, standardization and interdisciplinarity. It breaks through the limitations of traditional empirical surgery and realizes the transformation from extensive surgery to refined surgery [14]. The development and practice of precision surgery cannot be separated from the support of advanced imaging technology. Among many imaging methods, ultrasound plays an irreplaceable role in the whole process of precision surgery due to its advantages of real-time dynamic imaging, no ionizing radiation, repeatability, low cost and bedside availability [15].

2.2. New Requirements of Precision Surgery for Surgical Teaching

Under the guidance and promotion of the concept of precision surgery, traditional surgical teaching is facing urgent and comprehensive reform needs, and must achieve three key transformations to adapt to the training of modern surgical talents [16].

First, from skill-oriented single training to precision-thinking-oriented comprehensive education. Traditional surgical teaching pays too much attention to the instillation of operational skills, while precision surgery requires students to have systematic precision thinking, including precise diagnosis, precise positioning, precise operation and precise evaluation [17]. Surgical teaching must take the cultivation of precision thinking as the core, and integrate the concept of precision into every link of teaching [18].

Second, from static and theoretical indoctrination teaching to dynamic, visualized and practical interactive teaching. Static anatomical teaching and theoretical lectures are difficult to meet the needs of precision surgery for spatial cognition and imaging ability [19]. Visualized teaching based on ultrasound and other imaging technologies can help students establish dynamic three-dimensional cognition and improve learning initiative and practical effect [20].

Third, from single-discipline independent teaching to interdisciplinary integrated teaching. Precision surgery is the result of the integration of surgery, imaging medicine, minimally invasive technology and digital technology [21]. Surgical teaching must break the barriers between disciplines, integrate ultrasound and other imaging knowledge into the training system, and cultivate students' interdisciplinary comprehensive ability to solve complex clinical problems [22].

Only through the above all-round reform can surgical teaching truly adapt to the development trend of modern precision surgery, and enable students to master the core competencies and professional qualities required by clinical practice [23].

3. REALISTIC DILEMMAS IN TRADITIONAL SURGICAL TEACHING

3.1. Insufficient Visualization and Poor Intuitiveness of Teaching Content

Traditional surgical anatomy teaching mainly relies on static textbooks, two-dimensional anatomical pictures, preserved corpse specimens and plastic models [24]. These teaching media can only present fixed two-dimensional planar structures or static three-dimensional models, which cannot reflect the real dynamic changes, morphological activities and complex three-dimensional spatial relationships of human organs [25]. Students cannot directly observe the real morphology, peristalsis, blood flow distribution and adjacent relationship of internal organs, blood vessels and lesions in living bodies [26].

This kind of static teaching mode leads to many problems. Students often have weak spatial cognition, difficulty in understanding complex surgical anatomy, and cannot form intuitive and clear anatomical cognition in living bodies [27]. They are prone to deviation in the understanding of lesion location

and tissue structure, which is not conducive to the formation of standardized precise surgical concepts and accurate anatomical positioning ability [28]. It is difficult for students to transform abstract theoretical anatomical knowledge into practical clinical application ability, which forms a huge gap with the high requirements of precision surgery [29].

3.2. Limited Clinical Practice Opportunities and Slow Skill Improvement

In clinical teaching, surgical students are faced with the prominent problem of insufficient practical opportunities [30]. Affected by operating room scheduling, patient privacy protection, medical safety norms, disease complexity and other factors, students have very few opportunities to participate in high-difficulty and complex operations [31]. Most of the time, they can only carry out simple auxiliary operations or observe from a distance, and it is difficult to obtain sufficient hands-on operation experience [32].

At the same time, traditional surgical teaching lacks effective simulation training tools and pre-clinical practice platforms [33]. Many colleges and universities still use simple models for basic skill training, which cannot simulate real anatomical structures and lesion characteristics [34]. This leads to slow improvement of students' hands-on operational ability, long clinical adaptation cycle, and difficulty in mastering the key points and operational details of precise surgical operation in a short time [35]. This problem seriously restricts the efficiency and quality of surgical talent training, and cannot meet the urgent demand for high-quality precision surgical talents in clinical practice [36].

3.3. Lack of Interdisciplinary Integration and Precision Thinking Training

Traditional surgical teaching has obvious single-discipline characteristics, focusing on the instillation of surgical professional knowledge and the training of conventional surgical skills [37]. It seldom systematically integrates imaging knowledge such as ultrasound medicine, digital surgery and minimally invasive technology into the teaching system [38]. The curriculum setting lacks the organic connection between surgery and imaging, resulting in students' insufficient understanding and application ability of imaging tools [39].

Most students lack systematic learning and practical training in ultrasound image interpretation, intraoperative ultrasound guidance, ultrasound-assisted localization and other key skills [40]. They do not have the ability to carry out ultrasound-assisted diagnosis, intraoperative precise localization, real-time monitoring and postoperative efficacy evaluation [41]. This makes it impossible for students to form complete precision thinking and interdisciplinary comprehensive application ability in clinical practice, which seriously restricts their future development and growth in the field of precision surgery [42].

3.4. Single Teaching Evaluation System and Lack of Objective Evaluation Criteria

The teaching evaluation of traditional surgical teaching is relatively simple, mainly based on theoretical written examinations and simple operational assessments [43]. The evaluation content pays too much attention to the memorization of theoretical knowledge, ignores the assessment of students' imaging interpretation ability, practical operation ability, clinical reasoning ability and precision thinking level [44]. There is a lack of objective, quantifiable and comprehensive evaluation indicators for the core competencies required by precision surgery [45].

This single evaluation system cannot truly and comprehensively reflect students' real clinical ability and learning effect [46]. It is difficult for teachers to find the weak links in students' learning and the deficiencies in the teaching process in a timely manner, so they cannot adjust teaching content and methods in a targeted manner [47]. This is not conducive to the continuous optimization of the teaching system and the improvement of teaching quality, and also restricts the personalized development and comprehensive improvement of students [48].

4. SPECIFIC APPLICATION PATHS OF ULTRASOUND MEDICINE IN SURGICAL TEACHING

4.1. Building Dynamic Visualized Surgical Anatomy Teaching

Ultrasound can realize real-time dynamic imaging and multi-angle observation of human soft tissues, organs and lesions, which provides an effective solution to the problem of insufficient visualization in traditional surgical anatomy teaching [49]. In daily teaching, teachers can use portable ultrasound equipment to conduct bedside teaching, and dynamically display the morphology, activity, spatial position and adjacent relationship of liver, gallbladder, pancreas, spleen, kidney, thyroid, breast, gastrointestinal tract and other organs on the spot [50].

At the same time, ultrasound can clearly present the location, size, internal echo, boundary, blood flow signal and peripheral blood vessel distribution of various lesions, turning abstract static anatomical knowledge into intuitive and vivid dynamic images [51]. This teaching method is especially suitable for the teaching of hepatobiliary surgery, gastrointestinal surgery, thyroid surgery, breast surgery and other departments with rich application scenarios of ultrasound [52]. It can help students quickly break through the limitations of static anatomy, establish accurate three-dimensional spatial cognition of living anatomy, and significantly improve students' understanding and mastery of complex surgical anatomy [53].

In addition, ultrasound visualization teaching can also stimulate students' learning interest and initiative, realize the transformation from passive acceptance to active exploration, and make teaching more in line with the cognitive laws of medical students [54].

4.2. Standardizing Surgical Skill Training and Cultivating Precise Operation Ability

Ultrasound-guided simulation training and clinical guided practice are important ways to help students master standardized and precise operational skills and adapt to the requirements of precision surgery [55]. In the stage of basic surgical skill training, colleges and universities can use professional ultrasound simulation training systems to carry out repeated simulated operations such as ultrasound-guided puncture biopsy, lesion localization, minimally invasive resection, catheter placement and vascular puncture [56].

The simulation system can feed back the operation accuracy, instrument position, operation defects and safety risks in real time, correct students' irregular operation habits in a targeted manner, and help students master the skills of precise localization and precise operation [57]. In clinical practice teaching, intraoperative ultrasound can clearly show the boundary between lesions and important blood vessels, nerves, ducts and other tissues, helping students accurately grasp the key points of precise lesion resection and normal tissue protection [58].

Teachers can guide students to standardize the operation process of incision selection, instrument entry angle, depth control, resection range and other key links, so as to improve the accuracy, safety and standardization of students' clinical operations [59]. This training mode can effectively shorten the cycle of skill mastery, reduce the dependence on clinical cases, and lay a solid foundation for students' future clinical precision surgery practice [60].

4.3. Promoting Interdisciplinary Integration and Cultivating Precision Thinking

The deep integration of ultrasound medicine and surgery can effectively break disciplinary barriers and promote the organic integration of interdisciplinary knowledge such as surgery, imaging medicine, minimally invasive technology and clinical diagnosis and treatment [61]. In teaching, teachers can take clinical cases as the carrier, and combine ultrasound imaging findings with surgical diagnosis and treatment processes to guide students to establish a complete clinical thinking mode of

preoperative ultrasound evaluation – intraoperative ultrasound guidance – postoperative ultrasound review [62].

Preoperatively, students can use ultrasound to carry out lesion evaluation, determine the nature, location and scope of lesions, and participate in the formulation of precise surgical plans [63]. Intraoperatively, students can use ultrasound for real-time navigation and localization to ensure the accuracy of surgical operation [64]. Postoperatively, students can use ultrasound to review the surgical effect, observe complications and evaluate the prognosis [65].

At the same time, teachers can introduce advanced ultrasound technologies such as contrast-enhanced ultrasound, elastography, three-dimensional ultrasound and interventional ultrasound into the classroom, combine with the cutting-edge progress of precision surgery, expand students' professional vision [66], and cultivate students' interdisciplinary innovative thinking and ability to comprehensively apply multi-disciplinary knowledge to solve complex clinical problems [67].

4.4. Constructing a Multi-Dimensional Diversified Teaching Evaluation System

Based on the application of ultrasound medicine in surgical teaching, a multi-dimensional, comprehensive and quantifiable teaching evaluation system can be constructed to realize scientific and objective evaluation of teaching quality and students' learning effect [68]. The evaluation system covers four core dimensions required by precision surgery: students' mastery of ultrasound basic theory, ability to interpret ultrasound images, level of ultrasound-guided surgical operation, and application effect of precision thinking in clinical cases [69].

In terms of evaluation methods, a combination of theoretical written examination, ultrasound image interpretation assessment, practical operation skill assessment, clinical case analysis and usual performance evaluation is adopted [70]. The evaluation indicators are more objective and quantifiable, which can truly and comprehensively reflect students' real clinical ability and core competency. Through the systematic analysis of evaluation results, teachers can timely and accurately find the deficiencies in teaching links and the weak points in students' learning, adjust teaching content, teaching methods and training focus in a targeted manner, continuously optimize the surgical teaching system, and promote the continuous improvement of teaching quality and talent training level.

5. MULTI-DIMENSIONAL APPLICATION VALUE OF ULTRASOUND MEDICINE IN SURGICAL TEACHING

5.1. Improving the Intuitiveness and Scientific Effectiveness of Surgical Teaching

The application of ultrasound medicine turns abstract, obscure and complex anatomical structures and lesion characteristics into intuitive, dynamic and clear images, which effectively makes up for the inherent shortcomings of insufficient visualization in traditional surgical teaching. This visualized teaching mode greatly reduces the difficulty of students' understanding and memory of professional knowledge, enhances the depth and accuracy of students' mastery of key teaching content, and significantly improves the efficiency and quality of classroom teaching and clinical teaching. Compared with static anatomy, dynamic ultrasound imaging is more in line with the real clinical situation, making the teaching content more scientific and credible. It stimulates students' learning interest and internal motivation, realizes the transformation from passive acceptance learning to active exploratory learning, and makes surgical teaching truly return to clinical and practical orientation.

5.2. Enhancing Students' Spatial Cognition and Clinical Practical Ability

Real-time dynamic ultrasound imaging helps students completely break through the limitations of static anatomical models and two-dimensional pictures, and establish accurate, vivid and stable three-

dimensional spatial cognition of human organs, blood vessels, nerves and lesions in living bodies. This kind of spatial cognition is the core ability that must be possessed in precision surgery, and it is also the key to reducing surgical errors and improving operation accuracy. Through a large number of ultrasound simulation trainings, ultrasound-guided clinical practices and bedside image interpretation exercises, students can continuously accumulate clinical experience, quickly master the core skills and operational details of precise surgical operation. Their clinical practical ability, hands-on operation ability and on-site coping ability are rapidly improved. This effectively shortens the cycle of students' clinical adaptation and skill growth, accelerates the transformation from theoretical knowledge to clinical application ability, and fundamentally solves the long-standing problems of slow skill improvement and disconnection between theory and practice in traditional surgical teaching.

5.3. Cultivating Students' Precision Thinking and Interdisciplinary Competence

Ultrasound runs through the whole process of surgical diagnosis and treatment, and integrates the concept of precision into every link of students' learning and practice. In the process of continuous ultrasound image interpretation, preoperative evaluation, intraoperative guidance and postoperative review, students will gradually form a rigorous, standardized and systematic precision surgical thinking mode, including precise diagnosis awareness, precise positioning consciousness, precise operation concept and precise evaluation habit. At the same time, the integration of ultrasound and surgery breaks the traditional single-discipline training mode, promotes the cross-integration and coordinated development of surgery, imaging medicine, minimally invasive technology and other disciplines, and cultivates compound surgical talents with solid professional skills, precise clinical thinking, strong interdisciplinary application ability and innovative consciousness. This is of great practical significance to meet the high-level talent demand for the development of precision surgery and improve the comprehensive quality and competitiveness of surgical students.

5.4. Promoting the Comprehensive Reform and High-Quality Development of Surgical Teaching

The popularization and deep application of ultrasound in surgical teaching have strongly promoted the comprehensive transformation of surgical teaching to visualization, standardization, interdisciplinarity, practicability and precision. It enriches the teaching content, optimizes the teaching structure, innovates the teaching mode and improves the evaluation system of surgical education, and provides a practical, efficient and sustainable teaching path for cultivating high-level surgical talents adapting to the development of precision surgery. The deep integration of ultrasound medicine and surgical teaching is an important trend and inevitable choice of modern surgical education reform. It will help medical colleges and universities improve the overall level of surgical talent training, enhance the matching degree between talent training and clinical needs, and strongly promote the high-quality, connotative and sustainable development of surgical teaching.

6. DISCUSSION

Under the background of rapid development of precision medicine and continuous upgrading of precision surgery, the role and value of ultrasound medicine in surgical teaching have become increasingly prominent and irreplaceable. As a real-time, dynamic, non-invasive and convenient imaging tool, ultrasound highly matches the teaching scenarios and competency needs of surgical teaching. It can not only solve the long-standing dilemmas of traditional surgical teaching, but also provide a strong technical support and implementation path for the comprehensive reform of surgical education. From the current application situation at home and abroad, more and more medical colleges and hospitals have begun to incorporate ultrasound into the core curriculum of surgical teaching, and have achieved significant teaching effects. A large number of studies have confirmed that ultrasound-integrated surgical teaching can significantly improve students' anatomical cognition,

operational skills, imaging ability and clinical thinking, which is consistent with the conclusions of this paper. In the future, with the continuous iteration and upgrading of ultrasound technology, such as the combination of ultrasound and artificial intelligence, three-dimensional ultrasound navigation, robot-assisted ultrasound and other new technologies, the application of ultrasound in surgical teaching will be deeper and wider. Medical educators should further update their teaching concepts, optimize curriculum design, strengthen teaching team construction, improve practical training conditions, and fully release the application potential of ultrasound in surgical teaching, so as to cultivate more high-quality surgical talents with international competitiveness and clinical adaptability for the development of modern precision surgery.

7. CONCLUSION

Under the concept and development trend of precision surgery, ultrasound medicine, with its unique technical advantages of real-time visualization, non-invasiveness, repeatability, low cost and bedside availability, has important, comprehensive and irreplaceable application value in surgical teaching. It can effectively solve the realistic dilemmas of traditional surgical teaching such as insufficient visualization, single teaching mode, disconnection between theory and practice, and lack of interdisciplinary training. The deep integration of ultrasound into surgical teaching can significantly improve the intuitiveness, scientificity and effectiveness of teaching, enhance students' three-dimensional spatial cognition and clinical practical ability, cultivate students' rigorous precision thinking and interdisciplinary comprehensive competence, and provide a solid talent foundation for the development and progress of modern precision surgery. With the continuous innovation of medical technology and the deepening of surgical education reform, the integration of ultrasound medicine and surgical teaching will be further strengthened. Medical educators should adhere to the orientation of clinical needs, continuously explore and optimize the application mode and system of ultrasound in surgical teaching, give full play to the auxiliary and supporting role of ultrasound in teaching, and continuously improve the quality and level of surgical talent training, so as to make positive contributions to promoting the high-quality development of medical and health undertakings.

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