

Best Practices and Innovations – Department of Anatomy

1. BODY DONATION

Objectives:

- To motivate and counsel voluntary body donors.
- To support body donation which will help medical education and scientific research objective of the Practice

The Context

- Through the Body donation programme, people can register with Sri Devaraj Urs Medical College to donate their body after death to serve the purpose of medical education and scientific research. Each cadaver is a source of knowledge and becomes a medical teacher, teaching the budding doctors. Primarily, this helps the medical students use dissection to learn the relation between human anatomical structures to understand the complex anatomy of the human body and also helps in development of psychomotor skills. In addition it helps experienced surgeons to master innovative surgical skills and procedures in the cadaver labs and workshops which provide them opportunity to explore in a realistic manner.

The Practice

- CME on body donation was conducted by the department and the body donors were felicitated to acknowledge their noble gesture to donate their body for the cause of health care education.
- Pamphlets are distributed during health camps to create awareness about body donation in the surrounding rural areas and encourage body donations.
- The enrolled donor is offered 50% concession in basic investigations, bed charges and surgery charges at the Medical College Hospital.
- Students of 1st MBBS take cadaveric oath on their first day of dissection to pay due respect and gratitude to the body donors and treat cadavers with dignity as they use it to further their professional goals.

Evidence of Success

- 120 body donors have registered since 2005; we have received 36 donor bodies till date.
- Cadaveric hands on workshops and CMEs are conducted by departments of Surgery, Orthopedics, ENT, and Ophthalmology in association with department of Anatomy to train PGs and surgeons to improve their surgical skills.
- Projects on embalming cadavers by various embalming fluids are ongoing to develop cadaveric skill lab.

2. INNOVATIVE TEACHING LEARNING METHODS-CLINICAL MODULES, PROBLEM BASED LEARNING, MIND MAPPING, FLIPPED CLASSROOM, CHART COMPETITION

Objective of the Practice

- To develop and implement new modules in anatomy which focuses and incorporates self-directed learning in students.
- To make teaching and learning method more interactive
- To promote active learning in the classroom.
- To evaluate the effectiveness of innovative methods of teaching compared to conventional didactic lecture method among first year MBBS students

The Context

Sound knowledge of Anatomy subject with clear understanding of its clinical application is important to create strong foundation of sound clinical practice. Basic science like anatomy would be better understood, remembered and subsequently applied if learned in a clinically relevant format. As a consequence, there is increasing interest in exploring new pedagogical capabilities made available by computer-based graphical approaches to anatomy education. To make it interesting and clinically useful, good understanding of anatomical basis of diseases are required. The paradigm shift from teacher-dependant protective learning to learner centered independent inquiry is a welcome change. Teachers are encouraged to promote innovative pedagogy. New methods of teaching are practiced by teachers in the department and the same are reviewed, and evaluated through discussion by staff and HoD.

To ensure students learn Anatomy with interest and are able to apply the knowledge in clinical practice, we have introduced innovative methods of teaching such as Problem based learning, clinical modules, PBL, flipped classroom, mind mapping to teach Anatomy to 1st MBBS students. The new methods of teaching are implemented which aims for Effective learning involving application and competency of communication.

The Practice

- These modules are taught by a team of dedicated teachers. To develop a fully integrated system-based clinical module, it was necessary to revisit the clinical disciplines to be tailored in one common educational medium aids.
- During tutorials, these new methods of teaching were introduced facilitating small group teaching.

Evidence of Success

- There is significant difference in scores of students before and after introduction of innovative methods like Clinical modules, PBL, Mind mapping, flipped classroom sessions.

- Analysis of students responses collected through feedback questionnaire on Global Rating Scale showed maximum score from 7-9 towards high side. The internal consistency of feedback questionnaire was found to be very good.
- Students perceived increased engagement, interest, interactive, motivation to learn and stated preference for these new methods relative to didactic lectures.

They opined to conduct more topics by these methods.

- Developing videos of dissection in our dissection hall by the faculty with brief narrations of concerned topics by the staff of Anatomy department. This is later uploaded to the LMS of our Academy. These study materials are helpful to the students in the current scenario of COVID 19 pandemic with classes being suspended, stressing the online teaching learning activity in the Department of Anatomy.