

Medical Students satisfaction and performance towards implementation of Anatomy laboratory guide in a discipline-based curriculum

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ABSTRACT

Background: Anatomy is considered a crucial subject essential to many relevant medical fields, such as health science. The anatomy practical is the best teaching strategy for learning anatomy and is the most suitable place for privilege, discovery, and discussion. The gross anatomy laboratory sessions are small group sessions that allow medical candidates to examine prosecuted human cadaveric specimens. Although the instructor is available to direct learners through the activities in these anatomy laboratory classes, these classes are meant to be led by students working in groups. Student involvement through the anatomy practical will let them be able to identify the anatomical features of each part on dissected human cadavers, specimens, and plastic anatomical models, as well as practice these in the discussion of functional and applied aspects of the different body parts.

Methods: This is a mixed-method study conducted at the end of September 2020 at the College of Medicine, King Khalid University, Abha, KSA, on medical students in the 2nd year of the preclinical phase. A combination of tools was used:

A. An-inquiry-based student-centered guide for practical anatomy which contains items for learning and assessment of a mixture of cognitive skills.

B. A 19-item structured questionnaire was employed to gather relevant data regarding medical students' perception towards the implementation of the anatomy practical manual.

Results: Out of 132 enrolled students in ANA 212 and ANA 213 courses, 69.8% were male students while 30.2% were female students. The overall look indicated that a decisive majority of the respondent agreed or strongly agreed with the items almost more than 60% of most of the questions agreed and strongly agreed. All the responses were focused on praising or criticizing the existing anatomy guidelines as a teaching method. Still, none came up with new things like introducing new methods or strategies. Most of the students' comments concentrated on finding the course valuable, helpful, and essential in reducing the confusion about the difficulties of anatomy practical sessions and a fun way to learn anatomy. One-third of students agreed that the practical guide is written in simple language, whereas ten percent of them strongly disagree. The findings stated that many students strongly agreed that the supervising staff members were helpful and available during the practical sessions. Sitting individually discussing with some candidates, they praised the instructors' knowledge and behavior but found their number insufficient compared to the number of students present in each session. Students were also satisfied with the laboratory manual assessment criteria and commented that it was fair and realistic.

Conclusion: To sum up, our study showed that medical students (both boys and girls of levels three and four) are positive about the implementation of the anatomy practical guide. In conclusion, student performance is seriously enhanced (students scored) affected by the changes in the academic guidelines. This study will allow anatomists to confidently implement anatomy's methods, rules and regulations without the horror of losing education and risking student performance.

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