

Impact of two innovative approaches to teach anatomy on students' perceptions and underlying clinical application.

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ABSTRACT

As many other biological disciplines, anatomy has a fundamental place in the osteopathic curriculum. One of the educational objectives is to propose a combined approach between the theory necessary to understand the anatomy of the human body and a practical and clinical application quasi simultaneously. Over the last ten years, the teaching of anatomy has evolved considerably, adding to the classic "lecture" format new methodologies using videos, drawing, educational games, virtual reality and body painting. Evidence suggests that the use of these new tools would not only improve knowledge acquisition and clinical competencies but also student's perceptions of learning anatomy. It would have an impact by minimising anxiety toward the discipline, increasing the adherence to the proposed formats, improving anatomical three-dimensional visualisation and finally enhancing student engagement.

This study aimed to assess students' perceptions toward the introduction of innovative teaching strategies, but also anatomic knowledge acquisition and its subsequent clinical application.

A Likert-scale questionnaire exploring students' perceptions and expectations was elaborated based on the results of a focus group made of six students in higher years. A clinical vignette was also used to assess upper limb anatomy after two additional reinforcement courses (three hours each) using (1) body painting and (2) educational games (March 2022). We propose to present all the results at the conference in september 2022.