



Anatomical Dissection As A Teaching Method in Dental Schools-A Questionnaire Based Study

KEYWORDS

Diabetes, Glycemic control, Periodontal disease, Periodontitis,

HANSHIKA RAVI

I BDS STUDENT, ANATOMY DEPARTMENT,
SAVEETHA DENTAL COLLEGE, CHENNAI - 600 007

Dr. KARPAGAM KRISHNAMOORTHY

PROFESSOR IN ANATOMY, DEPARTMENT
DEPARTMENT OF ANATOMY, SAVEETHA DENTAL
COLLEGE , CHENNAI-600 007

ABSTRACT *AIM: To find whether anatomical dissection is a useful method of teaching in medical schools.*

OBJECTIVE: Discussions about dissection as a teaching method in gross anatomy.

BACKGROUND: Dissection of cadaver has been central to medical education because there is a mixed feelings and emotional experienced by students when exposed to cadavers.It is very useful to students who are unable to appreciate the subject.Learning with cadavers makes the subject more easier and clear.

REASON: I felt anatomy easier by studying with dissection and specimens. This interest gave an idea to do research on this topic.

INTRODUCTION:

The human body is everything that makes up, well, you.Human anatomy,one of the most interesting subjects deals with the way the parts of humans, from molecules to bones, interact to form a functional unit. It is considered as a strong foundation for medical curriculum. Across medical schools in the UK, anatomy is taught in a wide range of teaching methods.Cadaveric dissection,widely regarded by anatomists as the pre-eminent teaching method is also the most easiest method of understanding anatomy(1,2).Cultural changes, scientific progress, and new directions in medical education have modified the role of dissection in teaching anatomy in today's medical schools.Anatomical dissection is the systematic exploration of a preserved human cadaver by the sequential division of tissue layers and the liberation of certain structures by removal of the regional fat and connective tissue with the aim of supporting the learning of gross anatomy by visual and tactile experience(1).Proponents of traditional teaching suggests that the dissection of human cadavers be the most important and extremely thorough means of basic medical science training as it underpins subsequent clinical learning.But in this modernised world people,especially those anatomists with awareness of technology and education principles who have adopted a more "modernist" approach, are embracing new teaching methods and the use of technology(7). This study is to analyse student's views on teaching anatomy with dissections and benefits and difficulties gained through it.

MATERIALS AND METHODS:

A questionnaire containing 6 questions was distributed to randomly selected 50 students of saveetha dental college. They were made to sit comfortably and answer the questions.It gave an information about their opinion about their views on teaching anatomy with dissections.The questionnaire was as follows

1.Do you feel anatomy easier with dissections?

a)Yes b)No

2.Do you suggest anatomical dissection for teaching anatomy?

a)Yes b)No

3.Do you suggest any other methods of teaching anatomy?

a)Yes b)No

4.Does formalin irritates you in any of the way?

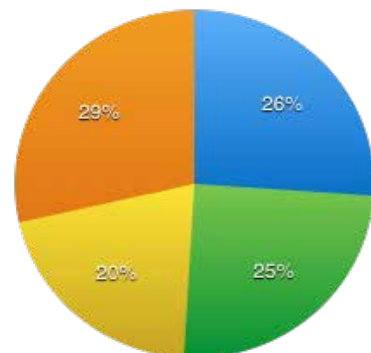
a)Yes b)No

5.What are all the advantages on studying with specimens, dissections and ppt's ?

6.What are all the disadvantages on studying with specimens, dissections and ppt's ?

RESULTS:

- Anatomy easier with dissection
- Accept dissection for teaching anatomy
- Formalin irritation
- Other suggestions for teaching anatomy



DISCUSSION:

Anatomical dissection is one of the easiest and oldest method of learning anatomy.But this method is found decreasing in the present scenario.Because of the technological advancements,the teachers themselves lack interest in this method.This present study was conducted to analyse if students prefer this method or not.Among 50 students ,42 students felt anatomy easier with dissection,out of which only 40 students suggested this method for teach-

ing anatomy. This may be due to some discomforts that they might experience while learning. More than half the students felt that formalin irritates their eyes. Long time exposure to formalin may cause teary and reddened eyes. On analysing the advantages and disadvantages in this method, advantages were likely to be more than disadvantages. Most of the students felt this method was well understanding and easy to remember. Their location, course and relations of nerves and vessels were very clear. They also feel that studying with specimens are more informative and gains them more knowledge. Visual learning makes concept more simple and accurate. On speaking about disadvantages, most of the students had no problem with this method. The major discomfort felt by the students was formalin irritation. Some also say that it is confusing, smell, and structure is also irritating. Students also suggest other methods of teaching like 3D visuals of human body, crossword puzzles, diagrams.

CONCLUSION:

It can be concluded that dissection method was accepted by a majority of students. Though dissection is the easiest method of teaching anatomy, it all has some disadvantages and discomforts. It is still a dispute whether this method is a better way to understand. Among all the basic sciences subject, anatomy needs 3D visualisation to know about the relations and also to know in depth about any structure. To accomplish this dissection and specimen teaching plays an important role in rendering the subject to be easily understood by the students. Hence predominantly specimen and dissection teaching has advantages over a typical theoretical teaching, when it comes to Anatomy.

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