

MEASURING THE CLINICAL PROFICIENCY LEVEL OF ANATOMY EDUCATION IN BEZMIALEM VAKIF UNIVERSITY FACULTY OF MEDICINE 4TH-5TH AND 6TH GRADE STUDENTS IN 2023-2024

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1- Introduction

2- Aim of the research

3- Methods

4- Results

5- Conclusion

6- List of references

7- Acknowledgements



BEZMIALEM
VAKIF UNIVERSITY
— 1845 —

INTRODUCTION

Anatomic science is a fundamental component of undergraduate medical education; hence, it is essential for serving future medical professionals as they enter clinical practice.

The evolution of medicine and healthcare practices is likely to necessitate fundamental changes in how we educate and assess the next generation of healthcare professionals.

Anatomic sciences playing a crucial role in preparing students with knowledge contributing to the foundations of their future effective application capacities, along with increasing skills and competencies.

AIM OF THE RESEARCH

- The main purpose of this study is to evaluate the opinions of our medical interns and resident doctors receiving anatomy education in our faculty and to assess the degree of correlation between theoretical knowledge and clinical practice.



METHODS

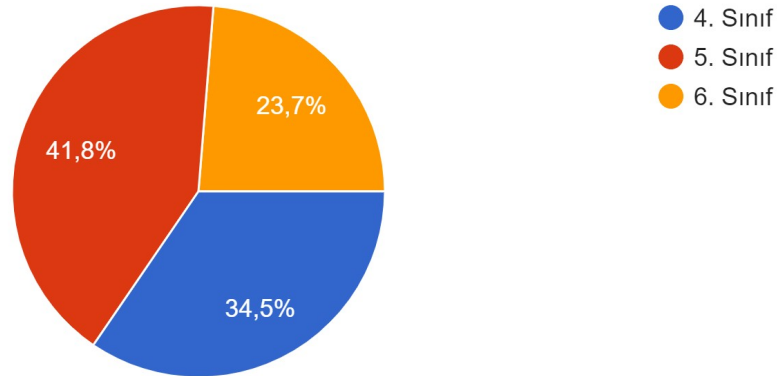
- The study is a descriptive and cross-sectional research. It aims to assess the correlation between anatomy education and clinical practice for 4th, 5th, and 6th-year students at Bezmialem Vakıf University Medical Faculty during the 2023-2024 academic year. The survey consists of three demographic questions and a total of 23 questions querying the students about the retention of anatomy knowledge when transitioning from theoretical education to clinical rotations and identifying areas that may need improvement. The survey, created on Google Forms, was administered online to the study group.

RESULTS

A total of 194 participants took part in the study, consisting of 85 males and 109 females. Among the students, 67 are in the 4th year, 81 are in the 5th year and 46 are in the 6th year of their education.

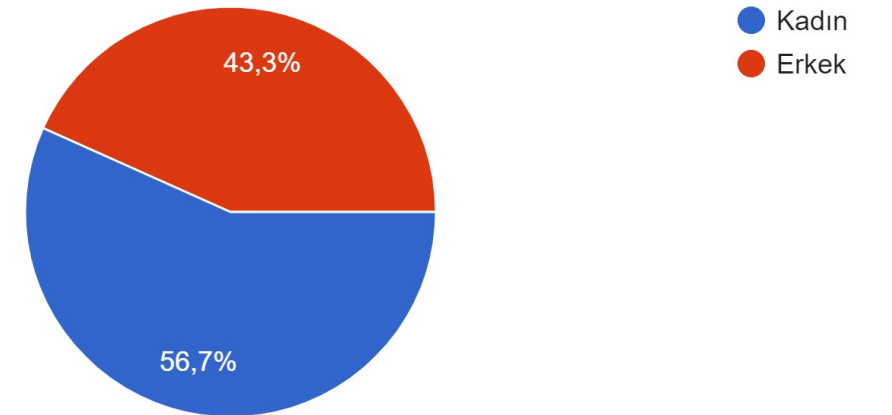
Bezmialem Vakıf Üniversitesi Tıp Fakültesi'nde kaçınıcı sınıf öğrencisi olarak eğitimini
etmektedir?

194 yanıt

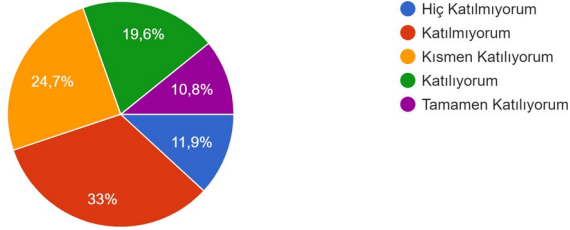


Cinsiyetinizi belirtiniz.

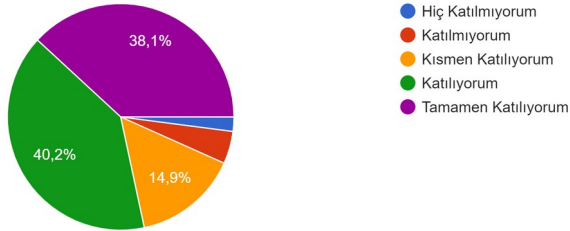
194 yanıt



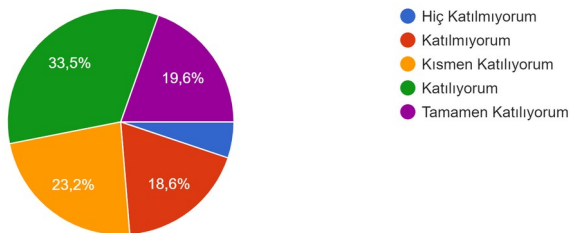
4- Anatomi teorik ders sayılarının artırılması gerektiğini düşünüyorum.
194 yanıt



6- Anatomi kavra eğitimi ders sayılarının artırılması gerektiğini düşünüyorum.
194 yanıt



8- Anatomi laboratuvar ders sayılarının artırılması gerektiğini düşünüyorum.
194 yanıt



RESULTS

55% of the participants indicate the need for an increase in theoretical, while 80% suggest an increase in laboratory course numbers. Simultaneously, 93% believe that the number of cadaver training sessions should be increased.

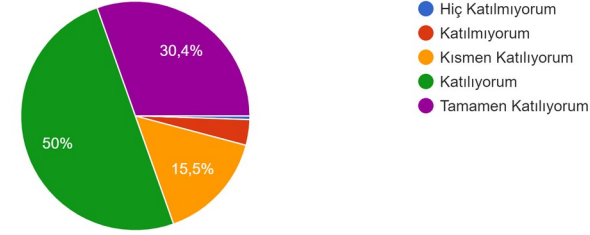
For each of the three survey questions, a significant difference was observed among the classes, and students from all three terms supported the same ideas to the same extent.

RESULTS

Participants expressed satisfaction with both the department and the adequacy of materials, with over 90% indicating their satisfaction.

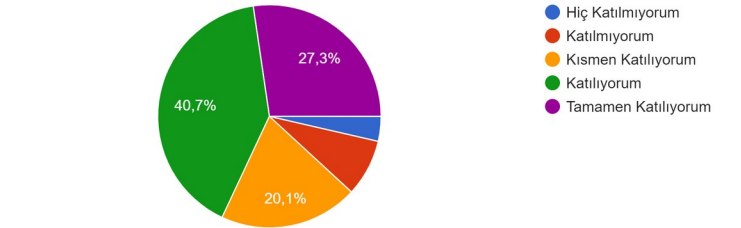
9- Anatomi Anabilim Dalı öğretim elemanlarından çok memnunuz.

194 yanıt



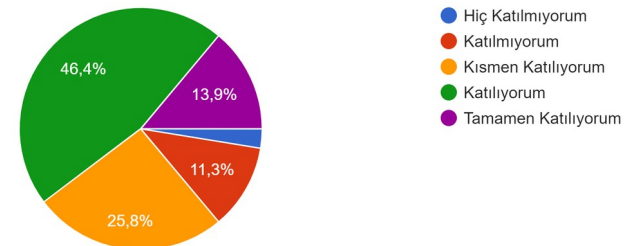
10- Anatomi Anabilim Dalı asistanlarından çok memnunuz.

194 yanıt



11- Anatomi uygulama derslerinde bulunması gereken kadavra, maket, eldiven vb. materyaller yeterliydi.

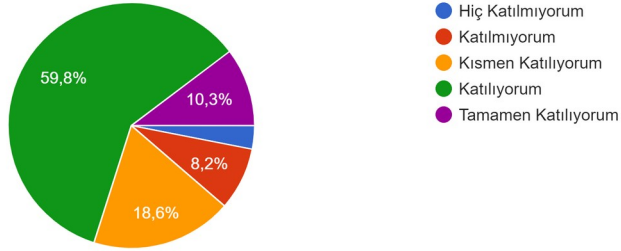
194 yanıt



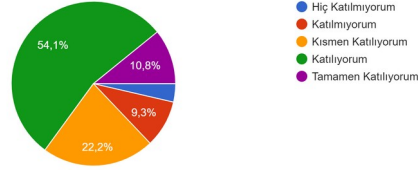
RESULTS

- Students from all three terms supported the memorability of theoretical education regarding all other systems in the body, excluding the nervous system, in clinical practice with a rate exceeding 90%.
- Out of 194 students, 43 of them, which corresponds to 22%, indicated that the education on the nervous system did not remain memorable in clinical practice. Among these 43 students, 24, which is more than 50%, are from the 5th year. There is no significant difference between the other two terms.

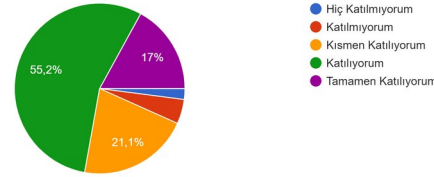
12- Kas İskelet Sistemi anatomi eğitimi öğrenme açısından yeterli ve klinik dersler için akılda kalıcıydı.
194 yanıt



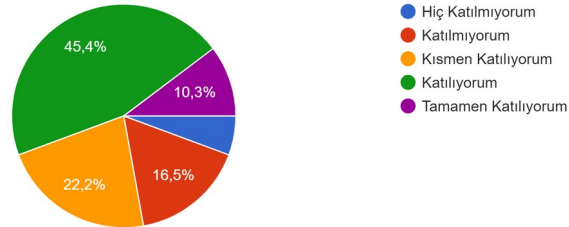
13- Solunum-Dolaşım Sistemi anatomi eğitimi öğrenme açısından yeterli ve klinik dersler için akılda kalıcıydı.
194 yanıt



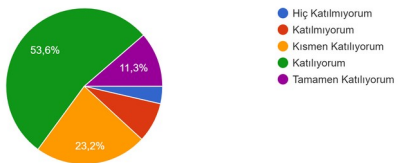
16- Boşaltım ve Ürogenital Sistem anatomi eğitimi öğrenme açısından yeterli ve klinik dersler için akılda kalıcıydı.
194 yanıt



14- Sinir Sistemi anatomi eğitimi öğrenme açısından yeterli ve klinik dersler için akılda kalıcıydı.
194 yanıt



15- Sindirim-Endokrin Sistemi anatomi eğitimi öğrenme açısından yeterli ve klinik dersler için akılda kalıcıydı.
194 yanıt



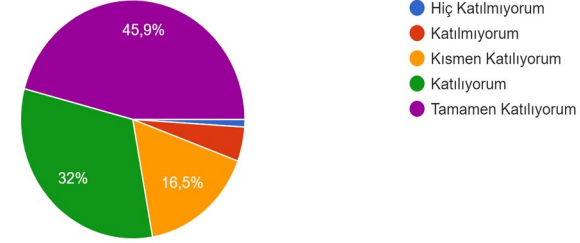
RESULTS

The majority of the participants are 4th-year students, and despite this, 5% of them do not agree with addition of radiological anatomy and topographic anatomy courses to the curriculum. However, 95% of the students believe that the added courses would be beneficial to their education.

And also, 90% of the students, with equal participation from each term, believe that adding dissection courses to the curriculum in addition to cadaver education would be beneficial.

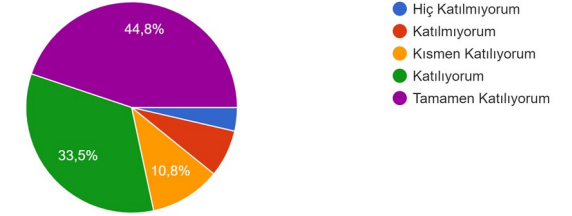
18- Ders müfredatına ilaveten Radyolojik Anatomi dersleri olsaydı bu derslerin klinik açıdan bana yarar sağlayacağını düşünüyorum.

194 yanıt



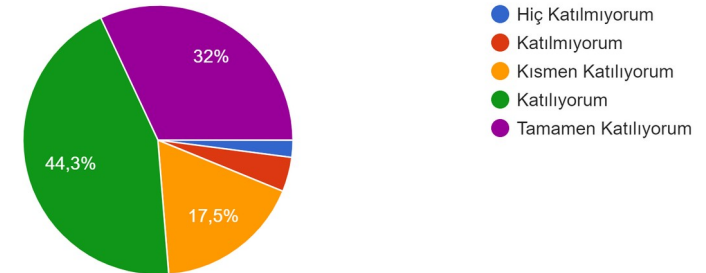
20- Kadavra eğitimine ilaveten Anatomi Disseksiyon kursları eklenmesinin yarar sağlayacağını düşünüyorum.

194 yanıt



19- Sistemik Anatomi derslerine ilaveten Topografik Anatomi eğitimi almamızın klinikle bağdaştırmada yarar sağlayacağını düşünüyorum.

194 yanıt



CONCLUSION

- In conclusion, students generally seem satisfied with the anatomy education they receive. However, they request an increase in the number of courses or innovative approaches to improve the equality of education.
- They believe that such improvements will enhance the memorability of their education when they transition to clinical practice.



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Thank you to my mentor for their assistance and to all of you for listening to me.