

Cadaveric anatomy in relation with clinical anatomy- a new vision

Opinion

Before 1997 anatomy was taught as gross and micro anatomy and least importance was given to the major section, clinical anatomy. But after the new curriculum formed by MCI in the year 1997, the subject was reformed by the name clinical anatomy. The Medical Council of India (MCI) has ruled a change in the syllabus of first year MBBS course. The change is being made after a gap of 17 years. The new syllabus will allow first year MBBS students to treat patients giving a new shape to the revised syllabus. Since then the subject has been taught to the students with relevant clinical anatomy and the students can have the clinical exposure before they step into the clinical departments.¹

Current scenario

Till now (2015) all the medical colleges are following the above said curriculum. Now all the anatomy lectures start with a case scenario and end with the applied aspects. Horizontal and vertical integrated teachings are also the part of current lectures. But they are not allowed to have any kind of discussion with patients .Only the case scenario is being given.²

Recommendations

Flipped classroom model can be followed. The students are getting bored with the didactic lectures. In this flipped class room model, we need to start an e- learning platform and the video lectures will be posted prior to the lecture in the website. Students will be divided into small groups and the students will be asked to discuss about the given lecture. This type of class room puts more of responsibility for learning on the shoulder of the students while giving them greater impetus to the experiment.

In the US 1year students learn the subject along with the clinical cases. The same method we can try in India too. The students learn the appropriate symptoms of the particular organ in anatomy, the mechanism in clinical physiology and biochemical investigations in biochemistry. Likewise in histology is being taught with the normal histology, here also we can include a slide with abnormal histological features though they read pathology in the 2nd year, they can have some knowledge in the 1year the form of clinical histology. Charts containing all the Investigations can be given to the student and appropriate investigations relevant to the particular lecture to be highlighted by the student.

Relevant cases can also be taken to the flipped class room model and the students volunteer from each group will be allowed take the history and the instructor should guide the student in correlating the symptoms, signs with the gross anatomy theory. By doing this at the end of this session the student will be able learn the clinical signs and symptoms of the topic discussed and he/she could learn the appropriate investigations too. This will boost up the confidence level

Volume 2 Issue 5 - 2016

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Received: June 30, 2016 | **Published:** July 05, 2016

of the first year student to face the patients in the rest of the medical curriculum.

Example: Gross anatomy specimen: liver

Histology slide: liver

Clinical case: cirrhosis liver with portal hypertension.

History: chronic alcoholic with a Dragging pain in the right hypochondrium with

The symptoms of Hematemesis and Hemorrhoids and

Signs - caput and ascites.

Histopathology slide: cirrhosis-liver.

Acknowledgements

None.

Conflict of interest

Author declares that there is no conflict of interest.

References

1. India Today. 2014.
2. Things you should know about Flipped classrooms.