Virtual Anatomy

Julie Jordan
Rebecca Hartley

Follow this and additional works at: https://digitalrepository.unm.edu/hsc_ed_day

Recommended Citation
Dissection lab correlates with NBME performance

BACKGROUND: In academic year 2020-21, medical school anatomy was taught virtually and asynchronously, with the exception of a short, weekly prosection lab. We compared 2019 and 2020 student performance and course evaluation to query the success of this emergent transition.

METHODS

RESULTS

• No statistical difference between cohorts for all multiple choice exams.
• For the 2019 cohort there was a strong relationship (r > 0.75) for quiz, NBME, and lab practical scores
• For the 2020 cohort, there was a strong relationship (r = 0.72) only for quiz and NBME scores.

Pearson’s r Correlation Coefficient

- Quiz x Lab
- NBME x Lab
- NBME x Quiz

Pass-Fail Rates by Cohort

- Quiz
- Lab Practical
- NBME
- Course

End of Block Evaluation

- Active learning approaches enhanced my learning
- The amount of time to learn the material was adequate
- Assessments reflected objectives
- Objectives were well defined and correlated well with material
- The block was well organized
- The block facilitated my learning

What were the most useful parts of the block?

- Zoom lectures; recorded pre-work videos; warm-up quizzes
- Prosections! Having hands-on experience was my favorite part, as it let me conceptualize the material
- Prosection lab and videos were invaluable to solidifying my understanding of the material

What are your recommendations for improving this block?

- The Anatomy was difficult online and we all struggled integrating and really understanding the systemic anatomy
- I did not feel we missed out by not performing the dissection, but the hands-on time in the prosections was more helpful than... virtual dissection