TEACHING HUMAN ANATOMY IN MEDICAL SCHOOLS. A CROSS-CULTURAL PHENOMENOGRAPHIC STUDY.

Brunstein, Juan*; Malvaez, Olga; Joglar, Carol; Quintanilla, Mario.
*Universidad de Chile. Facultad de Medicina
*jbrunstein@med.uchile.cl

ABSTRACT

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Background

Structuring a deeper comprehension of the teaching of anatomy is vital, not only since is an early stage of the formation process and the student are specially receptive, but also because this course is the first instance to introduce the medical language, as well as a deep and complex way to approach to the human body comprehension.

Summary of work

We focus on how faculty staff experience teaching and learning human anatomy for medical students. A phenomenographic approach aloud an approach to the object of study oriented to the description, analysis and understanding of the experiences with a specific purpose: “to elicit the spectrum of variation that represent a group of individuals”.

Summary of results

Limited number of qualitatively different conceptions of teaching anatomy was identified of 10 semi-structured transcripts, open-ended interviews with human anatomy experienced academics from different countries. The units of description elicited where the referential and structural aspects of the experience, which varied from structural to extended abstract categories.

Conclusions

After doing insight about the experiences, practices would not be performed automatically and uncritically.

Take-home message: An educational intervention based on its context and dimensioned in its complexity provide unique opportunities to student growth, giving coherence to thought, speech and action, as a freelancer and ethical physician.