Introduction

• There is a two year gap between learning anatomy and applying it clinically.
• Clinicians feel that the current anatomical education of medical students is inadequate.
• Students do not feel confident in their anatomy knowledge and have difficulty transferring it from the classroom to the clinic.
• Previous data from our own institution quantified this knowledge deficit, specifically for the surgery and obstetrics/gynecology (ob/gyn) clinical rotations.
• Suggestions for improvement include vertical integration or nesting, so that relevant topics are revisited from Year I to Year IV.
• Using principles of adult learning and instructional design, a series of interactive e-modules were created to review clinical anatomy in areas students were found to be weakest.
• The goal of this study is to evaluate the impact of this newly designed method of teaching clinically relevant anatomy to medical students on surgical rotations.

Methods

• Two methods of vertical integration were created.

Preliminary Results Phase 2

- Mean ob/gyn anatomy quiz scores by rotation before the clerkship started and after educational intervention consisting of e-modules and hands-on classroom sessions.

Conclusion

• Retention at our institution is consistent with national averages.
• Preliminarily, modules appear to be helping students improve knowledge retention.
• Many students find modules effective and useful.
• The largest barrier to module use is not having enough time to use the modules.
• Future Directions: Multi-centered trial.

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