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Medical Gross Anatomy for Large Classes in a 'Flipped' Classroom

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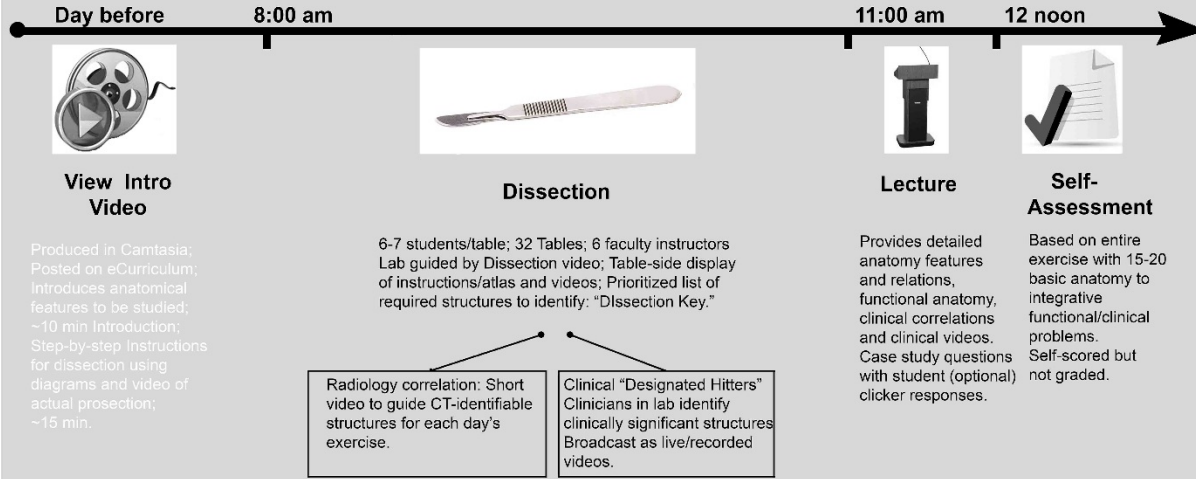


VCU Medical Gross Anatomy for Large Classes in a “Flipped” Classroom

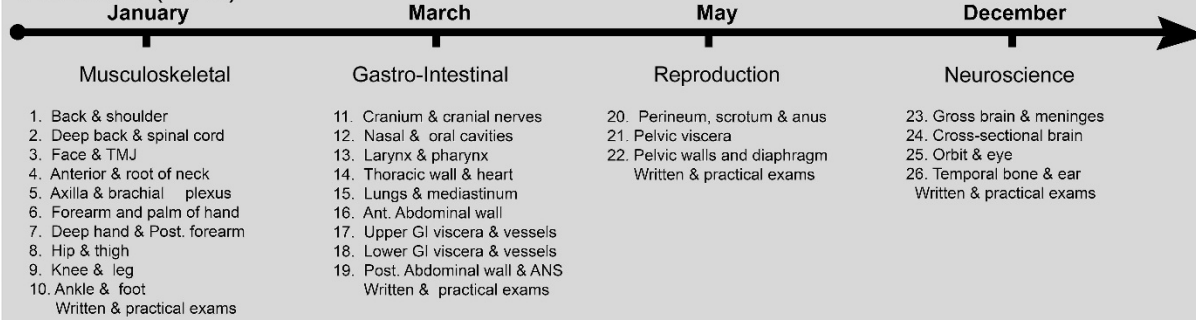
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Objective: Teach 3-D map of human body to >210 medical students in 26 systems-based sessions using a C3-favored format.

Session timeline



Sessions (1-26)



Cadaver Rounds: A self-directed longitudinal exercise



Physical Exam

An autopsy-like survey of cadaver’s physical features

Whole-body CT scan

Students transport cadaver to hospital Radiology for scanning prior to first day of lab

“Patient” Charts

Daily records of significant anatomical, anomalous or clinical findings during dissection.

Clinical Correlation Videos

Daily videos of clinicians presenting clinical correlations pertaining to the anatomy being examined that day.



Path sample

Anomalous tissue can be excised and submitted for Pathology evaluation and photomicrography.

Final Group Presentation

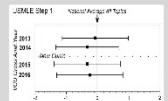
Grand Rounds style 12 minute group presentation that identifies a significant health-related phenomenon their cadaver likely experienced. This self-directed exercise integrates info from CTscans, path reports, dissections, lectures and other coursework and is scored by anatomy and clinical faculty.

January
MS
GI
Repr
Neur
December

Outcomes and Conclusions:

High student evaluations (1.7-1.75 out of 2 pts; data from pre-curriculum change not available/comparable).

Despite 36% loss of course student contact time, scores on USMLE Step 1 for Anatomy did not decline from those of pre-curriculum change courses.



These data indicate that a flipped classroom can accommodate reduced course contact time and content yet maintain student learning and performance in medical gross anatomy.