

14:07:07 From Dolgor Baatar : 1. What are your thoughts on the pros & cons of incorporating virtual anatomical dissection platforms (like Anatomage/BodyViz, VisibleBody, Complete Anatomy etc.) in medical and graduate health science integrated teaching curricula? Have you had or currently use them in your own teaching at your school?

14:14:35 From Dolgor Baatar : 2. Why might a program move to an integrated curriculum from a more traditional, non-integrated one? Is there something that happens that would prompt a transition, e.g. poor outcomes, faculty/student feedback?

14:15:57 From Sisirkumari Vettiyadan : Anatomy has by its very nature been very clinical, as it is required specifically in surgery and many other subspecialties of medicine. The question more about curriculum is how to, in a non overwhelming way, do integration with other basic sciences, making for a truly integrated curriculum especially for USMLE step 1.

14:17:46 From Patil Shrish : Yes, we all have been integrating clinical aspects in the learning of anatomy.

14:19:11 From Krista Johansen : One thing I have found difficult in integrated curriculum is that there are relatively few integrated resources, and discipline-specific resources can be overwhelming. Students are relying too heavily on PowerPoints.

14:22:08 From Keith Metzger : I agree with your comment about the difficulty related to resources. discipline specific textbooks really can have too much detail. An approach that I have used is the cut-and-paste method of finding a few pages here and a few there from different texts. Alternatively, I have produced my own resources, including readings or voiceover powerpoints. More effort required to make these for sure, but they are customized for your particular curriculum.

14:23:06 From Dr. Pad Rengasamy : Dr Lee can i make a point-Pad

14:24:00 From Sisirkumari Vettiyadan : Time is the constraint. Other basic science faculty at the same school must be similarly trained and basically be all-rounders with knowledge about other basic sciences course and subspecialties of medicine. Or a cumulative integrated exam can be made at the end of a certain block with collaboration from all faculty. That should help to some extent for success in integrated curriculum.

14:26:34 From Keith Metzger : I would agree that time is definitely a constraint with integration and development of an integrated curriculum requires that you look at what is most relevant for student knowledge in the future. Having jack-of-all-trades is definitely a benefit, but you can still have an integrated curriculum with specialists if there is effective collaboration and communication between these experts.

14:26:34 From Dolgor Baatar : 3. Dr. Metzger. I would be very interested in getting your take on Prosection vs Dissection-based anatomy teaching for medical students in any type of integrated curriculum. Have any outcomes-based studies been done comparing them till date?

14:29:35 From Dr. Pad Rengasamy : I agree with you, with regards to prosection \_Pad

14:29:52 From Nirusha Lachman : Short Communication

Published: 23 October 2019

Dissection Versus Prosection: a Comparison of Laboratory Practical Examinations  
Mehak Aziz,

Edward T. Kernick,

Gary L. Beck Dallaghan &  
Kurt O. Gilliland

Medical Science Educator volume 30, pages47-51(2020)

14:30:38 From Keith Metzger : thank you! I haven't seen this yet.

14:32:51 From Dolgor Baatar : 4. T Prof. M. Khalil. Do you recommend specific integration methods for a hybrid or PBL curriculum?

14:35:52 From Dr. Pad Rengasamy : If any of you would be interested planning to have an integrated curriculum vs anatomy, i would invite you to south texas

14:36:47 From Nirusha Lachman :

Cureus

. 2020 Apr 6;12(4):e7558. doi: 10.7759/cureus.7558.

Time Spent in Practicing Dissection Correlated With Improvement in Anatomical Knowledge of Students: Experimental Study in an Integrated Learning Program

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Time Spent in Practicing Dissection Correlated With Improvement in Anatomical Knowledge of Students: Experimental Study in an Integrated Learning Program

Hussein Abdellatif

14:37:25 From Dr. Pad Rengasamy : pad.renaga@utrgv.edu

14:37:44 From Dolgor Baatar : 5. Dr. Taylor: What would be the most important characteristics of the activity which promotes long-term retention of the anatomy knowledge?

14:38:23 From clewis : will this chat script be automatically saved as part of session? or can we save as desired?

14:39:38 From pritimishall : keith.metzger@shu.edu

14:39:41 From pritimishall : KHALILMK@greenvillemed.sc.edu

14:39:55 From pritimishall : mtayl155@uthsc.edu

14:40:10 From pritimishall : Email ids of speakers for any further questions

14:42:25 From Dolgor Baatar : 6. Questions from the audience.

14:43:23 From Dolgor Baatar :  
7. This question could probably be asked to all speakers, but do you have any advice for those of us who teach anatomy in a number of allied health programs? Our students (PT, OT, AT) take our course together.

14:47:10 From ugaur : thank you for the session

14:48:05 From Kelsey Picha : Thank you all!!

14:48:07 From Dolgor Baatar : thank you everyone!

14:48:18 From Tony Weinhaus : I have a good collection of references comparing dissection vs  
prosection[https://drive.google.com/drive/folders/1343yAHNRcM1Yb-rnfm\\_M7Lpe--ciC6sk?usp=sharing](https://drive.google.com/drive/folders/1343yAHNRcM1Yb-rnfm_M7Lpe--ciC6sk?usp=sharing)