2012

Ultrasound as a teaching tool in anatomy classes in an integrated medical curriculum

Theresa Larkin
University of Wollongong, tlarkin@uow.edu.au

Darryl J. McAndrew
University of Wollongong, mcandrew@uow.edu.au

Noel Tait
University of Wollongong, ntait@uow.edu.au

Saheeda Zotter
University of Wollongong, saheeda.zotter@gmail.com

Publication Details

Larkin, T., McAndrew, D., Tait, N. & Zotter, S. (2012). Ultrasound as a teaching tool in anatomy classes in an integrated medical curriculum. Clinical Anatomy, 25 (7), 940-940.

Ultrasound as a teaching tool in anatomy classes in an integrated medical curriculum

Abstract
Abstract of paper that was presented at the 29th Annual Meeting of the American Association of Clinical Anatomists, 8-12 July 2012, St. George's University, Grenada, West Indies

Publication Details
Larkin, T., McAndrew, D., Tait, N. & Zotter, S. (2012). Ultrasound as a teaching tool in anatomy classes in an integrated medical curriculum. Clinical Anatomy, 25 (7), 940-940.

LARKIN, THERESA, DARRYL McANDREW, NOEL TAIT, SAHEEDA ZOTTER, Graduate School of Medicine, University of Wollongong, New South Wales, Australia.
Ultrasound as a teaching tool in anatomy classes in an integrated medical curriculum.

Ultrasound is becoming increasingly accessible and cost effective as a ''point-of-care'' diagnostic tool in medical practice worldwide, particularly with the advent of hand-held scanners and their potential for routine use in clinical examination. Consequently, a minimum skill level in ultrasonography will soon be essential to produce competitive and competent medical graduates, and incorporation of ultrasound training in medical curricula is timely. Our graduate-entry MBBS degree utilizes an integrated, spiral curriculum. We have designed an ultrasound curriculum to be delivered over the duration of this course, complementing: anatomy and physiology in Phase 1; clinical examination in Phase 2; rural clinical placement in Phase 3; and hospital emergency assessment in Phase 4. To complement anatomy teaching in Phase 1, we established an ultrasound curriculum comprising a series of online modules covering ultrasound principles, a demonstration on body cavities and fluid, and practical scanning activities guided by a Sonographer in the relevant body system blocks. In these classes, we include a clinical scenario and combine ultrasound and anatomy of: the abdominal aorta, popliteal vessels, pancreas, spleen, liver, gallbladder, kidneys and bladder. Introducing our medical students to ultrasound principles and techniques during Phase 1 allows the students to apply the anatomy content in a clinical context, and gives the teaching significance and relevance, all important pedagogical principles that enhance anatomy learning and teaching. Further, acquiring some initial experience and confidence in ultrasound provides a base upon which further practice and skills can be obtained during their later longitudinal clinical placements.