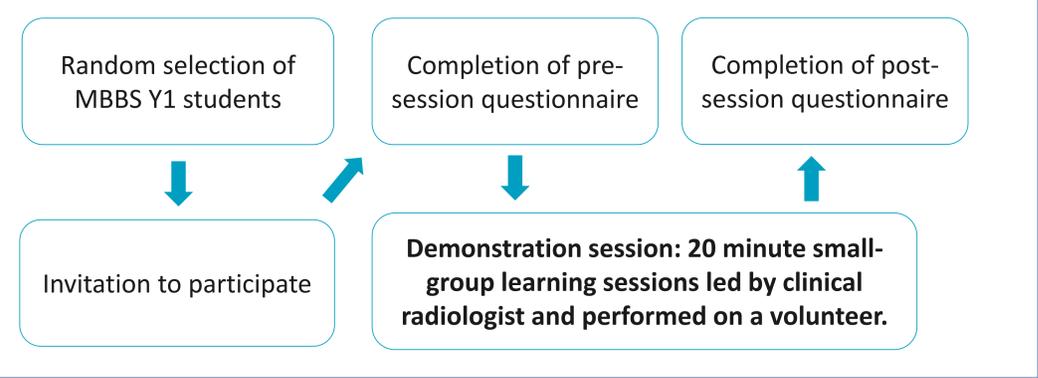


BACKGROUND

Ultrasound is widely regarded as an extension of clinical practice, providing real-time, *point-of-care* imaging. To provide students with skills for the modern healthcare environment we developed a student-led pilot programme introducing ultrasound as an adjunct to anatomy teaching. We sought to familiarise students with ultrasound, demonstrate normal anatomical structures and discuss clinical applications. Overall, we hope this approach will increase students' confidence in understanding anatomy within the context of clinical practice.

METHOD

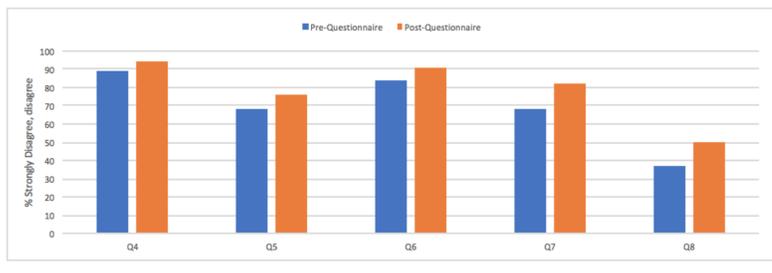
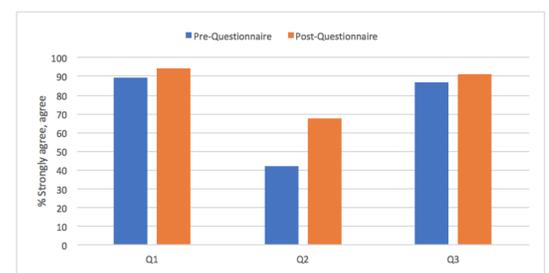


PRIMARY AIMS

- Assess the acceptability of ultrasound as an adjunct tool for learning
- Determine the impact on student learning

RESULTS

Acceptability 8 statements designed to assess the acceptability of introducing ultrasound into pre-clinical anatomy teaching for students



- Q1 I feel the use of ultrasound is important in the teaching and learning of anatomy
- Q2 I believe ultrasound is an extension of clinical examination and not a specialist test
- Q3 I feel the use of ultrasound compliments dissection/prosection in the anatomy lab

"Ultrasound imaging adds an alternative and arguably more clinical perspective to anatomy"
UCL Year 1 MBBS student

- Q4 I feel uncomfortable observing ultrasound scanning in healthy volunteers
- Q5 I would feel uncomfortable having an ultrasound scan as part of anatomy teaching
- Q6 I feel the use of ultrasound is a distraction when learning anatomy
- Q7 I feel the introduction of ultrasound in the first year is too early in the curriculum
- Q8 I feel imaging should be taught separately to anatomy

CONCLUSION

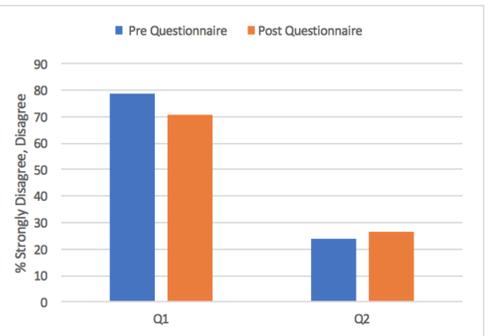
- **Acceptability:** UCL MBBS students included in this study felt strongly that ultrasound was an **important** learning tool and that it **complimented** traditional teaching methods. They felt it was **not a distraction** and were **comfortable** observing volunteers being scanned.
- **Learning:** This sample of UCL MBBS students felt strongly that they may have **insufficient** knowledge of radiological anatomy when they qualify. They felt strongly that ultrasound **reinforced** knowledge of anatomical structures and following the demonstration session, there was a **73% increase** in students reporting that ultrasound helps them **visually relate** surface anatomy to the **underlying structures**.

NEXT STEPS

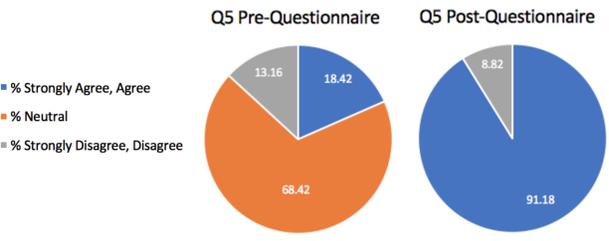
- **Present** the results to Medical School Teaching Committees
- **Work** with the medical school to help investigate introducing ultrasound teaching into the anatomy curriculum through a larger cohort study
- **Build** on the results of these findings by researching near-peer-taught ultrasound anatomy sessions and including MBBS Y2 students



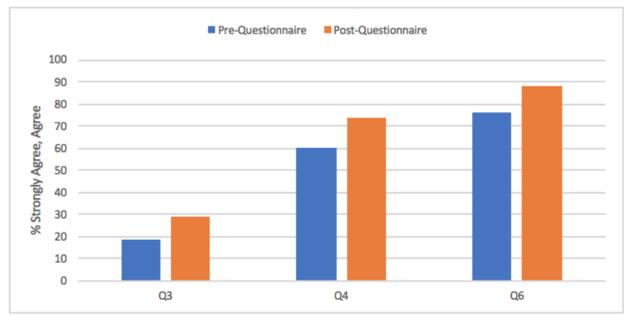
Impact 6 statements designed to assess the impact of ultrasound teaching on student's learning



Q5 I feel ultrasound helps me to visually relate surface anatomy to the underlying structures



"I definitely think that ultrasound teaching should be integrated into anatomy early on in the curriculum. It really helped me to visualise the anatomy"
UCL Year 1 MBBS student



- Q1 I feel as confident looking at anatomical structures of the abdomen using dissection/prosection as I do with ultrasound anatomy
- Q2 I feel the time taken to understand the anatomy of the abdomen with ultrasound is more than that required during dissection

- Q3 I feel knowledge of ultrasound anatomy is more clinically relevant than gross anatomy
- Q4 I worry I will not have sufficient knowledge of radiological anatomy when I become a new doctor
- Q6 I believe ultrasound helps reinforce my knowledge of the anatomical structures I have seen in other anatomical resources e.g. prosections, cadaver dissection, models