

# The educational process of clinical anatomy at the Faculty of Medicine of the University of Porto: student evaluation of practical sessions and the respective determinants

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The anatomy programs in medical courses have changed in the past years, with new techniques into education. This study aims to evaluate what type of practical session students prefer: classical teaching or the innovative components; and what makes the students value each. 162 students of the Clinical Anatomy course (2006/07), were asked at the end of the year to answer a survey. The first part evaluated: teacher role, lectures, practical sessions, textbooks/handouts and plates and image collections. The scores of all domains were transformed into a score between 0-100 points. In the second part the students classified the importance of each type of practical session (superficial anatomy, sectional anatomy and imaging and clinical cases discussion) from 1 to 5. Friedman test was used to test if there were significant differences between the medians of importance of each type of practical session. Ordinal logistic regression was used to evaluate the association between the importance of each type of practical session, ordinal variable, and domains evaluated. Proportional Odds Ratio (OR) were used to estimate the magnitude of the association. Results: The median (P25-P75) scores for the domains were: teacher role 81 (72-88), lectures 65 (55-75), practical sessions 75 (68-90), textbooks and handouts 70 (55-80), plates and image collections 83 (75-100). 135 students (83.3%) agreed with the model proposed for Clinical Anatomy. Students classified with maximum points, 5 points (4-5), practical sessions of sectional anatomy and imaging and clinical cases discussion. Superficial anatomy was classified with 4 points (3-4). There were differences between the types of practical session scores ( $p < 0.001$ ). A positive association between the domain textbooks/handouts and the domain plates and image collections and the importance of practical section of superficial anatomy (OR = 1.030, CI95% = (1.006-1.055) and OR = 1.022 (1.002-1.043)) was found. In what practical sessions of sectional anatomy and imaging was concerned there was a positive association with practical sections domain (OR = 1.047 and CI95% = (1.017-1.077)). The teacher role and the plates and image collections domain were positively associated with "clinical cases discussion" (OR = 1.048 and CI95% = (1.016-1.82) and OR = 1.023 CI95% = (1.001-1.045), respectively). Although the traditional methods still have an important role in the teaching/learning process, the students prefer innovative components into education of anatomy. The quality of the material used in the class and the teacher role were important factors to value the practical sessions.