

## **The teaching of human anatomy for individuals with visual deficiency: a practical experience**

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The presence of students with sensory disabilities in higher education is already a reality, especially in courses in the area of biology and health. Therefore, receiving and including these students in the professional market is the challenge that is presented. This paper presents a practical experience on teaching of human anatomy for individuals with visual deficiency. **Material and methods:** The population of the experience is composed by university-age students, between 17 and 45 years, the visual deficient students were selected by the Blind people institute of Londrina, and the student who do not have deficiency were randomly selected on a voluntary basis, since they were students of third year of high school courses or “pre-vestibular” (a course which prepares the students for the University Entrance Examination). The methodology of the test consists in applying a theoretical lesson and two practice lessons of human anatomy, along the lines of anatomy classes of higher education. The theoretical class was expositive and its theme was the digestive system. For the lesson were used as resources, for visionary students, a multimedia presentation prepared in the Microsoft Office PowerPoint 2003 and a route of the lesson; for the deficient students was prepared a route with the same theoretical content of the visionary students, but translated to Braille, a textured picture of a stomach and digestive system in clay. The practice lesson had the same theme of the theoretical, the digestive system. The results were assessed under two optical, the qualitative analysis was made based on the filming of the lesson, and assessed the involvement of students and the level of interaction between groups; the quantitative analysis was based on the results of a theoretical-practical evaluation. Under a qualitative optical, the results were very interesting, after the application of the test the film was analyzed, from which it was possible to conclude the following: during the theoretical class, the participation of deficient students through questions was bigger; the aspects related to placement of the structures were easily assimilated. During practice class VD's students were extremely active, more active than the visionaries. The quantitative analysis was performed by a theoretical evaluation practice, consisted of seven questions, the model of “game”, where the student enter the room holding an answer sheet in blank, and the gurney they meet the question, and when is the case, the piece related to the question, taking a time for each question, every time they hear the “cuckoo” the student must switch gurney. The result of the test was, in some ways, surprisingly: VD's students had 100% of success, while the visionaries had 90%. Thus we can conclude that the inclusion is possible, its just need a correct preparation of the teacher to overcome the barriers that are weaker than they seem.