Impact of Peer-Led Human Donor Demonstrations on Gross Anatomy Education

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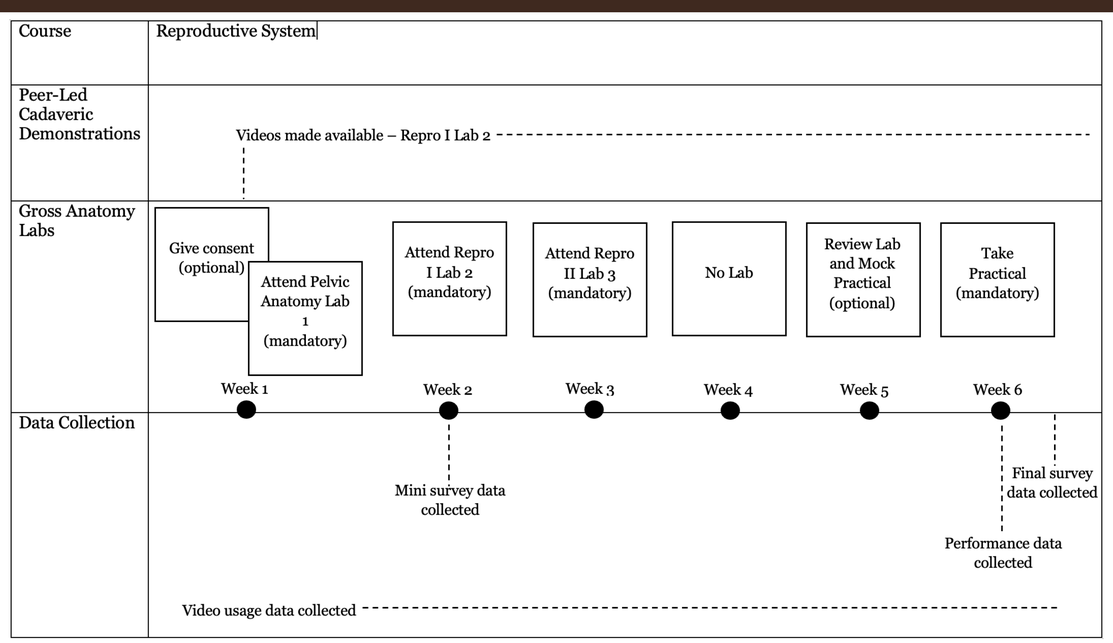
Introduction

- Gross anatomy education serves as a fundamental pillar of undergraduate medical curricula, providing essential knowledge for clinical practice.
- Evolving pedagogical trends in medical education have prompted exploration into innovative instructional methods.
- In our previous work including female reproductive anatomy, we were able to demonstrate increased confidence, improved practical performance, and an overall positive reception to the peer-led demonstration videos.
- This study aims to expand on our previous, evaluating the use of similar peer-led human donor demonstrations in teaching male reproductive anatomy.
- The goal is to evaluate more broadly the utility of peer-led, video-based educational content for augmentation of gross anatomy curriculum.

Methods



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Results

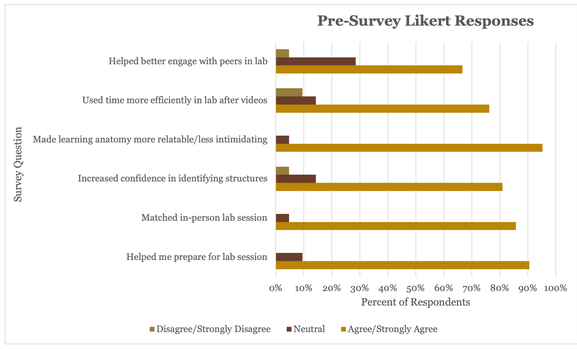
Video Data

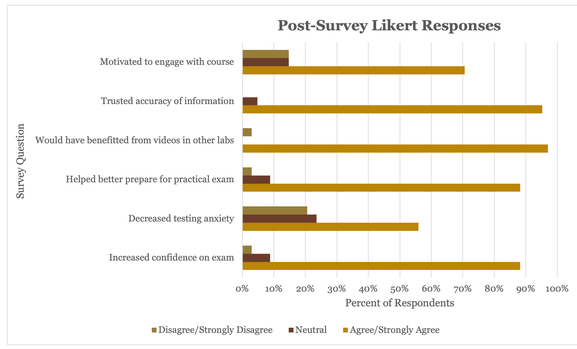
- 71% of students who consented engaged with the videos throughout the course.
- On average, students watched all 13 videos at least once, covering 95% of the length of each video.

Survey Data

- 30% of students who consented completed the pre-exam survey, while 49% completed the post-exam survey

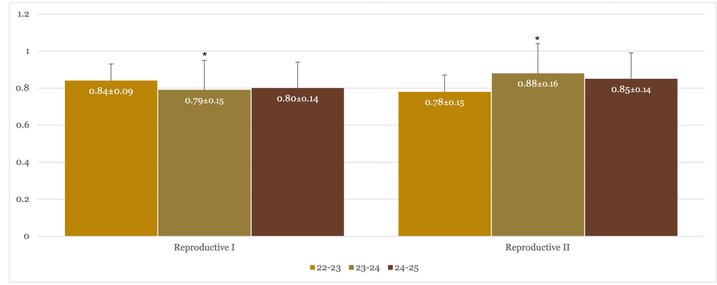
Figures 1 & 2: Videos Increase Students' Confidence, Preparedness, & Engagement





Performance Data

Figure 3: Students Did Not Perform Significantly Higher When Given Videos as Supplemental Resource for Male Reproductive Anatomy



Values are displayed as the median ± StDev. Asterisk (*) indicates a significant (P≤0.05) difference from the previous year.

Conclusion

- Peer-led human donor video demonstrations allowed to students to feel more prepared, confident, and engaged with the lab content.
- Practical performance may be influenced by other factors, such as perceived difficulty of the content, requiring further research to evaluate this potential confounder in utility of peer-led, video-based teaching.
- These results highlight what we learned in our previous study, demonstrating that peer-to-peer teaching is an effective resource for encouraging comfortability and collaboration in the gross anatomy lab.

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