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Students' perception of integrating Neuroanatomy and Neurophysiology in the Faculty of Medicine, University of Jaffna

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Integration is a well-known strategy in undergraduate medical education to provide better context for learning. The departments of Anatomy and Physiology undertook the initiative to integrate neuroanatomy and neurophysiology in 2015. This study was designed to evaluate the students' perception of the integrated teaching of neurology.

This is a cross sectional descriptive study using a self-administered questionnaire among 97 students. Of these, 96% indicated that they understood the given objectives, 98% indicated that the objectives were useful, 92% said that the content was adequate, 50% said that the allocated time was sufficient and 79% said that the learning achieved was adequate. When asked about their perception regarding the difficulty of neurology before commencement of the course, 16% said that they considered it easy, 39% said it would be moderate and 45% considered it would be difficult. Their opinion after completion of the course: 46% said it was easy, 46% said it was moderate and 8% said it was difficult. 76% agreed that integration provided clear understanding of basic neurology. 99% felt that the learning achieved will be useful for learning clinical neurology. The three most frequent suggestions for improvements as open answers were: increasing the time allocated for neurology (19), more clinically oriented teaching (6) and starting neurology earlier and not as the last system (5).

The study shows that integrated teaching of neuroanatomy and neurophysiology has been received well by the students and has highlighted some areas for improvement. Attempts could be made to integrate other systems in the curriculum as well.

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