

Course of Facial nerve taught using the corridor of Anatomy block- An innovative method in Teaching

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Abstract :

Introduction : Benedict's¹ test procedure comes under the 'must know' area of the I.M.B;B.S curriculum.

Aim : To evaluate the cognitive and psychomotor skills amongst I.M.B;B.S students using benedicts test .

Methodology : Evaluation was done by the faculty of biochemistry at Kamineni Academy of Medical Sciences and Research centre , L.B.Nagar, Hyderabad, Telangana. A pre-determined check list, which encompasses the cognitive and psychomotor domains was framed so as to provide an objective evaluation and avoid bias.

Results : 97% students could achieve the desired psychomotor skills. But only 32% could understand the principle and interpretation of the Benedict's test.

Conclusion : Procedural skill competency should be assessed by quantitative tests. Qualitative tests can assess usually cognitive skills. Newer Teaching methods must be developed so that the students develop both the skills simultaneously . Also, emphasis must be laid in the minds of the students that performing the test is not the only objective in the practical classes. Comprehension and understanding of the underlying principles is mandatory in grooming our future medical fraternity.

Key words : Cognitive skills, Qualitative and semi quantitative tests

Introduction :

A famous anatomist William Harvey once quoted "I profess to learn and teach anatomy not from books, but from dissection, not from the tenets of philosophers, but from the fabric of the nature". Taking a leaf out of the inspirational quote above, we feel anatomy could be taught from different perspective and tools, not only from the books and dissections. Anatomy is the oldest subject in the history of medicine and an ever expanding one. Teaching anatomy requires integration of different disciplines like gross anatomy, histology, embryology and neuroanatomy, but in the present system of medical education, teachers have lesser span of time to teach all these disciplines at once, due to constraints of syllabus and time. Students are under extreme pressure to remember every aspect of the subject. This situation demands innovative and simplified teaching to inspire students to crave for more knowledge and information. We started thinking about the tools and methodology to be used to make teaching effective. In this article, We are trying to share our experience of innovative method of teaching the anatomy of facial nerve by using corridors of the department of anatomy of SNMC, Bagalkot.

Methodology:

It was during January 2014, I was assigned with the topic of facial nerve. As an assistant professor it was not difficult to read, understand and lecture about facial nerve, but to make all of 150 students to understand what I am lecturing was a difficult task. Whole day I was wondering how to reach every student of the class with my teaching. As I entered the department of anatomy to the underground dissection hall, I spontaneously noticed that the path from the entrance of pre clinical block, anatomy department entrance to underground dissection hall is exactly similar to the course of the right facial nerve from brain stem to its terminal branches in the face. I walked through the same path again and decided to reprimand the same to the students in my class.

The course of the right facial nerve from brain stem (pons) is first anterior, lateral till the internal acoustic meatus, then it runs lateralwards in the petrous part of the temporal bone, passes obliquely over bony labyrinth to reach medial wall of the middle ear, from here it moves obliquely to the posterior wall of middle ear and passes vertically downwards through vertical (Fallopian canal)

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to reach the stylomastoid foramen and travel anteriorly to reach the face with five terminal branches.

I emphasized the same course of the facial nerve using the corridors, I asked students to imagine the path from main entrance to underground dissection hall, the path from main block to anatomy entrance represented facial nerve course from pons to internal acoustic meatus, path from anatomy entrance to demonstration hall represented facial nerve course from internal acoustic meatus through petrous part of temporal bone, path from demonstration hall to histology entrance represented facial nerve course over bony labyrinth, path from histology entrance to underground dissection hall

represented facial nerve through vertical canal, dissection hall entrance represented stylomastoid foramen.

After the initial explanation using diagram, students were made to walk through the corridor and compare the path to the course of facial nerve. Following that each student was made to reproduce the course of facial nerve by drawing a labelled diagram in tutorials and they were scored for 5 marks using check list (Table-1) and student were asked to give feedback.

Result :

90% of the students scored more than 4 out of 5 and felt it as an easy method to learn and reproduce.

ANATOMY OF THE FACIAL NERVE	MAXIMUM MARKS	MARKS OBTAINED
1. MENTION THE ORIGIN OF FACIAL NERVE	01	
2. REPRODUCE COURSE OF FACIAL NERVE	01	
3. MENTION THE BRANCHES	01	
4. DRAW A NEAT LABELLED DIAGRAM	02	
5. TOTAL	05	

Discussion: I got a very good response from majority of the students and they were able to reproduce course of the facial nerve effectively. In the current system of undergraduate curriculum, it has been observed that students find it difficult to remember and recollect the anatomy in clinical postings¹. A basic science like anatomy is essential for application in clinical practice, understanding anatomy and its clinical applications subsequently lead to sound clinical practice². Anatomy would be better understood, retained and practically applied by teaching it by using easy and effective method³. Teaching anatomy with different tools and clinically relevant materials will help students to retain it for longer time and also establish cognitive component of professional learning⁴. By using the innovative methods like using corridor to teach and analyzing the students with evaluation and feedback will help the students in self directed learning for better cognition⁵. Anatomy is the subject which requires three dimensional of an organ. Facial nerve complete course is difficult to dissect and exhibit it by dissection in anatomy as it pass through different parts of skull and middle ear, so with this innovative step we can teach difficult topics of any subject which require three dimensional concept easily and effectively.

Conclusion :

This is to share my innovative method to teach anatomy of facial nerve using corridors of the department with others. Every teacher has different skills to teach and make students to understand different topics in different way. Hope this little step inspire other teachers to express innovative ideas, which already they knew, learnt from seniors to share with others and make teaching easy and innovative.

Figure-1: Showing the Course of facial nerve from pons (Main Entrance) To Internal Acoustic Meatus (departmental Entrance)



Figure-2 Showing intrapetrous course of facial nerve (from department entrance to lecture theatre)



Figure-3: Showing Course of facial nerve from genu to medial wall of medial wall and then to posterior wall of the middle ear (from lecture theatre to histology lab entrance)



Figure-4: Showing histology lab entrance (posterior wall of middle ear)



Figure-5: Showing Vertical Course Of Facial Nerve From Posterior Wall Of The Middle Ear (from Histology Lab To Underground Dissection Hall)



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