



## Does accurate surface anatomy Body painting increase student's confidence in accurate clinical examinations?

An innovative teaching technique.

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### BACKGROUND AND PURPOSE

Medical students are exposed to a vast array of teaching styles that help contribute to a broad and well-rounded learner. Surface anatomy painting has been established as fun and useful tool for teaching clinical anatomy <sup>(1)</sup>, however no research has been done to look at anatomical body painting for teaching clinical examinations. An innovative teaching methodology was developed to use body art to demonstrate surface anatomy and therefore teach students accurately how to perform the clinical examinations of the respiratory and cardiovascular systems.

### METHODOLOGY

Four teaching sessions were delivered to fifty second year medical students at the University of Bristol during May and June 2014. The students initially examined each other marking on where they placed their stethoscope for cardiac and respiratory examinations. They then accurately marked out and painted the surface markings of the lungs, liver and heart on the thoraces of their consenting peers. Students were able to see how the initial examination points differed from the surface anatomy. They then spent time performing

separate cardiovascular and respiratory examinations on their painted peers, ensuring anatomically precise percussion and auscultation.

### RESULTS

The results from the questionnaire along with images of the session will be presented. Essentially the sessions were uniformly enjoyed by students, with significant improvement in the mean confidence of students in their clinical examination skills and surface anatomy knowledge increased in all four teaching groups. Moreover students found the session highly useful and derived a lot of pleasure from the experience.

### DISCUSSION AND CONCLUSIONS

It is clear that use of body art in medical education is a fun and highly memorable tool for learning. It appears to be useful as a powerful adjunct to conventional teaching methods and important for correcting poorly developed examination techniques.

### REFERENCE

1) Finn, G.M and McLachlan, J.C(2010). A qualitative study of students responses to body painting. *Anat Sci Educ*, 3 (1), 33-38