



The Teaching of Human Anatomy Nowadays

Drielen de Oliveira Moreira*

Department of Physiotherapy, Anhanguera Poços de Caldas\MG, Brazil

***Corresponding Author:** Drielen de Oliveira Moreira, Department of Physiotherapy, Anhanguera Poços de Caldas\MG, Brazil.

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Learning anatomy is essential for the practice of medicine and other health professionals, and it has been done in light of the exposure of cadavers since the Renaissance. However, in recent years, there has been a reduction in the amount of teaching time devoted to anatomy, in some cases, stemming from the adjustment to an integrated curriculum [2] in which anatomists with fewer contact hours and limited resources to teach an extremely diverse group of students require to explore innovative and creative means that encourage proactive and dynamic learning aligned with the professional goals of the general student body [3,6].

Theoretical classes that require the presence of students are necessary and dissection continues to be one of the main tools that allow the perception of possible anatomical variations and topographic study, however, some universities opt to teach through pieces and processed specimens, in addition to using means such as plastination, effective in the preservation of tissues and organs or cross-sections that facilitate the teaching of macroscopic anatomy [1]. Such teaching practice can and should be performed on the living body as well, through physical examination, being useful, for example, for the study of muscles, bones, joints and peripheral nervous system, associated with radiological images that allow insights about pathological processes [4].

In this context, there is also the problem-based learning (PBL) which allows students to integrate basic science with clinical science, stimulating their clinical reasoning for evidence-based decision making, as well as allowing an integration of the different disciplines by enhancing knowledge [1,5]. And, even considering

the pandemic time, the use of technologies such as virtual reality and anatomical applications became necessary and useful because they contribute to students learning in a more interactive way and understand three-dimensional structures by observing them from different points of view [1,4].

Therefore, the teaching of anatomy is tied in terms of time and cost-benefit, since the technological resources and the method of problematization besides showing effectiveness, in the long run represent lower costs compared to the need for specific classrooms for dissection, as well as trained anatomists and availability of bodies for donation. However, there is no evidence that these resources can replace the traditional method, but rather that they can be integrated increasingly widely in the teaching process.

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