



PTAS Project Report (for SMALL PROJECT GRANTS)

Project Title:

Principal Investigator : Dr Jenna Langschmidt
School / Department : Department of Anatomy

Team members : Medical Students of the Dead Anatomy Society

For further information, please contact:

Grant recipients are expected to submit a brief report at the conclusion of their project which outlines briefly the following: nature of work completed; outcomes; benefits to student learning/student experience; dissemination activity (where relevant – actual and planned) and how the activity could inform future work or be transferred to other subject areas in the University. The brief report will be published on the IAD web pages.

Brief Report (maximum 500 words)

What did you do?

This project set out with the primary aim of creating opportunities for medical students through the creation of an anatomy bodypainting workbook. The project was designed to enable students to develop key leadership, team working, organisation and communication skills that will be transferrable to their future careers in medicine.

During this project our team under the name of The Dead Anatomist Society worked together to create the workbook. The students self-selected a group leader and decided their individual roles. They dictated the content, performed the painting, organised the photoshoots and lastly arranged the printing, the latter which proved the most challenging, forcing the students to come up with a unique solution to the problem.

During his project students were active in widening participation in Anatomy teaching. The students held workshops for students both locally at the University and also to teach medical students in Nepal. They designed questionnaires to gain feedback regarding the content of the book also to gain insight into their teaching skills and develop as educators.

What did you find out?

From the feedback forms from the students of the Dead Anatomist Society the project proved to improve their leadership, teaching and team working skills however the degree to which each of these skills was improved varied amongst the students. All the students were glad they were involved in the project and felt it provided them with unique opportunities that would not have been available to them in the normal medical curriculum. All the students felt that more projects like these should be available to Undergraduates.

Many of the students discussed difficulties encountered during the project they had not anticipated however all provided insight into the situation through reflecting on their actions and identifying ways they could have avoided or better dealt with the situation.



How did you disseminate your findings?

The workbook has been finished by the students and is currently been formatted for printing. Once printing is completed the workbook will be available through the Dead Anatomist Society at cost price for any Edinburgh students of interested in studying human anatomy. The students have future plans to present their project at local and national student conferences as well as submitting the experience to the student British Medical Journal.

I will similarly be presenting the project and findings from the student questionnaires at a national medical education conference later this year.

What have been the benefits to student learning?

- Improved their anatomy knowledge
- Improved their teaching and leadership skills
- Improved their ability to problem solve and to work as a team
- Increased their confidence in balancing multiple commitments
- Provided students with the opportunity for introspective reflection
- Provided students with a unique learning experience in publishing a workbook

How could these benefits be extended to other parts of the university?

On graduating from any discipline we desire our graduates to leave with not only a satisfactory degree of knowledge but also a versatile skill set. We believe projects that support students in developing workbooks or other educational tools are not only valuable in providing students with unique opportunities to solve problems, develop effective decision-making, leadership, and management and communication skills but furthermore provide a valuable and in our case creative resource of educational utility.

Who can be contacted for further details?

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Financial statement (please delete as appropriate):

Either

This project has utilised the funding awarded to it by the PTAS adjudication committee and the Principal Investigator or School Administrator appropriate can provide financial statements showing the funding usage as and when required by the UoE Development Trusts who may require it for auditing purposes.

Please send an electronic PDF copy of this report to:

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