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4th International Congress on Anatomical Techniques

UNIVERSIDAD DE LA FRONTERA
INTERNATIONAL SOCIETY FOR PLASTINATION (ISP)

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ORAL PRESENTATION ABSTRACT

1.1. "Transforming Prosected to Plastinated Specimens using the Room Temperature Technique to Facilitate Anatomy Education". "Transformación de Especímenes Prosectados a Plastinados mediante la Técnica de Temperatura Ambiente para Facilitar la Enseñanza de la Anatomía".

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Introduction: Plastinated specimens are known to have superior teaching potential compared to that of specimens preserved in formalin for medical students^{1,2}. Medical students deem plastinated specimens as high-quality material that facilitates understanding as an adjunct to cadaveric dissection that makes learning efficient². Furthermore, plastinated specimens are reusable and portable, allowing it to be conveniently used in any small group tutorial or any lecture room with a long-term preservation potential³. At Weill Cornell Medicine, Qatar a full inventory of pro-sected anatomical donor specimens have been plastinated using the room temperature technique^{4,5}. The new specimens are heavily utilized in teaching anatomy to medical students particularly during the pandemic where access to cadavers was restricted. Currently, plastinated specimens are being used in wider context by being digitized to include in online teaching modules.

Material and Method: Prosected specimens were prepared for the room temperature plastinated technique. Major neurovascular structures were painted to facilitate pattern recognition and understanding. Specimens have been used as adjuncts during regular anatomy lab sessions and photographed for use in developing online learning modules. Students' satisfaction was assessed together with other new teaching measures through an online survey at the end of the anatomy course. **Results:** Faculty and students regularly used the new specimens during anatomy lab sessions and for the online learning modules. Satisfaction was relatively high with the new measures including the use of plastinated specimens. **Discussion:** The introduction of plastinated specimens generated a valuable resource particularly with the application of pandemic restrictions. The fact that faculty and students can handle the plastinated specimens and use in lab and lecture hall added to their instructional value. Painted neurovascular pathways had certainly augmented that potential. **Conclusions:** Plastinated specimens are becoming more essential to anatomy teaching. The incorporation into online learning modules add a newer dimension to their value.

References:

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- 3 Riederer B. M. (2014). Plastination and its importance in teaching anatomy. Critical points for long-term preservation of human tissue. *Journal of anatomy*, 224(3), 309–315.
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