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Anatomy Assistantship Program (AAP) at Universidad del Desarrollo

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Purpose: To describe the history and organization of the Anatomy Assistantship Program for undergraduate students at the Faculty of Medicine of the Universidad del Desarrollo, Chile.

Methods: Observational descriptive.

Results: The assistantship program of the Department of Anatomy of the Faculty of Medicine of the Universidad del Desarrollo was born in 2003 with the mission of supporting and honor the teaching of the Anatomy chair of the Medicine careers and medical collaboration and is formed by part of a group of faculty students guided by a teaching team. To become assistants, applicants must have successfully passed the Anatomy subject of their original careers, then complete an annual training course in which they deepen their anatomical knowledge and develop relevant teaching skills for this work. The assistantship program is mainly based on the active learning strategy: Near Peer-Teaching (NPT), developed by students from their second year of university. The assistants can additionally participate in the preparation of material (cadaveric dissections) and support in research within the department. In addition, organize monthly assistant seminars, an open instance, in which different topics of interest are addressed through presentations and/or visit of expert guests.

Conclusion: The AAP is a fundamental pillar in the teaching-learning process of new students and is mainly based on the near peer-teaching (NPT) strategy. Each year, the team of assistants contributes to the anatomical teaching of more than 800 new students, while their participation in this activity allows them to develop teaching and leadership skills for the benefit of their future professional work.

Keywords: Anatomy, Near Peer-teaching, Medical Education