

## AB106. The role of ultrasound in teaching ‘living’ anatomy: a review

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**Background:** An increasing number of medical schools are integrating ultrasound teaching with their anatomy curriculum. This systematic review aimed to outline the role of ultrasound in the teaching of anatomy using living models. As well as analyse the current practices and perceptions that accompany sonoanatomy teaching.

**Methods:** A review of the current literature was conducted by searching databases, including PubMed, MEDLINE, Embase and The Cochrane Library, using keywords, for papers published between January 1980 and January 2019. Inclusion criteria included retrospective, cross-sectional, longitudinal and interventional studies, as well as studies describing sonoanatomy curricula and student and staff

perspectives on learning and teaching sonoanatomy on living models. Excluded papers included those not directly pertaining to the teaching of anatomy using ultrasound, not using live models and not involving the teaching of undergraduate medical students.

**Results:** The literature search yielded 202 papers, of which 21 met the inclusion criteria. A thematic analysis of the papers was conducted using the following headings: Student and staff perspectives; Outline or evaluation of curriculum; Comparison Vs. another method of anatomy teaching; Peer-led teaching.

**Conclusions:** Ultrasound is an effective method of delivering small-group anatomy teaching to undergraduate medical students. Early integration into the curriculum is key. ‘Hands-on’ practical sessions are the best way of delivering sonoanatomy lessons.

**Keywords:** Living anatomy; sonoanatomy; ultrasound; undergraduate education

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