

# An Integrated and Multimodal Approach to Teaching Anatomy & Physiology to Speech & Language Pathology Students

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## Introduction:

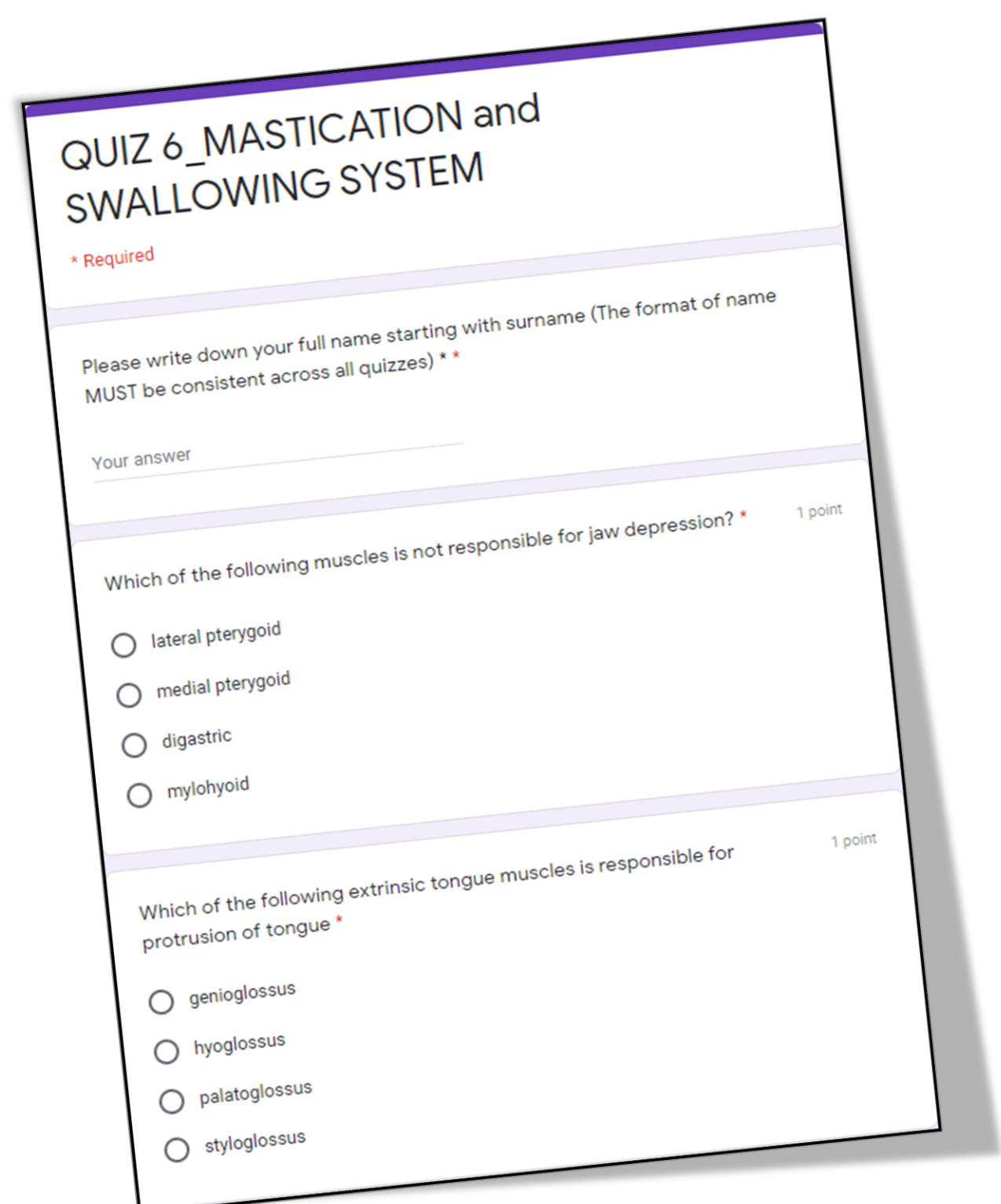
Speech and Language Pathology (SLP) students perceive the learning of anatomy and neuroanatomy as one of the more challenging subjects in the SLP curriculum. Studies that have looked at SLP student learning experiences<sup>1</sup> and effectiveness of pedagogies<sup>2-3</sup> in enhancing knowledge acquisition and retention<sup>5</sup> have found evidence to support an integrated approach and multi-modal teaching paradigm.

The Anatomy & Physiology in Speech, Language and Hearing course is a core course offered on the new 2-year Master of Science in Speech-Language Pathology Programme at CUHK. The course can also be taken during the 1-year Professional Diploma in Human Communication Disorders & Sciences.

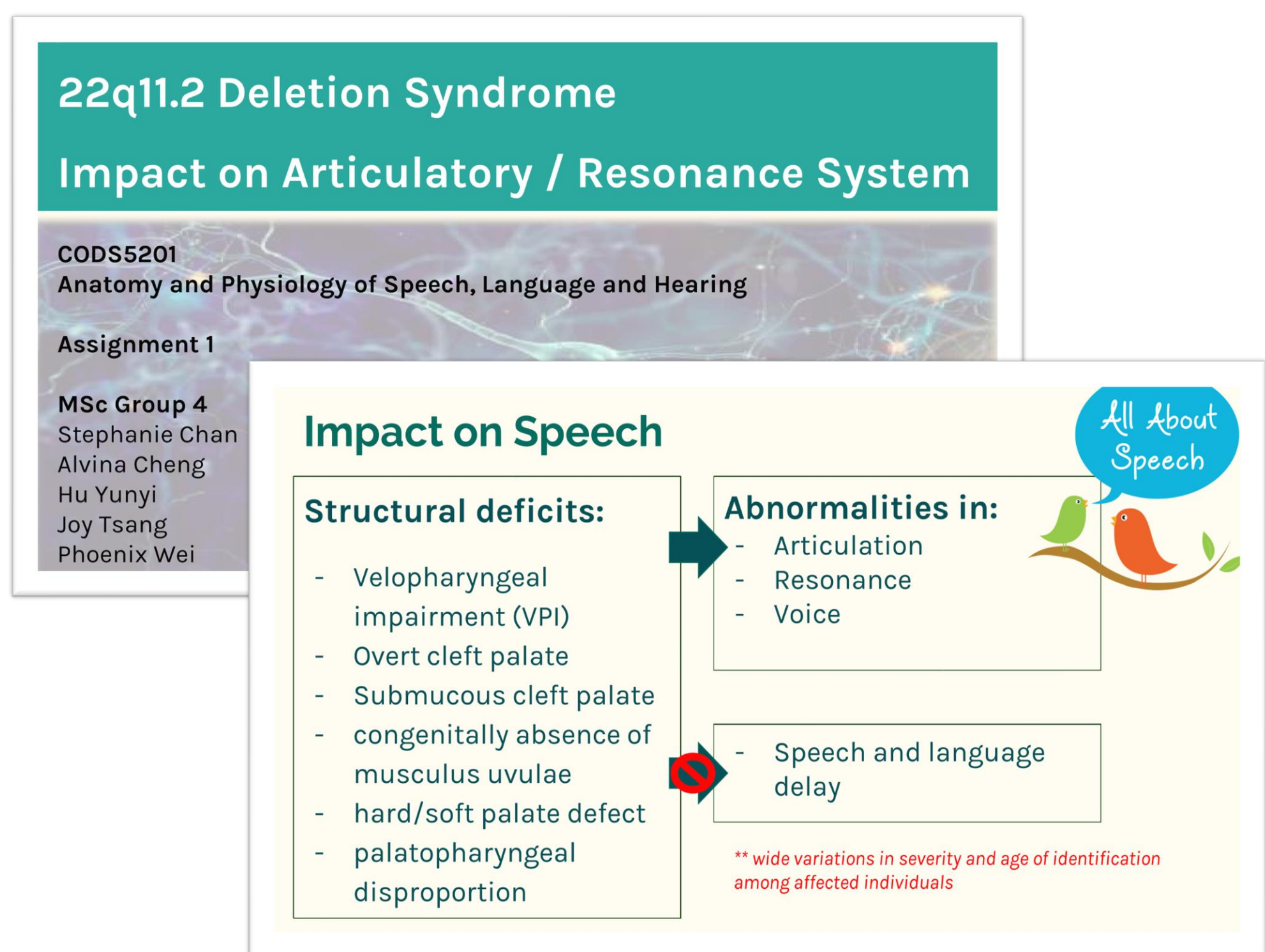
## Course Assessment Methods



Laboratory Exam



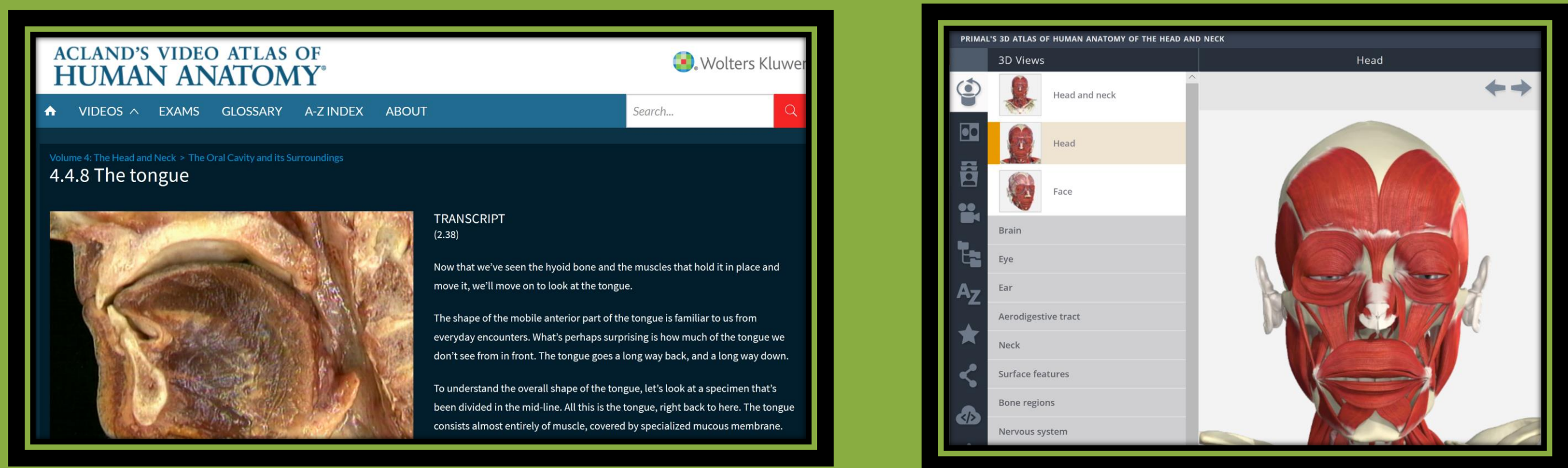
Online Quizzes



Expert Groups

## Pedagogical Enhancing Elements

### Computer-Aided Instruction & Learning (CAI & CAL)



CUHK Library Key Multimedia Databases

### Laboratory Sessions (Multi-Faculty, Anatomage Table, 3D Models)



Choh-Ming Li Basic Medical Sciences Building, Dissecting Lab

### Artistic Approaches



Drawing the Facial Muscles

### Medical Imaging



Speech Nasendoscopy

## Student Feedback

“I really like the idea of having a number of lecturers who are each an expert in their fields to teach this course. I particularly appreciate that Mr. Jason Kan and Dr Pereira use different approaches to help us remember the anatomical terms”

“Really enjoyed the whole programme, esp. the lab sessions, very rewarding. The lab sessions give a clearer idea of what we have been learnt in classes, to check our understanding. Neuro is difficult.” Hopefully to be less demanding”

“Really enjoyed the lab sessions. Thank you.”

### CTE RATING

Overall I am satisfied with this course  
(Course mean=5.222 out of 6.000)



#### References

1. Martin K, Bessell NJ, Scholten I. The perceived importance of anatomy and neuroanatomy in the practice of Speech-Language Pathology. *Anat Sci Educ.* 2014; 7: 28-37.
2. Estai M, Bunt S. Best teaching practices in anatomy education: A critical review. *Annals of Anatomy.* 2016; 208: 151-157.
3. Losco CD, Grant WD, Armson A, Meyer AJ, Walker BF. Effective methods of teaching and learning in anatomy as a basic science: A BEME systematic review: BEME guide no. 44. *Medical Teacher.* 2017; 39(3): 234-243. doi: 10.1080/0142159X.2016.1271944