3 - Clinical Anatomy

PO-057 - (23984) - THE ROLE OF CULTURE AND COPING IN DISSECTION EXPERIENCES ACROSS MULTINATIONAL MEDICAL SCHOOL CURRICULA

I. Hajj Hussein (United States of America)[1]; C. Davidson (United States of America)[1]; A. Jurjus (Lebanon)[2]; A. Zenebe (Ethiopia)[3]; E. Abdel Meguid (United Kingdom)[4]; J. Gemechu (United States of America)[1]

1 - Oakland University William Beaumont School of Medicine; 2 - American University of Beirut, Faculty of Medicine; 3 - Addis Ababa University, College of Health Sciences, School of Medicine, Department of Anatomy; 4 - School of Medicine, Dentistry and Biomedical Sciences, Queen's University

Inaya Hajj Hussein
Rochester, MI

Cameron Davidson
Rochester, MI

Abdo Jurjus
Beirut

Abay Zenebe
Addis Ababa

Eiman Abdel Meguid
Belfast

Jickssa Gemechu
Rochester, MI

None

Anatomy is one of the oldest disciplines in medical education, with cadaveric dissection remaining a cornerstone of early medical training since the 12th century. This experience, while pedagogically valuable, often evokes strong emotional reactions, especially during first exposure. This study explores emotional responses, anxiety, cultural attachment, and coping strategies among first-year medical students from four institutions: Oakland University William Beaumont School of Medicine (OUWB), American University of Beirut (AUB), Queen's University Belfast (QUEENS), and Addis Ababa University (ETH).

Students completed a two-time-point online survey: one week before (Time 1) and one week after (Time 2) their first dissection session.

Emotional responses varied significantly across institutions at Time 1, but these differences diminished by Time 2. Cultural attachment remained stable between time points, suggesting it may act as a foundational influence rather than a reactive one. Anxiety levels declined at Time 2 across all schools. While positive coping strategies did not significantly differ at Time 1, differences emerged at Time 2. Negative coping strategies showed significant variation at both time points.

The findings highlight that cultural and curricular contexts influence students' emotional preparation and adaptation to dissection. Cultural attachment appears to be a stable and predictive factor, particularly in promoting positive coping strategies. Overall, students experienced reduced anxiety and negative coping, and an increase in positive coping after dissection. These insights emphasize the importance of cultural sensitivity and emotional support in anatomy education.

Palavras-chave : Anatomy, Dissection, Culture