

and they frequently mentioned the need for more clinical anatomy lectures in the anatomy curriculum. The Bologna Process brought a new approach to teaching in the anatomy curriculum. The various clinical anatomy electives satisfy the demands of medical students who are especially interested in the surgical sciences. On the other hand, the medical students who are not interested in clinical anatomy have the option of choosing other electives which they are really interested in. Additionally, the clinical anatomy lectures also have great importance for the integration of basic and clinical sciences. In conclusion, the Bologna Process is advantageous for a better quality of clinical anatomy education for the students who really need it.

P19. SMITH, CLAIRE, ABIGAIL SHARP and ANDREW DILLEY, Department of Anatomy, Brighton and Sussex Medical School, University of Sussex, United Kingdom. **How students perceive the use of ultrasound in teaching anatomy.**

Living anatomy with ultrasound imaging has been taught in pre-clinical medical education at Brighton and Sussex Medical School (BSMS) for several years. This study set out to determine student attitudes towards living anatomy and ultrasound teaching sessions in Year 1 and 2 at BSMS. Each system-based module has at least one ultrasound session which is taught by faculty and anatomy demonstrators. The project sought views of second, third and fourth year medical students (N=13) through a series of focus groups. The study had ethical approval. Through thematic coding, the results revealed it was an acceptable expectation that students would undress for sessions. Fellow students felt frustration at those who routinely refused to undress (except for religious reasons). There was also felt to be pressure on males to be the model (sometimes to the detriment of their education). There were concerns raised about body image. Transabdominal pelvic ultrasound was acceptable to all students; the main concern being an incidentally discovered pregnancy. The findings support stronger implementation of the expectation that every student will be the ultrasound model, and inclusion of pelvic ultrasound in the curriculum. The findings also recommend a longitudinal implementation of ultrasound throughout medical education.

P20. ALAM, ALI, CECILIA BRASSETT and ROBERT WHITAKER, Human Anatomy Teaching Group, Department of Physiology, Development and Neuroscience, University of Cambridge, Cambridge, United Kingdom. **Anatomical illustrations: realism or abstraction?**

Medical illustrations are integral to the teaching of medicine, by visually representing structures, concepts and principles. Such drawings can be produced in different ways using various media, ranging from hand-drawn to computer generated images. Anatomy teaching has particularly benefitted from the use of images, usually with the illustrations being closely associated with text to explain the distinctive features and fine details of different regions of the body. In recent years, however, anatomical illustrations have undergone dramatic changes. The advent of software such as *Adobe Illustrator* has produced a marked improvement in the quality of these images. Whereas traditional hand-drawn illustrations typically aim for photorealism, computer generated images are able to take an image and emphasise individual aspects using colour, shading, and other special effects. In recent years, moreover, the process of graphical abstraction in non-photorealistic rendering (NPR) enables the selective enhancement of specific features in anatomical illustrations. While such images may not bear a close resemblance to the real objects themselves, they are nonetheless effective in helping students appreciate 3D relationships. The use of NPR provides simple, clear illustrations that students can relate to and understand easily, and constitutes an important tool in the growing armoury of anatomy teaching resources.