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Research Result Summaries

Fall 9-14-2022

On the Design and Delivery of Human Anatomy Courses in Canadian Kinesiology Programs

John Kelly

University of Windsor, kelly1x@uwindsor.ca

David Andrews

University of Windsor, dandrews@uwindsor.ca

Nicolette Richardson

York University, nrichar@yorku.ca

Diane Gregory

Wilfrid Laurier University, dgregory@wlu.ca

Megan Murtagh

University of Windsor, murtaghm@uwindsor.ca

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Recommended Citation

Kelly, J., Andrews, D., Richardson, N., Gregory, D., & Murtagh, M. (2022). On the Design and Delivery of Human Anatomy Courses in Canadian Kinesiology Programs. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/134>

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Human anatomy is a key subject area within undergraduate kinesiology programs. However, literature detailing the course structures, available resources, and teaching approaches used to deliver anatomy education in kinesiology programs is lacking. The present study sought to address this deficit by surveying instructors in Canadian university and college kinesiology programs regarding the anatomy courses they offer. The mean (\pm SD) reported enrollment across 48 courses (46.2% response rate) was 250 (285) students and the mean student/instructor ratio was 20:1 (9) for the laboratory/tutorial sessions. Systemic or regional approaches to teaching were utilized in 39.6% of courses each, while 20.8% used both. Weekly contact times for in-person lectures and laboratories were 2.7 (0.5) hours and 1.9 (0.8) hours, respectively. Written assessments (e.g., examinations) accounted for 64% (20) of students' final grades, while practical tests accounted for 29% (18), and other assignments 7%. Joints and the skeletal, muscular, and nervous systems were the most covered units (>85% of courses). The most common resources available to students were atlases, plastic models, skeletons, and interactive software; human cadaver dissection was only used in 7% of courses. Primary instructors for 95.5% of courses were permanent faculty/staff, but student assistants were utilized in half the courses, mostly for marking and laboratory activities. Overall, these results add considerably to the literature from allied health disciplines and fill a deficit in studies on the teaching methods and resources used for human anatomy education within Canadian undergraduate kinesiology programs. Accordingly, these findings may be used to inform curriculum design and best practices in anatomy course delivery.