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The range for gross anatomy is 55 to 252 hours, for microscopic anatomy 20 to 160 hours, for neuroscience is 9 to 180 hours, and for embryology 3 to 65. This finding suggests that total course hours are a function of institutional curricular design and that no institution has identified a magical number of hours that are necessary when presenting material in a

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Education is an official publication of the American Association for Anatomy. The aim of this journal is to provide an international forum for the exchange of ideas, opinions, innovations and research on topics related to education in the anatomical sciences of gross anatomy, embryology, histology, and neurosciences at all levels of anatomical sciences education

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Dr. Ronald Easteal. Dr. Easteal is an Associate Professor in Anatomy and Cell Biology and has been teaching Anatomy at Queen's University since 1975. He is a mining engineer and obtained his PhD degree in Anatomy at Queen's University. Dr.

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Abstract. Curricular changes continue at United States medical schools and directors of gross anatomy, microscopic anatomy,

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embryology/neuroanatomy,
and embryology courses
continue to adjust and
modify their offerings.

Developing and supplying
data related to current
trends in anatomical
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Topics related to education in the anatomical sciences of gross anatomy, embryology, histology, and neurosciences at all levels of anatomical sciences education including, undergraduate, graduate, post-graduate, allied health, medical (both allopathic and osteopathic), and dental.

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The disciplines perceived most relevant for clinical practice were neuroanatomy (100% of respondents agreeing) and gross anatomy (99.2%), followed by histology (86.0%) and

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embryology (81.1%). Respondents also perceived their training to be most adequate in neuroanatomy (99.3%) and gross anatomy (99.2%) followed by histology (91.4%) and embryology (85%).

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Translational Research in Anatomy is an international peer-reviewed and open access journal that publishes high-quality original papers. Focusing on translational research, the journal aims to disseminate the knowledge that is gained in the basic science of

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The discipline of anatomy has had a pivotal influence on the history of medicine as it serves almost as the language of medicine. This concept has not been changed till today, but the

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modalities that we use to understand the subject have been significantly changed. This book is unique in that the essential contents are put together allowing one to browse through anatomical knowledge on a daily basis. It should also satisfy anyone who believes that medical faculty must follow a system which is educationally sound. Developing an excellent anatomy curriculum, assessment system, and anatomy resource centre are key to success that will allow us to address the question of how do we teach anatomy? If we have to continue teaching an

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Embryology, histology, and neuroanatomy are important subjects for medical students. We must be innovative in terms of our approach of teaching in the presence of decreased contact hours to fulfil the curricular need of more integration. This book will target medical educationists and students who may find it easier to develop concepts in gross anatomy, embryology, histology and neuroanatomy. Since planning learning experiences, their implementation and student assessment, are closely related activities, care is taken to develop a process for clinically-oriented multiple choice questions in

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anatomy that satisfy the theme and objectives of anatomy. The issues related to laboratory activities have also been addressed so as to emphasise objective-structured practical examination that is integrated and clinically relevant during the early period of the medical curriculum. The students perception has been brought to our attention and given a great focus. This book for the first time addresses education in anatomy and provides a great resource for medical schools engaged in problem-based learning or integrated systems curriculums.

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The field of anatomy is dynamic and fertile. The rapid advances in technology in the past few years have produced exciting opportunities in the teaching of gross anatomy such as 3D printing, virtual reality, augmented reality, digital anatomy models, portable ultrasound, and more. Pedagogical innovations such as gamification and the flipped classroom, among others, have also been developed and implemented. As a result, preparing anatomy teachers in the use of these new teaching tools and methods is very timely. The main aim

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of the second edition of Teaching Anatomy — A Practical Guide is to offer gross anatomy teachers the most up-to-date advice and guidance for anatomy teaching, utilizing pedagogical and technological innovations at the forefront of anatomy education in the five years since the publication of the first edition. This edition is structured according to the teaching and learning situations that gross anatomy teachers will find themselves in: large group setting, small group setting, gross anatomy laboratory, writing examination questions,

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designing anatomy curriculum, using anatomy teaching tools, or building up their scholarship of teaching and learning. Fully revised and updated, including fifteen new chapters discussing the latest advances, this second edition is an excellent resource for all instructors in gross anatomy.

EMBRYOLOGY provides a concise and highly illustrated text, which confines its descriptions to those that are relevant for modern undergraduate and postgraduate medical courses, and similar courses in other related

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Embryology. An appreciation of embryology is essential to understand topological relationships in gross anatomy and to explain many congenital anomalies. Each chapter is supplemented by clinical point 'boxes' and by key revision points. Text in concise Illustrated Colour Text style, so core information on embryology can be quickly recognised and digested. Clear full colour diagrams and pictures make the embryological concepts clear and easily assimilated. Clinical boxes highlight essential points of importance to medical students.

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The older traditional Human Anatomical Textbooks included numerous anatomical eponyms. This was a desire to perpetuate the memory of original investigators by associating their names with the anatomical structures that they had discovered. The current trends in most medical school curricula have reduced the subject matter in Human Anatomy to its barest essentials with the elimination of all eponyms. Both students and teachers are now deprived of learning the history associated with many of the former great anatomists. The objective of this book is therefore to introduce

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eponyms with pictures or plates depicting the investigator for which the anatomical structure is named. Only the more common eponyms associated with the various anatomical systems of the human body are included.

The study of the Nervous System is -undoubtedly- becoming a very important field in Medical Studies. Without a good basis in Neuro-anatomy the interpretation of neurologic signs and symptoms in Clinical Medicine would be a very difficult -if not an impossible- task. In all leading Universities the

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“Anatomical Sciences” are now taught in the form of three, more or less, separate - but nevertheless allied - disciplines : 1. Gross morphology of the human body, excluding the brain. This forms the subject of Gross Anatomy “proper”. 2. Neuro-anatomy which entails the study of the gross morphology of the brain and spinal cord, as well as the study of their connections and tracts (a subject now called Tractology). 3. Histology and Embryology; the microscope being an important tool to study and understand both subjects. I am however, convinced that

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the most logical and the most productive approach to the study of the Nervous System is to combine the viewpoints of three closely dependent subjects: Neuro-anatomy, Neuro-physiology as well as a basis of Clinical Neurology. It has been my practice in conducting my lectures to place considerable emphasis on the "clinical aspects"; I feel this is important as it strengthens motivation and gives the students a reason for learning their anatomical sciences in general and their Neuro-anatomy in practical. It has been my aim to place at the disposal of the medical

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students a book of convenient size which will provide them with a working knowledge on Neurology and also to select for them, from the great accumulation of material, the least but the most effective methods of dealing with the Nervous System. This book is not meant to be an exhaustive treatise on Neuro-anatomy. I only hope that it will offer a good basis of structure and function which will be of value in understanding how the brain and spinal cord function. I believe that the best textbook cannot take the place of a good lecture; yet I do also believe that the provision

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of well-planned illustrations is, perhaps, more important in understanding the different E and perhaps also difficult - connections of the Nervous System than in any other branch of medicine. The illustrations are presented in such a way that they clarify - and even amplify - the text.

Issues for 1906- include the proceedings and abstracts of papers of the American Association of Anatomists (formerly the Association of American Anatomists); 1916-60, the proceedings and abstracts of papers of the American Society of

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