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salient features unique compendium presenting core and important anatomical concepts in a concise and student friendly format a seamless integration of text and visualsall chapters are thoroughly revisedintegrated anatomy to major clinical subjects like surgery medicine obg ent and pediatricsneuroanatomy extensively covered especially for nimhans examwell illustrated with 700 diagrams and flowcharts simplified to enhance the understanding of key conceptsview anatomy from a clinical perspective with hundreds of clinical aspects boxes given with all structures the chapter at a glance at the end of every chapter outlines memory triggering visuals along with text to help you remember chapter content200 high yield remember and mnemonics boxes given as extra tools for remembering the most important information from examination perspectiverecent questions of 2017 18 of all the important national level exams included

our basic philosophy of medical education must be directed not toward creating a neurosurgeon a family practitioner a cardiologist or a general pediatrician but toward creating an undifferentiated stem cell physician who is so well prepared that he or she is fully capable of taking any career path after medical school every indication is that our goal is being met the new curriculum is preparing students for the demands and responsibilities of a new era of medicine science and medical arts from the foreword by michael m e johns m d the curriculum taught in many u s medical schools today has been altered little since 1910 now spurred in part by the recent sweeping changes in health care delivery medical schools are re evaluating their curricula the goal is to develop a program of medical education that not only reflects the latest scientific advances but also prepares physicians in the fields and specialties society now needs this book provides an extensive description of the process and outcome of developing a completely new curriculum at the johns hopkins university school of medicine the book is organized around the subjects and courses taught basic sciences physician and

society medical informatics and clinical medicine chapters also consider evaluation and reform of the curriculum the contributors johns hopkins faculty members who participated in developing the components of the curriculum discuss differences between the old and new courses and programs reasons for the changes and the process used to plan and implement them throughout the material is presented in a way that permits easy generalization and adaptation to other medical schools contributors catherine d de angelis m d diane m becker sc d gert h brieger m d ph d leon gordis m d h franklin herlong m d k joseph hurt michael m e johns m d langford kidd m d f r c p michael j klag m d harold p lehmann m d ph d nancy ryan lowitt m d ed m lucy a mead sc m thomas d pollard m d henry m seidel m d john h shatzer jr ph d patricia a thomas m d f a c p victor velculescu charles m wiener m d

it was in 1660s england according to the received view in the royal society of london that science acquired the form of empirical enquiry we recognize as our own an open collaborative experimental practice mediated by specially designed instruments supported by civil discourse stressing accuracy and replicability guided by the philosophy of francis bacon by protestant ideas of this worldly benevolence by gentlemanly codes of decorum and by a dominant interest in mechanics and the mechanical structure of the universe the members of the royal society created a novel experimental practice that superseded former modes of empirical inquiry from aristotelian observations to alchemical experimentation this volume focuses on the development of empiricism as an interest in the body as both the object of research and the subject of experience re embodying empiricism shifts the focus of interest to the life sciences medicine physiology natural history in fact many of the active members of the royal society were physicians and a significant number of those disciples of william harvey and through him inheritors of the empirical anatomy practices developed in padua during the 16th century indeed the primary research interests of the early royal society were concentrated on the body human and animal and its functions much more than on mechanics similarly the académie des sciences directly contradicted its self imposed mandate to investigate nature in mechanistic fashion devoting a significant portion of its mémoires to questions concerning life reproduction and monsters consulting empirical botanists apothecaries and chemists and keeping closer to experience than to the cartesian standards of well founded knowledge these highlighted empirical studies of the body were central in a workshop in the beginning of 2009 organized by the unit for history and philosophy of science in sydney the papers that were presented by some of the leading figures in this area are presented in this volume

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