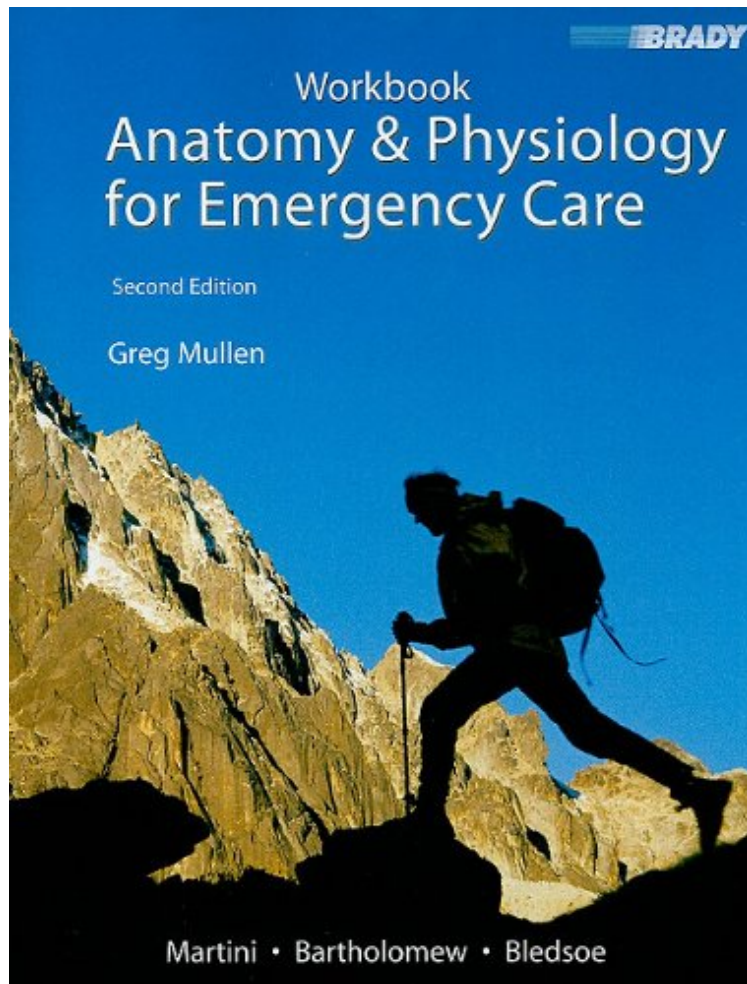


(Mobile book) Student Workbook for Anatomy Physiology for Emergency Care

Student Workbook for Anatomy Physiology for Emergency Care

Gregory H Mullen, Edwin F. Bartholomew, William C. Ober, Claire W. Garrison, Bryan E. Bledsoe
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For courses in Anatomy and Physiology for EMS. This first and only EMS specific text has been developed to meet the needs of an EMS program and the interests of EMS students, covering appropriate anatomy and physiology as well as specific clinical applications. It will enable students to develop their problem solving skills, build a foundation of basic concepts and essential knowledge, and master terminology and principles important to an understanding of the human body.

From the Back Cover Brady has joined the market-leading AP author team with one of the premier EMS authors to create the perfect resource for EMS AP courses. Placing emphasis on essential fundamental concepts, applications, and terminology without excessive detail, concepts are presented in a clear style and backed by an outstanding illustration program. Innovative EMS content and pedagogical elements make this an excellent choice for brief AP courses. FEATURES EMS-specific applications at the end of every chapter provide an emergency care focus to AP discussions. Clinical applications within every chapter help students better comprehend the material. A superior illustration program features award-winning art and photos that are clear and easy to study from. "Concept Check Questions" test comprehension of basic concepts. opportunities include review summary outlines and 3 levels of review questions. Concept links highlight new material that builds on previous discussions. Excerpt. Reprinted by permission. All rights reserved. Preface to the Student HOW TO SIMPLIFY YOUR LIFE: Getting the Most Out of This Book This textbook was designed to help you master the terminology, basic concepts, and principles important to an understanding of the human body. It has three primary goals: Building a foundation of essential knowledge (What structure is that? How does it work? What happens when it doesn't work?). Such a foundation will support further courses dealing with specific topics in human anatomy and physiology. Providing a framework for interpreting and applying related information obtained outside the classroom. This framework should make it possible for you to utilize what you learn in this course in analyzing everyday problems and situations. Providing an introduction to common. emergency medical problems through discussion of relevant pathophysiology in conjunction with the presentation of normal anatomy and physiology. This will allow you to better understand the physiological basis of disease and will be continually reinforced as you undertake clinical courses that prepare you for actual patient care. In addition, the need for well-trained professionals in the allied health field is greater than ever. To succeed in an allied health career, you must master the same skills that you need to succeed in this course. You must do more than develop a large technical vocabulary and retain a large volume of detailed information. You must learn how to learn how to organize new information, connect it to what you already know, and then apply it as needed. Can a text simplify this process? No textbook can give you more time. A text can, however, help you make better use of your time. By presenting the material in a clear, logical way that stresses concept organization, this text provides you with a strong foundation of essential knowledge and a framework for integrating and applying that knowledge. For example, certain themes and patterns appear again and again in the study of anatomy and physiology. The conceptual material will be much easier to deal with if you learn to recognize those patterns; and organize the information accordingly. With this realization in mind, we've taken extra care to highlight the important patterns, create a sensible framework, and organize new information around that framework. The User's Guide that follows this page describes the many learning aids that are built into this text. If you use them, they will help you improve your study skills and will make you more efficient at learning and integrating new information. These features were developed through feedback from students and instructors on campuses across the United States, Canada, Australia, New Zealand, and Europe. Many students, in person or by phone or e-mail, have told us that this, system really works for them when other presentations styles have not. Take the time to examine this User's Guide carefully, and ask your instructor if you have questions about any of this book's learning aids. If you invest the time now, you can learn to use the book properly from the outset. Doing so will ensure that you will get the most from the time you invest in this course. In addition, becoming a more efficient learner will set you forth on a lifetime of learning that will make you a more valuable future professional, constantly improving and growing long after you've taken your last exam. Preface to the Instructor WORLD IS CHANGING The times in which we now live are full of change. The Information Age has brought an explosion in what we know, how we know what we know, and how we share what we know. The field of anatomy and physiology is an excellent case in point. New techniques and better communication have expanded our understanding of the intricate workings of the human body. New therapies and protocols have been developed to combat disease, reduce suffering, and promote good health. New methods of accessing and sharing information have linked health professionals around the world. Technology has facilitated the acquisition and distribution of information, and medical professionals have learned to use new technologies to increase their effectiveness as well as to improve the quality of medical care. Demographic changes have also had a profound impact on the field of anatomy and physiology. With the average age of the population increasing, the demand for health services has increased strongly and will continue to do so for decades to come. As a result, there have never been greater opportunities for employment in applied-health related fields, from

gerontology and nursing to sports training, from dietetics to occupational health and safety. Many students are interested in the field of emergency medical services. These technological and demographic changes have created a strong demand for a well-trained, flexible work force. To be effective in almost any job today, you must know how to access and absorb new information, to use (or learn to use) available technology, and to solve problems. These requirements are especially apparent in the applied health fields. What we teach our students today will not include everything they will need to know 10 years from now. For those of us who prepare students for careers in the health sciences, it has become more important than ever to provide students not only with a specific set of skills and knowledge, but also with the skills needed for lifelong learning. As the world has changed, so has the field of emergency medical services (EMS). The practice of emergency medicine is a bona fide medical specialty. Competent prehospital emergency care is now expected by the public. As the profession evolves, we are beginning to take a long and hard look at many of our practices and procedures using sound scientific principles. Quality research in EMS is being conducted in a great number of our medical schools and other institutions of higher learning. Also, technology has changed the face of emergency practice. Many procedures, once limited to the emergency department, are now possible in the ambulance. These include 12-lead ECGs, pulse oximetry, capnography, and many others. Likewise, the hospital practice of emergency medicine has changed. Bedside ultrasonography by the emergency physician has become the standard of care. Sophisticated diagnostic imaging, including CT, MRI, nuclear medicine, and other techniques are now available 24 hours a day, often within the confines of the emergency department. Although emergency medicine is becoming high tech, it is important to remember that it also should be "high touch." A comforting touch, a concerned ear, and a quiet voice can oftentimes provide more care than all of our technology combined. Always remember, treat the patient, not the monitor. *Anatomy Physiology for Emergency Care* is an enhanced edition of *Essentials of Anatomy Physiology*, second edition (Martini/Bartholomew). It has been developed to meet the needs and interests of EMS students, who are eager to begin learning clinical information. "Emergency Care Applications," written specifically for EMS students, appear at the end of each chapter, enhancing the basic science material. Many illustrations within these applications sections detail actual emergency scenes. They contribute to a clinical focus and complement the high-quality anatomy and physiology art. In addition, clinical inserts and discussions throughout the text highlight important topics of interest to the EMS community. SIMPLIFY There have also been many changes in terms of the resources available to assist in the teaching of difficult concepts in anatomy and physiology. The use of animations and simulations, for instance, enables us to communicate abstract processes more effectively than ever before to students. Professionally developed lecture resources with a consistent style and terminology help us integrate new tools into our teaching in an efficient manner. On-line study tools can supplement office hours with 24-hour, on-demand remediation ideal for today's students, many of whom are juggling work, family, and school responsibilities. The focus of this text and learning system has been to simplify the processes of teaching and learning anatomy and physiology. Much as we would like to, we cannot create materials that will give any of us more time. But a carefully designed text and supplements package can help both instructors and students make better use of the time you do have. This is why we have developed a teaching/learning package to be as consistent and fully integrated as is possible. *Anatomy Physiology for Emergency Care* has been carefully designed to place information in a meaningful context and to help students develop their problem-solving skills. The Preface to the Student and User's Guide outline the specific pedagogical framework that is one of the hallmarks of this text. Encouraging your students to acquaint themselves with and to use this system of pedagogy will help them simplify their study process. In this text, our aim has been to present information simply and clearly, with a suitable emphasis on the concrete, applied aspects of each topic. Those pursuing careers in the medical or allied health sciences will acquire the background needed to organize and integrate additional information. For those seeking careers outside the biomedical fields, the perception that anatomical and physiological processes are understandable, relevant, and logical should remain intact and valuable long after the origin and insertion of the latissimus dorsi muscle have been forgotten. A consistent art style, close integration of text and art, and consistent terminology throughout are some of the additional ways in which we strive to simplify the teaching and learning process. Throughout this project, we have been fortunate to work with William Ober, M.D., a physician who is...