

Review of anatomy education in Australian and New Ze

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Should there be a national core curriculum for anatomy?. ANZ Journal of Surgery, 2010, 80, 475-477.	0.3	25
2	Back to the future: teaching anatomy by whole-body dissection. Medical Journal of Australia, 2010, 193, 668-671.	0.8	76
3	Delivering supplemental anatomy education: the University of Queensland model. Medical Journal of Australia, 2011, 195, 449-449.	0.8	3
4	Perioperative care in elective colorectal surgery. ANZ Journal of Surgery, 2011, 81, 663-664.	0.3	2
5	Contemporary teaching of anatomy in Australian medical schools: are we doing enough?. ANZ Journal of Surgery, 2011, 81, 662-663.	0.3	10
6	Medical student-initiated anatomy education: an extracurricular experience at a regional medical school. Medical Journal of Australia, 2012, 197, 218-218.	0.8	5
7	A dissecting competition for medical students. Anatomical Sciences Education, 2012, 5, 109-113.	2.5	4
8	Perceptions of anatomy: Critical components in the clinical setting. Anatomical Sciences Education, 2012, 5, 187-199.	2.5	69
9	Singapore's anatomical future: Quo Vadis?. Anatomical Sciences Education, 2012, 5, 234-240.	2.5	13
10	Modernization of an anatomy class: From conceptualization to implementation. A case for integrated multimodal multidisciplinary teaching. Anatomical Sciences Education, 2012, 5, 354-366.	2.5	202
11	Design, implementation, and evaluation of a postgraduate diploma in Surgical Anatomy. Anatomical Sciences Education, 2012, 5, 48-54.	2.5	15
12	Survival of the fittest in anatomical scholarship and the rapid evolution of Anatomical Sciences Education. Anatomical Sciences Education, 2012, 5, 1-2.	2.5	0
13	Online learning resources in anatomy: What do students think?. Clinical Anatomy, 2013, 26, 556-563.	1.5	36
14	Undergraduate anatomy teaching: Whose responsibility?. Journal of Medical Imaging and Radiation Oncology, 2013, 57, 261-262.	0.9	2
15	Changes in anatomy instruction and USMLE performance: Empirical evidence on the absence of a relationship. Anatomical Sciences Education, 2013, 6, 3-10.	2.5	38
16	The Role of Radiology in Preclinical Anatomy. Academic Radiology, 2013, 20, 297-304.e1.	1.3	66
17	A paradigm shift from teaching to learning gross anatomy: meta-analysis of implications for instructional methods. Journal of the Anatomical Society of India, 2013, 62, 84-89.	0.1	40
18	Student outcomes associated with use of asynchronous online discussion forums in gross anatomy teaching. Anatomical Sciences Education, 2013, 6, 101-106.	2.5	23

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19	Clinical embryology teaching: is it relevant anymore?. ANZ Journal of Surgery, 2013, 83, 709-712.	0.3	20
20	Computed tomography-enhanced anatomy course using enterprise visualization. Anatomical Sciences Education, 2013, 6, 332-341.	2.5	24
21	Factors influencing students' decisions to participate in a short "dissection experience" within a systemic anatomy course. Anatomical Sciences Education, 2013, 6, 225-231.	2.5	21
22	The benefits and limitations of using ultrasonography to supplement anatomical understanding. Anatomical Sciences Education, 2013, 6, 141-148.	2.5	52
23	The effect of face-to-face teaching on student knowledge and satisfaction in an undergraduate neuroanatomy course. Anatomical Sciences Education, 2013, 6, 239-245.	2.5	9
24	Students' perception of anatomy education at a Korean medical college with respect to time and contents. Anatomy and Cell Biology, 2013, 46, 157.	0.5	28
25	Teaching Anatomy in the XXI Century: New Aspects and Pitfalls. Scientific World Journal, The, 2013, 2013, 1-5.	0.8	119
26	Problem-based learning in medical education: one of many learning paradigms. Medical Journal of Australia, 2014, 201, 134-136.	0.8	17
27	Clinical embryology: is there still a place in medical schools today?. Scottish Medical Journal, 2014, 59, 188-192.	0.7	23
28	An approach toward the development of core syllabuses for the anatomical sciences. Anatomical Sciences Education, 2014, 7, 302-311.	2.5	60
29	An enriched multimedia eBook application to facilitate learning of anatomy. Anatomical Sciences Education, 2014, 7, 19-27.	2.5	62
30	Physician opinions about an anatomy core curriculum: A case for medical imaging and vertical integration. Anatomical Sciences Education, 2014, 7, 251-261.	2.5	87
31	The Current Status of Anatomy Knowledge: Where Are We Now? Where Do We Need to Go and How Do We Get There?. Teaching and Learning in Medicine, 2014, 26, 184-188.	1.3	49
32	Anatomy by whole-body dissection: what motivates surgeons to teach?. ANZ Journal of Surgery, 2014, 84, 803-804.	0.3	3
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34	Medical students call for national standards in anatomical education. ANZ Journal of Surgery, 2014, 84, 813-815.	0.3	20
35	Anatomy teaching: confusion continues. Do surgeons have the answer?. ANZ Journal of Surgery, 2014, 84, 800-801.	0.3	5
36	Accuracy of peripheral nerve assessment in junior medical staff: is our knowledge of anatomy sufficient for practice?. ANZ Journal of Surgery, 2014, 84, 802-803.	0.3	2

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37	Open approaches to the aorta in the endovascular era. ANZ Journal of Surgery, 2014, 84, 801-801.	0.3	0
38	Enhancement of anatomical learning and developing clinical competence of first-year medical and allied health profession students. Anatomical Sciences Education, 2014, 7, 181-190.	2.5	25
39	Anatomy in occupational therapy program curriculum: Practitioners' perspectives. Anatomical Sciences Education, 2014, 7, 97-106.	2.5	19
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43	Reviving out-of-copyright medical illustrations for use in medical curricula. Clinical Anatomy, 2015, 28, 822-824.	1.5	0
44	Factors influencing student performance on the carpal bone test as a preliminary evaluation of anatomical knowledge retention. Anatomical Sciences Education, 2015, 8, 133-139.	2.5	17
45	Anaesthesia Priorities for Australian and New Zealand Medical School Curricula: A Delphi Consensus of Academic Anaesthetists. Anaesthesia and Intensive Care, 2015, 43, 51-58.	0.2	8
46	Role of cadaveric dissections in modern medical curricula: a study on student perceptions. Anatomy and Cell Biology, 2015, 48, 205.	0.5	99
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48	3D printed reproductions of orbital dissections: a novel mode of visualising anatomy for trainees in ophthalmology or optometry. British Journal of Ophthalmology, 2015, 99, 1162-1167.	2.1	68
49	It's all in the mime: Actions speak louder than words when teaching the cranial nerves. Anatomical Sciences Education, 2015, 8, 584-592.	2.5	19
50	Posterior approach to kidney dissection: An old surgical approach for integrated medical curricula. Anatomical Sciences Education, 2015, 8, 555-563.	2.5	3
51	Teaching Anatomy. , 2015, , .		18
52	The State of Radiologic Teaching Practice in Preclinical Medical Education: Survey of American Medical, Osteopathic, and Podiatric Schools. Journal of the American College of Radiology, 2015, 12, 403-408.	0.9	12
54	Evaluating dissection in the gross anatomy course: Correlation between quality of laboratory dissection and students outcomes. Anatomical Sciences Education, 2015, 8, 45-52.	2.5	64
55	Use of High-Definition Audiovisual Technology in a Gross Anatomy Laboratory: Effect on Dental Students' Learning Outcomes and Satisfaction. Journal of Dental Education, 2016, 80, 128-132.	0.7	13

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57	Acquiring surgical skills: the history of surgical teaching at the University of Sydney 1883-2014. ANZ Journal of Surgery, 2016, 86, 448-453.	0.3	2
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59	Current integration of dissection in medical education in Australia and New Zealand: Challenges and successes. Anatomical Sciences Education, 2016, 9, 161-170.	2.5	18
60	Online dissection audio-visual resources for human anatomy: Undergraduate medical students' usage and learning outcomes. Anatomical Sciences Education, 2016, 9, 545-554.	2.5	41
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62	Student perceptions of independent versus facilitated small group learning approaches to compressed medical anatomy education. Anatomical Sciences Education, 2016, 9, 40-51.	2.5	43
63	Anatomy education for the YouTube generation. Anatomical Sciences Education, 2016, 9, 90-96.	2.5	214
64	Relevance of anatomy to medical education and clinical practice: perspectives of medical students, clinicians, and educators. Perspectives on Medical Education, 2022, 5, 338-346.	1.8	47
65	What anatomy is clinically useful and when should we be teaching it?. Anatomical Sciences Education, 2016, 9, 468-475.	2.5	42
66	An interactive, multi-modal Anatomy workshop improves academic performance in the health sciences: a cohort study. BMC Medical Education, 2016, 16, 7.	1.0	33
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68	Medical student preferences for self-directed study resources in gross anatomy. Anatomical Sciences Education, 2016, 9, 150-160.	2.5	58
69	Cadaveric anatomy in the future of medical education: What is the surgeons view?. Anatomical Sciences Education, 2016, 9, 203-208.	2.5	64
70	Social media and anatomy education: Using twitter to enhance the student learning experience in anatomy. Anatomical Sciences Education, 2016, 9, 505-515.	2.5	132
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72	Best teaching practices in anatomy education: A critical review. Annals of Anatomy, 2016, 208, 151-157.	1.0	472
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75	The effectiveness of virtual and augmented reality in health sciences and medical anatomy. <i>Anatomical Sciences Education</i> , 2017, 10, 549-559.	2.5	546
76	A critique of utilitarian and instrumentalist concepts for the teaching of gross anatomy to medical and dental students: Provoking debate. <i>Clinical Anatomy</i> , 2017, 30, 912-921.	1.5	15
77	A practical description and student perspective of the integration of radiology into lower limb musculoskeletal anatomy. <i>Irish Journal of Medical Science</i> , 2017, 186, 409-417.	0.8	7
78	Outcomes and satisfaction of two optional cadaveric dissection courses: A 3-year prospective study. <i>Anatomical Sciences Education</i> , 2017, 10, 127-136.	2.5	44
79	An unembalmed cadaveric preparation for simulating pleural effusion: A pilot study of chest percussion involving medical students. <i>Anatomical Sciences Education</i> , 2017, 10, 160-169.	2.5	3
80	Googling in anatomy education: Can google trends inform educators of national online search patterns of anatomical syllabi?. <i>Anatomical Sciences Education</i> , 2017, 10, 152-159.	2.5	9
81	Cadaveric dissection as an educational tool for anatomical sciences in the 21st century. <i>Anatomical Sciences Education</i> , 2017, 10, 286-299.	2.5	260
82	Taking the lead from our colleagues in medical education: the use of images of the in-vivo setting in teaching concepts of pharmaceutical science. <i>Journal of Pharmaceutical Policy and Practice</i> , 2017, 10, 22.	1.1	1
83	The Science of Anatomy: A historical timeline. <i>Sultan Qaboos University Medical Journal</i> , 2017, 17, e18-22.	0.3	12
84	An innovative approach study – Health students example. <i>SHS Web of Conferences</i> , 2017, 37, 01063.	0.1	1
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87	Undergraduate dental students' perceptions of head and neck anatomy teaching in Australia. <i>European Journal of Dental Education</i> , 2018, 22, e337-e342.	1.0	5
88	Anatomy learning from prosected cadaveric specimens versus three-dimensional software: A comparative study of upper limb anatomy. <i>Annals of Anatomy</i> , 2018, 218, 156-164.	1.0	39
89	The development of a core syllabus for the teaching of oral anatomy, histology, and embryology to dental students via an international "Delphi Panel". <i>Clinical Anatomy</i> , 2018, 31, 231-249.	1.5	29
90	Gross anatomy education for South African undergraduate physiotherapy students. <i>Anatomical Sciences Education</i> , 2018, 11, 554-564.	2.5	15
91	Stem cell treatments within surgical specialities: what is the evidence?. <i>ANZ Journal of Surgery</i> , 2018, 88, 11-12.	0.3	2

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92	Get SET: aligning anatomy demonstrator programmes with Surgical Education and Training selection criteria. ANZ Journal of Surgery, 2018, 88, E406-E411.	0.3	1
93	Experience from an optional dissection course in a clinically oriented concept to complement system-based anatomy in a reformed curriculum. Anatomical Sciences Education, 2018, 11, 32-43.	2.5	22
94	A meta-analysis of anatomy laboratory pedagogies. Clinical Anatomy, 2018, 31, 122-133.	1.5	119
95	The role of radiology in anatomy teaching in UK medical schools: a national survey. Clinical Radiology, 2018, 73, 185-190.	0.5	14
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98	From ancient to avant-garde: a review of traditional and modern multimodal approaches to surgical anatomy education. ANZ Journal of Surgery, 2018, 88, 146-151.	0.3	52
99	Anatomy education in occupational therapy curricula: Perspectives of practitioners in the United States. Anatomical Sciences Education, 2018, 11, 243-253.	2.5	10
100	Performance equivalency between computer-based and traditional pen-and-paper assessment: A case study in clinical anatomy. Anatomical Sciences Education, 2018, 11, 124-136.	2.5	12
101	The Impact of Alternating Dissection in Conjunction with Reciprocal Peer Teaching on Practical Exam Scores in a Medical Anatomy Course. Korean Journal of Physical Anthropology, 2018, 31, 83.	0.2	2
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103	Do we really need cadavers anymore to learn anatomy in undergraduate medicine?. Medical Teacher, 2018, 40, 1020-1029.	1.0	89
104	Perception of Ghanaian Medical Students of Cadaveric Dissection in a Problem-Based Learning Curriculum. Anatomy Research International, 2018, 2018, 1-7.	1.1	9
105	Predictors of confidence in anatomy knowledge for work as a junior doctor: a national survey of Australian medical students. BMC Medical Education, 2018, 18, 174.	1.0	26
106	Computer Assisted Learning: Assessment of the Veterinary Virtual Anatomy Education Software IVALA. Veterinary Sciences, 2018, 5, 58.	0.6	19
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109	The status of radiation oncology teaching in Australian and New Zealand medical schools. Journal of Medical Imaging and Radiation Oncology, 2018, 62, 828-834.	0.9	11

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112	Effects of alternate dissection on anatomy learning. Anatomy and Cell Biology, 2019, 52, 69.	0.5	6
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121	Anatomical Sciences in Chiropractic Education: A Survey of Chiropractic Programs in Australia. Anatomical Sciences Education, 2020, 13, 37-47.	2.5	6
122	Evaluation of Neuroanatomy Web Resources for Undergraduate Education: Educators' and Students' Perspectives. Anatomical Sciences Education, 2020, 13, 237-249.	2.5	6
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126	An evaluation of the effectiveness of teaching anatomy to rheumatologists through combined musculoskeletal sonoanatomy and human cadaveric dissection. Rheumatology Advances in Practice, 2020, 4, rkaa010.	0.3	1
127	From Scope to Screen: The Evolution of Histology Education. Advances in Experimental Medicine and Biology, 2020, 1260, 75-107.	0.8	19
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129	Mexican Educators Survey on Anatomical Sciences Education and a Review of World Tendencies. <i>Anatomical Sciences Education</i> , 2021, 14, 471-481.	2.5	10
130	Basic science education at medical school: views of students interested in pursuing a surgical career. <i>ANZ Journal of Surgery</i> , 2020, 90, 1840-1842.	0.3	1
131	Supplementary Regional Anatomy Teaching by Surgeons Enhances Medical Students Mastery of Anatomical Knowledge and Positively Impacts Their Choice of Future Career. <i>Journal of Surgical Education</i> , 2020, 77, 1113-1120.	1.2	5
132	Survey of Gross Anatomy Education in China: The Past and the Present. <i>Anatomical Sciences Education</i> , 2020, 13, 390-400.	2.5	26
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134	The Anatomical Society™s Core Anatomy Syllabus for Dental Undergraduates. <i>Journal of Anatomy</i> , 2020, 236, 737-751.	0.9	17
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136	A Randomised Control Trial and Comparative Analysis of Multi-Dimensional Learning Tools in Anatomy. <i>Scientific Reports</i> , 2020, 10, 6120.	1.6	10
137	Anatomy Students That are "Team-Taught" May Achieve Better Results Than Those That are "Sole-Taught". <i>Anatomical Sciences Education</i> , 2021, 14, 43-51.	2.5	6
138	A Surgical View of Anatomy: Perspectives from Students and Instructors. <i>Anatomical Sciences Education</i> , 2021, 14, 110-116.	2.5	6
139	The Universal Design for Learning Framework in Anatomical Sciences Education. <i>Anatomical Sciences Education</i> , 2021, 14, 71-78.	2.5	18
140	An Approach to Economic Evaluation in Undergraduate Anatomy Education. <i>Anatomical Sciences Education</i> , 2021, 14, 171-183.	2.5	15
141	Anatomy by Whole Body Dissection as an Elective: Student Outcomes. <i>Journal of Surgical Education</i> , 2021, 78, 492-501.	1.2	7
142	Perception of Medical Students and Doctors on Osteology Education. <i>Anatomy & Biological Anthropology</i> , 2021, 34, 1.	0.1	0
143	Musculoskeletal anatomy: evaluation and comparison of common teaching and learning modalities. <i>Scientific Reports</i> , 2021, 11, 1517.	1.6	22
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146	Surgical applied anatomy: alive and kicking. <i>ANZ Journal of Surgery</i> , 2021, 91, 832-836.	0.3	2
147	A Scoping Review of Effective Teaching Strategies in Surface Anatomy. <i>Anatomical Sciences Education</i> , 2022, 15, 166-177.	2.5	9

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148	Assessing Anatomy Education: A Perspective from Design. <i>Anatomical Sciences Education</i> , 2021, 14, 277-286.	2.5	10
149	The anatomy lesson of the SARS-CoV-2 pandemic: irreplaceable tradition (cadaver work) and new didactics of digital technology. <i>Croatian Medical Journal</i> , 2021, 62, 173-186.	0.2	17
150	Identificationâ€Based Multipleâ€Choice Assessments in Anatomy can be as Reliable and Challenging as Their Freeâ€Response Equivalents. <i>Anatomical Sciences Education</i> , 2021, 14, 287-295.	2.5	2
151	Is a little anatomy sufficient or is a little more too much?. <i>ANZ Journal of Surgery</i> , 2021, 91, 771-772.	0.3	0
152	The Importance of Optional Practical Anatomy Courses for Undergraduate Speech Therapy Students. <i>Anatomical Sciences Education</i> , 2022, 15, 187-197.	2.5	1
153	Neuroanatomy Teaching in Australian and New Zealand Medical Schools. <i>World Neurosurgery</i> , 2021, 149, e217-e224.	0.7	3
154	Virtual reality and annotated radiological data as effective and motivating tools to help Social Sciences students learn neuroanatomy. <i>Scientific Reports</i> , 2021, 11, 12843.	1.6	7
155	Musculoskeletal anatomy knowledge in Australian chiropractors. <i>Anatomical Sciences Education</i> , 2022, 15, 663-670.	2.5	1
156	Anatomy education for medical students in the United Kingdom and Republic of Ireland in 2019: A 20â€year followâ€up. <i>Anatomical Sciences Education</i> , 2022, 15, 993-1006.	2.5	28
157	The effect of simulationâ€based education before a cadaver dissection course. <i>Anatomical Sciences Education</i> , 2021, , .	2.5	2
158	Radiology perspective on anatomy teaching in Australia and New Zealand. <i>Surgical and Radiologic Anatomy</i> , 2022, 44, 5-8.	0.6	1
159	Anatomy Education Environment among Pre-Clinical Medical Students in Universiti Putra Malaysia Using Anatomy Education Environment Measurement Inventory. <i>Education in Medicine Journal</i> , 2021, 13, 21-29.	0.2	1
160	A Pipeline for Generating Interactive, Schematic 3D Surgical Anatomy Models. <i>Journal of Surgical Education</i> , 2021, 78, 1419-1424.	1.2	3
161	Innovating pathology learning via Kahoot! game-based tool: a quantitative study of students' perceptions and academic performance. <i>Alexandria Journal of Medicine</i> , 2021, 57, 215-223.	0.4	13
162	Dissecting the role of sessional anatomy teachers: A systematic literature review. <i>Anatomical Sciences Education</i> , 2018, 11, 410-426.	2.5	11
163	What do medical students learn from dissection?. <i>Anatomical Sciences Education</i> , 2018, 11, 325-335.	2.5	87
164	Assessing Anatomy as a Basic Medical Science. , 2020, , 393-404.		3
165	Disecando la crisis de la anatomÃa. <i>Revista Ciencias De La Salud</i> , 2016, 14, 301-311.	0.1	2

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167	Students' perception on anatomy education in Cyberjaya University College of Medical Sciences, Malaysia. <i>Journal of the Anatomical Society of India</i> , 2019, 68, 163.	0.1	4
168	Does simulation-based training facilitate the integration of human anatomy with surgery? A report of a novel Surgical Anatomy Course. <i>Folia Morphologica</i> , 2018, 77, 279-285.	0.4	5
169	The importance of surgeons teaching anatomy, especially by whole-body dissection. <i>Medical Journal of Australia</i> , 2015, 202, 18-19.	0.8	8
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171	Emphasis on various subtopics in the anatomy curriculum for chiropractic training: An international survey of chiropractors and anatomists. <i>Journal of Chiropractic Education</i> , 2015, 29, 37-42.	0.2	2
172	Study of Clinical Medical Teachers' Attitudes to the Knowledge of Gross Anatomy of Medical Students. <i>Korean Journal of Physical Anthropology</i> , 2014, 27, 211.	0.2	6
173	Clinician involvement in the teaching of anatomy to medical students. <i>Australasian Medical Journal</i> , 2015, 8, 247-248.	0.1	4
174	Simplifying the upper limb peripheral motor screen. <i>Journal of Postgraduate Medicine</i> , 2016, 62, 44-47.	0.2	0
175	Case Study on Osteology Practice at Human Anatomy Course: Focused on the Students in the Department of Biomedical Laboratory Science. <i>The Journal of the Korea Contents Association</i> , 2016, 16, 144-152.	0.0	1
176	Evaluating Acceptance of a Haptic Learning Resource from Various Perspectives. <i>IFIP Advances in Information and Communication Technology</i> , 2017, , 243-250.	0.5	0
177	Medical Students Knowledge About Clinical Importance and Effective Teaching Methods of Anatomy. <i>Shiraz E Medical Journal</i> , 2017, 18, .	0.1	2
178	The Perception and Satisfaction Survey of Human Anatomy Dissection Course Taught by Health Science Departments: Biomedical Laboratory Science, Physical Therapy, and Occupational Therapy. <i>Korean Journal of Clinical Laboratory Science</i> , 2017, 49, 489-494.	0.1	0
179	Indications for Kinesthetic Learning Through Haptic Devices. , 2019, , 1-8.		0
180	Teaching Anatomical Sciences to Dental Students. , 2020, , 495-507.		2
181	Development of a virtual reality clinically oriented temporal bone anatomy module with randomised control study of three-dimensional display technology. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021, 7, bmjstel-2020-000592.	0.7	0
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183	Axillary artery variation: The rule not the exception. <i>National Journal of Clinical Anatomy</i> , 2020, 9, 82.	0.1	1

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