



Chapter 9 and Chapter 18

Tab #1: pp. 290-291 New in-line figures, new streamlined introduction, & new Fig. 9.7 overview

Tab #2: pp. 694-695 New Focus Figure 18.2, The Cardiac Cycle

Tab #3: pp. p. 696 New “Draw” question

Tab #4: p. 704 Updated Clinical Case Study with new “NCLEX-Style questions.

Feature/Question	Page Number in Sample Chapters	Description
<p>How do you help your students manage the large amount of information in the course?</p> <p>How do you help your students keep sight of “big picture” concepts without getting lost in details and minutiae?</p> <p>The 11/e is carefully-paced to guide students to focus on “big picture” concepts and overview discussions before exploring details.</p>	<p>Ch. 9 p. 279 and Ch. 18 p. 670</p> <ul style="list-style-type: none"> Unique Chapter-Opening Roadmaps provide a visual overview of the key concepts in the chapter and show how they relate to each other. Each concept “brick” in the roadmap corresponds to a numbered section within the chapter, beginning with a declarative statement that helps learners quickly grasp the “big idea” of the topic discussion. <p>Ch. 18, p. 685 NEW! Text recall icons & references guide students to review specific pages where a concept was first introduced. p. 685 refers students to ◀Ch. 9 p. 288 and ◀Ch. 9 pp. 312-313</p> <p>Tab #1: Ch. 9, pp. 290-291 NEW streamlined introduction discusses the mechanisms of excitation and contraction of skeletal muscle, along with a NEW Fig. 9.7 overview 4 steps of skeletal muscle contraction.</p>	
<p>How do you engage your students in practicing visual literacy skills and interpreting visual information?</p> <ul style="list-style-type: none"> The text & associated figures are tightly integrated so that students never have to flip pages back & forth to connect visuals with words. Blue text annotations appear in selected figures—including Focus Figures--and represent the voice of an A&P instructor, highlighting important points. NEW! “Draw” questions ask students to create visuals that reinforce important concepts. NEW! 47 Check Your Understanding questions include an illustration as part of the question and require students to practice visual literacy skills. 	<p>Tab #1: Ch. 9, p. 290 NEW In-Line Figures are tightly integrated with the text prose to illustrate chemically-gated ion channels and voltage-gated ion channels.</p> <ul style="list-style-type: none"> EXPANDED! 31 unique In-Line Figures are strategically placed within the text to visually reinforce the text discussion. This is an example of how the authors carefully integrate art and text, almost always presenting words and visuals on the same 2-page spread so that readers can efficiently learn, visualize, and remember concepts. <p>Ch. 9, p. 292, pp. 294-295, p. 297 and Ch. 18, p. 681, (Tab #2) pp. 694-695 NEW Focus Figure 18.2, The Cardiac Cycle</p> <ul style="list-style-type: none"> EXPANDED! 6 NEW Focus Figures (for a total of 26) walk students through complex processes using exceptionally clear, easy-to-follow illustrations with integrated text explanations. Students can learn the basics of a concept or process just by studying these figures! 6 new “mini-animation” coaching activities support the 6 new Focus Figures. <p>Ch. 9, p. 281 NEW question #2 includes 3 photomicrographs, p. 289 questions #5 and #7 challenge students to label, draw, and apply information in figures. Ch. 18, p. 674 NEW question #4 reviews structures & functions of heart anatomy; (Tab #3) p. 696 questions #17 & #18 challenge students to make a prediction and label a graph.</p>	

Feature/Question	Page Number in Sample Chapters	Description
<p>How do you support students who are underprepared and need to learn basic science vocabulary?</p> <p>How do you help students advance from acquiring basic knowledge, to applying information, to practicing critical thinking and problem-solving?</p> <p>The 11/e supports both novice learners and expert students, guiding them to advance from mastering terminology to applying knowledge in clinical scenarios, to practicing the critical thinking a problem-solving skills that are required for entry to nursing, allied health, and exercise science programs.</p>		<p>NEW! Building Vocabulary Coaching Activities in Mastering A&P are a fun way to learn word roots and A&P terminology while building and practicing important language skills.</p> <p>Ch. 9, p. 283, Table 9.1 & pp. 312-313, Table 9.3 Ch. 18, p. 685, Table 18.1</p> <ul style="list-style-type: none"> EXPANDED! Summary Tables present key information and serve as manageable “one-stop shopping” study tools. 13 new Summary Tables have been added to the 11/e, and selected tables now include illustrations (see walkthrough p. 3). <p>Ch. 9, p. 281 NEW questions include: #2 “Make Connections,” p. 289 #7 “Draw,” p. 303 #15 “Apply” Ch. 18, p. 686 NEW, questions include: #11 “Make Connections,” (Tab #3) p. 696 #17 “Predict” and #18 “Draw”</p> <ul style="list-style-type: none"> NEW! A greater variety and range of “Check Your Understanding” self-assessment questions have been added & are assignable in Mastering A&P. <p>Ch. 9, pp. 321-322 and Ch. 18, pp. 704-705</p> <ul style="list-style-type: none"> NEW! All end-of-chapter Review questions are now organized into 3 levels of difficulty: Level 1: Remember/Understand; Level 2: Apply/Analyze; Level 3: Evaluate/Synthesize
<p>How do you motivate and prepare students for careers in health care that require problem-solving skills?</p> <ul style="list-style-type: none"> UPDATED Homeostatic Imbalance discussions alert students to the consequences of body systems not functioning optimally. Relevant photos have been added to selected discussions for visual reinforcement. The authors bring unique nursing & medical expertise to each chapter. To better understand the needs of her students, Elaine Marieb completed nursing school while teaching A&P full-time. Katja Hoehn is an M.D. and is active in teaching A&P. 		<p>Ch. 9, p. 279 and Ch. 18, p. 670</p> <ul style="list-style-type: none"> NEW! Screen previews encourage students to watch relevant “Career Connection” videos that introduce the chapter topic. The videos can be assigned in Mastering A&P & are also available open-access at https://goo.gl/88srfV <p>Ch. 9, p. 287 UPDATED Homeostatic Imbalance discussion on Duchenne muscular dystrophy with NEW photo of a boy with the disease.</p> <p>Ch. 9, p. 322 and Ch. 18, (Tab #4) p. 705</p> <ul style="list-style-type: none"> UPDATED! Clinical Case Studies feature NEW! “NCLEX-Style” questions that challenge students to apply knowledge to realistic clinical scenarios and give students practice answering the kinds of questions that they will eventually encounter on a licensing exam. Additional “NCLEX-Style” questions can be assigned in Mastering A&P.