

Appendix 1 to Schroeder T, Elkheir S, Farrokhyar F, et al. Does medical school anatomy exposure affect surgical residency applications? An analysis of Canadian residency match data. *Can J Surg* 2020.

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Appendix 1: Canadian Medical School Anatomy Research Questionnaire

Please complete the following table. Numbers should reflect the total mandatory hours during the entire three or four year medical school curriculum. If exact numbers are available, please include them in the space at the bottom of each box. The total hours from Rows 2 through 5 should approximate the total number of hours dedicated to gross anatomy in Row 1.

	1996-2000	2001-05	2006-2010	2011-2015	2016 - Current
Total hours dedicated to gross anatomy by any method	a) 0-24 b) 25-49 c) 50-74 d) 75-99 e) 100-124 f) 125-149 g) 150+	a) 0-24 b) 25-49 c) 50-74 d) 75-99 e) 100-124 f) 125-149 g) 150+	a) 0-24 b) 25-49 c) 50-74 d) 75-99 e) 100-124 f) 125-149 g) 150+	a) 0-24 b) 25-49 c) 50-74 d) 75-99 e) 100-124 f) 125-149 g) 150+	a) 0-24 b) 25-49 c) 50-74 d) 75-99 e) 100-124 f) 125-149 g) 150+
Hours spent in dissection	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+
Hours spent in prosection	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+
Hours spent in lecture	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+

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Hours spent in other (modules, PBL, small group)	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+	a) 0-19 b) 20-39 c) 40-59 d) 60-79 e) 80-99 f) 100+
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1) Currently Anatomy for medical students is taught at my institution by: (select all that apply)

- a) Lectures
- b) Prosection
- c) Dissection
- d) Small group tutorials or PBL
- e) Other (please describe):

2) Please summarize below any significant changes to your anatomy curriculum and the year they occurred (ie when your program started or ceased using cadaver dissection, significant hour reductions or increases etc.)

3) Please outline if/how cadaver dissection is performed at your institution in as much detail as possible.

4) Please indicate your level of agreement to the following statement:

"The teaching of gross anatomy at the medical student level is essential for preparing medical students for surgical residency."

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Strongly
Disagree _____ Disagree _____ Neutral _____
_____ Agree _____ Strongly Agree _____

5) How do you believe the teaching of gross anatomy in medical school impacts students' decisions to apply for surgical residency?

6) Please indicate which Medical School you are associated with:

Thank you for your help in completing this survey! For any questions about this survey or the associated research project, please contact Travis Schroeder (travis.schroeder@medportal.ca). If you would like to receive a copy of the final paper, please indicate so here and list your e-mail address: Yes / No E-mail address:
