ANATOMICAL VARIATIONS OF THE KIDNEYS AND THEIR VENOUS DRAINAGE: SOURCES OF IMAGING INTERPRETATION PITFALLS IN THE TRANSPYLORIC PLANE

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Key words: *kidney, blood supply, anatomical variations*

Anatomical variations of the kidneys and their vasculature may lead to confusion on imaging interpretation and subsequent misdiagnosis, surgical confusion, and, potential life-threatening bleeding complications. Typical axial imaging findings in the transpyloric plane include smooth convexity of the kidney, renal veins located anterior to renal arteries, and renal veins that drain to a singular inferior vena cava. This report highlights a series of cadaveric observations with include persistent lobulation of the kidney, duplication of the inferior vena cava, and retroaortic location of the renal vein. An understanding of these anatomical variations will prevent imaging interpretation errors and aid in the diagnosis and treatment of patients with anatomical variation of the kidneys and their vasculature.

ANATOMICAL VARIATIONS OF THE UPPER LIMB ARTERIES

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Key words: *upper limb, blood supply, variations, anatomy*

Material and Methods. Within the training preparation of a male corpse, fixed with a 10% formalin solution, we found the following anomalies in the structure of the arteries of the left upper limb.

Results and Discussion. The ulnar artery had an abnormally high origin. It branch off in the medial direction from the distal axillary artery in the projection of trigonum subpectorale below the site of the subscapular artery. Then it descended along the front surface of the shoulder in a medial biceps groove, accompanied by elements of the main neurovascular bundle. In the lower third of the arm, the artery deviated medially and, along with the ulnar nerve, lay on the posterior surface of the medial epicondyle. On the forearm, the ulnar artery was located in the eponymous furrow between the superficial flexor of the fingers of the hand and the ulnar flexor of the wrist, then continued on the palmar surface of the hand between the short arm muscle and the flexor retainer. Departures of the anterior and posterior recurrent elbow branches from the ulnar artery were not observed. The common interosseous artery in the case studied originated from the radial artery by a short trunk less than 1 cm and was divided into the anterior, posterior interosseous arteries and a branch directed toward the anterior surface of the elbow joint. From the posterior interosseous artery, in addition to the reciprocal interosseous artery, an additional vessel moved to the back surface of the elbow joint. The upper and lower collateral ulnar arteries started from the brachial artery with a single trunk, which was then divided into two branches.

Aim. The case of a variant arrangement of arteries described by us should be taken into account in operative interventions on the upper limb.

LYMPHOID STRUCTURES OF THE RAT SPLEEN UNDER EXPERIMENTAL CONDITIONS

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Key words: *spleen, lymphoid structures, stress, emotions*

Material and Methods. The microtopography of lymphoid structures of spleen of 212 Wistar male rats with different types of individual resistance to stress effects of experimental and control groups under emotional stress influence with preliminary injection of delta-sleep inducing peptide (DSIP) was studied.

Results and Discussion. The percentage of lymphocytes in periarterial lymphoid sheath (PALS) in the spleen of rats, an hour after emotional stress (ES), decreased by an average of 1.2 times in comparison with the control groups animals. The content of lymphocytes after the injection of DSIP without stress in stable to stress rats increased to 62.3% or 14.5±0.2 cells (in control 50.9% or 13.6±0.1 cells) ($p<0.05$). In predisposed to stress rats after the injection of DSIP without stress, the content of this cells increased to 53.2% or 21.6±0.1 cells, (in control — 39.2% or 17.6±0.07 cells) ($p<0.05$). The lymphocyte content after one-hour stress influence with the preliminary injection of DSIP in resis-

tant to stress rats increased insignificantly to 51.3% or 15.2±0.2 cells (in control 50.9% or 13.6±0.1 cells). Cells with destruction in the PALS of the spleen of control group (both predisposed and resistant to emotional stress) animals were found in isolated cases. Along with this, with the injection of DSIP, the content of macrophages and cells with destruction decreased in the experimental groups.

Conclusions. Thus, it has been shown that the preliminary injection of DSIP increased the lymphocyte content, which inhibits the effect of emotional stress.

ON THE PROBLEMS OF IMPROVING THE PROFESSIONAL EDUCATION OF UNIVERSITY MORPHOLOGY TEACHERS

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Key words: *professional education, morphology, scientific information*

Modern science is constantly enriched with new facts. In this regard, the teacher must have constantly updated scientific information both in the field of taught and related disciplines. It is not easy now for teachers of morphological disciplines to increase one's own professional level. There are a number of factors that impede successful professional development. The lack of training in educational programs of sections, devoted to methodological foundations of studying the discipline with development of a variety of research methods, both traditional and modern. As a rule, the content of such courses is reduced to organizational and methodological aspects of educational process, scientific and practical parts are often absent. Representatives of domestic morphological schools, unfortunately, can not be fully competitive with their foreign colleagues in the absence of possibility of mastering and applying modern methods of morphological research in their scientific and pedagogical activity. Another problem is limited access to modern scientific information. Foreign periodicals and monographs still remain inaccessible, which significantly complicates the process of self-education. Many domestic periodicals mean paid access to content. Only a few journals remained not commercialized and available to a wide range of readers. Thus, it is necessary to take comprehensive measures: to expand educational bases for improvement of professional skill; to create such bases at the advanced scientific schools; to develop legal aspects of the use of cadaveric material for scientific and educational purposes; form a single information space for teachers and scientists with free access, at least to domestic scientific periodicals.

EDUCATIONAL APPROACHES IN TEACHING OF HEAD AND NECK ANATOMY

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Key words: *head, neck, anatomy, education, teaching*

Aim. Using of different sources of educational materials brings some questions concerning the importance of anatomical facts that should medical students know. The choice of the most appropriate learning for students should take into account the expected learning outcomes.

Material and Methods. Learning material for students was used from different sources due to teaching students from different countries. Books were mostly of authors from Slovak and Czech Republic, from USA and United Kingdom universities.

Results and Discussion. In the process of teaching some anatomical structures of the head and neck was necessary to decide about the way in which should be the information presented to students. There was a need to find the right way to solve specific topics in teaching and learning anatomy of the head and neck. With choosing the method and way of teaching and learning anatomy of the head and neck should be considered the importance for clinical practice, the context in which learning is situated and the special needs of students and trainees. Not at last, the curriculum design and educational strategies should be considered.

Conclusions. Rather than teach more than students are able to learn, it is preferable in the teaching of the head and neck anatomy to emphasize the core or essential learning required. The important point in teaching and learning of medical students is the clinical relevance of the anatomical structures.

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