



Overview of Upper and Lower Limbs Anatomy Training Program

This module aims to give you a solid grounding in the gross anatomical structure and function of the upper and lower limbs. The module also aims to develop your teaching skills in a number of different environments.

Since the limbs module is the first to be taken in the series, it contains two elements in addition to coverage of the gross anatomy of the limbs, namely, Terminology and Systematic/Functional Anatomy. The former must be mastered at the outset, since it provides the very foundation of the discipline, setting out those terms which are basic to all consideration of the structure and function of the living body. Systematic/Functional Anatomy outlines the principles underlying the morphology and, most importantly, correlates structure with function for each of the individual systems. It also correlates the microscopic and macroscopic components of each system. The systems covered are those which are principally relevant to the limbs, namely, skeletal (bones, joints and cartilage), muscular and neural.

The aims of this module are as follows:

- To develop your knowledge and understanding of the gross anatomy of the limbs;
- To deepen your understanding of systematic, developmental and topographical anatomy;
- To develop your key study skills;
- To develop your skills in dissection and in the preparation of prosections of the limbs;
- To develop your skills in teaching, assessment and communication.

The list of topics covered includes:

Upper Limb:

Introduction and Basic Terminology
Pectoral Region, Axilla, Arm
General Organization of the Upper Limb
Bones and Joints of Forearm and Hand
Forearm and Hand

Lower Limb:

General organization of the lower limb
Thigh and Gluteal Region
Knee joint and Popliteal Fossa
Leg and Foot

In addition, upon completion of this module you should be able to:

1. Deliver and evaluate informative and engaging lectures and presentations on anatomy;
2. Apply teaching skills to construct course materials and learning aids;
4. Design learning strategies including defining learning outcomes, core vs. non-core elements etc;
5. Develop and appraise formative and summative assessment strategies.

ASSESSMENT

The Module will be assessed as follows:

Continuous Assessment

The module will be assessed by coursework at the trainee's institution and at the residential course (in addition, formative knowledge tests and other assessment opportunities will be made available). Coursework will include Teaching/Assessment assignments (e.g. devising examinations and criteria for marking essays) and written reports from the trainee's mentor indicating satisfactory completion of the distance-learning element of the module. Satisfactory completion is required in order to attend the residential school.

Portfolio

Each trainee should keep a portfolio (a diary or learning log) containing weekly learning goals. At the end of the week there should be reflection on how these were (or not) achieved. It can contain topics that the trainee found particularly difficult or tricks discovered to assist learning, or problems encountered during study. If dissections were prepared photographs of these should be included, **however these images should not be transmitted electronically**. Monthly, each trainee should send a copy of their developing portfolio to the program coordinator which will be used to monitor that trainees progress. This could be as an email attachment. The idea is that this is the trainees own reflective learning log. At the end of the module each trainee will be asked to bring a CD copy of their portfolio to the residential school so that the program organizers are able to review the whole document including any pictures of dissections that have been prepared during the period of study. This will be a formal part of the assessment process.

Residential Course

The residential school will include an assessed teaching session to evaluate teaching skills and tests of practical knowledge test e.g. "practical" examination, oral examination of knowledge and understanding of trunk functional anatomy. The outcome of the assessment will be graded fail, pass or distinction. At the summer school trainees will have the opportunity to discuss teaching methods used most in Anatomy. It would be advisable for each trainee to have had prior experience of the different forms of teaching used in anatomy during the year to be able to reflect and participate fully in the discussion. Topics to be presented at the summer school will be assigned to ensure that there is no duplication and that all trainees can learn from the exercise. Each trainee will therefore carry out an active practical teaching program on the trunk and will be assessed and advised on it. The topics for such sessions will be agreed a few months in advance. Please note however, that the primary purpose of the summer school is further to develop trainees' knowledge and abilities.

Outcome: graded fail, pass or distinction, leading to a Module Certificate or Program Certificate, if all four modules are taken. The grade of the Program Certificate will be calculated in proportion to the module weighting [see General Handbook].