Overview of Neuroanatomy Module
Anatomy Training Program

Overall the module aims to develop the knowledge and understanding of the gross and functional anatomy of the central nervous system, and its links with the peripheral somatic and autonomic nervous systems.

The module aims:
>   To deepen the understanding of systematic, developmental, topographical and
>   functional anatomy
>   To develop key study skills
>   To develop skills of dissection and prosection study
>   To develop skills in teaching, assessment and communication

Topics covered in this module include:
>   Introduction and basic terminology
>   Coverings of the brain and spinal cord
>   Spinal cord
>   Brainstem and cerebellum
>   Forebrain
>   Major functional pathways
>   Clinical examination
>   Correlation of sections of CNS with in vivo imaging the CNS
>   Autonomic nervous system

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 interactive tutorials and practical sessions;
3. Develop and critically analyze 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:

Trainee's Institution
Coursework
Teaching/assessment performance reviewed by mentor within the framework determined by the Steering Group:

Review of teaching/educational activities, e.g., assessment of quality of tutoring, based on attendance by mentor;
• Review of assignments (e.g. devising examination, devising criteria for marking essays);
• Production of a reflective portfolio by the trainee.

Outcome: a written report from the mentor indicating the level of satisfaction with the completed distance-learning element: 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. In the future it is hoped that this will become a formal part of the assessment process.

<u>**Residential Course**</u> The residential course is primarily for instruction and discussion, but three types of (relatively informal) assessments will be used.
Assessments
practical knowledge test (e.g. "practical" examination)
oral examination of knowledge and understanding of neuroanatomy
assessed teaching sessions based on teaching skills [short tutorial using brain specimens]

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].