



**Training The Clinical  
Anatomy Trainer - Level 2**

**Feedback - July 2016**

## Training The Clinical Anatomy Trainer - Level 1

The aim of this 'Training the Clinical Anatomy Trainer - Level 2' course, which was taught by surgeons, was to provide delegates with a sound understanding of applied clinical anatomy pertinent to senior medical students and foundation doctors. The course was predominantly delivered through surface anatomy demonstration as applied to trauma, assessment of nerve injuries, surgical incisions, and the anatomy encountered during common operative procedures.

### Assessment of teaching will be in the following areas:

Small group teaching/presentation to a simulated undergraduate audience

Small group teaching/presentation to a simulated postgraduate audience

Large group teaching/presentation

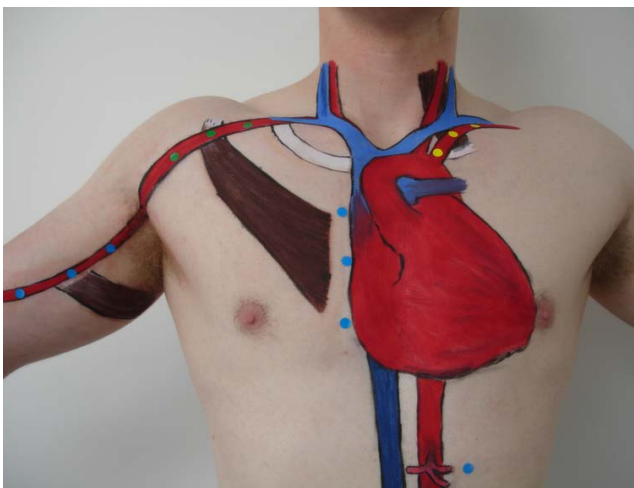
Prosection-based teaching

Basic osteology teaching

PPT assessment of spotters

### Course Information

<b>Course date:</b>	<b>2<sup>nd</sup> and 3<sup>rd</sup> July 2016</b>
<b>Venue:</b>	<b>School of Biosciences Sir Martin Evans Building Cardiff University</b>
<b>Attendance:</b>	<b>9 Delegates</b>
<b>Aimed at:</b>	<b>Medical Students FY1 FY2</b>
<b>Course fee:</b>	<b>£30 Student £55 Doctor</b>



## Course Programme (Day 1)

**0845 - 0900** Introduction to the course and format

**0900 - 1100** Presentations 1A for group 1 (each presentation lasted 14 minutes + 3 minutes feedback/discussion + 1 minute changeover)

- The allocated presentation was prepared beforehand.
- The topic was provided upon confirmation of place.
- Both presenters and feedback chairs were assessed separately.

### *Presentation:*

- In this session, the delegate was expected to give a presentation to a group of trainees preparing for their postgraduate exam (e.g., MRCS A or MCEM A or equivalent). This was a lecture based session. The number of slides and content were at the individual's discretion. This would depend on the individual's delivery and teaching style.

### *Feedback chair:*

- In 3 minutes, the feedback chair, who was a delegate allocated on the day, was assessed on their ability to manage and lead the feedback discussion. This was often divided into pertinent positives, pertinent negatives and a summary of feedback

### *Teaching from faculty:*

The faculty discussed the presentation topics, highlighted salient features and discussed the teaching methodology. Relevant anatomical, clinical and surgical concepts were covered during this session.

**1100 - 1120**

**Break**

**1120 - 1320** Presentations 1B for Group 2 (each presentation lasted 14 minutes + 3 minutes feedback/discussion + 1 minute changeover)

- The allocated presentation was prepared beforehand.
- The topic was provided upon confirmation of place.
- Both presenters and feedback chairs were assessed separately.

### *Presentation:*

- In this session, the delegate was expected to give a presentation to a group of trainees preparing for their postgraduate exam (e.g., MRCS A or MCEM A or equivalent). This was a lecture based session. The number of slides and content were at the individual's discretion. This depended on the individual's

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**1320 - 1400**

**Lunch**

**1400 - 1500**

Dissection room: Prosection- and Osteology-based assessment of teaching

- Familiarisation with prosections.
- Self-directed learning.
- Q&A sessions.
- The session was designed for the delegates to familiarise themselves with the prosections and osteology

**1500 - 1730** (14 mins + 3 mins feedback) Small group prosection and osteology based teaching

### *Dissection room*

In this session, the delegates were expected to give a presentation to a group of trainees preparing for the final part of their postgraduate exam (e.g., MRCS B or equivalent). This was a small group session with peer critiquing. The critique chair was expected to clarify doubts pertaining to the topic.

**1730 - 1800**

Summary of day and debrief

## Course Programme (Day 2)

**0840 - 1040** Presentations IIA for Group 1 (each presentation lasted 14 minutes + 3 minutes feedback/discussion + 1 minute changeover)

- A surface anatomy model, a skeleton and a flipchart or whiteboard were provided. No slides were allowed.
- The teaching topic was allocated beforehand.

### *Presentation:*

- In this session, the delegate was expected to teach clinical anatomy concepts to a group of year 4-5 medical students. This would simulate a small group teaching.
- The delegates were not allowed to use slides but taught conceptualised anatomy using a surface anatomy volunteer, a skeleton, and a flipchart or whiteboard.

### *Feedback chair:*

- In 3 minutes, the feedback chair, who was a delegate allocated on the day, was assessed on their ability to manage and lead the feedback discussion. This was divided into pertinent positives, pertinent negatives and a summary of feedback.

### *Teaching from faculty:*

- The faculty discussed the presentation topics, highlighted salient features and discussed the teaching methodology. Relevant anatomical, clinical and surgical concepts were covered during this session.

**1040 - 1100**

**Break**

**1100 - 1300** Presentations IIB to Group 2 (each presentation lasted 14 minutes + 3 minutes feedback/discussion + 1 minute changeover)

- A surface anatomy volunteer, a skeleton and a flipchart or whiteboard were provided. Slides were not allowed.
- The teaching topic was given on day 1.

### *Presentation:*

- In this session, the delegate was expected to teach clinical anatomy concepts to a group of year 4-5 medical students. This simulated a small group teaching.
- The delegates were not allowed to use slides but taught conceptualised anatomy using a surface anatomy model, a skeleton, and a flipchart or whiteboard.

## Course Programme (Day 2)

### *Feedback chair:*

- In 3 minutes, the feedback chair, who was a delegate allocated on the day, was assessed on their ability to manage and lead the feedback discussion. This divided into pertinent positives, pertinent negatives and a summary of feedback

### *Teaching from faculty:*

- The faculty discussed the presentation topics, highlighted salient features and discussed the teaching methodology. Relevant anatomical, clinical and surgical concepts covered during this session.

**1300 - 1340**

**Lunch**

**1340 - 1710**

Presentations III (each presentation lasted 14 minutes + 3 minutes feedback/discussion + 1 minute changeover)

- The delegates were informed of the audience size and level of training the day before.
- The delegates were allowed to prepare slides beforehand.

### *Teaching from faculty:*

The faculty discussed the presentation topics, highlighted salient features and discussed the teaching methodology. Relevant anatomical, clinical and surgical concepts were covered during this session.

**1710 - 1750**

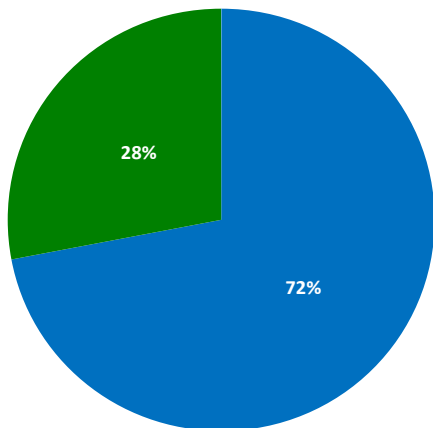
Spotter Assessment

**1750 - 1800**

Summary, Feedback and Close.

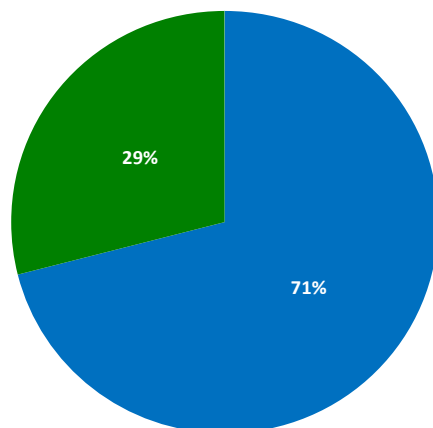
# Overall Course Feedback

How was the general structure of the course?



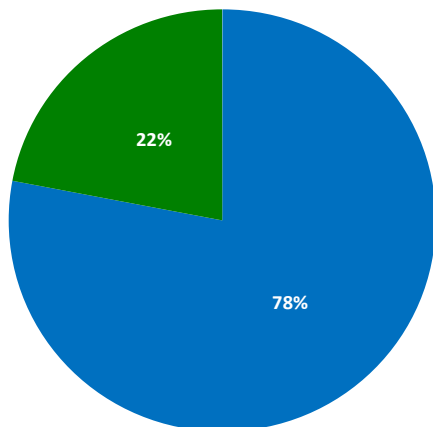
■ Excellent ■ Good ■ Neutral ■ Fair ■ Poor

How was the standard of the allocated teaching topics?



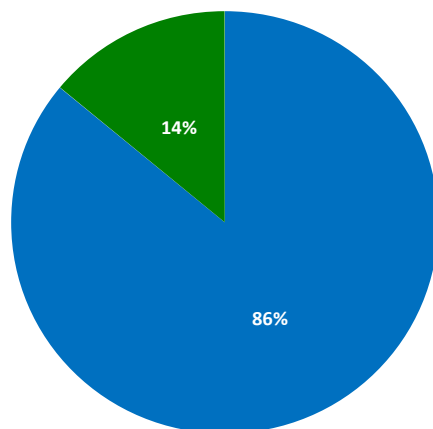
■ Excellent ■ Good ■ Neutral ■ Fair ■ Poor

How would you rate the relevance of the course to your educational and learning needs?



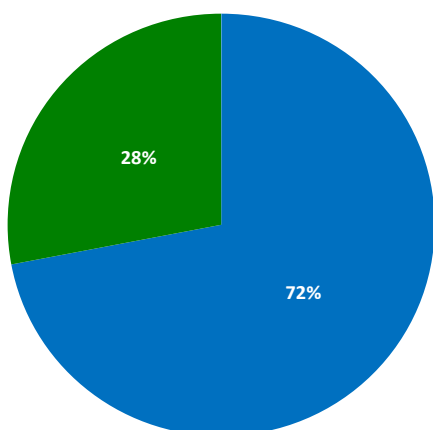
■ Excellent ■ Good ■ Neutral ■ Fair ■ Poor

Did the course enhance your understanding of anatomy?



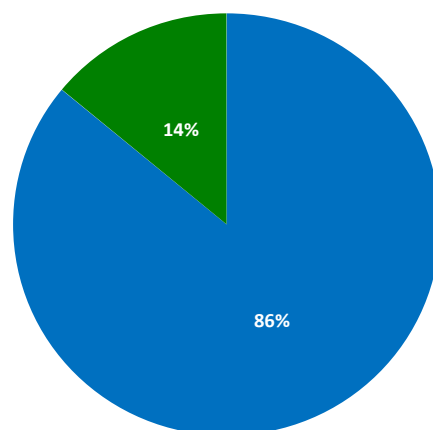
■ Most certainly ■ Certainly ■ Probably ■ Unlikely ■ Not at all

Did the course improve your anatomy teaching skills?



■ Most certainly ■ Certainly ■ Probably ■ Unlikely ■ Not at all

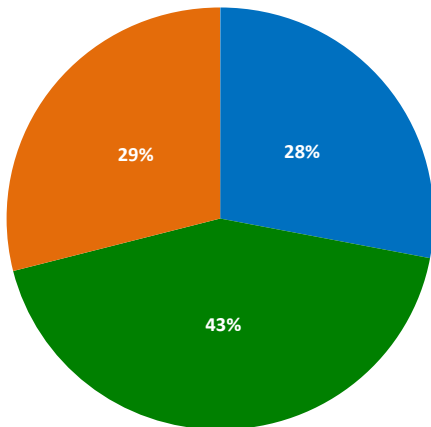
Did the course enhance your understanding of critiquing and providing feedback?



■ Most certainly ■ Certainly ■ Probably ■ Unlikely ■ Not at all

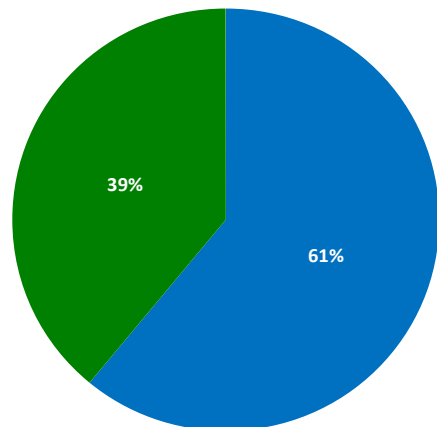
# Overall Course Feedback

How was the final assessment?



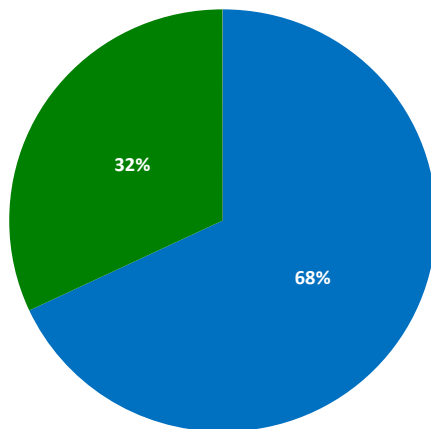
■ Very easy ■ Easy ■ Neutral ■ Difficult ■ Very difficult

Teaching Concepts



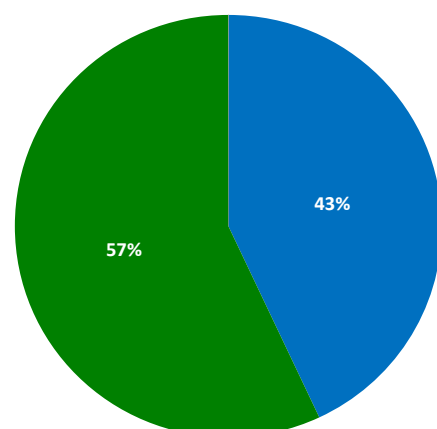
■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor

Day 1 Session 1 Presentations



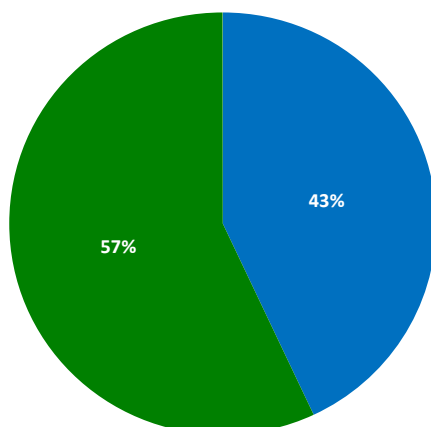
■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor

Prosection Teaching



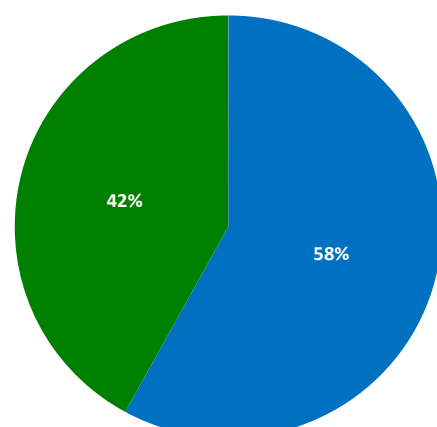
■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor

Overview of Anatomy on Day 2



■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor

Day 2 Surface Anatomy Teaching

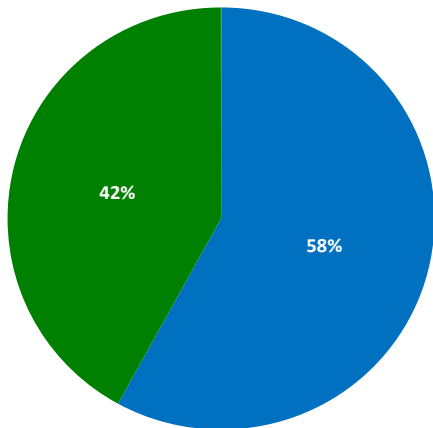


■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor



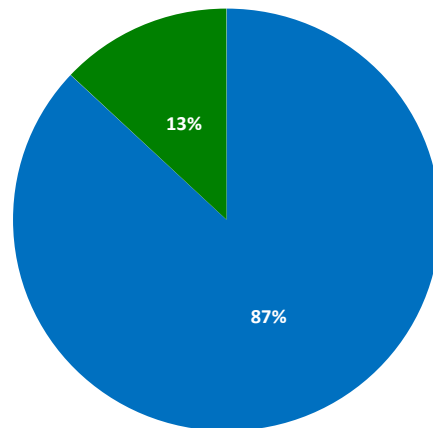
# Overall Course Feedback

Day 2 Conceptual and Innovative Teaching



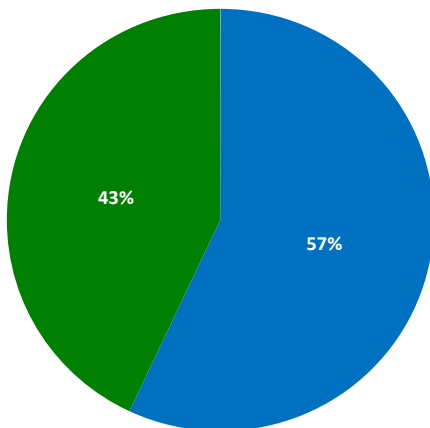
■ Excellent ■ Very Good ■ Neutral ■ Fair ■ Poor

How was the general friendliness of the organisers?



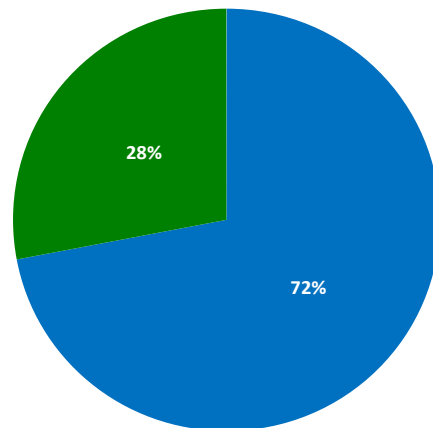
■ Very friendly ■ Friendly ■ Neutral ■ Not very friendly ■ Can't comment

Would you recommend this course to a friend?



■ Most Certainly ■ Certainly ■ Probably ■ Unlikely ■ Not at all

Do you think that this course provided good value for money?



■ Most Certainly ■ Certainly ■ Probably ■ Unlikely ■ Not at all

## Individual Comments

An excellent course, I personally think course like this is the need of the time. I thoroughly enjoyed my time at the course and will recommend any one who want to polish his anatomy knowledge and involve in teaching and training.

**MO**

*John Radcliffe Hospital, Oxford*

Good course.

**AK**

*King's College Hospital, London*

Course was well organised by a very friendly faculty.

**RM**

*Morrison Hospital, Swansea*



# DOCTORS ACADEMY

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## Courses (a selection):

### Undergraduate:

- Final Year Medicine and Surgical Revision Courses
- Training the Clinical Anatomy Trainer
- Clinical Anatomy as Applied to Trauma and Emergency Medicine
- Surgical Anatomy of Important Operative Procedures
- Future Surgeons: Key Skills (RCSEd delivered)
- Structured Introduction to Surgical Skills

### Postgraduate:

- MRCS Part A
- MRCEM Part A
- MRCS Part B OSCE
- DOHNS: Intensive Revision & OSCE
- Intercollegiate Basic Surgical Skills (RCSEd delivered)
- MRCP PACES Part 2
- FRCS (General Surgery) Exit Exam
- Cadaveric Ultrasound-Guided Musculoskeletal Intervention Course
- Ultrasound-Assisted Botulinum Toxin Injection for Neuromuscular Disorders
- Live Advanced Laparoscopic Colorectal Course



## Forthcoming key events:

- **International Medical Summer School**  
*Manchester, 31<sup>st</sup> July to 4<sup>th</sup> August 2017*
- **International Academic and Research Conference**  
*Manchester, 5<sup>th</sup> August 2017*
- **World University Anatomy Challenge**  
*Manchester, 4<sup>th</sup> August 2017*

## Publications



[publications.doctorsacademy.org](http://publications.doctorsacademy.org)

## World Journal of Medical Education & Research



Peer-reviewed academic journal  
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- No submission fees
- No manuscript processing fee
- No publishing fee
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## Online Revision Resources

DoctorExams consists of 1000s of questions with detailed explanations in MCQ, EMQ, SBA and SAQ formats. Questions are written by the Doctors Academy group of experienced clinicians and clinical academics, with mock exams and feedback on performance included to aid a candidate's focused revision of topics. Based on past exams, these questions are carefully crafted to suit the requirements of undergraduate students & postgraduate trainees undertaking relevant speciality exams.

### Resources for:

- Medical Students
- Dental Students
- International Entrance Exams
- MRCS Exams
- General Surgery Exams
- Plastic Surgery Exams
- DOHNS Exams

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