A close-up of a logo

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*Undergraduate Medical Sciences*

*School of Medicine, Medical Sciences & Nutrition*

*AN4003- Brain Function & Malfunction*

*Course Handbook 2023-2024*

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# Course Summary

There is currently much interest in the organisation and function of the mammalian brain. The way in which neuronal pathways interact to produce given behaviours, emotions and desires, and capabilities such as sensation and awareness represents one of the hallmarks of today’s research. In addition, disorders of the central nervous systems (CNS) such as paralysis, schizophrenia and Alzheimer’s disease are of increasing concern to our society. In addition, we shall consider various injury states and ways of treating neurological trauma. Topics such as these are introduced in lectures, and expanded upon by tutorials and practical classes. Basic knowledge of CNS organisation and function is a prerequisite, as introduced in previous courses (2nd year anatomy and physiology courses, BM3006/SM3002).

The course consists of lectures, practical classes, and tutorials. AN4003 is examined by an anatomy dissection activity and portfolio (5% ) and related essay (5%), practical classes (10%), an objective practical exam (10%) and a 2-hour written exam (70%).

**PLEASE NOTE: AN4003 may only be taken by students studying for the Biomedical Sciences (Anatomy) degree. All other students who are studying Neuroscience with Psychology should be registered for AN4002 and follow instructions given in that course manual.**

# Course Aims & Learning Outcomes

1. To provide detailed information on the organisation and structure of the human nervous system, and how it compares to other animals.
2. To describe function and malfunctions (diseases) of the nervous system.
3. To discuss current research relevant to diagnosis and treatment of nervous system disorders.
4. Learn the skills necessary to dissect the human cadaveric part and explore and study the course and relations of major nerves and other neurovascular structures in the human cadaveric material
5. Allow students to demonstrate their competence in a wide range of practical and transferable skills.

# Course Teaching Staff

Course Co-ordinator(s):

Course Co-ordinators:

Prof Derek Scott (ext. 7566), [**d.scott@abdn.ac.uk**](mailto:d.scott@abdn.ac.uk) and

Professor Bettina Platt (ext. 7402) [**b.platt@abdn.ac.uk**](mailto:b.platt@abdn.ac.uk)

Dr Prem Ballal (PB) (Supervisor ‘Dissections’)

Other Staff:

Professor Simon Parson (SP)

Dr Ann Rajnicek (AMR)

Professor Gernot Riedel (GR)

Dr Derryck Shewan (DAS)

Dr Eunchai Kang (EK)

Dr Daniel Berg (DB)

Dr Fabien Naneix (FN)

Assessments & Examinations

Satisfactory performance and engagement: Students are expected to attend and engage with all elements of the course and to complete all class exercises, this comprises both online and face-to-face activities. This includes assessments and quizzes associated with online teaching material such as lectures. Online engagement is monitored in detail (e.g. date and duration are logged).

The minimum performance acceptable is attendance at 80% of the course.

**The completion of all course work, online, written and oral, is an absolute requirement for your degree.**

**In-course Assessments (30%, see details below)**

* OSPE – 10%
* EEG, sheep brain and comparative neuroanatomy practicals: reports/answers – 10%
* Dissection & portfolio (5%) and Essay (5%):

The essay (5%) and the dissection activity plus portfolio (5%) itselfcontribute 10% to the final mark. Marks will be deducted for late hand-ins out of fairness for those students who hand in on time.

The ***written exam***makes up 70% of the mark and consists of a two-hour written examination in the May/June diet.

More details on these classes will be provided during the course via MyAberdeen.

Class Representatives

We value students’ opinions in regard to enhancing the quality of teaching and its delivery; therefore in conjunction with the Students’ Association we support the Class Representative system.

In the School of Medical Sciences we operate a system of course representatives, who are elected from within each course. Any student registered within a course that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?

It will involve speaking to your fellow students about the course you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training

Training for class representatives will be run by the Students Association. Training will take place within each half-session. For more information about the Class representative system visit [www.ausa.org.uk](http://www.ausa.org.uk) or email the VP Education & Employability [vped@abdn.ac.uk](mailto:vped@abdn.ac.uk). Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award with further information about this co-curricular award being available at: [www.abdn.ac.uk/careers](http://www.abdn.ac.uk/careers).

Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with, alone they should notify the course coordinator immediately. If the problem relates to the subject matter general, advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact the medical sciences office, ([medsci@abdn.ac.uk](mailto:medsci@abdn.ac.uk)) (based in the Polwarth Building, Foresterhill) to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

* Course student representatives
* Course co-ordinator
* Convenor of the Medical Sciences Staff/Student Liaison Committee (Professor Gordon McEwan)
* Personal Tutor
* Medical Sciences Disabilities Co-ordinator (Dr Derryck Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

If a course has been completed and students are no longer on campus (i.e. work from second half session during the summer vacation), coursework will be kept until the end of Fresher’s Week, during the new academic year. After that point, unclaimed student work will be securely destroyed.

Course Reading List

* D. Richards / T. Clark / C. Clarke. The human brain and its disorders. Oxford University Press 2007.
* E. R. Kandel/ J. H. Schwartz / T. M. Jessel. Principles of neural sciences. Prentice Hall Intl.
* M.F. Bear / B.W. Connors / M.A. Paradiso. Neuroscience: Exploring the Brain. Lippincott Williams & Wilkins.
* K. Afifi / R.A. Bergmann. Functional Neuroanatomy. McGraw-Hill.
* Crossman, A.R. & Neary, D. Neuroanatomy. Churchill Livingstone, 1998.

NB. Departmental dissection manuals and anatomy atlases will be available in the dissecting room to support the practical dissection classes.

Lecture Synopsis

**Introduction: Professor Bettina Platt & Professor Derek Scott & Dr Prem Ballal**

Introduction to the course: Objectives, content, schedule and assessments.

Specifically for AN4003, Dr Ballal will also give an introduction into the dissection component (details below).

BP: Short lecture on the ‘Why is (neuro-)anatomy important? Relation to medical and biomedical research, relevance in the 21st century.’ Brief overview of the anatomical background required and the general organisation of the human nervous system. Detailed instructions on anatomy resources (online and reading material) available to all students will be given. These are to be used to prepare in good time before the main lectures commence.

**Lecture 1: Dysfunction of Neural Stem Cells in the Developing and Adult Brain – Dr Daniel Berg**

Neural stem cells (NSCs) give rise to all neurons in the human brain in a process called neurogenesis. Although most active during development, NSCs also exist in adults where they continue to produce new neurons throughout life. Neurogenesis is a tightly regulated process and is controlled at various levels such as proliferation, differentiation, and migration. If any of these steps go wrong, it can lead to several pathological conditions. In these lectures we will discuss cases in which the NSCs don’t behave as they should during development, which can cause neurodevelopmental disorders such as microcephaly, macrocephaly, and autism. We will also discuss the association between malfunctioning NSCs and disrupted neurogenesis in the adult brain and pathological conditions such as epilepsy, Alzheimer’s disease, and depression. Finally, we will also examine how NSCs can be used to cure these pathological conditions

**Lecture 2: Mental disorders – Dr. Eunchai Kang**

In the first part of this lecture, we will review the symptoms, causes, and treatments of common mental disorders such as schizophrenia and depression. Particularly, we will consider what is their brain basis, how genetic susceptibility and environmental factors interact to cause these diseases, and how control of neurotransmitters is used for treatments.

In the second part of the lecture, we will discuss the current research on schizophrenia and depression to identify the molecular and cellular mechanisms behind the disease using functional imaging, animal models and induced pluripotent stem cell (iPSCs)- derived neuronal and brain organoids culture systems.

**Lecture 3: Sensory Systems – Dr Derryck Shewan**

Brief overview of the systems that regulate vision, hearing, balance, olfaction, taste, touch, pain and temperature, followed by a more in-depth discussion of the processes underlying the sensation of sight, sound and smell. Particular emphasis on the mechanisms of ‘topographical mapping’ of retinal axons to the brain and the specific projections from odorant receptors in the olfactory epithelium to the olfactory bulb, including a synopsis of leading recent research into these topics. Aspects of malfunction will involve blindness and hearing impairment.

**Lecture 4: Forebrain/Dementia & Alzheimer’s Disease - Professor Bettina Platt**

This lecture is split into separate parts as follows:

1. Brief overview of the anatomy of the forebrain, specifically the limbic system and associated forebrain structures. Special considerations of the hippocampal formation, amygdala and septal areas in emotions, learning and memory, and conscious thought.
2. Neurodegeneration: 2a) Overview / pathologies 2b) Alzheimer’s disease (AD): Background and research examples. Considerations of recent treatment ‘success’.

**Lecture 5: Motor Systems – Professor Gernot Riedel**

In this lecture, we will review the ancillary systems supporting and modulating movements generated by the motor cortex. These include the CEREBELLUM, which constitutes a complex neuronal system that integrates information sent from the motor cortex, the muscles and balance related sensors.  These three pieces of information are integrated and lead to the correction, fine-tuning and smoothing of voluntary movements. The respective brain regions, their anatomical constituents, input and output pathways as well as neurotransmitters will be discussed.

A second system comprises the BASAL GANGLIA as the central initiator of voluntary movements and instructor of the cortical motor pathways.  The lecture includes the anatomical composition of the basal ganglia, their internal connections and their intrinsic physio-pharmacological modules and neuronal units. For both brain centres, there are well known disease states and patient cases will be reviewed. Short assessments will review the principal functions of each brain region.

Lecture 6: Spinal Cord – Dr Ann Rajnicek

The lecture will cover the developmental origins of the spinal cord, the structure and function of the adult intact spinal cord and then consider what happens when it goes wrong. Topics include developmental defects, the physical and functional consequences of traumatic spinal cord injury, prospects for functional recovery, and barriers to recovery of spinal cord function. Current treatments and promising future therapies will also be explored.

**Lecture 7: Spinal Muscular Atrophy – Professor Simon Parson**

SMA is a relatively (genetically) simple disease resulting from the mutation in a single gene, coding a single protein. The protein has a known function in SnRNP biogenesis, but taken together, this knowledge has not advanced our understanding of the neuromuscular pathology which characterises the disease. Further, more recent work is now showing that widespread systemic defects are also present, and that any future therapies must also target these if effective treatments are to be developed.

**Lecture 8: Brain control of food intake – Dr Fabien Naneix**

In this lecture, we will review the brain mechanisms controlling food intake from hunger to satiety. We will focus on the hypothalamus and the role of different hypothalamic nuclei in the control of homeostatic feeding. In the second part we will see how these circuits interacts with the reward system controlling hedonic feeding. Finally, we will discuss how the alteration of these circuits is associated with pathological states like obesity.

**(NOTE: Lectures 1-8 are held jointly with AN4002 hence unusual numbering)**

**Lecture 9:** **Histology, Radiology & Pathology Problem-Solving Session – Prof Derek Scott**

We will review a selection of histological, radiological and pathological images and data as part of various case-based scenarios to help students understand how their knowledge and understanding of central nervous system anatomy can be applied to solve real-life problems. Students will be expected to participate fully during this session and take part in the discussions.

**Lecture 10a:** **Delirium – Prof Derek Scott**

**What is delirium? Delirium vs dementia. What factors might be involved in inducing and maintaining delirium? Why is this such a big problem for healthcare providers? How do we assess, prevent, minimise and stop delirium from occurring?**

**Lecture 10b:** **Brain Swelling, Oedema & Intracranial Pressure – Prof Derek Scott**

Traumatic brain injury can lead to damage of the hard and soft tissues of the head. Brain swelling due to inflammation or oedema can crush the delicate tissue of the brain, and a rise in intracranial pressure (ICP) can result in reduced cerebral blood flow. This lecture will review traumatic brain injury and illustrate how normal anatomy may be disrupted and what interventions can be undertaken to restore normal structure/function.

**Lecture 10c:** **The Vagus – Prof Derek Scott**

Many students only remember that the vagus is cranial nerve X and that it is involved in slowing heart rate, but there is far more to this major parasympathetic nerve! Vagus is Latin for “wandering” and the cranial nerve X truly deserves this name due to its extensive distribution through the body. This lecture will review some of the evidence that illustrates the many and varied functions of the vagus throughout the body.

Practical/Lab/Tutorial Work

**1. Objective Structured Practical Examination (OSPE) (DS)**

The practical work for AN4003 will involve an Objective Structured Practical Examination (OSPE for short!), which some of you will have experienced before in subjects such as anatomy or medicine. However, this style of assessment at multiple stations during a strict time limit is also similar to the job interviewing methods used by many employers.

The practical runs over 2 separate weeks (see timetable). In week 1, ALL students will attend and have an opportunity to practice the skills which will be assessed. During this day, staff will be on hand to demonstrate and answer questions, and students will be directed towards what they should revise for the assessment. Given that students will have little other coursework at this time, their preparation for the assessment should not be too onerous. Many of you will be already familiar with some of the practical skills assessed. Please note – **IT IS ESSENTIAL THAT YOU ATTEND THIS LABORATORY PRACTICAL SESSION**.

In week 3, students will be scheduled to attend the practical laboratory for a one hour long slot, during which time they will undertake their assessment. Students cannot pick and choose when they attend, appointments will be issued by staff. Allocated groups will be available on the MyAberdeen course website. Attending at the correct time is one of the professional skills that will be assessed! During your one hour slot, you will be assessed at several stations on how well you complete the practical skills. In addition, the students’ professionalism as scientists and potential employees will be graded and students will also have to submit a short written assignment.

A major benefit of this practical is that, in addition to brushing up your practical skills, it can also provide practice for future interviews for jobs or academic positions. It will also prepare you in the generic skills needed for the Honours projects you will all be undertaking in the second half-session after Christmas.

The practical coordinator for AN4003 is Prof Derek Scott (d.scott@abdn.ac.uk). The OSPE will contribute 10% towards your final course mark.

For these classes a laboratory coat should be worn at all times in the laboratory. The University and Department safety rules must be adhered to at all times.

**2. Sheep Brain Dissection (on campus) & Comparative Neuroanatomy (online)**: This ‘wet’ practical offers the unique opportunity to dissect a sheep’s brain and view additional brain material and models. Brain structures will be identified *in situ*. We will also discuss ethical issues related to the use of human material for teaching and research, and look into brain anatomy of other animals.Please bring a lab coat. Online material will be used to cover comparative neuroanatomy aspects.

**3. EEG practical (on campus):** Short introduction into EEG and its role as a diagnostic tool followed by exercises and questionnaires.

**4. Practical Anatomy dissection component (on campus):**

Dissection & portfolio, and Essay

Selection of dissection topic (course of a peripheral or a cranial nerve) will be done before you start your dissection activity (during induction). You need to use the same part (cadaveric part) for both anatomy component of AN4003 & AN4301. During AN4003 dissection, you will select a small area and dissect in four steps which are outlined below. Use the same part to extend your dissection in AN4301.

You will carry out dissection of a human cadaveric part (part of upper/ lower limb or head and neck) in 4 steps or stages from skin removal (stage 1) to showing of deeper neurovascular structures (stage 4). You are required to identify and pin one or more deeper structures (preferably a nerve) in your final dissection (stage 4) for your assessment. You will be given a portfolio (dissection workbook) with detailed dissection instructions and health and safety regulations regarding your dissection activity. Your dissection activity will be supervised in the anatomy facility and complete the portfolio at home or in the lab. Both your completed dissection (stage 4) and portfolio will be assessed for 5% of your total course mark and the remaining 5% for your essay. The topic of the essay and its instructions will be given to you at the beginning of anatomy part of the course. Your dissection activity will be supervised our staff and you will have access to video material from our support staff, explaining how to use dissection instruments and to carry out your dissection safely in 4 stages.

Specific instructions regarding the grading of dissections, criteria used for the write-up will be provided and communicated through email or during the introductory sessions of your course.

If you do not understand anything, please email Dr Ballal for advice. Dr Ballal (p.ballal@abdn.ac.uk) is responsible for the dissection activities in this course. You must also follow the specific local regulations and safety guidance relating to your dissection classes that the anatomy support staff will highlight for you.

This part of the course provides you with an introduction to the practical skills necessary to carry out dissection of human cadaveric material. It also links with the practical anatomy component of AN4301 Developmental Neuroscience (with Anatomy) (4 x 3 hours classes) in which you will be required to extend the dissection which you started before and trace the complete course of the nerve you selected during induction and where many of the marks available will be for quality of the dissection prepared.

In these classes, you will be required to carry out the dissected activity supervised in stages through the preparation of a dissected human cadaveric part including superficial (cutaneous) nerves and a deep nerve branch. Each class will be of three hours duration and will be supervised by our staff. Emphasis should be on care and precision – it is not a speed exercise. DR Ballal will provide further details about the dissection assessment for this year during induction.

**Summary of dissection classes**

Practical dissection class 1

* Introduction to activity, aims of programme.
* Removal of skin

Practical dissection class 2

* Superficial structures

Practical dissection class 3

* Exposure of deep fascia & superficial muscles

Practical dissection class 4

* Deep nerve/vascular/joint exposure – Pin one or more structure for assessment

University Policies

Students are asked to make themselves familiar with the information on key education policies, available [here](https://www.abdn.ac.uk/staffnet/teaching/key-education-policies-for-students-11809.php). These policies are relevant to all students and will be useful to you throughout your studies.  They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and how the University will calculate your degree outcome.

These University wide education policies should be read in conjunction with this programme and/or course handbook, in which School specific policies are detailed. These policies are effective immediately, for the 2023/24 academic year. Further information can be found on the [University’s Infohub webpage](https://www.abdn.ac.uk/students/) or by visiting the Infohub.

The information included in the institutional area for 2023-24 includes the following:

* Absence
* Appeals & Complaints
* Assessment
* Avoiding Plagiarism
* Communication
* Graduate Attributes
* MyAberdeen
* Student Learning Service (SLS)
* Student Monitoring/Class Certificates
* Student Discipline
* The Co-curriculum

Where to Find the Following Information:

C6/C7- University of Aberdeen Homepage > Students > Academic Life > Monitoring and Progress > Student Monitoriung (C6 & C7)

https://www.abdn.ac.uk/students/academic-life/student-monitoring.php#panel5179

Absences- To report absences you should use the absence reporting system tool on Student Hub. Once you have successfully completed and sent the absence form you will get an email that your absence request has been accepted. The link below can be used to log onto the Student Hub Website and from there you can record any absences you may have.

[Log In - Student Hub (ahttps://www.abdn.ac.uk/studenthub/loginbdn.ac.uk)](https://www.abdn.ac.uk/studenthub/login)

Submitting an Appeal- University of Aberdeen Homepage > Students > Academic Life > Appeals and Complaints

https://www.abdn.ac.uk/students/academic-life/appeals-complaints-3380.php#panel2109

Academic Language & Skills support

For students whose first language is not English, the Language Centre offers support with Academic Writing and Communication Skills.

Academic Writing

* Responding to a writing task: Focusing on the question
* Organising your writing: within & between paragraphs
* Using sources to support your writing (including writing in your own words, and

citing & referencing conventions)

* Using academic language
* Critical Thinking
* Proofreading & Editing

Academic Communication Skills

* Developing skills for effective communication in an academic context
* Promoting critical thinking and evaluation
* Giving opportunities to develop confidence in communicating in English
* Developing interactive competence: contributing and responding to seminar discussions
* Useful vocabulary and expressions for taking part in discussions

More information and how to book a place can be found here

Medical Sciences Common Grading Scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Grade Point | % Mark | Category | Honours Class | Description |
| A1 | 22 | 90-100 | Excellent | First | • Outstanding ability and critical thought • Evidence of extensive reading • Superior understanding •The best performance that can be expected from a student at this level |
|  |
| A2 | 21 | 85-89 |  |
|  |
| A3 | 20 | 80-84 |  |
|  |
| A4 | 19 | 75-79 |  |
|  |
| A5 | 18 | 70-74 |  |
|  |
| B1 | 17 | 67-69 | Very Good | Upper Second | • Able to argue logically and organise answers well  • Shows a thorough grasp of concepts  • Good use of examples to illustrate points and justify arguments  • Evidence of reading and wide appreciation of subject |  |
|  |
| B2 | 16 | 64-66 |  |
|  |
| B3 | 15 | 60-63 |  |
|  |
| C1 | 14 | 57-59 | Good | Lower Second | • Repetition of lecture notes without evidence of further appreciation of subject • Lacking illustrative examples and originality • Basic level of understanding |  |
|  |
| C2 | 13 | 54-56 |  |
|  |
| C3 | 12 | 50-53 |  |
|  |
| D1 | 11 | 47-49 | Pass | Third | • Limited ability to argue logically and organise answers • Failure to develop or illustrate points • The minimum level of performance required for a student to be awarded a pass |  |
|  |
| D2 | 10 | 44-46 |  |
|  |
| D3 | 9 | 40-43 |  |
|  |
| E1 | 8 | 37-39 | Fail | Fail | • Weak presentation • Tendency to irrelevance • Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts |  |
|  |
| E2 | 7 | 34-36 |  |
|  |
| E3 | 6 | 30-33 |  |
|  |
| F1 | 5 | 26-29 | Clear Fail | Not used for Honours | • Contains major errors or misconceptions • Poor presentation |  |
|  |
| F2 | 4 | 21-25 |  |
|  |
| F3 | 3 | 16-20 |  |
|  |
| G1 | 2 | 11-15 | Clear Fail/Abysmal |  | • Token or no submission |  |
|  |
| G2 | 1 | 1-10 |  |
|  |
| G3 | 0 | 0 |  |
|  |

Course Timetable AN4003: 2023-2024

Timetable Key:

|  |
| --- |
| Green = Online activities |
| Blue = Live classes delivered in person or as a live session in MyAberdeen |
| Yellow = Assessments |

Venues:

DR: Dissection room Wet Teaching Room 313, Anatomy, Suttie Centre

MyAb – AN4002/3 Course on MyAberdeen (online)

Kuracloud: Online Resource

Med Physics – D2: Medical Physics Building, D2 Workshop, Foresterhill

* Biomed Physics Lecture Theatre

STH – Science Teaching Hub, Old Aberdeen

Polwarth (various rooms)- Polwarth Building, Foresterhill

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Time | Place | Subject | Session | Staff |
| Week 8 | | | | | |
| Mon  18 Sep | 10:00-12:00 | Med Physics  D2 | General Intro plus Q&A  Dissection preparations and planning | Lecture | BP, DS  PB |
| Wed  20 Sep |  | MyAb & Kuracloud | Neuroanatomy Online Practical: The Human Brain (voluntary refresher for AN4003, compulsory for AN4002 only) | Pract | BP |
| Thursday  21 Sep | 12:00-14:00 | Polwarth  2:054 | L1: Stem cell disorders | Lecture | DB |
| Friday 22 Sept | 9-12 | DR | Dissection 1 | Practical | PB |
| WEEK 9 | | | | | |
| Monday  25 Sept | 11:00-13:00 | Med Physics  D2 | L2: Mental disorders | Lecture | EK |
| Thursday  28 Sept | 9-12 | DR | Dissection 2 | Practical | PB |
| Thursday  28 Sept | 12:00-14:00 | Polwarth  2:054 | L3: Sensory Systems | Lecture | DAS |
| Week 10 | | | | | |  |  |  |  | GR |
| Mon 2 Oct | 10:00-12:00 | Med Physics  D2 | L4: Neurodegeneration and Dementia | Lecture | BP |
| Thu 5 Oct | 9-12 | DR | Dissection 3 | Practical | PB |
| Thu 5 Oct | 12:00-14:00 | Polwarth  2:054 | L5:  Motor system disorders | Lecture | GR |
| Fri 6 Oct | 9-12 | STH | SHEEP BRAIN DISSECTION | Practical | DS et al |
|  |  | MyAb | SHEEP BRAIN Report | Assess |  |
| Week 11 | | | | | |
| Mon 9 Oct | 10:00-12:00 | Med Physics  D2 | L6: Spinal cord development, trauma and repair | Lecture | AMR |
| Thu 12 Oct | 10:00 -13:00 | STH | EEG practical | Practical | DS & BP et al |
|  |  | MyAb | EEG assessment | Assess | DS & BP |
| Fri 13 Oct | 10:00-12:00 | Biomed Physics Lecture Theatre | L7: Spinal Muscular Atrophy | Lecture | SP |
| Week 12 | | | | | |
| Mon 16 Oct | 09:00-11:00 | Polwarth 1M:001 | L9: Histology, Radiology & Pathology  (AN4003 only) | Lecture | DS |
| Thu 19 Oct | 9-12 | DR | Dissection 4 | Practical  & Assess | PB |
| Thu 19 Oct | 15:00-17:00 | Polwarth 1M:001 | L10: Delirium / Brain Swelling, oedema and intracranial pressure / The Vagus  (AN4003 only) | Lecture | DS |
| Fri 20 Oct | 10:00-12:00 | Biomed Physics Lecture Theatre | Lecture 8: Brain control of food intake | Lecture | FN |

Staff

Prof Bettina Platt (BP) (Joint Course Co-ordinator)

Prof Derek Scott (DS) (Joint Course Co-ordinator)

Dr Prem Ballal (PB) (Supervisor ‘Dissections’)

Prof Gernot Riedel (GR)

Prof Simon Parsons (SP)

Dr Derryck Shewan (DAS)

Dr Ann Rajnicek (AMR)

Dr Eunchai Kang (EK)

Dr Daniel Berg (DB)

Dr Fabien Naneix (FN)

Campus Maps – Foresterhill



Polwarth Floor Plans

Diagram, schematic

Description automatically generated

Diagram

Description automatically generated

Diagram

Description automatically generated