

### *Availability of Resources*

- The mentor and trainee should belong to the same institution or reside in institutions that are physically close to one another. Because the trainee is engaging this program at a pace that is interweaved with the ebb and flow of their biomedical research, the mentor-trainee pair should demonstrate that the trainee can readily go back and forth between the research lab, dissection lab, mentor's class rooms and mentor's office.
- There should be facilities and access for the trainee to perform the dissections that are required for all of the modules in which they enroll.
- There should be opportunities for the trainee to teach clinical students, under the supervision of the mentor, in the dissection lab, small group and lecture hall setting.
- Matching funds from the home institution would enhance an application, but would not be a requirement.

### *Characteristics of the Mentor*

- An established anatomy instructor, who agrees with the goals and pedagogical approaches outlined in the program's syllabus and supporting materials.
- A course director, who has the explicit support of his or her Department Chair, or a faculty member who has the explicit support of his or her Course Director and Department Chair.
- Can provide individual access to a cadaver and time to monitor/advise the trainee's progress in dissection.
- Can provide instruction in pedagogical methodologies.
- Can provide access to students and supervise the trainee's efforts to teach them.
- Willingness to attend the residency school in England. (This is not a requirement, as the AAA has funds to send only one mentor, but willingness would enhance the application.)

It may be difficult for one individual to encapsulate all these qualities. For example, in Great Britain all research candidates must acquire a Masters degree (or the equivalent) in education. Therefore, mentors in Great Britain only have to focus on anatomy-specific pedagogy, because others teach their trainees basic pedagogy. In the US, this is rare. Therefore, a strong application might include a team with a lead mentor who assumes responsibility for the trainee's progress (e.g., an application might include help from the faculty development program in the school's Office of Education).

### *Characteristics of the Trainee*

- A commitment to anatomy teaching and to biomedical research in a field of their choice. (Alternatively, a faculty candidate who served his institution in other ways acceptable to that institution would not need a biomedical research program.)
- Permission and support of his or her biomedical research advisor (Ph.D. candidates and postdoctoral fellows).
- Permission and support of his or her Department Chair and/or Training Program Director.