

Introduction to Neuroscience

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Neuroscience 2010

1. Why study neuroscience in medical school?
2. Who are the faculty?
3. What is the course schedule?
4. What textbooks do you need?
5. What are the learning objectives?
6. What about the lecture exams?
7. What about the 6 labs?
8. What about small groups?
9. What about Review Sessions?
10. What is Evidence-Base Neurology (EBN)?
11. How is the final grade determined?
12. What are some examples of what I will be learning?
13. What is taking Neuroscience like?
14. What does it mean to know neuroscience?
15. Grad Students

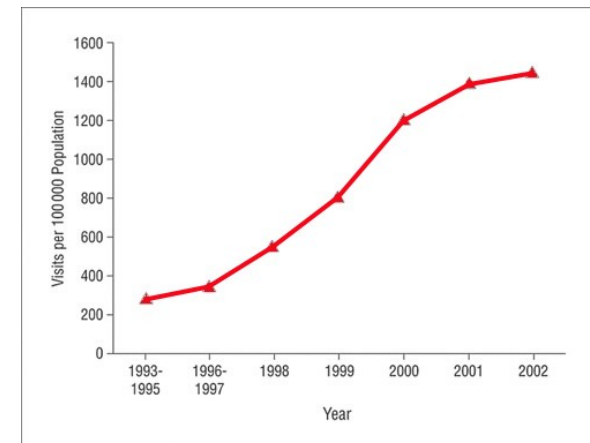
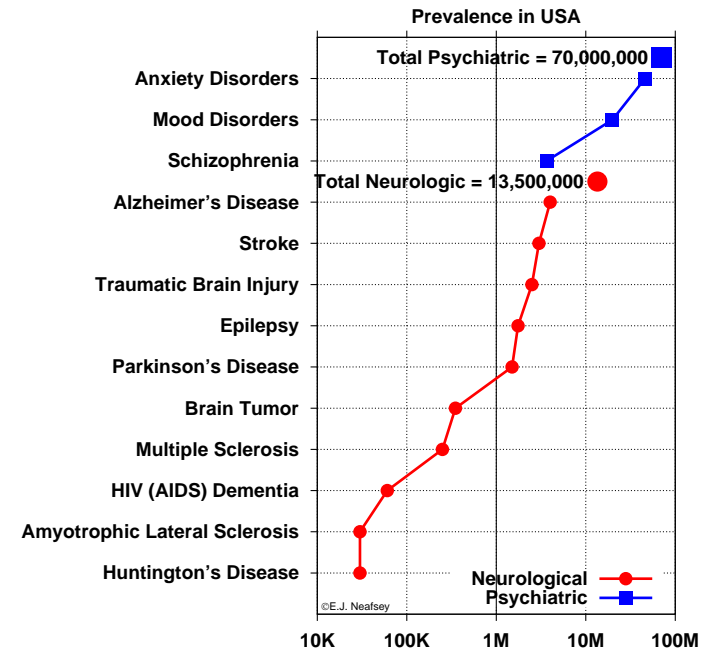
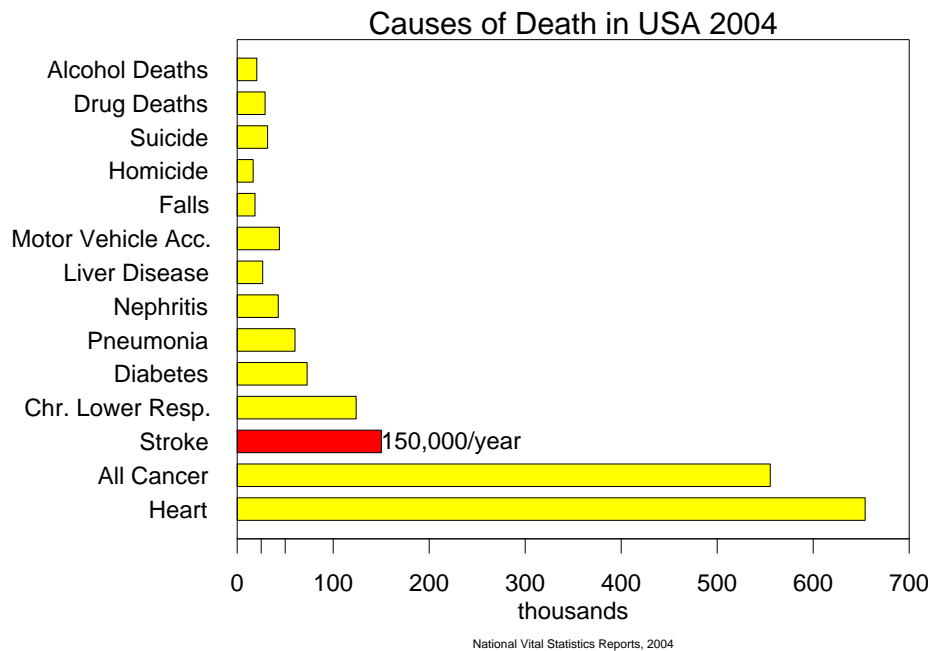
Why study neuroscience in medical school?

The Burden of Brain Disorders

... Taken as a whole, **disorders of the nervous system account for at least 15% of the global burden of disease and at least 27% of average years lived with % disability.**

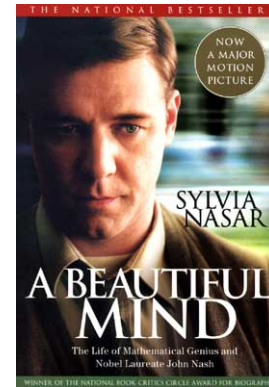
Marcelo Cruz, Rachel Jenkins, and Donald Silberberg
Science 312:53, 2006

Stroke is the third leading cause of death in the United States.

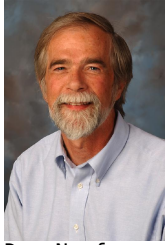


Increase in office visits with **antipsychotic treatment** by children and adolescents from 1993 to 2002.
(Adapted from Olfson et al., *Arch Gen Psych* 63: 679-685, 2006)

Name Each Picture's Brain Disorder or Disease



Who are the faculty?



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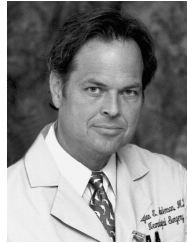
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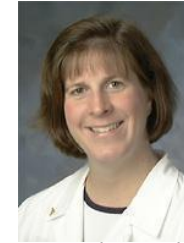
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Dr. Asconapé
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What is the course schedule?

August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 15:30 IntroNeuro.EJN	3 09:30 BrainOverview.EJN 10:30 Nhsio.Jones	4 LAB1+2 09:30 Dweitt.Jones 10:30 LAB1+2B/Hv/BV+LL	5 09:30 SpCord.Dauer 10:30 ResAscDesc.Dauer	6 09:30 SmallMusSpC1.Pied 10:30 SmallMusSpC2.Pied	7
8	9 PATIENT 09:30 CC:SpCord.MM 09:30 CC:MLJureP.MM 11:30 SmGp1NEexamSen	10 09:30 Medulla.EJN 10:30 NeuMNP.Cuk	11 Mass of Holy Spirit LAB3 09:30 Pons.EJN 13:00 LAB3:MedPons-LC3	12 09:30 Mid.EJN 09:30 TrigJut.EJN 11:30 SyrTran.Cuk	13 09:30 Vest1.Gruener 10:30 Vest2Eyes.Gruener	14
15	16 09:30 EyeMove.Stubbs 10:30 SmGp2NCexamSen	17 09:30 ResFor.Gruener 10:30 Cerebellum1.Gruener	18 LAB4 09:30 Cerebellum2.Gruener 10:30 LAB4:PonsMedLLC3	19 09:30 CC:CNerv.MM90 11:00 PostFossa.Ander	20 08:30 SmGp3SpCord 10:00 REV.EJN	21
22	23 09:30 ANS1.Scrogin 10:30 ANS2.Scrogin	24 09:30 Cortex1.EJN 10:30 Cortex2.EJN	25 LabQUIZ 09:30 NeuroLabQuiz 09:30 Chexovthers.Cuk 10:30 Coma.Letarte	26 PATIENT 09:30 CC:Lang.MM 10:30 MS+P.MM	27 08:30 SmGp4Coma 10:00 Cortex.EJN	28
29	30 EXAM1 13:00 NeuPhaBehEXAM1	31 09:30 Dns.EJN 10:30 BG.EJN				
					July 2010	September 2010
					1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

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In General:

- Lectures daily at 9:30 and 10:30
- Labs on Wednesdays
- Small Groups on Fridays

September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 LAB5 09:30 MotorSys.EJN90 11:00 LAB5:CxCb-LL	2 09:30 CC:MoveDis.MM 10:30 BringFaz.MM 11:30 EnsbLs.MM 30	3 09:30 SmGp5-Stroke 11:00 HypoF.DonC	4
5	6 Labor Day	7 09:30 Hypo2.DonC 10:30 Limbic.EJN90	8 LAB6 09:30 Pain1.Holtman 10:30 LAB6:DentBG-LC3	9 (Rosh Hash.) 09:30 CC:Headache.MM 10:30 Epilep.Assv-EJN90	10 (Rosh Hash.) 09:30 VisSys1.Stubbs 13:00 SmGp6-Ep	11
12	13 PATIENT 09:30 VisSys2.Stubbs 10:30 CC:SpCv+P.MM90	14 09:30 VisSys3.Stubbs 10:30 Sleep.DonC30	15 LAB7+LABREV 09:30 AutoSys1.Pied 10:30 LAB7:EsocAutLL 16:00 LABREV	16 LabEXAMA 08:30 NeuroLabEXAM2a 09:30 AutoSys2.Pied 10:30 CC:EyeEar.MM	17 EBN 08:30 TumorPath.Lee 09:30 CellFests.EJN90 11:00 EBN_Schneck	18 Yom Kippur
19	20 09:30 CC:ConfFunc.MM 10:30 CC:Insulin.MM90 13:00 SmGp7NPpath1	21 09:30 CC:RtTumor.Shea 10:30 TumorPath.O.Meilan	22 LabEXAMB 09:30 NeuroLabEXAM2b 10:30 CN:Trauma.Shea 10:30 CN:DegDis.Lee 90	23 PATIENT 09:30 CC:CarVasDis1.MM 10:30 CN:NPthy+H.MM90	24 09:30 CC:CarVasDis2.Lee 10:30 CN:VasDis.Letarte 13:00 SmGp8NPpath2	25
26	27 09:30 HearingPath.Prim 10:30 Dweitt.Jones	28 09:30 HfRegen.Jones 10:30 RepairPlac.Karje	29 09:30 BasalREV.EJN 10:30 ClincaREV.MM	30		
					August 2010	October 2010
					1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

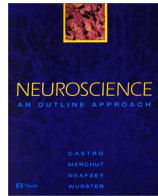
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October 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 EXAM2 13:00 NeuPhaBehEXAM2	2
3	4	5	6	7	8	9
10	11 Columbus Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	DST ends Halloween				September 2010	November 2010
					1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

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What are the required textbooks?



1. Castro AJ, Merchut MP, Neafsey EJ, and Wurster RD. *Neuroscience: An Outline Approach*. Mosby, St. Louis, 2002.
2. Haines DE. *Neuroanatomy: An Atlas of Structures, Sections, and Systems, Seventh Edition*. Lippincott Williams & Wilkins Publishers, Philadelphia, 2007.
3. Netter FH. *The CIBA Collection of Medical Illustrations, Vol 1. The Nervous System. Part II. Neurologic and Neuromuscular Disorders* CIBA, 1983.
4. Robbins SL. *Pathologic basis of Disease, Sixth Edition*. Saunders, Philadelphia, 1999.
5. Nolte J. *The Human Brain: An Introduction to its Functional Anatomy, Sixth Edition*. Mosby, St. Louis, 2008.

The Nolte book is written in full sentences and paragraphs. Some students find they like this better than the “outline approach.”

What are the learning objectives?

Medical Knowledge Competency:

Students will understand the structure and function of the nervous system in health and disease, including the following subject matter.

1. the embryonic development of the brain
2. the cells composing the brain, including neurons, the three types of CNS glia (astrocytes, oligodendrocytes, and microglia), and PNS Schwann cells
 - (a) the structure of the neuron, including dendrites, axons, and synapses
 - (b) the ionic basis of the resting membrane potential
 - (c) the ionic basis of the action potential
 - (d) synaptic neurotransmission by neurotransmitters and receptors
 - (e) the structure and function of myelin
3. the meninges of the brain (pia, arachnoid, and dura)
4. the formation and circulation of cerebrospinal fluid
5. the structure and function of the blood brain barrier
6. the blood supply of the brain
7. the main sensory pathways and systems in the brain, including
 - (a) somatosensory (touch, pain, proprioception) pathways
 - (b) the muscle spindle and monosynaptic stretch reflex pathway
 - (c) spinocerebellar pathways
 - (d) visceral reflex pathways (baroreflex, pulmonary stretch receptor, etc.)
 - (e) auditory pathways
 - (f) vestibular pathways
 - (g) visual pathways
 - (h) taste pathways
 - (i) olfactory pathways
8. the main motor pathways and systems in the brain, including
 - (a) corticospinal (pyramidal) tract
 - (b) vestibulospinal, reticulospinal, tectospinal, and rubrospinal tracts
 - (c) eye movement control
 - (d) cerebellar control of movement
 - (e) basal ganglia (extrapyramidal) control of movement
9. the organization of the brain stem, especially the cranial nerve nuclei.
10. the autonomic nervous system and its control by hypothalamus, amygdala, and cerebral cortex
11. the hypothalamic-pituitary neuroendocrine system
12. hypothalamic control of appetite and feeding
13. thalamocortical relations, especially those related to main sensory and motor pathways
14. the limbic system, stress responses, and emotion
15. higher cognitive functions such as learning, memory, attention, and language and their relation to the cerebral cortex and hippocampal formation
16. brain stem and hypothalamic systems regulating sleep and wakefulness
17. the relations between various neurological diseases or disorders and the brain's structure and function, including pain, stroke, spinal cord injury, epilepsy, multiple sclerosis, amyotrophic lateral sclerosis and its genetics, myasthenia gravis, neuropathy, myopathy, Parkinson's disease, Huntington's disease and its genetics, Alzheimer's disease, headache, alcohol and drug intoxication, cerebrovascular disease, and brain tumors, among others
18. End of Life issues related to Alzheimer's disease and ALS
19. the neuroanatomical basis of the neurological exam
20. the basic neuropathology of stroke, brain tumors, multiple sclerosis, and neurodegenerative diseases
21. the basics of interpreting brain MRIs, CT scans, and angiograms
22. the use of knowledge of basic neuroanatomy, together with patient symptoms and signs, to help localize nervous system lesions and their most likely pathology
23. the new and exciting research areas in neuroscience that may lead to better treatment of and improved recovery from neurological damage and disease

What about the Lecture exams?

- “National Board” multiple choice questions

Lecture Exam Schedule 2009

- **Lecture Exam 1: 1:00 PM Monday Aug 30**
- **Lecture Exam 2: 1:00 PM Friday Oct 1**
- Both also cover material from the Therapeutics course and from the Behavioral Medicine and Development course!
- **Both Lecture Exams will be ONLINE!!!**

Lecture Exam Grading

- Lecture Exam 1 counts for **30%** of Final Grade
- Lecture Exam 2 counts for **45%** of Final Grade

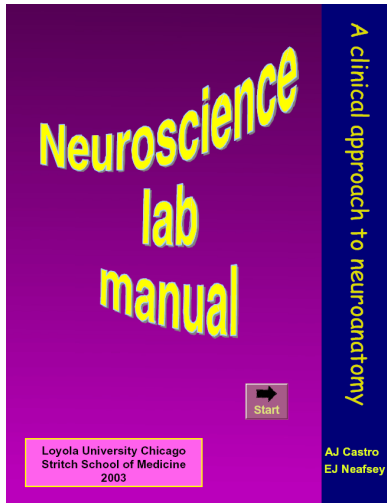
Professionalism competency:

Graduates must demonstrate a combination of knowledge, skills and attitudes, and behaviors necessary to function as a respected member of the medical profession. They must know the obligations of medical professionals as members of healthcare team, as members of a healthcare and educational institution, and as leaders in our society in bringing about the common good. Our graduates will be able to: Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes self-interest; and accountability to patients, society, and the profession.

Students will be able to converse appropriately and **behave with personal integrity in all course activities.**

Evaluation: Students who conspicuously fail to meet this objective will be informed verbally and in writing by the course director and/or faculty member who observes such behavior. If a serious infraction such as cheating on an exam occurs, SSOM policies will be followed.

What about the 6 Labs?



Lesion Lessons
Subject Matter
Patient Puzzles



- Labs meet on Wednesdays. Lab faculty include **five professors** (Drs. E.J. Neafsey, John Shea, Jack Lee, Sam Cukierman, and Mike Dauszvardis).
- **Three “Wet Labs”** (Lab Manual chapters 1-2,5,7) in **Anatomy Lab in Lower Level**.
- **Three “Dry Labs”** (Lab Manual chapters 3,4,6) in **Learning Clusters on Third Floor**.
- Lab groups of 3-5 are formed by the students.
- Neuroscience Lab Manual is on the CD.
- **Lab exercises work best** when you **use Adobe Reader to open lab manual on the CD**. To use Lab Manual on CD, start Adobe Reader and open the file `startlabmanual07.pdf` in the `ns_lab_manual` folder on the CD. You can also get at the lab manual through LUMEN, but it is slower and doesn't work as well. You should **set up Adobe Reader Preferences as described in Introduction to Lab Manual**.
- **Also on the CD:**
 - *folder labeled **ns_lectures** contains as many of the course lecture pdf or powerpoint files as were available when CD was burned; each professor has a separate folder.*
 - *folder labeled **ns_smgrps** contains material for the small group sessions.*
 - *folder labeled **lumen_for_cd** contains other teaching material from Lumen website related to brain sections studied in labs 3,4, and 6, along with a **neurovascular (blood supply) tutorial**, and a **labeled brain MRI atlas***

Lab Exams

One Lab Quiz (25 questions) and **Two** Lab Final Exams (50 questions each) – but **only one lab final is required and only the “best” lab final grade is counted!!!**

Lab Quiz	25Q	8:30 AM	Wed	Aug 25
Lab Final 1	50Q	8:30 AM	Thu	Sept 16
Lab Final 2	50Q	8:30 AM	Wed	Sept 22

Lab Exam Format:

- A **slide show with a multiple choice answer sheet**

Lab Exam Grading:

- Lab Quiz counts for **7%** of Final Grade.
- Best Lab Final counts for **18%** of Final Grade.
- Both Lab exams (Quiz and Final) together count for **25%** of Final Grade.

What about small groups?

- 8 small group sessions.
 - *Groups 1 and 2 introduce Neurological Exam (groups=class/2)*
 - *Groups (class/8) 3, 4, 5, 6 discuss cases. Attendance mandatory (sign-in sheet). (groups=class/8)*
 - *Groups 7 and 8 introduce Neuropathology (groups=class/2)*
- Meet Monday (1, 2) or Wednesday (7) or Fridays (3, 4, 5, 6, 8) at various times
- Small groups take place in learning clusters or case method rooms
- Material is found in **yellow pages in handout.**

Interpersonal and Communication Skills Competency:

Graduates must demonstrate knowledge of the principles of communication and the skills and attitudes that allow effective communication with patients, families, healthcare workers, and others who affect the health and well-being of patients; and to create and sustain a therapeutic and ethically sound relationship with patients.

Students will communicate effectively with their peers and faculty, as judged by their ability to participate actively and effectively in the small group discussions.

Evaluation: Small Group Faculty will report to Course Director any students who notably fail to participate in discussion or who consistently act inappropriately during discussions.

What about Review Sessions?

There are 4 Review Sessions scheduled:

1. A **REV** on Friday at end of 3rd week before first lecture exam
2. A **BasicREV** on Wednesday before final exam
3. A **ClinicalREV** on Wednesday before final exam

What is Evidence-based Neurology (EBN)?

On **Tuesday September 17 at 11:00 AM** Dr. Michael Schneck from Neurology will moderate an exercise on Evidence-based Neurology (EBN) related to treatment with carotid endarterectomy.

- *All students will receive via email a description of the cases two weeks before the EBN exercise; this is also found on the course CD in the EBN folder. In addition, all the relevant papers related to the indications for and against carotid endarterectomy will be posted on the Neuroscience Course website.*
- *Each of the small groups should meet on their own to discuss the cases, answer the questions, and select a representative of the group. The answers must be submitted to Dr. Schneck via email the day before the EBN exercise. This email submission will be the basis for all members of the group receiving 0.5 point added to their final, overall course average; failure to submit answers will result in no points added to final average for all members of the group.*
- *On September 17 for the EBN session the 8 small group representatives will act as a panel for a discussion with Dr. Schneck of the cases. All students must attend this session (sign-in sheet).*

Lifelong Learning, Problem-Solving, and Personal Growth Competency: *Graduates should demonstrate the knowledge, skills, and attitudes needed to be able to begin to evaluate their method of practice, use appropriate tools of evidence to analyze clinical practice, include research-based findings into their clinical practice, and understand concepts of quality in health care and quality improvement. They recognize and thoroughly characterize both personal and professional problems and develop an informed plan of action. They recognize that self-awareness, self-care, and personal growth are essential components of professional development. Our graduates will be able to develop a commitment to excellence and ongoing professional development.*

Medical Neuroscience Final Grade:

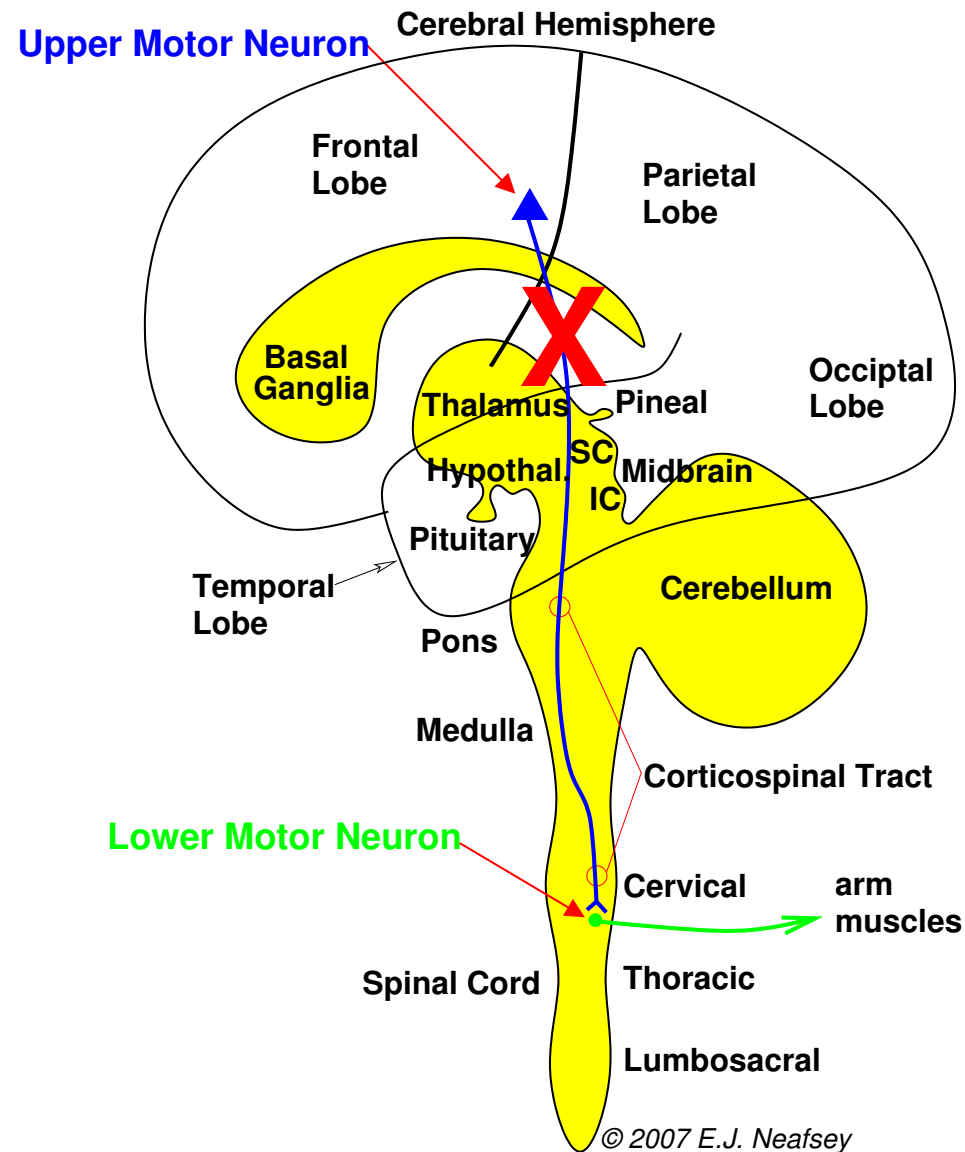
Exam	Percent
Midterm Lecture	30
Final Lecture	45
Lab Quiz	7
“Best” Lab Final	18

Mean defines Pass/High Pass line; mean + 1SD defines High Pass/Honors line; Fail/Pass line is determined by mean - 2SD or 70%, whichever is lower.

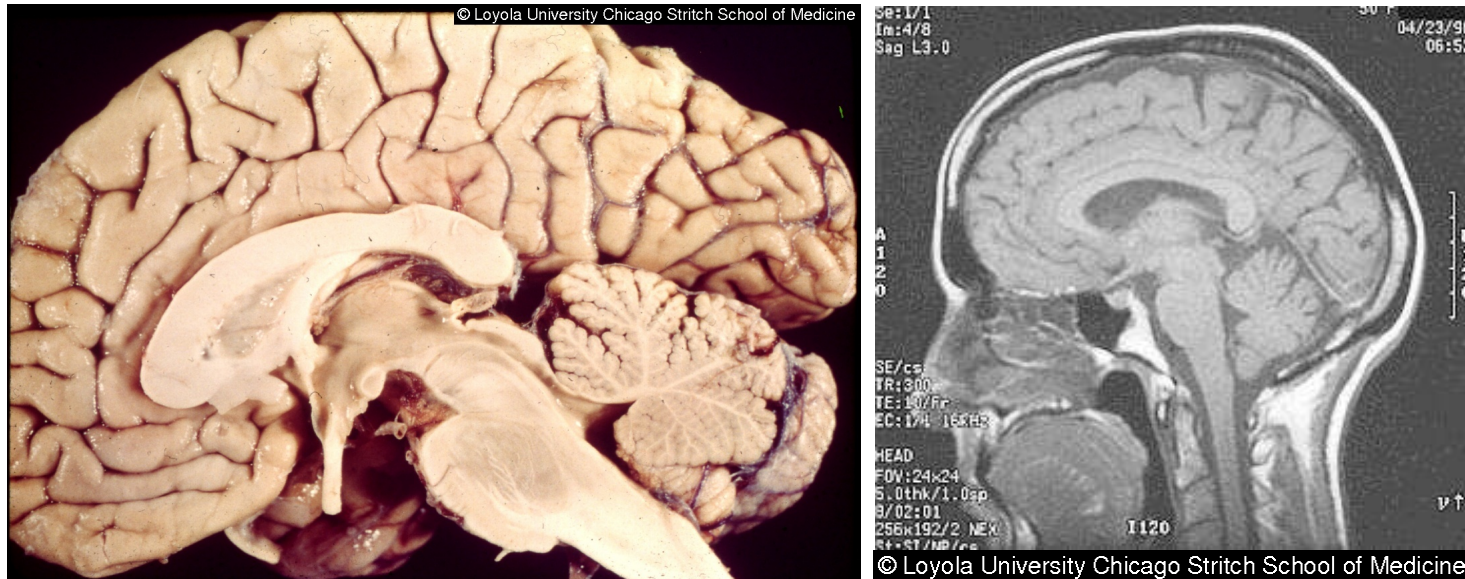
How do I do well?

- **Keep up!!!** Study each day's material and then glance at the chapter for the next day's lecture.
- **Come to all the lab sessions.** Prepare for labs by looking over the Lab Manual **before** the lab takes place. Ask the Faculty and TAs for help on the *Lesion Lessons* and *Patient Puzzles*.
- **Prepare the small group cases** before the small group takes place.

Example 1 — Stroke Paralysis: Damage to Origin or Fibers of Corticospinal **TRACT**



Example 2 — Midsagittal MRI:



What is taking Neuroscience like?

“ . . . the process of learning is marked by **an initial period of darkness** in which one gropes about insecurely, in which one cannot see where one is going, in which one cannot grasp what all the fuss is about; and only gradually, as one begins to catch on, does the initial darkness yield to **a subsequent period of increasing light, confidence, interest, absorption.**”

Insight, Bernard Lonergan

What does it mean to know neuroscience?

Knowing

Knowing = **understanding correctly**

This means being able to **explain** the subject and being able to correctly **answer questions** about it.

Therefore, **knowing neuroscience** means **understanding it correctly**, so you can explain it to others (your colleagues and patients) and answer their questions about it.

The process of coming to understand a complex subject like neuroscience involves accumulating many “Aha!” experiences of insight into various aspects of the subject that allow you to finally “see the big picture” and “get it.”

What does “Aha!” feel like? See if you can figure out the following puzzles. **Pay attention to the feeling you have when you “get” one!**

Insights

- M. + M. + N.H. + V. +C. + R.I. = N.E.
- “IB. in the H. = 2 in the B.”
- C. + 6D. = N.Y.E.
- N.N. = G.N.
- 1 + 6Z. = 1M.
- H.H. & M.H. at 12 = N. or M.
- T. = L.S. State

From: *Aha: A Puzzle Approach To Creative Thinking* by Morgan Worthy. iUniverse, Inc. Book Publisher, Lincoln NE, 1999.

How Should I Study?

- Read the chapter several times.
- Close the book.
- Recall.
- Write it down or say it out loud
- **Talk to your friends about it.**
- If you just read it several times, it's easy to think you know it when you really don't.
- **TRY TO EXPLAIN IT TO SOMEONE ELSE!**

August 2010

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September 2010

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			1 LAB5 09:30 MotorSys,EJN90 11:00 LAB5:CxCb-LL	2 09:30 CC:MoveDis,MM 10:30 BringEss,MM 11:30 EndofLife,MM 30	3 08:30 SmGrp5:Stroke 11:00 Hypo1,DonC	4																																																																																																	
5	6 Labor Day	7 09:30 Hypo2,DonC 10:30 Limbic,EJN90	8 LAB6 09:30 Pain1,Holtman 10:30 LAB6:DienBG-LC3	9 (Rosh Hash.) 09:30 CC:Headache,MM 10:30 Epilep,Asc+EJN90	10 (Rosh Hash.) 09:30 VisSys1,Stubbs 13:00 SmGrp6:Epi	11																																																																																																	
12	13 PATIENT 09:30 VisSys2,Stubbs 10:30 CC:BgCb+Pt,MM90	14 09:30 VisSys3,Stubbs 10:30 Sleep,DonC90	15 LAB7+LABREV 09:30 AudSys1,Pied 10:30 LAB7:BrainCut-LL 16:00 LABREV	16 LabEXAMA 08:30 NeurLabEXAM2a 09:30 AudSys2,Pied 10:30 CC:EyeEar,MM	17 EBN 08:30 TumorPath,Lee 09:30 CxHemis,EJN90 11:00 EBN, Schneck	18 Yom Kippur																																																																																																	
19	20 09:30 CC:CortFunc,MM 10:30 CC:IntoxInf,MM90 13:00 SmGrp7:NPath1	21 09:30 CC:BrTumor,Shea 10:30 TumRadOnc,Melian	22 LabEXAMB 08:30 NeurLabEXAM2b 09:30 CN:Trauma,Shea 10:30 CN:DegDis,Lee 90	23 PATIENT 09:30 CC:CerVasDis1,MM 10:30 CN:NPthy+Pt,MM90	24 09:30 CC:CerVasDis2,Lee 10:30 CSFVasBBB,Letarte 13:00 SmGrp8:NPath2	25																																																																																																	
26	27 09:30 Neuropsych,Prim 10:30 Devel2,Jones	28 09:30 InjRegen,Jones 10:30 RepairPlas,Kartje	29 09:30 BasicREV,EJN 10:30 ClinicalREV,MM	30																																																																																																			
					<table border="1"> <tr> <th colspan="7">August 2010</th> <th colspan="7">October 2010</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> <td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> <tr> <td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td> <td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>31</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	August 2010							October 2010							1	2	3	4	5	6	7						1	2	8	9	10	11	12	13	14	3	4	5	6	7	8	9	15	16	17	18	19	20	21	10	11	12	13	14	15	16	22	23	24	25	26	27	28	17	18	19	20	21	22	23	29	30	31					24	25	26	27	28	29	30								31						
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October 2010

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31 DST ends Halloween					<table border="1"> <thead> <tr> <th colspan="7">September 2010</th> <th colspan="7">November 2010</th> </tr> <tr> <td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td> <td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> <td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td> </tr> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td> <td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td> </tr> </thead> </table>	September 2010							November 2010										1	2	3	4		1	2	3	4	5	6	5	6	7	8	9	10	11	7	8	9	10	11	12	13	12	13	14	15	16	17	18	14	15	16	17	18	19	20	19	20	21	22	23	24	25	21	22	23	24	25	26	27	26	27	28	29	30			28	29	30					
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Grad Students

- Please stop by and see me after class to make sure I have all of your names and email addresses.

Brain Overview

(Covered in part by Chapter 3 of *Neuroscience: An Outline Approach*)

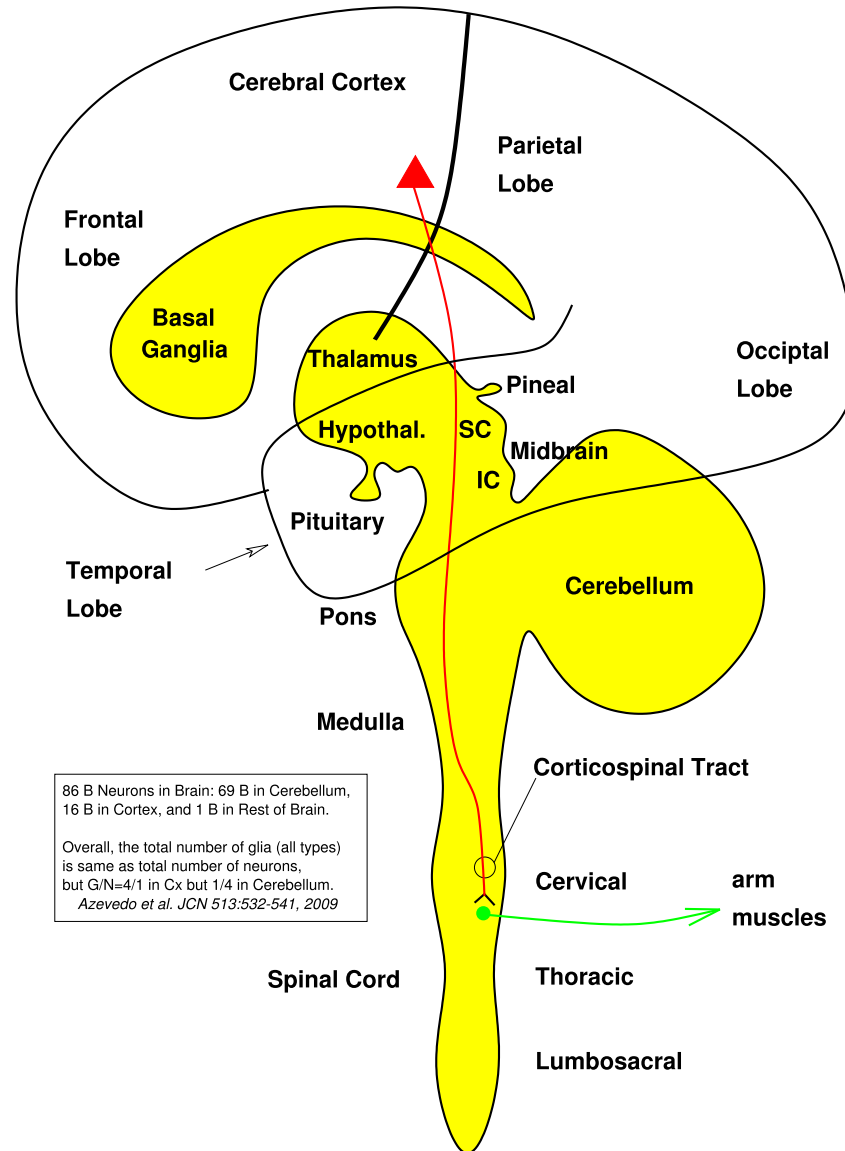
E.J. Neafsey, Ph.D.

Loyola University Stritch School of Medicine

Outline

1. Brain Subdivisions in Various Views
2. Circulation (anterior and posterior)
3. Ventricles
4. Meninges
5. Choroid Plexus and CSF
6. Blood Brain Barrier

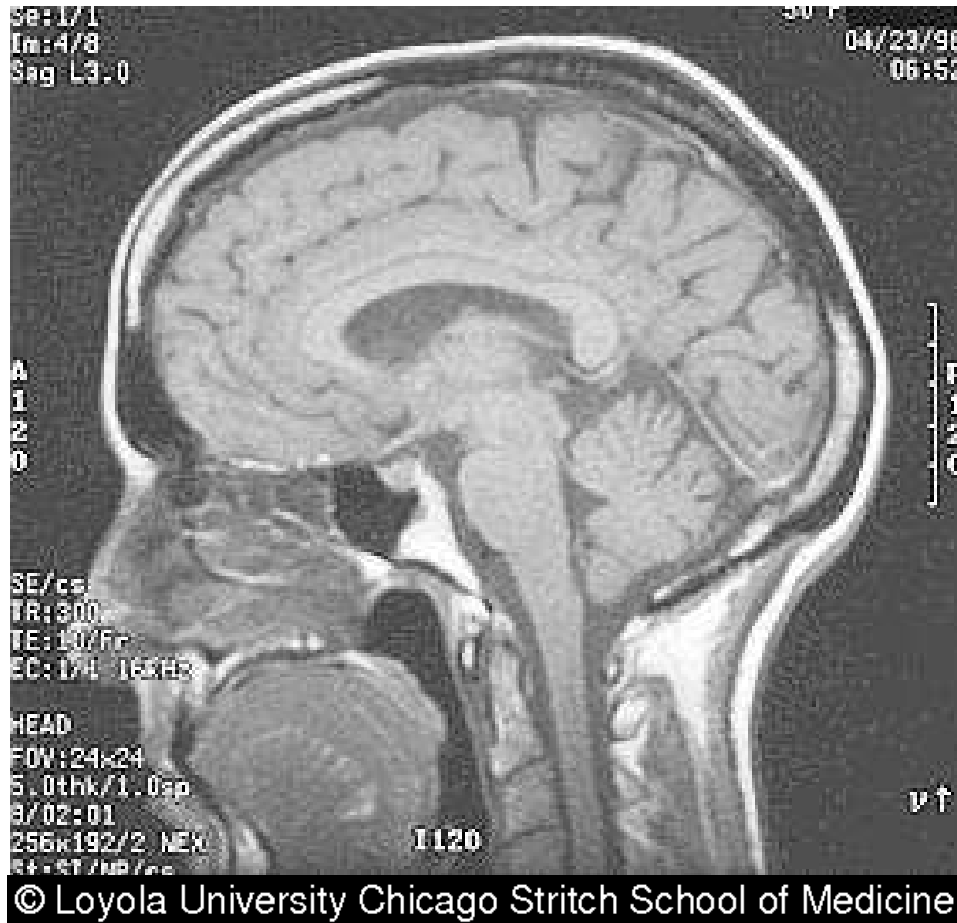
Brain Overview



86 B Neurons in Brain: 69 B in Cerebellum, 16 B in Cortex, and 1 B in Rest of Brain.

Overall, the total number of glia (all types) is same as total number of neurons, but G/N=4/1 in Cx but 1/4 in Cerebellum. Azevedo et al. JCN 513:532-541, 2009

Mid-Sagittal View



Identify

- spinal cord
- medulla
- pons
- midbrain
- cerebellum
- 4th ventricle
- aqueduct
- tectum
- 3rd ventricle
- thalamus
- hypothalamus
- corpus callosum
- cerebral hemisphere

Region	Mass (g)	Neurons (B)	Non-Neurons (B)
Brain	1500	86	85
Cortex	1200	16	60
Cerebellum	150	69	16
Remainder	118	1	8

(from Azevedo et al., J Comp Neurol 513:532-541, 2009)

Ventral View



© Loyola University Chicago Stritch School of Medicine

Identify

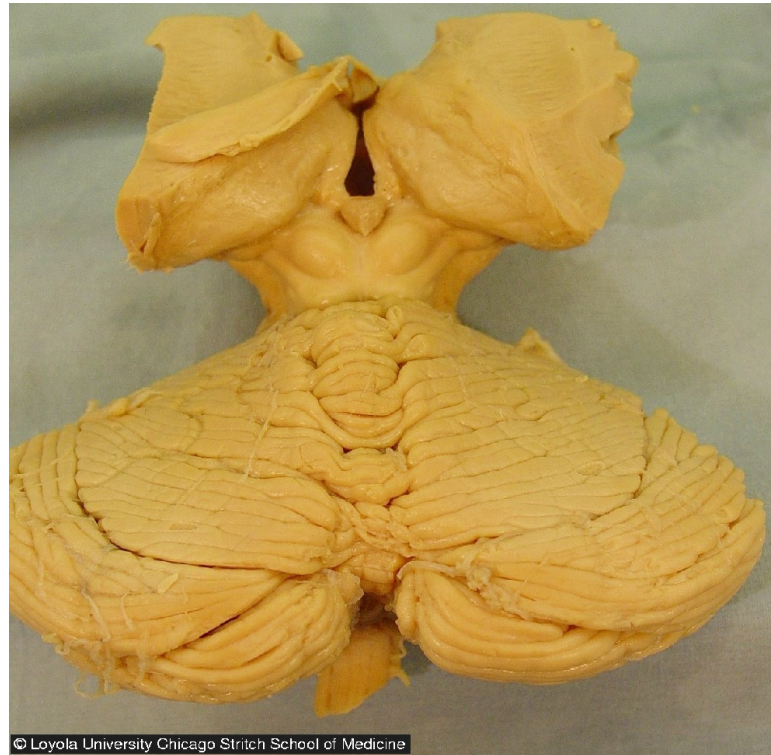
- medulla
- pons
- midbrain
- cerebellum
- temporal lobe
- mammillary bodies
- optic chiasm
- pia mater
- cranial nerves
- blood vessels

Dorsal View

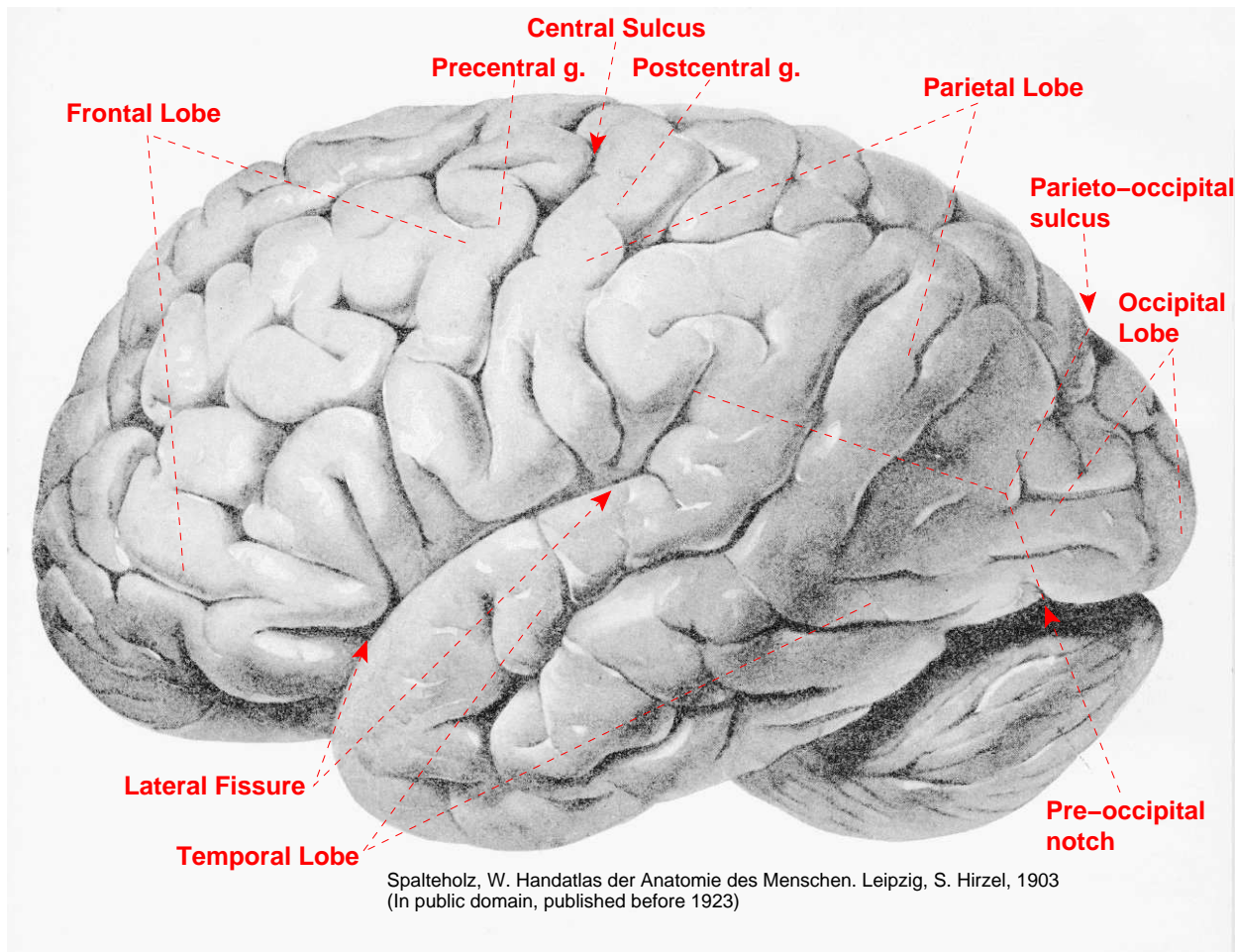


Identify:

- floor of fourth ventricle
- cerebellar peduncles
- superior and inferior colliculi
- pineal gland
- thalamus



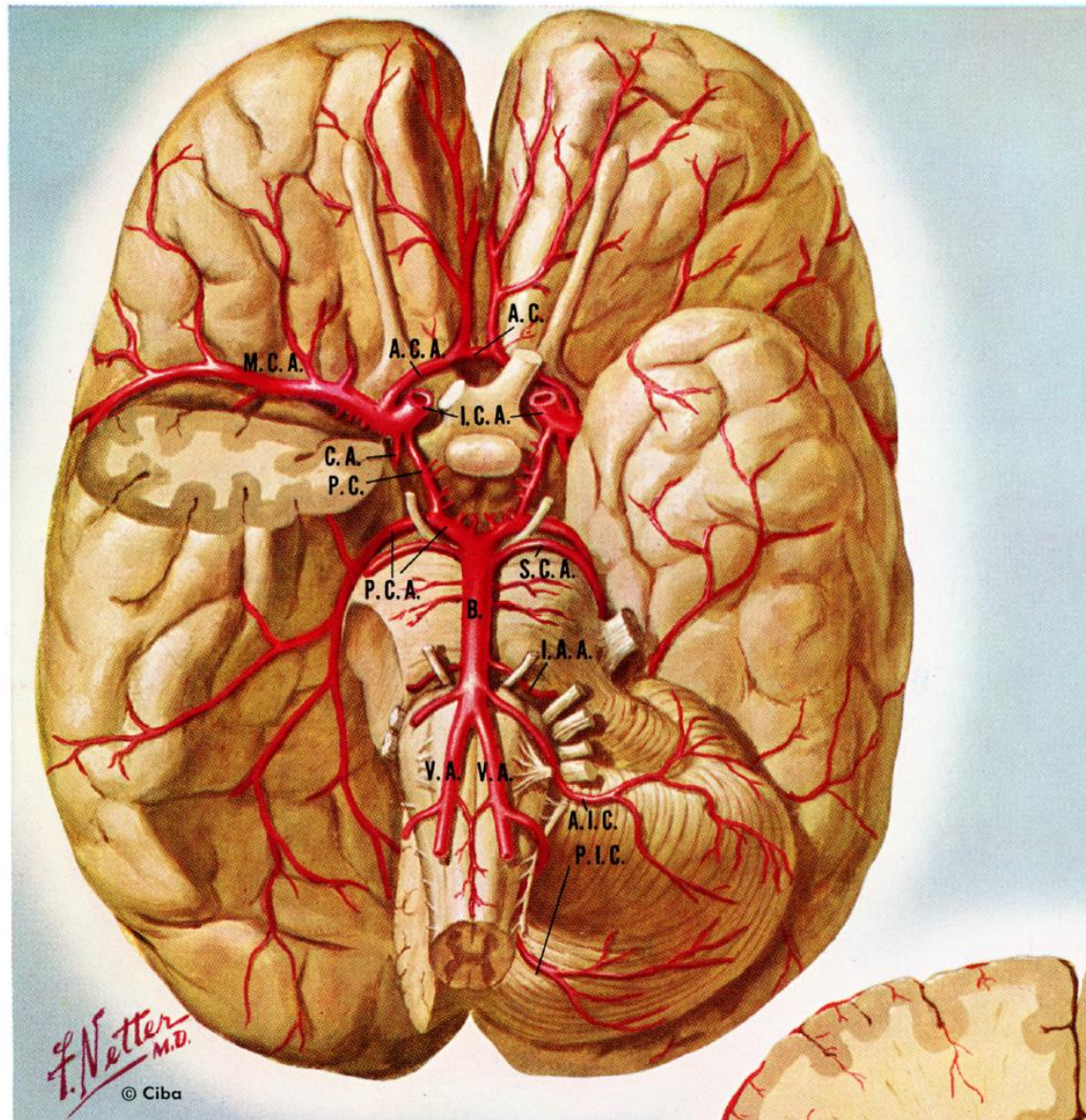
Lateral View



Identify

- central sulcus
- lateral fissure
- frontal lobe
- parietal lobe
- occipital lobe
- temporal lobe
- cerebellum

Anterior and Posterior Circulations



Anterior Circulation:

- *internal carotid a.*
- *middle cerebral a.*
- *anterior cerebral a.*

Posterior Circulation:

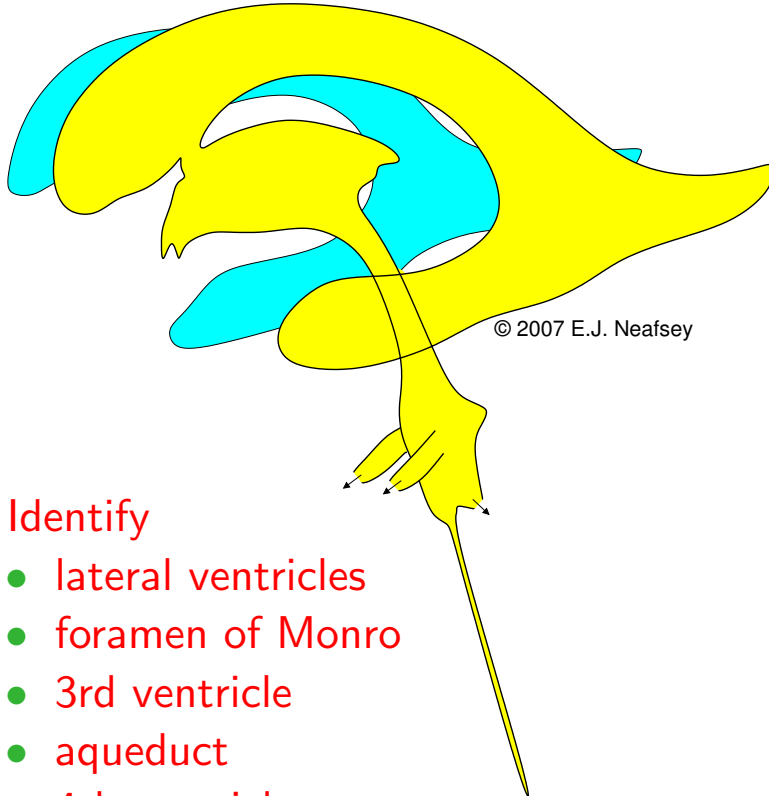
- *vertebral a.*
- *basilar a.*
- *posterior cerebral a.*

Circle of Willis

- *post. communicating a.*
- *ant. communicating a.*

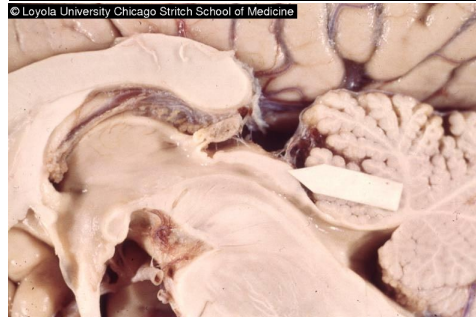
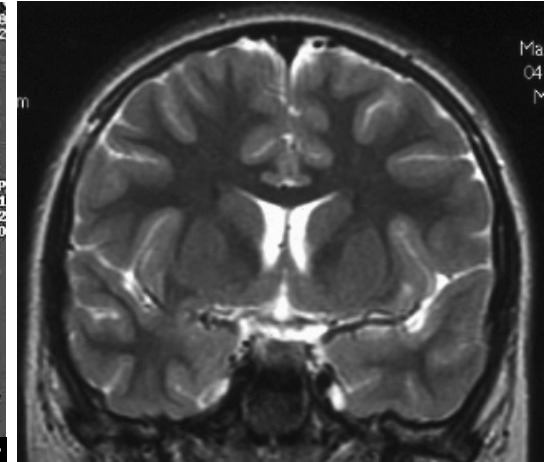
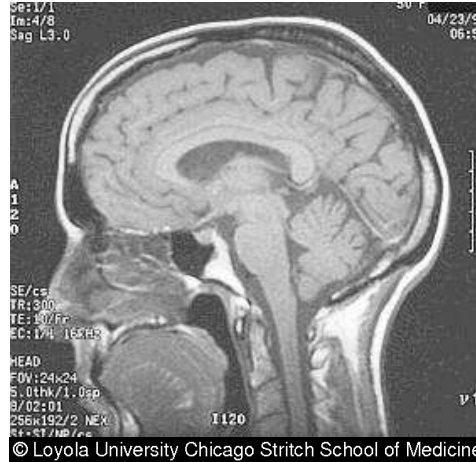
Plate 16 from *The CIBA Collection of Medical Illustrations. Volume I. Nervous System.*
Frank Netter. CIBA:1953.

Ventricles



Identify

- lateral ventricles
- foramen of Monro
- 3rd ventricle
- aqueduct
- 4th ventricle
- foramen of Magendie
- foramina of Luschka
- central canal



Meninges: Dura, Arachnoid, and Pia

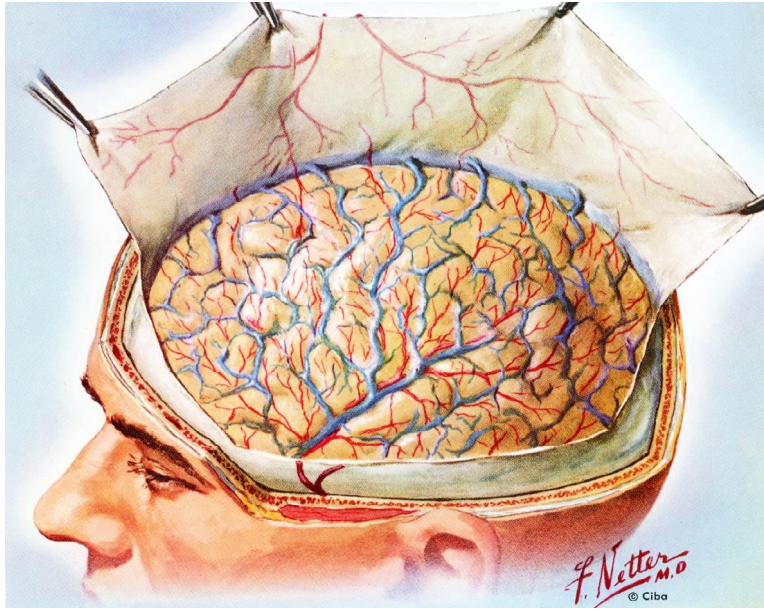
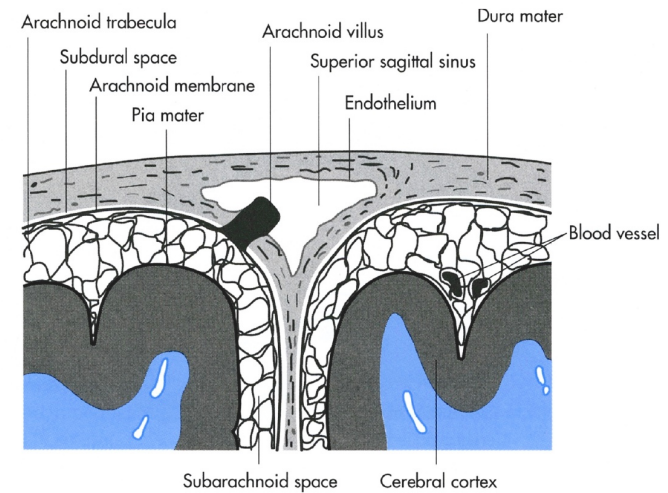


Plate 13 from *The CIBA Collection of Medical Illustrations. Volume I. Nervous System.* Frank Netter. CIBA: 1953.



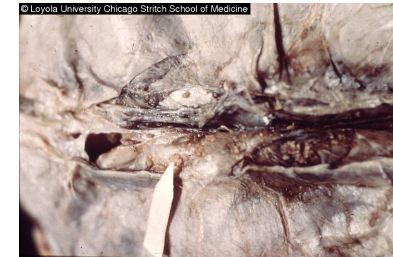
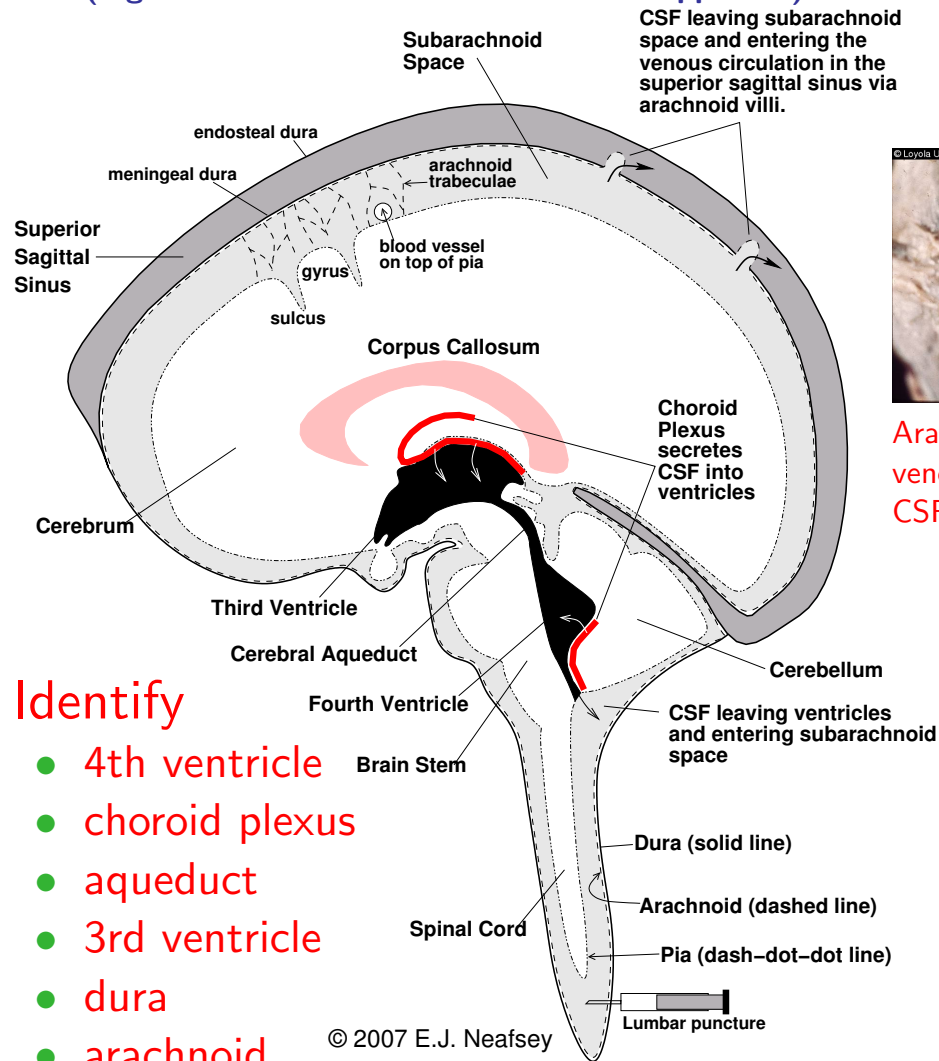
(Fig 3-1, *Neuroscience: An Outline Approach*)

Identify:

- dura
- arachnoid
- pia
- subarachnoid space
- arachnoid villus
- superior sagittal sinus

Choroid Plexus and CSF

(Fig. 3.2 of Neuroscience: An Outline Approach)



Arachnoid villi empty into venous sinuses and return CSF to circulation.



Choroid plexus filters blood plasma and secretes CSF into ventricles.

Identify

- 4th ventricle
- choroid plexus
- aqueduct
- 3rd ventricle
- dura
- arachnoid
- pia

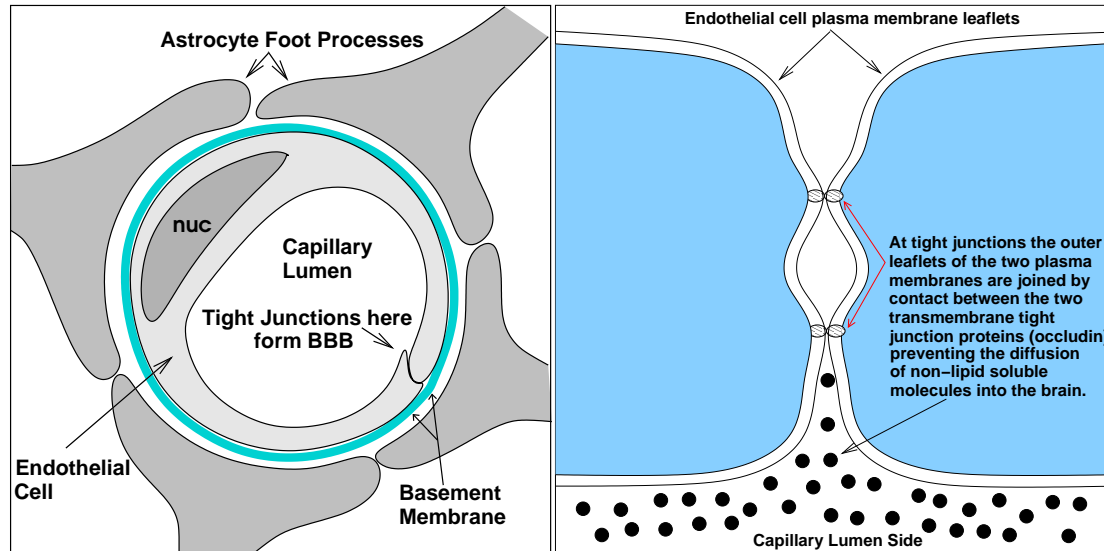
© 2007 E.J. Neafsey
Fig. 3-2 of Neuroscience: An Outline Approach

CSF is formed INSIDE the brain within the ventricles, leaves via openings in fourth ventricle, circulates around brain in subarachnoid space, and then returns to circulation via arachnoid villi into superior sagittal sinus.

csf.mov

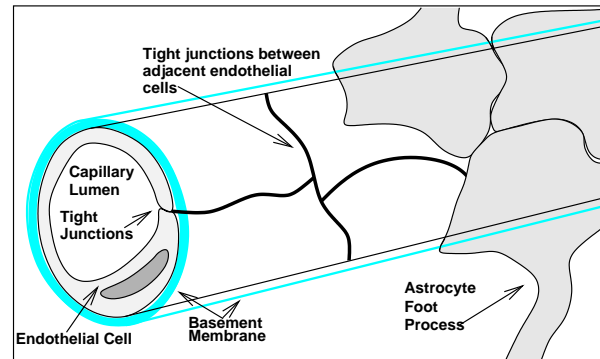
BBB = Tight Junctions Between Brain Capillary Endothelial Cells

(Fig. 3-3 of *Neuroscience: An Outline Approach*)



Redrawn after figure on page 76 of "The Blood Brain Barrier" by GW Goldstein and AL Betz (Sci. Amer. 255:74-83, 1986)
Part of Figure 3-3 in "Neuroscience: An Outline Approach"

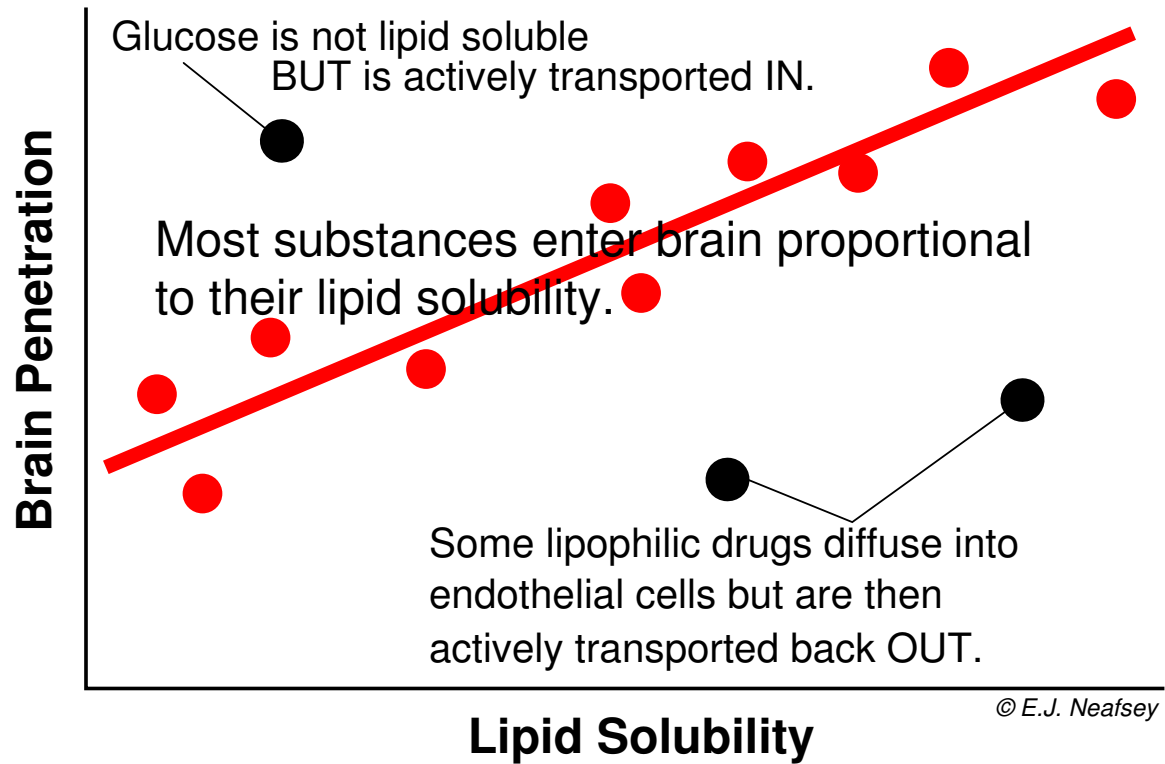
Part of Figure 3-3 in "Neuroscience: An Outline Approach"



Redrawn after figure on page 77 of "The Blood Brain Barrier" by GW Goldstein and AL Betz (Sci. Amer. 255:74-83, 1986)
Part of Figure 3-3 in "Neuroscience: An Outline Approach"

Astrocytes induce brain endothelial cells to form tight junctions, which creates the blood-brain barrier. Existence of this barrier mean that only lipid soluble substances that can diffuse through the endothelial cell membrane OR substances that are actively transported across the endothelial cell membrane can enter the brain.

Lipid Soluble Substances Cross BBB

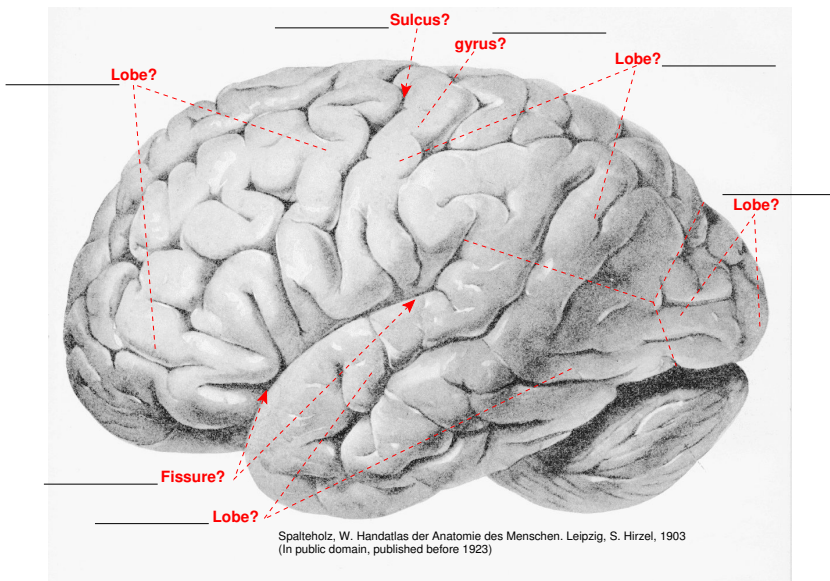


Quiz



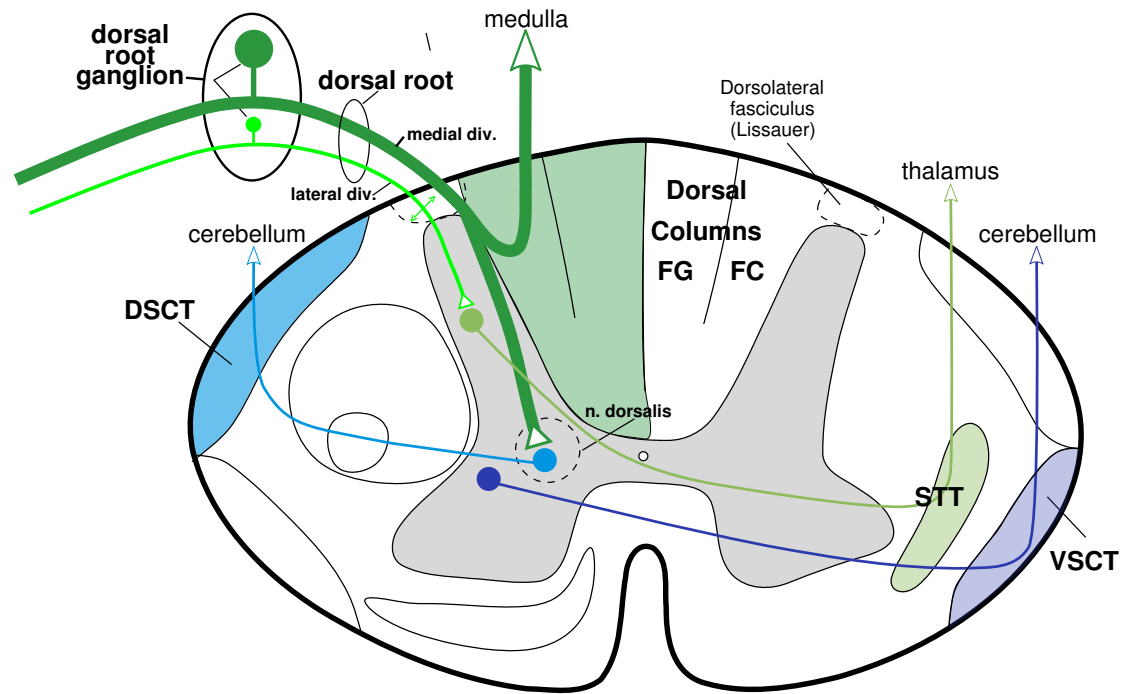
Identify

- medulla
- pons
- midbrain
- cerebellum
- 4th ventricle
- aqueduct
- 3rd ventricle
- tectum

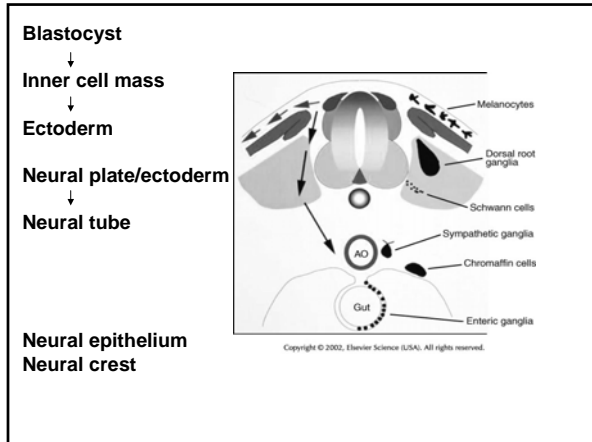


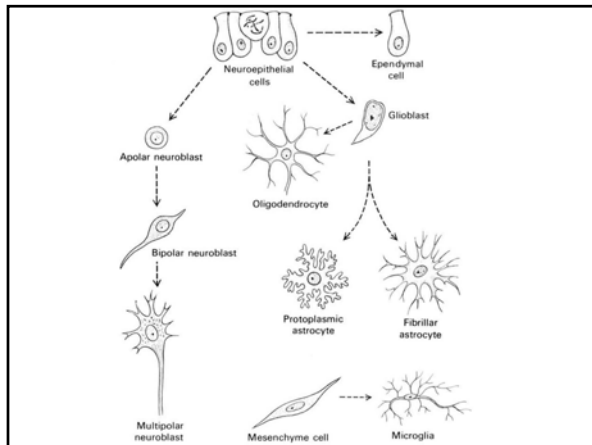
1. Describe the anterior circulation of the brain.
2. Describe the posterior circulation of the brain.

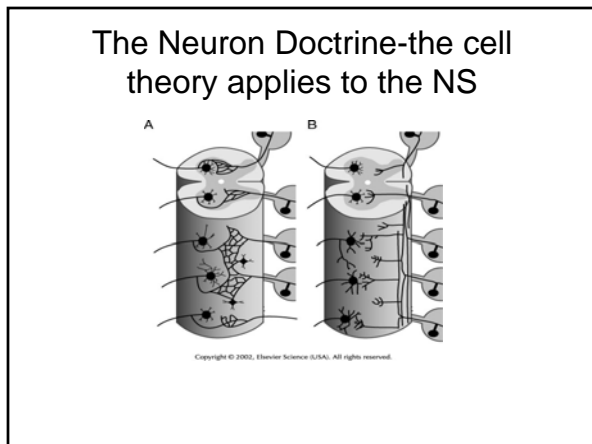
Spinal Cord: Sensory Inputs and Tracts

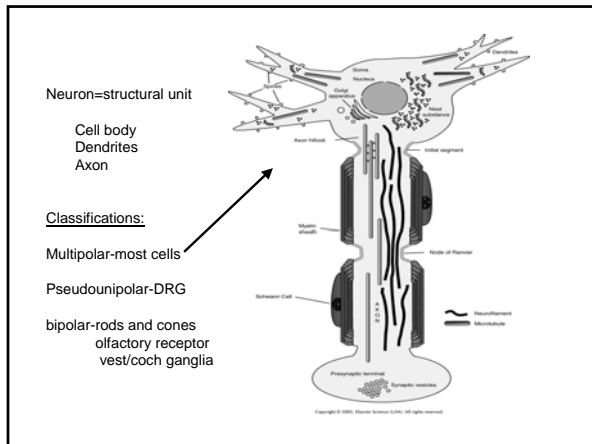


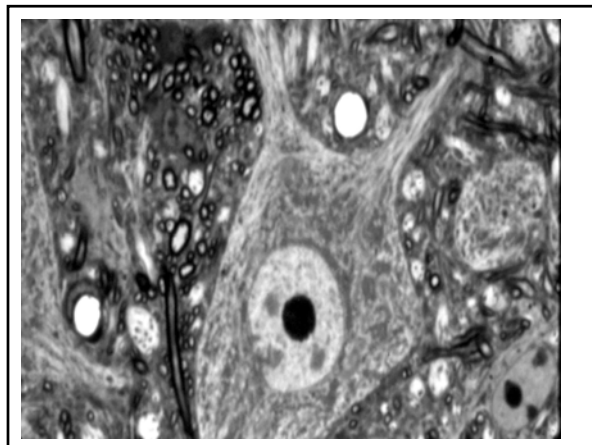
- Identify the fasciculus gracilis (FG) and fasciculus cuneatus (FC), spinothalamic tract (STT), dorsal spinocerebellar tract (DSCT), and ventral spinocerebellar tract (VSCT).
- Note that there are NO SYNAPSES in the dorsal root ganglion. The primary sensory axons simply pass through on their way from the periphery to the spinal cord. Each dorsal root ganglion cell body located there sustains its single axon (remember these are pseudoUNIPOLAR neurons) by way of metabolism, protein synthesis, etc. NOTHING ELSE HAPPENS THERE!

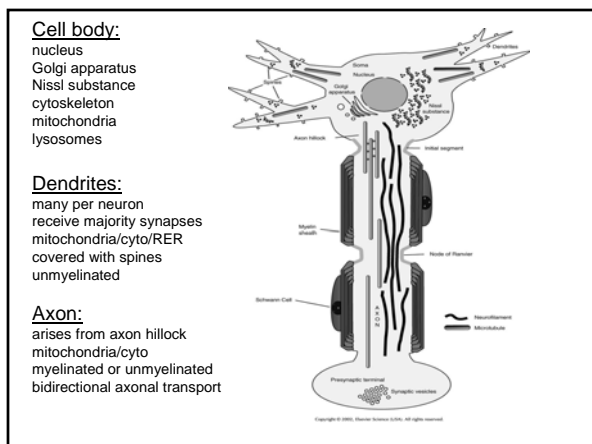


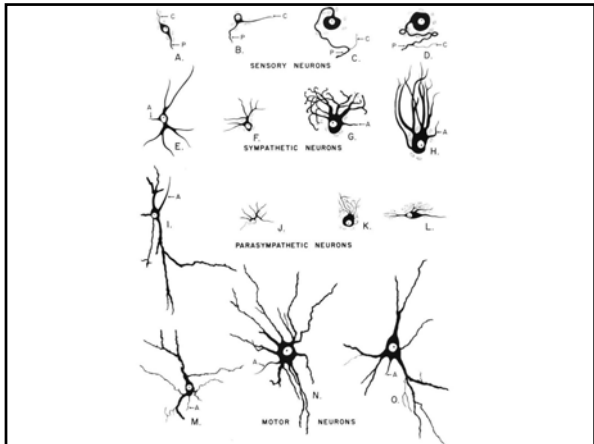








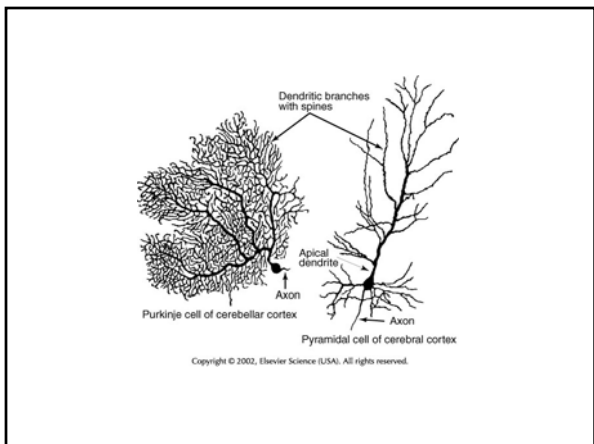




Synapses:

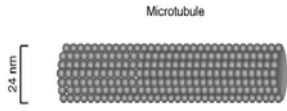
- axo-dendritic
- axo-somatic
- axo-axonal
- neuromuscular
- asymmetrical
- symmetrical
- excitatory
- inhibitory

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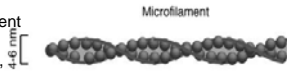


Cytoskeletal Elements: Tubulin, Actin, Intermediate Filaments
dynamic structures; unique complement/cell
aggregate properties - basis of cell morphology and plasticity

cell architecture
intracellular transport
10% brain protein



responsive to environment
concentrated in growth
cones, presynaptic sites,
dendritic spines



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Vimentin, GFAP, NF triplet

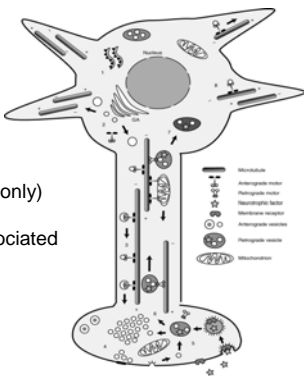
Axonal transport

Anterograde
Retrograde

Slow: growth (antero only)

Fast: membrane-associated
retro and antero

building/maintaining

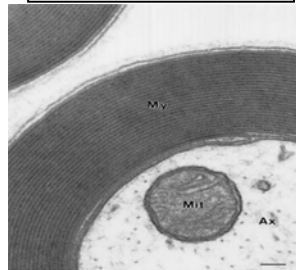


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Schwann cell (Neural crest)-myelinating cell of PNS

1 Schwann cell wraps 1 axon segment
React after peripheral nerve damage
important to regeneration

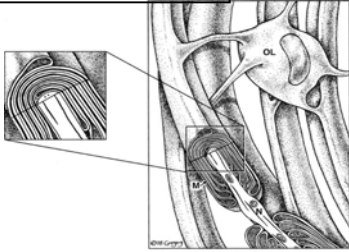
PMP-22 protein
over/underexpression
myelin deficiencies
peripheral neuropathies



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Oligodendrocytes: myelinating cell of the CNS

myelinates up to 40-50 nearby axonal segments
involved in MS
optic "nerve"- really a CNS tract



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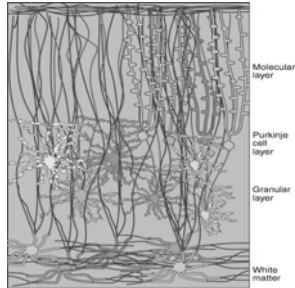
**Astrocytes: Important role in CNS homeostasis
(20-50% of volume)**

Functions:

- migration/guidance of neurons
- source of adhesion molecules
- help form aggregates of neurons
- produce large # trophic factors
- regulate NT uptake/inactivation
- soak up K⁺ ions
- CNS detoxification
- BBB

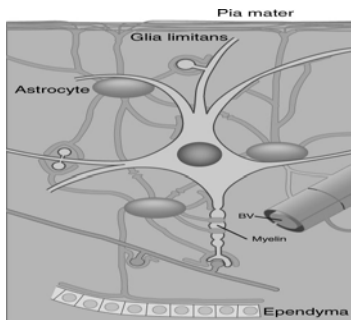
CNS disorders:

- react-hypertrophy
- form scars-astrogliosis
- most gliomas

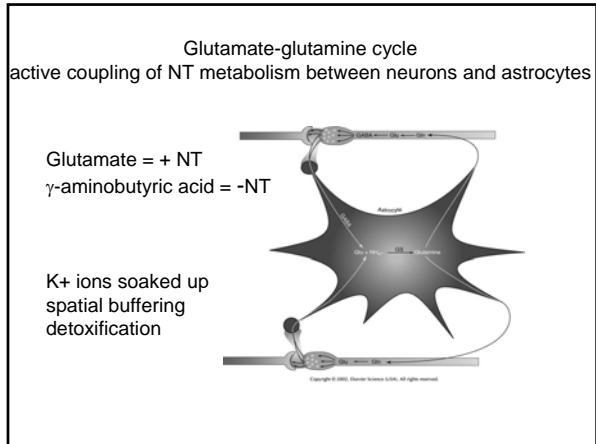


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Astrocytic processes surround neurons and synapses,
blood vessels, node of Ranvier, and form glial limitans



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Microglia
mediators of immune responses in nervous tissue

Functions:
resident immune cells
Blood monocyte-derived
5-20% of cells
homeostasis ?
cytokines/trophic factors
immune activation

CNS disorders:
reactive
phagocytic
antigen presentation
neurodegeneration

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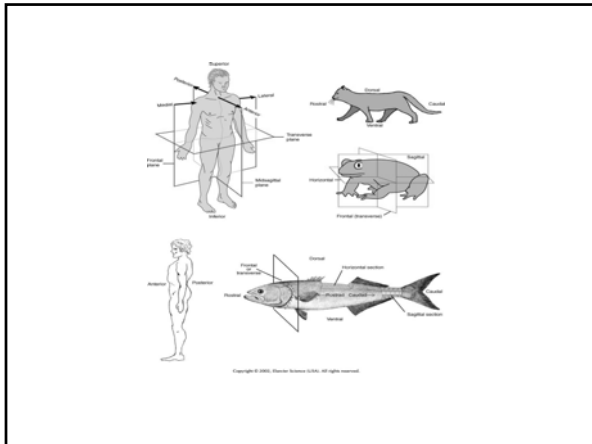
Blood-brain-barrier

Endothelial cells
Tight junctions
Pericytes
Astrocytic endfeet
Basement membrane

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**Neural stem cells-
progenitor cells that give rise to more
differentiated cells, but remain in cell cycle**

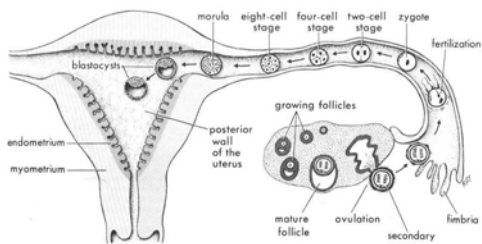
- Embryonic –
 - blastocyst source of true stem cell
 - neuroblast source of new neurons
- Adult –
 - subventricular zone throughout neuraxis
 - hematopoietic stem cells- may become neural



Topographical Organization of the Nervous System begins in the neural plate stage

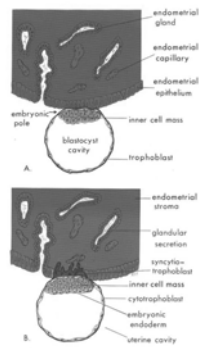
- **CNS develops as hollow tube**
- **Topographically flat sheet of cells = neural plate (originally ectoderm)**
- **Process of CNS development called neurulation**
- **Blastocyst-bilaminar-trilaminar (3rd week)**

Week 1 of Development - Blastocyst

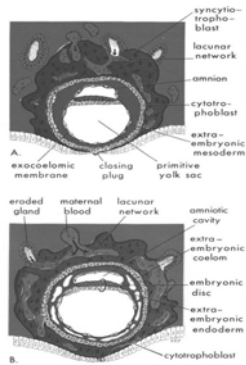


Inner cell mass

Embryonic stem cells



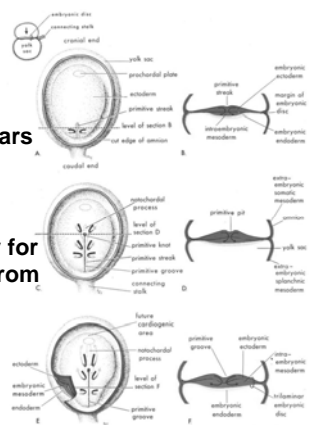
Week 2
inner cell mass
becomes
bilaminar embryo



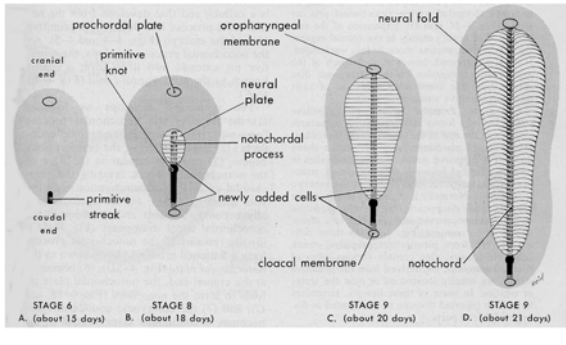
Week 3-trilaminar

Primitive streak appears
= source of 3rd layer
(mesoderm)

Mesoderm necessary for
neural plate to form from
ectoderm



Week 3-Trilaminar Embryo Primitive Streak and the Neural Plate

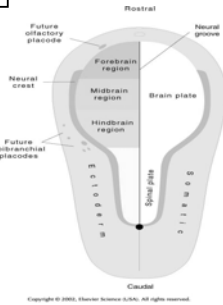


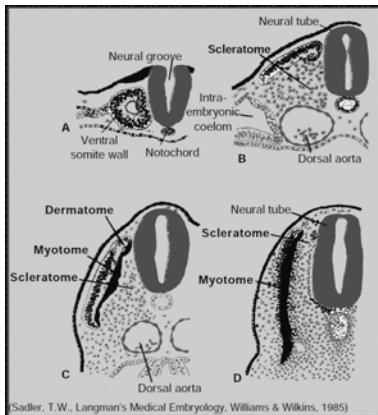
Neural Plate

Polarity

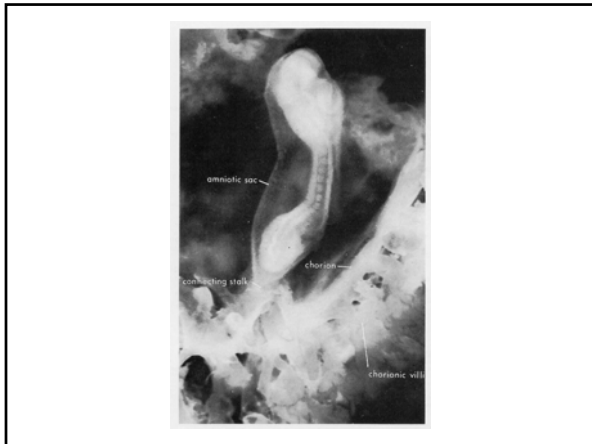
Bilateral symmetry

Regionalization





Sadler, T.W., Langman's Medical Embryology, Williams & Wilkins, 1985

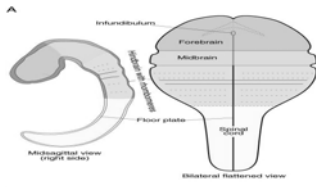


Somites

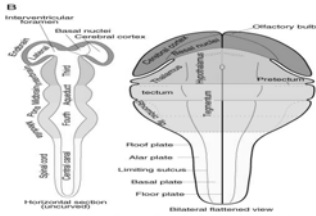
- Blocks of mesodermal tissue along axis
- Begin to form by day 17
- Differentiate into:
 - sclerotome-forms axial skeleton/cartilage
 - dermatome-forms dermis and subcut.tissue
 - myotome-forms skeletal muscles
 - general somatic afferents (GSA)
 - general somatic efferents (GVE)

- ❖ Regional Differentiation
- ❖ Brain Vesicles
- ❖ Ventricular System
- ❖ Neurogenesis and neural crest

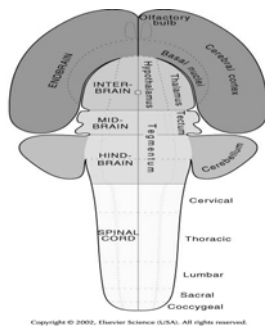
Polarity
Bilateral symmetry
Regionalization

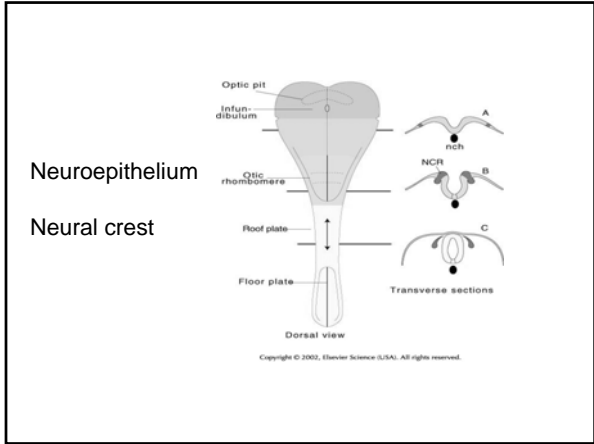


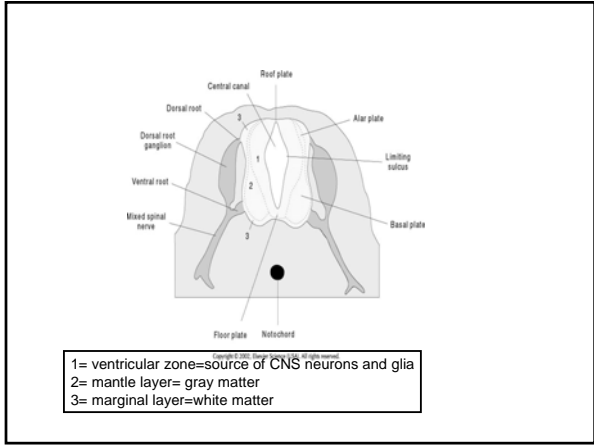
Ventricular system

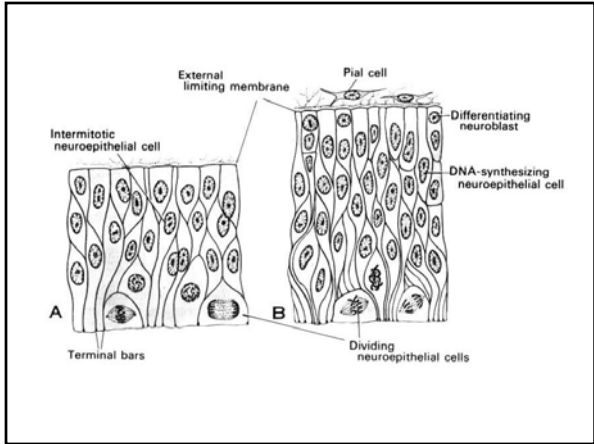


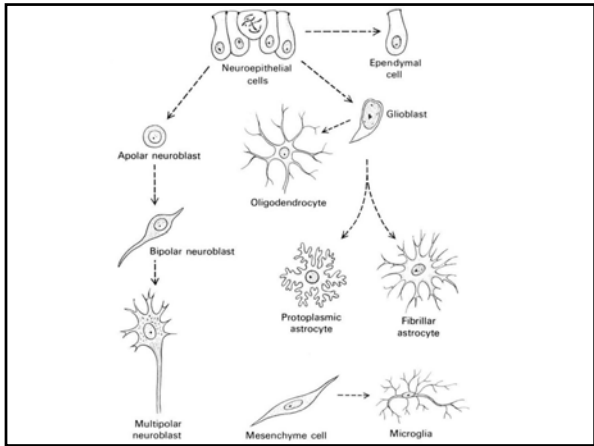
Initial vesicles	vesicle differentiation	regions	ventricle
prosencephalon	telencephalon	cerebral cortex basal nuclei	lateral
	diencephalon	thalamus hypothalamus	3rd
mesencephalon	mesencephalon	midbrain	aqueduct
rhombencephalon	metencephalon	pons/cerebellum	4 th
	myelencephalon	medulla	

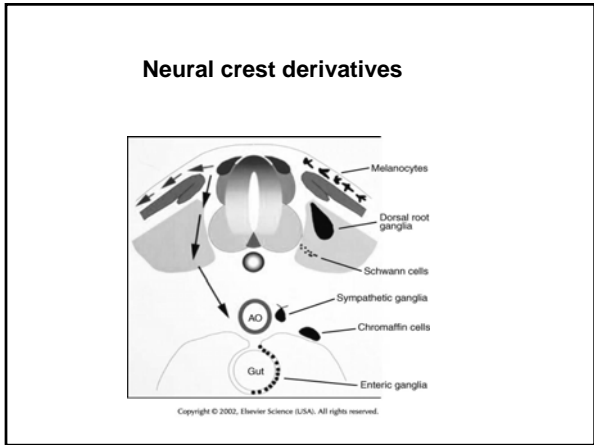


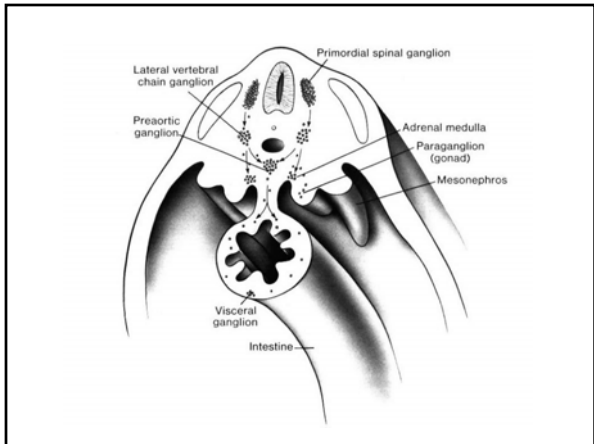




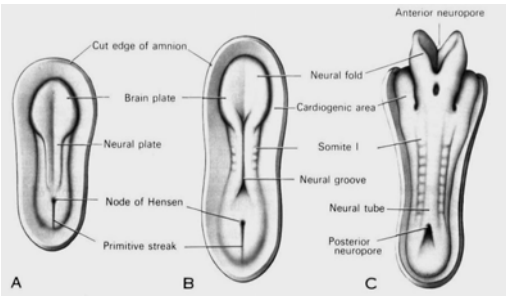






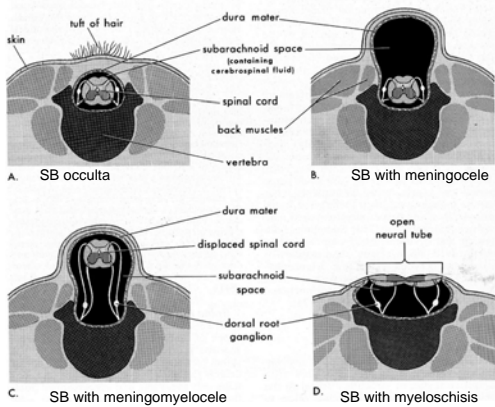


**Congenital NS malformations:
defective formation of the neural tube in weeks 3 and 4**

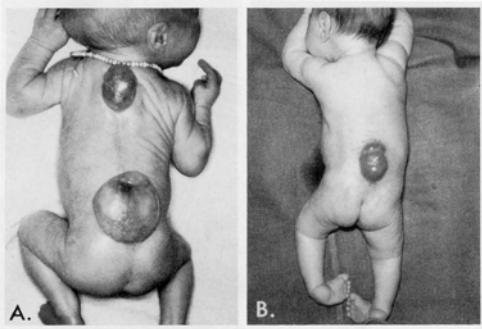


**Congenital malformations of the
nervous system**

- ❖ Spinal cord abnormalities:
 - ❖ spinal bifida – vertebral column defect
 - ❖ many defective vertebrae=rachischisis
 - ❖ clinically- both neural and vertebral defects
 - ❖ most common- lower thoracic, lumbar, sacral
- ❖ Spinal bifida occulta- nonfusion of vertebral halves
 - ❖ most common and least severe
- ❖ Spinal bifida cystica=protrusion of s.c./meninges
 - ❖ with meningocele= only meninges and CSF
 - ❖ with meningomyelocele= sp cord, roots included



SB cystica

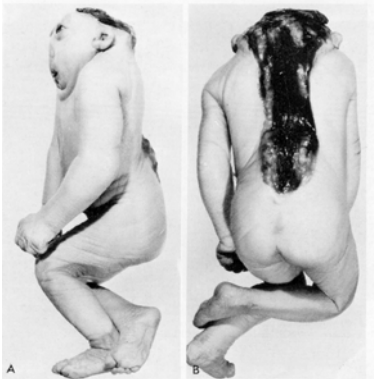


Congenital malformations of the nervous system

- ❖ Brain abnormalities
 - ❖ anencephaly- absence of the cranial vault
 - ❖ microcephaly- normal face size; tiny cranium
 - ❖ hydranencephaly-absent cerebral hemispheres
 - ❖ hydrocephalus-accumulation of CSF due to obstruction of flow
- ❖ Mental retardation
 - ❖ chromosomal abnormalities
 - ❖ disorders of protein, carbohydrate or fat metabolism
 - ❖ maternal infection
 - ❖ fetal irradiation

Anencephaly

Rachischisis and myeloschisis



Spinal Cord Anatomy

Gross anatomy

Dermatome

Functional components of spinal nerves

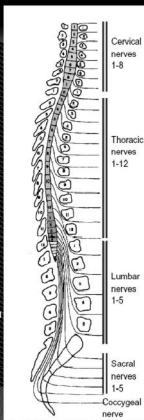
General internal features

Peripheral receptors & ascending tracts

Lower motor neuron & descending tracts



Segments



(From Bier, M.L., and
Kramer, J.A., The
Human Nervous
System, 1988)

Cervical enlargement

- C₅ - T₁

Lumbar enlargement

- L₁ - S₂₋₃

Note:

- spinal nerves in relation to vertebral numbers
- spinal cord levels in relation to vertebral levels
- course of spinal nerves enroute to intervertebral foramina

- vertebral extent of spinal cord
 - > neonate - L3
 - > adult - L1-2
- relative rostral shift of spinal cord due to differential growth of spinal cord and vertebral column
- relative shift results in the formation of the cauda equina

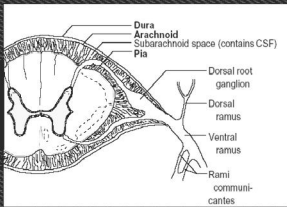


(From Glubbogio, N. and T.H. Williams, The
Human Brain, Harper and Row, 1983)

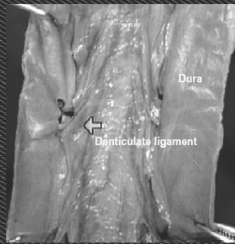


Meninges

Meninges



(From Hollingshead, W.H. Textbook of Anatomy, 3rd ed., Harper and Row, 1974)

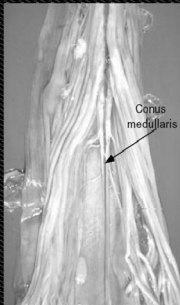


(Slice of Brain © 1993 Univ. of Utah and Univ. of Washington; Diana Smith, LSU)

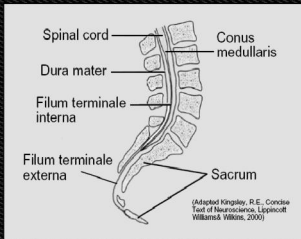
- spinal dura continuous with meningeal layer of cranial dura
- dura fuses with epineurium of peripheral nerves
- delicate arachnoid trabeculae attach to pia

?

Caudal spinal cord



(From the E. Ross collection, Loyola School of Medicine)

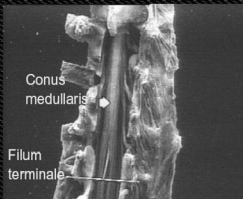


(Adapted Kingsley, R.E. Concise Text of Neuroanatomy, Lipincott Williams & Wilkins, 2000)

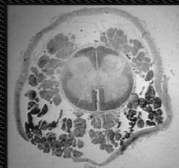
- pia extends caudally as the filum terminale
- fuses with dura to form the coccygeal ligament (filum terminale externa) - attaches to the coccyx
- lumbar cistern - subarachnoid space caudal to conus medullaris (L1-2 to S2-3)

Cauda equina

Clinical landmarks



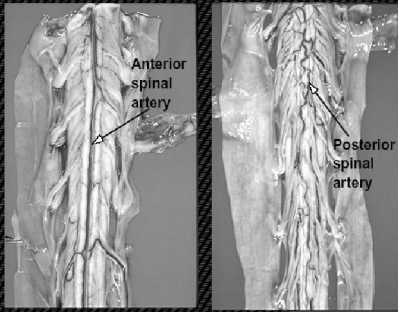
(Slice of Brain © 1993 Univ. of Utah and Univ. of Washington; K.D. Peterson - Univ. of Utah)



(Slice of Brain © 1993 Univ. of Utah and Univ. of Washington; S. Srinivas, Cornell Univ.)

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Spinal Cord Arteries



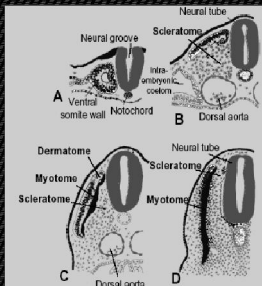
(Photos from the E. Ross collection, Loyola School of Medicine)

1

Blood supply

Somites

Somites

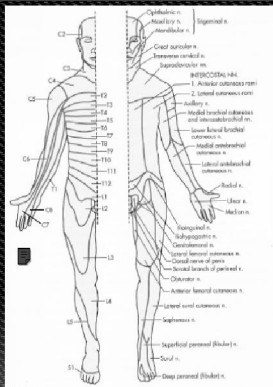


(Sadler, T.W., Langman's Medical Embryology, Williams & Wilkins, 1985)

?

Dermatomes – peripheral nerves

Dermatome maps



Dermatome
wiring

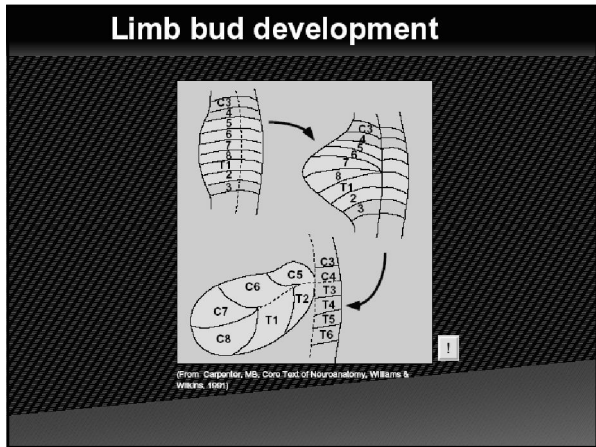
Know
This!

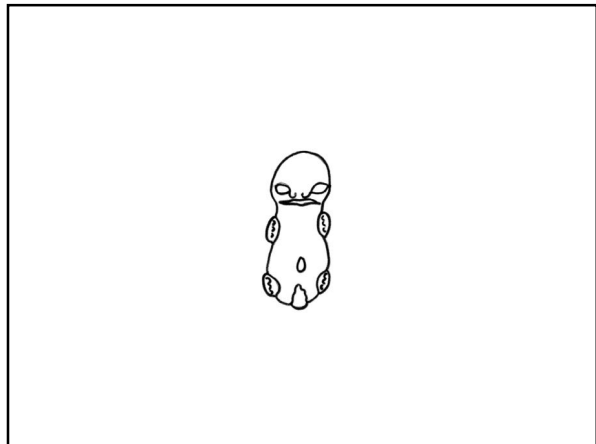
?

?

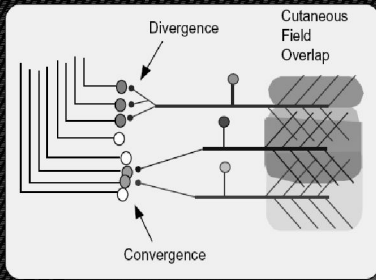
From: Gibson, G and D.W. Newton, Moore and Dalz's
Illustrations of Clinical Neuroanatomy and Neurophysiology,
Sixth Edition, 1998, FA Davis

BOX 8-1 Common Dermatome References		
C2—back of head	T4—nipples	L3—kneecap
C7—thumb and index finger	T10—umbilicus	S1—lateral foot

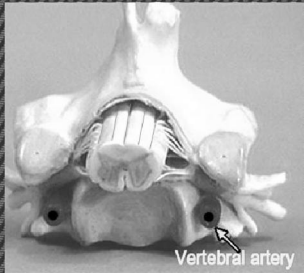




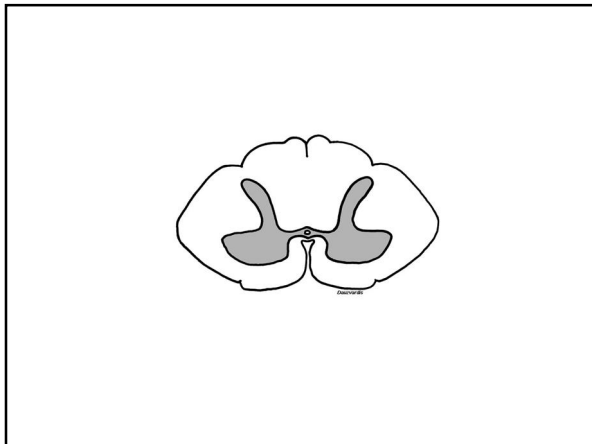
Dermatomal overlap

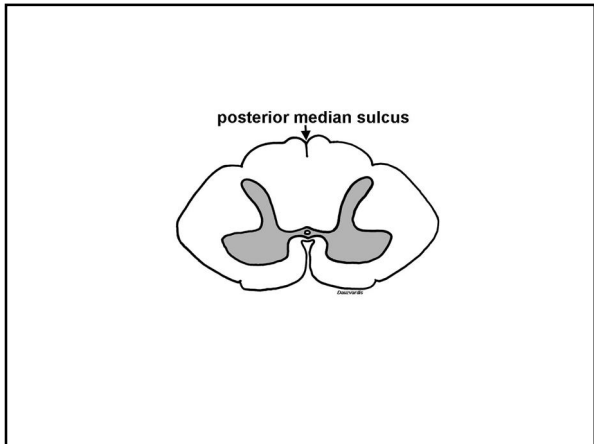


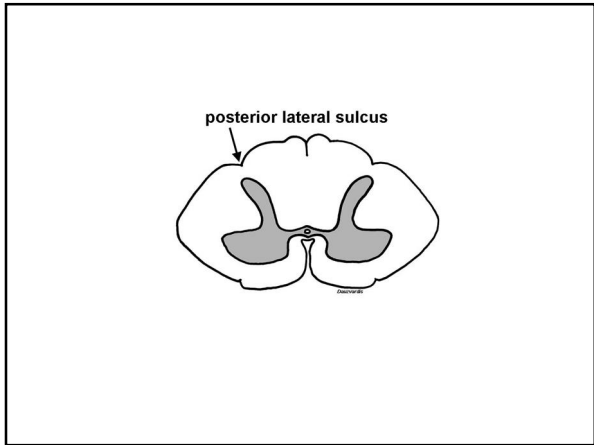
Spinal/vertebral segment

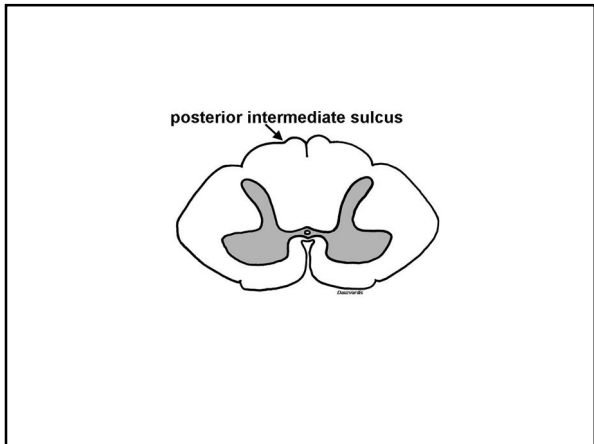


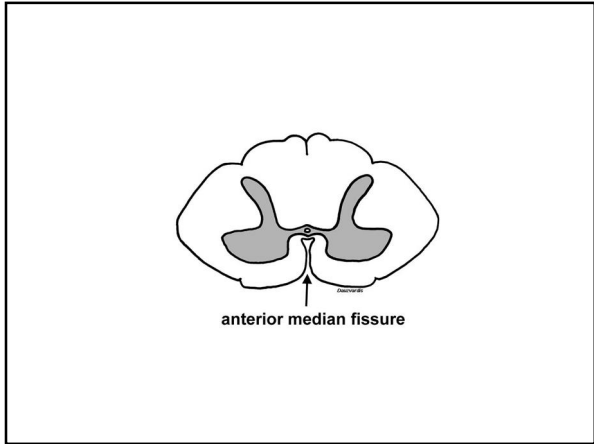
Slice of Brain © 1993 Univ. of Utah and Univ. of Washington (Marcus Sommer - Somso Modelle)

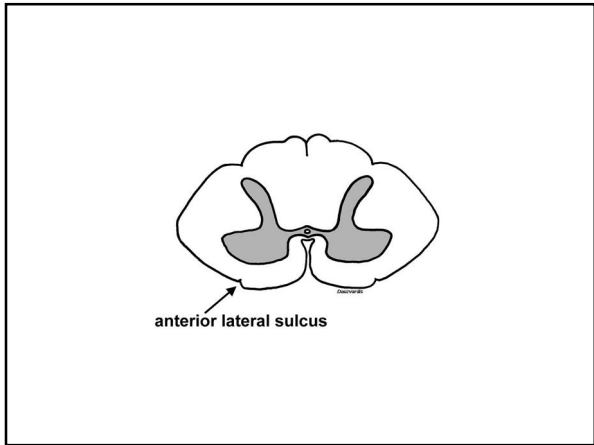


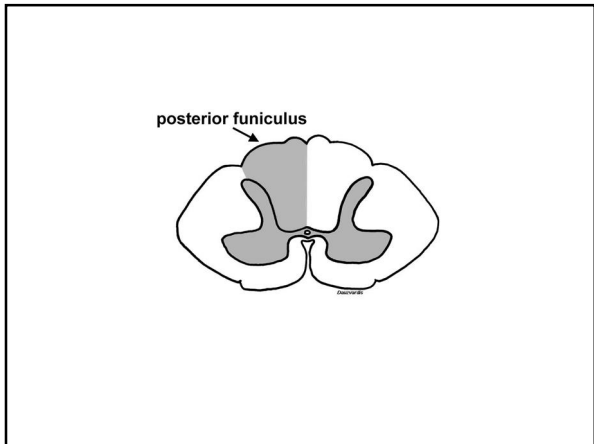


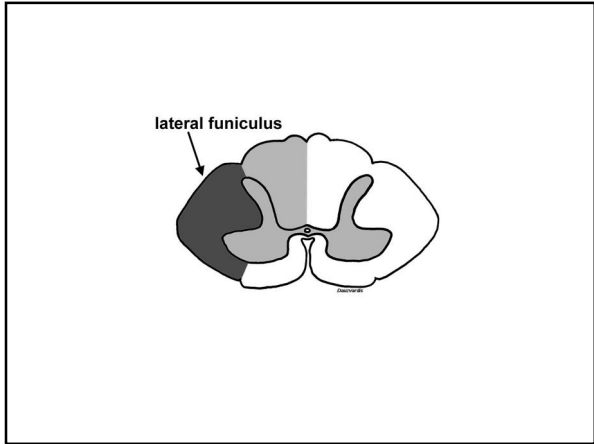


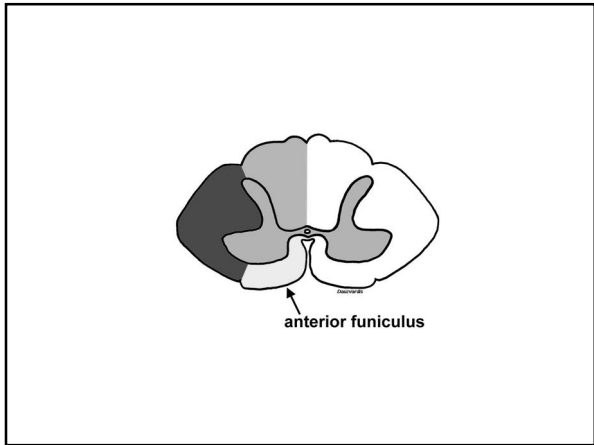


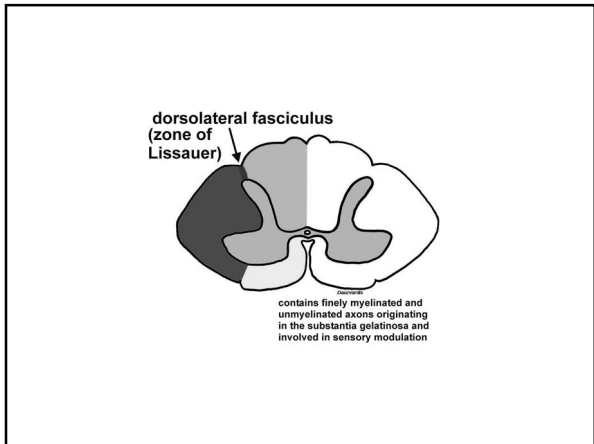


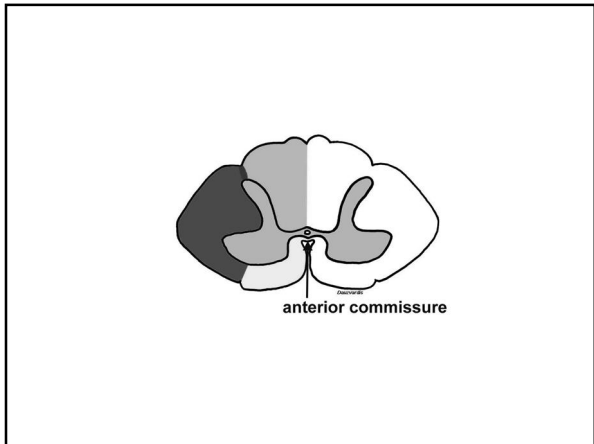


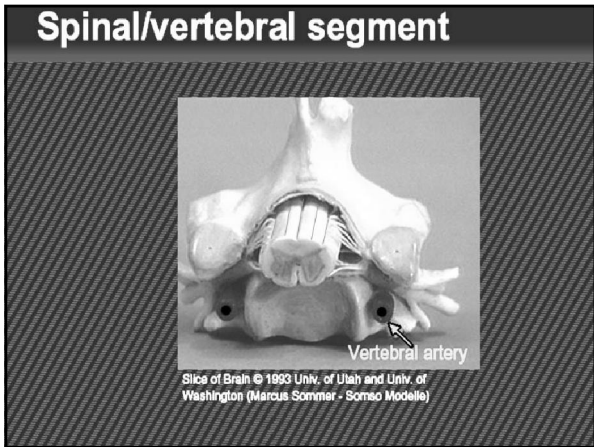


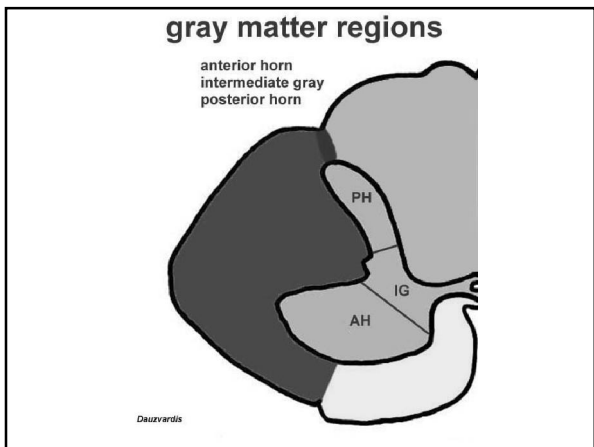










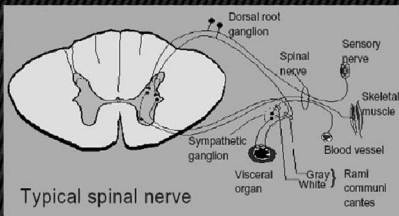


spinal cord nuclei



Dauzvardis

Functional components



Typical spinal nerve

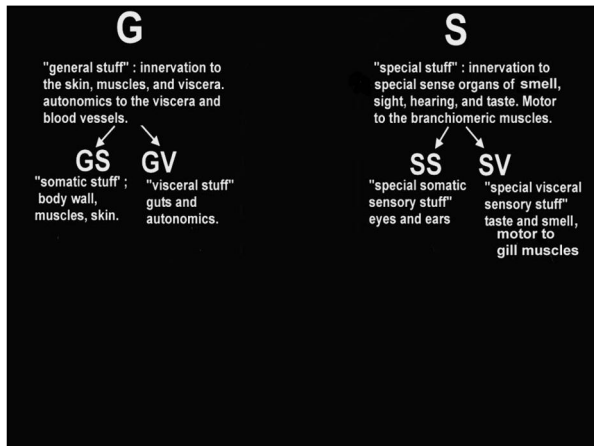
- GSA- pain, temperature, touch, etc. from skin and body wall
- GVA- pain, stretch/fullness from viscera
- GVE- motor to viscera, glands & blood vessels (preganglionic autonomic fibers)
- GSE- motor to skeletal muscles
- SSA - special senses of vision, audition, and balance
- SVA - taste and smell
- SVE - innervates muscles of branchiomeric (gill arch) origin, i.e. muscles of pharynx, larynx, mastication, expression, (5.7.9.10. and 11)

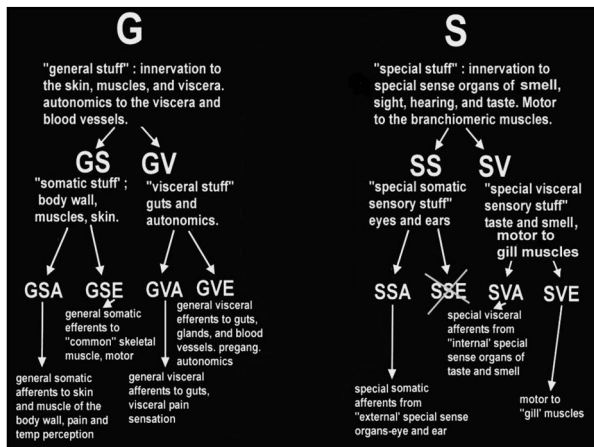
G

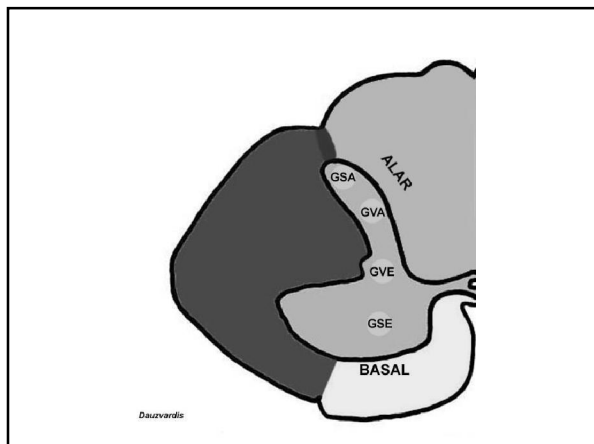
"general stuff" : innervation to the skin, muscles, and viscera. autonomic to the viscera and blood vessels.

S

"special stuff" : innervation to special sense organs of smell, sight, hearing, and taste. Motor to the branchiomeric muscles.

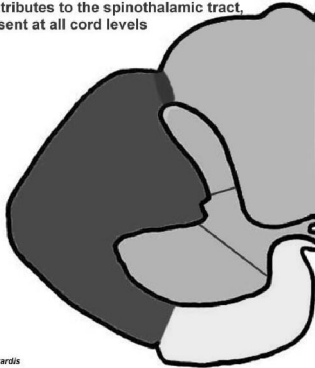






posteromarginal nucleus

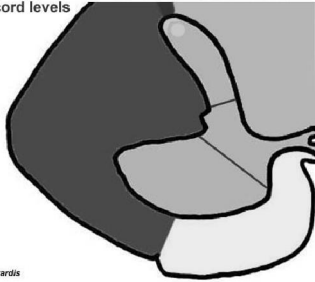
receives pain and temp inputs,
contributes to the spinothalamic tract,
present at all cord levels



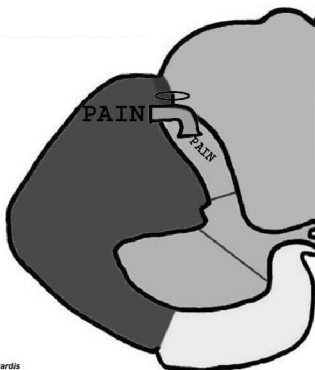
Dauzvardis

substantia gelatinosa

"gelatinous substance"
Small compact cells that modify sensory input
by synapsing on dendrites in nucleus proprius.
Axons ascend and descend in Lissauer's tract
Homologous to the spinal trigeminal nucleus
Receives small diameter dorsal root afferents
All cord levels



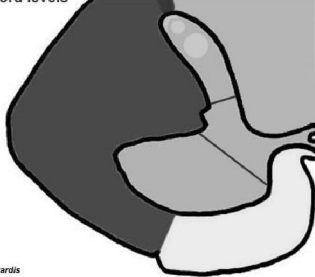
Dauzvardis



Dauzvardis

nucleus proprius

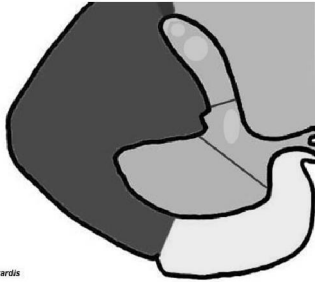
"proper sensory nucleus"
Receives many sensory inputs
Contains many interneurons
Contains "tract cells" that project contralaterally as the spinothalamic tract
All cord levels



Dauzvardis

nucleus dorsalis

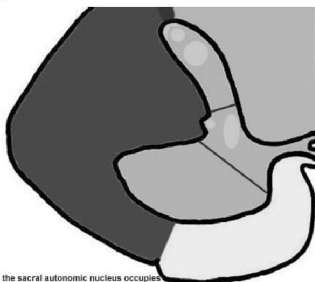
"Clark's nucleus C8-L3
Homologous to the lateral (accessory) cuneate nucleus in the medulla
receives muscle spindle information
Projects ipsilaterally to the cerebellum as the dorsal spinocerebellar tract



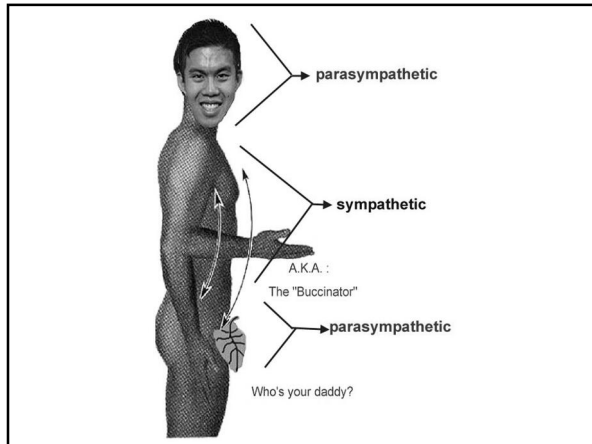
Dauzvardis

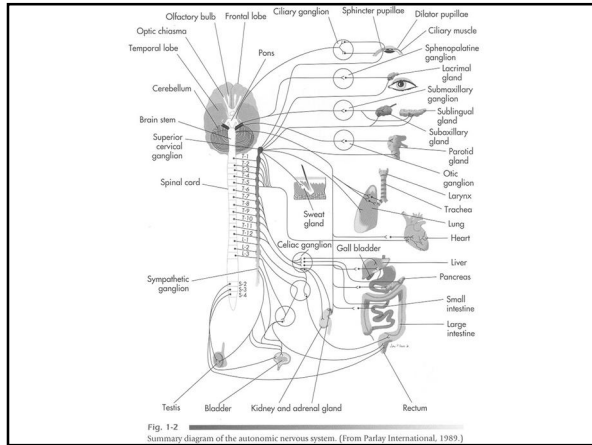
intermediolateral nucleus

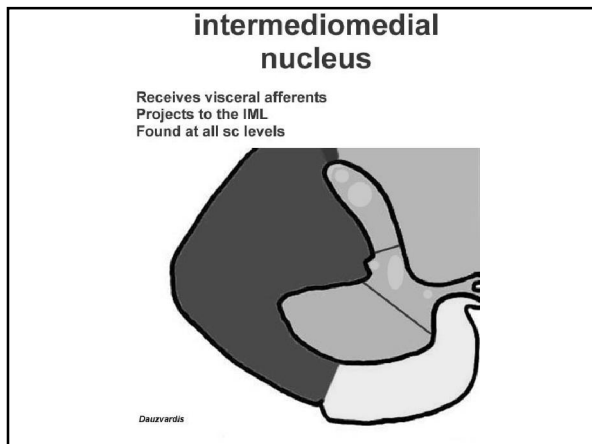
Origin of preganglionic cholinergic sympathetic efferents
Found at levels T1-L3
GVE



At S2-S4, the sacral autonomic nucleus occupies the lateral horn area. It sends out preganglionic parasympathetic efferents.







medial and lateral motor nuclei

Made up of large alpha motor neurons that innervate skeletal muscle (i.e. radial-triceps)
 The phrenic nucleus exists at C3-5 in the medial n
 The spinal accessory n exists at C1-6 laterally
 The motor nuclei are largest in the cervical and lumbar enlargements

Dauzvardis
found at all levels (with name changing)

Rexed's Laminae

A system devised by Rexed in 1952 which organizes the spinal gray according to its cytoarchitecture. Used mainly in research

I. posteromarginal nucleus
 II. substantia gelatinosa
 III, IV. nucleus proprius
 V, VI. interneurons
 VII. IML, IMM, Clarks nucleus, sacral autonomic nucleus at S2-S4
 VIII. coordinates intersegmental reflexes, receives inputs from major descending tracts from the visual, auditory, and reticular systems. projects bilaterally to laminae VII and IX
 IX. alpha motor neurons, gamma motor neurons that innervate muscle spindle fibers, phrenic nucleus, spinal accessory nucleus, origin of lower motor neuron pathway
 X. central canal region

White/gray matter – Rexed's laminae

White matter Grey matter

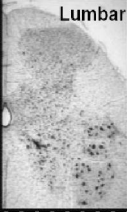
C8

Dorsal fasc. of Lissajour
 Dorsal funiculus
 Nuc. dorsalis
 Intermediolateral nuc.
 Intermediomedial nuc.
 Anterior funiculus
 Lateral funiculus
 Med. Lat.


(From Jellema, G. Atlas Anatomium Cerebri Humani, Schatama & Holkenas Boekhandel, 1930)

Ventral horn

- motor neurons (IX)
- innervate skeletal muscle
- large alpha motor neurons
- "final common pathway"
- phrenic nucleus
 - medial ventral horn
 - C₃₋₅ - "keeps the diaphragm alive"
- spinal accessory nuc.
 - lateral ventral horn
 - C₁₋₆ - innervates the sternocleidomastoid and trapezius mm.



Lumbar



High cervical


Phrenic nuc.

Spinal access. nuc.

(From Slice of Brain © 1993 Univ. of Utah and Univ. of Washington - John W. Sunkist)

Sensory receptors & ascending tracts

- Sensory modalities*
- Sensory receptors*
- Dorsal root afferents*
- Somatosensory pathways*
- Spinocerebellar pathways*



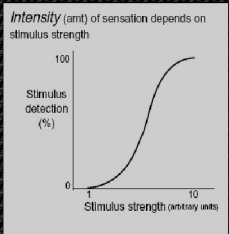
Sensory modalities - Gen'l classification

- GSA** (*General Somatic Afferent*)
 - exteroception (touch, temperature, pain (itch), vibration)
 - proprioception (limb position and movement)
- GVA** (*General Visceral Afferent*)
 - interoception (GI tract and bladder stretch, pH in blood, etc.)
- SVA** (*Special Visceral Afferent*)
 - taste, olfaction
- SSA** (*Special Sensory Afferent*)
 - teleoception (vision, audition, balance)

Spinal Nerve Components

Intensity – Adaption

Transduction



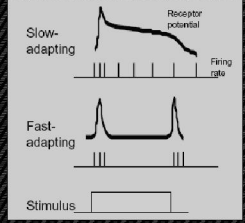
Transduction – conversion and amplification of a sensory stimulus into a neural signal

Detectability

Physiological classification of receptors

Adaption

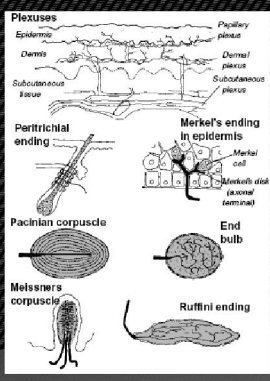
• refers to a decrease in receptor sensitivity during a maintained stimulus



Sensory receptors

Histologic classification

- Non-encapsulated**
- free nerve endings
 - Merkel's disc
 - hair receptors
- Encapsulated**
- Meissner's corpuscles
 - Pacinian corpuscles
 - Ruffini endings
 - others



From Barr, M., and J.A. Kossman, The Human Nervous, Philadelphia, 1960, Lippincott

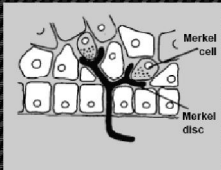
Free nerve ending



Free nerve endings, epithelial papillae of tongue.
Immunocytochemical stain for gene-related peptide.
(From Slice of Brain) © 1993 Univ. of Utah & Univ. of Washington.
J.W. Sanderson, U. Wash.

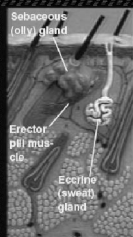
- pain and temperature (and touch)
- skin, viscera, etc
- slow adapting

Merkel's disc

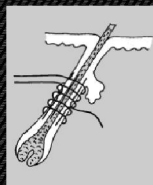


- touch
- distal extremities, lips, nipples, external genitalia
- slow adapting

Hair follicle receptor



(Silver stain, From Slice of Brain © 1993 Univ. of Utah and Univ. of Washington)



(From Slice of Brain © 1993 Univ. of Utah and Univ. of Washington, Marcus Squire - Seattle-McCoy)

- rapidly adapting

2

Meisner's corpuscle



Meisner corpuscle, tactile nerve endings in skin. H & E stain. U.W. Sueddon - Univ. of Washington



Meisner's corpuscle

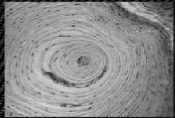
H & E stain. (J.F. Ash - Univ. of Utah)

(Images from Atlas of Brain © 1980 Univ. of Utah and Univ. of Washington)

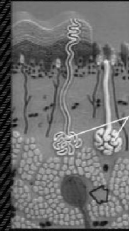
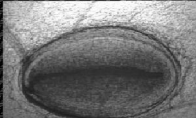
- connective sheath surrounding a stack of flattened epithelial cells
- two-point discrimination
- fingers, toes, hands, feet, lips, tongue, genitalia, joint capsules, ligaments.
- rapidly adapting

Sooo sensitive

Pacinian corpuscle



Pacinian corpuscle in longitudinal (oblique) and cross-section (below). H & E stain. Atlas of Brain © 1980 Univ. of Utah and Univ. of Washington. © C. Leffers, Dept. Anatomy, Copenhagen U.A. Denmark. Open University (London, UK).

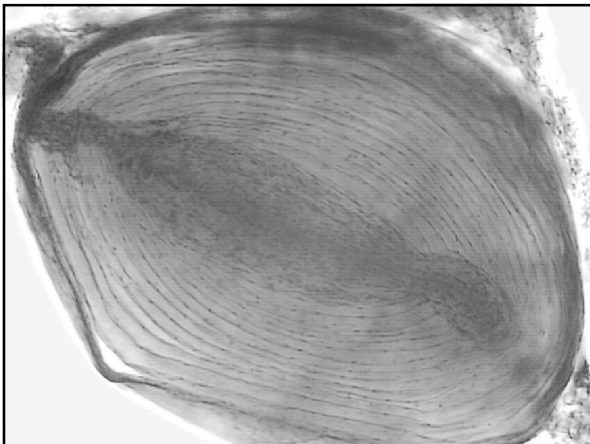


Eccrine (sweat) glands

Pacinian corpuscle in dermis

- afferent surrounded by concentric lamellae of flattened epithelial cells (3-4mm in size)
- light pressure, stretch, and esp. vibration
- fingers, toes, palms, soles, mesenteries, viscera, joint capsules
- rapidly adapting

Atlas of Brain © 1980 Univ. of Utah and Univ. of Washington (Marcus Sommer - Biomec Models)



Other encapsulated receptors

Ruffini ending

- widespread in dermis
- slow-adapting to stretch, deep pressure

Joint receptor endings

- free nerve endings and other histological forms
- slow -adapting, joint position and movement

Neuromuscular spindle

- muscle length (stretch)

Golgi tendon organ

- located at the muscle-tendon junction
- slow adapting

Functional terminology

Nociceptors

- respond to tissue damage
- pain is subjective

Thermoreceptors

- respond to cold (14-33° C) or warm (32-45° C)
- above 45° C is nociceptive

Mechanoreceptors

- respond to skin indentation, bending hair follicle, distention

Chemoreceptors

- gustatory and olfactory; respond to pH or osmolarity

Photoreceptors

- transform light into neural signals

Name of Receptor	Nonencapsulated	Encapsulated	Fast Adapting	Slow Adapting	Function	Distribution
Free Nerve Endings	X			X	pain/temp	deep skin, viscera
Merkel's Disk	X			X	touch	feet, hands, genitalia, lips
Hair Follicle	X		X		touch	anywhere there is hair
Meissner's Corpuscle		X	X		2 point discrimination	hairless skin, fingertips, joints, ligaments
Pacinian Corpuscle		X	X		vibration	fingers, toes, palms, mesenteries, peritoneum
Ruffini Ending		X		X	stretch, pressure	dermis, joint capsules, ligaments
Joint Receptor		X		X	joint position	ligaments
Neuromuscular spindle		X		X	limb muscle, stretch/length	muscles
Golgi Tendon Organs		X		X	muscle tension	muscle tendon junction

Dorsal root afferents

Lateral division

- thin, lightly myelinated fibers
- pain & temp, light touch, visceral afferents

Medial division

- thick, heavily myelinated fibers
- 2-point touch, limb position, muscle stretch
- sends collaterals to medulla

GVA fibers?

Dorsal column pathways

Dorsal columns

Wolff stain. (Slice of Brain @ 1993 Univ. of Utah and Univ. of Washington; S.S. Stoneham, Cornell Univ.)

C8
L3
1 ?

Summary

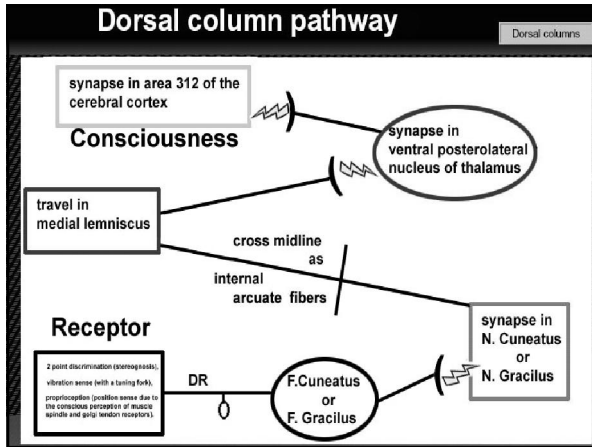
Dorsal column pathways

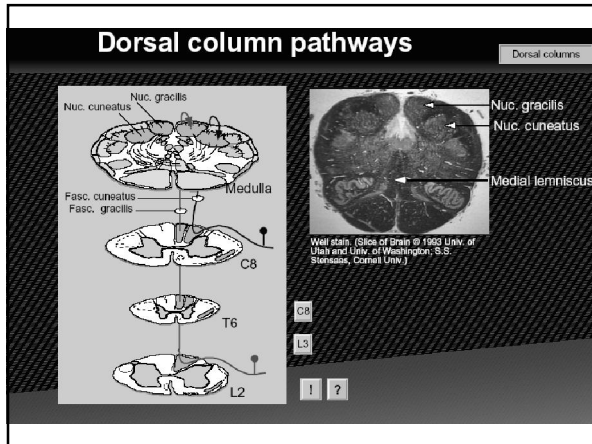
Dorsal columns

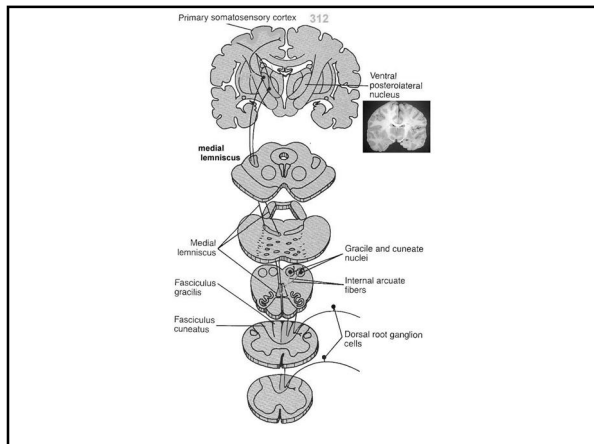
Information relayed:

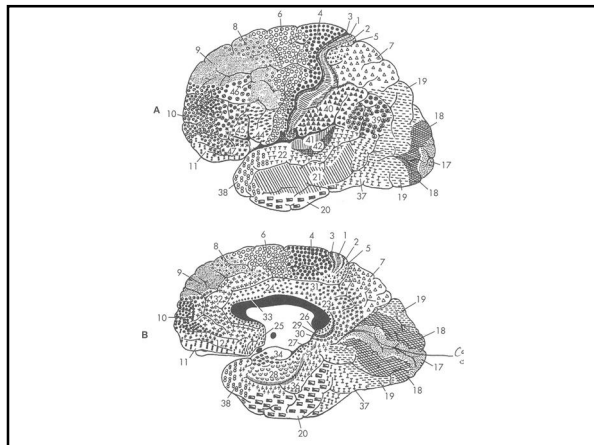
- 2 point discrimination (stereognosis),
- vibration sense (with a tuning fork),
- proprioception (position sense due to the conscious perception of muscle spindle and golgi tendon receptors).

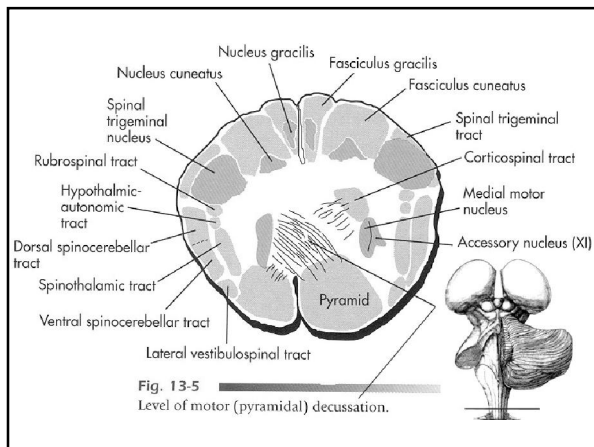
GSA

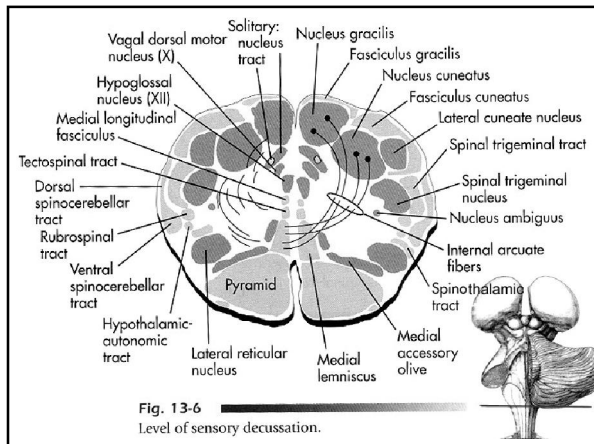


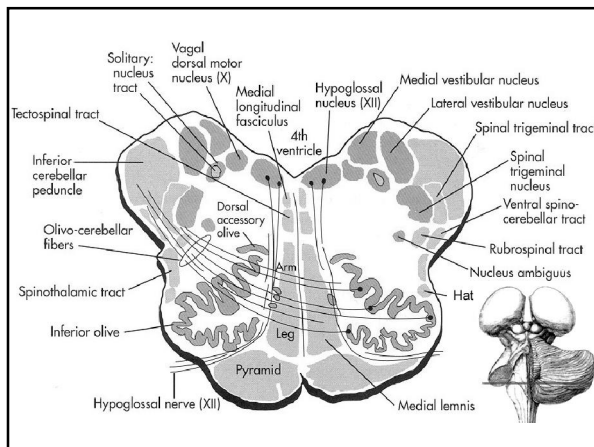


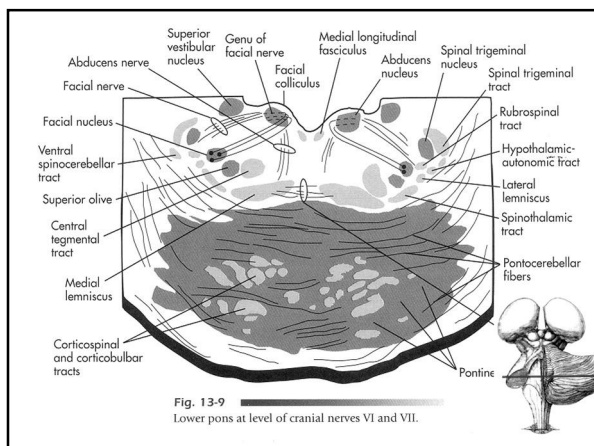


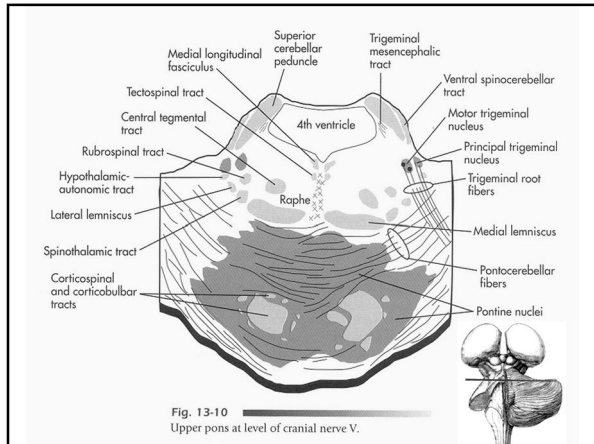


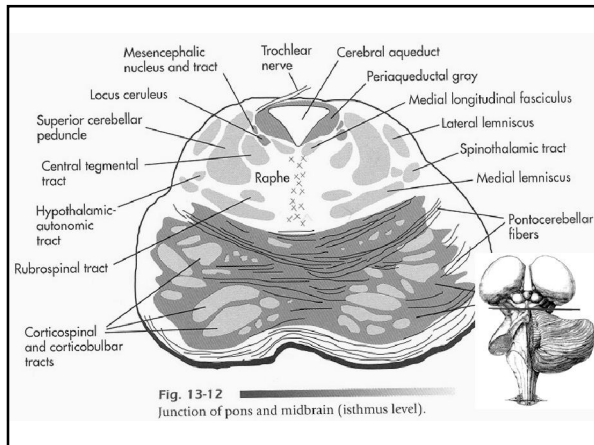


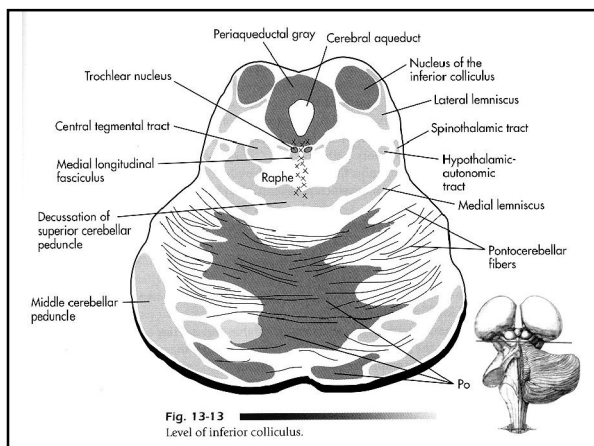


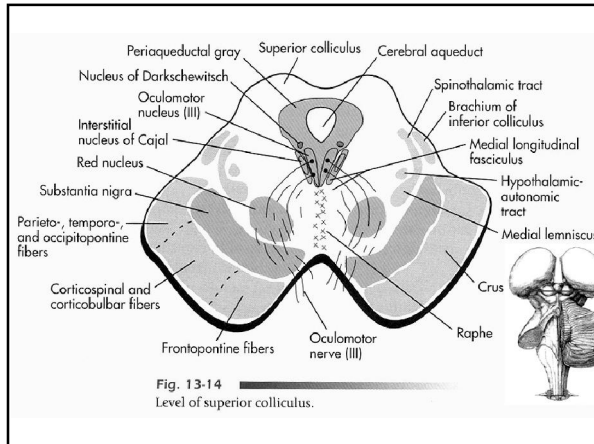


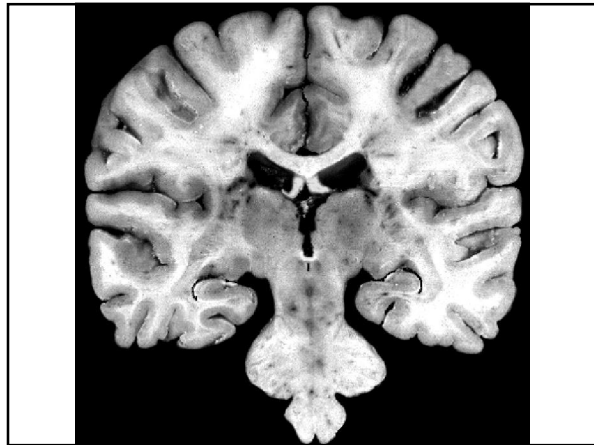


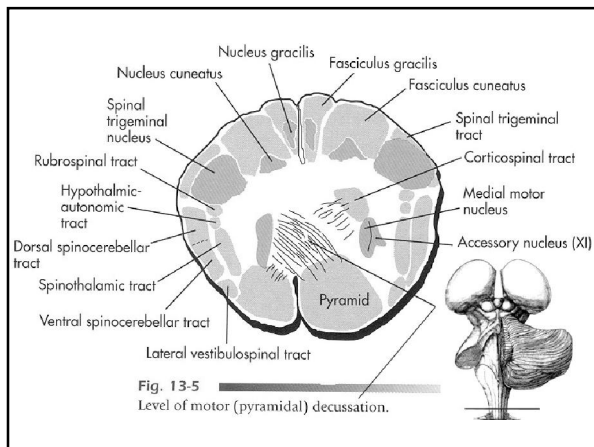


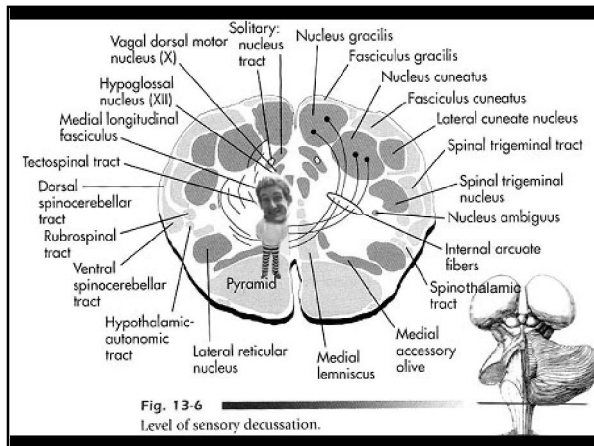


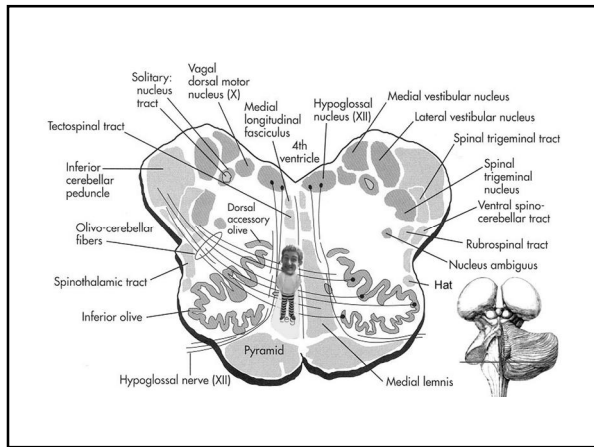


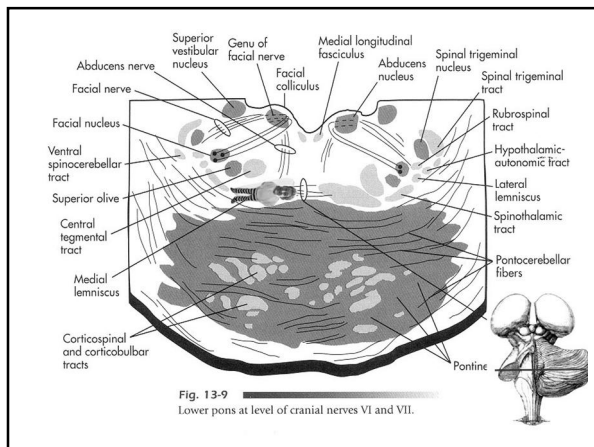


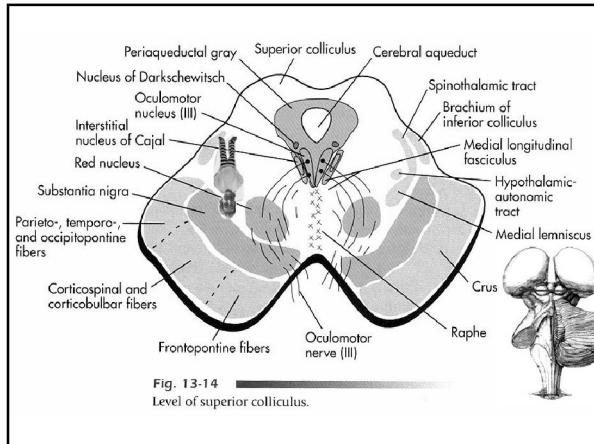


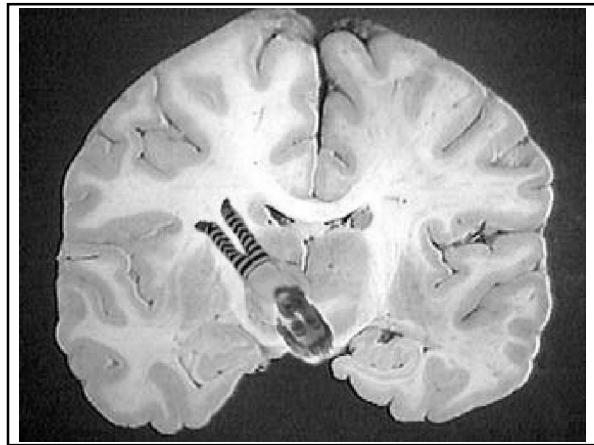


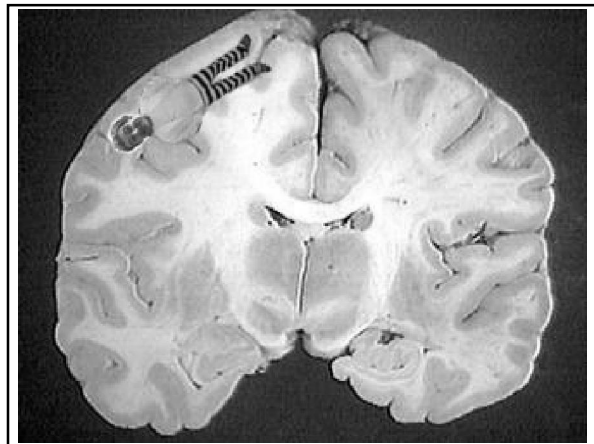


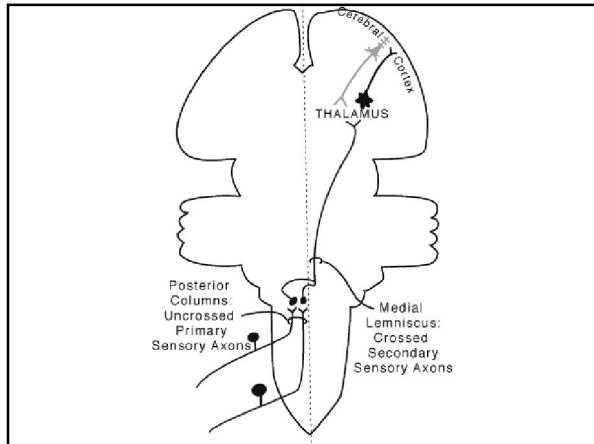












Dorsal columns cont'd

Spinal
Lumbar
Low thoracic
Upper thoracic
Cervical

Localization

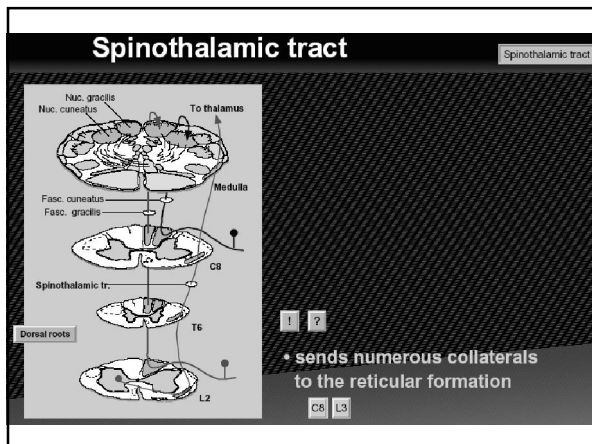
Romberg sign || Tabes dorsalis

(From Slice of Brain © 1993 Univ. of Utah and Univ. of Washington; J.W. Sundsten, Univ. of Washington)

?

- Romberg's sign
- Romberg's sign is positive if the patient requires vision to stand steadily.
- The patient is asked to stand with the feet together. If the patient is steady with eyes open but unsteady with eyes closed then there are signs of Rombergism.
- Romberg's sign is said to be positive in patients with sensory ataxia and negative in cerebellar ataxia. In practise Romberg's sign has a low specificity.
- In cerebellar disease, the patient is often unsteady with the eyes open or closed.
-



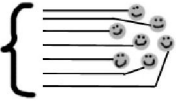


In Neuroscience:

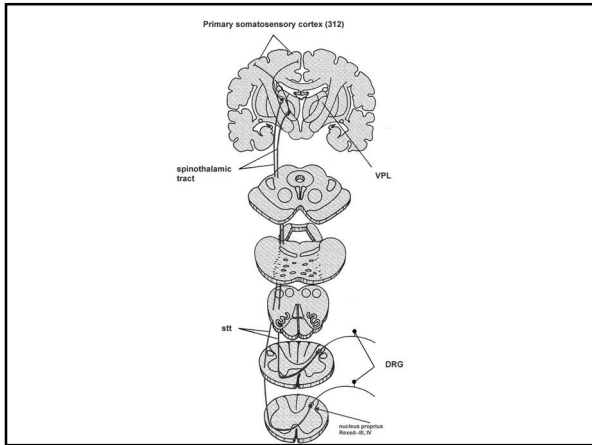
Tracts \neq

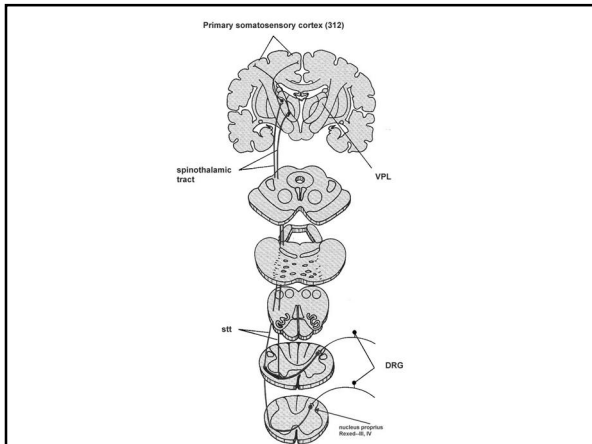


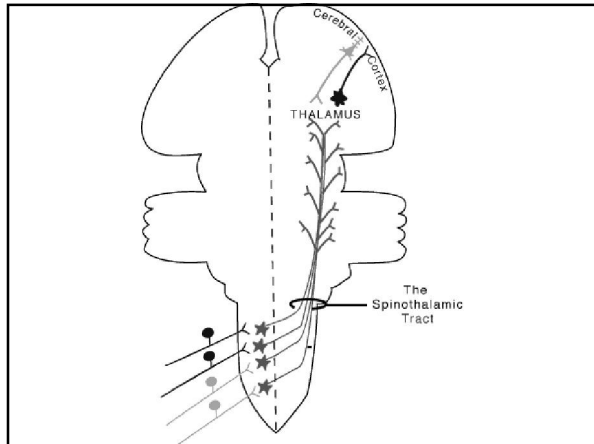
Tracts =



A named collection of axons coursing toward a common goal. *cst, stt, dsct, vsct...*







Anterolateral cordotomy

Localization

Local Basal Ganglia (slice of brain © 1993 Univ. of Utah and Univ. of Washington; L.C. Alford, Jr., Univ. of Washington)

Syringomyelia

Weil stain (L.C. Alford, Jr., Univ. of Washington)
H&E stain (R.A. Hyman, North Shore Univ. Hosp.)
T1 MRI (R.A. Hyman, North Shore Univ. Hosp.)
T2 MRI (L.C. Alford, Jr., Univ. of Washington)

§ Syringomyelia







Spinoreticular tract

- actually represents majority of fibers in spthalamic tr.
- terminates in brain stem reticular formation
- relays light touch, pain and temperature
- phylogenetically old system

Spinotectal tract

- sends pain, temp. and touch info to the superior colliculus and periaqueductal gray

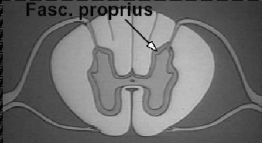
Anterolateral syst.

Spinothal tract Review

Other ascending tracts

Other ascend. paths Lamina VIII

- Fasciculus proprius
 - originates from spinal gray, esp. LVII and VIII
 - ascend and descend several segments
 - coordinate intersegmental reflexes
 - polysynaptic pain pathway (?)
- Spinothalamic pathway
- Spinohypothalamic tract
- Spino-vestibular tract
- Spino-olivary tract
- Spinopontine fibres



Fasc. proprius

(Slices of Brain © 1993 Univ. of Utah and Univ. of Washington; IK Hawkins, Medical College of Georgia)

Spinocerebellar tracts

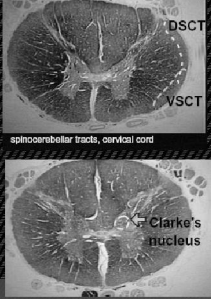
Dors & vent spcblr tracts

Dors. spinocerebellar tr.

- arises from Clarke's nucleus (C8-L2,3)
- relays muscle stretch

Vent. spinocerebellar tr.

- arises from dorsal horn and intermediate gray (laminae V – VII)
- relays info of spinal motor centers



DSCT

VSCT

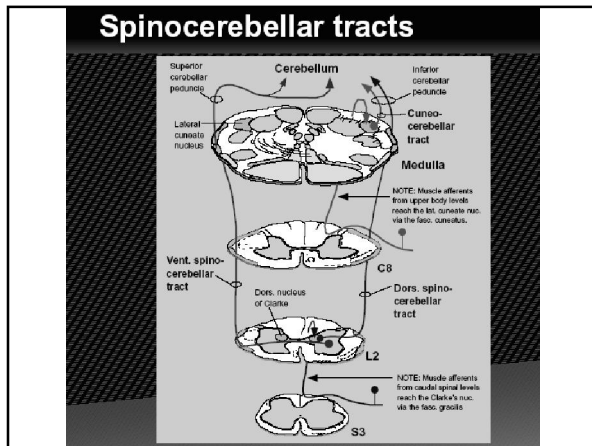
spinocerebellar tracts, cervical cord

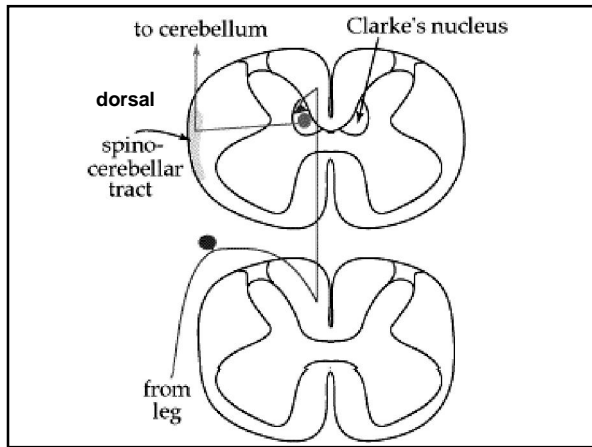
Clarke's nucleus

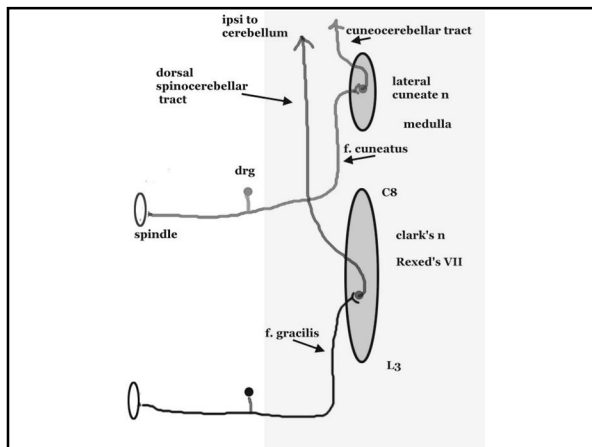
Cerebellum

Dorsal tracts

(From Slices of Brain © 1993; D.E. Matthews, Mayo Medical Group)







Clark's nucleus only exists from C8—L2.

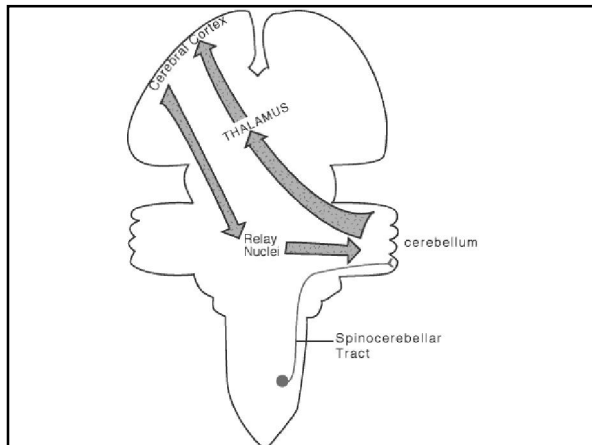
Muscle afferents from below L3 use f. gracilis to reach Clark's N.

The lateral cuneate nucleus picks up the slack in the medulla. Muscle info from upper body reaches the Lateral cuneate n. via f. cuneatus.

Dorsal spinocerebellar tract relays muscle spindle and golgi tendon organ info to cerebellum via inf cerebellar ped..

Ventral spinocerebellar tract relays spinal motor "interneuronal" info via superior cerebellar peducle. It is double crossed.

Nobody cares about the rostral sct.



Spinocerebellar tracts


Cuneo & rostral spobllr tracts

Cuneocerebellar tr.

- arises from lat. cuneate nucleus
- relays muscle stretch

Rost. spinocerebellar tr.

- origin and course not well described
- relays info of spinal motor centers

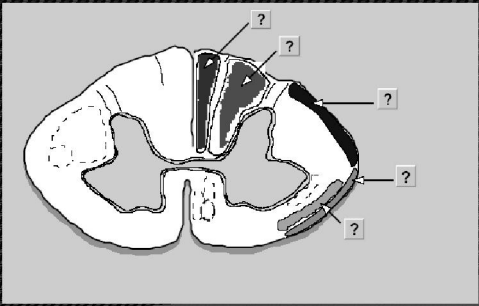


(From: Atlas of Brain, © 1993, S. Srinivasan, Coriolis Library.)

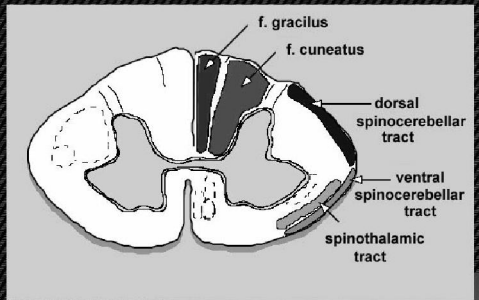
?

No feeling here

Summary



Summary

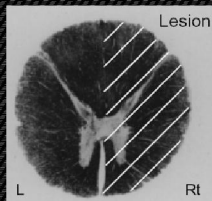


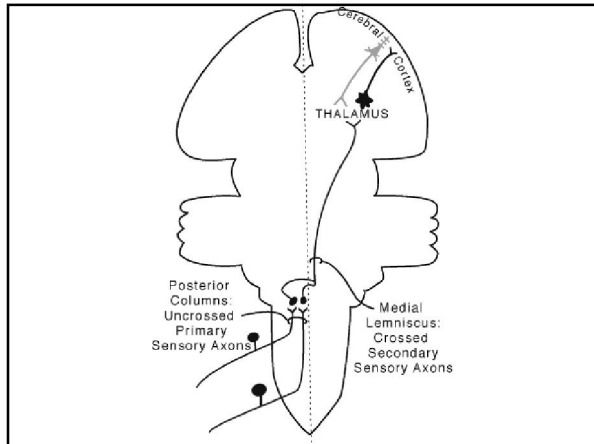
Lesion lesson – (Brown-Sequard)

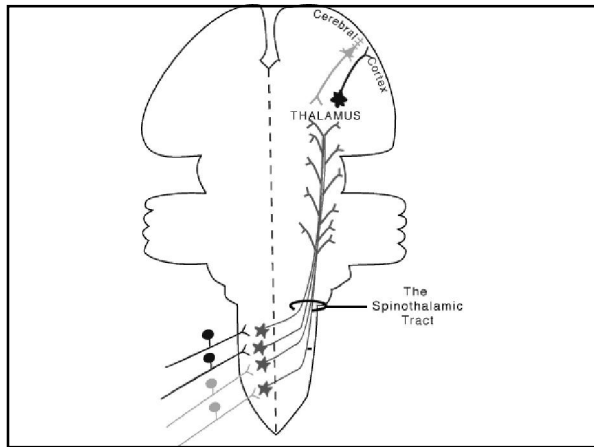
Spinal cord level?

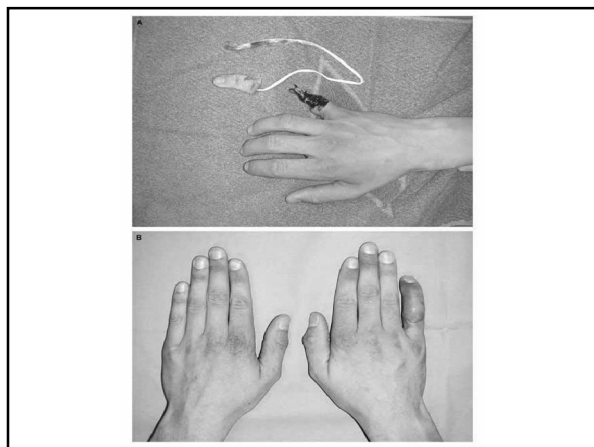
Pathways transected?

Symptoms?











Lower motor neuron & desc. pathways

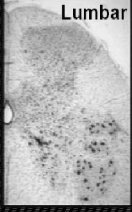
- Motor unit
- Organization of spinal motor neurons
- Influence on alpha motor neurons
- Descending pathways
- Functional classification

Lower motor neuron & desc. pathways

- Motor unit
- Organization of spinal motor neurons
- Influence on alpha motor neurons
- Descending pathways
- Functional classification

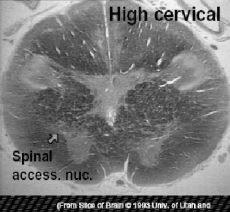
Ventral horn Lamina IX

- motor neurons (IX)
 - innervate skeletal muscle
 - large alpha motor neurons
 - "final common pathway"
- phrenic nucleus
 - medial ventral horn
 - C₃₋₅ - "keeps the diaphragm alive"
- spinal accessory nuc.
 - lateral ventral horn
 - C₁₋₆ - innervates the sternocleidomastoid and trapezius mm.



Lumbar

(From Atlas of Brain © 1993 Univ. of Utah and Univ. of Washington, G. Skolnik - Cornell Univ., W. Swanson)



High cervical

Phrenic nuc.

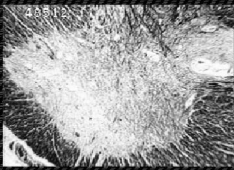
Spinal access. nuc.

(From Atlas of Brain © 1993 Univ. of Utah and Univ. of Washington, G. Skolnik - Cornell Univ., W. Swanson)


?

Pathology correlation

Notice anything unusual?



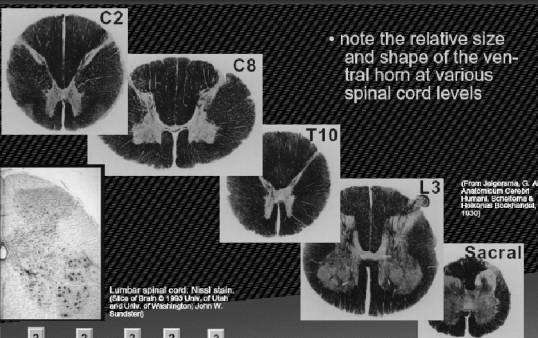
VENTRAL HORN LFB-Nissl stain



(Photos from Atlas of Brain © 1992, E. G. Alford, Jr., Univ. of Washington)

Ventral horn

note the relative size and shape of the ventral horn at various spinal cord levels



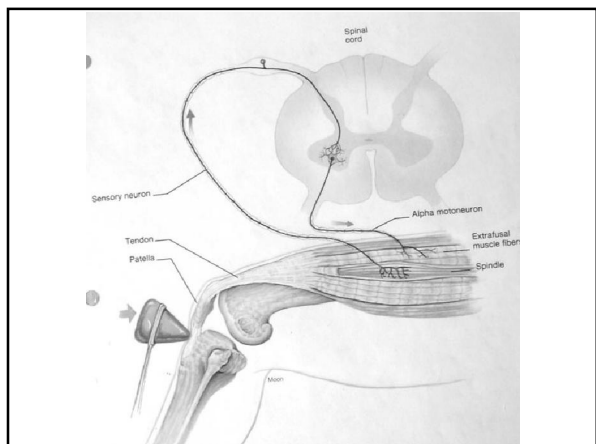
(From *Anatomical Atlas* Anatomical Division, Harvard B. Scholano & Richard Scholano, 1930)

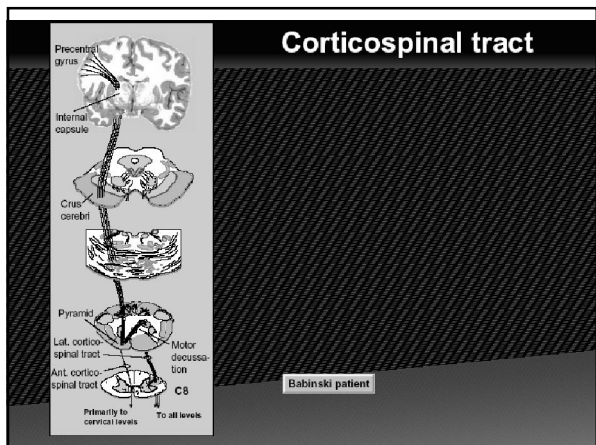
Lumbar spinal cord, Nissl stain. (Photo of Brain © 1992 Univ. of Utah and Univ. of Washington, John W. Sweeney)

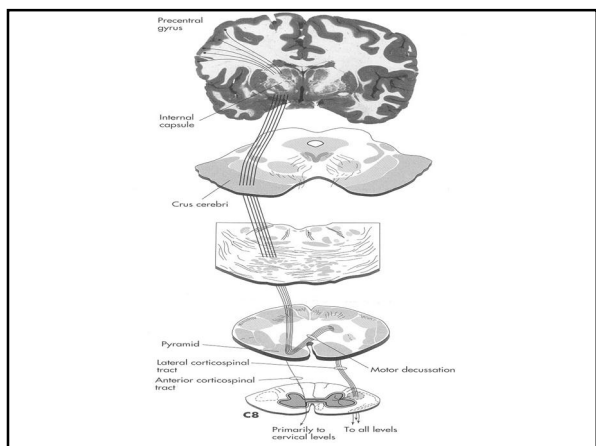
Influence on alpha motor neurons

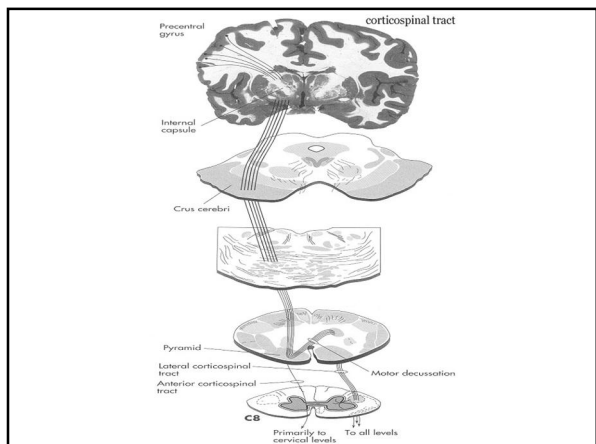
- reflex inputs – mono- and polysynaptic
- descending pathways
- gamma motor neurons – intrafusal muscle fibers
- alpha-gamma linkage

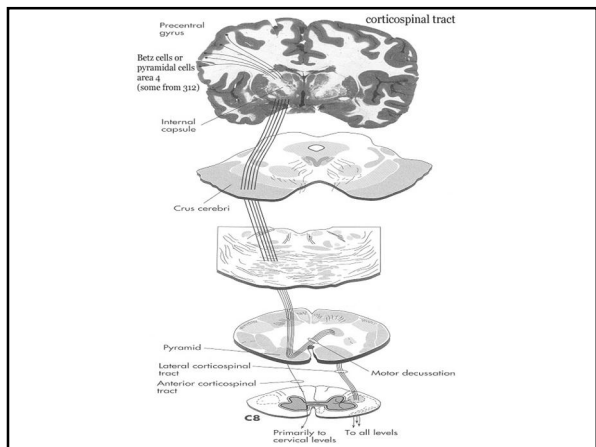
Gamma loop

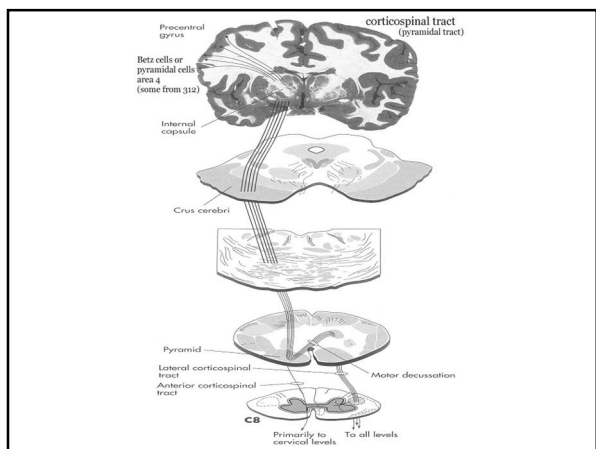


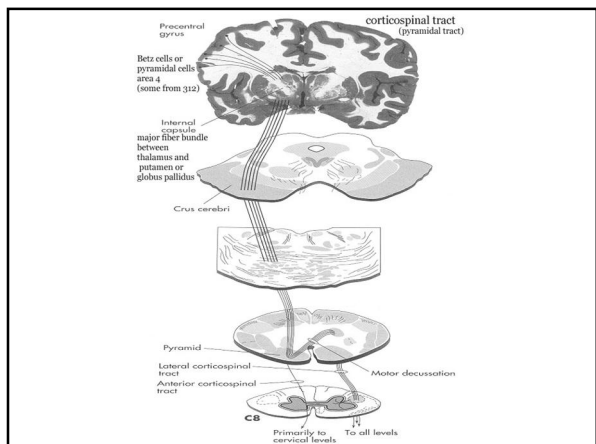


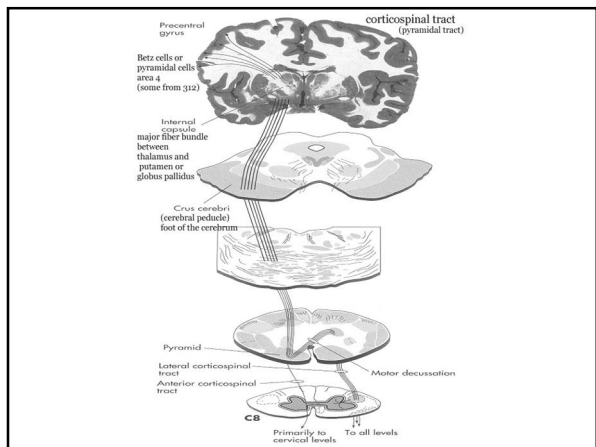


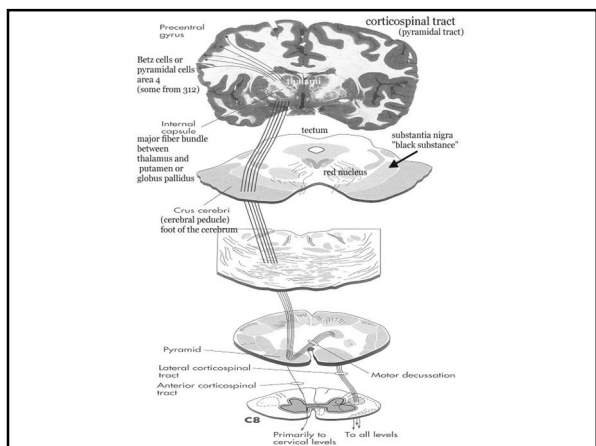


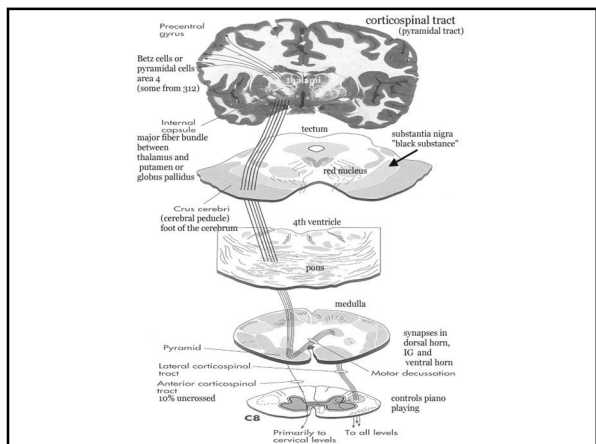


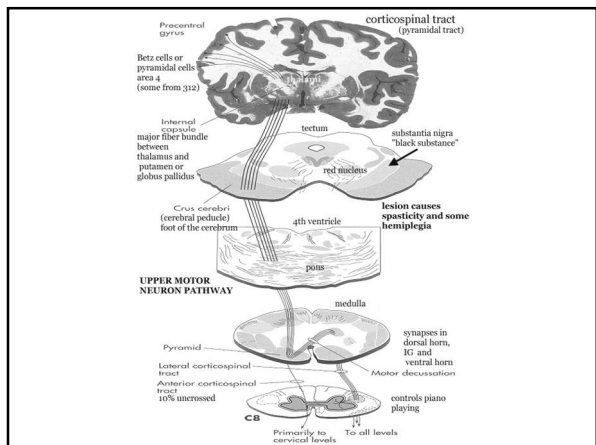


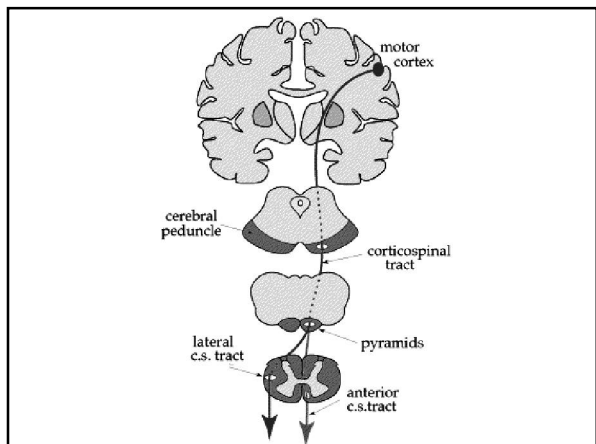


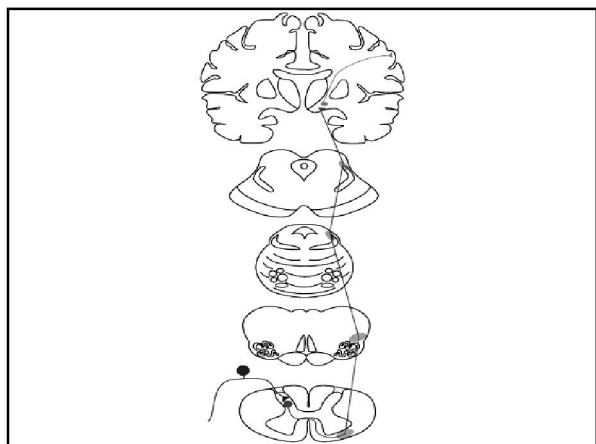












Sensorimotor cortex

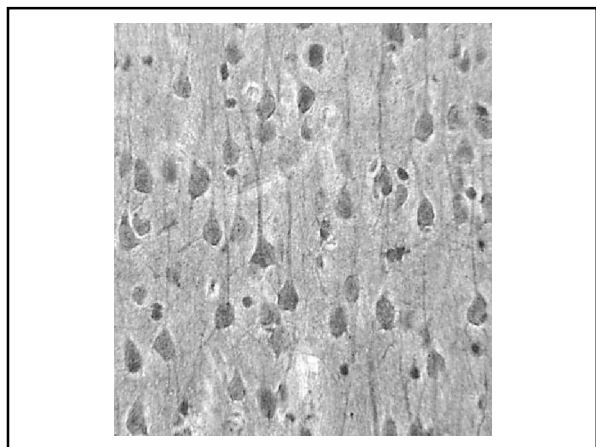
(From the E. Ross collection, Loyola School of Medicine)

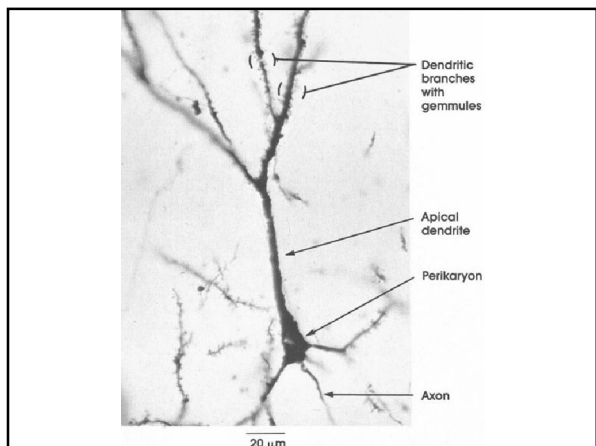
Corticospinal tract
• originates from the motor and somatosensory cortices

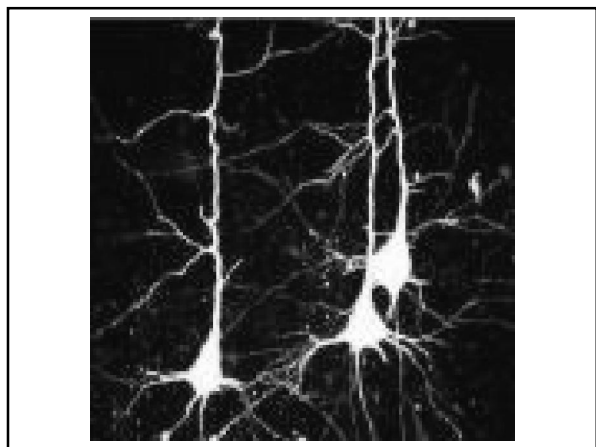
Motor path from a sensory cortex?

Sensorimotor cortex (precentral gyrus, post-central gyrus) (From slice of brain # : 8.8. 8/20/04, Coronal Unit)

C8
(From: Haines, C. The American College of Surgeons)







CST terminations

Corticosp. tract

Dorsal horn

- modulate sensory afferents
- from somatosensory cortex

Intermediate gray

- gross, rapid movements

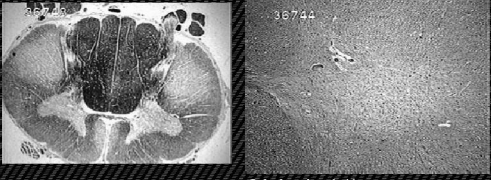
Ventral horn

- independent digit movements
- primarily controls flexors

(From Jaspersina, G. Atlas Anatomicum Cerebri Humani, Schellama & Holkenas Bookhandel, 1930)

Pathology correlation

Notice anything unusual?

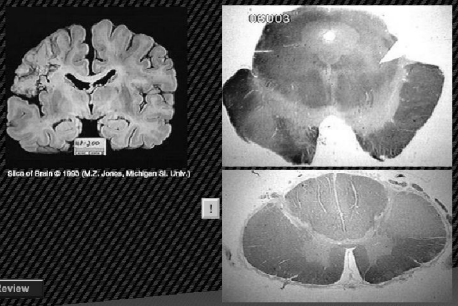


Spinal cord ventral horn

Photos from Slices of Brain © 1993, E. Rosen, Loyola Univ.

Pathology correlation

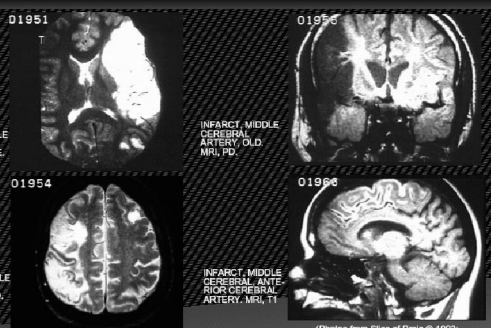
Notice anything unusual?



Corticospinal tract Review

Photos from Slices of Brain © 1993, S.S. Srinivasan, Cornell Univ.

Clinical correlation



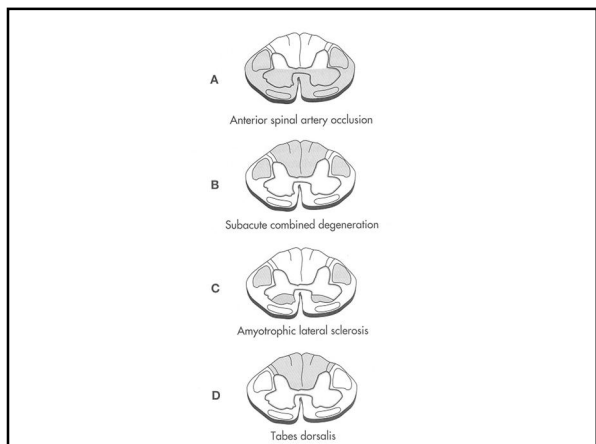
INFARCT, MIDDLE CEREBRAL ARTERY, ACUTE, MRI, T2

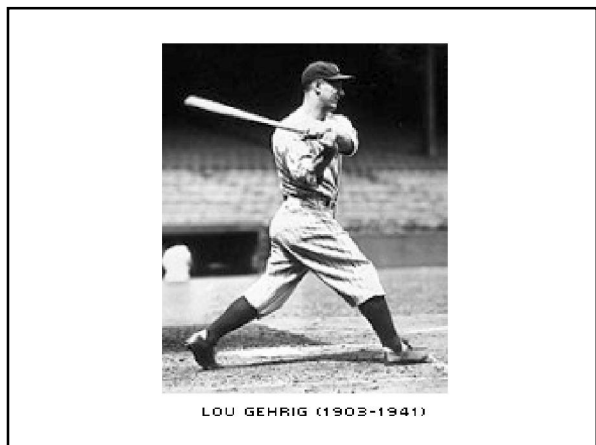
INFARCT, MIDDLE CEREBRAL ARTERY, OLD, MRI, PD

INFARCT, MIDDLE CEREBRAL ARTERY, OLD, MRI, T2

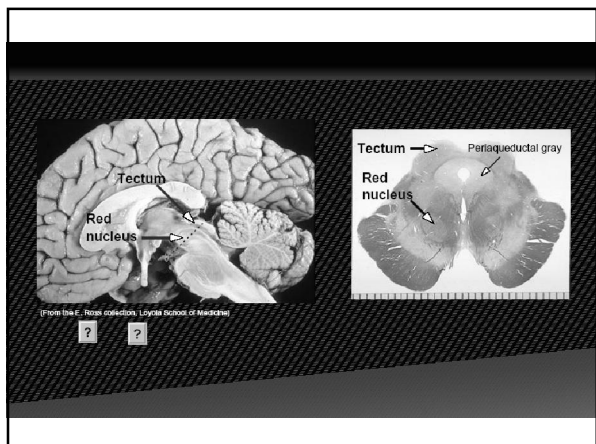
INFARCT, MIDDLE CEREBRAL, ANTERIOR CEREBRAL ARTERY, MRI, T1

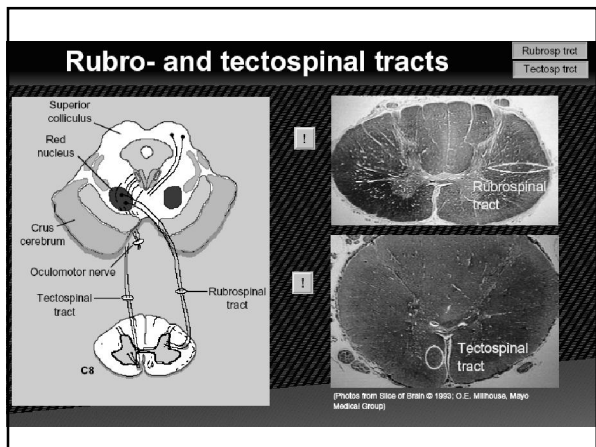
Photos from Slices of Brain © 1993, C. Andrews, Univ. of Utah

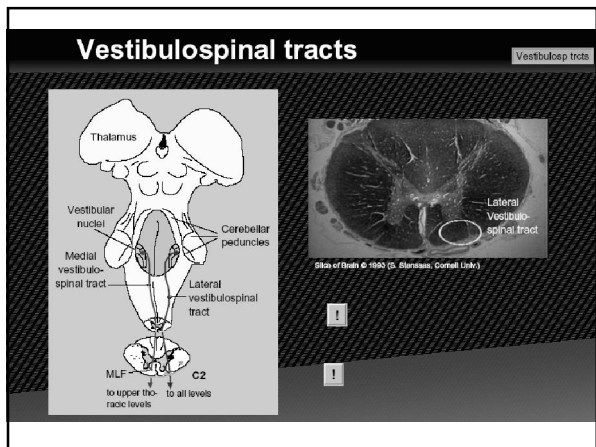


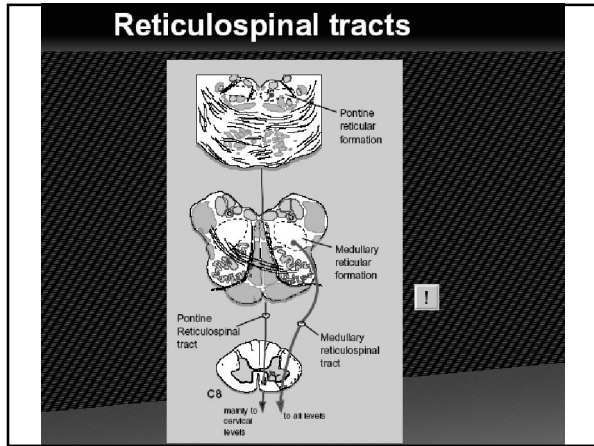


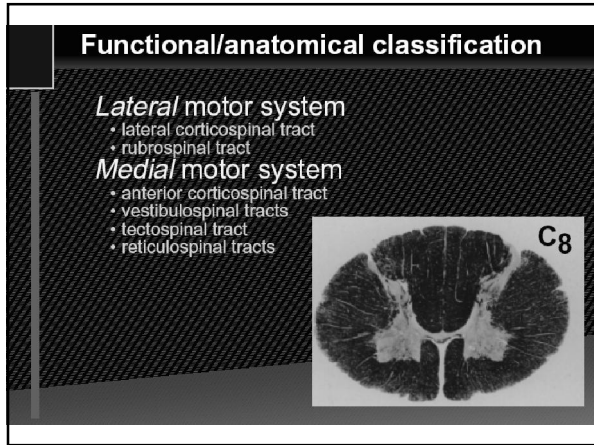


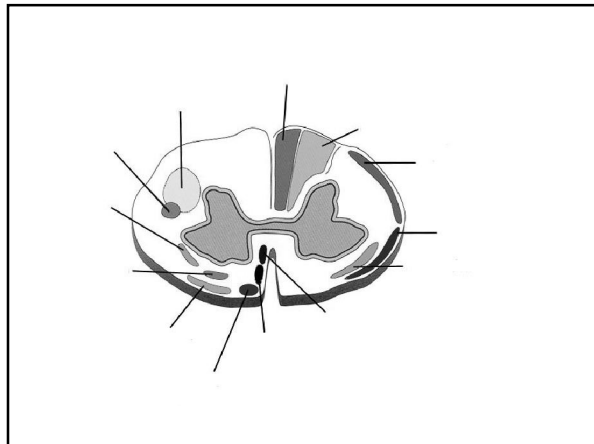


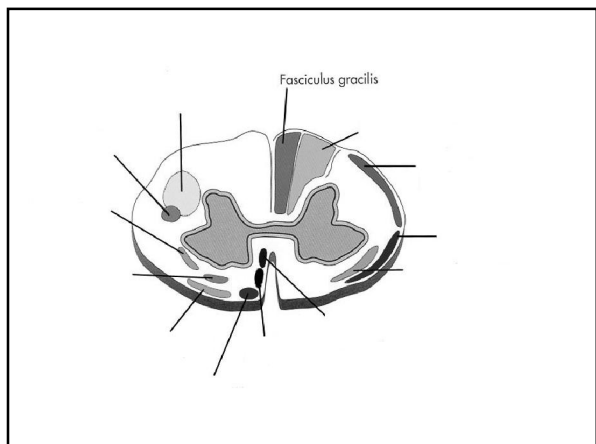


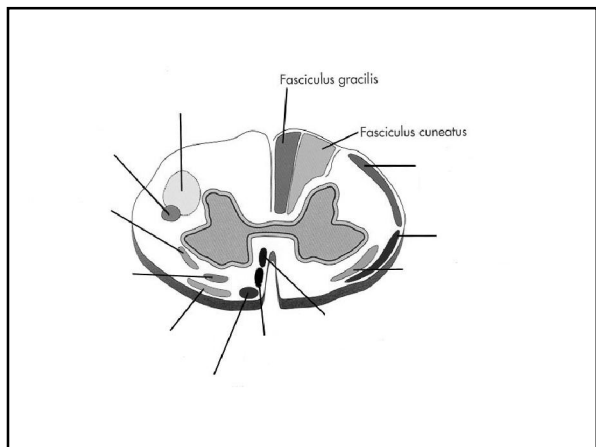


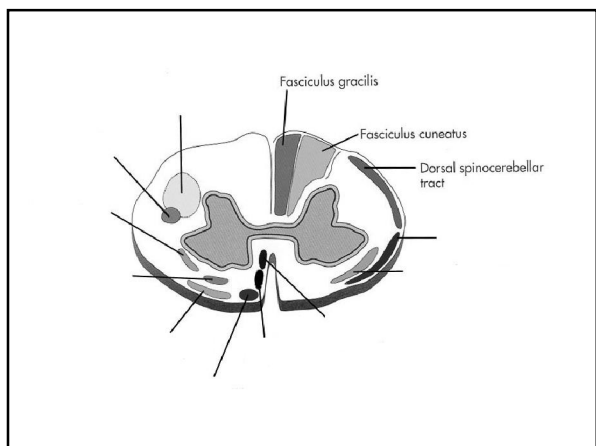


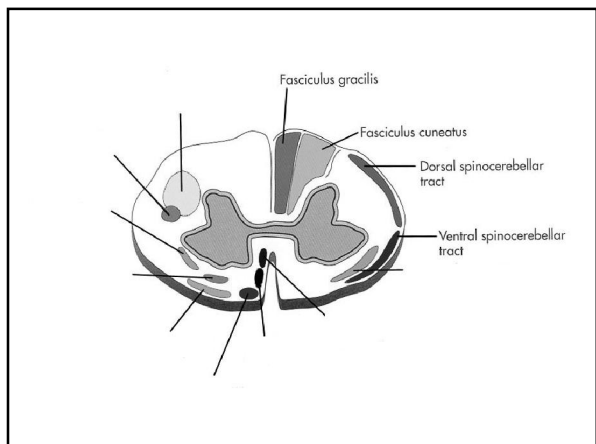


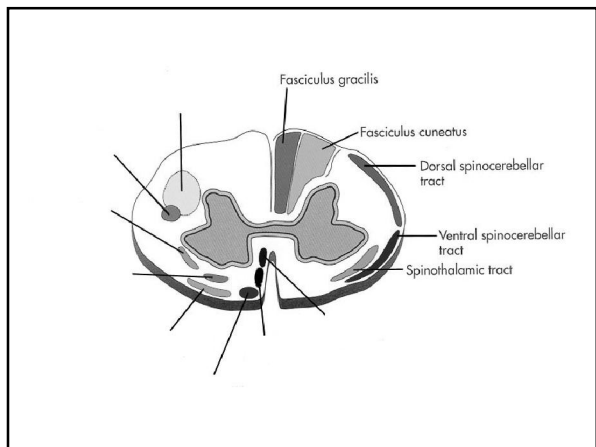


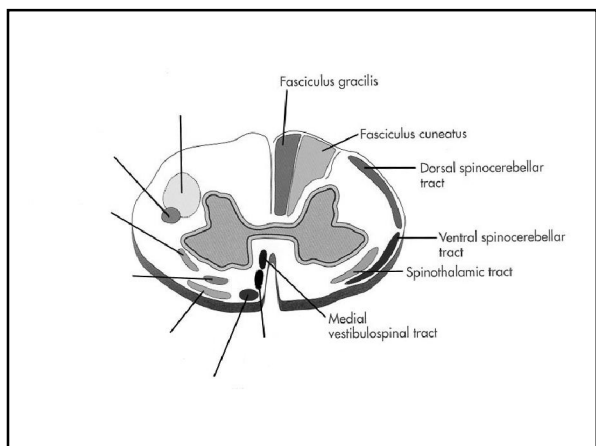


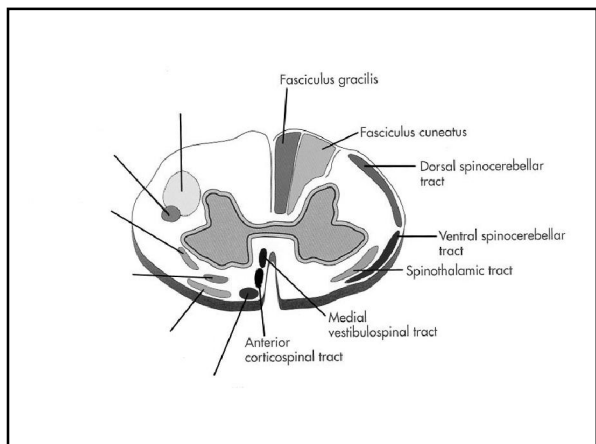


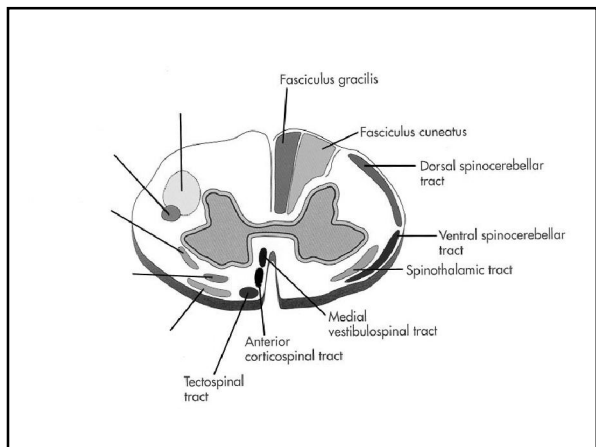


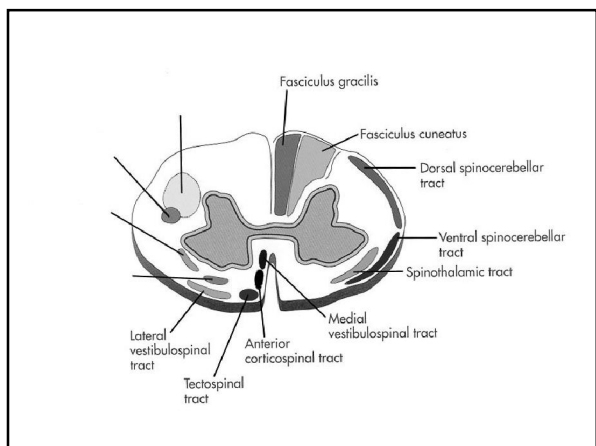


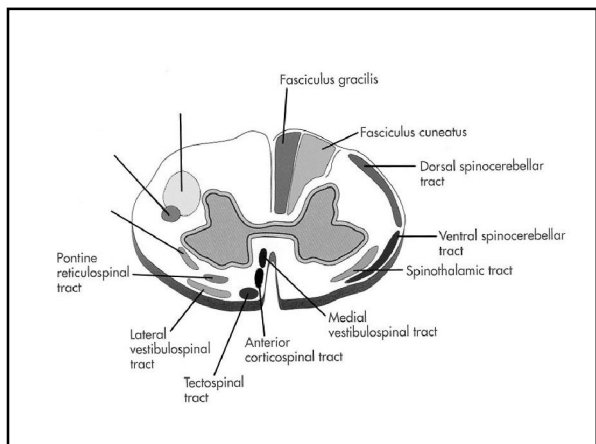


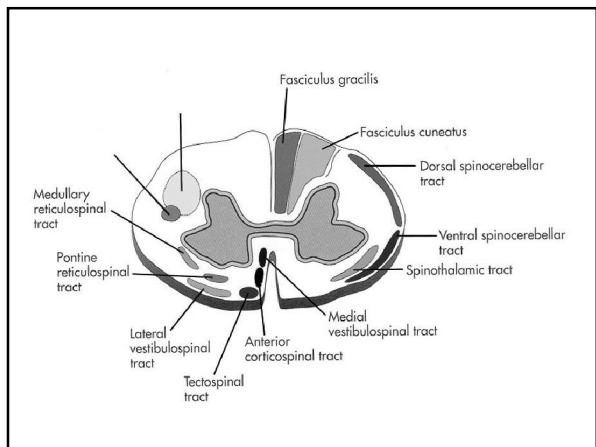


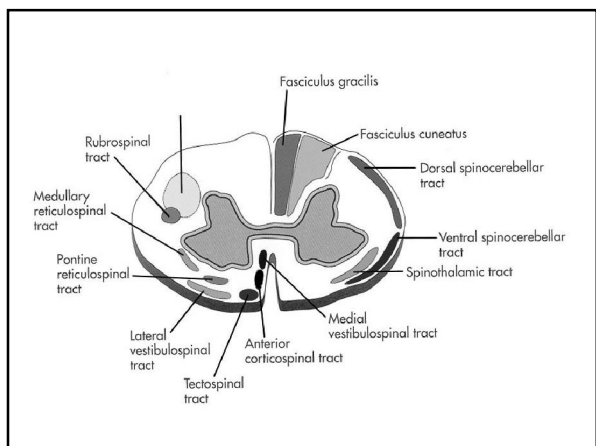


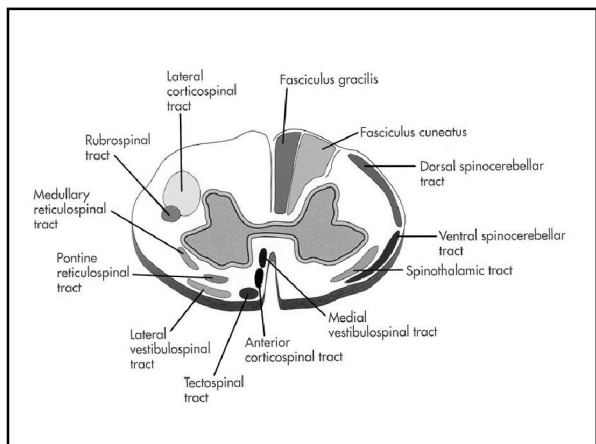


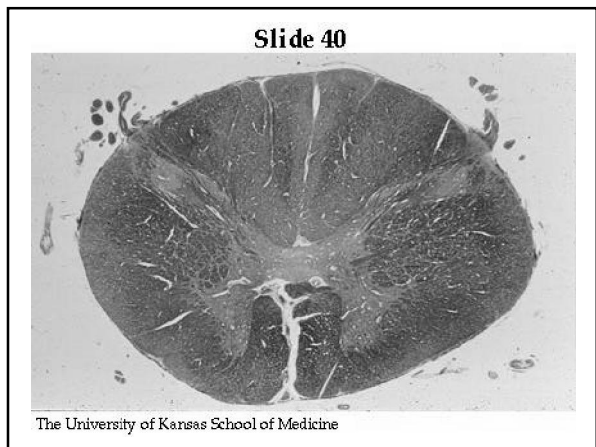


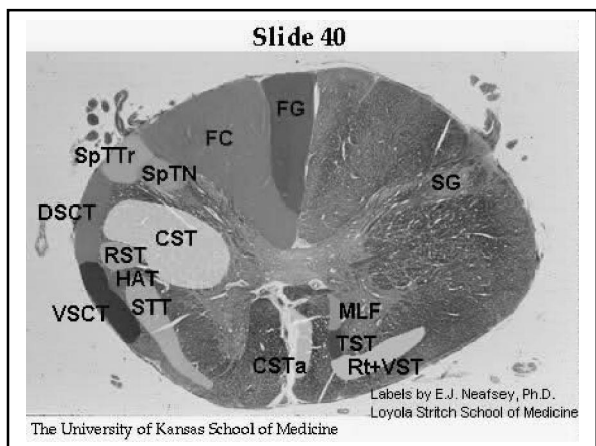


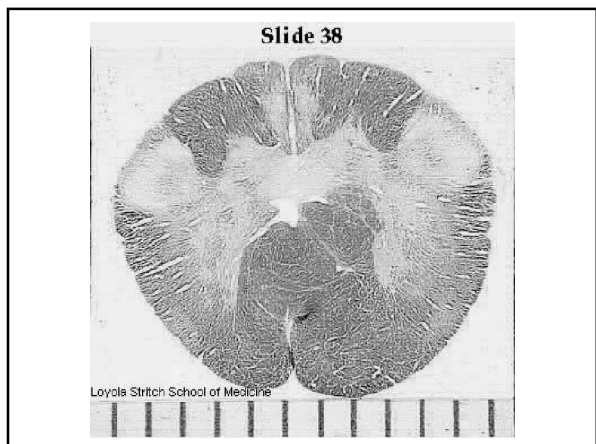


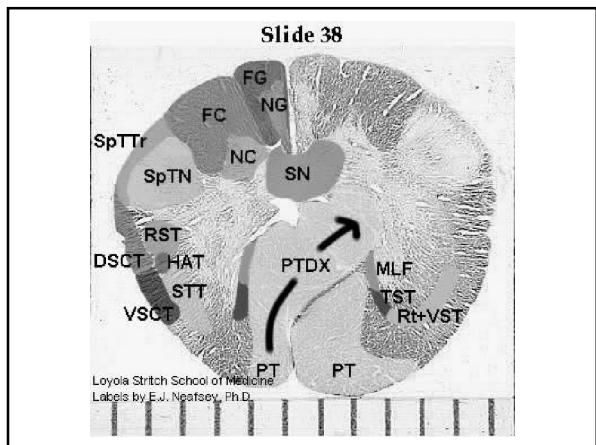


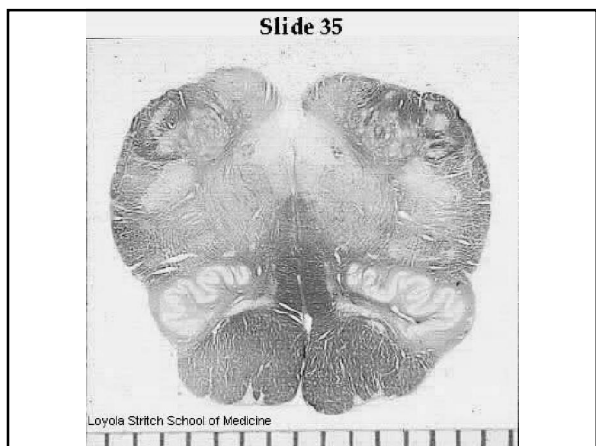


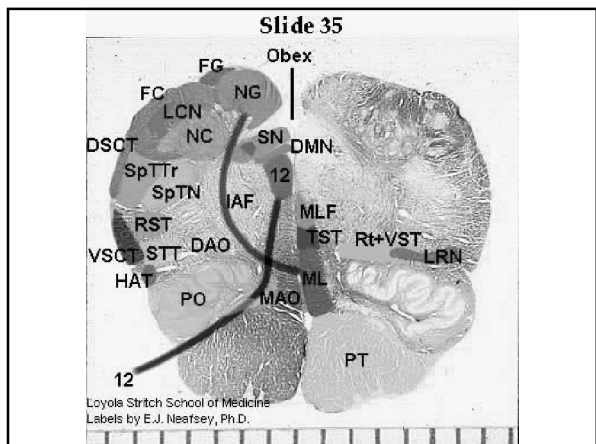


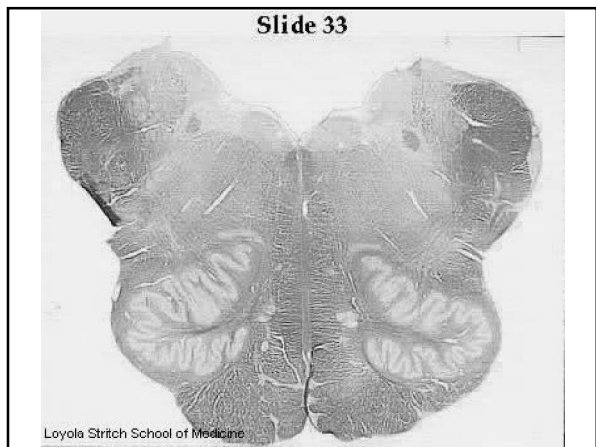


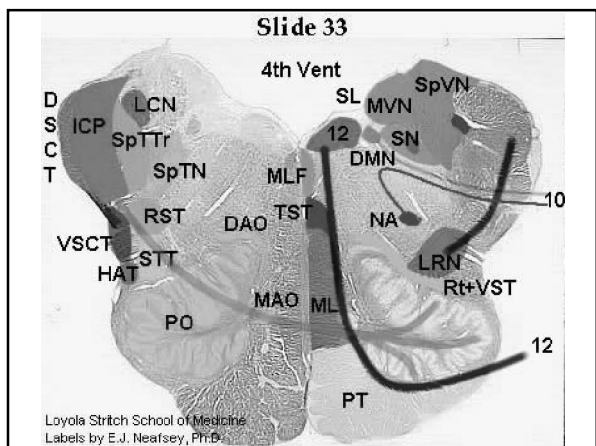


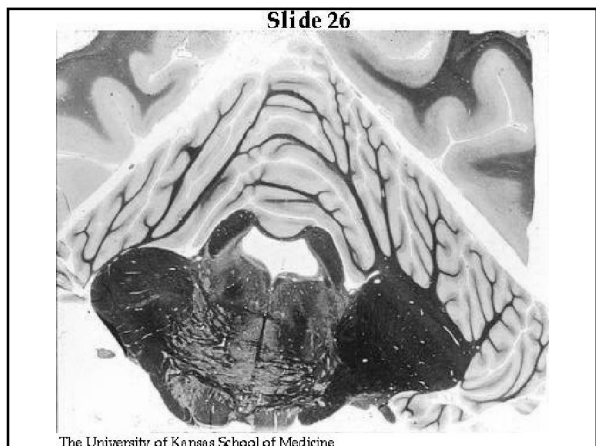


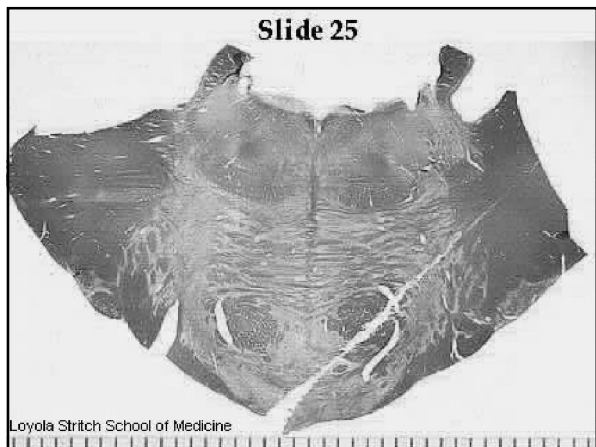


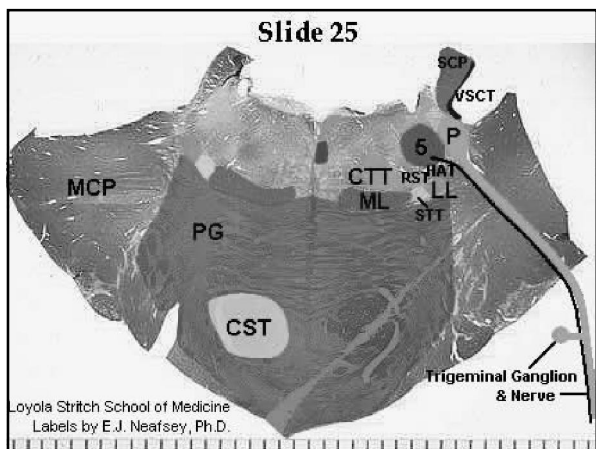




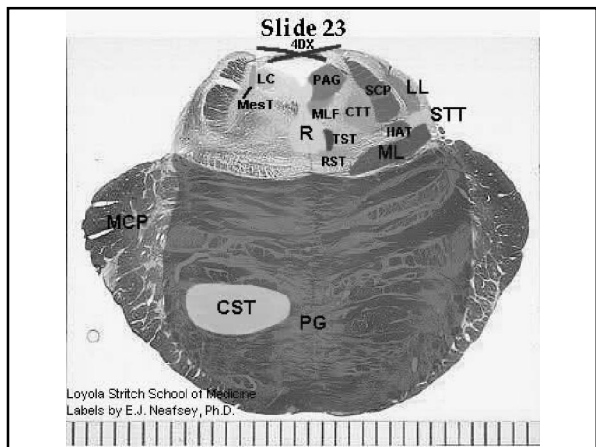


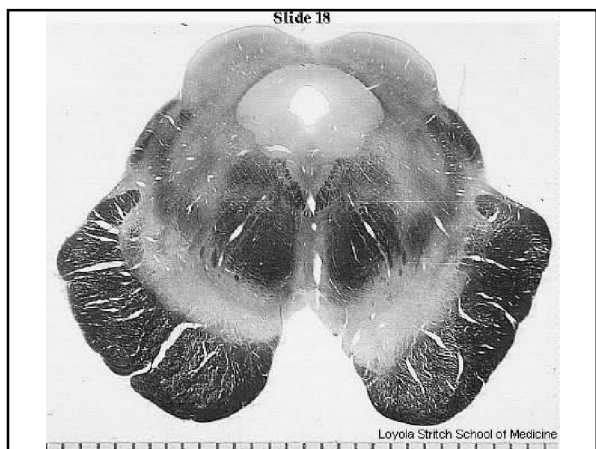






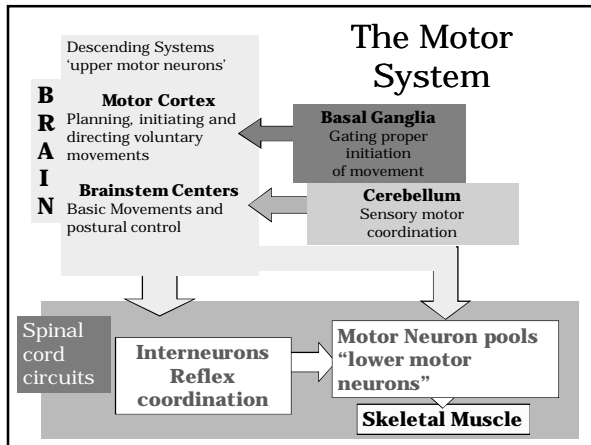






Skeletal Muscle & Spinal Cord Control I

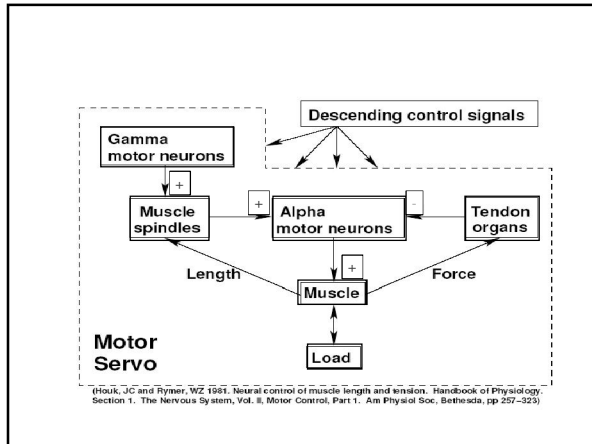


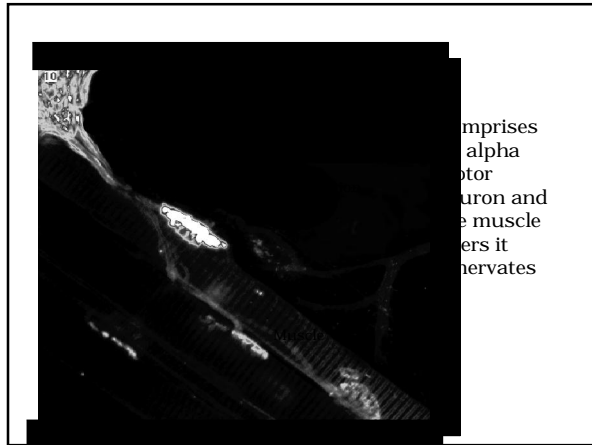


• Session I

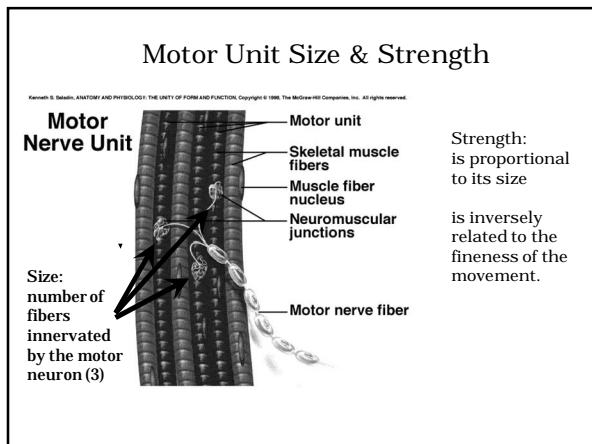
- Concept review: NMJ, motor unit, motor pool advantages for control of muscles, Henneman's principle
- Nerve-Muscle interaction & effects: denervation, neurogenic disease
- Muscle receptors and their function: spindle, golgi
- Afferent information, pathways
- Efferent information

B R E A K





comprises
alpha
motor
neuron and
the muscle
fibers it
innervates



In the Clinic

- Myasthenia Gravis
- LEMS Lambert-Eaton Myasthenic Syndrome

Table 1. Ion Channel and Related Targets in Antibody-Mediated Diseases

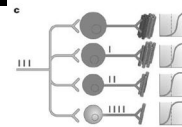
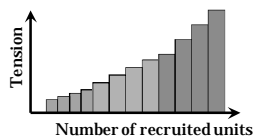
Ion Channel or Related Protein	Associated Autoimmune Disease(s)	Main Clinical Features	Location	Genetic Defects also Found?
$\alpha 1$ nicotinic acetylcholine receptor (AChR)	myasthenia gravis	muscle weakness and fatigue	neuromuscular junction	congenital myasthenic syndromes
Muscle-specific kinase (MuSK)	myasthenia gravis without AChR antibodies	muscle weakness and fatigue	neuromuscular junction	one case of congenital myasthenic syndrome
P/Q-type (1A) voltage-gated calcium channel (VGCC)	Lambert Eaton myasthenic syndrome	muscle weakness	presynaptic nerve terminal at neuromuscular junction	congenital myasthenic syndrome has yet to be identified, but subtle defects in transmitter release in spontaneous mouse mutants and 1A knockouts

Neurosci 10: 963-969 (1998) DOI: 10.1523/JNEUROSCI.0801-98.2000

Autoimmune Channelopathies and Related Neurological Disorders Angela Vincent,^{1,*} Bethan Lang,¹ and Kleopas A. Kleopa²

Henneman's size principle

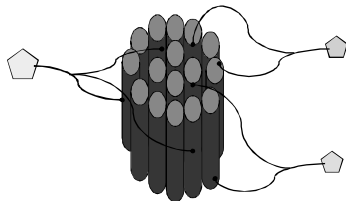
- ✓ Ordered recruitment of motor neurons
- ✓ Small, slow units are active during low force contractions = *Smooth control*
- ✓ Large, fast units are active during high force contractions = *Poor control*



Modified from Stein, BS, Gossens, ER & R.E. Jansen. Nature Reviews Neuroscience 6, 349-357 (May 2003) | doi:10.1038/nrn1068

Motor Pool:

Motor units that innervate a single muscle



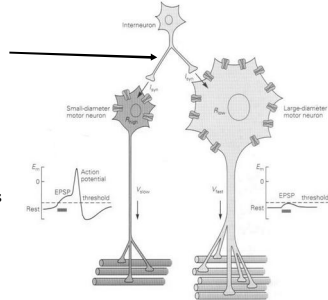
The nervous system controls the motor pool rather than motor units; neuronal inputs are usually distributed to most of the motor units in a motor pool.

Advantages of the Size principle strategy for muscle control

It simplifies motor control

- Increased excitation to the motor pool increases the muscle force produced.

- Requires only a limited number of axons to control motor pool (e.g. corticospinal tract).



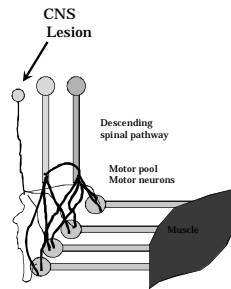
Modified from Principles of Neural science, Kandel et al., 4th ed, 2000

Advantages of the Size principle strategy for muscle control

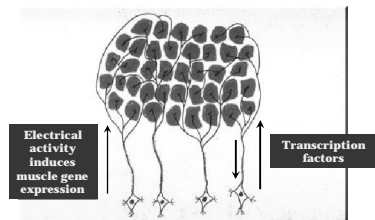
• Compensation

- Allows continued function even with partial loss of a motor pathway by increasing the discharge frequency of remaining neurons.

- The loss may not be noticeable to the patient until >50% of neuronal loss is reached.

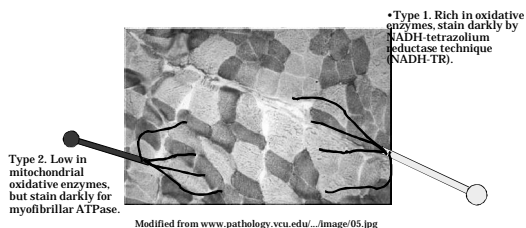


The functional and structural integrity of skeletal muscle depends on its nerve supply. Motor neurons in the spinal cord or brain stem innervate many muscle fibers (hundreds in large muscles)



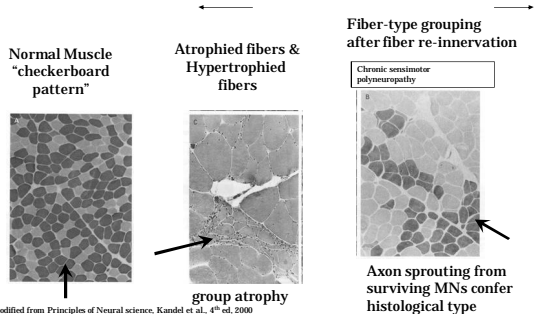
Modified from www.pathology.vcu.edu/~imagine.htm

Histochemical staining techniques reveal two basic types of fibers



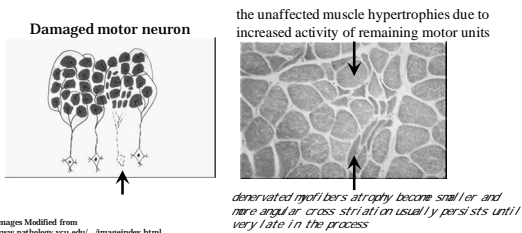
All of the muscle fibers in a given motor unit are of the **same** histochemical types (1 or 2); **the innervating neuron determines the type of muscle fiber.**

The diagnostic investigation of a muscle biopsy specimen includes evaluation of the size, distribution and the relative number of the two major fiber types.



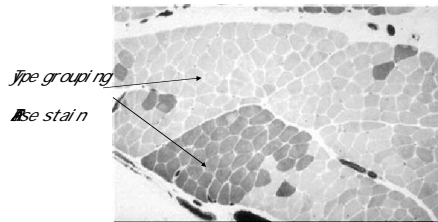
In the Clinic

Neurogenic disease
Neurogenic or denervation atrophy. The primary lesion is in the nervous system, either in the cell body, ventral root damage, spinal or peripheral nerve damage of lower motor neuron.



If the denervated muscle fibers are in the vicinity of intact axons, they may become re-innervated by collateral sprouting.

Since the motor neuron determines the muscle fiber type, all of the re-innervated fibers are converted to a single histochemical fiber type, with loss of the normal checkerboard pattern.



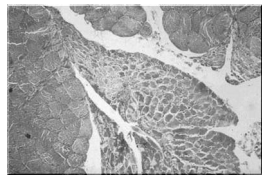
Modified from www.pathology.vcu.edu/~imageindex.html

NEUROGENIC DISEASES EXAMPLES

- * Amyotrophic lateral sclerosis (adults)
- * Spinal muscular atrophy (usually in children)
- * Poliomyelitis – (viral, now rare)
- * Peripheral neuropathy of various types
- * Histologic Changes



GROUP
Atrophic muscle fibers caused by involvement of an isolated motor unit.



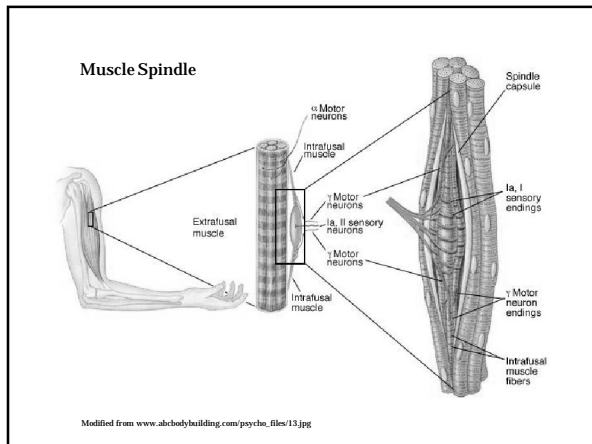
Images Modified from www.pathology.vcu.edu/~imageindex.html

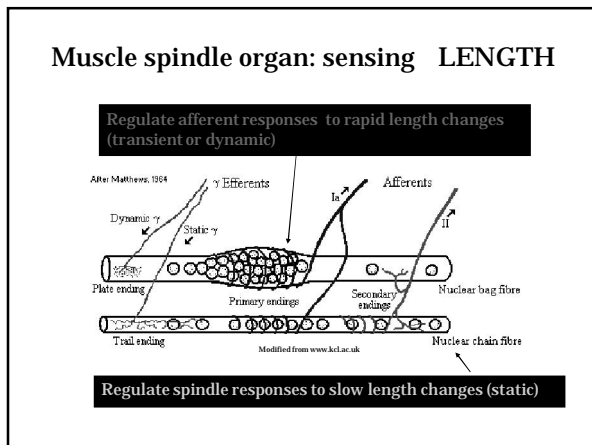
2) Afferent Innervation: fiber classification

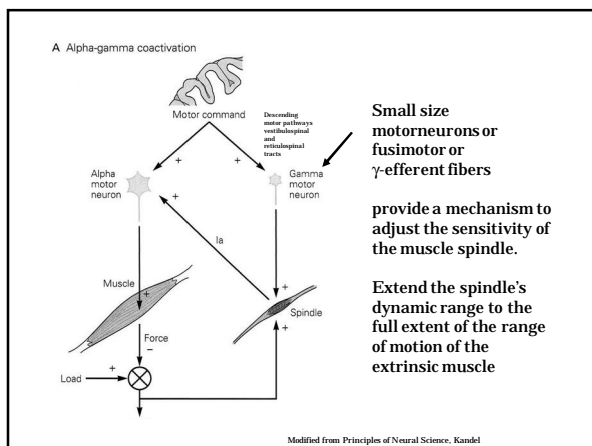
Table 36-1 Classification of Sensory Fibers from Muscle

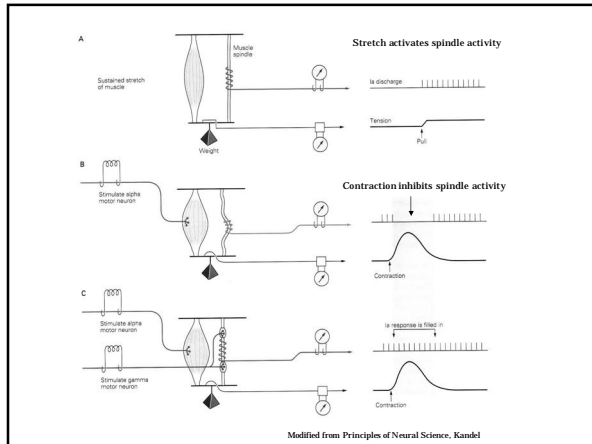
Type	Receptor	Axon	Sensitive to
Ia	Primary spindle endings	12-20 μ m myelinated	Muscle length and rate of change of length
Ib	Golgi tendon organs	12-20 μ m myelinated	Muscle tension
II	Secondary spindle endings	6-12 μ m myelinated	Muscle length (little rate sensitivity)
II	Nonspindle endings	6-12 μ m myelinated	Deep pressure
III	Free nerve endings	2-6 μ m myelinated	Pain, chemical stimuli, and temperature (important for physiological response to exercise)
IV	Free nerve endings	0.5-2 μ m nonmyelinated	Pain, chemical stimuli, and temperature

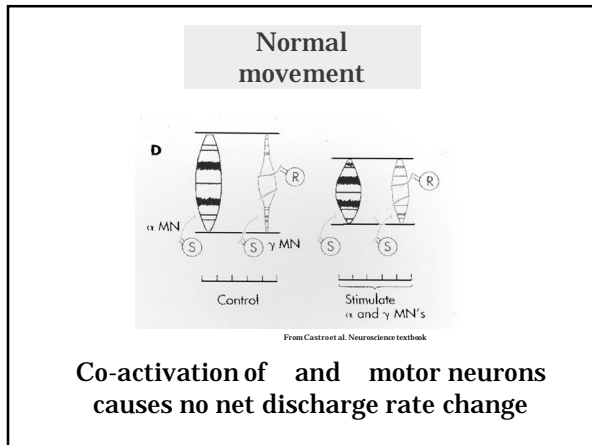
From Castro et al.

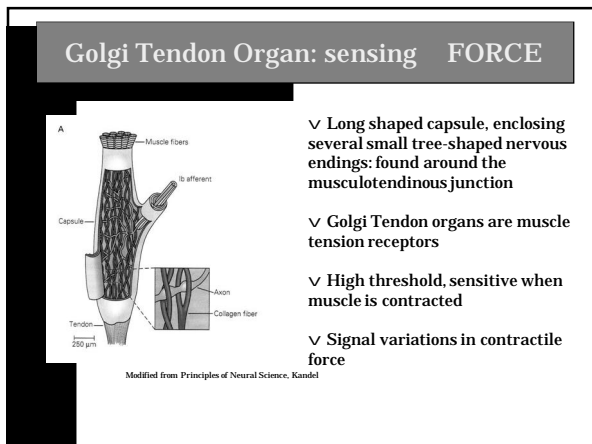


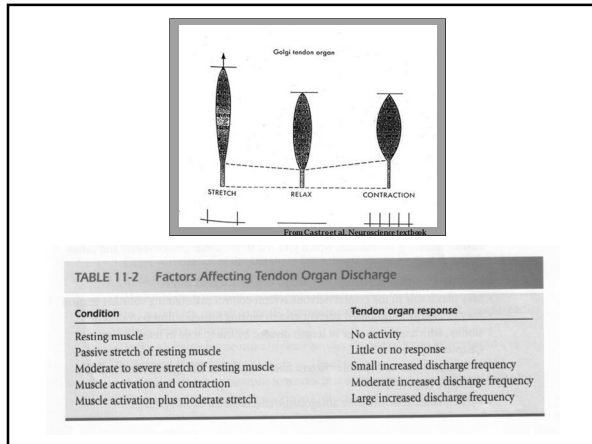


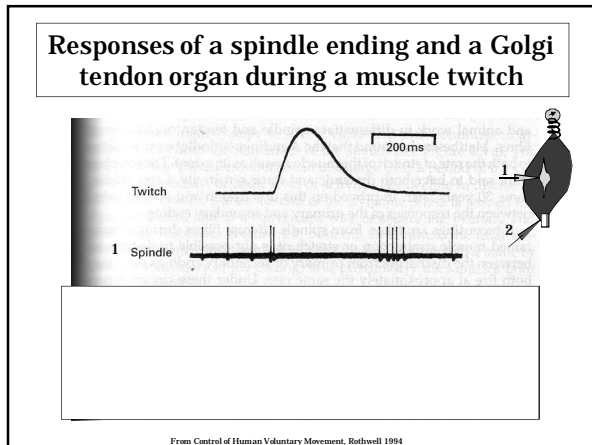


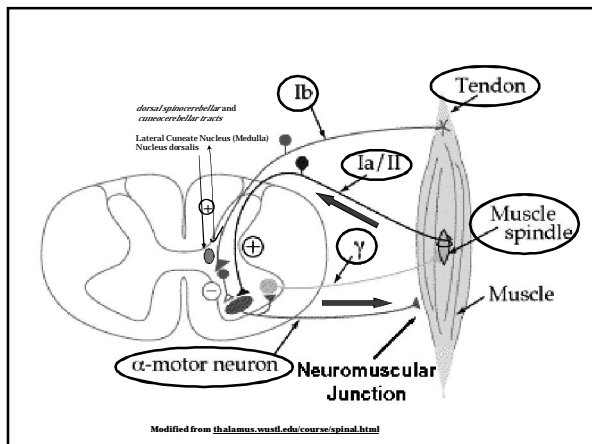








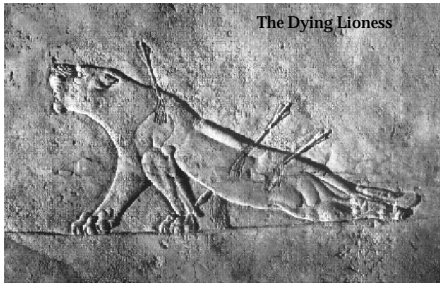






"The most remarkable thing about moving is how easy it is. Only when we watch someone whose movements continually go wrong we are reminded of the problems with movement control with which our nervous system copes so uncomplainingly." J. Rothwell

Skeletal Muscle & Spinal Cord Control II



This Assyrian relief from ~ 650 B.C. is an excellent depiction of the nervous system control of skeletal muscle. Injury to the spinal cord results in paralysis of the otherwise undamaged hind legs.

(modified from users.rcn.com/.../BiologyPages/; courtesy of The Trustees of the British Museum)

• Session II

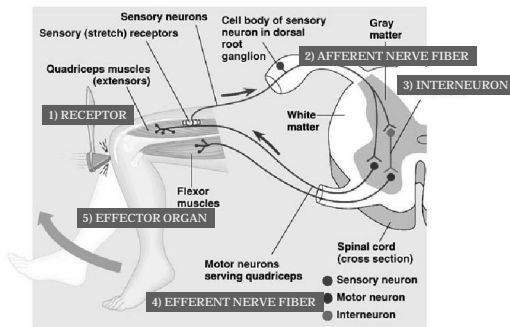
- Spinal reflexes: simple, complex. Stretch, GTO, recurrent inhibition
- Other reflexes: withdrawal, cross-extensor, multi-segmental
- Reflexes & clinical implications of testing
- Pathophysiology: hyperreflexia, clonus & clasp-knife; hyporeflexia

Reflexes

Neural, involuntary response of an effector organ induced by an applied stimulus



Reflexes



Reflexes

Monosynaptic.-

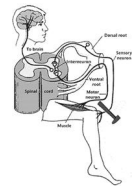
- o Local, direct response
- o No interneurons

Polysynaptic.-

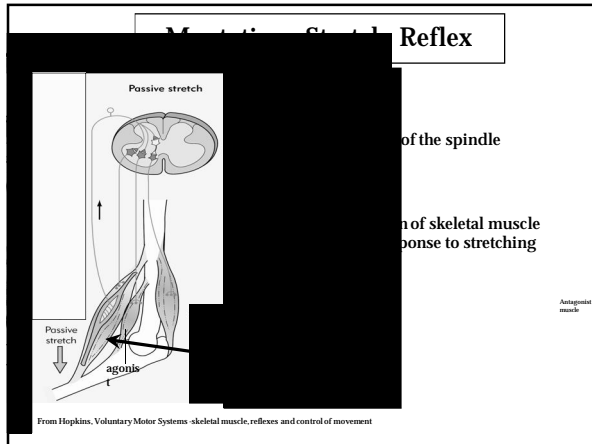
- o One or more interneurons
- o Slower than monosynaptic
- o Decrease with time
- o May require several stimuli to elicit a response
- o May involve more muscle groups

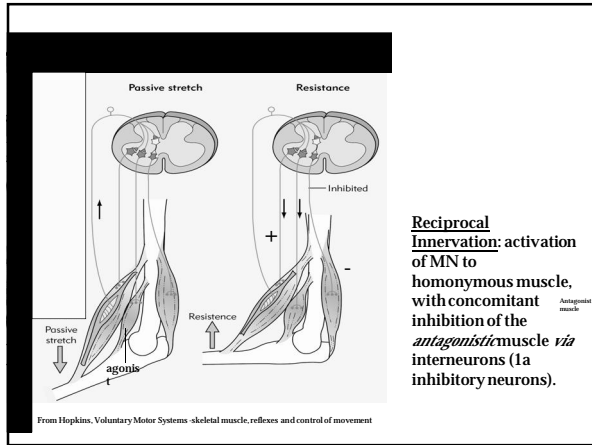
Reflexes

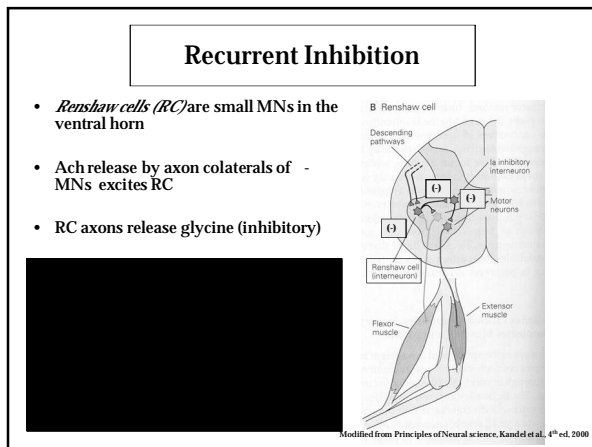
- ✓ Myotatic or Stretch Reflex
- ✓ Golgi Tendon organ reflex
- ✓ Withdrawal Reflex (flexor)
- ✓ Cross extensor reflex
- ✓ Recurrent inhibition
- ✓ Multisegmental Reflexes: Moro, Tonic neck
- ✓ Abnormal reflexes: hyperreflexia clasp-knife, clonus; hyporeflexia



Modified from www.dorland.com/connections/connections/connections/spinal_cord.html







Recurrent Inhibition Function

- Adjusts the sensitivity of α -motor neurons to descending or afferent outputs.
High excitability of RCs leads to reduced MN output
- Causes rapid inhibition of α -motor neurons after excitation thus effecting brief muscle contractions

Hyperekplexia (startle disease)

In the clinic

Autosomal dominant, rare non-epileptic disorder

Exaggerated, persistent startle reaction to unexpected stimuli

Hyperexcitability due to impaired glycinergic inhibition (R271 GlyR)

Generalised muscular rigidity, and nocturnal myoclonus. The tonic spasms may mimic generalized tonic seizures, leading to apnea and death.

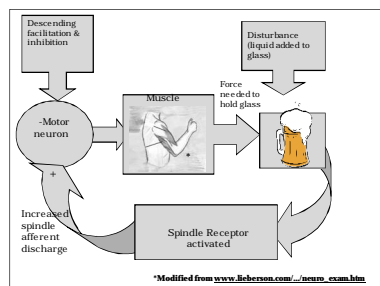
Characteristic almost permanent muscular activity with periods of electrical quietness.

Clonazepam, (GABA receptor agonist), is the treatment of choice.

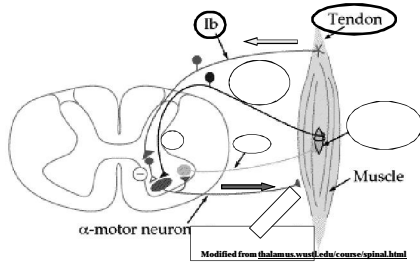
Myotatic or Stretch Reflex

⊘ Compensates for load and fatigue, keeps muscle shortening

⊘ Reflex excitability depends on both α and γ MNs



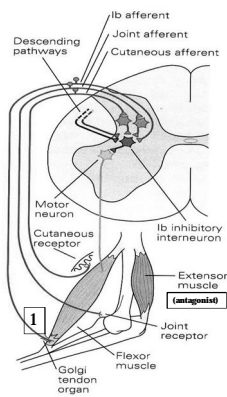
Golgi Tendon Organ Reflex (Type Ib afferent reflex)



Excite spinal interneurons, which inhibit the MNs innervating homonymous muscle
 increased tendon organ activity inhibits muscle contraction

Tendon (GTO) reflex

1. Homonymous muscle contraction increases tension in tendon and Golgi tendon organ
2. Ib afferent excites both excitatory and inhibitory interneurons
3. Inhibition of homonymous MNs relaxes muscle. Reduced tension = GTO stimulation
4. MNs from antagonist muscle are excited, antagonist muscle contracts

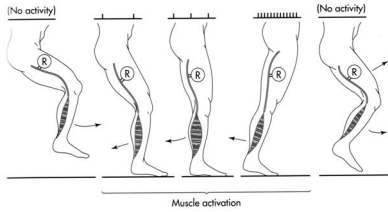


Modified from Principles of Neural science, Kandel et al., 4th ed, 2000

Myotatic vs. Tendon organ Reflex

- Myotatic or stretch reflex is a response in **LENGTH** changes
 Causes reflex excitation and contraction
- Tendon organ reflex responds to increased muscle **TENSION**
 Causes reflex inhibition of contraction
- Their reflex activities have antagonistic effects on the motor neuron

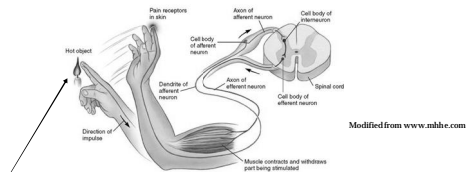
ü May play a role in the precise termination of particular phases of the step cycle by inhibiting homonymous MNs involved in the step cycle phase and initiating the next phase, specially when the activated muscle is stretched



From Castro et al textbook

ü May play a role in the CNS control of constant tension, detect muscle stiffness

Withdrawal Reflex (flexor)

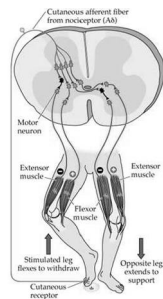


Modified from www.ambhe.com

- ✓ Withdrawal of an extremity from the source of afferent stimulus
- ✓ Mediated by flexor reflex afferent fibers (medium-small fibers) and small unmyelinated fibers from skin & muscle, sensory (including nociceptors)
- ✓ Excite - MN of flexor muscles via one or more interneurons

Crossed extensor reflex

- Contralateral activation or inhibition of the muscle groups opposite those innervated in the ipsilateral side of the spinal cord: Muscle groups excited on one side are inhibited on the opposite side
- Allows for body weight support on the opposite leg of an ipsilateral withdrawal reflex



Modified from www.ambhe.com

- Supports alternating leg muscle activation on the opposite side of the body during walking/running

Multisegmental Reflexes

- Involve reflexes from one segment level to another
- Postural responses, help coordinate muscle groups at different spinal cord levels
- Mediated by interneurons in the *fasciculus proprius*
- Some examples : Moro reflex, tonic neck reflex are normal in infants (< 6 mo)

Moro or Infantile Reflex

✓ Stimulated by a sudden movement of the head backwards (but it may also be activated through a sudden change of light or a loud noise).



✓ The response consists of an immediate wide abduction of the arms, and a rapid intake of breath. This is followed by flexion of the legs



✓ It initiates with the neck, it's coordinated by the *fasciculus proprius*

- Normal in infants
- Two-sided absence of the Moro reflex suggests damage to the central nervous system (brain or spinal cord).
- One-sided absence of the Moro reflex suggests the possibility of a fractured clavicle or injury to the brachial plexus (birth trauma). Conditions associated with brachial plexus injury include Erb's palsy or Erb-Duchenne paralysis.

Tonic Neck Reflex

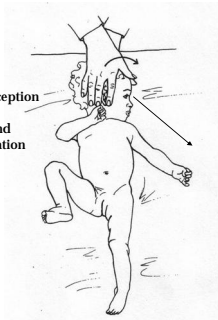


Modified from www.winfast.com

Rotation of the head to one side when the infant is laying on the back, elicits extension of the ipsilateral arm and flexion of the contralateral arm.

The infant tends to assume a "fencing" position-with his face toward the extended arm, while the other arm flexes at the elbow. The lower limbs respond in a similar manner

Sight
Proprioception
Eye-Hand
coordination



From Technique of the neurologic examination, DeMyer

2-4 mo normal infants spend much time in the TNR position, but they can readily escape from it

Learn to fixate on and reach for objects

Learn to convert primitive grasp reflex into volitional grasping of objects

Disappear as cerebral pathways establish dominance

Persistence predicts poor motor development

Role of reflex testing in clinical evaluation

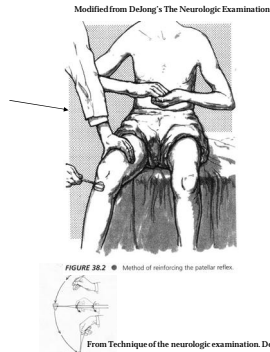


"Reflexes seem normal. You kept him waiting over two hours."

LMN injury => decreases the strength of the reflex
UMN injury => increases the strength of the reflex

Myotatic Reflex Excitability

- Tested in the neurological exam by passively moving the extremity, or stretching the muscle by tapping the body of the muscle or its tendon
- Changes in the size of the reflex response suggest a change in the reflex excitability
- Reflex excitability depends upon the excitability of both the alpha and gamma motor neurons



Role of reflex testing in clinical evaluation

- Tendon reflexes provide an objective sign indicating an abnormality and some indication to the level of the abnormality
- The responsiveness of reflexes can be altered by trauma or disease
- Interruption of reflex arc by either peripheral sensory or lower motor neuron lesions → loss/reduction in reflex
Muscle disease → reduced reflex (myasthenia gravis)
- UMN lesions. Lesions of inhibitory descending motor pathways, often result in increased excitability (hyperreflexia) of the myotatic reflex (clinical spasticity)

Pathophysiology of spinal Reflexes

- ✓ Hyperreflexia
 - ✓ Clonus Reflex
 - ✓ Spasticity: Clasp-knife reflex
- ✓ Hyporeflexia

Hyperreflexia: increased myotatic reflex or abnormally high reflex excitability

- Ø Exaggerated stretch reflexes
- Ø Sign of UMN lesion
- Ø CNS Structural: malformation, palsy, vascular, traumatic, neoplastic, infectious, degenerative.
- Ø Toxic/metabolic disorder; hypocalcemia, tetanus, strychnine.
- Ø Spinal cord injury, cerebral palsy, MS, stroke, ALS.

Clonus reflex

3-7 Hz oscillatory motor response to muscle stretch

• Clonus occurs when there is a lack of normal cortical inhibition of a deep tendon reflex, resulting in rapid, strong, oscillating muscular contractions.

• Occurs when sustained tension is placed on one of the muscles controlling a joint, such as the wrist or ankle.



To test for clonus, hold the relaxed lower leg in your hand, and sharply dorsiflex the foot and hold it dorsiflexed. Feel for oscillations between flexion and extension of the foot indicating clonus. Nothing is felt in healthy individuals.

Modified from <http://info.med.tyu.edu/~reflexes.html>

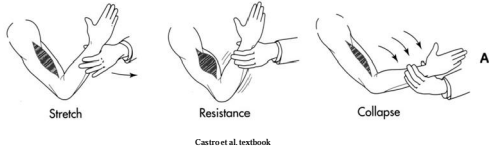
• Hyperactive myotatic reflex

Clonus reflex



Clasp-knife reflex

Gradual muscle stretch leads to reflex resistance followed by disappearance of the resistance and muscle extension at a critical length of the muscle.



Brief excitation followed by a powerful, long-lasting inhibition in homonymous and synergistic muscles

- Caused by loss of inhibition of interneurons relaying groups II, III and IV afferent signals
- Also known as the inverse myotatic reflex
- Force-limiting reflex that protects the limb from bearing damaging loads



In the Clinic

Cortical control of a prosthetic arm for self-feeding

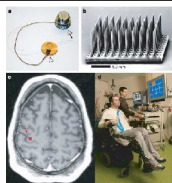
Max Keller, Sapna Choudhary, St. Dennis Sainburg, Andrew S. Whitall, & Andrew B. Schwartz



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<http://www.nature.com/nature/journal/v453/n7198/extref/nature06996-s3.mpg>

Brain-Computer Interface, Developed at Brown, Begins New Clinical Trial
6/17/2009



Nature04970, Vol 442, 2008 doi:10.1038

Hyporeflexia

- Abnormal decrease in myotatic reflex
- Lesion of sensory input from muscle spindles; motor neuron lesion or lesion to the anterior horn of the spinal cord
- Peripheral neuropathy, Guillain-Barre, muscular dystrophy, and myasthenia gravis.
