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Special thanks to Kristi Wyatt, student of HAPS member, Karen McMahon, for the cover art work. Kristi is a freshman at the University of Tulsa, majoring in biology. Her career plans are to “stay in the scientific world, but add art in it. I am looking at scientific illustration.”

HAPS-EDucator - Spring 2002 - page 1
HAPS-EDucator is the official publication of the Human Anatomy and Physiology Society (HAPS) and is published four times per year. Major goals of the Human Anatomy and Physiology Society are: to promote communication among teachers of human anatomy and physiology in colleges, universities, and related institutions; to present workshops and conferences, both regional and national, where members can obtain information about the latest developments in the health and science fields; and to encourage educational research and publication by HAPS members. HAPS was established in 1989.

Annual membership dues are $50. Annual membership renewals shall be due on January 1, April 1, July 1, or October 1. New members shall renew on whichever date most closely follows the date of their initial membership. HAPS Hotline: (800) 448-HAPS (4277). Information on membership, meetings, and more! Send correspondence to: Human Anatomy and Physiology Society, 8000 Bonhomme, Suite 412, St. Louis, MO 63105. Check out our new webpage at: http://www.hapsweb.org/

SUBMISSIONS TO HAPS-EDucator

Papers for publication, requests for information, positions available and wanted and letters to the editor are welcome. Articles may be submitted to the editor by e-mail attachment as Microsoft Word or Word Perfect file or on 3.5" double density disks—please include a hard copy as a backup. If references are included, please follow the methods suggested in Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers. 6th Edition, Style Manual Committee (Council of Biology Editors) Cambridge, Cambridge University Press. 1994.

It is the policy of the Human Anatomy and Physiology Society (HAPS) that any advertising appearing in its publication(s) must be related to the teaching of anatomy and physiology. The HAPS-EDucator Editor and Editorial Board jointly determine whether an advertisement meets the criteria of HAPS. Any advertisement that is deemed not to meet the needs of the organization will not be printed, and the advertisement plus any monies collected from the advertiser will be returned. The opinions reflected in advertising that appear in this publication do not necessarily represent the opinions of HAPS. Advertisement of a product in the HAPS-EDucator does not represent endorsement of that product by HAPS. Contact the Editor for information on advertising rates, advertisement size, and the procedure for submitting an advertisement to HAPS-EDucator for publication.

DEADLINES FOR SUBMITTING MATERIAL TO HAPS-EDucator: May 15 (Summer issue); September 1 (Fall issue); December 1 (Winter issue); March 1 (Spring issue).

CONTACT THE HAPS-EDucator Editor: Susan Baxley, Troy State University Montgomery, College of Arts & Sciences, P.O. Drawer 4419, Montgomery, AL 36103-4419, (334) 241-5473, (334) 241-8665 fax. sbaxley@tsum.edu
What is the sense of belonging to HAPS? What do I get for the cost of membership? I think I get lots of little things that add up to money well spent. To explain, let me reminisce.

It was in the spring of 1991 that I first heard of HAPS. I cannot remember how the notice for the Greenville conference came to my attention. I do remember that the thought of a professional society devoted entirely to teaching A&P was intriguing. A colleague and I applied for funding and were approved to go but were clueless as to what to expect. It turned out that the conference was a wonderful surprise. Bogey might have said “...the start of a beautiful friendship.” From my vantage point today, I can say that the Greenville conference and my continued association with HAPS forever changed my professional life. For sometime now I have considered writing about the impact of HAPS on me personally as my way of explaining the true benefits of membership. So here goes.

The first thing brought back from HAPS was a change in how we approached physical exercise in lab inspired by a demo of a treadmill exercise at Furman University. We had been doing a very rudimentary exercise that involved volunteers running around the building or up and down stairs with basic vitals taken before and after. Armed with what we had seen, we developed a graded treadmill exercise which has gone through several incremental iterations and which we still use. We are now collecting and graphing cardiovascular, respiratory, and gas exchange data that provide students with a comprehensive view of the changes accompanying aerobic exercise and recovery. We have since presented our approach at HAPS conferences, gotten good feedback, and further tweaked our approach. Basically, HAPS helped us... then we helped HAPS. Over the years, this “see, do, revise, share” scenario has played out many times-always, I believe, to the benefit of the students we serve.

During that same conference I recall standing for nearly two hours in an overcrowded and overheated room as Dr. Arthur Vander spoke about the intricacies of renal physiology. Despite the discomfort of the physical setting, that workshop was one of the best educational experiences I can ever remember having. I was left with crystal clear impressions of the value of teaching and the essential qualities of a master teacher. A man clearly in love with his craft, Dr. Vander modeled everything anyone could want in a teacher: passion for the subject, a command of the material, an understanding of the right mix of fact and concept, the ability to communicate in clear, simple ways, a willingness to answer questions, unstrained patience, and humility. I am still surprised at how often memories of that workshop come back to me. I know that how I now perform in the classroom was forever changed by that workshop.

I still have the T-shirt from the Greenville conference. It includes a reproduction of the title page of “De Humani Corporis Fabrica” (1555) by the renowned anatomist Andreas Vesalius. The print depicts Vesalius teaching in a large amphitheater with students crowded around him, literally straining to see and hear. It is truly a wonderful image for any teacher of anatomy. It is an inspiring image of education. It exudes interest, excitement, involvement and interaction. It was that T-shirt that got me thinking about the history of anatomy and kindled an interest that still remains. In our new cadaver lab we have mounted a number of framed prints of anatomical art with the “Fabrica” title page and the “Anatomy Lesson of Dr. Tulp” by Rembrandt as the centerpieces. All of these works are intended to communicate to our students the rich history of anatomy and to help them appreciate the incredible powers of observation enjoyed by the early anatomists. These give our lab a museum quality that says history is important. When touring visitors are shown the lab, the impression very often challenges their preconceptions of a community college. And the inspiration came from HAPS.

A long-standing interest in dissection as an observational process led us to presentations outlining an approach to lab that de-emphasized simply naming structures. Using conference feedback, we continue to adjust and refine our approach. That same interest led to an Animal Use Committee that produced an official position statement endorsing the use of specimens and dissection in labs. At one point, our use of preserved biological specimens and human bone was challenged. Armed with the HAPS Animal Use Position Statement, the HAPS Course Guidelines, and a box of human and plastic bones, we were able to quickly defuse that challenge. We were able to show that our position was not unique because a national association of A&P educators had articulated a position consistent with ours. HAPS gave us the leverage we needed to protect the educational experience we wanted to continue providing on our campus.

At yet another conference, a friend suggested that my background as a respiratory therapist would lend itself to a workshop on acid-base interpretation. That first led me to develop an approach to using such data in a way that fit appropriately into our A&P course syllabus. The link I used was homeostasis. I did eventually present a workshop on this and got the type of insightful
feedback that spurred me to make numerous changes that further improved my classroom discussion of homeostasis. HAPS provided the idea, the opportunity, and a forum that facilitated improvement and refinement in the approach.

Until HAPS, we had never even heard of a cadaver anatomy experience being available to students at a two-year college. When we became aware of these programs, we wanted to offer such an experience as well. However, once the discussion went beyond the department level, the first and emphatic response to our proposal was “No.” More accurately, the response was “No! No Way! Forget it. It doesn’t belong at a community college.” We used the HAPS Course Guidelines and the Animal Use Position Statement to support our proposal. We sent a request for help to probably thirty or so of our HAPS colleagues from across the US and got all the ammunition and assistance we wanted and needed. We got photos, student surveys, administrative contacts, letters of support, design drawings for ventilation systems and lab tables, lab syllabi. And guess what... we now have a new cadaver lab facility. Human cadavers are the principal study specimens in our A&P sequence, and we also have opportunities for selected students to participate in the actual dissection of these cadavers. None of this would have been imaginable, let alone possible, without HAPS for the idea and the incredible network of support it provided.

Over the years I have often said to different people at different times that I get more “take-home” material from one HAPS conference than from any other professional conference I have ever attended. That is not an exaggeration; it is just the simple truth. From HAPS workshops, we have brought back sexing skulls, models of respiratory mechanics, case studies, problem solving exercises, cadaver dissection exercises, knee joint demos, data acquisition approaches... and on and on. We incorporate information from the Listserv discussions. We periodically use the HAPS exam to compare ourselves to the larger A&P universe. And then there is the network of colleagues (actually friends) who are always available, supportive, and quick to help. It is they who give HAPS its unique personality and character. The influence of HAPS permeates our courses.

I know this is long and might seem self-serving... kind of bragging to a large, wide audience. That is not it at all. These recollections are actually my way of saying “Thank you” to my professional society. When I put it down on paper (one little thing after another... some of it give, some of it take, all of it growth), it is hard to deny the impact of HAPS on my life and career in very substantive ways. Reminds me of a famous line from an old TV “cop” show... “There are a thousand stories in the naked city; this is one of them.”

Without a doubt, those of you who have been with HAPS for some time can share similar reminiscences of the impact of HAPS on your careers and on your campuses. I predict that those of you who are newer, given some time, will be able to do likewise. As I now look back, I would say that no matter how much energy you put into HAPS, the return is much greater. To me, all of this is the primary value of membership, and it far outweighs the cost of admission.

17th Annual National Conference
May 30-June 4, 2003
Philadelphia, Pennsylvania

To the Editor

I particularly enjoyed reading the article, “Fostering a Sense of Self-efficacy in Students: Teaching the Art of Learning” by Theresa Dehne in the Winter 2002 HAPS-Educator. It reinforced what my 30 years experience has shown: that students need extensive assistance in learning how to learn and that students need to spend exceptionally large amounts of time learning A & P. Dehne’s procedure and process for focusing on the learning process is thorough and thoughtful and, perhaps more importantly, helps students to realize where the responsibility for learning really rests.

That students need to learn how to learn is not a new concept, merely one that too often academicians erroneously assume is part of the entering student luggage. To offer students content experiences devoid of assistance in handling the learning process is an abrogation of our responsibility as faculty; Dehne is to be commended for taking that responsibility so seriously. If all faculty were as conscientious in that domain, not only would our students have a greater academic success rates but we would all have fewer student related frustrations. I hope that her fellow faculty at New Mexico Military Institute are appreciative of how she is assisting all of them!

Sincerely,

Karen LaFleur Stewart
As summer and the 2002 Conference approach, you are probably wondering, how hot will it be in Phoenix? The average high temperature during the days of the conference is 98°F (36.6°C). This is OK, because it is a dry heat. The mornings and evenings will be very pleasant. If the temperature is a little below average, you will think you have died and gone to Heaven. If, however, for the days of the conference, the temperature rises to the record high of 113°F (45°C), then you will think you have died and gone to Hell. Still, that is cooler than the summertime record high of 122°F (50°C). So, it is actually possible to be hotter than Hell.

Be Prepared!
You should come prepared for “warm” weather. It is important for visitors to respect Greater Phoenix’s summer sunshine by taking some simple precautions.

- Dress for summer. Wear light-colored and lightweight clothing to reflect heat and sunlight. Bring a hat, sunglasses, sunscreen, and chapstick. If a quick plunge in the pool sounds inviting, bring a swimsuit.
- Do not get too much sun. People can sunburn in as quickly as 20 minutes in direct sunlight during Phoenix summer afternoons.
- Drink plenty of water. Phoenix’s low humidity can cause dehydration, especially for those participating in strenuous outdoor activities.
- Heed your body’s early warnings. Should you become light-headed during heat-of-the-day physical activity, slow down, drink water and seek a cooler environment.
- Carry drinking water in your car. If taking one of many scenic day trips available from Phoenix, carry one gallon of drinking water for each person in the traveling party. This assures ample water is available should any vehicular problems occur.

How Hot is It?
- Heat exhaustion sets in when you just think about going outside.
- Before doing yard work, you dial 911 and put the operator on hold, just in case.
- Cotton breathes better than you do.
- Your car preheats faster than your oven.
- Standard equipment in new cars in Phoenix is oven mittens attached to the steering wheel.

- A summer tattoo is a red spot in the shape of a seat-belt buckle on your hip.
- When your child gets sick in the car, opening the windows is just not an option.
- When hiking, you collapse under the weight of the recommended amount of water you should carry.
- One hundred degrees actually starts to feel good.
- Is that a golf club or a branding iron?
- Shortly after the power blacks out, so do you.
- Supermarkets strictly enforce antilogoring laws in the frozen food section.
- Restaurants are divided into smoking, nonsmoking, and “patio death zone.”

It’s the Humidity, Stupid!
Really folks, do not let all this talk of hot temperatures scare you. Remember, it is a fry heat, I mean dry heat. So what seems like a high temperature in more humid climates is quite tolerable in Phoenix. How dry is it? According to the late Senator Barry Goldwater, “It is so dry that trees look for dogs.” Actually, the desert humidity is usually well under 20 percent—compared to average summer humidity of 50 to 70 percent in most U.S. destinations.

From Airport to Hotel
If you arrive at Sky Harbor International Airport, you may take a taxi to the Hyatt Regency. The fare is $12 to $14. If you are in terminal 3 or 4, I recommend that you exit the building on the south side (marked above the exits, so you do not have to bring a compass). Taxis leaving from the south side of the building have to drive through less of the airport, and this will save you a couple of bucks. The hotel shuttle service, called Arrive, makes pickups every thirty minutes. The fare is $7 per person. If you rent a car, the hotel is approximately three miles from the airport. Take 24th St. exit north to Washington St. Turn left on Washington (one way). Follow to 2nd St. and turn right. Entrance is 1 1/2 blocks on left.

Phoenix College
Phoenix College will be the site of the workshops on Tuesday and HAPS 2002 - continued on page 6
Wednesday. It is a short trip from the hotel. Phoenix College (http://www.pc.maricopa.edu) is older than the Milky Way (candy bar). Established in 1920, the first graduating class (1922) included four men and one woman. Today, Phoenix College serves approximately 12,000 students each semester. Phoenix College is also the “Mother of All Colleges” in the Maricopa County Community College District (MCCCD). In 1962, MCCCD (http://www.maricopa.edu) was established with one college, Phoenix College. MCCCD now has ten colleges, two skill center locations, and multiple satellite education centers. It enrolls over 264,000 students a year and is the nation’s largest system of its kind.

Additional Information
Go to the HAPS web site (http://www.hapsweb.org) where this article appears with all of the links activated. Also on the web site are articles describing Arizona, the Greater Phoenix Area, and Downtown Phoenix. Plan on coming to Phoenix for the HAPS 2002 Conference. And, plan on having fun!

HAPS 2002 Conference

Pre-registration Form

Your name as you want it to appear on name tag ____________________________

Guest Name ____________________________

Institution ____________________________

Street Address ____________________________

City/State/Prov/Zip ____________________________

Country ____________________________

Phone ____________________________ Fax ____________________________

Email ____________________________

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I have enclosed a check made payable to HAPS (USA funds only).

Charge my Master Card or Visa
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I am not registering at this time, but please send me the final registration packet when it is available.

I would like to join HAPS. Enclosed is my dues payment.

Send Pre-registration Form and Payment to:
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Join HAPS
Join HAPS today, enjoy all the benefits of membership, and save money on conference fees. The one-year membership fee is $50 for full-time faculty and $35 for adjunct faculty and students.

Registrant Fees
Registrant fees for the Update Seminar Package include all update seminars, the welcome reception, banquet reception, two continental breakfasts, and all refreshment breaks.

Registrant fees for the Workshop Package include all workshops, two continental breakfasts, two box lunches, all refreshment breaks, and transportation between the Hyatt Regency and Phoenix College for the workshops.

Registrant fees for the Entire Conference Package include everything in the Update Seminar and Workshop Packages.

Guest Fees
Guest fees apply to all guests who are not registered as participants for the conference, regardless of age. They include the welcome reception, banquet reception, two continental breakfasts, and all refreshment breaks. The guest fees do not include update seminars or workshops. Only registered guests may attend vendor-sponsored special events.

Other Fees
The annual banquet fee and additional activities will be charged separately per individual registrant or guest.

Cancellation Policy
Registration fees are fully refundable until the end of the regular registration period (April 30, 2002) less a $15.00 handling fee. From May 1, 2002 through May 31, 2002, 75% of the registration fee will be refunded. There will be no refund after May 31, 2002.
Peeling the Layers

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Last year the HAPS Listserv became enmeshed in a heated and emotional discussion concerning organic evolution and the teaching of anatomy and physiology. My goal here is not to retreat that ground; all of the posts are archived on the HAPS website [//www.hapsweb.org] for those who wish to relive the actual discussion. I want to share a few things I noticed about the structure of the discussion that I thought worth sharing with the HAPS organization at large, because they have implications for our own knowledge structures and for our teaching of human anatomy and physiology.

I analogize coherent knowledge structures as infinitely layered onions. As constructivist cognitive psychologists teach, we all actually manufacture these knowledge onions ourselves. Some of us have onions that are mostly thick outer layers covering little or no central core. Others build thin, transparent onions whose outer layers are much less important than the centrality of their cores. Still others of us are continually revising both the core and the outer layers as one sheds light on the other, changing how we understand both.

Academic disciplines such as anatomy and physiology are knowledge onions that generations of others have constructed. HAPS members and others, who teach and study our discipline, are continuing to modify this knowledge through time. As educators we attempt to cultivate a new crop of A&P onions in the minds of our students. Some people are “splitters” who prefer a basket of separate and discrete onions, one for each separate area of knowledge. Other people are “lumpers” who like to find the commonalities that link all of their knowledge onions together like rhizomes. For some students, A&P will remain a new and discrete onion in their basket and for others the A&P onion will be fully grafted into their existing knowledge structures. I would contend that the ability to develop a deep understanding of A&P is independent of one’s tendency toward splitting or lumping. The understanding of A&P comes from peeling down through several layers within the A&P onion itself.

Based on the listserv discussion, it became clear to me that some of us like to teach a discipline by taking a complete cross section and noticing where there are discontinuities, gaps, and holes in the current explanatory models. In this way we can highlight how human knowledge and understanding of the natural world changes through time. This would be an approach favored by lumpers. Others, often splitters by nature, like to teach a discipline layer by layer starting (where their novice students begin) on the surface and gradually revealing the wealth of layers that lurk beneath. In this way, they attempt to spark the curiosity of the learner to begin peeling some new layers for him/herself. Which technique is valuable? Both. Which technique is best? That depends on the educational objectives of a particular course or curriculum as well as on our own talents and predispositions.

Whenever students, or we ourselves, begin the examination or study of a brand new (to us) subject, we all tend to start with the most obvious or observable phenomena—the outer layers of that particular knowledge onion. Sometimes describing or categorizing these outermost features is sufficient. That is all we really wanted to know and we quickly move to some new topic. Other subjects interest us more deeply and we end up peeling back an additional layer or two before our curiosity is satisfied and we move on. And then there are some subjects that we never get tired of, that we continually find interesting, no matter how deeply we delve into them. For these subjects, no matter how many layers we peel back, there are always new layers remaining that keep us fascinated.

For many of our students, dwelling in the outermost layers of anatomy and physiology is sufficient. What is the name of that thing? Oh, O.K., now I know the name, I am done. What causes the secretion of insulin? Elevated blood sugar levels, O.K., that is all I need to know, thank you very much.

In the natural sciences there are, however, implied cause and effect relationships among the pieces at one level of organization (within one layer) and between sequential levels of organization. Functional understanding, not to mention application, of the concepts within anatomy and physiology requires that a person has peeled several layers and mastered some cause and effect relationships among structures. Some of our students have never before constructed deep understanding

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Educational Issues - continued from page 7

of any subject matter, so they really do not have first-hand experience of what we want them to do when we hold them accountable for true understanding. They are often shocked that they are now accountable for something more than just remembering the collection of facts they have worked so hard to amass.

The issue at stake then becomes how many layers must be uncovered in a human anatomy and physiology course of recognized quality and integrity. One of the current central organizing ideas in biology is organic evolution, so when one begins the scientific discussion of human biology one must eventually deal with issues of human origins. The central core of our personal human origins onion is our conception of first cause. The closer we stay to the surface of the onion, the less our personal cores impact what and how we teach others. The asking and answering of mechanistic "how" questions easily gets us several layers down into the intricacies of the onion without being explicitly tied to our core beliefs. Teleological "why" questions, on the other hand, quickly draw on the first cause concepts at the core of our own onion.

Some people have definite ideas about, and can clearly articulate, what lies at the very central position in each of their current knowledge structure onions concerning human origins. Others are less certain. Some human origins onions have room and place for God (by whatever name), and other onions do not. But regardless of our personal degree of certainty, there is no way to definitively prove once and for all what the TRUE first cause might have been (or might be). At this point, we are all working from belief in one or more unproven hypotheses, because certain knowledge of the deeply historical past is impossible.

This lack of definitive proof does not imply that all possible onions are appropriate within the science classroom. If we are attempting to learn science and the process of science, then we may have some tension, if not flat contradiction, between the methodology of science and some of our core beliefs. The essence of science is the collection of evidence to support theoretical claims. Claims and theories are then modified, if sufficient evidence is collected that cannot be accounted for by the existing explanatory theory. The essence of some belief systems (both theistic and atheistic) is unquestioning acceptance of the central tenets, in spite of any contrary evidence.

A set of core beliefs that needs to be accepted or rejected as an integrated whole poses a huge potential problem for an individual knower attempting to understand science and the implications of extending science into the issues surrounding first cause. We are easily drawn or baited into critiquing and judging the centers of each other's onions. Based on how quickly the online discussion fell into personal criticism, it is as if we actually think that our personal opinion alone could change the core of another's belief system. Since we construct our own cognitive structures, then we are the only people who can change them. It follows that meaningful change will only happen when we ourselves do the questioning of our beliefs. Is engaging in honest and open discussion with people about what does and does not constitute good science important? I say, "Yes." Is deliberately insulting people and holding up their, potentially previously unexamined, beliefs for public ridicule necessary? I say, "No." If we are going to seriously entertain discussion of first cause, we need to know what is in the center of our own onions, but we also need to be sensitive to the fact that no one else's onion will ever be identical to our own—no matter how good (or bad) a teacher we are.

As long as there is cultural tension still surrounding human origins, we do our students and ourselves a disservice by either pretending there is no issue, or by not sharing our personal struggle with the issues. If we have not seriously thought through the several positions that are not ours, we will not be able to help our students grapple with their own human origins questions. Just as we do not necessarily need to avoid discussions of human origins issues in the A&P classroom, a jump to first cause discussion too soon bypasses thousands of layers of proximate causality and most of what is covered in textbooks as the recognized primary subject matter of A&P. I propose that a legitimate goal of any introductory science course is helping to get students past being satisfied with surface answers. Sometimes the honest questions of our students in A&P may pull us into unintended discussions that approach first cause issues. One of our goals as educators should be to be honest about where our personal shift from first-hand knowledge to belief occurs (for me this includes, but is not limited to, most of electricity, math past simple integration and differentiation, most of quantum mechanics, all of astrophysics, much of theology, and the vast majority of metaphysics). We need more people who can understand processes with more than a single step and which are influenced by more than one variable. We need to show them both how to peel the layers of disciplinary onions to get answers to their questions and how to build more layers into their own cognitive constructs. One powerful way to accomplish these goals is to model these cognitive activities ourselves and continue to peel and reconstruct our own understandings within sight of our students.

Artists Apply Here!

You probably have noticed the unique look of the cover for this edition of the HAPS-EDucator. The wonderful art work was done by an anatomy and physiology student! Last year's Winter (2001) edition also featured cover art by a student.

The HAPS Editorial Board would like to make this an annual tradition for the Spring edition of the HAPS-ED. Thus if you have a student who has some artistic talent and would like to see his/her art published, please submit the finished art to the HAPS-ED editor. The art work must be original and can be submitted throughout the year. The HAPS-ED Advisory Panel will determine which art will be featured. In order to be eligible for the Spring edition, art work must be received by February 1. (The next deadline will be February 2003.)

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Ellen’s Choice
Can Alternative/Complementary Medicine Make a Difference?

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Thanks to a tip from HAPS member and Regional Conference Committee Chairman, Mary Bracken, two years ago I was able to attend the “Case Studies in Science Workshops” coordinated by Kip Herreid and Nancy Schiller at the State University of New York at Buffalo. I can honestly say that this was one of the best workshops I have ever attended—and I highly recommend it to anyone who is ready to explore new teaching methods, to incorporate group learning activities, and to challenge dormant creative potential. The workshop was also a great way to meet new and interesting colleagues, many of whom had traveled great distances just to meet and share ideas. This alone made for an exciting exchange of backgrounds. Also, many of us chose the cheaper housing option—the college dorms—which added a little spice to the whole experience.

The workshop is offered twice a year, in late May and early June. The cost of registration, which includes all meals, is covered by the National Center for Case Teaching in Science. To be a workshop participant, however, it is necessary to apply.

The tightly-scheduled five day workshop aims to immerse participants in experiencing, developing, and teaching case studies. The work is hard, but the participants are treated with great care. The most difficult thing is to keep up with the workload, and still take advantage of all the exciting social activities.

As a workshop goal, the participants write a teaching case that then becomes part of the University’s Case Study archives. This archive is easily accessible through the Case Study web site—and is available to anyone interested in using this teaching method. I have taught my own case twice, and have found it a good start in bringing more group experience to my classes. It is also a fun way to encourage my students, who are studying alternative and complementary medicine, to focus on conventional anatomy and conventional biomedicine.

Below is a copy of the case I wrote. Feel free to use it, or just to read it to get a better idea of what this method is about. Anyone interested in teaching this or other cases can access the teaching notes at: http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm. Anyone interested in attending the workshop may contact Nancy Schiller at: Schiller@ACSU.buffalo.edu.

The following case is reprinted with permission of the National Center for Case Study Teaching in Science, University at Buffalo, State University of New York at Buffalo.

PART ONE

Ellen wished she had never left Brooklyn! There was always something to do in the city—people to talk to, places to go, classes to take, shop windows to inspire her. There was something about living in the city that fostered a sense of self, a cultural pride. But, now that she lived in suburban New Jersey, Ellen was not so sure of herself and she was bored. She was eager to find daytime activities for herself, maybe even meet some people with whom she could talk. Something, anything, to keep her mind busy while her two children were at school.

For several weeks, she had occupied herself by checking out a variety of class schedules at the local colleges, parks, and community centers. Nothing seemed to spur her interest or the time was “all wrong”. What did the other mothers do around here, she wondered. Homesick and discouraged, she questioned her husband’s decision to move the family out to “the country.”

One nice thing, however, was that her town had a local deli. Not really like the kind one would find in Brooklyn, but a deli. She liked to go there to get coffee and the paper in the morning or to pick up a snack for the kids after school. One day she noticed a sign at the counter advertising a morning yoga class just next door. The time was right and the location was good. It sounded interesting. Noting the telephone number, she planned to inquire about the class that evening, even though she felt it probably was not going to work for her.
Teaching Tips - continued from page 9

Her voice cracked when she made the call. She had not expected it to, but when the yoga instructor answered the telephone, a flood of memories seeped up and caught in her throat. Fighting back tears, she was able to share a bit about herself—her body history, so to speak. It was not easy. Ellen did not know the person on the other end, but the woman seemed knowledgeable and empathetic. Ellen had heard that she taught people with a variety of physical problems but Ellen wondered if she had ever taught anyone like her. She certainly did not want to get involved with something she could not do or something that would make her feel more miserable than she already felt.

Ellen told the woman on the telephone that she had scoliosis—scoliosis so bad that as a teenager she had had to have surgery. And now, she and her doctor had been discussing the possibilities of more surgery. This was something she would really like to avoid, if possible.

As a child, Ellen had always been a bit lopsided, and sometimes friends or neighbors would yell at her “Stand up straight!” or “Don’t slump so!” As a teenager, she had been miserable. Her mother had had to hem her dresses on a slant so they looked even. Embarrassing as this was, it was not the worst of it. As she continued to grow, she started getting annoying aches and pains. Sitting too long hurt. Standing was sometimes a little more comfortable. Most nights she would kneel while doing her homework. Sometimes she would wake up at night with such bad cramping in her back that she spent the rest of the night tossing and turning. Her lack of sleep led to a cycle of muscle aches and pains, muscle weakness, anxiety, and depression. Occasionally her parents took her to their family physician, but he was not much help. He had taken a few radiographs and at one point prescribed a lift for one of her shoes, but he did not really know what else to do.

One day in his restaurant, her father overheard a conversation about a young girl about her age who had just had surgery for scoliosis. He had not heard of scoliosis before, but it sounded a lot like what was going on with Ellen. He wanted his daughter to meet this doctor. Maybe this man could help his daughter.

It was several weeks before they were able to set up an appointment with the doctor, a prominent surgeon at the Hospital for Special Surgery in Manhattan. When they finally did meet, he was thorough in his examination and clearly knowledgeable about the body. It was evident from the surface exam that Ellen had idiopathic scoliosis. Her right hip and shoulder were prominent, and though her leg lengths were equal, when standing her left leg seemed shorter. Radiographs showed a left thoracolumbar scoliosis measuring 54 degrees from T11 to L3.

The doctor feared that as Ellen matured this curve would progress. Not only would it continue to cause her pain, but eventually she might also develop some internal organ dysfunction. At this point bracing Ellen’s spine would do very little good. His suggestion was for Ellen to have a spinal surgery that included both spinal fusion and instrumentation with what is known as a Harrington rod. It would be necessary to follow the surgery with traction and a body cast. She would need to remain recumbent for three months after surgery, after which she would be able to change to a more localized mobile cast that would allow her to sit and walk with minimal discomfort.

Her parents were relieved. “Finally there was someone who could help their daughter!” Eager to see her problem solved, they pushed for the surgery, but Ellen was not so sure. She was a senior in high school and desperately wanted to go to college. She was anxious about surgery. Her resistance was strong. She fought with her parents, her parents fought with her, she fought with her doctor.

It became a battle of wills—her doctor pushing her, her parents just wanting the best for their daughter... and maybe she just wanted some control. Finally, Ellen consented. Having the surgery must be better than the hell her life had become.

The surgery was uneventful, as surgeries go. Ellen spent much of her recovery time in a rehabilitation center. This was hard, both because she spent most of her time lying down or in physical therapy and because she was isolated from that which had been her life: her family and friends. She had finished school before her surgery but had not yet started college, so she was probably a little bored as well. Eventually, however, she was able to go home, still in a body cast but a little more mobile. Her mood lifted as she prepared for the excitement of starting college.

By the beginning of the school term Ellen enjoyed walking to college and was able to sit through her classes. She still wore a cast, but it was considerably lighter than the initial one and she could remove it for bathing and such. Life was looking up a bit, school was interesting, she was beginning to be more mobile, and all the problems with her back were something she simply had to get through. After all, the surgery had seemed to help a bit.

Yet, several weeks into the school year she started to experience shooting pains up her back. These pains were more than muscle spasms; they burned, her skin felt hot where the surgery had been, and when she took her cast off the skin around her lower spine was swollen and bright red. At first she wanted to ignore this, but the pains became so excruciating that she had to go back to the doctor. He was concerned, she had a high fever and considerable pus drained out of the swollen area. He knew she had an infection, but he felt a dose of antibiotics would do the trick. Medication helped for a while, but as soon as the prescription was finished, the pains came back. Her body temperature skyrocketed. This time the doctor wasted no time. There was no doubt in his mind that the rods would have to come out.

Ellen was immediately admitted to the hospital and prepped for surgery. The rods were removed and her recovery from the operation was uneventful, though discouraging because of all the time she had spent in rehab the last six months. “All this for what?”

This was a question her doctor had asked as well, but he was confident from her radiographs that some of the spinal fusion he had performed had taken. Her vertebral curve was corrected to some degree. The fusion that had taken place would likely get Ellen well into her adult years.

In fact, it did. Ellen went on to finish college. Eventually she married and had two children. Little by little, though, the pains in her back returned. On occasion, Ellen could relieve the pain by taking Tylenol with codeine or by trigger point injection of stronger analgesics. Several times she tried to get into a regular fitness program, which helped for a while, but she was busy and fitness programs really were not much fun.

Now, at 47, Ellen’s doctors were worried that her spine might be showing some deterioration and additional curvature.
Teaching Tips - continued from page 10

On further evaluation it seemed that in addition to the scoliosis in her left thoracolumbar spine (T11-L4) measuring 44 degrees, she had a right thoracic curve (T5-T11) measuring 49 degrees. Her spine was somewhat flexible in the area of her surgery, which suggested incomplete fusion of these vertebrae. In addition, her lumbosacral region (L5-S1) showed considerable degeneration, which was likely the cause of the new aches and pains. She had also developed a thoracolumbar kyphosis that caused fatigue in her neck muscles when having to look up for lengths of time. Her doctors were concerned that the additional curvature would lead to eventual deterioration of her vertebrae, causing her additional muscle pain and possibly compromising a number of her internal organs.

Her doctors discussed several conservative treatment options with Ellen and her husband, including medication, exercise, external support and/or surgical treatment of combined anterior and posterior reconstruction to attempt to obtain spinal curvature correction and balance. Ellen was not sure. She was not too thrilled with the idea of additional surgery. She did not know what to do.

So, for a year or so, she had "done nothing! Except move away from her friends and relatives in Brooklyn to this big lonely suburb." She did not really like the "country." She knew that finding a class in the area would be good, but it had been so frustrating looking for something to fit a mother's schedule.

She was not sure about yoga. She had heard it could be helpful to some people, but no one had ever mentioned it to her as something that might help her. Was she even going to be able to do it? What about the other people in the class? What were their problems? Would they be so different that she would not fit in? All these questions raced through her mind as she inquired about the class.

The instructor assured her that she was familiar with scoliosis; in fact, she had had several students with scoliosis in the past year or two who had enjoyed and benefited from her classes. She also explained that yoga, as a physical discipline, is non-competitive, and, if taught well, is a technique that can be adapted for many body types so it really did not matter what problems the others had had. If performed regularly, Ellen could develop better musculoskeletal strength and balance and that would take some pressure off the vertebrae and alleviate some of the pain. In time, small reductions in the abnormal curvature might also occur. If nothing else, yoga might help Ellen feel better about her body and calmer about her present life situation.

The instructor also explained that if Ellen's body was responsive to yoga she might eventually want to start adding other types of exercise to her fitness routine. Yoga was a great place to get started in a fitness routine because it would help her become stronger, more flexible, more in touch with her body. All this could then carry over to how she approached other kinds of exercise.

Ellen thought it sounded okay, and the class was so close to her house she might as well try it.

First assignment: Here is your chance to help Ellen make some decisions about her health. With the information you gather here, you will give her a the opportunity to determine if alternative/complementary medicine is for her.

You will be placed into one of several groups. Each group will be assigned a specific "alternative/complementary modality" to explore. You will need to find out as much as you can about the modality and determine how valuable it might be in helping Ellen with her physical and psychological struggles. You will need to use a variety of resources, including library searches, Internet sources, the Yellow Pages, and an interview with at least one practitioner in your area. All resources should be listed and presented with your group consensus.

When we reconvene, each group will educate the rest of the class about the modality that group explored. Your group must come to a conclusion about the strengths and weaknesses of that particular modality, and to what extent it might be helpful to Ellen.

Once all groups have presented their conclusion, we will discuss Ellen's choices and come to a consensus as to the best options for her.

(Turn to the website for questions regarding this portion of the text.)

PART TWO

A year later Ellen found that she was really enjoying her yoga class. In class she felt strong and was able to do most of the poses. With an adjustment here or there, some of the poses even felt good. She was beginning to feel parts of her body move in places she had never moved before. After class, she felt straighter, stronger, and lighter. At first the relaxation at the end of class felt awkward and uncomfortable, but sometimes she found herself quiet, still, and a little more at peace with herself. She began thinking about doing yoga more than once a week.

She also thought that maybe she should consider doing some of the things the other people in the class chatted about. They seemed to be excited by a certain chiropractor. But her surgeon told her never to see a chiropractor, he felt a chiropractor could be of no help. Massage sounded nice, but could it really help her scoliosis? She heard people talking about acupuncture, t'ai chi, and qi gong. One of the women in the class was a shiatsu practitioner and someone else did Reiki. And, lately, her teacher had been talking about other kinds of therapeutic movements, such as Feldenkrais and Pilates. Ellen was not really sure what people were talking about, but the options did sound interesting.

Ellen could not imagine that anything could really be of much help, but she was sick of her doctor and husband pushing her to go through a second surgery. The first had been so horrible! Maybe she should check out some of these alternative/complementary therapies. If she knew more about how they could help her, she could be the one to make her own decision. If only she knew where to start.

(Turn to the website for questions regarding this portion of the text.)
I have always attempted to incorporate technological advances into my Human Anatomy & Physiology course. I have a website, I routinely use software in my lectures, and I use both dissection and physiology software in the laboratory. With use of these advances, I have found both success and student approval. I have also always believed that I should offer my students review sessions to help them prepare for upcoming exams. I believed these sessions would be most useful to the average or below average student. Much to my dismay, typical review sessions were attended by a handful of academically successful students, instead of the group I had intended to target. Students were asked to come to the review sessions prepared with specific questions. It was rare however that the students would ask specifics. Instead, I would stand in front of them and scan through lecture notes reciting “know this” and “know that.” I found myself spending more time on material I felt was the most difficult to understand, not necessarily on material that my students may have found the most difficult. In addition, this was material I had already emphasized in lecture. I was obviously not accomplishing my primary goal.

It subsequently became my goal for the Fall 2001 semester, to develop a method of review that incorporated lecture material into a format that would increase attendance at the review sessions, especially among members of the target group. This new concept would enable me to make maximum use of our time together in preparation for the forthcoming exam. The idea of a game format was not new, so I decided I needed a game that allowed all students fairly equal success rates. It was also important that they could remain seated instead of coming back and forth in front of the class which is time consuming and often physically difficult especially in tiered lecture halls. A conversation with a friend brought up the subject of BINGO and the idea of “Bonus BINGO” was born. The bonus portion was incorporated as an alluring feature to my target group. When a student successfully achieves BINGO, the answers are checked and that student is given one bonus point toward his or her grade.

Each student is given a typical BINGO card with twenty-five spaces, including a “free space” in the center of the card. Answers to both anatomical structures and physiological processes are provided on the card spaces. I prepare forty-five cards for a typical class of thirty students. This allowed students to trade cards between games if they so desire. The games and cards are divided by topic, so for some subjects such as the nervous system, I developed several individual games. I try to prepare sixty to seventy-five questions for each set of cards.

Initially answers were only revealed at the end of each game. However, after several review sessions using the game, the students suggested someone in the class who seemed to know the answer, should say it out loud following each question. The point being, it is a “review session” and the goal is to help them prepare for the exam. After incorporating this suggestion, I found even more participation and more questions being asked. We then delayed the game long enough to answer questions in detail.

Review sessions have changed dramatically and I am thrilled with the results. Sessions have achieved nearly one hundred percent attendance and the students are actually enjoying themselves. We have gone from drudging through pages of notes with little or no interaction, to students asking in advance if we will be playing BONUS bingo prior to the next scheduled exam.
Position Statement on Distance Learning

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It is the position of the Human Anatomy and Physiology Society that a distance education course should include the following elements.

- There should be multiple content delivery technologies.
- Each learner and learning environment is different so no single delivery system or technology provides a comprehensive experience. Inclusion of textbook, audio, video, face to face content delivery modalities along with Internet delivery should be considered.
- There should be frequent and varied assessment techniques.
- With multiple learning styles, the offering of different assessment styles is important. There should be timely feedback on assessments. Quiz and exam security should be adequate.
- There should be multiple mode, frequent, and ongoing communication.
- In addition to synchronous communication modes (telephone and face to face), asynchronous communication modes (including email, electronic discussion, regular mail, and fax) should also be available to promote frequent meaningful communication.
- There should be clear expectations of student work.
- Clear expectations of student work can be achieved with the use of schedules with dates for assignments along with use of systematic directions. Clearly stated educational objectives allow students to understand the course's educational requirements. There should be clear identification of required course materials, in terms of software and hardware. Intellectual rigor should be comparable to traditional courses.
- There should be active management, of student participation.
- Without active management, student learning could easily fall back to passive learning modes. Cooperative experiences should be encouraged. There should adequate guidance and flexibility for each student's unique circumstances. While a manageable class size is dependent on resources, an Internet section should have no more than 20 students.
- There should be comparable student support.
- Typical institutional infrastructure such as registration, financial aid, academic and career counseling, bookstore, records, library, and technical support for staff and students should be equally available to distant and traditional students.

I. Introduction

Distance education is defined as a process where student learning occurs at a location different from the source of instruction. It is understood that this term does not effectively encompass all of the elements of a modern educational infrastructure; in fact, it may be only one facet of curricular design. Existing courses may employ distance learning as one aspect of the learning environment and offer physical or virtual resources remote to the learner. For example, a student may take a lecture course via the Internet and still physically attend a co-requisite laboratory. Students may experience lectures via television or video and subsequently attend a classroom discussion session. These examples indicate the blends of pedagogical styles and delivery systems.

II. History

Distance education has been employed using various instructional delivery methods since the late 1920's. As the respective technologies were invented, distance education has included correspondence courses (where printed materials were mailed to remote learners), radio, television, 16 mm films, telephone, fax, and video. In the last decade, high technology electronic methods of delivery (email, www, CD- or DVD-ROM) have further supplemented the list of information delivery methods.

Research comparing the effectiveness of distance education with traditional classroom instruction strongly indicates that there is no significant difference in student performance between students learning in traditional educational courses and those learning in distant educational courses (for a complete listing of available citations see http://cuida.teleeducation.nb.ca/nosignificantdifference/). Evidence suggests there is no one best way to deliver educational opportunities; in other words, some students will learn well with a particular delivery method and some will not. It can be inferred that student success will largely depend...
III. Rationale

The Human Anatomy and Physiology Society's position on distance education is based upon the following:

- The most important factor in education is student learning. The focus on technology needs to remain secondary to the focus on educational objectives and the best ways of achieving them.
- Communication is the key to student success. Student interaction as well as interaction between students and faculty is necessary to promote student learning. Evaluation of critical thinking skills and the resultant learning process require continual assessment and responses.
- Alternative teaching and learning styles must be considered when designing the course. Students have a variety of learning styles, which requires the course design to be varied and flexible. Multiple assessment techniques are required as part of the course in order to best evaluate student achievement.
- Appropriate delivery methods should be utilized in any course. The challenge for an instructor, whether the curriculum is of traditional or distance design, is to determine what educational goals are appropriate for the course before considering the technological methods (from pencil to Internet technology levels) needed to achieve them. Despite the popular wave of advanced technology delivery methods, the selection of technology used in a course should be primarily based on that technology's effectiveness in conveying a particular type of information. The advantages of technology, for teaching and learning, must be carefully identified and captured in the course design.
- The Human Anatomy and Physiology Society endorses the traditional "wet-lab" or "hands-on" laboratory experience. Laboratory courses involve the use of the scientific method, authentic human and animal-based kinesthetic "hands-on" discovery, and collaborative explorations with unpredictable outcomes and opportunities for honing observational skills. The Society supports those laboratory curricula that include substantial amounts of these attributes.
- Some laboratory experiences may be delivered by distance education courses. Science instruction ranges from concrete experience to theoretical abstraction and the type of information should determine which delivery method is most appropriate. While HAPS recognizes the importance of simulations in augmenting learning, the Society sees the "wet-lab" or "hands-on" experience as essential. Other concrete or more "hands-on" experiences, may need to be supervised to be safe and effective. Some "hands-on" laboratory experiences can be appropriately delivered in remote locations by using cooperative, distant, educational, or professional facilities (other colleges, health care offices, etc.). An additional method of delivery may involve the use of mailing science laboratory kits to distant students.
- Distance education can provide opportunities for educational enhancement. A traditional course redesigned as a distance course can provide the opportunity to reevaluate the presentation of major concepts and examine the efficacy of each course component, thereby promoting better delivery and assessment methods.

IV. Issues to Consider in Distance Education

These issues should be explored before teaching or designing distance courses.

A. Compensation
- What is the pay rate and will there be additional pay for increased work load or design time?
- Will there be continued development time after course has been produced?

B. Administrative support
- Is there a clear goal for distance courses? Is it the same as the instructor's goal?
- Will the instructor be able to teach the course enough times to make up for extra time in development?
- Will it be advertised adequately?
- Is there enough cooperation between faculty, technical support and administrators?

C. Job security
- Will one distance course replace several traditional sections?
- Will distance education courses be equally dispersed among faculty?

D. Funding
- Will more money shift to computers and network maintenance and away from laboratories?
- Is there a budget for software or for hardware maintenance?
- Can smaller on-line courses pay for themselves?
- Will extra student fees be used to pay for courses?

E. Support personnel
- Are there adequate programmers, graphic artists and other support personnel to support course development?
- Is there a plan when the technology fails?
- Is there dedicated hardware?
- Is there a technology "help desk" for students and faculty?

F. Intellectual property
- Who owns the work?
- Who will get copyright permissions?

G. Effectiveness/Quality
- Is the course of the same academic rigor as traditional courses?
- How will the course be evaluated?
- Is the course transferable to other institutions?

H. Assessment
- Is the instructor comfortable with distant assessment of student performance?
- Is there a security concern?
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Contact: Local Conference Chairperson (or your Regional Director)
Mary Bracken
Trinity Valley Community College
PO Box 668
Terrell, TX 75160
(972)563-9573 phone
(972)563-1667 fax
bracken@tvcc.edu
Proposal for a Regional Conference

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Please supply the following information on separate sheets of paper:

- We will provide you with a mentor who has prepared a budget to guide you through this process
- Written statement of administrative support/approval from the host institution agreeing to co-sponsor the HAPS Regional Conference and to allow use of its facilities
- Request for seed money, if needed (see HAPS support in Guide)
- List of state(s) to be included in mailings (usually not more than a 250-mile radius)

Send a copy to: Mary Bracken
Chair of HAPS Regional Conferences
Trinity Valley Community College
PO Box 668
Terrell, TX 75160
bracken@tvcc.cc.tx.us
Dear HAPS colleagues: “It is Time to Chime” at the place of the Liberty Bell!

The HAPS 2003 17th Annual Conference will be in Philadelphia, the City of Brotherly Love, between May 30 and June 4, 2003. As 2003 Conference Coordinator, I welcome you to Philadelphia, the city that loves you back. The fifth-largest city in the United States and the second largest on the East Coast, Philadelphia is one of the world’s most dynamic destinations with a metropolitan population of 5.8 million. Philadelphia is located 100 miles south of New York, 133 miles north of Washington, D.C., and 55 miles from Atlantic City. The greater Philadelphia region includes Bucks, Chester, Delaware, Lancaster, and Montgomery Counties.

Philadelphia is one of the nation’s premier convention and tourist destinations, most famous as the birth place of American Independence and home of the Liberty Bell. Philadelphia offers a unique variety of attractions, cultural entertainment, and activities that are accessible, affordable, and unforgettable.

Why Philadelphia? As one guide-book quotes “Philadelphia excites the senses. Illuminates history. Entertains the kids. Ignites the imagination. Dazzles the sports fanatic. Invigorates the shopper. Surprises the historian, and satisfies the palate.” If you are adventurous:

a. **Visit the Mutter Museum:** What could be more interesting for HAPS members than visiting the “eccentric collections” at the Mutter Museum located within walking distance from the conference site?! Our president Dr. William Perrotti writes “I for one am salivating at the prospect of finally visiting the Mutter Museum (of anatomy) which I have read so much about.” The museum opened in 1863. Thomas Dent Mutter built his pathological anatomy collection through repeated professional trips to Europe; it was considered one of the best private surgical cabinets in the United States. Do not forget there are 36 other museums in the Philadelphia and greater metropolitan area including the famous Franklin Institute with a walk-through human heart! Take advantage of the many attractions of the Philadelphia area Museums.

b. **Take a tour:** Square with friends and visit the famous four squares: Penn Square, Washington Square, Rittenhouse Square, and Logan Square.

c. **Eat all you want:** Philadelphia’s restaurants are an adventure and a delight. You could even call the Philadelphia area the United Nations of dining. Pick your favorite ethnic or creative cuisine and you will find it here. This could be a gastronomic adventure. However, while you are here, taste some of local food favorites such as Big Philly Cheesesteaks invented by legendary “king of steaks”, Pat Olivieri, in 1932! Also, taste Philadelphia hoagies, water ice, and soft pretzels.

d. **Shop all you want:** What makes shopping in Philadelphia irresistible? Start with the fact that clothes are tax-free all the time! Plus, we have stores for every interest and every budget available at America’s largest retail mall (Franklin Mills Mall), the official landmark of the discount shopper, and many more.

**HAPS 2003: It’s Time to Chime!** I hope you like the 2003 Conference Logo. It was designed with the spirit of liberty, freedom, and justice for which the United States stands. We as HAPS members will come together at this historic site and ring the bell! Preparation for the 2003 HAPS conference is moving ahead on schedule. We have secured comfortable accommodations that are within walking distance of many historic sites, museums, theaters, restaurants, and other entertainment locations. Our host institution, Chestnut Hill College, is located in historic Chestnut Hill and welcomes all HAPS members for workshops in their state-of-the-art newly constructed buildings. We will have exciting update seminars and a keynote speaker to cover most of the human
body systems! Finally, don’t forget the live band, “TRIAGE,” consisting of Mike (Dr. Blues) Atchison and other band members from the University of Pennsylvania. At the banquet they will entertain you with Blues, Jazz, and Rock N Roll!

So folks, this is just a start! You are in for a treat! In my next writing, I will bring more information about the City of Brotherly Love and the meeting. In closing, I want to say how wonderful it is to be a HAPS member. Personally, I find HAPS members to be friendly, warm, and the nicest people on the planet. I am very touched by the trust and confidence the HAPS Board Members have in me to carry out the responsibility of hosting the National Conference. Once again, I welcome you all to Philadelphia for our HAPS 2003 17th Annual National Conference. Come, participate, invigorate, and enjoy! Let us make the Philly 2003 conference a successful and a memorable one!
What do these 5 schools have in common?

There's a faculty member at each of them who took advantage of the opportunity to apply for an American Association of Anatomist's Outreach Grant to fund anatomy-related workshops for high school students and science teachers.

Take advantage of us!! Apply for an AAA Outreach Grant.

Your two-page proposal should provide project details, goals, budget, and expected audience. Maximum support is $3,000.

For more details, just go to AAA's AnatomyLink — www.anatomy.org — and click on "Awards."

Submit your proposal by August 1 to:

AAA Outreach Grant
American Association of Anatomists
9650 Rockville Pike
Bethesda, MD 20814
exec@anatomy.org or 301-571-8314.

You must be an AAA member to apply for an Outreach Grant.

It's easy to join at www.anatomy.org!

HAPS MEMBERSHIP FORM

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"It's time to chime!"

HUMAN ANATOMY AND PHYSIOLOGY SOCIETY

17th Annual HAPS Conference
May 30-June 4, 2003
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For information about HAPS, please go to our website:
http://www.hapsweb.org

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HAPS COMMITTEES AND BOARDS

Have you ever wondered where you could obtain a standardized anatomy and physiology text? Or maybe you are thinking about an educational project and are looking for funding? Do you feel strongly about a particular issue and would appreciate an opportunity to discuss it with other HAPS members? The following committee chairs invite input from HAPS members and willingly provide information on the activities of their committees.

ANIMAL USE TASK FORCE INACTIVE

A three-year plan included widely distributing the HAPS policy statement, developing animal use internet links on the HAPS Home Page, monitoring relevant legislation, and creating a resource packet for HAPS members. Suggestions and questions from members welcome.

ANNUAL CONFERENCE COMMITTEE
David L. Parker, Chair
801 SW 2nd Court
Ft. Lauderdale, FL 33312-7109
(954) 527-4162
Dparkerbio@aol.com

The primary responsibilities of this committee are development of a standardized fees structure for the annual conference, formulation of guidelines and assistance for the conference coordinator, and generation of a calendar of conference sites.

CADAVER USE TASK FORCE INACTIVE

The goal of this committee was to develop a set of guidelines for the use of cadavers in anatomy and physiology instruction.

COMPETENCY TESTING COMMITTEE
Sam Drogo, Chair
Mohawk Valley Community College
1101 Sherman Dr.
Utica, NY 13501
(315) 792-5409
sdrogo@mvcc.edu

This committee recently completed and tested an approved a revised version of the HAPS Standardized Test for Human Anatomy and Physiology. Any HAPS member may obtain a copy of the test by writing to the Chair.

CORE CURRICULUM AND ASSESSMENT COMMITTEE
Dan Lemons, Chair
Dept. of Biology
City College of New York
Convent Ave. at 138th St., J526
New York, NY 10031
(212) 650-8543
daniel@harold.sci.ccny.cuny.edu

This committee has developed a second, revised edition of the HAPS "Human Anatomy and Physiology Course Guidelines." The second edition includes new guidelines relating specifically to the laboratory component of the course.

DISTANCE EDUCATION TASK FORCE INACTIVE
Tom Lancraft, Chair
St. Petersburg Junior College
Natural Science
P.O. Box 13489
6605 Fifth Ave. N.
St. Petersburg, FL 33733
(813) 341-4797
lancraft@email.spjc.cc.fl.us

This task force was responsible for developing and distributing a HAPS position paper on distance learning.

GRANTS AND SCHOLARSHIP COMMITTEE
Richard Faircloth, Chair
Anne Arundel Community College
101 College Parkway
Department of Biology
Arnold, MD 21012-1895
(410) 777-2272
RFaircloth@mail.aacc.cc.md.us

This committee is responsible for advertising all grants and scholarships, reviewing all grant and scholarship proposals, selecting proposals to receive funding, and submitting its recommendations to the Board of Directors for approval.

HAPS-EDucator EDITORIAL ADVISORY PANEL
Colin Wheatley, Chair
2222 Saalinn Rd.
Madison, WI 53711
Colin_Wheatley@mcgraw-hill.com

Members of the HAPS-EDucator Editorial Advisory Board provide advisory and support services to the HAPS-EDucator editor such as reviewing articles and proofreading the final draft of the HAPS-EDucator before it goes to press.

MEMBERSHIP SERVICES COMMITTEE
Kevin Petti, Chair
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Committee members assist the Chair with recruiting members and compiling membership information.

NOMINATING COMMITTEE
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MSGlasgow@mail.aacc.cc.md.us

The committee chair is always the current President-Elect. The committee is responsible for recruiting nominees for the elected offices and appointed positions of the HAPS organization.

REGIONAL CONFERENCE COMMITTEE
Mary Bracken, Chair
Trinity Valley Community College
Biology Department
1200 East Interstate 20
Terrell, TX 75160
(972) 563-9573
bracken@tvcc.cc.tx.us

The committee provides mentoring assistance to coordinators of regional conferences. Anyone interested in hosting a regional conference should contact the Chair.

SAFETY COMMITTEE
Karen McMahon, Co-Chair
University of Tulsa
Biological Science
600 S. College Ave.
Tulsa, OK 74104
(918) 631-3129
(918) 631-2762 fax
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Colleen Nolan, Co-Chair
St. Mary's University
Biological Science
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San Antonio, TX 78228-8511
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The Safety Committee is developing standards for safety in the laboratory.

TECHNOLOGY COMMITTEE
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(813) 341-4797
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Jim Pendley, Co-Chair
Imperial Valley College
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Imperial, CA 92251
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The committee monitors and reports on technological changes influencing anatomy and physiology teaching, such as advances in instructional software and data acquisition equipment.

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