HAPS Southern Regional Meeting
November 2, 2013

Tarrant County College
Northwest Campus
**Friday, November 1, 2013**

HAPS-I Course in WFSC 1502, 5:00 p.m. - 8:00 p.m.

**Saturday, November 2, 2013**

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<td>7:00 a.m. – 8:00 a.m.</td>
<td>On-site registration;</td>
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<td>8:00 a.m. - 8:10 a.m.</td>
<td>Welcome from TCCD administration</td>
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<td>8:15 a.m.– 9:15 a.m.</td>
<td>Update Seminar 1: Dee Silverthorn: Epithelial Transport Update + Q/A session</td>
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<td>9:20 a.m. – 9:45 a.m.</td>
<td>Break + Vendors</td>
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<td>9:50 a.m. – 10:50 a.m.</td>
<td>Workshop* 1</td>
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<td>10:55 a.m. – 11:25 a.m.</td>
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<td>11:30 a.m. -12:30 p.m.</td>
<td>Workshop* 2</td>
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<td>12:35 p.m. – 1:35 p.m.</td>
<td>Lunch</td>
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<td>1:40 p.m.-2:40 p.m.</td>
<td>Update Seminar 2: C. Munro Cullum: Sports Concussions + Q/A session</td>
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<td>2:45 p.m.- 3:00 p.m.</td>
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<td>3:00 p.m.- 4:00 p.m.</td>
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*Note: All workshops last 60 minutes at this regional meeting.
Exit here and walk past the two fountains to reach WCTS.
Exhibitors and Sponsors

HAPS would like to recognize and thank all of our conference exhibitors, sponsors and advertisers. Their generous support makes this conference possible.

*Exhibitors will be hosted in the WFSC reception area, learning center and adjacent spaces.*

ADInstruments
bluedoor, LLC
eScience Labs
McGraw-Hill
Morton Publishing Company
OpenStax College
Pasco Scientific
Primal Pictures
Pearson
Wiley
Visible Body

HAPS Southern Regional Conference Committee Members

Patrice Parson, Grayson College
Molli Crenshaw, Texas Christian University
Paula Curbo, Hill County College
Elaine Fanini, Collin College
Lynn Gargan, Tarrant County College NE Campus
Alexander Ibe, Weatherford College
Jeri Lindsey, Tarrant County College NE Campus
Benjamin Miller, Texas Wesleyan College
Tammy Oliver, Eastfield College

Betsy Ott, Tyler Junior College
Mary Lou Percy, retired (Navarro College)
Jackie Reynolds, Richland College
Allison Silveus, TCC TR
Dennis Strete, McLennan Community College
Sherry Stewart, Navarro College
Heather Stottman, Navarro College
Mary Weis, Collin College
Janice Yoder Smith, Tarrant County College NW
and many others!

Tarrant County College NW Campus Student Ambassadors

Ashley Arriaga
Jocelyne Lopez
Anthony Tatowicz
Ja-Leesha Turner
Itzel Valenzuela
Adriana Williams
Hello, HAPS conferees:

Welcome to the Northwest Campus of Tarrant County College District. We are glad to host the Human Anatomy and Physiology Society’s Southern Regional Conference this year.

Faculty members from across the Tarrant County District, as well as faculty from throughout the north Texas area, have assisted Dr. Smith in planning and hosting this conference. We thank each of you for your help.

As you walk through our beautiful campus, you will note that we put students first. We provide a student-centered environment and focus all college staff and resources on student learning, student development, and student success.

At Northwest Campus, our students are active partners in the learning process. Our excellent faculty and staff support students, but it is up to the student to bring commitment. Commitment means attending classes, setting aside adequate study time, using college support services and arriving with a will to learn. Our weekend college students will be demonstrating that commitment to you as you share our campus facilities on Saturday.

We hope you enjoy the conference and our facilities while you share knowledge that will directly impact student learning.

Best wishes to each of you.

Elva LeBlanc, Ph.D.
Northwest Campus President
Dr. Dee Silverthorn, a Distinguished Senior Lecturer at the University of Texas at Austin, is a well-known physiologist and authors the widely adopted Human Physiology: An Integrated Approach text. Her bench research interest is epithelial transport, and work in her laboratory most recently focused on transport properties of the chick allantoic membrane. At UT-Austin she teaches physiology in both lecture and laboratory settings, and instructs graduate students on developing teaching skills in the life sciences. Her excellence as a teacher and scholar has been recognized with a University of Texas Regents’ Outstanding Teaching Award as well as with multiple awards from the University of Texas at Austin, the Society for College Science Teachers, and the American Physiological Society. She has served leadership roles in both the Human Anatomy and Physiology Society and the American Physiological Society and is an editor for the journal Advances in Physiology Education.

The human body is divided into compartments by plasma membranes or epithelial cell layers. Movement of solutes and water across plasma membranes requires a solute that can pass through the phospholipid bilayer of the plasma membrane, or a transmembrane protein that moves the substance across the plasma membrane, or a membrane vesicle. Transport across an epithelium takes place when substances pass through junctions between the cells (paracellular transport) or across the epithelial cell (transepithelial transport). In this update session we will review the various methods by which substances move across membranes and the forces that promote or oppose movement, including movement of ions. We will then discuss assessments that test student understanding of transport processes by using various examples of epithelial transport.

Dee Silverthorn, Ph.D.
Distinguished Senior Lecturer
Integrative Biology
The University of Texas at Austin
silverthorn@mail.utexas.edu
Introducing HAPningS

What is a HAPning? It is a 10-minute presentation of a great idea for teaching anatomy and physiology. Due to space and time constraints, our presentations will be in different rooms instead of in a large shared area.

9:20-9:30 a.m. HAPningS Block A

H1: WFSC 1502 16 seats available
Problem Based Learning - Give it a Go!
There are merits to moving away from standard pedagogy to new methods of delivering instruction, but "moving the cheese" can be more intimidating to the instructor than the student. If you are considering a "flipped classroom" then this conversation about Problem Based Learning will be of interest to you.
Presenter: Pamela Smith, Madison Community College

H2: WFSC 1504 34 seats available
Teaching Human Anatomy & Physiology to Large Classes
Teaching freshman level Human Anatomy & Physiology courses to a large number of students in a single lecture class can be a daunting task but it is a challenge that the faculty has to face given rising enrollments and more and more students opting for a career in health professions. Although the science remains the same, the way material is delivered and the students are engaged, is different from what one would expect in a smaller class. Whereas the faculty makes every effort to ensure that learning objectives are achieved, some striking a balance between the objectives of the teacher and the taught is the key to student success in large classes.
Presenter: Tejendra Gill, University of Houston

H3: WFSC 1601 28 seats available
Decreasing Student Complaints
Students are always complaining about too many tests, too few tests, not enough time to study for the tests, etc. The constant complaints could become a hindrance to a pleasant classroom atmosphere and even decrease the learning process.
Presenter: Elaine Fanini, Collin College

H4: WFSC 1607 16 seats available
Discovering the Visible Body (vendor-associated HAPning)
There are several anatomy and physiology apps that one can purchase or can get for free for the iPad or iPhone. One of these Apps is called The Visible Body. This app features an atlas and animations that can help you demonstrate difficult points to your anatomy and physiology students. Come discover the Visible Body with us.
Presenter: Heather Stottman, Navarro College

H5: WFSC 2502 34 seats available
Prepping New A&P Students for Their Course
Frustrated with retention issues? How a single 1-hour presentation at the beginning of a semester can save some A&PI (and some A&PII) students from failing! Offered outside a regular class period and open to anyone, students are brought up-to-speed on what is expected from the course, directed to sources that are outside formal lecture/labs, and other success tips that they missed (or slept through) during the introduction lecture.
Presenter: Lynn Gargan, Tarrant County College NE Campus
**H6:** WFSC 2504  32 seats available

**Thinglink.com - Using hyperlink images and video for lecture x presentations, study tools and review.**

Thinglink.com allows you to add hyperlink images, videos and webpage links on top of Word documents. The presentation will use thinglink.com to create a hypertext image, and then the link will be embedded into Canvas course. A survey of uploaded thinglink images will be shown. Finally, tips and tricks of using thinglink images will be discussed by group participants.

*Presenter: Kevin Rutherford, Panola College*

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**9:35-9:45 a.m.  HAPningS  Block B**

**H7:** WFSC 1502  16 seats available

**An Exercise Plan and Studying A&P—How are they Related?**

Trying to motivate students to study more effectively for A&P, I have devised a little in-class exercise to get the students to think more objectively about their study habits. I use the analogy of exercise—how many times a week, exercising with a friend, committing to the exercise activity long term, etc.—to show them that studying for a science is done the same way. I even get the student to illustrate a particular exercise and use it to show how to do it properly and how it is done badly, all for the purpose of getting them to see that studying for a class like A&P requires the same dedication, motivation, and commitment as an exercise plan.

*Presenter: Jackie Reynolds, Richland College*

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**H8:** WFSC 1504  34 seats available

**The beef heart cook-off: anatomy of the heart**

With Texas hospitality, I will present how I use butchered beef hearts in the human anatomy and physiology cardiovascular laboratory. Like Gus McCrae and Cpt. Call (Larry McMurtry's "Lonesome Dove"), I have never driven cattle. But, I use beef hearts to drive students to learn the cardiovascular system. Importantly, the beef heart is similar to the human heart. My curriculum begins with dissecting beef hearts. Next, a competitive cook-off ensues where groups of students cook the beef heart for consumption. For this HAPning, I will provide raw beef heart to display and cooked heart for appetizers, along with discussion.

*Presenter: Benjamin Miller, Texas Wesleyan University and Tarrant County College NE Campus*

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**H9:** WFSC 1601  28 seats available

**Engaging Mitosis using Videos**

Are you tired of explaining what happens in each stage of mitosis only to have the students trying to memorize it, but not really understanding what happens? Try doing this engaging strategy to help build understanding, communication, and teamwork skills as required by the THECB Core objectives. The supplies are cheap and the assessment is easy. Students film the process using giant chromosomes that drag and move across the floor. Working in groups, they are emphasizing the idea that mitosis is not five distinct pictures in a textbook or phases on a preserved slide, but a dynamic process.

*Presenter: Sheryl Lumbley, Cedar Valley College*

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**H10:** WFSC 1607  16 seats available

**A&P apps for the iPad**

This HAPningS teaching tip will demonstrate several iPad apps that can be used in teaching anatomy and physiology.

*Presenter: Sherry Stewart, Navarro College*
Student Engagement through Virtual Office Hours and Chat Rooms

Student engagement is crucial for retention. Virtual office hours and chat rooms can increase student engagement. This session will demonstrate how to use those tools. A PowerPoint presentation, a webcam, and a chat room will be used in the presentation. The PowerPoint will cover the value, process and use of virtual office hours. Two demonstrations of virtual office hours and chat rooms will be conducted using Canvas and tinychat.com. Tips and tricks of virtual office hours and chat rooms will be discussed by group participants.

Presenter: Kevin Rutherford, Panola College

Nutrition, Obesity, and Type II Diabetes: Teaching students to jump from understanding the endocrine system to translating the information into everyday decisions.

Nutrition has always been a fascinating yet difficult subject to teach within the A & P curriculum because there is no other topic where so much confusion and misinformation exists. One of the most important health concerns today is the rising obesity epidemic. Between 1980 and 2000, obesity rates doubled in adults to 30%, with today’s rate being running at 35%. At this same time, we started seeing children develop type II diabetes. Come learn how changes in the typical American diet over the past 40 years have contributed to this condition in a fun, informational and creative way from an A & P instructor who is also a Registered Dietitian and a former director of a Gourmet Cooking School. You might even be given “homework” that is promised to be healthy AND delicious.

Presenter: Cynthia Freeman, Gadsden State University

Mental Hooks

Mental hooks are needed for continued and advanced learning, especially in A&P. These “hooks” come from repeated exposure in some form or another to various concepts to make them “stick” in a student’s mind. In this workshop, I will share with you some activities and exercises that I use in my lectures and labs to establish a broader range of association of information so that students can connect the dots. “Learn something new every day, or develop and expand what you already know.”

Presenter: Laney Mobley, Kilgore College

Enhance or Flip Your Classroom with Learning Catalytics™

Bring your web-enabled device to “test drive” the Learning Catalytics student engagement, assessment, and classroom intelligence system. With Learning Catalytics educators can assess students in real time, adjust lessons based on student progress, improve students’ critical-thinking skills, access rich analytics of student performance, add questions to make Learning Catalytics to fit the course exactly, and manage student peer interactions with intelligent grouping and timing.

Presenter: Terry Austin, Temple College

Teaching Tips on Improving Student Learning Outcome: the use of technology and online resources to encourage and enhance learning.

The use of PowerPoints and lecture capturing device in laboratory teaching has minimized time spent in the lab, increased students access to students and enhanced learning outcomes. Students are able to use all available resources, including cell phones to access information during lab/class sessions. In compliance with all statutes, students are taught how to use these resources for research in any of their respective courses.

Presenter: Alexander Ibe, Weatherford College
104: WFSC 2601  36 seats available  Exhibitor-sponsored: MHHE

**Required = Results: Improve Grades with Adaptive Learning Tools**

Hear how Lynn Preston from Tarrant County College elevated success in her classroom by requiring digital learning platforms. With the implementation of McGraw-Hill’s LearnSmart, more classroom time is spent dealing with higher-level Bloom's discussions. Office hours are more efficient, because detailed reports pinpoint the exact topics students struggle with. Students are more proactive in their learning, which means you have more time to teach rather than catch up!

*Presenter: Lynn Preston, Tarrant County College NW Campus*

105: WFSC 2603  28 seats available

**Teaching osmolarity, tonicity, and IV fluid therapy**

Understanding osmolarity and tonicity is essential for health professionals faced with decisions about administering appropriate IV solutions. Student confusion is compounded by erroneous or misleading information that is widely disseminated on the web, in introductory biology textbooks, and even in continuing education material for nurses. In this workshop we will review the two concepts and show how they can be taught to students using clinical scenarios. Some of the problems we will discuss require students to use quantitative skills and apply the principle of mass balance. Other problems, though seemingly simpler, require conceptual understanding to answer correctly.

*Presenter: Dee Silverthorn, University of Texas*

106: WCTS 2333  24 seats available  Vendor Sponsored: ADInstruments

**Muscle Physiology with LabTutor teaching suite.**

Students love labs where active participation is required. Adding a few different exercises demonstrating the fundamentals of muscle physiology are a great way to get your students out of their seats and active! Come see how ADInstruments latest version of LabTutor software enhances teaching and learning of the core principles of muscle physiology. LabTutor 4 teaching suite can save time and money, and allow you and your students to get the most out of your laboratory technology!

*(Please, do not take food or drinks into our lab rooms. Thanks.)*

*Presenter: Ben Bouman, ADInstruments*

107: WCTS 2335  24 seats available

**Investigative Exercises for the Human Anatomy & Physiology Laboratory**

Three exercises are presented for the A&P laboratory which introduce students to hypothesis-testing. The exercises are: 1) Can taste reaction to unsweetened grapefruit juice predict taster status (super, medium, non-tasters) and relative number of fungiform papillae? 2) Will 2D:4D ratio (length of 2nd digit to 4th digit) for male and female athletes be lower than expected values for non-athlete males (<1) and females (=1)? and 3) Can a blind taste test determine how salt improves food flavor? Data from lab will be presented. Participants take part in the exercises for a hands-on experience.

*(This workshop is a “sip and spit” lab that does not require swallowing tastants. Please, do not take other food or drinks into our lab rooms. Thanks.)*

*Presenter: Karen McMahon, The University of Tulsa*
**11:30 a.m. – 12:30 p.m.   Workshops**

201: WFSC 1504   34 seats available
**The Benefits to Establishing a Science Support Lab on Your College Campus**
In October 2011, Columbus Technical College (CTC) in Columbus, Georgia was the recipient of a PBI Discretionary Fund Grant. A portion of these grant funds were used to establish a science tutoring center on CTC’s campus. The tutoring center was established to increase the retention and pass rates in Human Anatomy & Physiology I (HAPI) and II (HAPPI). Overall within the first year of implementation, pass rates for HAPI have improved by 28% and attrition rates have been reduced by 15%. For HAPPI pass rates have improved by 5% and attrition rates have been reduced by 7%.

*Presenter: April Murphy, Columbus Technical College*
*Co-Presenter: Amy Tice, Columbus Technical College*

202: WFSC 1601    28 seats available   **Vendor – Sponsored: blue Door Publishing**
**Utilization of online lab manual for Anatomy and Physiology I and II**
The increasing use of technology for instruction and emergence of affordable mobile devices has lead to development of instructional resources that take advantage of students' rapid adoption of technology. The ready availability of free Wi-Fi access at most colleges and public areas means students have easy access to animations, videos, images and expandable content for their courses. We worked with bluedoor Publishing to develop an online lab manual that was successfully utilized for two years and provided the foundation for our current lab manuals that provide students with the interactive online content. bluedoor Publishing helped us expand the original lab content and merge with it their lab assessment tools to provide a more robust resource. We will demonstrate and detail utilization of these lab manuals in our courses.

*Presenter: Paul Garcia, Houston Community College-SW*
*Co-presenter: Nimish Shah, Houston Community College-SW*

203: WFSC 2502   34 seats available
**Critical Thinking via the Scientific Method: Student Led Short-Term Research Studies in Physiology using Human Subjects**
Students in my junior level Physiology course participate in a research project. Lab groups are assigned a method (ex. ECG) that they must incorporate into the design of a research study. Students benefit from the critical thinking aspects of applying knowledge and synthesizing new ideas. The final poster presentation day at the end of the term reviews of several physiological systems. A modification of this assignment to focus only on the research proposal component could be given to A&P students. This workshop welcomes discussion about student led research.

*Presenter: Rachel Hopp, Houston Baptist University*

204: WFSC 2504   32 seats available
**Efficacy of Non-compulsory Homework Exercises on Student Performance Outcomes**
Homework assignments are generally believed to be an effective tool to promote independent thinking, improve retention, and student performance. However, because of the compulsory nature of most homework assignments, students tend to focus their efforts on completion rather than practice, which do not always result in positive outcomes in the classroom. Non-compulsory homework assignments were introduced into a physiology course as study tools to promote retention while attempting to avoid rote activities. This study focuses on the efficacy of these assignments on student performance over four semesters and suggests that non-compulsory homework assignments have a positive impact on student outcomes.

*Presenter: Chad Wayne, University of Houston*
205: WFSC 2601  36 seats available

**An Introduction to the HAPS POGIL Project**

Process Oriented Guided Inquiry Learning (POGIL) is a teaching and learning strategy that combines cooperative group activities with constructivist learning theory. Recent NSF grant funding has allowed a group of nine HAPS members to develop fifteen POGIL curriculum modules for entry-level anatomy and physiology. This session will focus on details of the NSF POGIL grant, provide background on the POGIL teaching strategy, and give participants a chance to engage in an example POGIL activity.

Presenter: Murray Jensen, University of Minnesota

206: WFSC 2603  28 seats available  Exhibitor-sponsored: Open Stax

**OpenStax College: How You Can Use Free, Peer-reviewed, Customizable Textbooks in Your Course...and Why You Should**

Seven out of 10 undergraduate students don't buy the required textbook for their course because it is too expensive. Tasked by major philanthropic organizations to improve access to higher education, OpenStax College is a new type of publisher—a non-profit organization that provides free, peer-reviewed, customizable textbooks, including Anatomy and Physiology. The OpenStax workshop will help you evaluate our Anatomy and Physiology textbook and learn how to customize it for your course. You will also learn more about the greater need for open educational resources in the classroom today.

Presenter: Dani Nicholson, Open Stax College, Rice University

207: WFSC 11607  16 seats available

**Using MasteringA&P™ to Promote Active Learning**

This session will introduce participants to MasteringA&P™, an advanced online science tutorial and homework system that allows instructors to give students personalized attention outside of office hours. It is the first continuously adaptive system, designed to give students a personalized learning experience from before students come to class to after they complete the homework assignment. By tracking all student interaction with the program, MasteringA&P provides instructors with detailed individual and collective student work, allowing one-click insight into their students' learning. Come see how the presenter has used Mastering to significantly increase student success in her course.

Presenter: Rebecca Orr, Collin College Spring Creek Campus

12:35 p.m. – 1:35 p.m.
Lunch
SPORTS-RELATED CONCUSSION: FACTS, DEFINITIONS, AND MYTHS
1:40 p.m. – 2:40 p.m.
WFSC 1101

Sports-related concussion affects thousands of individuals each year and has become a popular topic in the media. This presentation will provide an overview of issues relating to the diagnosis, evaluation, and long-term implications of sports concussion. Current neurobehavioral research will be highlighted, along with a discussion of some of the facts, myths, and unresolved questions surrounding sport-related concussion.

Dr. Munro Cullum is a board certified clinical neuropsychologist who obtained his Ph.D. in clinical psychology from The University of Texas at Austin. He completed a clinical internship and postdoctoral fellowship in neuropsychology at the San Diego VA / UCSD and is currently Professor of Psychiatry and Neurology & Neurotherapeutics and holder of the Pam Blumenthal Distinguished Professorship in Clinical Psychology at The University of Texas Southwestern Medical Center, where he also serves as the Chief of the Division of Psychology, Director of Neuropsychology, and the Clinical Core Leader of the Alzheimer Disease Center. He is the past-president of the Society for Clinical Neuropsychology, a past-president of the National Academy of Neuropsychology, and served on the Board of Governors of the International Neuropsychological Society and the American Academy of Clinical Neuropsychology. He has published over 130 papers, 25 book chapters, serves on the editorial boards of several of the major journals in the field of neuropsychology, and has been involved in multiple federally funded grants. Research interests include neuropsychological assessment of acute and long-term effects of concussion, detection and differential diagnosis of early-stage dementia, neuropsychological applications of telemedicine, and neurocognitive test development. In addition to research and teaching, he maintains a clinical practice at UT Southwestern and is the neuropsychology consultant to the Dallas Cowboys and Dallas Stars.

C. Munro Cullum, PhD, ABPP
Professor of Psychiatry and Neurology & Neurotherapeutics
UT Southwestern Medical Center
Munro.Cullum@UTSouthwestern.edu
3 p.m. – 4 p.m.  Workshops

301:  WFSC 1504  34 seats available
Inquiry based laboratories in human anatomy and physiology using dataloggers and hypothesis-driven mock scientific manuscripts
This HAPS workshop will discuss the avenue I have taken to incorporate inquiry-based curricula into the Human A&P Laboratory. Specifically, I will present how students use DataLoggers (SmartSchool Systems) to generate hypothesis-driven data and to write mock scientific manuscripts. I will focus here on cardiovascular physiology while demonstrating the data collection and analysis process using the DataLoggers and accompanying software. I will provide sample student-written scientific manuscripts.

Presenter: Benjamin Miller, Texas Wesleyan University; Tarrant County College NE

302:  WFSC 2504  32 seats available
Applying human A & P to daily life: teaching students to evaluate claims of consumer health, beauty and performance products.
This workshop concerns teaching students to evaluate the scientific basis of consumer product claims purporting to enhance human health, beauty or performance. Investigating these claims provides an excellent opportunity for students to improve their critical thinking, research and other skills. Subtopics include determining the source and quality of information, identifying health claims regulated by the Food and Drug Administration, using PubMed and other data bases, and critiquing a scientific research and review paper.

Presenter: Joseph Dasso, Collin College Central Park Campus

303:  WFSC 2601  36 seats available
Integration of Meditation and Relaxation Techniques in Allied Health Curriculum
The Workshop will expose faculty to the stress that students have as they read to complete their degree. There is also stress among members of the academic, technical and administrative team. In using the Physiology of stress and demonstrating its effects on the body we introduce participants to techniques that will foster a less stressful environment improving productivity.

Presenter: Joseph Grannum, Joint College of Medicine, Oral Health and Veterinary Sciences

304:  WFSC 2603  28 seats available  Exhibitor-sponsored: Visible Body
Get to the heart of how your students learn: Dissect, rotate, and zoom in on 3D anatomical models with Anatomy & Physiology
Come see how stunning animations and 3D models will help you make connections with your A&P students. Anatomy & Physiology by Visible Body visually engages students in the core concepts of an undergraduate A&P course and seeks to improve student outcomes by providing rich and instructive visual and audio content. The app also features pronunciations, definitions, quizzes, review checklists and a notecard-making feature to help students study key concepts again and again!

Presenter: Robb Kneebone, Visible Body

305:  WCTS 2333  24 seats available
APPlication: Helping students think critically using pathology
Anatomy and Physiology courses provide health science students with a strong foundation in comprehension and knowledge of material for their future careers. Given recent state SLO (student learning outcome) requirements, how can we demonstrate a student’s application of this knowledge based on more than identification and function? Using an Anatomy and Physiology of Pathology (APP) approach can help take students beyond the where and what into the who, why, and how of understanding important concepts for lifelong learning and APPlication!
(Please, do not take food or drinks into our lab rooms.  Thanks.)

Presenter: Mary Weis, Collin College Spring Creek
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