HAPS 2021 Poster Presentations

Poster Session 1: Sunday, May 23 from 3:35 – 4:35 pm
Poster 101: Grade 5/6 Aging Awareness Escape Room
Poster 102: Elementary School Children Can Teach Biomedical Sciences to Their Peers – A Collaboration Between University and Young Scientists
Poster 103: Improving Understanding of Female Pelvic Anatomy by Using Interactive Cross-Sectional Drawings and Clinically Relevant Ultrasound Images
Poster 104: Utilizing Three-Drawing Learning Strategy as a Self-Assessment Tool for Study of Anatomical Structures
Poster 105: Heart Rate Rhythm and Personality
Poster 106: The Effect of Depression and Exercise on The Autonomic Nervous System Activity
Poster 107: Analysis of Educational Outcomes in Human Anatomy Labs During the COVID-19 Pandemic: How Histology Grades Varied Among Students in Different Lab Settings (Face-to-Face Versus Remote-Synchronous Online Delivery)
Poster 108: To IRB or Not to IRB – The collection of a Small Patient Data Sample
Poster 109: Using Simulation to Teach Physiologic Pathology
Poster 110: Student Perspective – The Creation of a Case Study

Poster Session 2: Monday, May 24 from 3:35 – 4:35 pm
Poster 201: Case-Based Critical Thinking Exercises to Improve Student Learning and Engagement in a Hybrid A&P Course
Poster 202: The Sudden Move to Online Final Examination in the Middle of the 2020 Winter Term: Student Feedback and a Comparison of Summative Examination Outcomes
Poster 203: A Mixed-Methods Study Exploring Anatomy Coursework as a Prerequisite for Nursing School Admission at Indiana University Bloomington
Poster 204: Using Team-Based Learning to Facilitate and Assess Student Understanding of Multiple Biomarkers in Stress Physiology
Poster 205: CAPER (Community College Anatomy and Physiology Education Research) Evaluating Active Learning Strategies in an Online Environment During a Global Pandemic
Poster 206: The Effect of Cooperative Quizzes on Student Performance and Anxiety in Community College Human Physiology Classes
Poster 207: Metacognition Learning Strategies Improve Students’ Metacognitive Skills and Course Performance in Human Anatomy and Physiology at a Two Year College
Poster 208: Assessment and Course Outcomes of a CURE-Embedded STEM Course at Wesley
Poster 209: Examining the Impact of Case Studies on Student Learning, Interest, Motivation, and Belonging in Undergraduate Human Physiology
Poster 210: Promoting Critical Reading and Focused Note-Taking in Entry- and Upper-Level Courses
Poster 211: Reflection and Correction in Undergraduate Histology: Observations from a Flipped Classroom
Poster 212: Students Improve Course Performance and Perception of Learning when Engaged in Active Learning Outside of a Flipped Undergraduate Anatomy Course
Poster Session 3: Tuesday, May 25 from 3:35 – 4:35 pm
Poster 301: Strategies for Successful Implementation of HyFlex Course Design for Introductory A&P
Poster 302: Generalized Adaptation Syndrome: An Icebreaker Lesson to Educate, Engage and Process Following the Capital Riot
Poster 303: Using Game of Thrones to Teach Neurophysiology and Neuropharmacology During Lockdown
Poster 304: Exploring Personality Types and Strengths in First Year Occupational Therapy Students and First Year Physical Therapy Students: How the Anatomical Sciences Have Persevered Amid COVID-19
Poster 305: Using Personal Preference Profile Tests to Empower Team Dynamics: A Discovery of Individual Strengths and Personality Types Among Students Pursuing Careers in Healthcare
Poster 306: Can In-Class Polling Predict Success in an Upper Division Human Physiology Course?
Poster 307: Casing Out Student Learning and Buy-in: Case Studies – Let’s Get Visual and Interactive!
Poster 308: Effectiveness of Visible Body for Teaching Anatomy and Physiology
Poster 309: Providing Alternative Access to Course Content: Bypassing Two Factor Authentication
Poster 310: Using Embedded Questions to Encourage Completion of Reading Assignments

Poster Session 4: Wednesday, May 26 from 3:35 – 4:35 pm
Poster 401: Emerging Regenerative Medicine Themes Promote Student Engagement During the Cardiovascular System Anatomy and Physiology Classes
Poster 402: Successful Mentoring of Interprofessional Student Research
Poster 403: CAPER (Community College Anatomy and Physiology Education Research) Project: Self-Efficacy, Metacognition and Anxiety of First-Generation College Students Taking an Online Synchronous Anatomy and Physiology Night Class
Poster 404: Lessons Learned Online: Rolling with it for Next Year – Rethink, Reuse, Repurpose, Rejuvenate
Poster 405: CAPER (Community College Anatomy and Physiology Education Research) Project: Student Perceptions of the Efficacy of Real-Time Polling in the Online Anatomy & Physiology Learning Environment
Poster 406: Technological Resource Availability for Students During COVID-19 Pandemic
Poster 407: Guided Inquiry Group Learning During Online Broadcast Instruction
Poster 408: Impact of Lack of In-Class and Online Activities Due to COVID-19 on Anatomy and Physiology Class Average in Nursing Students
Poster 409: Student Experiences with Online Learning in a First Year Anatomy and Physiology Course
Poster 410: The Effects of Music and Songs on Learning in Anatomy and Physiology