Abstract: HAPS members are known for their enthusiasm for Anatomy and Physiology. This enthusiasm, however, is not shared by all students. Anatomy and Physiology courses are challenging, and for many students they serve as a significant obstacle to pursuing a career in health sciences. Student surveys attribute much of this difficulty to the nature of the discipline. They mention the large volume of knowledge to be acquired as well as the difficulty of understanding physiological mechanisms as barriers to their success. We can help students address these challenges and deepen their learning by using core concepts. Also described by terms such as core principles, big ideas, or common themes, core concepts are foundational principles relevant to multiple situations that can be used to make predictions. Using core concepts in our curriculum, class activities, and assessment can facilitate lasting, meaningful, and transferable student learning. In this session I will discuss the theory, practice, and challenges of bringing core concepts into the Anatomy and Physiology classroom.

Bio: Kerry Hull is the Dean of Science and a Professor in the Department of Biology and Biochemistry at Bishop’s University in Quebec, Canada. Dr. Hull holds a B.Sc. in Biology and a Ph.D. in Physiology (Endocrinology), both from the University of Alberta (Canada). She teaches Physiology and Anatomy courses to undergraduates, using guided inquiry and case studies as her primary teaching approaches. She is a co-author or contributor for textbooks such as Memmler’s Human Body in Health and Disease and Campbell’s Biology/Biology in Focus. An endocrinologist by training, her current research focusses on the development and implementation of active learning strategies in Anatomy and Physiology courses. Alongside
other HAPS members, she is involved in the NSF-funded RE-CAPER project. This project supports community college instructors in their efforts to implement and document the effectiveness of evidence-based teaching practices. A HAPS member for 14 years, she is a past Editor-in-Chief of the HAPS Educator and the current President-Elect.