COURSE WALKTHROUGH

The Instructional Rhythm of an
Full Semester In-Class Presentation of
Anatomy & Physiology II

Introduction - This course has been designed around a logical sequence of instructional topics to help students think critically about anatomy and physiology. Each module, while important in its own right, serves as a foundation for the subsequent modules. You can easily find the instructional modules in the "Course Content" folder on Blackboard.

To achieve the instructional goals, we meet twice weekly. During these times, we will consider topics associated with the scheduled modules. We will also have time set aside for laboratory exercises, lecture content delivery, and assessment.

For each module, you will find several tools available to you under the ***Course Content*** tab on Blackboard. When you click on a unit, you will find:

Module Home Page - There is a Lecture Home Page. This page is a resource hub for the instructional unit. You will find a lecture outline, supportive handouts, laboratory considerations, and other resources here. You will note that this is a link to an academic website that I maintain for teaching purposes (A direct link to this website is: www.noelways.com)

Learning Guide - For each instructional unit, a Learning Guide will help you navigate the course content for each module. In addition, the learning guide provides the following:

- Tips on approaching the content.
- Study pointers.
- Exam issues worth noting.
- Other pertinent guidance.

Learning Outline - At the core of the learning modules is a Lecture Outline. This outline sequentially organizes each module's anatomical and physiological considerations, guiding you through the text, videos, and other supplemental materials provided. The outlines will help you focus on what is considered essential for each module. Any topics not mentioned in the

outlines are not required. The outline is also designed to be the primary document for note-taking purposes.

Handouts - The outline may direct you to a Handout at specific points in the lecture sequence. This typically occurs when there are illustrations or broad physiological processes for which the outline may be inadequate. Here, the handout will contain the text and images necessary to master a more complex topic under discussion. Topics covered this way are of great importance and require careful consideration.

Image Bank - A link to an Image Bank will support a visual approach to the lecture content. Students who make their studies visual tend to excel beyond those who rely solely on notes and written text. In the image bank, you will see internet searches for particular images. You will also find images of specific relevance to your understanding of the material. PowerPoint documents for the lecture are also located there. It is important to note that some of these images may be copyright-protected and may only be used for your educational benefit. They are not to be shared with others outside of this course.

Video Support - A Video Support link that leads to videos providing detailed coverage of the material presented in the lecture sequence. These have unquestionably been former students' favorite "go-to" when learning the material. These videos may take two forms: 1. An actual in-class lecture from a previous semester. 2. A "desktop" lecture, where I present material from my office using video tools.

There is, however, an important caveat. If something is on the outline, you need to know it. If it is not presented in the lecture (rarely does this happen), use your text or other resources to master the topic or point. Additionally, some videos may use copyrighted images.

Use these videos only for your own personal, educational benefit.

They may not be shared outside of class.

Laboratory Support - Laboratory Support tools guide microscope work, dissections, and models. You will also find documents that will guide you in mastering the laboratory material.

About Assessments – Assessments are essential for evaluating student progress in a course foundational to subsequent coursework. College program administrators need to know that you are progressing in your quest to become a competent medical professional. Therefore, frequent exams are employed as assessment tools. The exams provide evidence of successful mastery of the curricula and serve as waypoints for students as they progress through a semester.

If a student studies hard and masters the material, the exam can be "fun."

However, if you do not do well on an exam, "fun" may not be your experience.

Nevertheless, STUDY HARD, and master the material.

Assessment is frequent. With few exceptions, each module will have its own assessment exam. Some modules may be divided into two parts, reducing the content load on any given exam. When you finish one exam, you will begin mastering the next module. By administering multiple exams, we can break down the material into smaller sections for mastery, and as a result, student retention tends to be higher. Exam dates are on the syllabus. You will be informed as soon as possible should unforeseen circumstances necessitate a change in these dates (which is unlikely). Assessments are given in two different modalities:

1. In-class Exams – These are generally paper-based exams where students are allotted a specific amount of time to complete them.

2. Blackboard Exams – Blackboard exams are timed more tightly, with one minute allocated per question. Furthermore, there is no backtracking.