

COURSE WALKTHROUGH

The Instructional Rhythm of an Accelerated 6-Week, Summer Hybrid Presentation of Anatomy & Physiology I

Introduction - This course is structured around a logical sequence of instructional topics that help students think anatomically and physiologically. Students will quickly see that each module lays a foundation for the next, although each is valuable on its own. The instructional modules are clearly labeled on Blackboard in the “Course Content” folder.

This course is accelerated and delivered online (asynchronously), requiring students to work independently to master the material. Therefore, two blocks of time should be allocated for each module.

- First, time is needed to review the content; this should be done on the first day of each module, with about 4 hours allocated.
- Second, time is dedicated to mastering the material. This will be the majority of your effort. Due to the course's accelerated pace, about 6 hours should be budgeted for this.

You will find several tools available to support the instructional units under the ***Course Content*** tab on Blackboard. When you open a unit, you will find:

Module Home Page - There is a Module (or Lecture) Home Page, that serves as a resource hub for the instructional unit. It includes a lecture outline, supportive handouts, laboratory guidelines, and other materials. This page links to an academic website I maintain for teaching purposes (a direct link is: www.noelways.com)

Learning Guide - For each instructional unit, a Learning Guide will assist you in navigating the course content. The Learning Guide will contain:

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

Learning Outline - At the core of each module is a Lecture Outline. This outline organizes each module's anatomical and physiological topics in sequence and will direct your study using the textbook, videos, and other supplemental resources. The outlines highlight what is essential for each module. Topics not mentioned in the outlines are not required. The outline also serves as the primary document for note-taking.

Handouts - The outline may direct you to a Handout at specific points during the lecture. This usually happens when there are illustrations or complex physiological processes that the outline alone cannot cover. The handout contains the necessary text and images to better understand these topics. These sections are usually very important and warrant careful study.

Image Bank - A link to an Image Bank supports a visual learning approach. Students who incorporate visuals tend to excel more than those who rely solely on notes and text. The Image Bank includes internet searches for specific images and relevant visuals to deepen your understanding. PowerPoint files from lectures are also available there. Note that some images may be copyrighted and are for your personal educational use only; they should not be shared outside this course.

Video Support - The Video Support link leads to videos that offer detailed explanations of lecture content. These are favorite resources among students for mastering the material. Videos may include: 1. An actual in-class lecture from a previous semester. 2. A “desktop” lecture, where I present material from my office using video tools.

Important: If a topic is on the outline, you need to know it. If it’s not covered in the videos, refer to your textbook or other resources.

Some videos may contain copyrighted images. Use these videos solely for your personal, educational benefit and do not share them outside of class.

Laboratory Support - These tools guide you through microscope work, dissections, and models. You will also find documents to help you master lab skills.

About Assessments – Assessments are crucial for measuring your progress in this foundational course. College administrators need evidence of your advancement towards becoming a competent medical professional. Therefore, frequent exams

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are used as assessment tools. They serve as checkpoints for successful mastery of the curriculum and help you stay on track throughout the semester.

Studying hard and mastering the material can make exams enjoyable. However, poor performance may make them less so. Still, your goal should be to STUDY HARD and master the content.

Assessments occur regularly. Generally, each unit has its own exam, and some units may be split into two parts to reduce the amount of material per exam. After completing one exam, you will move on to the next unit's material and upcoming exam. Multiple exams let us break down the content into manageable sections, which helps improve student retention. Exam dates are listed on the course schedule on the syllabus, and I will notify you as soon as possible if unforeseen circumstances require schedule changes (which is unlikely).