

SYNOPSIS

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Synopsis

This synopsis serves as a year-end statement of the progress of the Continuing Education Task Force and HAPS Institute Committee. It also is a statement of the model of a continuing professional development program as it currently exists.

What is HAPS Institute?

HAPS Institute (HAPS-I) is the professional continuing education program of the Human Anatomy and Physiology Society (HAPS).

HAPS-I was founded in the summer of 2006, and charged with the mission to provide relevant and useful continuing learning experiences for instructors of undergraduate courses in human anatomy and physiology.

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One strategy used by HAPS-I to accomplish that mission is to offer specific short courses in topics important in teaching anatomy and/or physiology. HAPS-I is particularly interested in addressing topics that are often perceived to be:

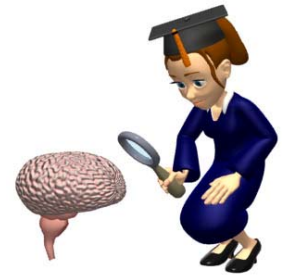
*hard to understand,
hard to learn, and
hard to teach.*

Beginning with 2 pilot courses offered in conjunction with the 2007 HAPS Conference in San Diego CA, HAPS-I is currently building an ongoing program of graduate-level short courses delivered in a variety of venues.

Who would want to take a course from HAPS Institute?

Any teachers of undergraduate anatomy and/or physiology students who want to

- become a more effective teacher
- brush up on a particular topic
- have documented credit for their professional development experience
- have access to expert faculty, presenters, and top-notch resources
- collaborate with peers in exploring human biology more deeply
- expand their network of professional alliances
- strengthen their credentials in teaching A&P
- improve chances for funding travel to a HAPS Conference
- show students that they care about learning
- learn new ways and best practices in teaching the topics of A&P
- have the opportunity to participate in a peer-review publication, including publication of their own work



The Typical HAPS-I Course

In a typical course, HAPS-I strives to address both the core concepts of a topic (or topics) and teaching applications. So each course has two fundamental components:

- Active learning of core concepts;
- Examples and applications to teaching the undergraduate anatomy and/or physiology course.

Some courses include face-to-face activities at our annual or regional conferences. Such courses are likely to involve contributions by expert presenters that are part of our regular speakers program. These courses ordinarily also have an online, interactive learning component.

Typically, a HAPS-I course culminates in the creation of a peer-reviewed teaching application (course module, case study, or concept demonstration, for example) to be published in the HAPS-BEN archive for use by other instructors.

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HAPS-I may also develop courses that incorporate other active learning strategies such as teleconferencing and other distance methods.

Class sizes are kept small, to facilitate collaborative learning. A maximum class size of 24 participants is typical. However, the cap for some courses is smaller, depending on resources available and the design of the course.

Currently, the curriculum designers of HAPS-I recommend a “backwards design” approach for each course. Backwards design starts with the overall course goals and works backwards from there to develop learning strategies to meet those goals.

HAPS-I has arranged for the use of the learning management system (Blackboard) at Pierce College for all HAPS-I courses. The Blackboard online system provides the platform for communication and interactivity within each course, as well as a means for managing the participants and their work.

Graduate credits will be awarded to participants who successfully complete each course. HAPS-I works with the University of Washington in a program of registration, granting units of credit, and maintaining records of units granted.

Pilot Courses

Beginning in May 2007, we began two pilot courses that serve as experimental venues in which we have developed some basic course models for HAPS Institute. Briefly, these two courses are described here:

- **Topics in A & P** (17 students)
 - Faculty: Patton, Arnestad and Griswold
 - Pre-reading assignments before meeting
 - Based on all update seminars, with one orientation lunch on Sunday
 - Online work continues to mid-August



- **Advanced Renal Biology** (22 students)
 - Faculty: Lundmark, Silverthorn
 - Pre-reading assignments before meeting
 - Based on Renal Update, with all-day workshop session on Tuesday

- Online work continues to mid-August



Although the pilot courses will not conclude until mid-August 2007, by all accounts they are a great success so far. There was great initial enthusiasm in the online discussions preceding the face-to-face meetings in San Diego. That was followed by very positive reports of the meetings and workshops during the conference. We are seeing continued good success this summer as the course now proceed through discussions and project collaboration.

Course Models

Definitions	
Synchronous course	Course in which learning activities ordinarily occur with participants acting together at the same time and place, and in a face-to-face lecture or lab course
Asynchronous course	Course in which learning activities ordinarily occur with participants acting together but in different times and places, as in an online course
Topics course	Course that focuses on more than one topic
Single-topic course	Course that focuses on one main topic
LMS	Learning management system; an online course platform such as Blackboard
Field trip	Course that involves travel to a specific location for learning activities
Online course	Course delivered primarily through an LMS or other asynchronous, electronic platform and with participants acting from a variety of locations

Topics Course

A HAPS-I “topics course” covers a variety of topics related to the anatomy and/or physiology curriculum. The topics course format is designed to accommodate a short course of deeper exploration of the content programmed during an annual or regional HAPS conference.

The typical topics course is a hybrid (synchronous/asynchronous) course based on this recommended model:

Goals of course

- Exploration of diverse topics of human anatomy and physiology.
- Improving skills in the best practices of teaching. (Examples: collaborative learning, case studies, laboratory explorations)
- Development of a usable teaching module appropriate to an undergraduate course.
- Develop an interactive network of peers to improve teaching in human anatomy and physiology.

Format of course

A variety of different learning activities, which may include:

- Preliminary directed readings in the topics of the course.
- Participation in a group orientation discussion at a HAPS conference.
- Participation in the HAPS conference lectures or workshops
- Participate in a post-conference online content review, including testing of key concepts
- Participation in a post-conference online discussion forum,
- Creation of a case study or similar learning tool for use in undergraduate A&P courses.



Up to 24 participants will receive a list of articles or other reading before arrival at the HAPS conference. Early in the conference, a meeting will serve to introduce the faculty and course participants and orient them to the process of the course. Over the course of the conference, course members will participate in the published speaker program, attending a specified number of lectures, including Q&A sessions. Participants will then log into the LMS (Blackboard) to participate in a discussion on each of the topics studied, as well as a discussion of the methods of developing case studies and other teaching applications.

As a final project, all participants will develop a case study or similar teaching module based on content of the course. Each submission will include “teaching notes” that explain the educational objectives/outcomes and strategies. The modules will be reviewed by peers and subsequently published in the HAPS-BEN archive for use by other instructors. Participants will be asked to participate in an online assessment tool to help HAPS-I determine the success of the course.

The course will likely involve a team of supervising faculty, course designers/moderators, and guest faculty.

Single-topic Course

A HAPS-I “single-topic course” covers a variety of subtopics within one focused area related to the anatomy and/or physiology curriculum. The single-topic course format is designed to accommodate a short course that may:

- provide deeper exploration of the content programmed during an annual or regional HAPS conference; and/or
- help participants learn more about a topic that is difficult to teach or learn, that involves new discoveries, or is lacking from previous professional training; and/or
- provide opportunities to have learning experiences not easily available elsewhere, such as special equipment, unique collections or locations, expert guest faculty, etc.

The topics course may be synchronous, asynchronous, or hybrid (synchronous/asynchronous) course. Many topics courses, whether associated with a conference program, a stand-alone workshop or course, field trip, or online course, may be based on this recommended model:

Goals of course

- Exploration of focused subtopics within the course topic area, which are often perceived as difficult to teach and learn.
- Improving skills in the teaching of these subtopics.
- Development of a case studies, problem-solving activity, or similar teaching module to teach related concepts.

Format of course

Variety of different learning activities which may include:

- Preliminary directed readings in the concepts of the course.
- Participation in one or more presentations in the topic area
- Participation in one or more workshop sessions or field trips
- Creation of a case study, problem set, or similar learning tool for use in undergraduate A&P courses.

Up to 24 participants will receive reading assignments in the topic area. Course members may participate in one or more lecture and discussion activities that explore the topic area. This portion of the course will clarify the core concepts that are often perceived as difficult. Participants may also engage in an interactive problem-solving activity and later regroup to analyze the principles learned in the activity as well as the learning process itself.

After the conference, participants will develop their own learning modules based on the concepts and applications learned in the course. Participants will log into the LMS (Blackboard) to communicate and network with faculty and peers as they develop their modules. Each module submitted will include “teaching notes” that explain the educational objectives/outcomes and strategies. The modules will be reviewed by peers and subsequently published in the HAPS-BEN archive for use by other instructors. Participants will be asked to participate in an online assessment tool to help HAPS-I determine the success of the course.

The course will likely involve a team of supervising faculty, course designers/moderators, and guest faculty.

Other course models

HAPS Institute strives to be creative and adaptive in its approach to teaching and learning and therefore wholeheartedly supports thoughtful experimentation with the recommended models. HAPS-I assumes a positive evolution of its program, including a widening of the diversity of course models and teaching approaches.

HAPS Institute may also offer short, noncredit or credit courses that do not follow the typical models or that indirectly support the goals of HAPS-I such as cooperative courses with other societies or institutions, science-only or teaching-only courses, or other novel learning experiences.

Course Proposal and Design

HAPS members or other interested parties may propose a course to the HAPS-I committee at any time. However, sufficient time for consideration of the proposal and later scheduling and marketing should be considered. The rule of thumb is “the sooner, the better!”

There is a goal of offering five HAPS-I courses in FY 2007-2008. Two of the courses will likely be repeat offerings of the pilot courses of May 2007. At least one course will be entirely online.

Course Topic and Learning Objectives

Each course proposal describes the general topic and proposed subtopics. A brief list of learning objectives is essential for course proposal, outlined in terms of outcomes for both the HAPS-I participant and their students.

Course content should relate to the undergraduate anatomy / physiology curriculum. References to the HAPS Core Curriculum are helpful. HAPS-I is particularly interested in addressing topics that are often perceived to be: *hard to understand, hard to learn, and hard to teach.*

In a typical course, HAPS-I strives to address both the core concepts of a topic (or topics) and teaching applications. So each course ordinarily has two fundamental components:

- Active learning of core concepts;
- Examples and applications to teaching the undergraduate anatomy and/or physiology course.

Learning Processes

HAPS Institute recommends a “backwards design” approach to building a course. Briefly, this method starts with the learning objectives and works backwards from there, designing a set of learning activities that will move participants in the direction of meeting the course objectives. Teaching and learning methods are chosen according to how they accomplish the goals of the course.

Considering the overall goals of the HAPS-I program, course proposals ordinarily include a culminating project in which participants create a teaching module or portfolio that is peer-reviewed and offered for publication through HAPS.

Course Faculty

The proposal should include information on faculty participation, identifying the respective faculty roles played by each (if more than one). See the section on HAPS Faculty for details of faculty roles. Faculty honoraria are shared by the faculty. However, the educational material budget may be paid as honoraria to assistants who help in preparing workbooks or other educational materials for a course.

A *curriculum vitae* that outlines faculty qualifications should be included.

Course Budget

A proposed budget for each course helps to determine its feasibility. The budget should include both expenses and income.

For FY 2007-2008, some recommended budget limits* include:

Faculty honoraria: \$ 1,800 (new course) or \$ 1,500 (repeated course)

Educational materials: \$275

* per course

HAPS-I Faculty

Faculty Roles

HAPS Institute strives to foster a team approach to teaching and learning. Thus, the typical HAPS-I course involves a number of different people participating as facilitators of the learning process.

Among the roles often played by faculty include:

Supervising faculty

Faculty member with a supervisory role who acts as spokesperson for the course and primary liaison with other institutions, such as UW-Seattle or Pierce College. Supervising faculty possess an earned doctorate in a related field, extensive teaching experience, a significant record of publication, and familiarity with teaching of undergraduate anatomy and/or physiology courses.



Course designer

Faculty who have responsibility for the planning the course. This role may focus mainly on the content of the course, or mainly on the style of delivery (online, case studies, dissection, etc.), or a combination.

Course moderator

Faculty member that conducts one or more components of course delivery, such as moderating course discussions, orientation sessions, learning activities, or other aspects of the course.

Guest faculty

Lecturers, prosectors, demonstrators, and other learning facilitators who take part of the faculty role in a course. For example, “topics” courses based on HAPS seminar or workshop presentations would list the speakers as “guest faculty.” Guest faculty may partner with HAPS-I supervising faculty, moderators, or course designers, to produce a short course.

Teaching assistants

Assistants provide a supportive role such as clerical or logistical duties, small group facilitation, production of education materials, etc. Teaching assistants may include student participants in a course.

In some courses, all the roles are played by the same person. In other courses, several people (each playing different or overlapping roles) create and produce a course.

In addition, HAPS-I faculty have the privilege of assisting ALL other faculty in their respective roles and courses, coaching and supporting one another in a collaboration that benefits all.

Except for guest lecturers that are part of a conference program or who otherwise will attend ONLY the course functions, all faculty attending a HAPS conference ordinarily pay the conference fees, travel, and lodging expenses on their own. They may use honorarium money for this purpose if they choose.

HAPS-I Director

The Director of the HAPS Institute serves as the Chair of the HAPS-I committee and the “dean” or chief administrator of the continuing professional education program.

The Director’s duties include (but are not limited to):

- Coordinates the academic program
- Supervises courses and faculty
- Facilitates and assists in development of new courses
- Works directly with HAPS-I partners (sometimes with the assistance of committee liaisons)
- Participates in planning of annual and regional conferences
- Participates in appropriate Steering Committee activities
- Produces a regular column in the HAPS Educator
- Maintains the HAPS-I web presences (web authoring and maintenance)
- Produces central documents and forms for smooth running of program
- Coordinates financial transactions of HAPS-I with HAPS Treasurer and administrative staff
- Develops and manages budgets, strategic plans, progress reports, and other planning initiatives
- Produces and maintains a Faculty Manual to lay out policies and procedures, as well as advice and tips
- Organizes and conducts meetings of HAPS-I committee and subgroups
- Coordinates consultants and advisors to the HAPS-I committee
- Coordinates design and use of logo

- Produces and maintains a Student Manual that lays out policies, procedures, tips, and resources
- Manages purchasing of goods and services
- Manages payment of honoraria and other expenses
- Works with HAPS Marketing Manager to facilitate sponsorships and in-kind gifts
- Manages the development of the curriculum of HAPS Institute
- Develops and manages the online course template for HAPS-I courses
- Serves as first-line level of support for faculty and students using the Blackboard system
- Manages agreements with Pierce College and other partners or vendors
- Coordinates with other HAPS entities such as HAPS Educator, hapsweb.org, Annual Conference Committee, Regional Conference Committee, Curriculum Committee, etc.
- Develops and disseminates informational items such as brochures and flyers
- Develops and coordinates marketing initiatives such as articles in diverse media, announcements inside and outside of HAPS, the HAPS-I blimp, etc.
- Supports and assists faculty during courses
- Facilitates interaction, community, and collaboration among the HAPS-I community and partners
- Is available and generally useful for all HAPS-I endeavors

Rationale for Honoraria

Since its inception, HAPS has gradually evolved from an entirely volunteer organization created to run an annual workshop into today's large, multinational society that sponsors a variety of different programs to facilitate the teaching and learning of human anatomy and physiology. In the beginning, professionals who provided update seminars were paid small honoraria (and still are). As we have evolved, many of the duties of the secretary-treasurer (later split into two offices) were shifted to outside paid staff. Then still later, certain functions were rewarded with honoraria or coverage of expenses or other compensation. For example, some officers and committee chairs receive travel to winter meetings or other functions, some officers and conference coordinators receive lodging at annual conferences, and so on.

Perhaps the most ambitious new program of HAPS thus far is the HAPS Institute. HAPS, in essence, has founded a new academic institution—a new school for continuing professional education. The way to make this work effectively is to recruit and retain high quality faculty and administrators. Especially if we envision HAPS-I to withstand the test of time, we need to make sure that HAPS-I faculty and staff are able to set aside some of their other (paid) functions as professionals in order to fully engage themselves in our program over the longer term.



When developing the HAPS-I program we all realized that we could not reliably function with one-year terms of volunteer faculty or staff. A suggestion was made to pay for travel or lodging (or both) for HAPS-I faculty. However, that would result in uneven compensation, depending on whether a person's home institution already paid for some of those expenses. Our decision was to be both flexible and professional in our approach. That is, to provide a nominal honorarium to the faculty and director and thus enable them to choose which expenses are to be covered. We also felt that this reduces the administrative time and costs by providing a blanket honorarium

rather than coordinating and reconciling specific lodging and travel expenses. In addition, we have found that this enables us to share the honorarium with others who assist us in our duties.

If we are to set an example of professionalism, then we should expect teachers and administrators to be compensated appropriately for courses that they develop and teach. Unfortunately, we are not able to do that at this time. However, we believe that a small honorarium is an appropriate compromise for the short term.

HAPS-I Partners

HAPS Institute has many trusted partners who continue to help us serve the anatomy and physiology community. These partners include:

American Association of Anatomists
AAA

Elsevier Publishing
Mosby, Saunders

University of Washington
Seattle WA

American Physiological Society
APS

McGraw-Hill Higher Education

American Society for Microbiology
ASM

Pierce College
Puyallup WA

HAPS-I welcomes additional partners and sponsors!

Academic Credit

Graduate credit in biology is currently offered through the Biology Department of University of Washington (Seattle).

Each graduate credit hour required 16 hours of directed work. Participants fill out necessary UW forms at or before the first meeting of the course and the supervising faculty is responsible for getting them to the HAPS-I coordinator to be forwarded to UW. The fees are included in HAPS-I tuition fees, so HAPS will send a single check along with the forms to cover all fees. Participants will indicate on the UW form whether they want to audit the course or receive credit.

Dr. Mary Pat Wenderoth, a member of the HAPS-I committee and biology faculty member of UW, is currently the UW liaison with HAPS-I.

The pilot courses offered one graduate credit hour per course. For future courses, we will offer one credit for a Topics course and two or more credits for other courses.

HAPS-I Tuition Fee

Each HAPS Institute course carries a specific fee, payable to HAPS. A participant is not considered enrolled until these conditions have ALL been met:

- Completed HAPS-I enrollment form is received by the HAPS office

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- Confirmed registration at the associated HAPS conference (if applicable)
- Confirmed payment of HAPS-I tuition fee (purchase orders not accepted)

What is included in the fee is determined on a per course basis during the course proposal and design phase.

Typically, the fee includes:

- UW credit fee
- UW enrollment fee
- Pierce College LMS administration fee
- Basic course materials (handouts, etc)
- Faculty honoraria
- HAPS-I community-building logo items
- HAPS-I overhead expense

Typically, the fee does not include:

- Text books
- Personal supplies
- Excessive laboratory equipment or supplies
- HAPS conference fees
- Personal travel, parking, or lodging expenses
- Other incidental expenses

The proposed HAPS-I tuition fee (per course) for FY 2007-2008 is \$275 for the first credit and \$100 for the second credit (of a 2-credit course). Adjustments may be made on a per course or program-wide basis as the situation warrants. Course proposals may include separate charges for laboratory fees, textbooks, etc, if they are not to be provided by individual participants.

Program Assessment

Ongoing assessment of the HAPS Institute program is essential to maintain high quality services to participants and their students. The HAPS-I assessment program is designed to monitor and evaluate the effectiveness of each course in reaching its stated objectives and the overall objectives of the program.

The basic plan of HAPS-I program assessment is simple. For each course a brief online “pre test” survey is administered to assess the “starting point” of each individual participant. At the end of each course, a parallel “post test” survey determines the course’s success in meeting its goals and producing positive effects among the participants. The post test also includes open-ended questions that allow for unanticipated feedback on course and program effectiveness. At least once each year, the HAPS-I administration and committee analyze and evaluate the results of assessment tools. Recommendations for course and program improvement are then made based on the assessment evaluation.

The current tools, as they are provided to each supervising faculty member, are published at the end of this section.

The HAPS-I program assessment is at a fledgling stage. HAPS-I hopes to continue to develop a rich and effective assessment approach that enhances program quality without interfering with the operation of courses.

Pre Test Survey Template

1. How many HAPS Institute courses have you taken before?
 - a. Zero
 - b. One
 - c. Two
 - d. Three
 - e. Four
 - f. Five
 - g. More than five
2. Have you attended any other HAPS workshops or seminars in the past?
 - a. Yes
 - b. No
3. Which best describes YOUR situation of teaching undergraduate anatomy or physiology?
 - a. Secondary (high school) course
 - b. One-semester combined A&P
 - c. One-semester anatomy
 - d. One-semester physiology
 - e. Two-semester combined A&P
 - f. One-semester anatomy and One-semester physiology
4. Would you consider the relevant course(s) that you teach to be
 - a. Beginning level?
 - b. Upper division level?
5. I am taking this HAPS Institute course because (use all that apply)
 - a. I want to expand my knowledge of this topic
 - b. I feel under-prepared in this topic
 - c. I want to establish stronger teaching credentials
 - d. I want to learn more or better ways to teach this topic
 - e. I need credits

- f. I want documentation of my professional development efforts
- g. Taking a course provides a stronger case for funding my travel expenses to a HAPS event
- h. I want to increase my professional network by participating in this course
- i. I want the opportunity to publish a teaching module in a peer-reviewed publication
6. Do you currently teach the concept of **?** in your course?
 - a. Yes
 - b. No
7. How prepared do you feel in teaching this concept?
 - a. Very prepared
 - b. Somewhat prepared
 - c. Barely prepared
 - d. Not prepared
8. Compared to other concepts of your course, how difficult do you (or might you) find this concept to teach to your students?
 - a. Very difficult
 - b. Somewhat difficult
 - c. Not difficult
 - d. Comparatively easy
 - e. I do not teach this course
9. Do you think you could teach this concept more effectively if you had more teaching tools or ideas from which to choose?
 - a. Yes
 - b. Maybe
 - c. No
10. If you were more confident in teaching this concept, would you consider adding it to your course?
 - a. Yes
 - b. Maybe
 - c. No

Post Test Survey Template

1. Have you developed a better understanding of one or more topics addressed by this course?
 - a. Yes
 - b. No
2. Have you encountered or developed any new ideas for helping students understand one or more topics addressed by this course?
 - a. Yes
 - b. No
3. Do you think that you will actually incorporate anything gained from this course into your own teaching?
 - a. Yes
 - b. Maybe
 - c. No
4. How would you assess the main instructor/moderator of this course? **[INSERT NAME HERE]**
 - a. Very helpful
 - b. Somewhat helpful
 - c. Not very helpful
 - d. Not at all helpful
5. What comments do you have about the main instructor/moderator of this course?
6. How would you assess the overall instructional design of this course?
 - a. Very effective
 - b. Somewhat effective
 - c. Not very effective
 - d. Not at all effective
7. What comments do you have about the overall instructional design of this course?
8. How do you rate your overall experience in this course?
 - a. Very positive
 - b. Somewhat positive
 - c. Negative
 - d. Very negative
9. In this course, I believe that I gave
 - a. my very best effort
 - b. a good effort
 - c. a reasonable effort
 - d. not much effort
 - e. hardly any effort at all
10. Please add any comments that would be useful in assessing this course.
11. After taking this course, do you feel better prepared to teach the concept of **[?]**?
 - a. Yes
 - b. No
12. In this course, I found the resource of **[?]** to be

[insert name of speaker, web component, workbook, handout, textbook, or other resource]

- a. Very useful
- b. Somewhat useful
- c. Not useful

Online Course Management

The LMS (learning management system) used in all HAPS-I courses is Blackboard and is hosted by Pierce College in Puyallup WA. The HAPS-I Director is the primary coordinator and Sandy Lewis acts as our local liaison with the Pierce College IT staff, headed by Ed Bachmann.

HAPS-I faculty and participants may use the Help Desk support system of Pierce College for all HAPS Institute courses. One or more designated faculty in each course act as the primary resource for Blackboard training and help for the participants in their courses. Pierce College provides training and support materials for HAPS-I faculty. Before beginning a HAPS-I course one faculty from each course must have training with the Pierce College IT staff. This training is arranged through the HAPS-I Director.

Marketing

The initial rollout of HAPS Institute was marketed at the “last minute” because not all the pieces came together as early as we had hoped. Thus, we had only a few weeks to enroll scholars in the pilot courses in May 2007. Even so, we filled our courses to over 80% of maximum capacity.

For the initial rollout, we used these methods of marketing:

- Article in HAPS Educator
- Press releases by the HAPS Public Affairs officer
- Series of blast email broadcasts from the HAPS-I Director
- Web presence, including highlighted “ad” on the home page
- Prominent announcement in the advance materials related to the annual conference in San Diego

In order to enhance the exposure of our logo and thus our program, we gave each participant in a HAPS-I course a high-quality polo shirt with the HAPS-I logo embroidered on the front. We used a high-quality shirt and embroidery to signify the high quality of our intended program and also to ensure that it will have a long life of wear in a person’s “home” classroom as well as at future meetings. Surprisingly, the shirts had an unintended but equally important benefit: they helped build the “learning community” spirit even before interaction began. Participants remarked at how wearing the shirts themselves and seeing the shirts on others linked them in a sensory manner that laid the groundwork for later learning collaboration. Although originally intended as a one-time “introductory” offer, because of its great success we now plan to incorporate “logowear” on an ongoing basis.

Future marketing plans include display “ads” in the HAPS Educator on a regular basis, a regular column in the HAPS Educator, additional articles in publications of sister societies, announcements of upcoming courses in the bulletins and on the website of sister societies.

Although not in the proposed budget for 2007-2008, we anticipate placing ads in outside publications in future years and expansion of the line of logo items. An early attempt to raise additional funds through selling logo shirts was discouraged, but we will explore the concept further in the future.

Long Range Plans

HAPS Institute has barely begun its mission, but already important groundwork has been laid. It is vitally important to this program, but also to HAPS in general, that great care is taken in the early stages of program development to support and guide its growth. HAPS-I has the potential for rather sudden rapid growth of the program, and along with that, sudden rapid growth of HAPS. We suggest that all parties be prepared for such growth and take care in managing it to prevent an explosion and burnout.

Task Force Completed Charge

As the two pilot courses initiated at the 2007 HAPS Annual Conference in San Diego began, so did the task of the Task Force that was originally charged in the summer of 2006 to design a program and implement pilot courses. This synopsis constitutes a “final report” of the HAPS Continuing Education Task Force.

The HAPS Continuing Education Task Force was:

- Amy Way
- Ellen Arnestad
- Jennifer Lundmark
- Kevin Patton, Chair

Friends and consultants of the task force were:

- Ed Bachmann
- Joe Griswold
- Mary Pat Wenderoth
- Sandy Lewis

HAPS Institute Committee

In Spring of 2007, the HAPS Board of Directors instituted the HAPS Institute Committee to oversee operations of HAPS Institute. This committee was essentially the Continuing Education Task Force, which later finished its mission and concluded. Although the Task Force no longer exists, the HAPS-I Committee continues to carry out the functions of the program.

In May 2007, the Committee decided to maintain a small, easy-to-manage “core team” that would serve as the central body of the HAPS-I. However, this central core will work with smaller “satellite groups” that may be as small as one person to accomplish specific goals of the program. For example, Murray Jensen has agreed to work as our HAPS-BEN liaison, Dee Silverthorn is our link with the APS Teaching Section, and Valerie O’Loughlin is our link with the AAA education committee.



The current HAPS-I Committee is:

- Amy Way (grants)
- Ellen Arnestad (teaching and learning methods; core faculty)

- Jennifer Lundmark (teaching and learning methods; core faculty)
- Kevin Patton, Chair
- Mary Pat Wenderoth (UW liaison)
- Sandy Lewis (Pierce College liaison)

Consultants and friends of the group are:

- Joe Griswold (board liaison)
- Carl Schuster (HAPS web)
- Dee Silverthorn (APS)
- Ed Bachmann (Pierce College Blackboard)
- Murray Jensen (HAPS-BEN)
- Valerie O'Loughlin (AAA)
- more on the way!

Long-term Funding of HAPS Institute

The first three to four years of the program will rely partly on seed money from the general HAPS treasury. Beginning this year and growing in future years, we see the main sources of funding of HAPS-I program to be:

Tuition and fees

In the early growth phase, these are low enough to be insufficient to fund the start-up overhead costs of the program. However, as the number of credit hours and other offerings increases, the overall overhead budget of the program can expand.

Sponsorship

In the initial year of the program, Elsevier Publishing offered to underwrite part of the Director's honorarium, with an expressed intention to continue doing so for the term of the Director. Although an unanticipated last minute offer of generosity, we believe that other supporters of HAPS would also be willing to offer such gifts of funding. We encourage the HAPS Board to direct its efforts and recruiting and maintaining a portfolio of sponsorships for the HAPS Institute program on an ongoing basis.

Grants

The HAPS-I committee has already begun preparations to submit an NSF grant application for the Course, Curriculum, and Laboratory Improvement program in early May 2008. We are hopeful that significant funding for a multi-year term, with additional opportunities for extension, will become available to HAPS-I. We are also actively searching for other grant opportunities. Our proposed budget includes a small amount for professional help in assembling our grant proposals.

HAPS Foundation

We encourage the HAPS Board of Directors to give serious thought to creating a separate Foundation or other entity with a purpose of building an endowment for the continued growth and success of the HAPS Institute. Many grants and gifts involve "matching funds" and thus we would need a source for such funds to leverage as matching funds from a variety of public and

private sources. Such a Foundation may also be in a position to act as the grantwriting and fundraising arm of the HAPS-I initiative.

Partnerships

HAPS Institute would like to enhance current partnerships and add others as the program grows in to a large, society-wide network for deeper learning opportunities.

Partnerships within HAPS

HAPS-I sees these areas as immediate opportunities for partnership:

- HAPS Educator—regular column about HAPS-I, contributions by HAPS-I scholars in the form of articles, teaching resources, and feedback from courses
- HAPS-BEN—archiving of learning objects created in the HAPS-I courses
- Curriculum committee—cooperation in development of recommended curricula
- Marketing—recruiting and maintaining funding of the HAPS-I program, help in supplying books, models, and other learning materials for HAPS-I courses
- Cadaver and Animal Use committees—cooperative development of course and other learning opportunities
- Annual and Regional Conference committees—teaming together to build conference programs that are interconnected with the HAPS-I program
- HAPS web—using the society’s website as an online presence of HAPS-I
- Public Affairs—partnership in disseminating information about HAPS-I

Partnerships outside of HAPS

HAPS Institute has begun partnering with several societies and institutions and we see that increasing many-fold over the coming years. For example:

- American Physiological Society—APS has already been very active in helping us establish our pilot courses; we see this partnership blossoming quickly
- American Association of Anatomists—AAA has stated an interest in helping us develop courses, including coordination of sponsored speakers, availability of teaching resources, and sharing courses
- American Society for Microbiology—ASM has expressed an interest in providing speakers and materials related to cell biology, genetics and genomics, and other topics relevant to the HAPS-I curriculum
- Publishers and other vendors—Elsevier has already offered ongoing grant support. McGraw-Hill and Elsevier both donated medical dictionaries for use in HAPS-I courses. When given the opportunity, we hope that other vendors can supply funding, teaching/learning materials, and curriculum resources
- National Science Foundation and other agencies may be able to help us with funding, curriculum materials, and other help or resources
- National Association of Biology Teachers, National Science Teachers Association, and related organizations may provide useful networking opportunities, especially in terms of recruiting new members to HAPS-I (and therefore, to HAPS). They might also provide a venue for delivering HAPS-I courses at their meetings.

Curriculum Goals

HAPS Institute plans to use the evolving Core Curriculum and associated resources as a primary guidepost as we develop the curriculum of HAPS-I. Of course, another guiding principle is to focus on topics that are perceived to be hard to learn, hard to teach, and hard to understand.

We plan to eventually offer a core slate of courses related to the variety of major topics within human anatomy and physiology. We plan to balance the perspectives of anatomy and physiology in order to serve as many instructors, and therefore as many students, as possible.

We would like to eventually add other learning opportunities to our curriculum, including noncredit offerings.

Besides adding a few new courses for the coming year, another immediate goal is to explore the possibility of a certificate or other credential from University of Washington after completion of a certain number of HAPS-I courses. Mary Pat Wenderoth is coordinating that effort.

Future courses

Some of the possible topics for upcoming HAPS-I courses include:

- Renal biology
- Neurobiology
- Osteology/biomechanics
- Cardiovascular relationships
- Using cadavers to teach anatomy
- Respiratory biology
- Liver biology
- Endocrine and neural systems of control
- Implementing assessment strategies
- Best practices for teaching A and/or P online or in web-enhanced courses

Currently, plans are underway for courses associated with the next two annual conferences:

2008 New Orleans

- Advanced Renal Biology
 - Pilot course will be repeated in 2008 (by popular demand)
 - Facilitator: Jennifer Lundmark
- Topics of A & P
 - Repeat of pilot course model with all NEW topics
 - Facilitator: Ellen Arnestad
- Advanced Respiratory Biology
 - New course based on renal pilot course model
 - Facilitator: Dee Silverthorn

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- Guest faculty (& update speaker): Mike Levitsky
- Possible cadaver course in cooperation with LSU Medical School

2009 Baltimore

- Topics of A & P
 - Repeat of pilot course model with all NEW topics
 - Facilitator: Ellen Arnestad
- Neurobiology
 - New course based on renal pilot course model
- Other topics are in discussion for this meeting

In addition, we are in early stages of developing the following courses, time and place yet to be determined:

- Cardiovascular Relationships
 - Dan Lemons has agreed to develop this course
- Using Cadavers in Teaching Undergraduates
 - We are looking at offering this course at several locations throughout North America (and perhaps beyond)
- Using Web-based Methods for Teaching Anatomy and/or Physiology
 - Carl Shuster and others are in the early stages of proposing this course, which will probably be taught entirely online

Conclusion

If you've made it this far, thank you! Although a very long document, this really is a brief synopsis of the huge number of goals that have been met during the past year.

Although we are exhausted, all the members of the HAPS-I team are excited about the day-by-day developments in the program.

We strongly urge the HAPS Board of Directors to re-commit to supporting the early development phases of this program. Based on the input of current scholars in our program, our own experience in HAPS-I, and the many comments from colleagues outside of HAPS, we believe that HAPS-I is vitally important to the future success of HAPS, both in terms of achieving our mission of supporting excellence in the teaching of Human A&P, and in becoming a source of income for our society.

We also ask that the Board and HAPS membership recognize that HAPS-I really does represent a major leap forward in the mission of our society. And along with that, to recognize that HAPS Institute is materially and conceptually a different organism than anything we've encountered within our society before. Unlike even the continuing professional education programs of sister societies, HAPS-I is a new kind of program. So we challenge our friends in HAPS to join us as we push the envelope and break through to a new place.