

To Whom It May Concern,

I would like to submit my teaching portfolio for consideration for your Assistant Professor position in the Department of Learning in the College of Medicine at Generic University. I believe that my commitment to education aligns with your Department's mission statement of "causing the learning of things through instruction, teaching, and education".

Within this portfolio you will find many examples of my commitment to education. I sought out opportunities to improve my teaching skills at every stage of my graduate and professional training at the University of Kentucky. I used my personal experience in undergraduate, medical, and graduate school to craft my approach to teaching, which is summarized in my teaching philosophy statement. I grounded this approach on the modern reality of the Information Age; integrating remote learning and taking advantage of the wealth of information resources available to students. My goal is to stay informed of this rapidly changing educational landscape by continuing to engage in research and professional development throughout my career.

I believe that this Assistant Professor position is the perfect opportunity to further meet these career goals while contributing to your department's educational mission. My professional goals include teaching Anatomy, Neuroscience, and/or Pathology in a medical professional program. Also, I believe that my experience with professional education techniques would make a valuable addition to your college's graduate course in Pedagogy. Furthermore, in keeping with my personal mission statement to promote human wellness through my personal and professional actions I have designed a medical school elective in Clinical Nutrition targeted towards second year medical students. I hope to discuss these potential contributions with members of your Curriculum Committee.

Thank you for your consideration.

Sincerely,

Andrew Welleford

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Teaching Philosophy Statement

I live every day inspired by the biological sciences, and am passionate about sharing this inspiration with others. Though many topics fall under the broad umbrella of biological sciences, my interest - and teaching expertise - is focused on biochemistry, general biology, anatomy, physiology, and neuroscience. As an MD-PhD candidate receiving training in both medicine and science I recognize the value of a robust foundation in biological sciences for careers in scientific research, medicine, nursing, and Allied Health professions; and have focused my teaching efforts towards those audiences.

My education has built a broad base of scientific knowledge, professional skills, and teaching experience. I have completed the first two (pre-clinical) years of medical school at the University of Kentucky, and am currently a post-qualifying exam PhD candidate in the Department of Neuroscience at UK. For three years I have served as a TA for Anatomy and Physiology for pre-nursing students at the UK. I have also completed Graduate Certificates in both Gross Anatomy Instruction and Neuroscience Instruction. As a part of these certificate programs I have given lectures and assisted with labs in Physician Assistant/Physical Therapy Gross Anatomy, Graduate Neuroscience, and Medical Neuroscience courses.

In my experience a modern instructor must understand the wealth of learning resources available to students. With effortless access to comprehensive references on the internet, as well as the abundance of free educational videos and other resources, the instructor is not the sole voice in a student's education. With this in mind, I strive to be efficient and effective in my teaching by following these practices: 1) Tailoring content for a specific training program that is most relevant to students. 2) Defining the scope and organizing the approach to learning a topic. 3) Sharing useful anecdotes, learning tools, and mnemonics. 4) Using real-time feedback through audience response technology or one-on-one interaction to identify and correct knowledge gaps. My goal is to provide high-quality instruction that is competitive for the best use of students' time.

I rely on my experiences both as a current student and as a current instructor to deliver content in a concise, thorough, and approachable way. I recognize common learning pitfalls and advise students on how to avoid them from the perspective of one who has recently been in their shoes. I do my best to understand the learning outcomes that will benefit students on their path towards their goals. This is one reason why professional education appeals to me: I can develop a very clear idea of exactly what content will be important in the students' futures.

I seek opportunities to build knowledge organization into my content delivery. Often, the framework of "Structure and Function" is very useful for teaching the biological sciences. One other way this manifests in my teaching is the use of specific and action-oriented learning objectives. I structure both my presentations and my assessments entirely from my learning objectives, which take the form of short and specific outcomes such as "Name the hormones produced by the thyroid and any special elements necessary for their production." Recently I have even begun prompting students to treat the learning objectives as a worksheet with the goal of answering each completely and correctly without reference in order to promote active recall skills and prepare them for exams. This approach came from connecting my reading of

pedagogical literature, in which learning objectives are almost universally recommended, with the consistent student feedback that they did not know what material to study. Since adopting this practice I have received positive feedback from several students about this approach. This practice is also useful for my content organization, as defining learning objectives also defines the scope of my presentation.

One primary emphasis in my teaching is the clarification and reinforcement of specific language. From my experience, the source of much misunderstanding in the learning process is the lack of comprehension of key terminology. Demystifying complex words, breaking down their etymology and structure, and reinforcing their meaning through context and repetition are core practices of my teaching.

I strive to use evidence-based practices in the classroom whenever possible, applied through the lenses of practicality, personal experience, and real-time feedback. For example, I incorporate the findings of Dr. Richard Mayer in multimedia instruction to design my slide presentations to reduce redundancy, increase clarity, and foster audience engagement.

With respect to my current training environment, I am extremely fortunate to work with the teaching faculty in the Neuroscience department at UK. This department places great value in its teaching responsibilities for undergraduate, graduate, and professional anatomy and neuroscience courses. The faculty in this department have fostered my development as an educator and given me opportunities for growth and experience. They serve as role models for my participation in future professional settings.

I consider myself at the beginning of my career as an educator and look for every opportunity for professional growth. My goal is to find opportunities to teach at every stage of my training, from the completion of graduate school to medical residency, in order to continue improving my skills and experience. When I obtain a faculty position at an academic medical institution I plan to direct at least one professional education course, while being involved in other graduate and professional teaching endeavors. My ultimate goal is to balance clinical practice with involvement in education in an academic medical center, so that I can be an effective mediator between the practice of medicine and the field of graduate and professional education.

Teaching Responsibilities

Lectures

Anatomy and Physiology for Pre-Nursing I and II - ANA 109 and 110

Freshman course required for admission to nursing program. Anatomy and physiology of all organ systems were covered in lecture. Clinical correlates and gross anatomy were covered in lab.

Enrollments: 660 students

- Fall 2016

- Joints I
- Joints II
- Introduction to the Nervous System
- Spring 2017
 - Blood
- Fall 2017
 - Endocrine - Thyroid
 - Endocrine - Adrenal Glands
 - Endocrine - Pancreas
- Spring 2018
 - Blood

Advanced Neuroscience - ANA 636

Graduate course for Neuroscience PhD program, Detailed neurophysiology and experimental methods was covered in graduate-only lectures. Neuroanatomy and clinical correlates were covered with physical therapy students in joint lectures. Detailed neuroanatomy of spinal cord, brain stem, and cerebrum are covered in graduate-only labs.

Enrollment:

- Fall 2017
 - Neurotransmitter Systems - Glutamate and GABA

Anatomy for Allied Health Professionals / Regional Human Anatomy - ANA 811/611

Professional course for physician assistant and physical therapy programs. Detailed anatomy was covered in lectures. Gross anatomy dissection was performed by students with faculty and teaching assistant preceptors in lab.

Enrollment:

- Spring 2017
 - Abdominal Vasculature
 - Cranial Contents

Medical Neuroscience - MD 817

Professional course for MD students. Nervous system anatomy, pathology, physiology, pharmacology, and clinical correlates were covered in lectures. Lesion localization was covered in laboratories. Neurological exams was covered in practicals.

Enrollment:

- Spring 2017
 - Sensory Receptors and Nerve Fibers

Laboratories

Anatomy and Physiology for Pre-Nursing I and II - ANA 109 and 110

Freshman course required for admission to nursing program. Anatomy and physiology of all organ systems were covered in lecture. Clinical correlates and gross anatomy were covered in lab.

Enrollment: 660 students

- Fall 2015
 - Histology
 - Osteology - Axial Skeleton
 - Osteology - Appendicular Skeleton
 - Muscle - Compartment Syndrome
 - Trunk Muscles
 - Clinical Correlates - Trunk Muscles
 - Synapse and Sensation
 - Brain + Spinal Cord
 - Endocrine System
- Spring 2016
 - Heart Gross Anatomy
 - Vessels and Blood Pressure
 - Thoracic Cavity Gross Anatomy
 - Lung Capacity + COPD
 - Digestive System Gross Anatomy
 - Urinary System Gross Anatomy + Urine Analysis
 - Male Reproductive Gross Anatomy
 - Female Reproductive Gross Anatomy
- Fall 2016
 - Musculoskeletal Gross Anatomy
 - Nervous System Gross Anatomy
- Spring 2017
 - Thorax Gross Anatomy
 - Abdomen Gross Anatomy
 - Pelvis Gross Anatomy

Advanced Neuroscience - ANA 636

Graduate course for Neuroscience PhD program, Detailed neurophysiology and experimental methods was covered in graduate-only lectures. Neuroanatomy and clinical correlates were covered with physical therapy students in joint lectures. Detailed neuroanatomy of spinal cord, brain stem, and cerebrum are covered in graduate-only labs.

Enrollment:

- Fall 2017
 - Brain / Ventricular System / Vasculature Gross Anatomy
 - Brainstem / Cranial Nerves / Spinal Cord Gross Anatomy
 - Medulla Cross-sectional Anatomy
 - Pons and Midbrain Cross-sectional Anatomy
 - Basal Ganglia / Cerebellum / Diencephalon Cross-sectional Anatomy
 - Limbic System & Cerebral Cortex Cross-sectional Anatomy

Anatomy for Allied Health Professionals / Regional Human Anatomy - ANA 811/611

Professional course for physician assistant and physical therapy programs. Detailed anatomy was covered in lectures. Gross anatomy dissection was performed by students with faculty and teaching assistant preceptors in lab.

Enrollment:

- Spring 2017
 - Superficial Back Gross Anatomy Dissection
 - Spinal Cord / Posterior Triangle of Neck Gross Anatomy Dissection
 - Posterior Triangle / Pectoral Region Gross Anatomy Dissection
 - Axilla and Brachial Plexus Gross Anatomy Dissection
 - Compartments of Arm & Forearm Gross Anatomy Dissection
 - Hand Gross Anatomy Dissection
 - Muscles of the Trunk and Suboccipital Triangle Gross Anatomy Dissection
 - Anterior Thoracic and Abdominal Walls, Inguinal Region Gross Anatomy Dissection
 - Pleura and Lungs Gross Anatomy Dissection
 - Middle Mediastinum Gross Anatomy Dissection
 - Posterior / Superior Mediastina Gross Anatomy Dissection
 - Peritoneum, Sacs, and Abdominal Viscera Gross Anatomy Dissection
 - Abdominal Vessels and Posterior Abdominal Wall Gross Anatomy Dissection
 - Pelvis / Perineum Gross Anatomy Dissection
 - Gluteal Region Gross Anatomy Dissection
 - Thigh and Popliteal Fossa Gross Anatomy Dissection
 - Leg and Foot Gross Anatomy Dissection
 - Anterior Triangle and Root of the Neck Gross Anatomy Dissection
 - Superficial Face Gross Anatomy Dissection
 - Temporal / Infratemporal Fossae Gross Anatomy Dissection
 - Cranial Contents Gross Anatomy Dissection
 - The Head in Sagittal Section (Oral Cavity, Nasal Cavity, Pharynx) Gross Anatomy Dissection
 - Larynx and Orbit Gross Anatomy Dissection

Medical Neuroscience - MD 817

Professional course for MD students. Nervous system anatomy, pathology, physiology, pharmacology, and clinical correlates were covered in lectures. Lesion localization was covered in laboratories. Neurological exams was covered in practicals.

Enrollment:

- Spring 2017
 - Lesion activity - Spinal Cord
 - Lesion activity - Medulla
 - Lesion activity - Pons and Midbrain

Representative Syllabi

Please see Appendix A: Representative Syllabi

Evaluation of Teaching

Student Evaluations - Anatomy and Physiology for Pre-Nursing II - ANA 110

Please See Appendix B: Evaluations for complete evaluation files.

Quantitative

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.6	52	0.6	4.5	1713	0.8	4.4	4122	0.8

Question	Course	Department (Department of Neuroscience)	College (Medicine)
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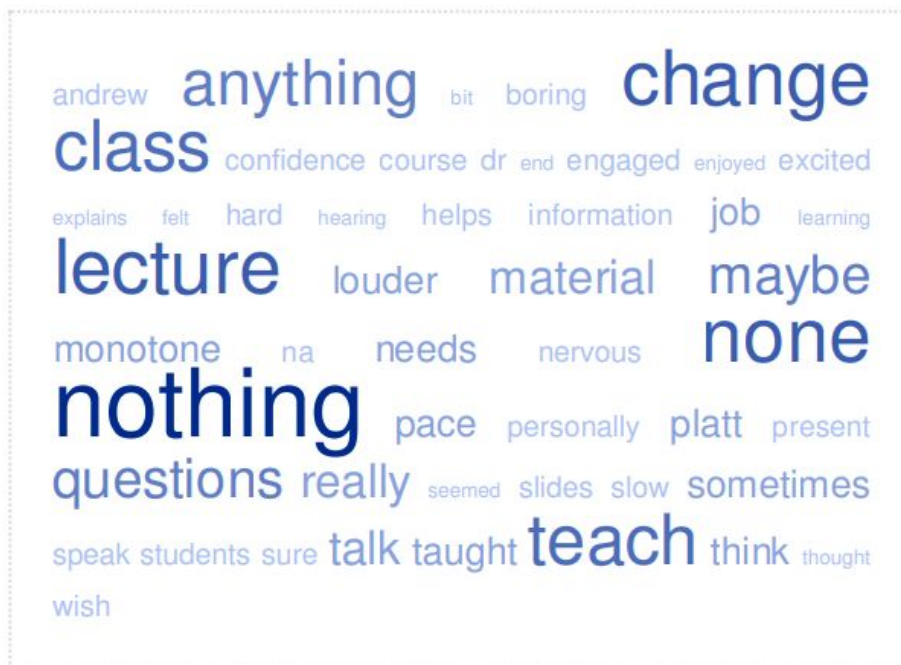
	Me an	Respon se Count	Standa rd Deviati on	Me an	Respon se Count	Standa rd Deviati on	Me an	Respon se Count	Standa rd Deviati on
The instructor Andrew Welleford was prepared for class.	4.7	52	0.5	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	52	0.6	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.6	52	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.5	52	0.8	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.6	51	0.5	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.4	52	0.6	4.4	1703	0.8	4.4	4092	0.8

Qualitative

“Which aspects of the instructor Andrew Welleford were most helpful? Why?”



“Which aspects of the instructor Andrew Welleford would you change? How and Why?”



Graduate Certificate in Gross Anatomy Instruction Evaluations

Please See Appendix B: Evaluations for complete evaluation files.

Quantitative

- **Final grade compilation from ANA 503: Teaching Practicum (Gross Anatomy)**
 - Participation in lab sessions (10 pts per lab session; 28 labs; 280 pts): 280
 - Critique of lab performance (60 pts)
 - Reviewer 1: 48
 - Reviewer 2: 54
 - Reviewer 3: 60
 - AVG: 54/60 pts
 - Critique of class lectures
 - First lecture (40 pts)
 - Reviewer 1: 34.5
 - Reviewer 2: 33.2
 - AVG 33.9/40 pts
 - Second lecture (80 pts)
 - Reviewer 1: 78.8
 - Reviewer 2: 78.8
 - AVG: 78.8/80 pts
 - Total points for class lectures: 112.7/120 pts
 - Participation in lab set-up (10 pts per set-up; 4 exams; 40 pts): 40 pts
 - **Final Grade: 486.7/500 pts (A, 97.3%)**

Qualitative

“Specific teaching strengths”

- Targeted labeling and content delivery
- Good rapport with audience, especially as the hour progressed
- Clear that time and care was spent preparing for lecture
- Went out of the way to re-record a section that did not record on Echo
- Clear enthusiasm for teaching
- Awesome visual aids for understanding dural folds and venous sinuses - students commented on this!
- Always seem calm and collected - no rushing through content
- Great pace
- Relevant clinical examples

“Specific teaching strengths in the lab”

- Rotates effectively and in a timely manner
- Motivated to help students

- Solid foundation in content
- Dissection technique
- Explanations to students
- Always well prepared

“Areas for improvement”

- Contrast colors, especially when adjacent
- Share more anecdotes/clinical vignettes
- Enhance/cultivate conversational tone
- Don't hesitate to ask for an adjusted timeslot if you need to
- When pontificating, step away from podium and look at audience (not papers)
- More clinical vignettes
- Practice taking command of loud room
- Work on pausing and asking students for feedback or moving away from podium briefly to break up lecture
- If colors are similar say the names of the colors for clarification
- Inserts are nice (i.e. drawing layers of meninges) just be careful about space for labeling
- Be careful not to use colors that are too similar (ex. red and orange) next to each other
- Needed more information/time spent on the abdominal autonomic plexus
- Use more voice inflection/project more

“Areas for improvement in the lab”

- Do not be idle - even if not asked, jump into the dissection
- Offer information in addition to ID (innervation, attachment)
- Do not hesitate to offer an ID even if you are not 100% sure, warn and just tell them your best answer

“Specific improvements since initial lecture”

- Better management of color than first lecture
- More clean on the key points of interest/relevance
- Improved enthusiasm and rapport
- Improved use of color to illustrate concepts
- Very nice incorporation of physical models to aid in teaching and learning
- Asked more questions of students - connected w/ students more
- You have many great qualities as an educator early in their career - keep up the good work!

“Specific improvements in trainee's dissection techniques/explanations since first month (or rotation) in the lab”

- Andrew has already had much experience in teaching anatomy labs. His dissections improved over the course of the semester. He initiated and completed difficult dissections, and went the extra mile on some of them.
- He was more proactive in the lab regarding interactions with students as the course progressed.
- For his level of experience, Andrew is one of the better lab instructors I have worked with.

Graduate Certificate in Neuroscience Instruction Evaluations

Please See Appendix B: Evaluations for complete evaluation files.

Quantitative

- **Final grade compilation from ANA 503: Teaching Practicum (Neuroscience)**
 - Participation in lab sessions (20 pts per lab session; 6 labs; 120 pts): 120
 - Critique of lab performance (100 pts)
 - AVG: 45/45 pts = 100/100
 - Critique of class lectures (120 pts)
 - First lecture (40 pts)
 - Reviewer 1: 60/65
 - Reviewer 2: 62/65
 - AVG 37.5/40 pts (calculated from 65 to 40)
 - Second lecture (80 pts)
 - Reviewer 1: 64/65
 - Reviewer 2: 65/65
 - AVG: 79.4/80 pts (calculated from 65 to 80)
 - Total points for class lectures: 116.9/120 pts
 - Exam set-up/administration* (20 pts per set-up; 3 exams; 60 pts): 60 pts
 - *includes constructing test questions (written and image-based), grading, and proctoring
 - **Final Grade: 396.9/400 pts (A, 99.2%)**

Qualitative

“Specific teaching strengths”

- Great command of material
- Great answers to questions
- Well organized from the beginning of the lecture and through regarding story building, or scaffolding a complex topic
- Very clear delivery regarding expectations of need to know vs. useful to know vs. interesting to know information. It made the lecture topic interesting but not stressful.
- Good use of images to demonstrate a concept
- Great organization and flow
- Great command of material
- Great answers to questions
- Very good organization and flow
- Taught a scheme for learning not just facts

“Areas for improvement”

- Provide more chances for students to think critically about the material: “can you explain why...”, “what is the functional importance of X..” and use less “do you have questions”
- Many slides have figure(s) but no text (or very little) to support the figure(s)
- Some figures have no labels
- Text is blurry on some slides where figures were enlarged
- In some instances; the text could have been larger
- Sometimes the same information was presented in a series of tables each designed to emphasize a different point. It may be difficult for new learners to simply see that this is information rearrangement rather than NEW information
- Utilize more forms of active learning in a lecture
- Possibly more examples from primary literature as well as clinical conditions

“Specific improvements since initial lecture”

- Much better balance of text and pictures
- Text is clear and understandable (i.e. not too small or blurry)
- Very well done Andrew!

Representative Course Materials

Learning Objectives

Endocrine - Thyroid (Anatomy and Physiology for Pre-Nursing I - ANA 109)

Learning Objectives

1. Locate the thyroid gland in the body
2. Describe the major structures of the thyroid
3. Describe the basic histology of the thyroid
4. Describe the regulation of thyroid hormones, including hormone names and their source organs
5. Name the hormones produced by the thyroid and any special element necessary for their production
6. Identify the cells in the body affected by thyroid hormones
7. List the effects of the thyroid hormones
8. List the three general classes of clinical thyroid dysfunction and list two causes of each
9. Identify three clinical tests used to diagnose thyroid dysfunctions
10. Locate the parathyroid gland, name the hormone it produces, and generally describe its function

Sensory Receptors and Nerve Fibers (Medical Neuroscience - MD 817)

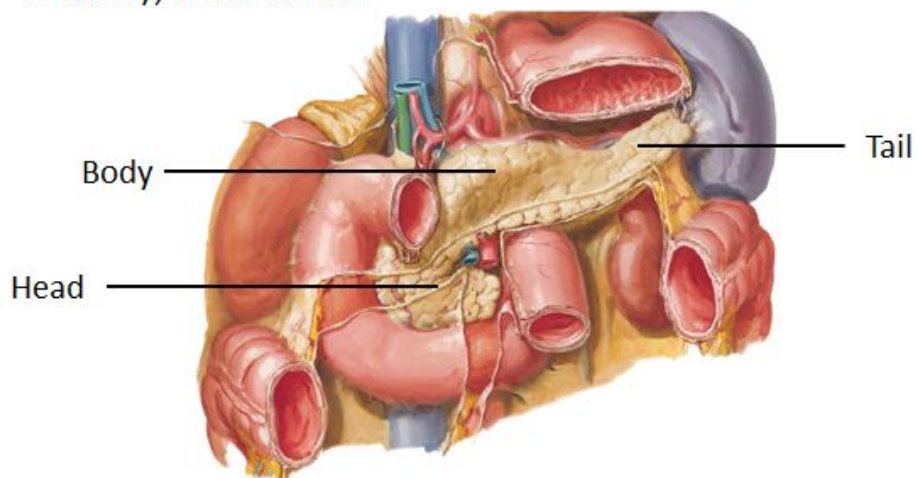
Session Objectives

1. List the five traditional senses and four other senses presented in this lecture. List the general class of sensory receptors associated with each. S17
2. Define sensory receptors, receptive field, receptor adaptability, and two-point discrimination. Explain the difference between non-encapsulated and encapsulated receptors. S19-23
3. Describe somatosensory and proprioceptive mechanoreceptors with respect to sensory modality, location, adaptability, and fiber type. Describe nociceptors with respect to sensory modality, location, adaptability, and fiber type. S34,43,45
4. List the five classes of sensory nerve fibers and rank by their conduction velocities. List the two classes of motor nerve fibers and rank by their conduction velocities. Explain the relationship between axon diameter and conduction velocity, and the effect of myelin on conduction velocity. S50

Assertion-Evidence Slide Structure

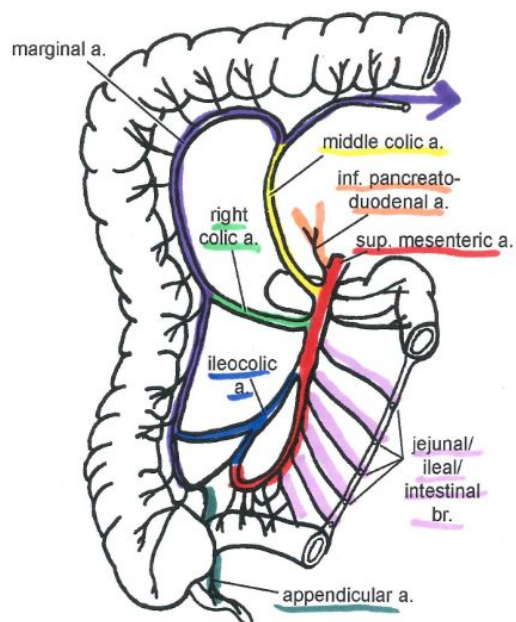
Endocrine - Pancreas (Anatomy and Physiology for Pre-Nursing I - ANA 109)

The pancreas is an oblong organ with a head, a body, and a tail



Content Organization and Delivery

Abdominal Vasculature (Anatomy for Allied Health Professionals / Regional Human Anatomy - ANA 811/611)



Sensory Receptors and Nerve Fibers (Medical Neuroscience - MD 817)

Nerve Fibers



Class	Ia and Ib		II		III	IV
Group		A α	A β	A γ	A δ	C
Modality	Sensory	Motor	Sensory	Motor	Sensory	Sensory
Myelin?	Yes	Yes	Yes	Yes	Yes	No
Speed	Fastest		←————→			Slowest

Professional Development

Educational Publications

Platt, K.M., **Welleford, A.S.**, Naze, G.S. and Hatcher, A.R. "Embracing your Eureka Moments: Perspectives on Fostering Impactful and Innovative Teaching Styles." *Journal of Faculty Development*. 2017 Sep;31(3):87-94.

Educational Conferences

American Association of Clinical Anatomists Annual Meeting, Minneapolis, MN - 2017
Pedagogicon, Richmond, KY - 2017

Educational Workshops

Designing Multimedia Instruction to Maximize Learning - Sep 12, 2017

Documenting Your Teaching Activities: Assembling a Teaching Portfolio - Oct 10, 2017

Appendix A: Representative Syllabi

ANA 110—ANATOMY AND PHYSIOLOGY II

Syllabus

Spring 2018

Dr. Kristen Platt, PhD

Assistant Professor
Department of Neuroscience
MS 207 Willard Medical Sciences Building
859-218-6648
platt.kristen@uky.edu

Memorandum

All students are required to read the entire syllabus thoroughly. Students can come to the instructor's office by appointment, to TA open office hours, or email with any questions about the syllabus during the first 2 weeks of class.

PRE-REQUISITE: ANA 110 requires completion of ANA 109 with at least a grade of "C." The pre-nursing sections for ANA 110 are restricted to declared pre-nursing students and must obtain consent from the College of Nursing advisors to enroll in these specific sections. All other students may enroll in the non-nursing sections of ANA 110.

CREDIT HOURS: 4

Lecture: Tuesdays & Thursdays - Memorial Hall Rm. 103 – 11:00-12:15

Lab: Lab times are based on the student's course section number. You must attend your assigned lab section unless you have prior approval of the lab instructor (i.e. excused absence for making up a missed lab at an alternate lab time). See the course calendar for meeting rooms and note that they vary and are subject to change.

Monday: 2:00-3:50pm

Monday: 4:00-5:50pm

Wednesday: 2:00-3:50pm

Wednesday: 4:00-5:50pm

Final Exam: April 30, 2018, 10:30am – Memorial Hall Rm. 103

See **Course Calendar** for a detailed breakdown of class meetings, locations, exam dates and assignment due dates.

Dr. Platt's office hours: By appointment (*send Dr. Platt an email including three times that you can meet to simplify scheduling*).

TA office hours: By appointment, or standing office hours weekly at:

Scott Griffiths: Wednesday, 12:30 – 2:00, MS 208B (Monday lab TA)
Email – wsgr224@uky.edu

Alexandria Early: Tuesday, 12:30 – 2:00, MS 208B (Wednesday lab TA)
Email – alexandriaANA110@gmail.com

Directions to Dr. Platt's Office, TA office, and Gross Lab (from the College of Nursing):

- 1 Go to the third floor of the nursing building and cross over to the medical center using the catwalk.
- 2 At the end of the catwalk, turn right to enter the 2nd floor of the medical center through two glass doors, turn left and continue straight down a long corridor until it dead ends at a group of windows – the “C” elevator will be to your left. Go right.
- 3 Take the 2nd door on the left - has a brown sign on the wall beside it that reads “MS Corridor.”
- 4 Go down the MS corridor (hallway) all the way to the end. The gross lab is the door straight ahead (MS 203).
- 5 Dr. Platt's office is MS 207. It's the last door on the right.
- 6 The TA office is MS 208B. It's inside the last door on the left.

COURSE DESCRIPTION:

The second in a two-course series designed to introduce the principles of human anatomy and physiology for students in health and human services, including Nursing. Taught from a systems perspective where students will learn basic physiological principles and mechanisms along with their associated anatomical basis. Material includes cardiovascular system, blood, lymphatics, respiratory system, digestive system, urinary and reproductive systems.

LEARNING OUTCOMES:

The inter-relationship of structure and function of each body system will be presented in two semesters. The first semester will include basic anatomic and medical terminology, biomolecules, cell structure, cell physiology, tissues, and integumentary, skeletal, muscular, nervous and endocrine systems.

- 1 To examine the gross anatomical arrangement of the human body in a system-by-system format.
- 2 To relate the structure of the systems to the function (physiology) of the system.
- 3 To examine both the anatomy and physiology of the human body at multiple levels – cell to organ.

- 4 To provide clinical foundations of human anatomy and physiology as it relates to nursing and other health care fields.
- 5 To provide a comprehensive undergraduate anatomy and physiology course which will provide a solid foundation for successful completion of further courses in nursing and other health care fields.
- 6 To promote critical thinking and lifelong learning.
- 7 Prepare you for upper division nursing courses/professional courses.

TEACHING/LEARNING METHODS:

Lecture
In-class drawing, notes, diagramming
Class discussion, audience polling participation
ECHO 360 lecture capture
Reading and class assignments
Lab discussion, participation
Clinical reasoning
Lab modules

EVALUATION METHODS:

Written examinations
Homework assignments
Laboratory participation/attendance/accuracy
Other assignments at the instructor's discretion

TEXTBOOKS/COURSE MATERIALS:

Required:

- 1 *Principles Anatomy and Physiology*, 15e, Tortora

*****WITH WileyPLUS Subscription**

-WileyPLUS homework assignments and PowerPhys labs will be part of your grade and the reading assignments are essential to your success in this course

-NOTE: If you purchased this for the preceding fall semester, you already have this and do not need to purchase again.

Course Website:

- **Canvas:** course supplements, announcements, laboratory guides, attendance points, homework assignments, grades, exam information and other messages. You can only access WileyPLUS through the Canvas site.

You are responsible for checking Canvas for announcements, updates, etc. and keeping track of deadlines and other relevant information. The provided course calendar .pdf is an invaluable resource.

EVALUATION CRITERIA:

The grade will be calculated as follows:

Points:

Exam 1	100 points (cardiovascular)
Exam 2	100 points (respiratory)
Exam 3	100 points (digestive + urinary)
Final Exam	125 points (reproductive + cumulative)

Homework 110 points (11 HW @ 10 points each)

Lab:

Laboratory Assignments 90 points (9 labs @ 10 points each)

Total Points Possible 625 points

GRADES ARE NON-NEGOTIABLE. THE GRADE REPORTED IS THE GRADE YOU EARN. THERE WILL BE NO ROUNDING IN THIS COURSE.

Grading Scale:

- A = 90.00 - 100% (562.5 - 625 points)
- B = 80.00 - 89.99% (500 – 562.4 points)
- C = 70.00 - 79.99% (437.5 – 499.9 points)
- D = 60.00 – 69.99% (375 – 437.4 points)
- E = 59.99% or below (less than 375 points)

If there are any discrepancies with an assignment grade, or a zero that the student believes they should have received credit/grade for, then the student must email the instructor **within 7 days of the grade posting** for the assignment in question. The instructor will then evaluate the situation and determine how to proceed, if at all. *After the 7 day grace period, NO accommodations can be made regarding making up the assignment or correcting the discrepancy.*

UNIVERSITY POLICIES**1 Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

2 Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible but no later than February 1. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services available to students with disabilities.

3 Mid-term Grade: (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

COURSE GUIDELINES

All rules and regulations set forth in the current edition of the Student Rights and Responsibilities will be followed in this course. It is the student's responsibility to obtain a copy of this publication from the web (<http://www.uky.edu/StudentAffairs/Code/>).

Canvas:

This course utilizes the Canvas Learning Management System (LMS). Students must have an active directory account to login to Canvas. All students should have an active Canvas account before the first day of classes. Students needing technical assistance can log onto <http://www.uky.edu/canvas> or call 859-218-HELP (4357). Students are encouraged to check Canvas at least once a day during the semester for updates, grades, and announcements.

Email:

It is the student's responsibility to ensure that their email is activated, effectively operating, and that they read their email on a daily basis. The instructor will often correspond with students via their Official UK Email address. *"I did not receive the email"* will not be accepted as a valid excuse.

ECHO 360 Lecture Capture:

Echo 360 software is used to "capture" the live lectures on Tuesdays and Thursdays. These lectures will be available as a study resource for you via Canvas. Students may use the recorded lectures to study for the course. In order to access lecture captures, the student should sign into Canvas ANA 110 and click on the "Echo360" tab.

- Please note: Echo 360 should not be used in place of lecture participation. There are sometimes technical difficulties and the lecture "capture" cannot be guaranteed. The instructor reserves the right to disable Echo for any reason.

Classroom Behavior:

Students are expected to be on time to lecture/lab and to come prepared. This includes bringing the required materials to EVERY class or lab. (i.e. cell/response device, notes, appropriate attire, etc.). Any talking during class should be dialogue with the instructor, unless instructed otherwise. Students will be instructed to converse with their peers about course material at certain times, and participation is the only way that this is an effective use of class time. Therefore, you are expected to participate to the best of your ability, and refocus your attention promptly when instructed.

Please turn cell phones, or any other disruptive devices, on silent prior to class.

Conversations among individual students, cell phones ringing, taking selfies, etc. is disruptive behavior and will not be tolerated. Be respectful to both your instructor and your fellow students. The instructor has the right to dismiss disruptive students. Any student that is being disruptive to other students or to the instructor may be asked to leave and/or may have exam points deducted from the next exam following the offense.

Adapted from: www.ferris.edu/HTMLS/colleges/university/fsus/Faculty/.../How-To-Act.do...

- *A college classroom is a new environment for most students. It is traditionally a more formal situation than a student may have experienced in high school. Most of the instructors are women and men who have a masters or doctoral degrees and hold titles like instructor, assistant professor, associate professor, and professor. College classrooms are considered to be a **formal** place of learning where noise, neighborly chit-chat, tardiness, and disruptions are not merely annoying but unacceptable. "Cute" or humorous behavior that may occur in high school classrooms may prove embarrassing and costly in a college classroom.*

ATTENDANCE POLICY:

Classroom and **laboratory** attendance are both **MANDATORY**. Dr. Platt makes many announcements during class and excuses saying, "I did not hear the in-class announcement," will not be accepted. Staying until the end of a course meeting is considered part of attendance (i.e. you cannot arrive and then immediately leave if you wish to receive attendance credit). Students must email their designated lab TA prior to missing laboratory session so that the student can arrange to attend an alternate lab time. When emailing your lab TA about missing class due to an excused absence, the email must include: the student's full name; your ANA 110 section number; reason for missing class and the required documentation.

"Excused absence" is defined as:

- Serious illness of student, or illness/death of a family member
- University related trips
- Major religious holidays

It is the instructor's right to request appropriate verification and **you are required to provide documentation for an excused absence**. Documentation for excused absences **MUST** be presented by email (preferred) or by bringing it to the instructor's office or at the beginning of the next class period following the absence. Documentation for excused absences **should be turned over as expeditiously as possible to the instructor** (lab absences- documentation must be provided at or before the next lab attended). **Please note** that if you miss more than three classes (~20% of all classes), you are at risk for failing or receiving an incomplete for the semester, per university regulations & policy. Verification Policy:

As per University Senate rules and regulations, all students have within one week of any absence to notify the instructor and provide appropriate documentation. Athletic absences and absences due to major religious holidays require notice in advance of the absence.

- **Excused absences (mandatory)**: Student must be granted absences whenever they are representing the University in an official capacity and has been granted permission by an official University office (e.g., Provost). The notification must be in writing and a digital copy provided to the instructor. Students are responsible

for all work missed while representing the University. Students are responsible for requesting makeup work when they return. The faculty member will work with students that miss course work while representing the University.

- Excused absences (discretionary): Students are responsible for providing the faculty member reason(s) for his or her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. The faculty member will consider the following reasons for absence as excusable: verified illness; death in a student's immediate family; obligation of a student at legal proceedings in fulfilling responsibility as a citizen; major religious holidays, and others determined by individual faculty to be excusable (e.g., elective University activities, etc). Notifications/verifications must be in writing and a hard copy provided to the faculty member. Examples of expectable excuse documentation include funeral programs (signed program by the funeral home), signed doctors notes, etc. Appeals can be made through normal administrative channels.

Students will be provided one week to makeup and complete all excused work.

FOR LAB- students are required to arrange to **attend a different lab section** in order to "make-up" the excused absence. By participating in a different section time, you will be given an opportunity to earn full credit for the lab activities and quizzes. Attending a different lab section is the only way to "make-up" the attendance points. Gaining access to a different lab section is not guaranteed because space is limited. Please do your best to attend your assigned section. You will need permission from the instructor to attend an alternative section and proper documentation is required.

In the case of academic-related activities (including student athletes) that require the student to be absent from class or request to take an exam at a time other than the regularly scheduled time: Documentation for said event is required no less than one week prior to the event.

Further information on "excused absences" is available in *Student rights and Responsibilities*, Section 5.2.4. and can be found online at www.uky.edu/StudentAffairs/code.

LECTURE EXPECTATIONS

EXAMS:

There will be 3 regular exams and a final exam in this course. The 3 regular exams will be worth 100 points each and the final worth 125 points, with a cumulative component. The final exam is approximately 75% new information (units covered after Exam 3) and 25% cumulative material from all units during the semester (note this is only an *approximate* 75/25 split and is subject to change at the instructor's discretion). Exams are multiple-choice and will include material from all aspects of the class: lecture, lab, homework, text, etc. Remember, anatomy and physiology is more than memorizing structures. First order questions are largely avoided on exams. All exams are held in Memorial Hall Rm. 103 (same as lecture).

- **Students must bring their Student ID and a #2 pencil to the exam**

All personal items (i.e. hats, backpacks, purses, water bottles, cell phones, etc.) must be left OUTSIDE of the classroom. Cell phones must be on silence or turned off and MAY NOT be kept on or near the student's body during the exam. If you arrive late, you will be turned away and cannot sit for the exam.

Students should arrive early, find their seats and wait quietly until exams are passed out. Once exams are starting to be passed out, there will be **NO TALKING**. No questions will be allowed during the exam.

Upon completion of the exam, it should be quietly turned in at the front of the room. Exit the doors under the balcony and leave the building promptly. **DO NOT** exit the room via the doors by the stage. **DO NOT** loiter in the Memorial Hall Foyer after the exam.

Attendance at all exams is mandatory unless the instructor is notified of a university-described excused absence before the exam. If students cannot provide proper notification, required documentation must make it clear as to why the student was unable to notify the instructor within the above timeframe. Make-up exams will be arranged for students with: clearly documented excused absences that are presented within the specified required timeframe. No exceptions. Failure to show-up for and take an exam or not providing documentation of an excused absence will result in a failing grade and NO opportunity to make-up the exam.

Exam grades and review: Exam keys will be posted by 8pm the day of the exam for student's viewing. Exam grades will be posted on Canvas as expediently as possible. Exams will not be returned to students but a post-exam review will be scheduled within 1 week of the exam. Because exams are not returned, students will need to bring the answer key from their exam with them. No note-taking, no cell phones and no recorders are allowed at the review. All personal items must be stored and away from your person during the review.

If the scheduled exam review time does not work for a student, the student can make a separate appointment with one of the graduate TAs or Dr. Platt to view the exam (Send an email with three times that work for you and one will be chosen that is mutually agreeable). The only way to view an exam is to attend the exam review or schedule an appointment ***within a week of the exam***. There is no option to view exams at any point after this window has closed. Requests to review exams that are received after this one-week window will be denied.

Homework (HW):

There will be 11 homework assignments throughout the semester, worth a cumulative 110 points for the semester. All homework assignments are time sensitive and are to be completed through Canvas and Wiley. All homework must be submitted **by 11:59pm** on **the due dates listed in the Course Calendar**. *It is YOUR responsibility to ensure that you do not miss a homework deadline. No announcements or reminders will be provided.* Late submissions will not be accepted and will result in a zero on the assignment. No exceptions.

LAB EXPECTATIONS

The purpose of labs is to give students a hands-on experience with both anatomy and physiology to help understand the human body from the outside in. Labs will cover some information discussed in lecture, as well as presenting new information. Throughout semester students will participate in labs using many different activities and materials, some of which include: dry human bones, digital modules, using cadavers to identify muscles, group work, anatomical models, clinical correlates, etc. Students will be dealing with human cadaveric material and human skeletal remains. The University receives these materials by donors that have gifted their bodies to science and the University of Kentucky after death. Please remember that all cadaveric material handled during labs were once living and breathing human beings with personal experiences and families. **STUDENTS MUST BE RESPECTFUL. This means NO CELL PHONES, NO PHOTOS, NO JOKES, NO INNAPPROPRIATE BEHAVIOR.**

- Failure to behave in a respectful manner will result in formal disciplinary meetings with the Chair of Neuroscience and the Undergraduate Dean of Nursing (or Dean of the students' college as relevant). Inappropriate or disruptive behavior will NOT be tolerated and students may be asked to leave the lab and may result in expulsion from the course. Digital devices are **strictly prohibited** in the anatomy laboratory. Students are **not allowed** to bring friends or family to the gross anatomy laboratory under any circumstances. If it is discovered that an individual brought any digital device into the laboratory, or a "guest" to the laboratory with them, full disciplinary measures will be taken.

Students are expected to be aware of the official course calendar and any announcements regarding the structure of the week's laboratory session. Some weeks, labs will be in recitation format in the assigned room (BS 107). Other weeks, students will report to the gross anatomy laboratory (MS 203 – follow instructions on page 1 for Dr. Platt's office – the lab is at the same location). Always check the course calendar.

*If you know someone who has donated their body to the University of Kentucky Body Bequeathal Program in the last 3 years, contact Dr. Platt with the name of that

individual before attending any gross laboratory session.

It is the student's responsibility to come prepared to every lab.

How to be prepared:

- 1 Read the laboratory assignment posted to Canvas **PRIOR TO** lab (only for certain lab sessions, i.e. gross labs). Print and bring this with you to the laboratory session.
- 2 Bring your lab worksheet, cell/response device (if dry lab), pen/pencil (gloves will be provided), etc.
- 3 Follow the dress code by wearing long pants and closed toed shoes (gross lab).
- 4 Take an active role by participating in the lab activity and ask questions. You only get out of this experience what you put into it.

Lab dress code & Participation:

Because of the human cadaveric materials we use in the labs, the laboratory has strict OSHA regulations. These regulations state that everyone must wear long pants and closed toed shoes, and there is no food or drinks allowed. Again, **you MUST wear long pants and closed toed shoes. NO food and NO drinks allowed.** This is a Federal Law and any student that does not conform is not allowed to enter the lab and will result in a zero for the lab. As long as these laws are followed, students may wear whatever they would like but “dress” clothes are not recommended. In addition, **NO cell phones or other digital devices** will be allowed in the gross anatomy lab.

Lab participation is **mandatory** and in case of an excused absence, students must contact the instructor to attend a different lab section (see attendance policy). Participation and satisfactory completion of the assignment/worksheet/discussion/etc. as relevant is worth 10 points per lab. Students must attend their assigned lab (unless other arrangements have been made with the instructor, i.e. excused absence). It is the student’s responsibility to bring their response device (dry labs only), make sure they are in top working order prior to every class and to take the lab quiz and/or any in-class questions the lab instructor may present. Worksheets are mandatory for wet labs or as assigned.

Gross lab sections are split into thirds to facilitate the number of students who can effectively work in the lab at one time. For example, if you are enrolled in sections 001 or 002 that meet from 2:00-3:50 Mondays, you may be instructed to attend at 2:00 if your last name begins with A-F, 2:35 for last names G-M, and 3:10 for last names N-Z. *This is just an example – official time slots will be announced in class prior to the first gross laboratory session.* Details will be provided at a later time. Students must attend their assigned time.

LAB GRADING

Lab participation and grade will be assigned in a number of variable ways at the instructors’ discretion. Some days, score will be based on the students’ attendance and performance on the in-class questions via e-polling. The student must bring their

cell/response device to every lab session in order to participate. If a student is attending a lab section other than their assigned lab section (i.e. with PRIOR APPROVAL of the instructor due to an excused absence), it is the students' responsibility to see the instructor in order to ensure their grade was recorded. Other days, a laboratory worksheet will be photographed/scanned by the student after the lab session ends and uploaded to Canvas for grading. Scoring of this worksheet will occur in a number of criteria, including correctness, completeness, and having been uploaded on time, etc. Students must attend the correct time-slot for lab to receive full credit. A third type of laboratory includes Wiley PowerPhys activities found in WileyPLUS. These are completed on the students own time, and the worksheet at the end will be uploaded as a .pdf to Canvas in the appropriate location. This grade will also be based on completeness, correctness, and meeting the deadline, etc. Due dates and times for PowerPhys labs are described in the course calendar. Finally, any other laboratory activity can be assigned at the instructor's discretion. For example, we may view a three-part video series and then subsequently discuss it in lecture that same week, generating a lab report to be posted to Canvas.

Modules & Pre-Lab Assignments:

For the wet labs, students will be provided with an activity guide to walk them through the material. Bringing this worksheet to the lab is mandatory and non-negotiable. Dr. Platt or a TA reserves the right to mark the worksheet in some circumstances with a stamp or sticker to ensure that the student attended lab at the correct time. Students will most often work in small groups to complete the activities. *If the laboratory includes an associated digital module or review video, the student is responsible for mastering that content BEFORE their lab session.* Laboratory information WILL BE included on the lecture exams. Gross laboratory sessions are only as valuable as YOU make them.

A Note on Memorial Hall:

The Mural in the entryway to Memorial Hall has been the source of dialogue, praise and criticism for decades at the University of Kentucky. The fresco painting, by UK alum Ann Rice O’Hanlon, was completed in 1934 – a product of the federal Public Works of Art Project (PWAP). The intent of the artist was to depict Kentucky’s evolution from a frontier state to modern Commonwealth. Over the years, concerns and criticisms have been raised about the failure of the mural to explicitly declare or accurately depict the immorality of slavery, thereby minimizing the inhumanity that many experienced through subjugation. In late 2015, a group of 24 African-American students met with UK President Eli Capilouto, presenting a document titled, “African/African-American Student Concerns on Racial Climate.” Objections to the mural were included in the document and numerous conversations about race on campus. A broad-based group representing faculty, staff, students and Lexington community were named to provide recommendations about next steps. In March 2017, story panels telling a more complete story about the mural and the dialogue around it were installed in front of the work. Contemporary artworks are being commissioned for Memorial Hall, helping to create a thoughtful environment that links art of the past and present, and contributes to dialogue about history, race, and representation. For more information about the mural, you can go to <http://www.uky.edu/president/memorialhall>.

ANA 110 – Spring 2018 Course Calendar

Course calendar may be modified as required at the instructor's discretion (e.g., change of pace, addition/omission of chapters, change in order of content...)

Date	Lecture	Due Dates: 11:59pm (unless noted)	Lab Topic	Location
1/11/18 - Th	Heart Physio.			

1/15/18 - M	Martin Luther King Jr. Day - No Class			
1/16/18 - T	Heart Physio.		NO LAB	Mem.Hall
1/17/18 - W				
1/18/18 - Th	Heart Physio.			Mem.Hall
1/19/18 - F		HW #1		

1/22/18 - M			PowerPhys 6: Exercise & Cardiac Output	(none)
1/23/18 - T	Heart Physio.			Mem.Hall
1/24/18 - W		Lab Report: PowerPhys 6		(none)
1/25/18 - Th	Vessels			Mem.Hall
1/26/18 - F		HW #2		

1/29/18 - M			PowerPhys 7: Exercise and Arterial Pressure	(none)
1/30/18 - T	Blood			Mem.Hall
1/31/18 - W		Lab Report: PowerPhys 7		(none)
2/1/18 - Th	Lymphatics			Mem.Hall
2/2/18 - F		HW #3		

2/5/18 - M			NO LAB	
2/6/18 - T	EXAM #1			Mem.Hall
2/7/18 - W				
2/8/18 - Th	Nose/Lungs			Mem.Hall
2/9/18 - F				

2/12/18 - M			PowerPhys 8: Respiratory Volumes	(none)
2/13/18 - T	Lung Physio.			Mem.Hall
2/14/18 - W		Lab Report: PowerPhys 8		(none)
2/15/18 - Th	Lung Physio.			Mem.Hall
2/16/18 - F		HW #4		

2/19/18 - M		Lab Report: Monday Sections	GROSS LAB: Thorax	MS 203
2/20/18 - T	Lung Physio.			Mem.Hall
2/21/18 - W		Lab Report: Wednesday Sections		MS 203
2/22/18 - Th	Lung Physio.			Mem.Hall
2/23/18 - F		HW #5		

2/26/18 - M			NO LAB	
2/27/18 - T	Exam #2			Mem.Hall
2/28/18 - W				
3/1/18 - Th	Digestive Phys.			Mem.Hall
3/2/18 - F				

3/5/18 - M			PowerPhys 14: Dietary Fiber and Transit Time	(none)
3/6/18 - T	Digestive Phys.			Mem.Hall
3/7/18 - W		Lab Report: PowerPhys 14		(none)
3/8/18 - Th	Pancreas			Mem.Hall
3/9/18 - F		HW #6		

3/19/18 - M		Lab Report: Monday Sections	GROSS LAB: Abdomen	MS 203
3/20/18 - Tu	Kidney			Mem.Hall
3/21/18 - W		Lab Report: Wednesday Sections		MS 203
3/22/18 - Th	Kidney Phys.			Mem.Hall
3/23/18 - F		HW #7		

3/26/18 - M			PowerPhys 10: Fluid Intake and Urine Formation	(none)
3/27/18 - T	Kidney Phys.			Mem.Hall
3/28/18 - W		Lab Report: PowerPhys 10		(none)
3/29/18 - Th	Kidney Phys.			Mem.Hall
3/30/18 - F		HW #8		

4/2/18 - M			NO LAB	
4/3/18 - T	Exam #3			Mem.Hall
4/4/18 - W				
4/5/18 - Th	Male Repro.			Mem.Hall
4/6/18 - F				

4/9/18 - M		Lab Report: Monday Sections	GROSS LAB: Reproductive Organs	MS 203
4/10/18 - T	Male Repro.			Mem.Hall
4/11/18 - W		Lab Report: Wednesday Sections		MS 203
4/12/18 - Th	Female Repro.			Mem.Hall
4/13/18 - F		HW #9		

4/16/18 - M			9 Months that Made You	2:00 – NURS 115 4:00 – MDS 220
4/17/18 - Tu	Female Repro.			Mem.Hall
4/18/18 - W				2:00 – CP 139 4:00 – MDS 220
4/19/18 - Th	9MtMY Disc.	Lab Report: "9 Mon...Made You"		Mem.Hall
4/20/18 - F		HW #10		

4/23/18 - M			NO LAB	
4/24/18 - T	Birth Control			Mem.Hall
4/25/18 - W				
4/26/18 - Th	Pregnancy			Mem.Hall
4/27/18 - F		HW #11		

4/30/2018	Final Exam	Monday April 30, 10:30 AM		Mem.Hall
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Course Syllabus
ANA 636 – Advanced Neuroscience (5 credit hours)
Fall 2017

Course Participants	Department	Office	Phone	Email
Course Director Dr. Richard Grondin	Neuroscience	MN 210	323-8925	rcgron0@uky.edu
Core Course Faculty				
Dr. Greg Bix	Neurology	Sanders-Brown 430	218-3859	gregorybix@uky.edu
Dr. Marilyn Duncan	Neuroscience	HSRB 432	323-4718	marilyn.duncan@uky.edu
Dr. Sam Franklin	Neuroscience	MS 209	323-3780	sfranklin@uky.edu
Dr. Brian Gold	Neuroscience	MN 364	323-4813	brian.gold@uky.edu
Dr. Bret Smith	Neuroscience Physiology	MS 607	323-4840	bnsmit4@email.uky.edu
Dr. Joe Springer	Neuroscience	BBSRB B483	323-1440	jspring@uky.edu
Teaching Assistants				
Andrew Welleford	Neuroscience		333-0103	andrew.welleford@uky.edu
Kathleen Guell	Neuroscience		239-0368	katie.guell@uky.edu

A. COURSE DESCRIPTION

This course will consist of a comprehensive examination of the nervous system. Emphasis will be placed on structure-function relationships, neurotransmitters, chemical constituents of the nervous system, neuronal as well as non-neuronal cells, plasticity of the nervous system and developmental biology. The detailed content and emphasis will depend on both the background and goals of the students. Depending on the number of credits a student registers for, and the topic and course orientation, laboratory work, library work, written and/or oral presentations may be a course requirement.

B. PREREQUISITES

Enrollment in a graduate program in the biomedical sciences, or consent of the course director. Students are encouraged to talk with the course director if they are not sure whether they have the appropriate prerequisites.

C. PRIMARY COURSE OBJECTIVES and LEARNING OUTCOMES

To provide students with a comprehensive understanding of the nervous system. At the end of the course, the student should be able to:

- Describe the basic neuroanatomical organization of the central and peripheral nervous systems.
- Describe the symptoms of neurological lesions and/or disorders to the central nervous system.
- Predict the location of a lesion to the central and/or peripheral nervous system based on the symptoms.

D. CLASS TIME AND LOCATION

ANA 636 meets on Tuesdays, Wednesdays, and Thursdays in the Medical Sciences Building. Please refer to the course schedule for the correct time and classroom for each lecture/laboratory and each exam.

E. OFFICE HOURS

The course director will be available for consultation. In general, email is the most effective means of scheduling a meeting. Students are encouraged to consult with all participating faculty.

F. WET LABORATORIES (required)

Students will follow a laboratory guide (available on the Canvas website) to review relevant structures and anatomical landmarks in gross specimens of the CNS. You have 24 hour access to the gross laboratory (room MS 203). Please refer to the course schedule for the correct time for each laboratory.

G. TEXTBOOKS AND COURSE MATERIALS

Faculty will provide lecture outlines and notes for their lectures that will be posted on the University of Kentucky Canvas website. In addition, the laboratory guide will be available on the Canvas website. Students are encouraged to check the Canvas website regularly for course information.

Required Learning Resources:

Neuroanatomy in Clinical Context: An Atlas of Structures, Sections, Systems and Syndromes by Duane E. Haines, Ph.D., 9th Edition, Wolters Kluwer (2015) will be the reference for all laboratories.

A **laboratory guide** will be available on the Canvas website.

Recommended Learning Resources:

Neuroscience, 5th Edition by Dale Purves et al., (3rd Edition is *Available at* Science & Engineering Library Book Stacks (QP355.2 .N487 2004)

Neuroanatomy Through Clinical Cases By Hal Blumenfeld, 2e, 2010. (Permanent Reserve Collection, Medical Center Library, WL 141 B658n 2010)

Essential Neuroscience, A. Siegel and H. Sapru (Lippincott, Williams and Wilkins), 2015. (Permanent Reserve Collection, Medical Center Library, WL 102 S571e 2015)

H. COURSE GRADING AND EXAM ATTENDANCE POLICIES:

Students will be evaluated on the basis of three (3) written examinations (64% of the total grade) and three (3) laboratory exams (34% of the total grade). Also, there will be 2 class activities (2% of the total grade). Written and laboratory exams are not cumulative. Please refer to the course schedule for the correct time and classroom for each exam.

- Each written examination will last approximately two hours. Written exams will consist of questions that may include multiple choices, image identification, drawing identification and short answers worth a total of **65 points**.
- Each laboratory exam will last approximately one hour. Laboratory exams will consist of 35 image-based questions (worth **35 points**) that may include fill in the blank and short answer concerning a given image.
- Two (2) class activities (worth **3 points each**) will account for 2% of the total grade.

All examinations must be taken at the scheduled time except when legitimate medical or personal reasons make it impossible to do so. Prior notification of your absence to the course director is required. In these cases, a written make-up examination will be given.

The grading standards employed are listed below and students who perform in these ranges will receive the indicated grades:

A:	90-100%
B:	80-89%
C:	70-79%
D:	60-69%
E:	below 60%

I. CLASS ATTENDANCE

It should be noted that class attendance is expected. ***Please inform Dr. Grondin as soon as possible if you have any excused absences.***

J. ABSENCES (per Senate Rule 5.2.4.2)

Students are expected to attend each class meeting unless s/he has been excused by the course director. Students must call or email the course director at the number/address listed on the first page of this syllabus to let him know of an absence prior to class when possible. ***Missed exams due to conflicts, illness or emergencies (see below) must be reported to the Course Director.*** Make these arrangements as soon as

you know of the conflict *prior to the exam*. When there is an excused absence, students will be given the opportunity to make up missed work and/or exams.

The following are several typically accepted reasons for excused absences from exams:

1. Serious illness
2. Illness or death of a family member
3. Approved University-related trips or activities
4. Major religious holidays
5. Conflict with another class
6. Other circumstances found to be "reasonable cause for nonattendance" (e.g., subpoenas, jury duty, military service)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

K. ACADEMIC HONESTY and INTEGRITY

The University has a policy that neither condones nor allows cheating, plagiarism, falsification or misuse of data. No exception to this policy will be tolerated. The course director reserves the right to assign a zero for the assignment in question as a minimum action. Further breaches may lead to referring the student for suspension from the University. It is the responsibility of the student to become familiar with the rules of academic dishonesty as outlined in the Code of Student Rights and Responsibilities (<http://www.uky.edu/Ombud>). Ignorance of these guidelines is not a defensible position against these rules.

Part II of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as their own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone must do it. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how these were employed. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). Programs and resources including, but not limited to, sources such as <http://www.plagiarism.org/> will be employed to insure academic integrity.

L. ACCOMMODATIONS

If you have a documented disability that requires academic accommodations, please see the Course Director as soon as possible during scheduled office hours. If a student is not registered with the Disability Resource Center (DRC), the student may contact **David T. Beach** (DRC Director) via email at dtbeac1@uky.edu or by telephone at 257-2754 or visit the DRC at 725 Rose Street, Suite 407 Multidisciplinary Science Building, Lexington, KY 40536-0082 (Building 82 on the [Campus Map](#)) for coordination of campus disability services available to students with disabilities.

M. INCLEMENT WEATHER

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-5684.

**ANA 636 – Advanced Neuroscience (5-credit hours)
Course Schedule – Fall 2017**

Date	Time	Location	Topics (* indicates joint classes with ANA 802)	Instructor(s)
Week 1 - August				
Wednesday 08/23	1-2:50p	MN242	Syllabus / Cellular neurophysiology I	Drs. Grondin/Smith
Thursday 08/24	1-2:50p	MN242	Cellular neurophysiology II	Dr. Smith
Week 2				
Tuesday 08/29	1-2:50p	MN263	Neuroembryology & CNS Anatomy (*)	Dr. Franklin
Wednesday 08/30	1-2:50p	MN242	Neurotransmitter Systems I & II	Dr. Grondin
Thursday 08/31	1-2:50p	MN263	Neurohistology & PNS I (*)	Dr. Franklin
Week 3 - September				
Tuesday 09/5	1-2:50p	MN263	Peripheral Nervous System II (*)	Dr. Franklin
Wednesday 09/6	1-2:50p	MS 203	LAB 1 - CNS Anatomy I (Brain)	Drs. Grondin/Franklin
Thursday 09/7	1-2:50p	MN263	Spinal Cord – Sensory Systems (*)	Dr. Franklin
Week 4				
Tuesday 09/12	1-2:50p	MN263	Spinal Cord – Motor Systems (*)	Dr. Franklin
Wednesday 09/13	1-2:50p	MN242	Cranial Nerves	Dr. Franklin
Thursday 09/14	1-2:50p	MN263	Lesion Activity I – Spinal Cord (*)	Dr. Franklin
Week 5				
Tuesday 09/19	1-2:50p	MN263	Clinical correlate – CNS vs. PNS (*)	Dr. Franklin
Wednesday 09/20	1-2:50p	MS 203	LAB 2 - CNS Anatomy II (Spinal Cord)	Drs. Grondin/Franklin
Thursday 09/21	1-3:50p	MN342	WRITTEN EXAM 1	
Week 6				
Tuesday 09/26	1-2:50p	MN263	Medulla 1 (*)	Dr. Franklin
Wednesday 09/27	1-2:50p	MN242	Traumatic Brain and Spinal Cord Injury	Dr. Springer
Thursday 09/28	1-2:50p	MN263	Medulla 2 (*)	Dr. Franklin
Week 7 - October				
Tuesday 10/3	1-2:50p	MN263	Pons (*)	Dr. Franklin
Wednesday 10/4	1-2:50p	MN242	LAB EXAM 1 - Labs 1 & 2	
Thursday 10/5	10-11:50a	MN463	Midbrain (*)	Dr. Franklin

Starting on October 5th, please note the time change for all classes (now from 10-11:50 am) and room change for classes taught on Tuesdays and Thursdays (now in room MN463, unless otherwise noted). Wednesday classes will still meet in MN242 or the gross lab, at the new time.

Date	Time	Location	Topics (* indicates joint classes with ANA 802)	Instructor(s)
Week 8 - October				
Tuesday 10/10	10-11:50a	MN242	Stroke Models & Therapies Practice Quiz I (online)	Dr. Bix
Wednesday 10/11	10-11:50a	MN242	LAB 3 – Medulla / Quiz I Review	Drs. Grondin/Franklin
Thursday 10/12	10-11:50a	MN463	Vestibular System & Hearing (*)	Dr. Franklin
Week 9				
Tuesday 10/17	10-11:50a	MN463	Lesion Activity II – Brainstem(*)	Dr. Franklin
Wednesday 10/18	10-11:50a	MN242	LAB 4 - Pons / Midbrain	Drs. Grondin/Franklin
Thursday 10/19	9-11:50a	MN242	WRITTEN EXAM 2	
Week 10				
Tuesday 10/24	10-11:50a	MN463	Basal Ganglia (*)	Dr. Grondin
Wednesday 10/25	10-11:50a	MN242	Neuroimaging	Dr. Gold
Thursday 10/26	10-11:50a	MN463	Cerebellum (*)	Dr. Grondin

Week 11 - November				
Tuesday 10/31	10-11:50a	MN463	Vision (*)	Dr. Franklin
Wednesday 11/1	10-11:50a	MN242	LAB EXAM 2 - Labs 3 & 4	
Thursday 11/2	10-11:50a	MS 203	LAB 5 - Basal Ganglia/Cerebellum	Dr. Grondin
			Diencephalon	
			Practice Quiz II (online)	
Week 12				
Tuesday 11/7	10-11:50a	MN463	Diencephalon (*)	Dr. Franklin
Wednesday 11/8	10-11:50a	MS 203	LAB 6 – Limbic System and Cortex	Drs.Grondin/Franklin
			Quiz II Review	
Thursday 11/9	10-11:50a	MN463	Cortex (*)	Dr. Franklin
Week 13				
Tuesday 11/14	10-11:50a	MN463	Cortex (*)	Dr. Franklin
Wednesday 11/15	10-11:50a	MN242	Neuroplasticity, Learning & Memory	Dr. Grondin
Thursday 11/16	10-11:50a	MN463	Limbic System (*)	Dr. Franklin
Week 14				
Tuesday 11/21	10-11:50a	MN242	LAB EXAM 3 - Labs 5 & 6	
Wednesday 11/22	No Class	No Class	No Class - Independent Study	
Thursday 11/23	No Class	No Class	No Class - Thanksgiving	
Week 15				
Tuesday 11/28	10-11:50a	MN242	Epilepsy Models & Therapies	Dr. Smith
Wednesday 11/29	10-11:50a	MN242	Circadian Rhythms	Dr. Duncan
Thursday 11/30	No Class	No Class	No Class - Independent Study	
Week 16 - December				
Tuesday 12/5	No Class	No Class	No Class - Independent Study	
Wednesday 12/6	9-11:50a	MN542	WRITTEN EXAM 3 (FINAL)	

End of syllabus

Course Syllabus

[Jump to Today](#)

[Edit](#)

Course Schedule: [MD 817 2017 FINAL.xlsx](#) 

University of Kentucky

College of Medicine

Course Syllabus for: Neurosciences (MD 817-001)

Course Meets: January 30th 2017 to March 24th, 2017 M-F 8:00-11:50

Credit Hours: 8

Location: HG 611 unless otherwise indicated on the Lecture Schedule

Course Director:

Samuel R. Franklin, PhD

Associate Professor of Anatomy & Neurobiology

Office: MS 209

859-323-3780

Email: srfr223@uky.edu [Links to an external site.](#)

Office Hours: by appointment

Co-Course Directors:

Michael Piascik, PhD

Professor of Pharmacology

Office: MN 350

859-323-
5107

Email: mtp@email.uky.edu [Links to an external site.](#)

Office Hours: by appointment

David Rudy, M.D.

Professor of Medicine

Email: dwrudy0@email.uky.edu [Links to an external site.](#)

Office Hours: by appointment

Jessica McFarlin MD

Division Chief Palliative and Supportive Care

Assistant Professor Neurology

Email: jessica.mcfarlin@uky.edu [Links to an external site.](#)

Office Hours: by appointment

COURSE DESCRIPTION/GOALS:

The Neurosciences course will introduce you to the fascinating world of the brain, spinal cord and neuronal tracts; including: normal and abnormal structures and functions, diseases and conditions as well as potential therapeutic interventions associated with neuroscience and neurology. You will continue to build on your previously acquired knowledge base. In addition you will be expected to integrate this knowledge and apply this knowledge to new situations. Multiple disciplines will describe the organization, function, disorders and diseases associated with the nervous system. This will form the basis for understanding the role the nervous system plays in an individual's homeostasis. The various learning activities are intended to illustrate the foundation necessary to understand the basis for neurological symptoms induced by the disease process and the rationale of the basic neurologic physical examination.

The course is an integrated presentation of relevant topics in human neuroanatomy, neurophysiology, neuropathology, neuropharmacology and some microbiology, as well as introductory correlations with neurology and psychiatry. Teaching methodology includes lecture, small group discussion, laboratory and self-study units. Lecture, 20 hours per week.

STUDENT LEARNING OBJECTIVES AND UK COM COMPETENCIES:

COM Competency	
Describe the normal structure and function of the central nervous system across the lifespan at the cellular, organ and systems level. o Explain how the basic concepts underlying normal structure/function of the central nervous system may be applied in clinical medicine.	MK1

<ul style="list-style-type: none"> o Analyze basic radiologic findings in the central nervous system. o Explain the basic concepts underlying the pharmacology of the central nervous system o Describe the fetal development of the central nervous system and how it may be applied in clinical medicine. 	
<ul style="list-style-type: none"> · Evaluate and manage o Perform basic neurologic exam and a neurologic history 	MK1, MK3, PC1, PC2, PC3, PC4
<ul style="list-style-type: none"> · Diagnose and manage o Describe how patterns of abnormal neurological findings characterize different nervous system disorders. o Identify the alterations in structure and function (pathology) caused by infection and/or disease of the central nervous system. o Describe the role played by genetic factors in common central nervous system disease. o Apply the basic concepts underlying the pharmacology of the nervous system to different nervous system disorders. 	MK1, MK3, PC1, PC2, PC3, PC4

LECTURES

(VENUE: HG 611):

The lectures are intended as an introduction to topics in the neurosciences. They are not intended to provide you with all the information. If you do not understand a particular concept, consult additional resources or the appropriate instructor. There are many resources available to you including texts, the library, valid electronic resources, your fellow students and your instructors. Our presentations/notes are not intended to be your sole source of information. In your careers you will be required to search out information that you don't have at hand. It is our intent to start you on that path.

Lectures are intended to introduce the various topics necessary to understand the organization and function of the nervous system. Many times clinical vignettes will be used to illustrate the significance of the lecture material. As faculty we recommend that you read the notes relevant to the topic to be discussed before lecture. All live lectures are scheduled to be ECHO recorded for posting to Canvas. However, technology is not failsafe and students will be responsible for all material delivered regardless of whether or not the session is successfully recorded or posted to Canvas in a timely fashion.

Occasionally patients may be brought to the class. We ask that you are respectful of these individuals. They have volunteered to come and you should be appreciative of their appearance in the course. In compliance with HIPAA, these sessions will not be on ECHOed.

LABORATORY

(Venue: Anatomical Specimens MS 203 or Neuroanatomy Cross Section HG 611 as noted in schedule)

The laboratory is intended to illustrate on human brain, spinal cord and neurohistological slides, the organization of the central nervous system. The Lab Guide is intended to present the lab material related to the relevant lecture material.

You are required to be able to identify all structures in bold type in your lab guide.

ALL Wet specimens (whole, sagittal, coronal, axial sections of brains and spinal cords) are in containers containing preservatives in MS 203. You will need disposable gloves and a tray (provided), while examining the wet specimens.

Do not dissect the specimens and do NOT discard any wet specimen unless told to do so. *The lab specimens are human material willed for medical education by the individual before their death. Therefore, as medical professionals, the handling and storage of these specimens demand the same respect and attention extended to patients.*

Nuclear regions and tracts and other CNS elements will be identified on stained neural sections. The neural imaging structures listed in your lab guide are testable on laboratory or lecture exams.

Dispose of normal trash in the waste containers in the laboratory. No food or drink is allowed in the laboratory. Any individual can be fined up to \$5,000 if cited by federal or

state inspectors who periodically inspect the facilities. The University of Kentucky will not assist any student who is fined by the regulatory oversight agencies.

NEUROLOGIC HISTORY AND PHYSICAL EXAM

Students will learn how to take a neurologic patient history and perform a neurologic physical exam in the course. They will practice on each other (*see course schedule*) and perform a focused history and physical exam on standardized patients (SP = highly trained and skilled actors) (*see course schedule*). Students will be assessed, based on an appropriate level of competence for an M1 student.

EQUIPMENT: Students will need: at minimum a reflex hammer, penlight, tuning fork and a Snellen chart.

RECITATIONS: Some “recitation” sessions are scheduled. These sessions are intended to review anatomy content utilizing a problem-solving approach as well as provide an opportunity for questions and answers.

LEARNING RESOURCES:

ESSENTIAL:

Access to Canvas

Lecture notes will be posted on Canvas

RECOMMENDED:

Neuroanatomy Through Clinical Cases By Hal Blumenfeld, 2e, 2010. Permanent Reserve Collection, Medical Center Library, WL 141 B658n 2010)

Harrison's Principles of Internal Medicine, 19th edition (McGraw-Hill, 2015). <http://accessmedicine.mhmedical.com.ezproxy.uky.edu/book.aspx?bookid=1130> (Links to an external site.)Links to an external site.

Neuroanatomy: An Atlas of Structures, Sections, and Systems. Haines Eighth, North American Edition (ISBN 1605476536) Available at Medical Center Library Permanent Reserves (WL 17 H153n 2008)

Basic and Clinical Pharmacology, 13th edition (McGraw-Hill, 2015). This is a good, readable textbook of pharmacology. 6 concurrent users via Access Medicine. <http://accessmedicine.mhmedical.com.ezproxy.uky.edu/content.aspx?sectionid=66950922&bookid=1193&jumpsectionID=66950928&Resultclick=2> (Links to an external site.)Links to an external site.

Kumar Robbins & Cotran Pathologic Basis of Disease, Professional edition, 9th edition (Saunders- Elsevier, 2015). Via Clinical Key <https://www-clinicalkey-com.ezproxy.uky.edu/#!/browse/book/3-s2.0-C20110055734> (Links to an external site.)Links to an external site.

Optional:

Goodman and Gilman's: The Pharmacological Basis of Therapeutics, 12th Edition (McGraw-Hill, 2010). This is a large, comprehensive text. It will serve as a reference during your clerkship and residency. It is by far the most authoritative single source of information about drugs. <http://accessmedicine.mhmedical.com.ezproxy.uky.edu/book.aspx?bookid=1613> (Links to an external site.)Links to an external site.

Merck Manual of Diagnosis and Therapy, 19th edition (Merck, Sharp & Dohme, 2011) . <http://online.statref.com.ezproxy.uky.edu/EULA/EULA.aspx?FxlD=21&DocID=1&SessionId=22A6083VGGVTHOVP&Path=http%3a%2f%2fonline.statref.com%2fdocument.aspx%3fFxlD%3d21%26DocID%3d1> (Links to an external site.)Links to an external site.

Essential Neuroscience, A. Siegel and H. Sapru (Lippincott, Williams and Wilkins), 2015. In Permanent Reserve Collection, Medical Center Library WL 102 S571e 2015)

Medical Center Library allows electronic access to numerous resources:

Selected Databases such as: PubMed, UpToDate, Cochrane Library, Clinical Key, Micromedex),

There are additional resources available for your smart device through the Med Center Library mobile resources (<http://libguides.uky.edu/mclmobile>.)

REGARDING ALL INFORMATION RESOURCES:

You should be aware of which resources are evidence based (AHRQ.gov, Cochrane Reviews); expert based which may or may not be evidence based (UpToDate, MD Consult), versus opinion or collective knowledge (Wikipedia).

You will need to explore primary resources for the most recent information; being aware of which are “peer-reviewed” or not. Every information source has specific uses; you need to be aware of their reliability and validity. If you have not already begun to locate a variety of electronic or hardcopy resources, you should do so.

EVALUATION METHODS OVERVIEW:

Examinations: There will be **3 EXAMS** each consisting of a written portion and a lab practical portion in this course administered via ExamSoft®. Some questions will require one or more steps to correctly answer the question. These second type of questions are intended to test the student’s knowledge of the structure and function and application of knowledge. **The second and third examinations for lecture and laboratory will be cumulative.**

- The lecture based questions will be multiple
- The lab practical exam will ask you to identify a labeled structure (short answer).

You will be notified when to download the exam. The exam should be downloaded and you should be in HG 611 by 7:45 on exam days for instructions and prompt exam start. Always bring a power cord for your computer. See course schedule for examination dates.

If a student is unable to take an exam, he/she must contact the Dean of Students Affairs PRIOR to the exam. Students with approved absences will be given an alternative exam time. Students doing make-up exams must not participate or have access to any reviews or discussions of exam material.

Following the formal exam period, there will be an opportunity to review the exam with the participating faculty. This will give the students the opportunity to discuss in an academic and professional manner the rationale behind the answers to each of the questions as well as students' reasons for making a particular response.

COURSE POLICY AND PROCEDURES:

1. **Office Hours:** Students are encouraged to contact the faculty directly for questions or clarification at their office or via e-mail. It is generally easier to contact a faculty member via e-mail to schedule an appointment. All contact information is available via Blackboard and is included on each lecture handout.

2. **ATTENDANCE:**

Only approved absences from the Office of Student Affairs will be recognized for Exams or other required activities.

3. **GRADING POLICY**

The final grade will be reported to the medical school Registrar as a percent based upon the total points obtained by the student out of total possible points during the course which will be approximately.

Assessment Activity	Points
------------------------	--------

Exam 1 (written)	~ 65
Exam 1 (practical)	~ 25
Exam 2 (written)	~ 65
Exam 2 (practical)	~ 25
Exam 3 (written)	~ 65
Exam 3 (practical)	~ 25
Physical exam (OSCE)	~ 25
Approximate Total	~ 295

The Minimum Pass Level (MPL) is 70%.

A student receiving a numeric grade below 70.0 in a course has performed at an unacceptable level. To address the issue, the SPPC will review both the student's academic record and the recommendations of the department that assigned the mark. The SPPC will determine a plan of action that may include remediation, repetition of all or a portion of the course or curriculum year; or dismissal from the College.

UK COM Policies:

Students are responsible for following the UK COM policies pertaining to medical students as outlined in the UK COM Student Handbook (<http://meded.med.uky.edu/policies-pertaining-medical-students>) (Links to an external site.)[Links to an external site.](#)including, but not limited to, issues of:

- disability/academic accommodations <http://meded.med.uky.edu/student-disability-policy>; (Links to an external site.)[Links to an external site.](#)
- attendance, excused absences, verification of absences, and bad weather <http://meded.med.uky.edu/com-student-absence-policy>; (Links to an external site.)[Links to an external site.](#)
- course evaluations <http://meded.med.uky.edu/com-academic-procedures#COMPolicyonCompletionEvals>; (Links to an external site.)[Links to an external site.](#)
- academic integrity/cheating/plagiarism and professionalism <http://meded.med.uky.edu/com-student-professional-code> (Links to an external site.)[Links to an external site.](#)

Course Summary:

Date	Details	
Mon Jan 30, 2017	Introduction	
	ANA: Neurohistology	9a
	MED: Neuro History	10:3
Tue Jan 31, 2017	ANA: CNS Anatomy	8a
	ANA: PNS Anatomy	9:30a
	ANA: Neuroembryology	10:3
Wed Feb 1, 2017	ANA: Sensory Receptors	
	ANA: Spinal Cord I	9a
	ANA: Spinal Cord Ascending Sensory Tracts	9:3

Date	Details
	ANA: Spinal Cord Descending Sensory Tracts 1
Thu Feb 2, 2017	PGY: Membrane Potentials
	PGY: Action Potentials I & II
	PGY: Synapses 1
Fri Feb 3, 2017	PGY: Spinal Cord Motor Circuits
	PAT: CNS Malformations & Demyelinating 9:
	RBM: Spinal Cord Injury I & II 9:3
Mon Feb 6, 2017	ANA: Spinal Cord (Guided Lab)
	MED: Peripheral Neuropathy 1
Tue Feb 7, 2017	PAT: CNS Tumors
	PAT: CNS Infections
Wed Feb 8, 2017	RM: CNS Imaging
	Independent Study 1
Thu Feb 9, 2017	Recitation
	PAT: CNS Trauma
	MED: Encephalopathies & Lumbar 1
Fri Feb 10, 2017	Independent study
Mon Feb 13, 2017	EXAM 1
Tue Feb 14, 2017	EXAM Review
	ANA: Brainstem over view
	ANA: Medulla I 1

Date	Details
	ANA: Medulla II 1
Wed Feb 15, 2017	Independent study PHA: Drugs which Alter the ANS
Thu Feb 16, 2017	PHA: Drugs which Alter the ANS
Fri Feb 17, 2017	PHA: Drugs which Alter the ANS Clinical Correlate: Autonomic Nervous System 1
Mon Feb 20, 2017	ANA: Pons I ANA: Pons II ANA: Midbrain I 1 ANA: Vestibular system 1
Tue Feb 21, 2017	Independent Study ANA: Auditory system MED: Changes in Consciousness 1
Wed Feb 22, 2017	Medulla (Guided Lab) MED: Auditory System MED: Dizziness: Clinical Vestibular System 1
Thu Feb 23, 2017	PHA: Anesthesia
Fri Feb 24, 2017	Independent Study Pons (Guided Lab) Midbrain (Guided Lab) 1
Mon Feb 27, 2017	EXAM 2

Date	Details
	Independent study
Tue Feb 28, 2017	EXAM Review PHA: Opioid Analgesics
Wed Mar 1, 2017	PHA: Headache PHA: Drug Rx of Migraines MED: Clinical Pain 10ar ANA: Anatomy of the Motor system review 1
Thu Mar 2, 2017	MED: Headache MED: Neuro Exam
Fri Mar 3, 2017	ANA: Basal Ganglia I Break 1 PHA: Rx of Parkinson's disease 1
Mon Mar 6, 2017	Independent study Basal Ganglia (Guided Lab) ANA: Cerebellum I & II 1
Tue Mar 7, 2017	MED: Movement Disorders
Wed Mar 8, 2017	ANA: Visual System I PGY: Visual System OPH: VISUAL SYSTEM 1
Thu Mar 9, 2017	NeuroExam Practice
Fri Mar 10, 2017	NeuroExam Practice

Date	Details
Mon Mar 13, 2017	Independent Study
	ANA: Diencephalon
	Limbic System I
	PGY: Memeory
Tue Mar 14, 2017	Independent study
	PAT: Pituitary & Hypothalamus
	ANA: Cerebral Cortex I
	ANA: Cerebral Cortex II
Wed Mar 15, 2017	NEU: Dementia
	PAT: Degenerative Diseases
Thu Mar 16, 2017	PHA: RX of Alzheimer's Disease
	NSG: Stroke
Fri Mar 17, 2017	Cortex (Guided Lab)
	Limbic (Guided Lab)
	MED: Working Up Stroke
Mon Mar 20, 2017	Independent study
	MED: Clinical Sleep
	NEU: Epilepsy I & II
Tue Mar 21, 2017	Independent study
	PHA: Rx of Seizure Disorders
	ANA: Recitation

Date**Details**

Wed Mar 22, 2017

[OSCE: Standardized Patient](#)

Thu Mar 23, 2017

[OSCE: Standardized Patient](#)

Fri Mar 24, 2017

[EXAM 3](#)

Appendix B: Evaluations

Raters	Students
Responded	54
Invited	59
Response Ratio	91.5%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	1.4	54	0.9	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	38	70.4%
Sophomore	2	14	25.9%
Junior	3	1	1.9%
Senior	4	0	0.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	1	1.9%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	54	80.6%
is an elective	1	1.5%
covers a topic I am interested in	12	17.9%
Choose not to rate	0	0.0%
Respondent(s)	54	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.3	54	0.7	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	6	11.1%
B	6	25	46.3%
A	7	23	42.6%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.4	54	1.1	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	0	0.0%
2 hours	2	2	3.7%
3 hours	3	9	16.7%
4 - 5 hours	4	18	33.3%
6 - 7 hours	5	17	31.5%
8 hours or more	6	8	14.8%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-001-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.3	52	0.9	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	1	1.9%
Neither Disagree or Agree	3	4	7.7%
Agree	4	20	38.5%
Strongly Agree	5	26	50.0%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.3	53	0.9	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.1	53	1.0	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.2	53	0.9	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.2	53	0.9	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.6	53	0.7	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	2	3.7%
Neither Disagree or Agree	3	2	3.7%
Agree	4	24	44.4%
Strongly Agree	5	24	44.4%
Choose not to rate	NRP	1	1.9%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	2	3.7%
Disagree	2	2	3.7%
Neither Disagree or Agree	3	7	13.0%
Agree	4	20	37.0%
Strongly Agree	5	22	40.7%
Choose not to rate	NRP	1	1.9%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	2	3.7%
Neither Disagree or Agree	3	3	5.6%
Agree	4	24	44.4%
Strongly Agree	5	23	42.6%
Choose not to rate	NRP	1	1.9%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	3	5.6%
Neither Disagree or Agree	3	4	7.4%
Agree	4	24	44.4%
Strongly Agree	5	21	38.9%
Choose not to rate	NRP	1	1.9%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Neither Disagree or Agree	3	1	1.9%
Agree	4	17	31.5%
Strongly Agree	5	34	63.0%
Choose not to rate	NRP	1	1.9%

Which aspects of the course were most helpful? Why?

Comments
Videos posted and rematching echoes.
Dr. Platt is very intelligent, and presents her content efficiently and organized.
I like how the course has ECHO360 which give me the ability to re-watch a lecture if I do not understand a topic. I also think it is helpful to talk to the TA's.
I think echo360 is helpful so that I am able to go back and re listen to lectures when I am studying for the exams
The information was given in a very straight forward, understandable way
The TA's had office hours weekly that all students were allowed to go to. This helped to review any material that was not clearly understood.
The labs are very helpful. It is nice to learn hands on.
The Echo-360 was really helpful because it helps me review the material more and get a better understanding.
Echo 360: After class I would go back over the PowerPoints in class and review the material or add more to the material that was being presented.
Having a key on the exam of our answers and then her posting the answer key the same day was helpful because instead of waiting for her to grade the exams, we had the chance to "guess-timate" what we got on the exam before she even posted the grades.
The digestive system unit was so neat and cool because we got to watch videos of her drawing the structures of the digestive system on this clear board. It was helpful because I'm a visual person when it comes to anatomy.
The WileyPlus homework was helpful because it helped me understand the material better.
The gross labs were really fun and helpful because you got to see the anatomy features in person and it gave me the chance to have a hands-on experience (which is one of the ways I learn).
The in class lectures were very insightful to understanding the powerpoints, and the powerpoints were the tests.
the echos
The Wiley textbook and website were very useful. Also, being able to re-listen to the lecture through Echo was very helpful.
The TA office hours were most helpful because they helped students learn the material in a way that was easier to understand.
The most helpful part of the course was the echoes because you can really take your time to understand the material.
Lectures and Echos because Dr. Platt teaches you everything you need to know. She does a great job preparing you
This course required a lot of teaching yourself outside of class, I'm glad that she posts the powerpoints because without them I would have been completely lost. I preferred a flipped classroom and thought she did better teaching on the videos than in person, plus it allowed me to go at my own pace.
Dr Platt utilizes the best approach for whatever content we are covering weather that be visuals, her own examples in lecture, or videos, or even graphs / charts
the echos because I could go back and get what I missed in class
The study sessions before exams and hands on labs
The echos so I can go back and listen to the lectures.
Echo 360 because it was hard to fully understand and take in all the material during class
It was helpful to have the Echo's posted after each class because these provided a good study tool to use to look back over material. I also enjoyed having a variety of labs (Online, dry lab, gross lab) because this allowed me to learn the material from different perspectives than just a lecture.
I found the power points helped most when studying.
The review sessions
ECHO 360 was definitely the most helpful. Being able to go back and watch class helped significantly.
The most helpful part of the course was the availability of the Echo.
The lectures and the echos because they were where most of the content came from
I enjoyed the Gross Anatomy Labs that we had because they allowed students to put their knowledge to the test on a real human body.
The echos were the most helpful.
The tough exams were in the moment pretty stressful and strenuous, but are very highly appreciated because they really ensure that you have a good grasp on the material. Being able to attend a gross/cadaver lab had to have been one of the coolest experiences and gave me a true appreciation for hands on learning. I loved that all lecture were recorded and that the professor along with the TA's seemed to all be on the same page as to what was expected of the students.

Comments

the Echos are so helpful when studying for a test. the videos she did at end of semester with the flipped classroom were a good change too.

Rewatching the echoes

The PowerPoints and echos combined allowed me to review material on my own

Dr. Platt is extremely knowledgeable and engaging. She answers any and all questions and never makes any student feel dumb. Her PowerPoints are laid out in a nice organized matter and she organizes all the materials in a way that's easy to understand.

Having the powerpoints on canvas, and the echo recordings, because I had all the notes and I could elaborate on them. I liked that I could rewatch the content we learned in class in case I missed it the first time.

The echos

I loved this class, having access to the powerpoints before class and having echo 360 has been really helpful.

Echo being available helped me to catch things i might not have the first time.

Very helpful TA's, echoes were very helpful as well.

I enjoyed the labs, especially the gross labs, because anatomy in person was awesome

Which aspects of the course would you change? How and Why?

Comments
More videos would be helpful.
More opportunities to get points through class assignments.
There is not anything I would change.
I do not think the labs are very helpful for learning the material. I think they could be better organized.
Maybe make two classes because with such a huge lecture, it is sometimes difficult to get the one on one connection with a teacher some people may want
I think a review day during class time for the exams would be helpful because not everyone can make the office hours.
I wish class was more of a combination of lectures and a flipped classroom model.
I wouldn't change anything about this course.
The additional homework assignments and online labs were useless.
nothing
I would like the course to have had smaller quizzes incorporated instead of a majority of our grade relying on four largely weighted tests.
I would change the types of questions that were asked on the exams. They are tricky and make you doubt yourself.
I would change how the course is taught in a way to accommodate everyones learning style.
Gross labs are not very organized
I think a flipped classroom would be better for this course, also having a lecture for an hour and fifteen minutes is waaaaay too long, it needs to be a three times a week 50 minute class because it's too difficult of material to process in an hour and fifteen minutes.
The grading is so test heavy if you don't get an a on a single test it's a little difficult to get an a overall
the pace the class goes, I feel like the class goes really fast.
change lecture to have more interactive aspects instead of just lecture for an hour and 15 minutes
I wish there were more videos before class and then we go over them in class.
More gross labs
I would have a review session before tests during the class times because some people cannot make the TA scheduled review times and I believe this time is beneficial for students to ask questions.
I would have study sessions and test prep sessions in a larger venue or hold more because I found they were often too crowded to learn much.
More interactive labs, less lecturing.
I think making it a MWF class would be more helpful because its hard to sit there in a hour 15 class and keep interest when just going through a powerpoint every class period.
I would change the size of the class.
Maybe how the labs were structure because I didn't usually learn all that much from them
I did not like how the Gross Labs were "self lead". This only caused confusion and many students were too afraid to ask for help, in fear of sounding incompetent and unknowledgable.
I would change how fast she goes through the material.
the amount of content. I feel overwhelmed a lot
maybe have a review for each exam and have some hard questions like the ones on the exams
Guided gross labs
I would have more points available other than exams points, so you keep a descent grade if you did all your work.
the online labs dont teach me anything
I wouldn't change anything. We did flipped classrooms sometimes and I liked that, but I wouldn't change the course.
I would change the labs to be more flexible and make the class more interactive
The tests are very specific and sometimes don't reflect what is the most important to know, and can result in a poor grade if only a couple of minor details were not memorized.
I think sometimes that the online labs were not quite as helpful as others

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.6	52	0.6	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	1	1.9%
Neither Disagree or Agree	3	1	1.9%
Agree	4	17	32.7%
Strongly Agree	5	33	63.5%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.7	52	0.5	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	52	0.6	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.6	52	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.5	52	0.8	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.6	51	0.5	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.4	52	0.6	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.			
Options	Score	Count	Percentage
Disagree	4	17	31.5%
Agree	5	35	64.8%
Strongly Agree	NRP	2	3.7%
Choose not to rate			

2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage
Disagree	2	1	1.9%
Agree	4	17	31.5%
Strongly Agree	5	34	63.0%
Choose not to rate	NRP	2	3.7%

3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Disagree	2	1	1.9%
Neither Disagree or Agree	3	1	1.9%
Agree	4	17	31.5%
Strongly Agree	5	33	61.1%
Choose not to rate	NRP	2	3.7%

4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	1	1.9%
Agree	4	19	35.2%
Strongly Agree	5	31	57.4%
Choose not to rate	NRP	2	3.7%

5. The instructor Andrew Welleford treated students with respect.			
Options	Score	Count	Percentage
Agree	4	18	33.3%
Strongly Agree	5	33	61.1%
Choose not to rate	NRP	3	5.6%

6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	3.7%
Agree	4	26	48.1%
Strongly Agree	5	24	44.4%
Choose not to rate	NRP	2	3.7%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
powerpoint reflected exam.
He went slow and made sure everyone understood before he would move on.
I thought his lectures were very organized. He did a good job of presenting the material that we would be tested on.
He was willing to slow things down and break them down further if something was misunderstood or if questions were asked
He was great at answering questions!
I really like the very general one sentence description about whatever he was teaching
Andrew was very helpful and his teaching style really selected my grade positively.
Andrew is very good at explaining concepts clearly in an organized fashion.
he answered any questions we had
When Andrew taught lectures is when I understood content the most clearly. His powerpoints and speaking pace were very easy to follow, and he presented information in bite sized pieces instead of all at once.
Andrew Welleford is an outstanding instructor. He presented the material in a way that caused me to think deeply while understanding it. He is also very approachable for questions.
His powerpoint were very straightforward and he was easy to follow.
He was extremely knowledgeable about what he was teaching, he also made sure all the students understood what he was teaching at that time before he moved onto the next section
Andrew was awesome, I loved that he went over the learning objectives instead of just breezing by them. He is very smart and does a good job of explaining things in different manners if there is confusion. He always had enthusiasm and showed an interest in what he was teaching and it really made a difference.
I liked the pace he went because it allowed me to get everything.
His slides were easy to understand and right to the point
He presented material that was not over students heads and explained content in a manner students could understand.
He went slow, made sure we really understood the material and went over the learning objectives.
N/A
Andrew's pace was most helpful to me because he went slow enough for me to grasp concepts.
He was very clear when speaking and reflected a deep knowledge of the content.
He gave us the clear cut points to know. He taught at a steady pace that was easy to retain.
His slow pace and making sure the course material was presented well before he moved on.
He went over the learning objectives after he taught the material.
He taught at such a reasonable pace and was very well liked by all the students
I liked how he went through the learning objectives at the end and actually told us what we would need to know for the exams.
His willingness to help.
He went over all of the learning objectives in his own words, giving us a better understanding of the material, but also of what was to expected of us come exam time.
he went at a good pace and slides were not text heavy
the pace at which he teaches makes the material very understandable
Gives time to digest material
Andrew organized the notes extremely well and taught in an engaging way.
He went through the material at a pace that everyone could keep up with, and he presented it in a way that was easy to comprehend. After class I felt like I had absorbed the information and could recall it later. I knew what was expected of me after what he taught in lectures. His powerpoints were to the point and did not have unnecessary information.
He talked slow
Andrew is a great teacher, he made content clear and gave good mnemonics and examples to help us learn more in class.
His lectures and PowerPoints were very easy to understand and follow.
He explained things really well to make sure everything was understood

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
none
I wish he taught the class more.
I think his slides and information was sometimes not as in depth as Dr. Platts, which I felt sometimes made me nervous for exams because I was unsure if the questions would be as in depth as he explained/had on his powerpoint.
I think he did a great job
Nothing, he did great.
He is a little more stuck directly to the powerpoint and less elaborative and example oriented
Nothing.
His pace was a bit slow.
n/a
I would change nothing!
Nothing
None, I thought he did a great job
Nothing, he did awesome always.
have more confidence in what you're saying.
N/A
None
N/A
I would incorporate more questions at the end of his lectures to help us connect the lecture to real-life applications.
Nothing, I thought he did a perfect job.
Nothing
N/a
I would have him lecture more.
Have him lecture more!
He seemed nervous when he presented (as to be expected for such a big class), but he definitely knows his stuff!
I would not change anything.
to not be so monotoned. and have enthusiasm.
maybe make the slides more engaging
nothing
I would have him teach more lectures. I really enjoyed his teaching style.
I would not change anything.
I mean you could tell he was just getting started at teaching so he was nervous. He just needs more opportunities to teach so he can get better at it!

Raters	Students
Responded	53
Invited	65
Response Ratio	81.5%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	2.6	53	1.2	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	9	17.0%
Sophomore	2	19	35.8%
Junior	3	15	28.3%
Senior	4	8	15.1%
Graduate	5	1	1.9%
Professional	6	0	0.0%
Other	7	1	1.9%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	50	75.8%
is an elective	2	3.0%
covers a topic I am interested in	13	19.7%
Choose not to rate	1	1.5%
Respondent(s)	53	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.1	52	0.7	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	12	22.6%
B	6	24	45.3%
A	7	16	30.2%
Choose not to rate	NRP	1	1.9%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.3	53	1.1	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	1	1.9%
2 hours	2	2	3.8%
3 hours	3	8	15.1%
4 - 5 hours	4	21	39.6%
6 - 7 hours	5	12	22.6%
8 hours or more	6	9	17.0%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-002-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.1	53	1.0	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	2	3.8%
Disagree	2	3	5.7%
Neither Disagree or Agree	3	6	11.3%
Agree	4	21	39.6%
Strongly Agree	5	21	39.6%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.5	53	0.5	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.1	53	1.2	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.0	53	0.9	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.1	53	0.9	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.5	53	0.6	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	1.9%
Agree	4	26	49.1%
Strongly Agree	5	26	49.1%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.9%
Disagree	2	4	7.5%
Neither Disagree or Agree	3	5	9.4%
Agree	4	29	54.7%
Strongly Agree	5	14	26.4%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Disagree	2	1	1.9%
Agree	4	21	39.6%
Strongly Agree	5	31	58.5%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	4	7.5%
Disagree	2	2	3.8%
Neither Disagree or Agree	3	4	7.5%
Agree	4	18	34.0%
Strongly Agree	5	25	47.2%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Disagree	2	5	9.4%
Neither Disagree or Agree	3	3	5.7%
Agree	4	27	50.9%
Strongly Agree	5	18	34.0%

Which aspects of the course were most helpful? Why?

Comments
The TA's
The echos were very helpful, they are what helped me go back over explanations mentioned in class over and over again to really understand and grasp the material.
Just learning anatomy in general
The course itself was fine.
echoes
The gross labs were very helpful in my opinion because they really allowed you to see the real organ and be hands on instead of just looking at a picture in a text book
The lectures and notes that Dr. Platt gives are very essential to success in this course. The review sessions held by the TAs before exams were very helpful and beneficial to my exam grades.
The e-lab along with echoes are the most helpful. Interaction along with re-watching material helps me learn the material. Also, speeding up the echo a bit keeps me engaged in what is happening.
The gross labs and structure of the class
n/a
Expectations were very clear and information was presented at a good pace.
Everything is found on canvas which is good to review after class, before exams and be prepared for class as it is a difficult class.
The labs were helpful
The echo lectures were great for review. The powerpoints were also great.
Labs and lectures.
Lecture was superb.
having echo...i would not have passed if it wasn't for echo
This course had Gross labs in which students were able to come in and apply the material from lecture while looking at real cadavers. I thought this was incredibly useful in understanding the content. I also thought that the echo recordings as well as outlined learning objectives were very helpful in studying for the course exams.
I really liked that the class time before the test was dedicated to drawing and practice questions. I also thought the learning objectives were helpful
The homework
The online videos of Dr. Platt were helpful because she was concise and clearly outlined the material.
The echos were most helpful because it allowed me to go back and rewatch lectures and catch things that I may have missed during lecture.
The homework and lab sections of this course really helped me to get a better understanding of the course material.
having an echo to go back and re watch
DR. Platt! Is such an amazing professor
That echo was provided to rewatch the lecture.
Lab really helped me understand the concept of the course.
The most helpful aspects was the instructor and TA's. They were always available for questions and took the time to fully explain it to us.
The echos are really helpful in reviewing content.
The labs and the online Wiley helped a lot.
Dr. Platt is incredibly knowledgeable. I found the fact that she drew on her powerpoint slides very helpful, along with the learning objectives.
the echoes and lectures, i really enjoyed the gross labs because i could put two and two together and it was awesome
The echos were very helpful because I was able to go back and listen to Dr. Platt's lectures again.
The office hours held by my TA and the lectures overall seemed to be the most helpful
Her talking during our lecture were very helpful. The way she further explained content, in a more simpler way, really helped me.
The TA review sessions
the echos being recorded and posted online.
The echoes were the most helpful part of the course so that we could utilize them for exams. Learning objectives were also very helpful.

Which aspects of the course would you change? How and Why?

Comments
I can't think of anything that I would change
Make the exams reflect the study material more
The instruction of the course was not good. Dr. Platt's lecturing skills are bordering subpar.
I would have more hands on lectures, and maybe slow the lectures down because sometimes it's hard to really comprehend what she means when she talks so fast and doesn't go into detail about what some of the words mean. It's almost like you should have had a course previous to prepare you for Anatomy.
I wouldn't change anything
Exams are pretty tricky with the wording.
none
More Gross Lab and less Power Phys
Lab felt pointless
More activities or discussions about the material.
The course time is super long and sometimes I get distracted or uninterested
The labs were useless and I did not gain any knowledge. I would incorporate more discussions or assignments to prepare for the exams because the exams were not very well coordinated with the presented material
It is too hard to excel in this class. The exams are too challenging and i dont feel that the teacher is very understanding.
I would have the TAs go through identification during lab instead of the students being on their own.
the work load. i am a hard worker and sometimes i cannot keep up with this work load
I would change that the course does not require attendance in lecture. I personally rarely attended lectures and would just watch the echo recordings as a supplement. However, I do feel that students will keep up with the material better and actually come to class if they are required to in order to receive attendance credit.
The homework material
More point opportunities should be available.
More points opportunities
The in class lectures needed to be more concise. Dr. Platt tended to ramble about information not necessary for the exams.
N/A
I felt as though the course material did not accurately reflect the test material.
N/A
making the homework and labs worth more than just 10 points to help higher grades
I would change the lab to not take up 2 hours
The way the material was provided and how she taught the class as a whole.
More clear as to whats on the test instead of it being so broad
I wish there was more time in the gross lab with smaller groups I think that is would be really helpful to see the body more.
For test not to be the main grade.
There aren't a lot of points to recover if you do bad on anything.
more review sessions bc the content is very difficult
I would change the amount of content that we learn at once.
Nothing seems to come to mind
I would change the morale of the class. She needs to be more open to helping the class
The wording on the exams
this course is too hard for a 100 level course. as a junior i have taken 400 level courses that are not near as hard as this one.
I would change the amount of class time is and have it three times a week instead of two.

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.5	51	0.6	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	3	5.9%
Agree	4	18	35.3%
Strongly Agree	5	30	58.8%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.6	51	0.6	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	51	0.6	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.5	51	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.5	51	0.7	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.6	51	0.6	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.4	51	0.8	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.				2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	5.7%	Neither Disagree or Agree	3	3	5.7%
Agree	4	16	30.2%	Agree	4	15	28.3%
Strongly Agree	5	32	60.4%	Strongly Agree	5	33	62.3%
Choose not to rate	NRP	2	3.8%	Choose not to rate	NRP	2	3.8%
3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.				4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree				Disagree	2	1	1.9%
Neither Disagree or Agree	3	3	5.7%	Neither Disagree or Agree	3	3	5.7%
Agree	4	18	34.0%	Agree	4	18	34.0%
Strongly Agree	5	30	56.6%	Strongly Agree	5	29	54.7%
Choose not to rate	NRP	2	3.8%	Choose not to rate	NRP	2	3.8%
5. The instructor Andrew Welleford treated students with respect.				6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree				Disagree	2	2	3.8%
Neither Disagree or Agree	3	3	5.7%	Neither Disagree or Agree	3	5	9.4%
Agree	4	12	22.6%	Agree	4	13	24.5%
Strongly Agree	5	36	67.9%	Strongly Agree	5	31	58.5%
Choose not to rate	NRP	2	3.8%	Choose not to rate	NRP	2	3.8%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
Explained things in a way that many of us understood better
He explained material in a very simple way that we were able to understand, rather than complicating the material
All
Andrew was AMAZING. Every student I talked to loved Andrew as opposed to Dr. Platt. When Andrew filled in I was happy to go to class and found it very easy to pay attention and I felt I left with a better understanding of the material, I leave class after listening to Dr. Platt and I have a hard time connecting the points of what we talked about.
explained things well
He actually spoke in a way that freshman college students who have never heard of the words would understand. He made learning easy by connecting some of the words to other real life scenarios
His notes and PowerPoints were very well organized and easy to understand.
Putting learning objectives in the beginning and end. Powerpoints were super helpful
availibility
He provided material at a slower pace to understand.
He explained things in simple terms
His powerpoints prepared me well for the exam
Understood the material and wanted students to succeed.
he explains everything very well and goes over it all to make sure the lecture hall understands it
He was concise.
N/A
N/A
very good teacher and was good with teaching the content in a non confusing way
I think he explains everything well
The way he presented the material.
explained material very clearly for the class
Talked slow and clear.
He talks slow and deliberate, and makes sure that we understand the presented material.
he had a slight sense of humor and really reviewed everything and made sure we understood every concept.
He went slow and made sure everyone understood the content before moving on. He also explained the material in a simpler and easier way to understand.
He was consistently on topic at all times, I never felt distracted. He got down right to the point when he lectured and I found this the most helpful.
He was very nice at delivering his content. It was very straight forward and easy to interpret his slides. Compared to Dr. Platt.
The way he reviewed the learning objectives at the end of lecture
not sure, he only taught once.
Andrew went through the learning objectives which helped be more prepared for the exams.
Andrew did a great job presenting content in a way that students can relate it to previous knowledge that they already had. This aspect of his teaching made it easy to remember the material that he covered. He did a great job at keeping everyone alert and focused.

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
Nothing
None
nothing
none
nothing
Sometimes he was monotone
nothing, he did great
None
nothing
Needs to be more engaging.
N/A
N/A
none ! loved him
Nothing
I would like him to ask more questions.
NA
nothing
I can't think of anything that Andrew Wellford needs to change
Nothing, any time he came in to lecture I was very excited.
N/A
not sure.
I would want him to teach more sections of the course because he explains well.

Raters	Students
Responded	56
Invited	63
Response Ratio	88.9%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	1.3	56	0.5	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	44	78.6%
Sophomore	2	10	17.9%
Junior	3	2	3.6%
Senior	4	0	0.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	55	77.5%
is an elective	0	0.0%
covers a topic I am interested in	16	22.5%
Choose not to rate	0	0.0%
Respondent(s)	56	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.4	55	0.6	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	4	7.1%
B	6	24	42.9%
A	7	27	48.2%
Choose not to rate	NRP	1	1.8%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.2	56	1.1	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	1	1.8%
2 hours	2	3	5.4%
3 hours	3	8	14.3%
4 - 5 hours	4	25	44.6%
6 - 7 hours	5	11	19.6%
8 hours or more	6	8	14.3%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-003-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.3	56	0.8	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	3	5.4%
Neither Disagree or Agree	3	4	7.1%
Agree	4	21	37.5%
Strongly Agree	5	28	50.0%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.4	56	0.8	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.3	56	1.1	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.2	56	0.8	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.2	56	0.9	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.6	56	0.5	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Disagree	2	4	7.1%
Agree	4	22	39.3%
Strongly Agree	5	30	53.6%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Disagree	2	3	5.4%
Neither Disagree or Agree	3	5	8.9%
Agree	4	26	46.4%
Strongly Agree	5	22	39.3%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	1.8%
Agree	4	20	35.7%
Strongly Agree	5	35	62.5%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	2	3.6%
Disagree	2	3	5.4%
Neither Disagree or Agree	3	4	7.1%
Agree	4	16	28.6%
Strongly Agree	5	31	55.4%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	1.8%
Disagree	2	2	3.6%
Neither Disagree or Agree	3	6	10.7%
Agree	4	23	41.1%
Strongly Agree	5	24	42.9%

Which aspects of the course were most helpful? Why?

Comments
Nothing. The class is super hard and I have to teach myself everything.
being able to listen to echos, in class teaching
Lab was very helpful to the understanding of the content and gross lab was such an amazing opportunity to have as a sophomore in college.
The labs were helpful because it is hands on and you can understand better.
The echos
Gross labs were really helpful to be able to determine and see exactly where each body part lies.
I really love that our notes were given to us before class and we were able to read them and add more detail as we went through the lecture in class
Gross labs were very helpful to really understand the anatomy of the systems.
Dr. Platt's lectures are extremely helpful. She does a really good job of adapting her instruction to the class, reading our responses and explaining things accordingly. Paying attention in lecture helps more than any type of studying for me.
The powerpoint have a lot of information on them which makes it helpful because you can go back and look at the material.
The echoes were the most helpful in reviewing for the tests because they allowed us to be able to rewatch the lecture and recall what had already been said or learn what we didn't catch the first time. The gross labs were also helpful and gave us hands on learning.
Learning objectives and being able to go back and watch echoes because sometimes in class it is hard to keep up and the content doesn't quite make sense.
Lectures– presents the material that students will be tested on Gross lab– allows students to put the material into perspective/gives real world application
Having echo to go back and be able to rewatch the lectures.
the gross labs were most helpful because they helped me understand the content better
Dr. Platt's willingness to answer questions was most helpful.
the difficulty of the material
The course calendar and setup is very helpful. Also that all of the content is available to us outside of class on Echo 360 and the powerpoint slides are posted.
given power points before class learning objectives
The learning objectives on each powerpoint were really helpful when it came to studying for exams.
I loved how the echos were online to rewatch, it was so helpful to have it at my own pace to listen and take notes since Dr. Platt talks so fast. However, it made class very pointless to go to. I would almost never go because she never did anything but lecture. I also thought the gross labs were really cool and most of the class labs too.
Echos were helpful.
The TAs were very helpful with explaining complicated processes.
The labs and power phys
Possibly an easier grading system
The access to Echo was very helpful because it allowed me to go back and listen if I didn't catch something during lecture.
echos were helpful because you could go back and rewatch lecture and hear some of the things you missed because you could not hear it during class. Videos that were posted were also helpful because we could rewatch those as many times as well.
The access to echos and the in-class reviews.
the content was extremely interesting and the labs, homework's and online assignments helped in learning and understanding the content. The content was difficult but with the right studying it was easy to understand. The ability to use ECHO's was also extremely helpful.
The gross labs with the cadaver! They contributed to my understanding of topics tremendously. It was such a life changing experience and I am so grateful for the opportunity.
It helped me learn so much for nursing.
office hours
The teachers and TA's are great at explaining and helping you out.

Comments
The gross labs are so helpful because you can see the anatomy better on a cadaver better than you can see it in a textbook.
One of the most helpful aspects of this course was that the expectations were very clear. The way in which the final grade of the course is calculated is very straightforward and reasonable. I think that the "Learning Objectives" presented for each unit were very helpful in directing my studying. The TAs in the class were extremely helpful.
Office hours were the most helpful part. I also like watching the echo to reiterate information.
The echos. Watching echoes really helped strengthen my knowledge of the information and better understand it.
online labs and the gross labs because you could see it
The recorded videos that were made outside of class were very helpful because you were able to watch them on your own time.
The teacher, Dr. Platt is amazing. She is great at presenting the material and is approachable and nice
The provided echos. They help me review the content.
I learned a tremendous amount about the little things in the body most people don't pay attention to.
I enjoyed how there were a plethora of resources for the students to go about content and the TAs and professor themselves did an amazing job making this course enjoyable.
The powerpoint.
Lectures were very helpful
I like the learning outcomes, they help me study for the test. I also liked the modular approach, I like videos because they are clearly organized and easy to go back and watch, whereas Echo lectures are harder to go back and find one specific thing you are looking for.
The hands on Gross labs and the new type of class setup we just tried out.
she was very upfront about the grading process from day 1

Which aspects of the course would you change? How and Why?

Comments
I would extend the length that we spent on each chapter and content. They were too crammed together and made understanding content seem rushed.
In class, Dr. Platt just reads the slides and students can do this on their own. It is not beneficial at all to go to class even though I do.
keep gross lab
I wish there was still attendance points and that the lowest homework or lab could be dropped.
I would change the lectures and do something to get the students more engaged because it is hard to listen to the lecture the whole time.
None
I would love more points for homework and labs because i feel that the test are weighed too heavily for your overall grade
I would change the homework.
I would NOT do the flipped classroom like the module we are testing out currently. Again, Dr. Platt's lectures are really great and the videos don't allow interaction. The interaction is what makes the difference between just memorizing the material and really learning it.
I would make it a smaller class to allow for more small group discussions.
I would change the teacher because she's not the right fit for the class.
Have less content and me able to take our time on each topic.
Exam review— use half of lecture before exam to take a practice exam, or post one on Canvas Old exams— post whole questions, not only key on canvas— hard to set up a time to go over old exams Incorporate the textbook into class— use this for homework sometimes instead of WileyPLUS online (those questions are not as similar to exams)
I would change the grading. I think exams count for an extreme amount and they are often times extremely difficult.
I would change the freaking class size. Its no possible to learn in an auditorium with about 400–500 other kids. Idk why the university has yet to figure that out.
I would change nothing.
I would change the final and it not be cumulative because its a lot of information to re learn while learning new things.
more lab times in gross lab

Comments
The long lectures are really hard to stay focused on, at least for me, so in class activities could be helpful. It would help students to stay engaged and it could work as a check your understanding type of thing.
I would first have it a reverse classroom. I think all the echos should be online already so in class you can just go over the hard content and almost have an office hours type of review during class or a kahoot or something. Also, the powerphys labs were just pointless it never contributed to my learning of content in any way. Most of the power points for the class are also verrrry disorganized. Things will be repeated so much throughout the power points and just be organized terribly. This semester some of them have been better though.
I would remove the PowerPhys Labs from the curriculum. I didn't find them helpful or educational whatsoever. They seemed to be busy work.
She really needs to slow down when she talks.
The amount of percentage effected by exams compared to assignments
I would allow more review time in class to help students better understand the material.
The size of the class. It was hard to focus sometimes during class because there were so many people so if there were more sections offered it would be helpful.
I would change the pace of the class.
Nothing
Offer more than just 1 or 2 extra credit points a semester since it is such a hard course.
the tests and material reflect each other a little more
Nothing! Very well structured and taught course.
I don't like how we only have exams. I think that we cover a lot of material and it would be more beneficial and easier to learn the material if we had it broken into smaller more manageable sections and have multiple quizzes per unit instead of 1 big exam.
I think that this course could be stronger in terms of physiology. I often consulted the book to clarify physiology content covered in class, because I sometimes felt that the physiology from class was taught out of order, taught in so many ways that I found myself confused, or repeated in class too many times in not contradictory, but different, ways.
Because of the echo many people felt like it was a waste of time to attend class. I think there should have been some kind of incentive to attend class—participation points or something. I also did not like how we were presented with all the content and rarely went any deeper with it, but then on the tests the questions are so much more complex. I did not like that the homework only partially overlapped with the content discussed in class.
Nothing, I enjoyed all aspects of the course.
i would change nothing.
The amount of powerphys labs that we had this semester. I would have like to have more cadaver labs because you are better able to see what you are learning.
I loved the way the course was organized, I wouldn't change anything
The size of the class is absolutely ridiculous. Students should never have to deal with this large of a class.
I would just give information more slowly. It all comes very fast and some of the information given is not extremely useful.
I just wish we could get online Wiley without having to pay for the extremely expensive book.
Wish there were study guides.
I would change the labs. They did not contribute to my learning of the content.
I would round grades that are 89.5 or higher to a 90. This class is a very make or break class to get into nursing school and it could delay a student's whole education and career just because they missed the cut off by .5
definitely trying out the new class setup
I personally did not like the online labs but I understand their importance

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.6	55	0.6	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	3	5.5%
Agree	4	17	30.9%
Strongly Agree	5	35	63.6%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.6	54	0.7	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	55	0.7	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.6	55	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.4	55	0.8	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.7	55	0.5	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.4	55	0.7	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.			
Options	Score	Count	Percentage
Disagree	2	1	1.8%
Neither Disagree or Agree	3	2	3.6%
Agree	4	17	30.4%
Strongly Agree	5	34	60.7%
Choose not to rate	NRP	2	3.6%

2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage
Disagree	2	1	1.8%
Neither Disagree or Agree	3	2	3.6%
Agree	4	15	26.8%
Strongly Agree	5	37	66.1%
Choose not to rate	NRP	1	1.8%

3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	5.4%
Agree	4	16	28.6%
Strongly Agree	5	36	64.3%
Choose not to rate	NRP	1	1.8%

4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage
Disagree	2	2	3.6%
Neither Disagree or Agree	3	3	5.4%
Agree	4	20	35.7%
Strongly Agree	5	30	53.6%
Choose not to rate	NRP	1	1.8%

5. The instructor Andrew Welleford treated students with respect.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	3.6%
Agree	4	13	23.2%
Strongly Agree	5	40	71.4%
Choose not to rate	NRP	1	1.8%

6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	6	10.7%
Agree	4	22	39.3%
Strongly Agree	5	27	48.2%
Choose not to rate	NRP	1	1.8%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
He seemed to break things down completely so that all levels of comprehension were able to understand the content. Very thorough and gave clarity.
N/A
a new refreshing teaching method
He was good at explaining things and did not go too fast.
He really took time to explain the content to make sure we understood it to the best of our ability
I loved that before lecture he gave us brief one sentence summary of what we needed to know and that he went over learning objectives at the end of class.
I liked that he was simple and to the point when he lectured.
He goes at a reasonable pace and explains things in multiple different ways.
His powerpoint are more concise and he actually teaches the material.
He went through the learning objectives in class which was helpful because it clarified what we knew and what we needed to work on. He slowed the teaching down to a slower pace to where we could comprehend it better.
Explaining content in a way that was easier to comprehend.
He really broke down the material well, went at a slower pace, didn't use big words we've never heard of, and made sure the students understood content
N/A
his notes were very straightforward and organized
Everything about Andrew was great! He is a great instructor and should teach his own course.
he was most helpful in ways of going over the learning objectives at the end of class
The outlines of the material at the beginning and end of lectures are very beneficial.
fully explains material
He didn't really do any teaching this semester.
He was so good at explaining and his notes were amazing. He went at a good pace and would present things really clearly. Dr. Platt is very scatterbrained and will go on rants about things that don't even matter.
He was so sweet and kept things simple and easy to understand.
HE was great
He presents his slides very clearly with what is the most important information to know. It helped students understand the material better.
He got right to the point of what we needed to know to prepare us for the exam.
His slides were very clear
Andrew, although he only gave one lecture, was one of the most amazing lecturers I've had at my 2 years in UK. He made sure we understood all the content before moving onto the next slide or topic which helped solidify the information. At the end of the lecture he went through the learning outcomes and solidified what we learned and what we need to know which was so helpful in summarizing what we need to know for the exams.
WE LOVE YOU ANDREW
He did the learning objectives at the end that was very helpful.
hes a good teacher
He was very clear and easy to understand. He taught at a great pace and detailed everything very well.
The instructor was extremely clear and straightforward in presenting content. He was very patient and the flow of his presentations made the information very understandable and organized.
Andrew gave us mnemonics and memorable ways to remember material, which I appreciated.
When he went over each learning objective
i don't remember him being there for this half of the class
He was very knowledgeable about the content he taught and so it made it very easy to process and retain it.
He presented material in a simple, easy to understand manner, wasn't intimidating, got peoples attention
He really understands the content and this helped when we asked questions.

Comments

He emphasized what information would be most useful we write down. He read through the study objectives at the beginning and went over the answers at the end.

Andrew made sure that when he presented material, it was presented clearly, and he made sure it was all understood before going on. He was also really good at tying material together and helping us to see the big picture.

Well he taught maybe one day I barely know him, really affected the course none.

He was very clear and to the point of what was going to be on the exams.

He was very well informed and knowledgeable.

he lectured very eloquently and followed closely to the learning objectives

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
Less monotone– lost my attention
N/A
more personable
I would have him talk louder because it was hard to hear.
None
nothing i actually really enjoyed this section.
I would change the way he lectured though because the questions on the exam were a lot harder than he made it out to be.
His pace was bad during the lecture. He started out very slowly, and by the end of lecture he was speaking and moving through slides extremely fast. He went over time because of bad pacing, and students were having to get to their next class and missing the material he was still trying to cram in.
He is a little monotone which makes it hard to get excited about the material.
Take time to answer questions at the end of each class.
Give more real–life application to content
N/A
nothing
I would change nothing. He's great!
I felt the test was had nothing he taught or it was more difficult.
goes too slow on the unimportant material so had to rush through the more complicated material because didn't have enough time talks very slow which makes students less engaged
Nothing
Have him teach the class lol
Maybe be more upfront and talk louder.
He was great
He was a really good teacher. There is nothing I would change.
None
He talked kind of slowly and monotone and it got kind of boring.
maybe be a little more simplified with material
Nothing! He was great.
I do think that the instructor could stimulate more thought/discussion in class through the use of questions.
For the few classes that he lectured, he did well and I wouldn't change anything.
N/A
same as above
none
His pace was slower than Dr. Platt's which is nice but I wish he sped his pace up a little
I would slow down a little if I were him.
I would just say with more practice, work on showing more personality to the class. This will allow students to relate to you more.
N/A
Well he taught maybe one day I barely know him, really affected the course none.
I wouldn't change anything
None
I would not change a thing

Raters		Students
Responded		50
Invited		62
Response Ratio		80.6%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	2.7	50	1.1	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	3	6.0%
Sophomore	2	21	42.0%
Junior	3	15	30.0%
Senior	4	10	20.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	1	2.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	46	74.2%
is an elective	3	4.8%
covers a topic I am interested in	13	21.0%
Choose not to rate	0	0.0%
Respondent(s)	50	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.3	49	0.7	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	6	12.0%
B	6	20	40.0%
A	7	23	46.0%
Choose not to rate	NRP	1	2.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.1	50	1.3	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	0	0.0%
2 hours	2	6	12.0%
3 hours	3	11	22.0%
4 - 5 hours	4	16	32.0%
6 - 7 hours	5	7	14.0%
8 hours or more	6	10	20.0%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-004-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.3	50	0.8	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	1	2.0%
Neither Disagree or Agree	3	3	6.0%
Agree	4	20	40.0%
Strongly Agree	5	25	50.0%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.4	50	0.5	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.0	50	1.1	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.2	50	0.8	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.2	50	0.9	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.6	49	0.7	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	2.0%
Agree	4	26	52.0%
Strongly Agree	5	23	46.0%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Disagree	2	3	6.0%
Neither Disagree or Agree	3	3	6.0%
Agree	4	24	48.0%
Strongly Agree	5	20	40.0%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Disagree	2	2	4.0%
Agree	4	16	32.0%
Strongly Agree	5	31	62.0%
Choose not to rate	NRP	1	2.0%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	2	4.0%
Disagree	2	3	6.0%
Neither Disagree or Agree	3	7	14.0%
Agree	4	18	36.0%
Strongly Agree	5	20	40.0%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	3	6.0%
Neither Disagree or Agree	3	2	4.0%
Agree	4	25	50.0%
Strongly Agree	5	19	38.0%

Which aspects of the course were most helpful? Why?

Comments
gross anatomy labs
NA
Dr. Platt's use of notability when she was pointing out certain things on slides such as diagrams or specific functions
I really enjoyed the flipped classroom! Being able to watch the videos and then come in for discussions helped solidified course content. I also LOVED gross lab. It was an awesome experience to be hands on, and something I was very honored to be a part of
The most helpful aspect was the echoes. After every class I would go home and watch the echo and take the notes I missed.
Homeworks, in class reviews
The online ECHOs contributed to my learning of the content the most because I could learn the material at my own pace and the lab TAs were very helpful with understanding the content.
The echos.
I really liked the in class exercises and practice question review. I also really liked how the TAs held exam review.
the videos were the teachers are teaching the work online
Having the echos to go back and catch what I may have missed, the course objectives were a great guideline and labs were very relevant and a nice alternative to looking at the content.
digital videos
The provided echo made me able to rematch content, pause, and really pay attention. Also, I really enjoyed the help of the TA's.
The teacher makes this class terrible.
The time spent in lab was relevant to what was discussed in class
The gross anatomy lab was very helpful because it allowed you to get more practice with the content learned in class.
The labs were very useful and aided to my understanding of the material in a more practical and hands on manner.
Echo to rewatch the lectures.
The echos were especially helpful because anatomy has little fine details that you may not hear or pick up the concept in class, so re-watching the echos outside of class really helped understand things clearer. Also the gross labs that we had were helpful to see what we learned in real life.
The gross labs were very helpful because they allowed me to see where everything is in an actual body. It helped me because I am a very visual learner.
I learned more in this class than any class so far at UK. I found it very interesting.
Echos helped for studying exams
I really like how their are the echos to re-watch after class. I also liked how we did the flip-classroom style. I learned a lot from it. It was very useful.
The wet labs were super helpful. It was truly hands on learning.
echo videos because it was helpful to be able to review whatever happened in lecture at anytime
Echo recordings during lecture
The ability to have lectures on echo360
Organization and presentation of the materials was very clear, and allowed me to effectively learn.
The Echo was the most helpful. Sometimes It can be a lot of material to digest so it's nice being able to go back and relook at things.
Lecture was helpful echo 360 was a great tool.
The lecture because she explains it so well
Echoes
Dr. Platt was helpful when you got one one time with her but she is not very lenient with grading
Echo360 was the most helpful part of the course because I could re-watch the lectures as much as I wanted too and re-learn material as well.
homework
Homework and the the newly introduced modules, because it makes the material easier to understand.
labs and lecture with the TAs helped a lot and so did the Gross Labs
none
Lectures

Which aspects of the course would you change? How and Why?

Comments
the tests be more focussed on what we will need to know as a nurse instead of mostly focussed on small details that won't be important in our future careers
NA
The powerphys labs seemed more like grade boosters than anything, which might be helpful for some students so I understand their purpose but personally dreaded having to do them
The online labs did not really aid in my learning.They made me more confused.
There is nothing i would change. Overall great course.
I liked the set up of it currently and would not change it
I dont know
Make it online.
I would add more in person labs or do virtual labs rather than PowerPhys. In class labs were much more beneficial for learning material
i would change the way the Labs are ran
I would make the lectures more interactive since there is a large amount of content covered per lecture.
the exams are not a reflection of the course
I would make class less mandatory and more online video based. This really benefited my learning style.
If you had a better instructor I would enjoy it more.
N/a
nothing
I have another class on Tuesday and Thursday as well and Tuesday and half of Thursday is lecture, and then the second half of Thursday is a review over everything we learned. I think that would be beneficial in this class.
N/A
I didn't like when Andrew came and taught the class. I think he did a good job teaching. However, it caused us to jump around different chapters. It was confusing and we didn't finish all the slides. It also made study for the tests difficult.
I would change how the homework is graded
create study guides because a lot of the time I would study so much and then the questions asked on the exam would be worded odd or were extremely specific or something she said not to worry about too much so it left me feeling like i could study an endless amount of time and still not do well on exams
Have more class time spent almost as a recitation to help people remember the content
The location of the course was one of my biggest complaints. Memorial hall's acoustics may be designed for performance and speech, but it did not translate over cleanly to a lecture through a speaker system. The reverb of the room caused Dr. Platt's words to meld together, making difficult to understand her, especially when unfamiliar anatomical terms and names were used. This does not reflect poorly upon Dr. Platt, as up close she is very well spoken and articulate. Depending on where you were seated, you would miss more and more details. I understand the location was likely forced due to the class size, but perhaps budget and schedule allowing, the administrators would consider splitting up this class into smaller sections in classrooms and lecture halls that would make it easier to hear.
I have heard that in the coming years, due to budget, the school will be removing the lab component from this course. This saddens me, because many healthcare/professional schools require Anatomy and Physiology with a lab component as a prerequisite. I have heard that an Anatomy class with a lab section is available at BCTC, but sadly, not every student at UK has the financial flexibility to afford to take classes through BCTC as a visiting student. Removal of the lab section will limit what professional schools UK students are able to apply for in the future, which I believe will reflect poorly upon UK's pre-healthcare programs. It is my hope that those in charge of the decision making for this course will reconsider the decision to remove the lab from ANA109 and 110.
If the lab sections are preserved, I hope that the course planner/instructors will consider revising it. The online "Power Phys" component was not particularly useful in either building an understanding of lab work in this subject area, nor reinforcing lecture material. I enjoyed the gross labs, but wish that they were a bit more involved/challenging, and required more thought by the students. Maybe additional labs could be added that are more based upon physiological principles. I would suggest looking at Dr. Osborn's Physiology class in the Biology Dept. for potential ideas for labs that would allow students to measure their own vitals.
The difficulty of everything. I get it, it is suppose to be a challenging course, but not to the point where it is make or break the

Comments
student's future.
Homework attend should be two attempt but not be counted off for the first miss.
I would change none of them
More points besides tests
smaller class size, it was impossible to actually learn in class because half the time there were too many people in the class to concentrate and you also couldn't hear her
I would change the online labs because I didn't learn much from them and they were very time consuming. I would've much rather met in person for lab once a week because the gross labs were my favorite part.
more cadaver lab
N/A
to watch 2 full episodes of the 9 months that made you.
the professor. She talked too fast
Powerphys because they were not helpful.

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.5	48	0.6	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	2	4.2%
Agree	4	18	37.5%
Strongly Agree	5	28	58.3%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.5	48	0.6	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	48	0.6	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.5	48	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.6	48	0.7	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.6	48	0.6	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.4	48	0.6	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.				2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	6.0%	Neither Disagree or Agree	3	3	6.0%
Agree	4	18	36.0%	Agree	4	15	30.0%
Strongly Agree	5	27	54.0%	Strongly Agree	5	30	60.0%
Choose not to rate	NRP	2	4.0%	Choose not to rate	NRP	2	4.0%
3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.				4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree				Disagree	2	1	2.0%
Neither Disagree or Agree	3	2	4.0%	Neither Disagree or Agree	3	3	6.0%
Agree	4	19	38.0%	Agree	4	12	24.0%
Strongly Agree	5	27	54.0%	Strongly Agree	5	32	64.0%
Choose not to rate	NRP	2	4.0%	Choose not to rate	NRP	2	4.0%
5. The instructor Andrew Welleford treated students with respect.				6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	2	4.0%	Neither Disagree or Agree	3	4	8.0%
Agree	4	15	30.0%	Agree	4	19	38.0%
Strongly Agree	5	31	62.0%	Strongly Agree	5	25	50.0%
Choose not to rate	NRP	2	4.0%	Choose not to rate	NRP	2	4.0%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
he didn't talk too fast and was clear and concise
NA
Andrew went a lot slower and outlined his material so that it was easy to understand, which I think helped a lot of people.
Providing us with notes and answering questions. If we didn't understand something, he would explain.
He was very clear
I don't really remember him doing anything
Good explainer and very well organized.
His slides were very well laid out and I think he did a great job at highlighting the main points and not confusing us with extra details that we do not need to know. His teaching was very straight forward and I thought his lectures were easier to follow along with. I thought he was a great teacher
Outlines
He did not ramble but added small stories that helped. He was concise and straightforward.
it helped me when he went over the learning objectives in class and taught at slow pace.
The pace at which he taught. It made lecture very engaging
He presented the material clearly.
Going in the manner of his slides, not jumping around everywhere because he was teaching the material to us, not acting like we already knew the material.
He was very good at answering questions when people were confused.
Very educated in the field. Presented material clearly and efficiently.
Very blunt and to the point about important content. He is awesome!
he would restate the learning objectives and tell us exactly what we needed to study so there was no room for confusion
His ability to ask questions during lecture while also being able to maintain a steady pace with the material
The lectures that were taught by Andrew were up to par with those of Dr. Platt, and the material and expectations were very clear.
He had learning targets and taught by those learning targets.
Very clear with course content and presented well.
His lecture notes were well thought out
provided great examples
The lecture notes he made were very helpful and always went really in depth.
n/a
Was very straightforward about the information.
spoke clearly and clearly presented the material
Very good at explaining
He talked only about what was printed on the slides.

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
would speak with more confidence so we are sure he knows what he's talking about
NA
Lectures were very monotone and boring
Personally I would like to see him gain a little more confidence when lecturing. I think it will just come with practice, but lectures were a little boring and he seemed a bit nervous to be up there Granted, I would be too, so I think it will just come from getting used to teaching in front of a classroom that size. But learning how to engage and connect with the students will be a big learning curve and really make a difference in future lectures.
I would maybe do more "hands on" aspects. Make kahoots or quizzes in class.
He presented the material straight forward, but I would have benefited from elaboration
Nothing
nothing
I would have him talk a little louder because sometimes I had trouble hearing.
NA
Nothing!
none
None.
n/a
NOthing
He was a little less enthusiastic about teaching than the professor but still taught the material well.
N/A
None
have him teach more lol
None
I would make him teach more frequently.
N/A
Just be more loud
nothing
He did not talk loud enough and I always had trouble hearing him in class. It just would've helped if he had a louder microphone or just talked a little louder.
n/a
N/A
use hands more
nothing he was amazing
He taught the material at a super slow pace. It was hard to stay engaged.

Raters	Students
Responded	49
Invited	55
Response Ratio	89.1%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	1.0	49	0.1	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	48	98.0%
Sophomore	2	1	2.0%
Junior	3	0	0.0%
Senior	4	0	0.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	48	87.3%
is an elective	0	0.0%
covers a topic I am interested in	7	12.7%
Choose not to rate	0	0.0%
Respondent(s)	49	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.1	47	0.7	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	9	18.4%
B	6	23	46.9%
A	7	15	30.6%
Choose not to rate	NRP	2	4.1%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.6	49	1.1	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	0	0.0%
2 hours	2	1	2.0%
3 hours	3	8	16.3%
4 - 5 hours	4	13	26.5%
6 - 7 hours	5	14	28.6%
8 hours or more	6	13	26.5%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-005-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.2	49	0.9	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	3	6.1%
Neither Disagree or Agree	3	2	4.1%
Agree	4	21	42.9%
Strongly Agree	5	22	44.9%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.3	49	0.7	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.1	49	1.1	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.1	49	0.9	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.0	49	1.0	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.5	49	0.5	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Disagree	2	2	4.1%
Agree	4	26	53.1%
Strongly Agree	5	21	42.9%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	2	4.1%
Neither Disagree or Agree	3	5	10.2%
Agree	4	26	53.1%
Strongly Agree	5	15	30.6%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Agree	4	25	51.0%
Strongly Agree	5	24	49.0%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	6	12.2%
Neither Disagree or Agree	3	3	6.1%
Agree	4	17	34.7%
Strongly Agree	5	22	44.9%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.0%
Disagree	2	6	12.2%
Neither Disagree or Agree	3	1	2.0%
Agree	4	27	55.1%
Strongly Agree	5	14	28.6%

Which aspects of the course were most helpful? Why?

Comments
echos and gross labs
The echos were the most helpful because I was able to go back and listen to the lecture again
Office hours and exam review
I think the echoes were the most helpful because they contain the material needed to succeed.
In class time, powerpoints
TA office hours
The TA's are a valuable resource to get help.
The lectures and powerpoints were the most helpful, because they included all of the information for that unit and it was easy to look back on and review.
being able to go back and re listen to the lecture online is helpful in case I missed anything in lecture
Echo is extremely helpful to review because there are so much to cover in one class period.
labs
the homeworks
Having the echos and the TA's were the most helpful for this course because I was able to hear and watch the lectures as many times as I needed and being able to have someone physical to answer my questions and explain concepts also helped tremendously.
The most helpful aspect of this course is gross labs because we are able to see what we are learning by observing a human body.
ECHOs because its a great resource to review and make sure you have all the content from the lectures
Rewatching the echoes.
Having the ability to watch the echos is extremely helpful in learning the content. Also, the TA are very good in explaining concepts to help understand.
Extremely relevant to my major. Echos helped a lot to review
Every Aspect
I think the labs were extremely helpful because they helped me to visualize that system of the body and gave me a chance to better understand the content.
The echos helped me a lot to relook at material and make a better understanding of it.
The videos were extremely helpful. It allowed me to go through the material at my own pace. Also, the TA's office hours were very helpful and I really appreciate all their hard work.
It was helpful that the class was on echo because if something was missed during lecture, it was easy to go back and re-watch. Also, it was very helpful that the powerpoints were given to us rather than having to rely on our own notes.
The most helpful aspect of this course was the lectures because she would test you over everything she would say in class.
The echos and availability of several different office hours.
The lectures and echo helped me the most.
The teaching
By having the echos and videos Dr. Platt would use were very helpful because it allowed us to be able to watch the lectures as many times as we wanted and really grasp the content.
Echoes. Dr. Platt goes pretty quickly through the material in class. I don't think she realizes it. She's so excited to teach and is extremely intellegient so being able to go back and re watch is great.
Having access to powerpoints and echos helped a ton.
The echos that were posted of the lecture were very helpful to me because I was able to go back and listen to all the information again. Another thing that was helpful was definitely the gross labs, I feel as if those labs allowed me to not only know the material but be able to put it into context.
The most helpful part of this course was the gross labs because you go to see first hand what you were learning about.
the TAs who held office hours
Reviewing in class because we got to hear Dr. Platt explain the information again.
having the homework and teacher office hours to go over any questions and prepare for the exam
the in class lectures more often then not cleared up material as well as office hours

Comments
Having the Echo360's to refer back to for notes and studying
The laboratory and kadaver labs were very helpful because they showed the human body and how everything connects
the course was full of information I will need for my future career.

Which aspects of the course would you change? How and Why?

Comments
i would change the fact that lectures are optional because it is too tempting to not come when given the choice
I would change the pace of the class because it went to fast in order to be completely understood
The test questions are very hard and complicated compared to the material
I would change the weight that exams hold. Although they are important, I think implementing a quiz or project would better allow students to be graded fairly.
The labs were not as helpful
n/a
Not sure
I would change how much the homework is weighted, because when I would miss some questions on the homework they would bring me down more than my good test grades would bring me up.
I wish the content was taught in a different way
I wish Dr.Platt's face was shown on the echo to make yourself focused and see her gesture while explaining the content.
more tests with less content on each because there was way too much information that was needed to know on each test
more opportunities for points
the exams were very difficult and the questions went more into dept on a topic more than we did in class making it hard
I would not change anything about this course because I think the layout of the concepts were well thought out
I would change how much material we are given at one time. I feel that some units are extremely overwhelming.
Smaller exams, maybe more exams but they're smaller with less content
I would not test over so much material all at once. It is impossible to undergo so much information all at once and then expected to be tested over it and get good grades. Also the final and midterm should NOT be cumulative for many people just straight up failed it... That should tell you something.
In class lectures can go a little in depth for concepts we don't need which can make it a little more confusing then it needs to be known right now.
How the material is expected to already be known.
NA
I would change the exams because they did not reflect what we learned in class and rather tested outside knowledge that not everyone is aware of. I think it should be focused more on what is no the slides presented in class.
A little less material for each exam because the amount is almost too extreme and overwhelming
More drawings when going through discussions would be more helpful to understanding the content.
I wouldn't change anything about the course. It was set up in a good way.
I would change the difficulty of the tests because the questions are so difficult that it seemed no matter how long I studied, I would do poorly on the exams.
I would break the material up a little more.
I wish lecture was more interactive – very easy to lose focus
Nothing
Dr. Platt is a quick speaker but with the echos it makes things easier. I like to take time when listening so I can grasp the content.
I would do a flipped classroom for this. She is considering it, and I think it would work great for this course.
I would change the lectures, they were not engaging and i didnt benefit from them at all.
I would change the exams in this course. Anatomy is not an easy course and the amount of material on exams is a lot. There is way too much too remember especially when it goes into so much detail. I think students would excel more in the course if there were either more smaller exams or quizzes and exams just to break up the information. I think students will retain information better.
I would change the way the material was taught. It was extremely fast paced and although you had to work through the material

Comments
quickly it caused people to have difficulty learning the subject.
powerpoints, less course content per exam
Change to Monday, Wednesday, Friday schedule.
add more questions to go along with the learning we do in class. More activities
more videos such as the digestive track intro videos were extremely helpful as they were slow and allowed visual aid
It is often difficult to cram and retain blocks of information given for 75 minutes straight. I think it would be helpful to lecture and then interject with some practice questions or different activity and then return to lecturing after 10–15 minutes to break up the information.
I would put less pressure on lectures and more on interactive assignments
The pace the material is thrown at you or broken down to a simpler understanding.

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.8	48	0.4	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%
Agree	4	9	18.8%
Strongly Agree	5	39	81.3%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.8	49	0.4	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.8	49	0.5	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.8	49	0.5	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.8	49	0.6	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.8	49	0.4	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.7	49	0.6	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.				2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	8	16.3%	Neither Disagree or Agree	3	1	2.0%
Strongly Agree	5	41	83.7%	Agree	4	8	16.3%
				Strongly Agree	5	40	81.6%
3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.				4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Disagree	2	1	2.0%	Disagree	2	1	2.0%
Agree	4	7	14.3%	Agree	4	9	18.4%
Strongly Agree	5	41	83.7%	Strongly Agree	5	39	79.6%
5. The instructor Andrew Welleford treated students with respect.				6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	8	16.3%	Neither Disagree or Agree	3	3	6.1%
Strongly Agree	5	41	83.7%	Agree	4	9	18.4%
				Strongly Agree	5	37	75.5%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
its slow and meaningful insight into the topic
he went at a good pace and was able to be understood.
I liked how andrew went over the learning objectives both at the beginning and end of class
He had very good explanations and spoke with vocabulary that allowed students to grasp the concepts.
He made everything so clear and easy to understand, and talked slower too
answered all questions and presented material very clearly
He spoke and taught at a very nice pace so I had enough time to think.
the way he presented his lecture was very clear and aided my understanding of the content.
he did not rush through the material
He was very clear on what to memorize and not for the test. He taught us in a very good pace where we did not feel rushed.
very clear and concise
he seemed like he actually care about the students learning and struggling
He goes at a great pace and is very clear
He once even said, "I think good teachers present the material to you and test you over exactly what was presented, no surprises." He never added stuff that was not going to be on the exams and his powerpoints did not have any extra information that was not needed to know.
He taught at a very good pace and did an excellent job teaching content.
He went slow and made sure nobody was lost or confused
Every Aspect
The most helpful aspect was that Andrew used a good pace to go through the material and it helped to learn the material better.
Everything. I love when he was able to teach. He made things more clearly stated and easier for the students to understand.
The way his power points were set up were very clear and made it easier to understand.
Andrew was the best at explaining and going through slides. I enjoyed his classes every time he taught. His style of teaching helped me process the information much better.
Andrew Welleford's powerpoints were very informative and helpful.
He went over the learning objectives with us and made sure we knew how to answer each one
Good teacher
He really took time for students to get the information down and always would go over things more than once.
He's extremely easy to understand. He gets to the point and explains material well.
he taught at a reasonable pace.
Andrew taught at a lot slower of a pace and It allowed me to retain the information better. Also, he went into depth through our learning objectives with us which helped a lot when it came to exam time.
The aspect most helpful was his pace throughout the class because it did not feel rushed.
his power points, explanations
Very organized so it was easy to follow in class.
Specifically told us what we have to know and what we don't have to know. He went over the materials at a slow pace and was easy to understand.
could go into detail and explain things is students had questions about course material
Took very complex systems/concepts and was able to explain it in fairly simple and understandable terms.
He gave a fresh perspective on the materials he taught
we would learn content based off the learning objectives and then go over each objective after class.

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
i would like more interaction with the class
his ability to fit all the information into one lecture that is needed because I felt like we missed information because he would skip slides when we ran out of time
He seems less confident in his ability to present information than dr. platt
I would want him to do more guest lectures.
N/A
n/a
many of his lectures didn't correlate with Dr. Platt's test questions.
nothing
It would be nice if he showed more passion and excitement towards anatomy like Dr.Platt.
speak up
nothing, he should teach more
Maybe be a bit more enthusiastic
Nothing he is great. I wish he taught the whole year.
I think he is doing everything that he should be doing and wouldn't change anything.
No comment
NA
I would not change Andrew's teaching because he did a really good job of explaining.
nothing. I love the way he teaches and I wish he would have taught this course.
I would change how he speaks. He didn't seem very excited when he talked so it was hard to pay attention, but his lecture definitely helped.
nothing
None
I wouldn't change anything about Andrew's teaching style because it works really well for students.
Im not sure
Nothing!
I would have liked if he added more questions to get us involved in the lecture.
nothing he's perfect
Maybe provide more information on slides.
Ask more questions to go along with content
none
I wish he was able to due more lectures in class.
Maybe more enthusiasm, he was doing excellent as his job, but his low points were boring

Raters	Students
Responded	25
Invited	28
Response Ratio	89.3%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	1.2	25	0.5	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	22	88.0%
Sophomore	2	2	8.0%
Junior	3	1	4.0%
Senior	4	0	0.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	25	92.6%
is an elective	0	0.0%
covers a topic I am interested in	2	7.4%
Choose not to rate	0	0.0%
Respondent(s)	25	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.3	24	0.6	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	2	8.0%
B	6	13	52.0%
A	7	9	36.0%
Choose not to rate	NRP	1	4.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.4	25	1.3	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	1	4.0%
2 hours	2	0	0.0%
3 hours	3	4	16.0%
4 - 5 hours	4	9	36.0%
6 - 7 hours	5	5	20.0%
8 hours or more	6	6	24.0%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-006-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.2	25	0.9	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	2	8.0%
Neither Disagree or Agree	3	2	8.0%
Agree	4	11	44.0%
Strongly Agree	5	10	40.0%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.2	25	0.5	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	3.8	25	1.0	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.2	25	0.7	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.0	25	1.1	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.6	25	0.5	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	4.0%
Agree	4	17	68.0%
Strongly Agree	5	7	28.0%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	3	12.0%
Agree	4	13	52.0%
Strongly Agree	5	9	36.0%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Agree	4	10	40.0%
Strongly Agree	5	15	60.0%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Disagree	2	4	16.0%
Neither Disagree or Agree	3	4	16.0%
Agree	4	10	40.0%
Strongly Agree	5	7	28.0%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Disagree	2	3	12.0%
Neither Disagree or Agree	3	4	16.0%
Agree	4	7	28.0%
Strongly Agree	5	11	44.0%

Which aspects of the course were most helpful? Why?

Comments
The echo was most helpful that allowed you to go back and relisten to the lectures if you missed something during class.
i really loved how accessible the TA's are and I also liked how the labs and homework can help your grade a lot.
I learned a lot in this course
The learning objectives were the most helpful thing for me.
Reviewing in class before the tests were most helpful because we were able to have selected time to just ask questions we had before the test. Office hours were also very helpful.
The echo was key
I like how organized the course was. I always knew what to expect on the tests based on the course material.
The echoes so I could review what she said in class
The review sessions with TAs because it's hard to ask questions in class
Office hours because it was a smaller setting
Having the lectures be posted online. makes it easier to review the tough material for exams
Lecture is very essential for learning the class material, because she opens up the classroom for questions after every slide of notes. Lab is helpful because it allows another opportunity for the students to review the material we have covered in class, also for Gross lab, we can see the body parts within the system we had been focusing on/ learning about in lecture.
lectures
the extra help offered because if i didn't understand a concept or topic, I never felt uncomfortable asking for help
she is smart because she knows more things than me.
The lectures, they were very informative.
Basically all aspects of this course were not only helpful but necessary.
the cadaver labs were helpful and very useful to see material studied in lecture
the echos and learning objects are the most helpful part of the course

Which aspects of the course would you change? How and Why?

Comments
I would change how the tests are designed. They were quite challenging.
I do not feel that the tests are good representations of what we learned in class. I often felt like i was trying to be tricked which i didnt like.
I got nothing out of the lectures. Everything was presented too fast and there is so much information that it is hardly possible to retain all of it prior to exams.
I would make it not be a lecture course. I cannot listen and comprehend these complex topics for over an hour. I did not go to class, ever, and I just listened to the echos and then went to office hours to ask my questions. The lecture was really hard for me to learn in. I like the videos that Dr. Platt is using now for the reproductive unit.
Theres many times when information is added to lecture that is either "going to be learned later" or "not learned at all" but it is talked about just because its exciting but it also gets confusing because it doesn't keep everything on track. When the guy taught lecture, it was more straight forward and more understanding.
I felt class was really hard to follow and I would add a recitation because office hours aren't super helpful if you don't have specific questions.
I would mix up the way we learn. We just attend class every time for a long lecture that covers a lot of info.
The length. I would make it a MWF class
The trickiness of the questions on the test, because the material is already so hard and so much I don't feel we need to be tricked
More outside of class help
3 days a week vs just 2
Making the gross labs a little bit more involved than just showing up to look.
labs
the homework assignments because i didn't feel that they were very helpful in preparing students for the exams. The questions were typically much different than what we were expected to know for the tests
nothing because everything goes perfect.
How heavily the exams are weighted.
I would change the labs to having more of an impact and feeling not so pointless. Although it is good to get a hands on feel for what we're learning, most of the time you're just in and out or standing around for 10 minutes when you could have done something from your dorm.
I would change the online labs because they were not helpful, homework was not very helpful
the class time is too long and there is too much information on each powerpoint slide

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.7	25	0.5	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	1	4.0%
Agree	4	5	20.0%
Strongly Agree	5	19	76.0%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.8	25	0.4	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.8	25	0.4	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.8	25	0.4	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.7	25	0.7	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.8	25	0.4	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.6	25	0.7	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.				2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	6	24.0%	Agree	4	6	24.0%
Strongly Agree	5	19	76.0%	Strongly Agree	5	19	76.0%
3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.				4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	6	24.0%	Disagree	2	1	4.0%
Strongly Agree	5	19	76.0%	Agree	4	5	20.0%
5. The instructor Andrew Welleford treated students with respect.				6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Agree	4	5	20.0%	Disagree	2	1	4.0%
Strongly Agree	5	20	80.0%	Agree	4	8	32.0%
				Strongly Agree	5	16	64.0%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
He organized his lectures and presented the content in an understandable manner. He made learning antamony fairly easy!
I really enjoyed how structured andrews lectures were and the organization of his notes were very helpful. I love his pace of teaching content.
He made learning the material easy. He would break things down for us slowly so we would understand it.
he went slower, and was more clear about what exactly we needed to know
He was straight forward.
Simplified material, easy to understand
Talked slowly, gave quality lectures, made understandable presentations.
He spoke more slowly than Platt
Spoke clear
Talks slowly and makes material easy tp understand
Very good at speaking and explaining the material without confusing the class. Also answering questions right away whenever a student has one.
his lectures
everything.
All of them
He was very organized and his notes went in a good order where he explained everything that was on one slide and then proceeded to the next topic after he took questions
his slides were very straight forward and easy to follow and he explained things in a way that was very easy to understand

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
I would not change anything. Only encountered Andrew a few times and the times we had him he was great!
none
He should teach more
nothing.
Nothing.
Wouldn't change
n/a
Nothing I would change
Nothing
noting
Challenging the class more by asking us more questions, it helps me personally learn more because when I know the answer its a review but when I don't, it helps me remember it.
nothing
nothing could change because everything goes well
Wouldn't change anything
none hes awesome
he's a little quiet when presenting material in class

Raters	Students
Responded	39
Invited	52
Response Ratio	75.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	2.4	39	1.3	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	10	25.6%
Sophomore	2	15	38.5%
Junior	3	7	17.9%
Senior	4	6	15.4%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	1	2.6%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	35	67.3%
is an elective	4	7.7%
covers a topic I am interested in	13	25.0%
Choose not to rate	0	0.0%
Respondent(s)	39	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.2	38	0.8	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	8	20.5%
B	6	16	41.0%
A	7	14	35.9%
Choose not to rate	NRP	1	2.6%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.1	39	1.3	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	1	2.6%
2 hours	2	3	7.7%
3 hours	3	9	23.1%
4 - 5 hours	4	14	35.9%
6 - 7 hours	5	3	7.7%
8 hours or more	6	9	23.1%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-007-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.4	39	0.9	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	5	12.8%
Agree	4	9	23.1%
Strongly Agree	5	24	61.5%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.4	39	0.9	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.0	39	1.3	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.3	39	0.8	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.5	39	0.6	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.5	39	0.7	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Disagree	2	1	2.6%
Neither Disagree or Agree	3	1	2.6%
Agree	4	14	35.9%
Strongly Agree	5	22	56.4%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Disagree	2	1	2.6%
Neither Disagree or Agree	3	4	10.3%
Agree	4	16	41.0%
Strongly Agree	5	18	46.2%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Disagree	2	1	2.6%
Neither Disagree or Agree	3	1	2.6%
Agree	4	13	33.3%
Strongly Agree	5	24	61.5%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	2	5.1%
Disagree	2	7	17.9%
Agree	4	9	23.1%
Strongly Agree	5	21	53.8%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	2.6%
Agree	4	19	48.7%
Strongly Agree	5	19	48.7%

Which aspects of the course were most helpful? Why?

Comments
Echo helped with learning and the booked helped learn and with homework.
The lectures were great, honestly made the class very straightforward.
Very well organized and syllabus reflected course material.
Lab and Echo 360
Gross lab is the most helpful because you can visualize and physically handle the organs you are learning about.
The echos, the power point slides, I used both of these to help me study for every exam.
power point slides
class really added to my experience in the class. Dr. Platt was a good lecturer and presented material clearly. I also enjoyed the gross labs.
The gross labs helped solidify my understanding of the material by giving a hands-on experience and as a visual learner this helped me tremendously.
The lectures and watching the echo after class were the most helpful. Listening to the lectures more than once helps me understand the content.
I enjoyed learning about the different systems of the body and learning how they work together to keep the body running smoothly.
I liked how the course was set up. I think grading was fair and straightforward. Expectations were straightforward as well. I enjoyed the labs, and it was nice to have a break some weeks with the Powerphys assignments. The cadaver lab was pretty cool too.
Gross labs and being able to relisten to the class lectures via ECHO.
the most helpful would be the way students are able to print out the powerpoint and add more information to it in class.
Having TAs and the lectures being recorded on echo 360 were both very helpful.
The many available resources and the extra helpfulness of the TA's complimented the course well.
I liked that this course has echos. After every class, I go to the library to rewatch the lecture.
The Tas, The echoes and everything
In class meetings she would draw things out for us and that was really helpful. Also the gross labs were good.
Office hours and labs
Having echoes to look back at is extremely helpful.
Dr. Platt does a good job at emphasizing important subjects that will be seen on the tests. Having Echo helps to go back through the lecture to make sure you have all the notes and information you need.
Homework assignments and labs
I liked how each system was broken down into a section that we focused on.
The echo recordings were the only thing that helped me learn. The professor spoke out of term many times and spoke way too fast to even comprehend what she was saying
The labs contribute to my understanding of lecture
Class time and the repetition of material was the most helpful because I was able to actually learn the material.
Echo 360
Echo 360 because I could relisten to the material in the class to help me understand content better

Which aspects of the course would you change? How and Why?

Comments
The way the exams were, they were very hard, my friends and I would study and work hard but the exams were very strenuous and our grades would not reflect it.
I thought there were some topics where we covered things in a strange order (I like when we went through topics from a histology, anatomy, then function standpoint.)
More interactive games and activities in class.
The lecture style. Sometimes I found it hard to pay attention because Dr. Platt would be so excited about what she was talking about that she started off on random side stories that were not always relevant to the material. When that happens a couple times a class during a 1hour 15 minute lecture it makes you want to just stay home and watch the lectures on echo. I love Dr. Platt I just am being honest about my experience
I would change the homeworks. They didn't really contribute much to my learning and some of the stuff on there was not required to learn.
I liked the way class went the last unit better than throughout the semester. I was able to listen to the videos on my own time when I knew I could sit down and focus. I also was able to break up the videos so I didn't lose interest like I usually do in an hour fifteen-minute lecture. The class was more interesting and enjoyable when we were able to ask questions to better our understanding.
I would want it to be more of a slower pace
The anatomy homework only gives 2 chances to miss some of the questions and I found that some questions were cumbersome and I wish I had 4 chances like in my STA 296 course.
I would change the course in which there was more homework and classwork. I like to have something to review and understand the material and there was only one homework each week.
I would change how in depth the material went. I understand that this class is for nursing students, however I am not a nursing student and thought at times the material was too detailed for an intro level class.
I really liked everything about this course...can't think of any complaints.
Less powerphys activities and more actual labs because I did not see the powerphys activities as very beneficial
I would like to have time to review for the exam in class, which was sometimes available.
I would change very little.
I would like to have more office hours available to students.
Nothing.
Nothing, everyone is very helpful and considerate of the students
Rounding up on final grades.
I think if she stopped and did a quick review on Thursdays at the end of class it would be very helpful. I also think the class should be MWF and only be 50 minutes because an hour 15 is too long and too much content to take in all at once. I would be able to digest the information better if it was only 50 minutes since ANA 110 and 109 are such fast paced classes
Nothing.
I wish the gross lab aspect of the class was more structured.
I would change the whole set up. We come into class not knowing a thing and Dr. Platt was not organized enough to be able to follow what she was saying
The course was extremely detailed and fast-paced. It was way too much to keep up with on top of other classes, and as much effort as I put into the course, it still seemed almost impossible to get good grades on the exams. The course needs a recitation that gives students a chance to further learn the material outside of the lecture and be able to ask questions, rather than trying to work around office hours.
The labs were free for all and you only learned as much as you wanted or as much as you asked the TA.
I would change the class size, it was difficult for me to hear in class over some students talking but also just because of the size of the lecture hall. Therefore, I decided it was in my best interest to use echo instead.
I liked the new format that dr. platt was trying out.
Nothing

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.6	38	0.8	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	0	0.0%
Agree	4	13	34.2%
Strongly Agree	5	24	63.2%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.5	38	0.8	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.5	38	0.8	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.5	38	0.8	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.5	38	0.8	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.5	38	0.8	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.5	38	0.8	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Agree	4	15	38.5%
Strongly Agree	5	22	56.4%
Choose not to rate	NRP	1	2.6%

2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Agree	4	14	35.9%
Strongly Agree	5	23	59.0%
Choose not to rate	NRP	1	2.6%

3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Agree	4	14	35.9%
Strongly Agree	5	23	59.0%
Choose not to rate	NRP	1	2.6%

4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Agree	4	15	38.5%
Strongly Agree	5	22	56.4%
Choose not to rate	NRP	1	2.6%

5. The instructor Andrew Welleford treated students with respect.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Agree	4	15	38.5%
Strongly Agree	5	22	56.4%
Choose not to rate	NRP	1	2.6%

6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	2.6%
Neither Disagree or Agree	3	1	2.6%
Agree	4	12	30.8%
Strongly Agree	5	24	61.5%
Choose not to rate	NRP	1	2.6%

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
I really like how he took his time when teaching, he didn't go to fast, and it was very helpful when he would go over the objective.
He was very straightforward during lecture.
Very good at explaining concepts in a variety of ways.
He's good
His teaching was very clear.
Taught at a good pace and really focused on things that we would need to know for the exam.
He was a good lecturer and explained things at a good pace.
his lectures were always easy to understand
He seemed prepared for the lectures he taught and he was very knowledgeable for any question thrown at him.
His willingness to answer questions and help students with any concerns they might have.
He was very nice and approachable
He was able to present the information clearly.
He taught at an appropriate pace and went over specifics for exams.
All
He is a slow talker, so it was easier to follow along.
Really organized. He did awesome
He gave great lectures that were engaging.
Great explanations on class work
Very easy to talk to and laid back.
He is very straight forward and I knew exactly what content to study
Everything.
He was extremely clear in his teaching and the way he explained content.
He presented material in a clear manner that was easy to understand
He was AMAZING. I got the best grades on tests over the material he taught us during lecture. He went at a pace that the students could handle and introduced the material clearly in a way that we could understand, rather than presenting it to us as if we already knew what he was talking about.
Andrew was very in depth in his powerpoints and explained the material well.
Good at teaching at a nice pace
Pace in teaching content. Didn't speed through the PowerPoint slides during class

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
I would just like to have had him teach more often.
Sometimes I caught myself getting distracted because the lack of excitement in his lectures. I realize that can be difficult, but maybe trying to keep the class more involved.
No
He is a little bland and doesn't seem interested in what he's saying.
nothing
He didn't get very many opportunities to teach and I would've liked to see him teach more.
I would change the instructor to be more interactive.
Nothing
I wouldn't change anything.
None
Nothing
Have him lecture more.
Nothing
Nothing he did a great job!
I wouldn't change anything.
I would say that he could be less blunt. Sometimes he comes off as rude but he doesn't mean too
He needs to be the main teacher of this course.
He was great
none
Nothing

Raters	Students
Responded	23
Invited	30
Response Ratio	76.7%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	1.8	23	1.1	2.7	726	1.7	3.3	1280	1.6

Options	Score	Count	Percentage
Freshman	1	13	56.5%
Sophomore	2	5	21.7%
Junior	3	2	8.7%
Senior	4	3	13.0%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
is a required course	22	75.9%
is an elective	1	3.4%
covers a topic I am interested in	6	20.7%
Choose not to rate	0	0.0%
Respondent(s)	23	

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.3	23	0.8	6.2	716	1.0	6.1	1257	1.2

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	4	17.4%
B	6	8	34.8%
A	7	11	47.8%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	4.6	23	1.3	4.1	727	1.4	4.1	1275	1.4

Options	Score	Count	Percentage
1 hour or less	1	1	4.3%
2 hours	2	0	0.0%
3 hours	3	3	13.0%
4 - 5 hours	4	7	30.4%
6 - 7 hours	5	4	17.4%
8 hours or more	6	8	34.8%
Choose not to rate	NRP	0	0.0%

Overall Course Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I consider the course ANA110-008-2018030 - ANATOMY AND PHYSIOLOGY FOR NURSING II to be a quality course.	4.2	23	1.0	4.3	723	0.9	4.2	1276	1.0

Options	Score	Count	Percentage
Strongly Disagree	1	1	4.3%
Disagree	2	1	4.3%
Neither Disagree or Agree	3	0	0.0%
Agree	4	12	52.2%
Strongly Agree	5	9	39.1%

Course Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.7	23	0.5	4.4	724	0.8	4.2	1279	0.9
Class meetings contributed to my learning of the course content.	4.3	23	1.1	4.2	701	1.0	4.1	1218	1.1
Grading in the course was fair.	4.2	23	0.7	4.3	724	0.8	4.2	1276	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.2	23	0.9	4.3	722	0.8	4.2	1262	0.9
I understand how the final grade will be calculated in the course.	4.7	23	0.5	4.5	723	0.6	4.4	1277	0.8

1. The course was well organized			
Options	Score	Count	Percentage
Agree	4	8	34.8%
Strongly Agree	5	15	65.2%

3. Grading in the course was fair.			
Options	Score	Count	Percentage
Disagree	2	1	4.3%
Neither Disagree or Agree	3	1	4.3%
Agree	4	14	60.9%
Strongly Agree	5	7	30.4%

5. I understand how the final grade will be calculated in the course.			
Options	Score	Count	Percentage
Agree	4	7	30.4%
Strongly Agree	5	16	69.6%

2. Class meetings contributed to my learning of the course content.			
Options	Score	Count	Percentage
Strongly Disagree	1	1	4.3%
Disagree	2	1	4.3%
Neither Disagree or Agree	3	2	8.7%
Agree	4	5	21.7%
Strongly Agree	5	14	60.9%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.			
Options	Score	Count	Percentage
Disagree	2	2	8.7%
Neither Disagree or Agree	3	1	4.3%
Agree	4	10	43.5%
Strongly Agree	5	10	43.5%

Which aspects of the course were most helpful? Why?

Comments
The echos and gross labs
The gross labs were very interesting and always help students to visualize and put together all the material they are learning into reality.
The lectures and the notes provided
The labs and the power points being available online/echo
echos for sure
Homework
the echo because i always got lost in the lecture
the gross labs because they were hands on
I really liked lab I wish that there could be more labs!
The gross labs were the most helpful because we were able to see things we learned on a real person.
The most helpful thing about this course is that it was extremely organized and Dr. Platt was very informative. The powerpoints and any information given was detailed and always contained the information that was on the exam. The TA's were always very helpful and informative and all lab attendants were very helpful in pointing out things you'd need to know or describing difficult information.
TA's are a god send
Being able to have the gross labs to apply our knowledge to real life examples was great. It was also nice to have in class discussions occasionally.
The TAs for this course are absolutely amazing and are so helpful for students.
The echoes. I never did anything for this course besides review lecture.
the labs were really helpful because we got to see real human body parts that contributed to the material we were learning in class

Which aspects of the course would you change? How and Why?

Comments
Possibly providing study guides to highlight the important topics
Nothing. I think the course is very well done. Dr. Platt is amazing.
none
50 min lecture instead of 75, less test based
not go off topic as much with questions even though it was interesting to hear about
Lecture style
The lecture is too overwhelming with information
Lab is a waste of time. This time set aside for lab needs to be utilized better.
change the way the questions are worded on tests to be more understandable, because they cover content just sometimes hard to understand the goal of the questions
I would change how big the class is which i know can not be changed however it would be nice!
I feel that the lectures should be shorter and more of just what will be on the test because sometimes we focus a lot on tangents a teacher might go on, and it is not even on the test.
I believe that the grading, being all point based, was a little difficult due to there not being a little room to vary. I do appreciate however that a few points of extra credit were offered. I wish that there would be some way, written in the syllabus, that would allow for students to get more point for maybe attending a protalk on something anatomy related or something in the lab.
I liked being able to go through the Wiley Plus Lab simulations, however it would have been great to be able to discuss the labs after we had completed them. Although I was able to answer the questions asked, I feel that I would have benefited greatly to have had the material/ questions explained to me. In that way I could be sure that I truly had a firm understanding of the questions that were asked of me, especially the application questions.
The tests aren't exactly fair or consistent. The exams ask some questions that aren't covered in the course really and I only know because I have had upper level courses (being a senior) that are dedicated to subtopics in this course. This is a freshman course and I feel as if it isn't fair to ask this of them. The exams need to stick to the material covered.
How is this considered a lab? I want to be in gross lab more.
its very fast pace and you have to learn quickly, I would change maybe the pace of he course and really go through slides and lessen the material

Overall Instructor Score

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford provided quality teaching.	4.7	23	0.6	4.5	1713	0.8	4.4	4122	0.8

Options	Score	Count	Percentage
Strongly Disagree	1	0	0.0%
Disagree	2	0	0.0%
Neither Disagree or Agree	3	1	4.3%
Agree	4	6	26.1%
Strongly Agree	5	16	69.6%

Instructor Specific Questions

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.6	23	0.6	4.6	1702	0.6	4.5	4113	0.7
The instructor Andrew Welleford presented material clearly.	4.6	23	0.6	4.4	1711	0.9	4.3	4124	0.9
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.6	23	0.6	4.4	1710	0.8	4.4	4053	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	4.6	23	0.6	4.3	1708	0.9	4.3	4116	0.9
The instructor Andrew Welleford treated students with respect.	4.6	22	0.6	4.6	1711	0.7	4.5	4106	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.5	23	0.7	4.4	1703	0.8	4.4	4092	0.8

1. The instructor Andrew Welleford was prepared for class.				2. The instructor Andrew Welleford presented material clearly.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	4.3%	Neither Disagree or Agree	3	1	4.3%
Agree	4	7	30.4%	Agree	4	7	30.4%
Strongly Agree	5	15	65.2%	Strongly Agree	5	15	65.2%
3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.				4. The instructor Andrew Welleford provided material at an appropriate pace.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	4.3%	Neither Disagree or Agree	3	1	4.3%
Agree	4	7	30.4%	Agree	4	8	34.8%
Strongly Agree	5	15	65.2%	Strongly Agree	5	14	60.9%
5. The instructor Andrew Welleford treated students with respect.				6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	4.3%	Neither Disagree or Agree	3	2	8.7%
Agree	4	6	26.1%	Agree	4	7	30.4%
Strongly Agree	5	15	65.2%	Strongly Agree	5	14	60.9%
Choose not to rate	NRP	1	4.3%				

Which aspects of the instructor Andrew Welleford were most helpful? Why?

Comments
Spoke very clearly and made sure students knew what was important to note on notes
How slow he went when teaching the material and then going back over the learning objectives were so helpful.
easy to understand and broke down the material in a more efficient way to comprehend
he was helpful
knew material well and explained it at a clear and slow pace
He moved slowly in class
just his lectures because he talks at a pace that makes taking notes not so frantic
Explained everything in depth
Andrew's powerpoints and lectures were the most helpful because he always stayed on the point and only told us what we need to know and what we would be tested on.
It was great to have the material broken down into small segments. He also made sure to pause often to make sure that any questions the students had were answered. It was also great to have a summary of the information once we had finished the material.
His powerpoint are very direct and to the point and it helps students know what they need to study
Not sure who this is
he was very to the point and didn't go into much detail and made learning easy

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
Possibly making sure that he doesn't teach past class time and make sure that his lecture doesn't go too long.
none
none
maybe speak louder
Nothing
nothing
I wouldnt change anything I really enjoyed this class
nothing
Nothing.
He isn't really present except for the three lectures he teaches while Platt is gone. He needs to teach more.
I don't know this guy
I wouldn't change anything

Raters	Students
Responded	8
Invited	8
Response Ratio	100%

Classification

Options	Score	Count	Percentage
Freshman	1	0	0.00%
Sophomore	2	0	0.00%
Junior	3	0	0.00%
Senior	4	0	0.00%
Graduate	5	8	100.00%
Professional	6	0	0.00%
Other	7	0	0.00%
Choose not to rate	NRP	0	0.00%

Question	Course			Department (Anatomy & Neurobiology)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	5.00	8	0.00	5.16	70	0.37	3.23	1167	1.68

Reason(s) for taking course

Options	Count	Percentage
is a required course	0	0.00%
is an elective	3	30.00%
covers a topic I am interested in	7	70.00%
Choose not to rate	0	0.00%
Respondent(s)	8	

Expected Grade in Course

Options	Score	Count	Percentage
Pass or audit	1	1	12.50%
I	2	0	0.00%
E/Fail	3	0	0.00%
D	4	0	0.00%
C	5	0	0.00%
B	6	2	25.00%
A	7	5	62.50%
Choose not to rate	NRP	0	0.00%

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Question	Course			Department (Anatomy & Neurobiology)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.00	8	2.07	6.60	70	0.84	6.11	1143	1.08

Hours per week spent on course outside of class time

Options	Score	Count	Percentage
1 hour or less	1	0	0.00%
2 hours	2	0	0.00%
3 hours	3	0	0.00%
4 - 5 hours	4	1	12.50%
6 - 7 hours	5	3	37.50%
8 hours or more	6	4	50.00%
Choose not to rate	NRP	0	0.00%

Question	Course			Department (Anatomy & Neurobiology)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	5.38	8	0.74	5.11	70	0.96	3.99	1162	1.39

Course Specific Questions

1. The course was well organized

Options	Score	Count	Percentage
Agree	4	5	62.50%
Strongly Agree	5	3	37.50%

3. Grading in the course was fair.

Options	Score	Count	Percentage
Agree	4	2	25.00%
Strongly Agree	5	6	75.00%

5. I understand how the final grade will be calculated in the course.

Options	Score	Count	Percentage
Agree	4	2	25.00%
Strongly Agree	5	6	75.00%

2. Class meetings contributed to my learning of the course content.

Options	Score	Count	Percentage
Agree	4	4	50.00%
Strongly Agree	5	4	50.00%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

Options	Score	Count	Percentage
Agree	4	5	62.50%
Strongly Agree	5	3	37.50%

6. I consider ANA611-003 to be a quality course.

Options	Score	Count	Percentage
Agree	4	1	12.50%
Strongly Agree	5	7	87.50%

Course Specific Questions (continued)

Question	Course			Department (Anatomy & Neurobiology)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.38	8	0.52	4.56	70	0.71	4.17	1166	0.89
Class meetings contributed to my learning of the course content.	4.50	8	0.53	4.64	70	0.64	4.13	1158	1.01
Grading in the course was fair.	4.75	8	0.46	4.67	70	0.63	4.09	1162	0.97
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.38	8	0.52	4.54	70	0.74	4.11	1152	0.92
I understand how the final grade will be calculated in the course.	4.75	8	0.46	4.59	70	0.69	4.29	1165	0.84
I consider ANA611-003 to be a quality course.	4.88	8	0.35	4.74	70	0.61	4.23	1162	0.90

Which aspects of the course were most helpful? Why?

Comments
Having a lab component to this course is absolutely necessary in order to see what is going on in lecture.
Having us follow along in the notes was not only helpful but it kept my attention. It also helped to make sure that we discussed each key point or we were told that we needed to cover certain material on our own. The dissection was, I believe, crucial to adding the concept of depth of certain structures AND to emphasizing relationships to other structures. I appreciated that we had to know each structure under multiple modalities (radiograph, wet specimen, and osteology). It set the class to a higher standard than simply knowing the anatomy on diagrams and made me appreciate the class more for it.
This class allowed me to have a better understanding about anatomy and how certain organs function the way they do.
Dissection was the best way to learn anatomy and give you a chance to actually convert a 2d image into something that can look completely different than a picture drawn neatly

Which aspects of the course would you change? How and Why?

Comments
Nothing. This is one of the best courses I have taken.
On several occasions, the low level of mumbling and talking during lectures was very distracting. At first I thought it was just one area of the room but upon moving to the other side of the room I came to find that it was pretty much everywhere. I had reported this issue to a couple of the faculty members but it wasn't really ever addressed. Other than that I thoroughly enjoyed the course and the material.
Nothing really. I think this class was well organized

Instructor Specific Questions

1. The instructor Andrew Welleford was prepared for class.

Options	Score	Count	Percentage
Agree	4	3	37.50%
Strongly Agree	5	5	62.50%

3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Agree	4	3	37.50%
Strongly Agree	5	5	62.50%

5. The instructor Andrew Welleford treated students with respect.

Options	Score	Count	Percentage
Agree	4	1	12.50%
Strongly Agree	5	7	87.50%

7. AndrewWelleford provided quality teaching.

Options	Score	Count	Percentage
Agree	4	2	25.00%
Strongly Agree	5	6	75.00%

2. The instructor Andrew Welleford presented material clearly.

Options	Score	Count	Percentage
Agree	4	3	37.50%
Strongly Agree	5	5	62.50%

4. The instructor Andrew Welleford provided material at an appropriate pace.

Options	Score	Count	Percentage
Agree	4	3	37.50%
Strongly Agree	5	5	62.50%

6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Neither Disagree or Agree	3	1	12.50%
Agree	4	3	37.50%
Strongly Agree	5	4	50.00%

Instructor Specific Questions (continued)

Question	Course			Department (Anatomy & Neurobiology)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	4.63	8	0.52	4.75	276	0.50	4.43	3009	0.73
The instructor Andrew Welleford presented material clearly.	4.63	8	0.52	4.72	275	0.56	4.24	3005	0.92
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	4.63	8	0.52	4.75	277	0.52	4.31	2983	0.85
The instructor Andrew Welleford provided material at an appropriate pace.	4.63	8	0.52	4.69	274	0.58	4.16	2995	0.98
The instructor Andrew Welleford treated students with respect.	4.88	8	0.35	4.80	278	0.43	4.48	3010	0.73
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	4.38	8	0.74	4.69	275	0.58	4.28	2993	0.86
AndrewWelleford provided quality teaching.	4.75	8	0.46	4.76	277	0.52	4.30	3006	0.87

Which aspects of the instructor AndrewWelleford were most helpful? Why?

Comments
Very knowledgeable about the material and presented the material at a good pace.
Andrew went above and beyond particularly in his cranial contents lecture. The hand-made model of the meninges and how they related to each other within the skull was incredibly helpful to understanding its 3D configuration in space that was less easily understood in the diagrams.
Dr. Welleford was a great instructor and has taken his time to explain the clinical aspect of the material.
The 3d skull set up with the sinuses was a great way to see them and very helpful

Which aspects of the instructor AndrewWelleford would you change? How and Why?

Comments
Nothing.
There were a couple of times where the class started to get away from him so he need to show a little more authority. But that really does come with time and experience. Great Job!
N?A

Raters	Students
Responded	7
Invited	8
Response Ratio	87.5%

Classification

Options	Score	Count	Percentage
Freshman	1	0	0.0%
Sophomore	2	0	0.0%
Junior	3	0	0.0%
Senior	4	0	0.0%
Graduate	5	7	100.0%
Professional	6	0	0.0%
Other	7	0	0.0%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My classification is	5.0	7	0.0	2.8	457	1.7	3.6	1003	1.6

Reason(s) for taking course

Options	Count	Percentage
is a required course	5	62.5%
is an elective	0	0.0%
covers a topic I am interested in	3	37.5%
Choose not to rate	0	0.0%
Respondent(s)	7	

Expected Grade in Course

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	0	0.0%
C	5	0	0.0%
B	6	3	42.9%
A	7	3	42.9%
Choose not to rate	NRP	1	14.3%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
My expected grade in this course	6.5	6	0.5	6.2	453	0.9	6.1	984	0.9

Hours per week spent on course outside of class time

Options	Score	Count	Percentage
1 hour or less	1	0	0.0%
2 hours	2	0	0.0%
3 hours	3	0	0.0%
4 - 5 hours	4	2	28.6%
6 - 7 hours	5	2	28.6%
8 hours or more	6	3	42.9%
Choose not to rate	NRP	0	0.0%

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Hours per week spent on the course (excluding class time)	5.1	7	0.9	3.9	458	1.5	3.9	1003	1.5

Course Specific Questions

1. The course was well organized

Options	Score	Count	Percentage
Agree	4	1	14.3%
Strongly Agree	5	6	85.7%

2. Class meetings contributed to my learning of the course content.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

3. Grading in the course was fair.

Options	Score	Count	Percentage
Agree	4	2	28.6%
Strongly Agree	5	5	71.4%

4. Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.

Options	Score	Count	Percentage
Agree	4	1	14.3%
Strongly Agree	5	6	85.7%

5. I understand how the final grade will be calculated in the course.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

6. I consider ANA636-001 to be a quality course.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

Course Specific Questions (continued)

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course was well organized	4.9	7	0.4	4.2	458	0.9	4.1	1006	0.9
Class meetings contributed to my learning of the course content.	5.0	7	0.0	3.9	421	1.2	3.9	964	1.1
Grading in the course was fair.	4.7	7	0.5	4.2	457	0.9	4.1	1002	0.9
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.9	7	0.4	4.2	457	0.9	4.0	998	0.9
I understand how the final grade will be calculated in the course.	5.0	7	0.0	4.5	457	0.6	4.3	1000	0.9
I consider ANA636-001 to be a quality course.	5.0	7	0.0	4.1	457	0.9	4.0	1001	1.0

Which aspects of the course were most helpful? Why?

Comments
The content was organized perfectly.
The course director, lectures, online availability, content, and lab time were all very organized and well structured to contribute to success in the course.
The most helpful aspect of this course was that the teachers were great. They always had the door open for you to come ask questions on the content and would drop whatever they were doing in order to do so. They also made the exams very fair and it reflected exactly what they covered in class. The instructors also provided class-time learning exercises that showed us the type of questions they would ask and took the time to walk you through it. This was one of my favorite, if not favorite, courses and I would suggest it to anyone.
Instructors made themselves available for questions and were willing to explain concepts until students understood

Which aspects of the course would you change? How and Why?

Comments
I liked the outside assignments – more of those (graded or not) would be helpful.
On lab practicals, it would encourage studying more if the images were not the exact same ones presented in our study guides. It makes it more of a memorization task rather than learning the anatomy. The third practical was really good at encouraging more learning for the practicum instead of a recall task.
There is only one aspect of this class I would change. As a graduate student I did not get to participate in the team based learning exercises the physical therapy students did. I would have liked to have been able to participate in these as it would have forced me to keep up with the course content and provided a way to test your knowledge before the exam in an exam-like format.

Instructor Specific Questions

1. The instructor Andrew Welleford was prepared for class.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

3. The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

5. The instructor Andrew Welleford treated students with respect.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

7. AndrewWelleford provided quality teaching.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

2. The instructor Andrew Welleford presented material clearly.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

4. The instructor Andrew Welleford provided material at an appropriate pace.

Options	Score	Count	Percentage
Strongly Agree	5	7	100.0%

6. The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.

Options	Score	Count	Percentage
Strongly Agree	5	6	85.7%
Choose not to rate	NRP	1	14.3%

Instructor Specific Questions (continued)

Question	Course			Department (Department of Neuroscience)			College (Medicine)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor Andrew Welleford was prepared for class.	5.0	7	0.0	4.5	515	0.7	4.4	2627	0.7
The instructor Andrew Welleford presented material clearly.	5.0	7	0.0	3.9	527	1.1	4.1	2632	1.0
The instructor Andrew Welleford responded to questions in a manner that aided my understanding of the material.	5.0	7	0.0	4.1	524	1.0	4.2	2620	0.9
The instructor Andrew Welleford provided material at an appropriate pace.	5.0	7	0.0	3.7	535	1.3	4.1	2636	1.0
The instructor Andrew Welleford treated students with respect.	5.0	7	0.0	4.4	528	0.7	4.5	2636	0.7
The instructor Andrew Welleford asked questions that stimulated deep consideration of the course content.	5.0	6	0.0	4.1	514	1.0	4.2	2611	0.9
AndrewWelleford provided quality teaching.	5.0	7	0.0	4.1	525	1.0	4.2	2629	0.9

Which aspects of the instructor AndrewWelleford were most helpful? Why?

Comments
he was clear and well spoken.
Andrew is very approachable and gave helpful tips about how to remember material.