

# IM8

**Bid ID#: 1434**

**Course# - Course Title: 417100 - Health Science Anatomy & Physiology**

**AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.**

**Bruce Colbert** is the Director of the Allied Health Department at the University of Pittsburgh at Johnstown. He holds a master's in health education and administration, has authored nine books, has written several articles, and has given over 250 invited lectures and workshops at both the regional and national levels. Many of his workshops provide teacher training involving techniques to make the health sciences engaging and relevant to today's students. In addition, he does workshops on developing effective critical and creative thinking, stress and time management, and study skills. He is an avid basketball player, even after three knee surgeries, which may indicate that he has some learning difficulties.

**Jeff Ankney** is the Director of Clinical Education for the University of Pittsburgh at Johnstown Respiratory Care program, where he is responsible for the development and evaluation of hospital clinical sites. In the past, Jeff has served as a public-school teacher, Assistant Director of Cardiopulmonary Services, Program Coordinator of Pulmonary Rehabilitation, and a member of hospital utilization review, hospital policy, strategic planning, and patient safety committees. He is a consultant on hospital management and pulmonary rehabilitation concerns. Jeff was also the recipient of the American Cancer Society Public Education Award.

**STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION**

The submission is intended for students interested in pursuing a career in the field of health science.

**1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.**

This program has not been piloted in Florida over the last 18 months.

**2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA'S ACADEMIC STANDARDS (SECTION 1006.33(1)(e), FLORIDA STATUTES)?**

A correlation to Florida standards with links to content citations is provided in the Instructor Resources section of MyLab.

**3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL.**

**Educational Approach:**

*Anatomy and Physiology, & Disease: An Interactive Journey for Health Professionals* guides health science students through the systems of the human body. The text employs a conversational tone and light humor to stimulate learning, rather than a mass memorization of facts. The enhanced Sixth Edition is highly visual with numerous photos and infographics throughout each chapter to appeal to a variety of learning styles.

The Study Success Companion, found at the end of the text, provides study skills and stress management tips to guide students through this interactive learning process.

*MyLab Anatomy, Physiology, & Disease* is a digital learning platform that provides tutorials, digital media, homework activities, and assessment designed to enable teachers to customize instruction to an entire class or individual students. The MyLab offers an embedded etext as well as course management functions including gradebook, assignment manager, data and analytics, all supporting an engaging online learning experience and individualized instruction.

### **Major Tool - Student Components**

The Major Tool, student components, consists of the Student Edition (printed textbook) and the MyLab digital companion.

- The Student Edition (820 pages, four color, NASTA bound) consists of twenty-one chapters, a Study Success Companion, and seven appendices covering all human body systems.
- MyLab Digital Course including supplemental instruction, activities and assessments.

### **Major Tool - Teacher Components**

n/a

## **4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.**

### **Ancillary Materials - Student Components**

The consumable Student Activity Guide provides additional learning activities and extensions including assessments, writing assignments, and group projects.

### **Ancillary Materials - Teacher Components**

The Teacher's Wraparound Edition (print, hard cover) contains the full student edition with teaching resources included in the margins. These resources include Lesson plans for more advanced, less advanced, special needs and English Language Learner students, discussion points, teaching tips, and reinforcement activities.

### **Downloadable Resources**

- Classroom presentations provide an overview of the key objectives of each lesson, available in PowerPoint and Rise formats.
- Test Bank with TestGen assessment software enables teachers to select and generate customized tests from a bank of supplied questions and/or add their own test questions.
- Glossary and Lesson Objectives in Spanish is available for download in PDF format.

## **5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?**

The MyLab learning platform is IMS Global / 1 Ed Tech, 1.3 compatible.

A list of learning management platforms that can be integrated with MyLab and other information on integration services can be found at <https://www.pearson.com/en-us/higher-education/educators/digital-learning-platforms/lms-integration-services.html>.

**6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?**

Using the Student Edition, Student Activity Guide, and additional activities in the MyLab, there are over one hundred fifty hours of instruction available to the teacher. However, the program is designed for flexible implementation and the teacher can customize the instruction to fit a variety of course lengths.

**7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?**

There is no formal Professional Development program available for this program. However, the editorial staff is available to help with content questions implementation issues. Technical support is available at this website <https://support.pearson.com/getsupport/s/contactsupport>.

**8. WHAT HARDWARE/EQUIPMENT IS REQUIRED?**

The MyLab platform can be accessed by any device connected to the Internet. A list of compatible browsers and their system requirements is available here: <https://support.pearson.com/getsupport/s/article/Using-an-Alternate-Supported-Browser>.

**9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY?**

Terms of Use and End User License Agreement are available at the following link: <http://tpi.pearsoncmg.com/tpi/w3c/license.jsp>.

**10. WHAT STATES HAVE ADOPTED THE SUBMISSION?**

The program has been adopted state-wide in New Mexico and Texas. The program is widely used throughout the United States.

**11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?**

There are no Open Educational Resources associated with this program.

**12. ALTHOUGH NOT CALLED FOR IN THE STATE ADOPTION, DO YOU HAVE ADVANCED PLACEMENT (AP) OR ACCELERATED PROGRAM INSTRUCTIONAL MATERIALS AVAILABLE FOR THE COURSE(S) BID FOR ADOPTION?**

There are no AP materials associated with this or other CTE courses bid into this adoption.

**13. WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?**

Spanish translations of the Glossary and Lesson Objectives are available online at no cost to adopters.

**14. DO YOU PROVIDE ACCESS POINT SCAFFOLDING OR AN ACCESS POINT CORRELATION UPON REQUEST?**

Not applicable - Access Points are not developed for this course.

**15. ESSA LEVELS OF EVIDENCE**

While no formal efficacy studies have been conducted on the program, it is in its sixth edition and has been used by thousands of high school students over more than twelve years. The authors are college professors on the topics who used research and experience to create the instructional experience.