



# Welcome to Human Physiology ZOO-2025

Dr. Heather Talbott  
Laramie County Community College



Dr. T



1/19/2026



# Dr. Who?

- University of Wyoming – Class of 2010
  - B.S. Microbiology & Physiology
- University of Nebraska Medical Center – Class of 2017
  - Ph.D. Biochemistry and Molecular Biology
- Oregon National Primate Research Center
  - Research Scientist
- Wyoming Department of Health
  - Epidemiologist/Data Analyst



# Who are You?

## **Individually (3 minutes)**

- Write your name LARGE
- Add some drawings of your interests/hobbies/history/family
- Decorate as you please (school appropriate)

## **Value Prompt (3 minutes)**

Everyone chooses **one prompt** and makes brief notes:

- A learning experience with classmates that made you feel supported/excluded
- A group project that went well/poorly—and why
- A time a classmate changed your mind about something important
- What respect/disrespect looks like between students in college

# Values & Listening Activity

## Listening Round (5 minutes/student)

### Speaker

- Shares name and key info
- Talks for **5 minutes** about their prompt
- Focuses on what *mattered most* to them and why

### Listener

- May **not interrupt**
- Shows engagement using nonverbal cues (nodding, posture, eye contact)
- Takes mental notes on **values, not just facts**





# Reflect on Values

## Reflect & Identify Values (5 minutes)

- Each listener responds using this structure:
- “What I heard you value most is \_\_\_\_ because \_\_\_\_.”
- Speaker confirms or clarifies
- Listener may ask **one curiosity-based question**, such as:
  - “What shaped that value for you?”
  - “How does that show up in how you work with others?”



# Who are you as a group?

## Finding Shared Group Values (10 min)

As a group, discuss:

- “What values do we seem to share?”

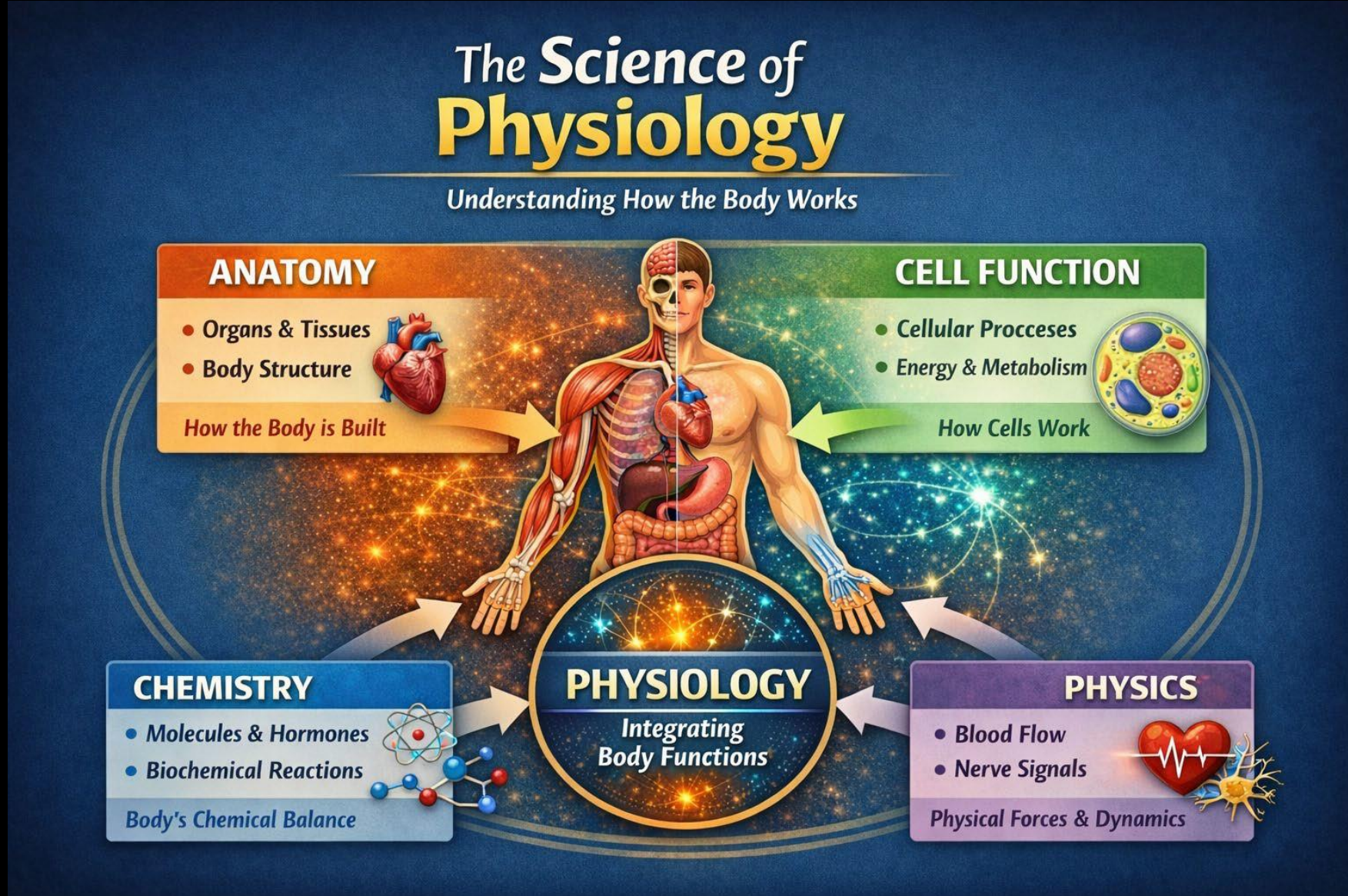
Aim to find **2-3 group values** you agree represent your values as a group

## Create Your Group Name (5 min)

- Use your shared values to create a **group name** that reflects your identity and values as a group.
- Your name should reflect:
  - Who you are as a group
  - How you want to work together



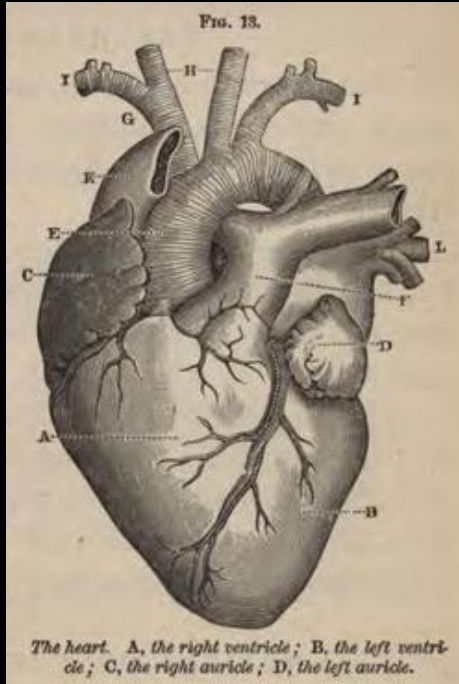
# Course Goals





# Course Recommendations

- **Anatomy** = Structure & Identification
- **Focus:** Name, location, description
- **Physiology** = Function & Process
- **Focus:** How things work and why they change

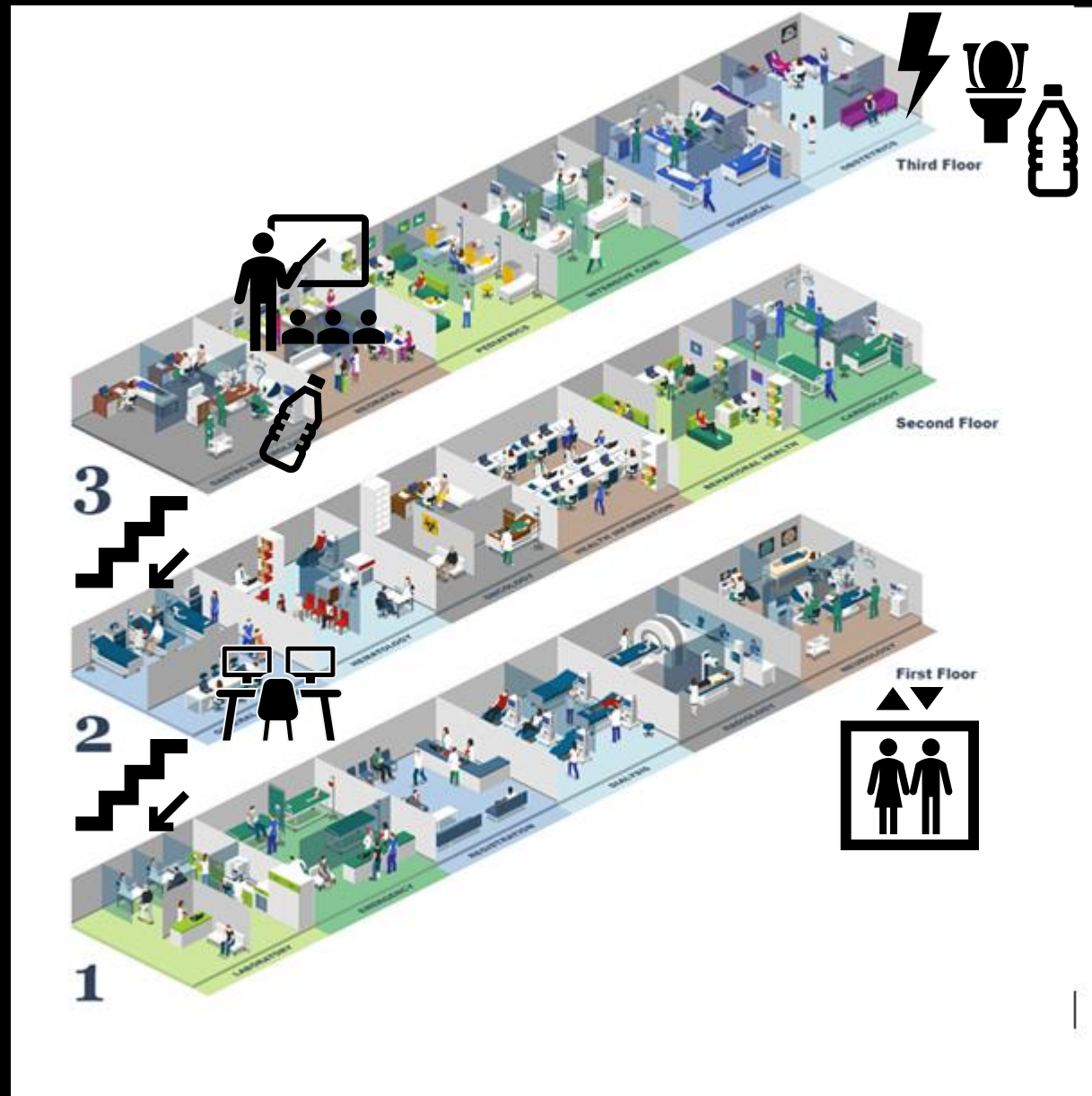


## Study Tips

- Think in cause-and-effect chains
- Learn mechanisms, not just definitions
- Draw flowcharts and feedback loops
- Ask “What happens if X increases or decreases?”
- Explain processes
- Focus on inputs → processes → outputs → regulation
- Rewrite notes as step-by-step processes
- Make concept maps linking concepts
- Study with “What if?” questions
- Teach concepts to someone

# Logistics and Layout

- My Office – PF210A
- Restrooms
- Water Fountains
- AED





# Course Trigger Warnings

- **This course includes materials and discussions that will be uncomfortable or emotionally challenging**
- **Graphic Content:** Cadavers, dissections, and internal organs
- **Sensory disturbances:** Smells, textures, visual, and/or auditory experiences that may be unsettling
- **Blood & Trauma:** Injuries, surgeries, and bodily fluids
- **Life and Death Topics:** Birth, reproduction, death, and dying
- **Emotional Sensitivities:** Medical conditions (including cancer,) self-harm, or abuse
- **Ethical Discussions:** Organ donation, euthanasia, dissection of animals
- **If concerned or affected:** You are encouraged to step out, care for yourself, and reach out to me or campus resources for support.



# Contacting Dr. Talbott

- Please reach out at any time if you have a question or need help.
- Contact (in order of preference):
  - Message me on Canvas
  - Email me at [htalbott@lccc.wy.edu](mailto:htalbott@lccc.wy.edu)
  - Text me
  - [Chat with me on Teams](#)
  - [Call me on Teams](#)
  - Call 307-778-1315
- Office Hours are tentatively at the following times and by appointment  
<https://calendly.com/htalbott-lccc>
- Student hours availability:

Week Day	Time	Physical Availability	Teams Availability
Tuesday	1-3 pm	PF-311	Yes
Thursday	2-5 pm	Learning Commons	Yes



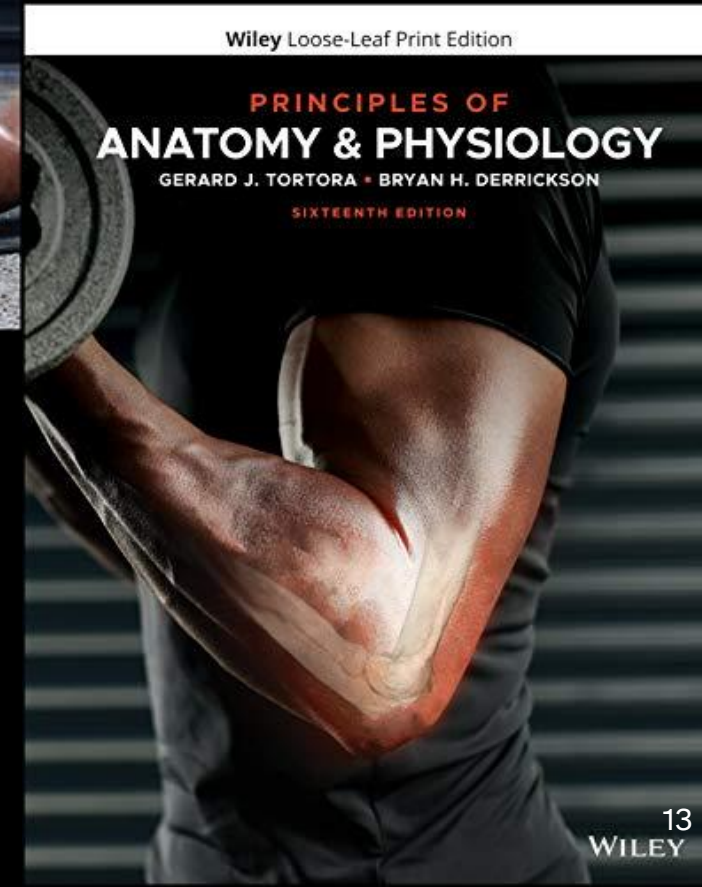
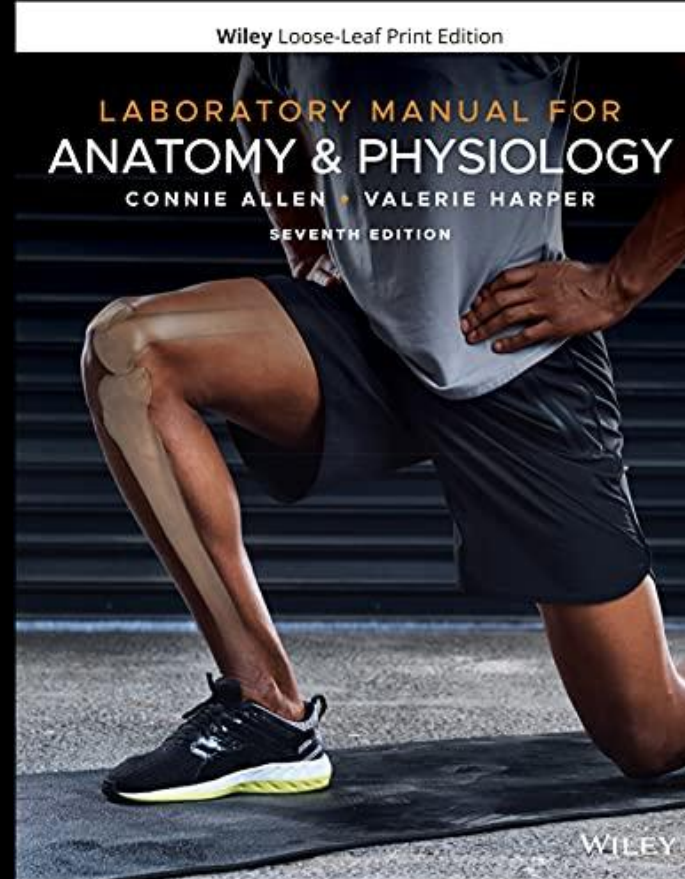
# Course Materials

**Lab Manual (REQUIRED, eBook not recommended):**

[Laboratory Manual For Principles Of Anatomy And Physiology \(Looseleaf\)](#)

**Textbook (optional):**

[Principles Of Anatomy And Physiology \(Looseleaf\)](#)



# Course Materials

**Alternative Textbook (optional):**

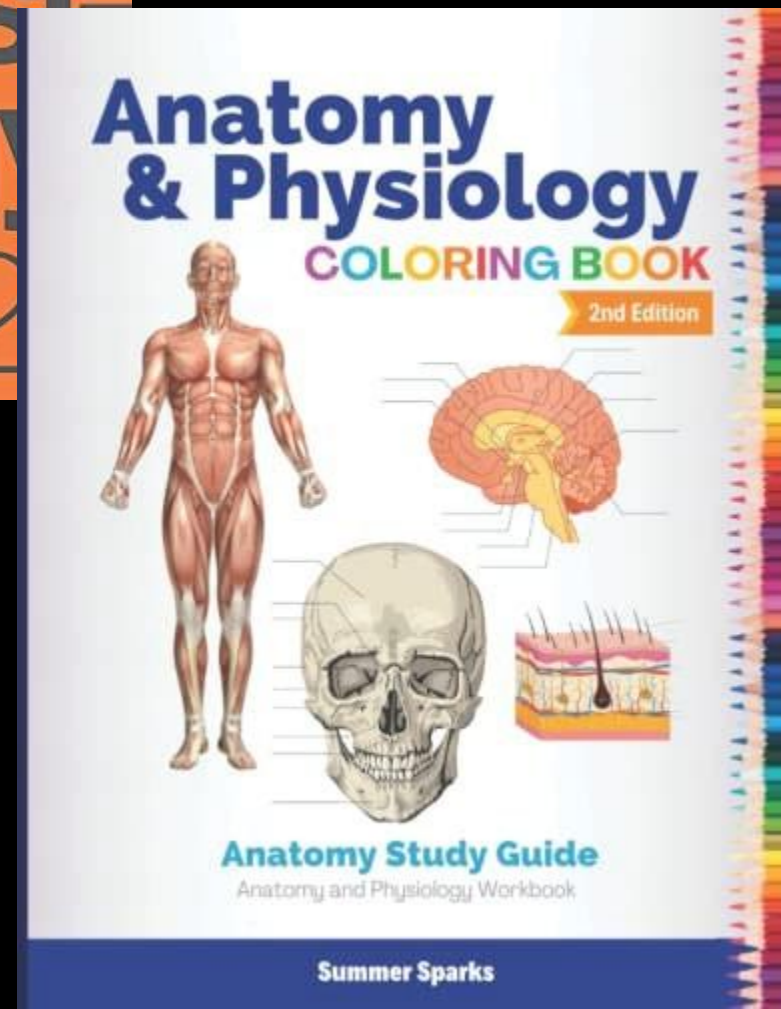
[Anatomy and Physiology](#)

**Other (optional):**

[Anatomy & Physiology Coloring Book](#)

**Recommended:**

- one (1) 3-inch binder for the textbook
- one (1) 1.5-inch binder for the lab manual
- two (2) 0.5-inch binders for using only the unit/module materials





# Grading

- 20% Lab Assignments and Reports
- 60% Quizzes
  - Open for a week
  - Open book open note
  - Timed
  - Drop the lowest quiz score
- 10% Research Presentation
  - Individual
- 10% Final Exam
  - Cumulative
  - In person
  - No notes



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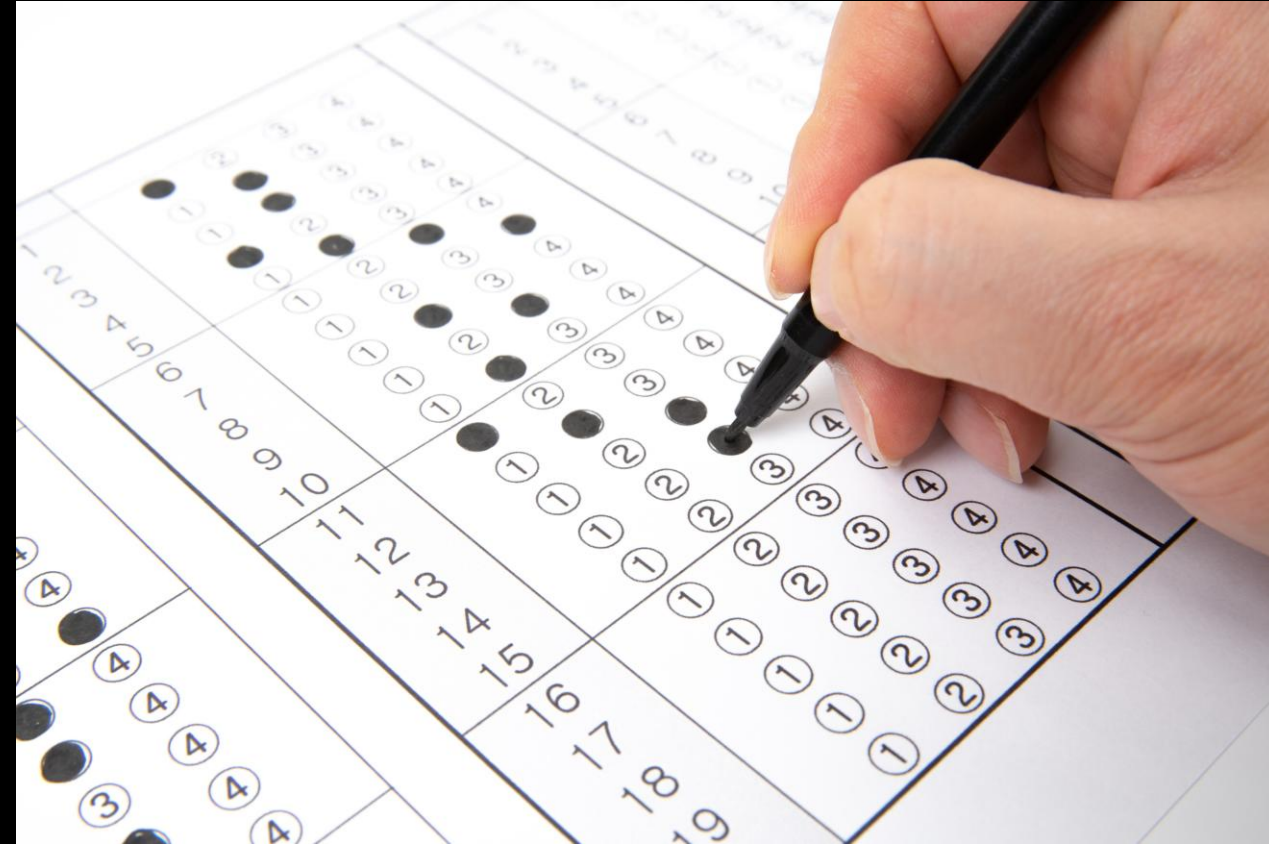
# Quizzes

- Each unit concludes with a semi-cumulative quiz
- Quizzes will include a mix of multiple choice, true/false, matching, model identification, and short-essay style questions
- Quizzes are non-collaborative and timed
- Allowed resources: books and notes
- Not allowed resources: other people and online resources
- Quizzes are open for a week; from after the last class of the week, and due before class begins



# Final Exam

- Quiz is cumulative and comprehensive
- A non-collaborative and timed quiz.
- Not allowed resources: books, notes, other people and online resources



# Other Projects

## Research Presentation

- The objective is to practice your research and communication skills effectively.
- Individual or group (max 4)
- 10-15 min of content



- **Get your Bingo card:** Each square has a task designed to help you engage with the course and enhance your learning. Trading is allowed in class on the first day.
- **Complete tasks to make Bingos:**
  - A Bingo is a straight line of 4 completed tasks (horizontal, vertical, or diagonal).
- **Document your progress:** For each completed task in a Bingo, briefly describe what you did and submit any required proof (e.g., a photo, reflection, or confirmation from a peer or instructor) within this assignment.
- **Aim for a blackout:** Complete all 16 tasks on the card to earn the maximum extra credit.
- **Each Bingo:** 5 points ( 0.5% of final grade)
- **Blackout:** 50 points (5% of final grade).





# Attendance

- You will receive points for many in-class activities
- Excused absence in this class requires that you communicate with me in advance, if possible, or as soon as possible
- Unexcused absences from class will not be able to make up in-class assignments and points



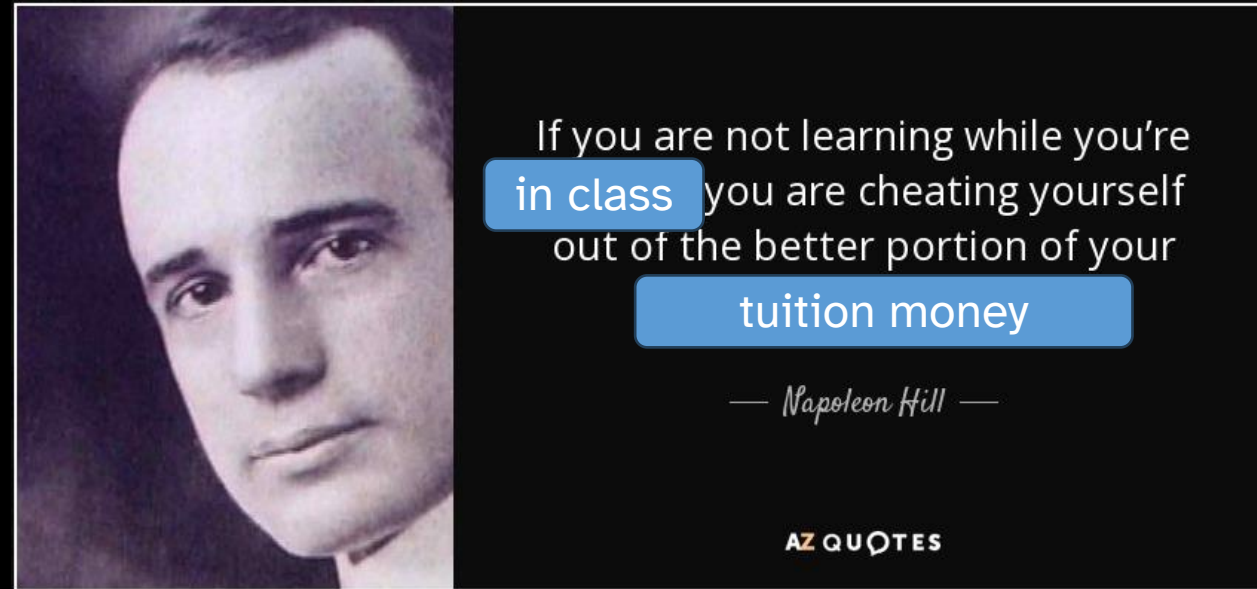
# Academic Integrity

- Personal, professional, and academic integrity is incredibly important in careers spanning health sciences, natural sciences, and education.
- Academic integrity includes cheating, in any form, and plagiarism.



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- AI in academics





# Expectations of Students

- Communicate
- Take Responsibility
- Be Curious



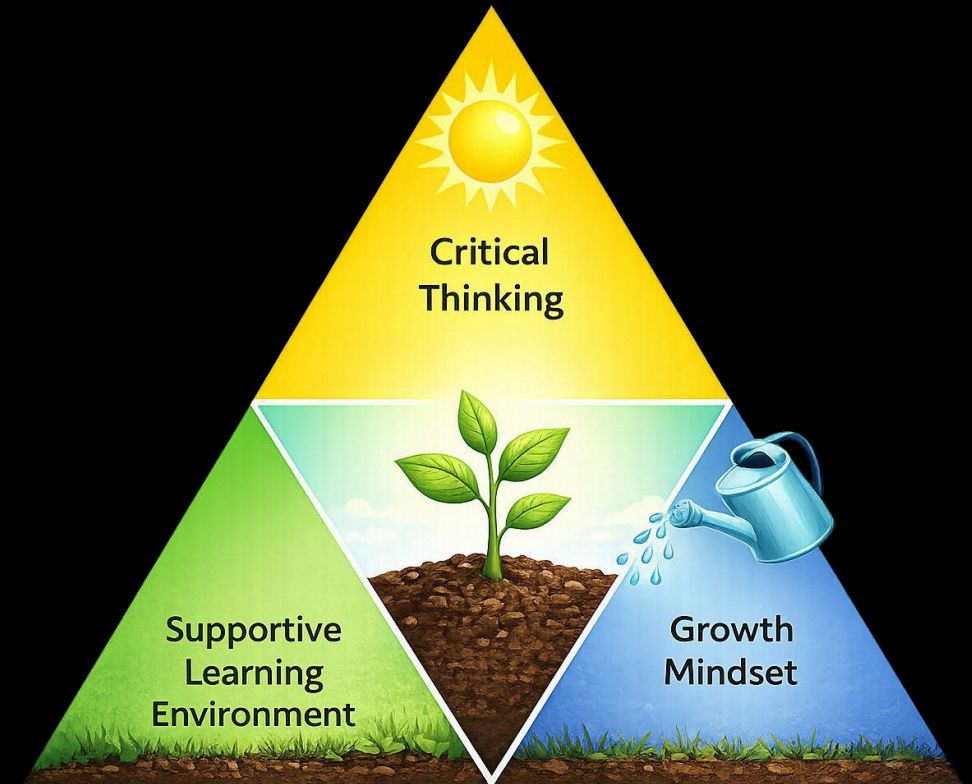
Your Expectations of Me

The Kahoot! logo is displayed in white text on a purple rectangular background. The background has a subtle shadow effect, appearing as if it's a card or a button floating slightly above the black background.

**Kahoot!**

# Teaching Philosophy

- “If a [student] can't learn the way we teach, maybe we should teach the way they learn” -Ignacio Estrada
- My goal is to focus on teaching the way you learn and empowering each of you to reach your maximum potential.





# IDK points

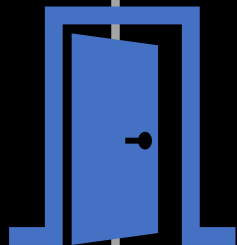
- You encouraged to ask questions, in class, after class, out loud, on paper, by email
- If I don't know the answer to your question the class gets **1 IDK** point
- If the whole class can reach **20 IDK** points I will bring a treat for the whole class (donuts/cookies/pizza/etc)
- Questions must be relevant to class



# Lab Safety

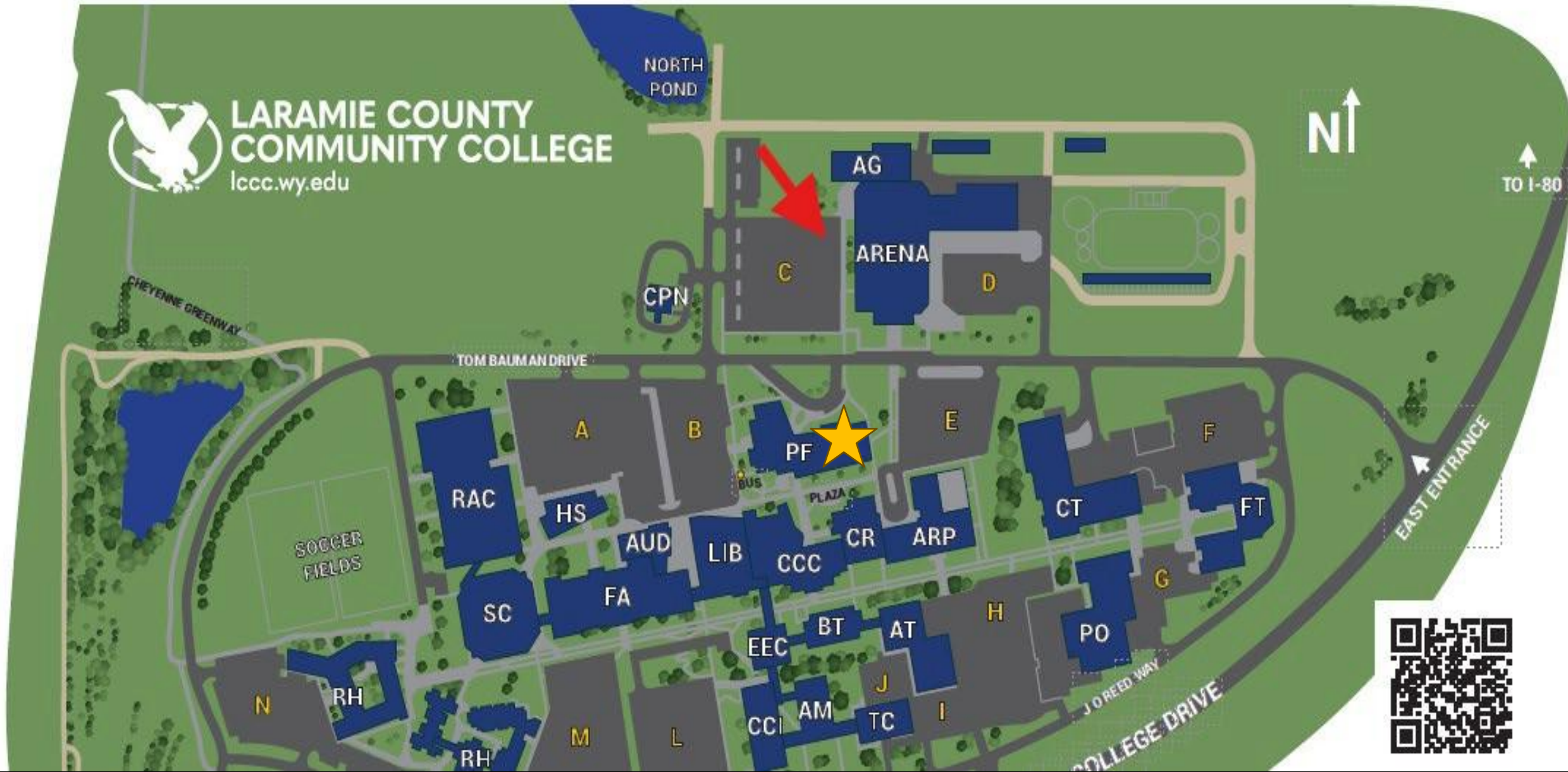


Item





# Evacuation Muster Spot



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- This content was drafted and/or edited with the following tools and has been thoroughly revised and reviewed for accuracy:
- OpenAI. (2026). ChatGPT (GPT-5) [Large language model]. <https://chat.openai.com/Links to an external site.>
- Microsoft. (2026) Copilot (GPT-4) [Large language model]. <https://copilot.microsoft.com/>.
- Grammarly. (2026). Grammarly (Version 14.1268.0) [Software]. <https://www.grammarly.com/>