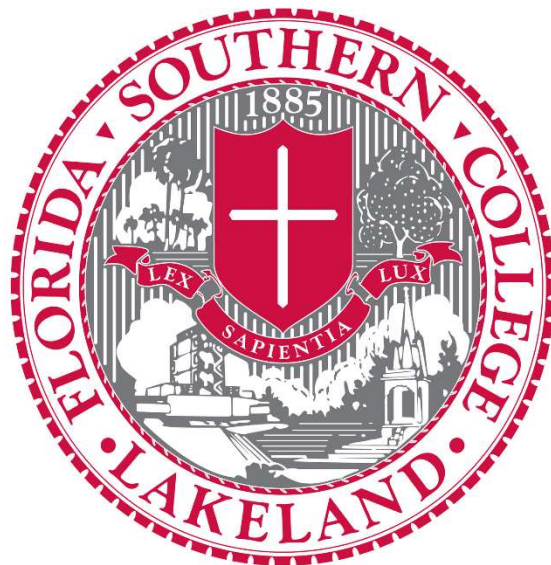


**HAPS Southern Regional Meeting  
February 28th and March 1st, 2025**



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Conference Participants,

Welcome to Florida Southern College! We are honored to host the 2025 Human Anatomy and Physiology Society here in Lakeland, Florida.

After first visiting the site in 1938, famed architect Frank Lloyd Wright applied his vision for buildings growing “out of the ground and into the light – a Child of the Sun.” In total, over a span of more than 20 years, Wright designed 18 campus structures, of which 13 were constructed. For the five initial buildings, students contributed their labor, a workforce almost entirely comprised of women during the World War II era. In 2012, this iconic campus – the largest single site collection of Mr. Wright’s architecture in the world – was designated a National Historic Landmark by the National Park Service.

As an institution, we take heart recalling the confidence and grit embodied in our campus. In approaching Mr. Wright, then-President Ludd Spivey demonstrated great confidence that America’s foremost architect would, like the generations of talented individuals who have since enrolled, taught or worked at the College, be drawn to Florida Southern. In adding their labor, the students demonstrated the grit necessary to bring a bold vision to fruition.

During your time at the conference, may you, too, be inspired with the confidence to undertake bold visions while bringing to bear the grit required to achieve it.

Sincerely,

A handwritten signature in black ink that reads "Jeremy P. Martin". The signature is written in a cursive, flowing style.

Jeremy P. Martin, Ph.D.  
President  
Florida Southern College

HAPS Southern Regional Schedule

Friday Night (February 28, 2025)		
Opening Reception (Sponsored by Pearson Education)	6-8:45pm	Location: Pink Piano (with live music, 1 drink ticket, and light food)

Saturday (March 1, 2025)		
Time:	Activity:	Location:
7:00am – 9:00am	Exhibitor and Poster Set-up	Foyer of Weinstein Computer Science Building
7:30am – 9:00am	Registration	Foyer of Weinstein Computer Science Building
7:30am – 8:45am	Breakfast	Foyer of Weinstein Computer Science Building
8:45am – 9:00am	Welcome and Opening Remarks from Conference Host Larry Young, College Administration, and HAPS	Weinstein Auditorium
9:00am – 10:00am	<b>Keynote Speaker:</b> Dr. Michael Wilson <b>Title:</b> <i>Integration of Clinical Anatomy into the Undergraduate Anatomy and Physiology Curriculum</i>	Weinstein Auditorium
10:10am – 11:00am	Morning Workshops	Various rooms in Becker Business Building
11:10am – 12:00pm	Poster Presentations and Exhibitors	Becker Business Common Area
12:00pm – 12:45pm	Lunch and Exhibitors	Weinstein Common Area
1:00pm – 2:00pm	<b>Keynote Speaker:</b> Dr. Katie Salmeron <b>Title:</b> <i>Fostering Engagement Through “Edutainment”: breaking barriers to connect with a new generation of learners.</i>	Weinstein Auditorium
2:10pm – 3:00pm	Afternoon Workshop Session 1	Various rooms in Weinstein Computer Science Building
3:10pm – 4:00pm	Afternoon Workshop Session 2	Various rooms in Weinstein Computer Science Building
4:10pm – 4:30pm	Closing	Weinstein Auditorium

## HAPS Southern Regional Meeting Exhibitors

HAPS would like to recognize and thank our conference sponsor and exhibitor. Their generous support makes this conference possible.

### Welcome Reception Sponsor:



### Exhibitors

**NOVA Southeastern University**



The HAPS 39<sup>th</sup> Annual Conference will be held in Pittsburgh, Pennsylvania on May 21 through May 25, 2025. The Update Seminar portion of the meeting (May 21-23) will be held at the Wyndham Grand and the Workshop portion of the meeting (May 24-25) will be held at the University of Pittsburgh.

Registration is available online now!

# Update Speaker I



## Michael Wilson, MS, DPM, Forsyth Technical Community College

### “Integration of Clinical Anatomy into the Undergraduate Anatomy and Physiology Curriculum”

Saturday, March 1st, 2025

9:00 AM – 10:00 AM

Weinstein Auditorium

**Abstract:** Human Anatomy & Physiology (A&P) has been for years a required course for undergraduate students preparing for careers in the healthcare field. Students spend an enormous amount of exhaustive time and effort in memorizing and understanding anatomical and physiological concepts. In mastering human anatomy, the corequisite physiology (functional anatomy) of human organs and organ systems often poses a significant challenge for students to comprehend.

Integration of clinical or pathophysiology subjects to A&P, i.e..., where functional human anatomy relates to disease, can increase relatability to subject content while aiding in student interest, motivation and retention of information.

Current teaching modalities for A&P do not include enough clinical subjects. (Zhang, et al). Therefore, it is difficult for students to grasp the relationship between human anatomy and systemic disease. The concept of “Clinical Anatomy” in A&P education explores relevant pathophysiology of organs and organ systems, including clinical diagnosis and current treatment modalities. Particularly, this clinical experience prepares students for their exposure to actual clinical situations while enhancing their performance in other clinical subjects -- all

relevant in preparing students for their individual branch of the medical field. Most important, this has increased critical thinking of how understanding human anatomy affects clinical care.

Studies show that the incorporation of clinical anatomy into the curriculum of undergraduate A&P courses helps the student understand and retain subject matter in a very efficient and effective way. Also, this leads to an increasingly motivated student, along with improved interest and performance. (Zhang et al )

The teaching of clinical anatomy exposing students to real-world pathophysiology scenarios could prove beneficial in increasing student incentive and retention of course material. The introduction of systemic diseases, relating to each learned subject of A&P, increases relevance to the individual anatomical subject being studied (Goubar, et al). Students are already pressed to learn tons of anatomical structures simply with rote memorization. However, coupling these learned structures with their associated pathological conditions could increase student motivation and retention, along with the reduction of boredom.

This report is a literature review that explores the impact the integration of “Clinical Anatomy” has on students' understanding, performance, and interest in the undergraduate course of human anatomy and physiology. It was hypothesized that the integration of clinical anatomy into the typical A&P course increases relevance to clinical aspects of medicine in preparation for the entrance into healthcare fields. Also, this integration increases student interest and retention in the overall course subject.

**Bio:** Dr. Michael Wilson is a native of Brooklyn, New York. After graduating from John Adams High School, Ozone Park, New York, Dr. Wilson went on to Delaware State University on a track & cross-county scholarship, where he graduated with a degree in Science Education in 1975. At Delaware State, Dr. Wilson was a nationally ranked track and cross-country athlete, ultimately landing in the Delaware State University Athletic Hall of Fame in 1996.

Dr. Wilson’s first experience in education was as a science teacher at Marietta High School, Marietta, Georgia, where he taught biology, physical science, and earth science.

After receiving the MS degree from Tuskegee Institute, now University, Dr. Wilson decided to pursue a career in podiatric medicine. He received the DPM (Doctor of Podiatric Medicine) degree from the New York College of Podiatric Medicine in 1986. Afterwards, Dr. Wilson did his residency training in Surgery at the Brooklyn, New York VA Medical Center. Dr. Wilson was then recruited to practice in health manpower shortage areas of the U.S., ultimately setting up private practice in Orangeburg, South Carolina.

As a podiatrist, Dr. Wilson excelled in his profession and had a 30+ year career in medicine and surgery – his primary interest being corrective foot surgery, diabetic foot complications, and limb salvage. As highly skilled and caring podiatrist, Dr. Wilson saved hundreds of endangered limbs of diabetics from amputation. For his many years of experience providing excellent medical care to his patients, Dr. Wilson was recognized and awarded South Carolina’s Podiatrist

of the Year in 2004. He is also a past-President of the South Carolina Podiatric Medical Association. Dr. Wilson is a member of the Association of Military Surgeons of the United States and is a retired Commissioned Officer of the US Public Health Service. Dr. Wilson is Board Certified by the American Board of Podiatric Orthopedics and is a Fellow of the American Board of Podiatric Dermatology.

Dr. Wilson is an avid researcher and lecturer, having published numerous medical articles. His primary interest being bone complications due to uncontrolled diabetes, Dr. Wilson has lectured on this topic in the U.K. and in Israel.

Although a very busy podiatrist seeing up to 50 patients a day in his office, and also as a hospital surgeon in Orangeburg, Dr. Wilson had never lost his appetite for teaching. Despite his hectic clinical schedule, Dr. Wilson found time to teach at local institutions of higher education, namely, South Carolina State University and Orangeburg-Calhoun Technical College, teaching biology, physical science and anatomy & physiology.

Dr. Wilson eventually decided to leave private practice and was hired by the Veterans' Administration as a podiatrist and surgeon at the VA Medical Center, Salisbury, South Carolina. Despite the change in location, Dr. Wilson still returned to teaching, working part-time as an adjunct professor at two institutions in Winston-Salem, NC: anatomy & physiology and pathophysiology in the departments of Biological Sciences and Physical Therapy at Winston-Salem State University, and anatomy and physiology in the Department of Life Sciences at Forsyth Technical Community College.

Dr. Wilson has received adjunct teacher certification from the Center for Teaching & Learning at Forsyth Technical Community College, Winston-Salem, NC. He has also recently been awarded the "David Emerson Outstanding Adjunct Faculty Award" from Forsyth Technical Community College.

Though now retired after 33 years in the medical profession, Dr. Wilson is still teaching at the above institutions, passionately preparing college students for the medical profession.

Asked why he continues to teach after over 40 years in education, Dr. Wilson states that he has always been a firm believer in role modeling. He firmly believes that there still exists an acute shortage of doctors, particularly in health manpower shortage areas. Dr. Wilson hopes to fill the gap by encouraging young people, especially men and women of color, to never give up on their dream for success. Dr. Wilson's philosophy of education has always been to work hard for what you want, and also that ignorance (resolved by one's drive for learning) is no excuse for failure. This philosophy is especially important for young people with aspirations for a future in the healthcare field.



# Update Speaker I



## Katie Salmeron, Ph.D., University of Kentucky College of Medicine

**Fostering Engagement Through  
“Edutainment”:** breaking barriers to  
connect with a new generation of  
learners.

**Saturday, March 1st, 2025**

**1:00 PM – 2:00 PM**

**Weinstein Auditorium**

**Abstract:** There has never been a generation faced with a more competitive job market. The intensity of societal expectation, combined with an ever-changing educational landscape has placed the professor in an impossible position, driving many of our best educators to burnout. Professor Katie Salmeron shares her journey to the modern A&P classroom and how she revitalized her love for teaching through “edutainment”. Join her as she discusses the challenges facing today's learners and the innovative strategies she employs to inspire, engage, and encourage the next generation of healthcare providers.

**Bio:** Dr. Katie Salmeron obtained her BS in Chemistry from Purdue University where she focused on neurochemistry in neurodegenerative disease. She graduated from the University of Kentucky with a PhD in Anatomy and Neurobiology and received certificates for Gross Anatomical Instruction as well as Neurosciences Instruction. Currently an assistant professor in the Department of Neuroscience, she focuses her scholarship efforts in “edutainment” as an engagement tool within large student populations and fostering community in large classrooms.

Workshop Schedule  
HAPS Southern Regional Conference  
Saturday, March 1, 2025

Workshop Session 1: 10:10am – 11:00am

Room	Workshop Title	Description	Presenter
B111	To Game or Not to Game	Games-based learning and Gamification are some of the newest educational strategies to engage students in their courses. However, introducing games or gamifying your course can take a significant amount of time and resources. In this workshop, we will discuss fun and approachable ways to play while supporting student learning and engagement. We will provide examples of gaming using models of the heart and cellular structures. Participants will leave with information about how to apply these strategies in their own courses.	Susan Banks & Jennie Florkey, Florida Southern College
B112	Success Scrapbooking: Promoting Resilience and Authenticity	As noted by authors Matsuo (2022) and Healy & Murphy (2023), reflections on success are a key aspect to developing competent individuals who produce authentic work—in our case, students. Healy and Murphy note the importance of fostering meaningful, purposeful reflections that are not highly formalized as a means to developing resilience. This workshop intends to demonstrate such an activity through success scrapbooking in the A&P lecture classrooms.	Karen Goodwin, Texas Woman's University
B115	Building Your Own A&P Boot Camp	Since 2021 I have been hosting an online, summer "boot camp" experience for incoming first-year students who are enrolled in A&P I. I designed this boot camp using our University's LMS and allow students to complete the course at their own pace over a month. By designing modules associated with time management, study skills, and introductory concepts of A&P, the experience has improved the performance of incoming students compared to their peers. If you are interested in hosting your own boot camp experience, please attend this workshop so we can discuss ways to design and implement your own successful and engaging A&P Boot Camp.	Molli Crenshaw, Texas Christian University

Workshop Session 2: 2:10pm – 3:00pm

Room	Workshop Title	Description	Presenter
W109	Reel Tok: incorporating social media into your classroom	Engaging the newest generation of anatomy learners has never been more competitive. With the world of knowledge and entertainment at their fingertips, it is easy for the attention of the student to ebb during a typical lecture. So if you can't compete with them, join them! Come and learn how to incorporate social media into your classroom to help gain and maintain the attention of your students.	Katie Salmeron, University of Kentucky College of Medicine
W108	The Power of Collaborative Learning: Faculty and Student Reflections on the Implementation of Collaborative Critical Thinking Problem Set Sessions	Collaborative learning and peer-to-peer teaching activities can greatly enhance student learning and engagement in the classroom. However, often as faculty we have to make a tough decision between covering content or allowing time and space in the course schedule for collaborative learning activities. This workshop will review the implementation of collaborative critical thinking problem set sessions added to the schedule of a year-long A&P 1&2 course. Both faculty and student feedback of the sessions will be shared along with example problem set questions and classroom management techniques to help guide student discussion and peer-to-peer teaching.	Jennifer Stokes, Southwestern University
W135	Not Your Typical Exam Autopsy: A Deeper Dissection of Student Thought Processes During Anatomy Examinations	Anatomy and anatomy and physiology educators ideally implement evidence-based practices within learning environments to enhance students' learning. Institutions with Ph.D. programs in anatomy incorporate learning theory, teaching methods, and curriculum design courses—all integrating anatomy content knowledge. But the greatest challenge with teaching is understanding what and how students think, especially during high-stakes assessments. This workshop will explore retrospective findings from students' self-directed completion of real-time exam autopsies and questionnaires on students' thought processes while responding to exam items. These findings will reveal unintended results of exam language. Attendees will discuss challenges with exams they use in their own courses.	Edgar Meyer, University of Mississippi

Workshop Session 3: 3:10pm – 4:00pm

Room	Workshop Title	Description	Presenter(s)
W108	Enhancing Cooperative Quizzes with Digital Role Implementation	Cooperative group learning offers a range of benefits, including enhanced academic performance, heightened student engagement, and improved attendance. However, implementing cooperative groups can be challenging for both instructors and students due to difficulties in fostering positive group dynamics. This workshop will demonstrate how instructors can promote individual accountability and positive interdependence during cooperative quizzes using digital technology which assigns each student a specific role within their groups. Bring your computers, tablets, or cell phones to participate in experiencing firsthand how quickly and easily functional cooperative quizzes can be implemented.	Murray Jensen, University of Minnesota and Aravind Pochiraju, Lrn
W109	Generative AI for Educators: Customizing Bloom's Taxonomy for Student Success	“Will this be on the exam?” “How will this be tested?” “How will I know if I'm ready?” Generative AI offers an innovative way to address these common student questions by aligning course content with Bloom's Taxonomy and other learning frameworks. In this hands-on workshop, participants will use AI tools to create a custom student reference tailored to their course objectives. Along the way, they'll learn how to effectively integrate AI ethically into teaching while sharing best practices with peers. Join us to explore how AI can empower learners to connect classroom goals with their personal success.	Ryan Downey, American University of the Caribbean / Georgetown University
W135	The Art of Fostering Synergy in Team Dynamics	Our workshop is designed to enhance participants' understanding of positive psychology and self-awareness, pinpointing their inherent strengths. Participants will begin by completing a personal preference profile test, followed by exploration of various personality types and their influence on teamwork and communication skills. The workshop will also delve into strategies for cultivating healthy group dynamics, essential for fostering effective teamwork. By utilizing their unique newfound knowledge, team members can harness the power of diversity. The goal of our session is to create awareness, understanding and appreciation, embracing different cultures and perspectives to maximize productivity and success within the academic landscape.	Cheryl Purvis and Emily Young, Nova Southeastern University

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Poster Schedule  
HAPS Southern Regional Conference  
Saturday, March 1, 2025

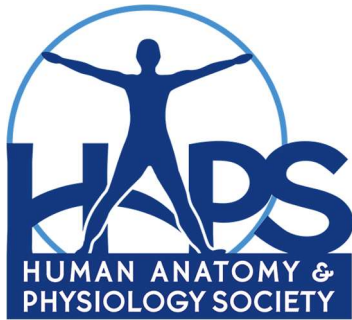
Poster Session 1: 11:10am – 12:00pm

Poster Number	Poster Title	Description	Presenter(s)
1001	Advising Pre-Health Majors Interested in Optometry	As educators for future clinicians, it is imperative we are able to analyze personality traits in pre-health majors. To direct students toward an appropriate career path for them, we must be able to understand attributes of successful healthcare providers. In our study, we focus on identifying characteristics in students who have potential to become astute Optometrists. Optometry is a profession focused on patient care, attention to detail, and creative intuition. In this project, Optometry students (N=108) took a strengths inventory and positive psychology-based personal preference profile test. We found that a significant percentage of Optometry students identified as Emotional Helpers.	Cheryl Purvis, Keerthika Ravikumar, AbbyGail Salcido, Adalyne Singh, Emily Young, Andrew Monk, Camille Arca, and Yuri Zagvazdin, Nova Southeastern University
1002	Laying the Foundation for Successful Future Healthcare Students: The Importance of Basic Science Education	As basic science faculty teaching pre-health majors, we recognize the struggles students face when dealing with challenging topics in anatomy and physiology. However, we often do not assess the importance of these foundational sciences in our students' journey to their career as future healthcare professionals. To address this, we surveyed our current graduate students taking Physiology, Histology and Neuroanatomy courses in order to identify additional supplemental resources based on their needs and interests. This will allow us to implement changes in our courses and possibly curriculum to optimize student learning and better prepare them for their future careers.	Cheryl Purvis, Ricardo Rodriguez-Millan, Aymen Arian, Katlynn Kenon, Adalyne Singh, Yuri Zagvazdin, and Michelle Demory, Nova Southeastern University
1003	Integrating Bioethics: Enhancing the Moral Compass of Future Healthcare Professionals	The need for ethical competencies in our pre-health majors has never been more critical. The intersection of ethical thinking and real-world dilemmas are often disconnected. By creating an understanding of theoretical and practical ethical awareness, future healthcare professionals, researchers, policymakers, and global citizens will be empowered to navigate ethical challenges with integrity and emotional intelligence. As we prepare students, integrating bioethics into our educational curriculum, we foster ethical reflection, empathy and compassion. Through educating and surveying students, we aim to enhance patient-centered care, communication and equipping them with tools to navigate ethical dilemmas in clinical practices and interprofessional teams.	Adalyne Singh, Aymen Arain, Ricardo Rodriguez-Millan, Michelle Demory and Cheryl Purvis, Dr. Kiran C Patel College of Allopathic Medicine at Nova Southeastern University

1004	The CAPER Chronicles: Flipping the Script on Student Learning	The Community College Anatomy and Physiology Education Research (CAPER) project is in its fourth year of a five-year NSF-funded research project. Participants from Cohorts 1 and 2 continue to publish the results of their classroom research, while Cohort 3 participants are currently preparing to present their projects as posters at this year's HAPS annual conference. The final cohort, Cohort 4, has completed two professional development courses and is gearing up to begin classroom-based research in the next academic year. The goal of the CAPER project is to improve the teaching and learning of anatomy and physiology in community colleges.	Murray Jensen, University of Minnesota, Larry Young, Florida Southern College, Kamie Stack, University of Minnesota, Suzanne Hood, Bishops University, Kerry Hull, Bishops University, Ron Gerrits, Milwaukee School of Engineering
1005	The impact of pre-anatomy lab exercises on anxiety & mental wellbeing in medical students: Do they work?	The first encounter with a human cadaver is an important professional milestone for medical students but can be associated with heightened anxiety. Many anatomy programs have implemented interventions to prepare learners for dissection. This study examined the impact of two interventions, a video and reflection activity, on anxiety, sleep, and health for first-year medical students. As expected, anxiety increased, and there was no change to sleep. Physically and mentally poor days decreased. Qualitative responses indicate that students found them helpful, and that males found more helpful. More research is needed to determine the benefits of preliminary activities for anatomy students.	Emily Bradshaw, Katherine Daly, Xiang Zhu, Heather Rashal and Jeffrey Plochocki, University of Central Florida
1006	Integrated Systems in Health Studies A Case-Based Graduate Course	The Integrated Systems in Health Studies course was developed to assist students in incorporating knowledge acquired in previous classes. Cases were developed to allow them to apply the different concepts from Human Anatomy, Biochemistry and Pathophysiology. Students discussed and analyzed medical cases in groups and were allowed to use their lecture notes from previous semesters to develop a diagnosis. Faculty were there to guide and offer references at the end of the class. Students were satisfied with the delivery mode of this course as evidenced by end of semester course evaluations and their academic performance.	Deanne Roopnarine, and Reza Razeghifard, Nova Southeastern University
1007	Importance of the Circle of Willis in Anatomical Education	Pre-health students routinely take Anatomy classes which incorporate challenging neuroanatomy concepts. This material can be difficult to master but is relevant to practicing healthcare professionals. To engage students and prepare them for future clinical practice, we have developed an interactive diagram of the arterial Circle of Willis which they can label to visualize the healthy vasculature. They then can correlate this understanding with radiographic images showing anatomical variations known to be associated with clinical visual abnormalities. Our approach is designed to help pre-health majors integrate class material regarding brain vasculature with clinical cases.	Emily Young, Andrew Monk, Liliya Ryshchak, Keerthika Ravikumar, AbbyGail Salcido, Yuri Zagvazdin and Cheryl Purvis, Nova Southeastern University

1008	Use of Debate to Experience Critical Thinking in an Exercise Physiology Course	This poster outlines a debate project used in an exercise physiology course that allows students to use critical thinking from the project's inception to debate itself. The debate is over what type of athlete is the most physically fit. Students work in teams to choose an athlete type to defend as being the most "physically fit" during the debate. Students must support their claims using basic textbook knowledge learned during the semester along with primary literature. The debate is formally structured and contains the following: opening statements, cross examinations, closing arguments, and questions from the audience.	Aaron Bunker, Morningside University
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Dear HAPS and Conference Attendees,

On behalf of the Southern Regional Conference Planning Team, I want to take this moment and say THANK YOU! Thank you for giving your Saturday to be here when you could have been doing any number of different things today. Thank you for your continued commitment to the excellence of teaching Anatomy & Physiology and your own professional care and growth. Thank you to everyone that presented a poster or shared your passions and talents in the form of a workshop. Your insights, experiences, and research have made us all better advocates for student success and more informed educators.

I also want to extend my sincerest gratitude, appreciation, and thanks to the Florida Southern administration, faculty, and staff including; President Dr. Jeremy Martin, Provost Dr. Tracy Tedder, Dean of Arts and Sciences, Dr. Sara Harding, Biology Department Chairperson Dr. Nancy Morvillo, and my amazing biology and A&P colleagues from FSC, U Tampa, and State College of Florida who poured themselves into today, and supported my vision for what is the Southern Regional Conference. The support from each of the planning team members has been humbling and energizing.

Every successful HAPS event has a team of behind-the-scenes staff that keeps the event planning team organized, provides support around publicity, registration, and communication, and answers the many emails I know I sent. The success of the conference would not have been possible without the ASG team and their endless support of HAPS and its members. Thank you, HAPS Executive Director Caitlin Hyatt, Alley Roy, and Randee Formby. Your commitment to the growth and success of HAPS is never-ending and valued beyond what words can express. Thank you!

As we prepare to return to our home institutions, I would like to remind us of the challenge presented by FSC President, Dr. Jeremy Martin. It is our hope that you have been inspired with new ideas, found the confidence to undertake these new bold visions, and have the grit and determination needed to achieve the visions. I hope to see you all in Pittsburgh for the [HAPS Annual Conference, 2025!](#)

Humbly grateful,

Larry Young – Florida Southern College

Susie Banks – Florida Southern College

Ashley Bowers-Macrandner – Florida Southern College

Carley Parkinson – State College of Florida

Tim Moore – Florida Southern College

Heidi Borgeas – University of Tampa