Meet the New APS Teaching of Physiology Section Chair 2011!
Barbara E. Goodman, Ph.D.

Barbara E. Goodman, Ph.D.
Professor of Physiology
Division of Basic Biomedical Sciences
Sanford School of Medicine of the University of South Dakota
Vermillion, SD 57069

Barbara E. Goodman, Ph.D. has been elected as the new Chair of the Teaching of Physiology Section, replacing Bill Galey, Jr. Thank you Bill for your leadership and dedication to the Teaching Section.

“The annual election always brings excitement, as new officers bring new ideas and approaches to guide the society into the future,” said Martin Frank, the society’s executive director. “We thank all the members who have stepped forward in varying capacities to help lead APS.”

Dr. Goodman joined the APS in 1978 as a student. She is an active member of the Respiration and the Teaching of Physiology Sections. Barbara presently serves on the APS Communications and the APS Archives of Teaching Resources Committees, and is associate editor of *Advances in Physiology Education*. Barbara has served on numerous APS Committees including: the APS Education (Chair), APS Public Affairs, and APS Respiration Council Curriculum. In addition she has participated as a Trainer and as a Physiologist in Residence for the APS Frontiers in Physiology program, and has authored two of the learning cycle units for the APS inquiry-based science curricula for middle and high school students.

Dr. Goodman’s contributions do not end at the national level. At the state and local levels, Barbara is Director of SD Biomedical Research Infrastructure Network (SD BRIN funded by the NIH/NCRR INBRE program), Director of the School of Medicine Research Apprentice Program for Disadvantaged High-School Students (RAP), and Director of the Lawrence Brothers Science Camp (an interdisciplinary thematic science camp for rising 7th, 8th, and 9th graders).

Please welcome Dr. Goodman as Chair of the Teaching Section. Stay tuned for more information in the Fall Newsletter.
2011 Arthur C. Guyton Physiology Educator of the Year Award
Barbara E. Goodman, Ph.D.

In addition, Barbara E. Goodman is the recipient of the 2011 Arthur C. Guyton Physiology Educator of the Year Award. Dr. Goodman was nominated by Dee Silverthorn and Douglas Martin, and was selected by the APS Teaching Section Award subcommittee chaired by Jeff Kingsbury. Dr. Goodman’s primary philosophy of teaching is to engage students (and help colleagues engage students) throughout their learning experiences and to help them realize that true long term learning is more than memorizing. I also hope to excite them about deep and critical thinking, research, and scientific literacy so that they can be better trained for their future flexible careers and as citizens. My teaching rarely uses only the standard didactic lecture style. I believe that students learn better and retain information longer when the instructor helps them use the information as they are learning it. Thus, all my efforts center on having students actively involved in their own learning throughout all aspects of my classes.

Meet the 84th President of American Physiological Society
Joey P. Granger

Goals for the Coming Year
My overarching goal for this upcoming year is to ensure that APS achieves its mission of promoting discovery, disseminating knowledge, and advancing education in physiology. My specific objectives are to: 1) refine and implement the specific goals outlined at our recent Strategic Planning retreat; 2) enhance the recruitment and training of the next generation of physiology researchers, educators, and leaders; 3) promote physiology as an essential element of translational research and medicine; and 4) enhance advocacy for funding of physiological research.

Implementation of Specific Goals Outlined in Recent Strategic Planning Retreat
As mentioned above, several strategic priority areas were identified at our recent Strategic Planning Retreat. Additional work by APS Council and staff will be required to evaluate the potential impact and feasibility of pursuing each of these priority areas. Moreover, specific goals for each priority area must be developed and refined by appropriate standing APS committees or ad hoc committees. Finally, implementation tactics for each of the specific goals must be identified in order for our strategic plan to be effective. Thus, a major goal during this upcoming year will be to work with APS Council, staff and the APS membership to determine how best to structure and implement our five-year strategic plan. See: http://www.the-aps.org/about/pres/introjpg.htm
Meet the APS Teaching Section New Committee Member
Seung Mook Hong, Ph.D.; Guyton Award Selection Committee Chair

Please welcome Seung Mook Hong Ph.D. as the new chair of the Guyton Award Selection Committee, replacing Jeffrey Kingsbury, M.D.; Northern Arizona University. Thank you Jeff for your hard work.

Seung Mook Hong received her B.S. in biology from the Yonsei University in Seoul, Korea and her Ph.D. in biological sciences from the University of Delaware. As physiology lab coordinator at the University of Delaware she has coordinated multi-sectioned lab courses in elementary human physiology, animal physiology and human anatomy and physiology, serving over 600 undergraduate students and 40 graduates and undergraduate TAs annually.

In the newly adopted curriculum for biology majors, she developed an upper-level physiology lab, a 2-credit, stand-alone and primary literature-based investigative course. This new course replaced the multi-sectioned lab taught primarily by graduate TAs and she has been teaching this course since. The new physiology investigative lab, which has been upgraded to 3 credits as of fall 2009, is now designated as Discovery Learning Experience course, a new university requirement.

Her teaching interest also includes general physiology, human anatomy and physiology, reproductive biology and chronobiology. Her research interest is in promoting integrative thinking practice in teaching and learning across all life experiences, and her core value in teaching is that any teaching activity is a means to student learning.

She is a HHMI teaching fellow, a member of the Society for Neuroscience, the American Physiological Society and the Association for Biology Laboratory Education, and currently serving as Physiology Lab Coordinator and Assistant Professor in the Department of Biological Sciences at the University of Delaware.

Teaching of Physiology Section 2011 New Investigator Award
Helena Carvalho, Ph.D.

Helena Carvalho has received her B.S. in Biomedicine at Universidade do Estado do Rio de Janeiro (UERJ) Brazil. After finishing college she went to Lund University (Lund, Sweden) where she learned microcirculation techniques and applied them in her M.S. and Ph.D. research at the UERJ. She completed a postdoctoral fellowship in the Department of Physiology at Virginia Commonwealth University (VCU) under mentorship of Dr. Roland Pittman, when she received the Pappenheimer Postdoctoral Fellow Award.

After teaching medical students and undergraduates for many years she turned her interests to How People Learn (HPL) with emphasis on teaching strategy that promote a lifelong learning experience for all levels of students.

At the Virginia Tech Carilion School of Medicine she is a block director, facilitates small groups and is a lecturer. She is currently developing active learning strategies to be applied in the medical school. She is also engaged on bringing science to all levels of students: at science fairs at high school and teaching science for middle school children participating at the Kids’ Tech University.
Before coming to the United States for her postdoctoral training in 2004 she held several teaching positions in Brazil, including a Medical School in Rio de Janeiro (UNIGRANRIO) where she developed and implemented a ‘Self-Learning Physiology Laboratory’. She also created the INTEGRAR project that aimed integrated basic sciences and clinical sciences and that received an award in 2004.

e-mail: http://filebox.vt.edu/users/helena/index.html

**APS Teaching Section Research Recognition Awardees:**

**John Dobson, Ph.D. and Erin Keen-Rhinehart, Ph.D.**

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**John Dobson, Ph.D.**

John Dobson received his Ph.D. in exercise physiology from Auburn University. His research background is in the areas of lactate metabolism and blood flow through active skeletal muscle. For most of the last ten years Dr. Dobson has served as a Lecturer in the Department of Applied Physiology and Kinesiology at the University of Florida. However, this fall he will be starting a new position in the Department of Kinesiology at Georgia Southern University. His teaching responsibilities typically include courses that pertain to both human and exercise physiology. Over the last few years, John has become increasingly interested in physiology education research and is currently investigating how “desirable difficulty” learning strategies may be incorporated into the classroom. Thank you, John.

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**Erin Keen-Rhinehart, Ph.D.**

Dr. Erin Keen-Rhinehart is a nervous system physiologist who received her Ph.D. from the University of Florida, College of Medicine in Neuroscience. After getting her Ph.D., she received a postdoctoral fellowship to the FIRST (Fellows in Research and Scientific Teaching) Program at Emory University in Atlanta, GA. This unique program provided mentors, infrastructure and professional development that focused on training postdoctoral fellows to both perform research and teach. She is now an Assistant Professor in the Biology Department at Susquehanna University, a small liberal arts college in Selinsgrove, Pennsylvania. She teaches an introductory course in neuroscience, open to students in all majors, called Brain and Behavior. She also teaches upper-level courses Neuroendocrinology and Neurobiology. She is a member of the Education committee for the American Physiological Society as well as a member of the Committee on Teaching and Learning at Susquehanna University. Her research focuses on how nutrition during gestation can have long-term effects on the brain, endocrine system and behavior. She and her undergraduate research students investigate the effects of nutrient restriction during pregnancy on offspring central nervous system regulation of ingestive behavior and reproductive system physiology in rodent animal models.

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**New Login Credentials for APS Members Only Site**

In order to facilitate greater ease in logging into the Members Only portal, we have changed the login credentials to be your email address and password. For those members who had previously created a username you will now only need to enter your email address with your password. Please contact the membership department if you have any questions or difficulty logging into the Members Only portal: 301-634-7171 or members@the-aps.org
Call for Nominations for the Arthur C. Guyton Educator of the Year Award

The Arthur C. Guyton Educator of the Year Award supported by Elsevier ($1,000 cash prize, complimentary registration to Experimental Biology 2012, a framed, inscribed certificate, and up to $750 in travel reimbursement to the Experimental Biology meeting) recognizes a full-time faculty member of an accredited college or university and member of the APS who has independent evidence of: 1) excellence in classroom teaching over a number of years at the undergraduate, graduate, or professional levels; 2) commitment to the improvement of physiology teaching within the candidate’s own institution; and 3) contributions to physiology education at the local community, national or international levels. The awardee is requested to write an essay on his/her philosophy of education for publication in The Physiologist.

The typical nominee will have shown excellence in teaching and have made significant contributions in student advisement, graduate education, and/or curriculum design and reform at their institution. The activities that distinguish a candidate in the rankings include outreach activities at the state, national, or international level; contributions to education through APS activities; peer-reviewed educational journal articles; and widely disseminated publications such as commercially produced textbooks, lab manuals, or software.

Nominations Process: Each nominee must be nominated by a member of APS. The nominator must upload a letter of support outlining the qualifications of the nominee no later than January 8, 2012. Finalists will be contacted and asked to provide further information.

Teaching Section Sessions EB 2011, Washington DC

During the Teaching Section Steering Committee Meeting at EB 2011, Bill Galey mentioned the program scheduling change at EB 2011 (clustering section sessions together) may be problematic and alter the attendance at different sections. Each section was to count the number of attendees at each symposium/special topic. This year the Teaching Section piloted an Event Evaluation Form for attendees to complete.

The sessions were a huge success. Teaching Section member attendance was high as was the cross-section attendance (Event Evaluation Form). At least ten other APS sections/societies were represented. While pilot evaluation forms returned will require some revisions, the over-all session content ranged from very good to excellent. Thanks to all the session chairs and participants for making the Teaching Section sessions a success. Your hard work is appreciated.

The Teaching Section Banquet was one of the highlights of EB 2011. The District Chophouse and Brewery banquet room was in the vault of a turn of the century bank. All attendees agreed that the atmosphere was conducive to lively discussions and the menu exemplary. Thank you David for selecting a great site! See you all at the banquet next year at EB 2012, the 125th Anniversary of APS.

Please send comments or suggestions for the Newsletter to: vikki.mccleary@med.und.edu