

Courtney J. Lloyd

Education

Doctor of Philosophy in Anatomy and Cell Biology with a minor in Education 2013-2017
Indiana University, Indianapolis, Indiana

Dissertation Title: "Do I really have to complete another evaluation?"
Exploring relationships among evaluative load, evaluative strain, and the quality of clinical clerkship evaluations

Bachelor of Science in Biology and Spanish 2008-2013
Summa Cum Laude
Clarke University, Dubuque, Iowa

Academic Appointment

Assistant Professor of Physician Assistant Studies 2017-present
Department of Physician Assistant Studies
University of Saint Francis

Teaching Experience

Undergraduate Courses

Cadaveric Human Anatomy	Indiana University-Purdue University Indianapolis (IUPUI)	Spring 2017
--------------------------------	--	-------------

Role(s): Associate Instructor

Responsibilities:

- Contributed to course design, including creation of the course syllabus
- Responsible for laboratory instruction and preparation of prosected cadaveric specimen
- Assisted with the design, implementation, and conduction of practical examinations

Human Anatomy	Indiana University-Purdue University Indianapolis (IUPUI)	Fall 2016 Summer I 2014 Spring 2014
----------------------	--	---

Role(s): Adjunct Instructor

Responsibilities:

- Designed and presented twelve pre-laboratory lectures on relevant histological and gross anatomical structures for a hybrid-laboratory section.
- Guided undergraduate students through the study of the human body using light microscopes, models, photographs, and non-cadaveric dissections.
- Wrote, set-up, proctored, and graded laboratory examinations.

Human Anatomy and Physiology II	Clarke University	Spring 2012 Spring 2011
--	-------------------	----------------------------

Role(s): Teaching Assistant, Tutor

Responsibilities:

- Continued to help undergraduate students develop an understanding of the human body through the study of prosected cadaveric specimens.
- Set-up, proctored, and graded laboratory practical examinations.
- Held bi-weekly 'office hours' and review sessions for students.

Human Anatomy and Physiology I	Clarke University	Fall 2012 Fall 2011 Fall 2010
---------------------------------------	-------------------	-------------------------------------

Role(s): Teaching Assistant, Tutor

Responsibilities:

- Assisted undergraduate biology, psychology, and other pre-health professional students with the identification of relevant bones, prosected cadaveric musculature and neurovascular structures, and models.
- Set-up, proctored, and graded laboratory practical examinations.
- Held bi-weekly 'office hours' and review sessions for students.

Graduate/Professional Courses

Functionally-Oriented Human Gross Anatomy	Indiana University School of Medicine	Spring 2016 Spring 2015
--	---------------------------------------	----------------------------

Role(s): Associate Instructor, Tutor

Responsibilities:

- Crafted and delivered three lectures on the lower limb.
- Designed examination questions based on lecture material and assisted with the set-up, proctoring, and grading of laboratory examinations.
- Guided students through complete cadaveric dissection and served as a private tutor for students.

Basic Histology	Indiana University School of Medicine	Fall 2014
------------------------	---------------------------------------	-----------

Role(s): Associate Instructor

Responsibilities:

- Created and delivered one team based learning (TBL) module on the Integumentary and Endocrine systems.
- Assisted graduate students with the histological identification of structures using light microscopes.
- Formulated examination questions covering the Integumentary and Endocrine systems and assisted with laboratory examination set-up.

Human Gross Anatomy	Clarke University	Fall 2012
<i>Role(s): Teaching Assistant, Tutor</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Assisted Doctor of Physical Therapy students with complete cadaveric dissection and identification of relevant structures. • Aided the course director with administrative duties, including the set-up, proctoring, and grading of laboratory examinations. • Held weekly open-lab review sessions for students and served as a tutor for both lecture and laboratory material. 		

Medical Courses

Essential Clinical Anatomy and Development	Marian University - College of Osteopathic Medicine	Fall 2016
<i>Role(s): Associate Instructor</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Served as the sole laboratory instructor for 6-7 dissection tables consisting of 5-6 medical students each. • Helped students with complete cadaveric dissection and emphasized the clinical significance of relevant anatomical structures. • Aided in practical examination set-up. 		

Medical Human Structure	Indiana University School of Medicine	Fall 2016
<i>Role(s): Associate Instructor</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Created and administered five lectures on the lower limb to medical students • Served as a laboratory instructor for the labs covering the lower limb dissections • Aided with laboratory examination set-up 		

Neuroscience and Clinical Neurology	Indiana University School of Medicine	Fall 2015
<i>Role(s): Associate Instructor, Small Group Leader</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Acted as a lab instructor for two wet lab sessions. • Created detailed problem-based worksheets for three small group sessions on the spinal cord, brainstem, and forebrain, respectively. • Served as a group leader for these three small group sessions. 		

Medical Human Gross Anatomy	Indiana University School of Medicine	Fall 2015
<i>Role(s): Associate Instructor</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Designed and delivered three lectures on the lower limb. • Performed bi-weekly prosections on cadaveric specimens and assisted medical and physical therapy students with complete cadaveric dissections. • Set-up, proctored, and graded all laboratory practical examinations. 		

Essential Clinical Anatomy and Development	Marian University - College of Osteopathic Medicine	Fall 2013
<i>Role(s): Prosector</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Performed thrice weekly prosections for the inaugural medical school class. • Worked collaboratively with Marian faculty. • Tutored students outside of course hours using the prosected specimen. 		

Other Academic Commitments

Academic Tutoring	Indiana University – Purdue University Indianapolis (IUPUI)	Summer 2015- Present
<i>Role(s): Biology Tutor for the Athletic Department</i>		
<i>Responsibilities:</i>		
<ul style="list-style-type: none"> • Assisted undergraduate athletes with lecture and laboratory materials for various biology courses (e.g., human anatomy, human physiology, concepts of biology I and II, etc.) • Provided students with study tips, strategies, and recommended good study habits • Monitored athletes during required ‘study table’ hours, where they were required to ‘log’ six hours of study time per week 		

Invited Academic Presentations, Lectures, or Talks

Using Web-based Resources, Discussion Boards, and Mobile Apps in Anatomy Teaching		6/16/2016
Advanced Medical-Level Anatomy Workshop, hosted by the Department of Biomedical Sciences Marian University – College of Osteopathic Medicine Indianapolis, IN		
“Do I really have to complete another evaluation?” Exploring relationships among physicians’ evaluative load, evaluative strain, and the quality of clinical clerkship evaluations		6/8/2016
Anatomy Educational Seminar, hosted by the Department of Anatomy and Cell Biology Indiana University School of Medicine Indianapolis, IN		
Enhancing Instruction with Mobile Apps and Web-based Resources		6/26/2014
Anatomy Education Summer Camp Indiana University School of Medicine Indianapolis, IN		

Teaching Interests

Medical gross anatomy; graduate gross anatomy; medical histology; graduate histology; medical neurology; graduate neurology; undergraduate human anatomy; undergraduate anatomy and physiology.

Education Courses Completed

Intermediate statistics applied to education; multivariate analysis in educational research; learning and cognition in education (educational psychology); college teaching and learning; instruction in the context of curriculum; pedagogical methods in the health sciences; outcomes assessment: assessing the effectiveness of courses, programs, and institutions; methodological approaches to educational inquiry; qualitative inquiry in education; advanced critical qualitative methodology; research seminar on student engagement

Research Experience

Scholarly Works

Brokaw, J. J., Byram, J. N., **Traser, C. J.** and Arbor, T. C. (2016). How the distinctive cultures of osteopathic and allopathic medical schools affect the careers, perceptions, and institutional efforts of their anatomy faculties: A qualitative case study of two schools. *Anat Sci Ed.*, 9: 255-264.

Traser C., Condon K, Brokaw J. (2015). Endocrine and Integumentary Systems: A Team-Based Learning Module for Histology. MedEdPORTAL Publications. Available from: <https://www.mededportal.org/publication/10290>

Traser, C. J., Hoffman, L. A., Seifert, M. F. and Wilson, A. B. (2015), Investigating the use of quick response codes in the gross anatomy laboratory. *Anat Sci Ed*, 8: 421–428. doi: 10.1002/ase.1499

***Note:** This article was highlighted in the October 2015 issue of *Anatomy Now*. (See: <http://amasan.informz.net/admin31/content/template.asp?sid=40980&ptid=1247&brandid=3960&uid=825287387&mi=4722378&ps=40980>)

Published Photographs

(2015). Anatomical Sciences Education Vol. 8, Issue 5, 2015 Cover Image. *Anat Sci Ed*, 8: C1. doi: 10.1002/ase.1565

Research Presentations

Emphasizing the Importance of Qualitative Research in Anatomy Education: A “How-to-Guide” on Case Study Design, Implementation, & Data Analysis 4/4/2016
Annual Meeting of American Association of Anatomists
Experimental Biology Conference
San Diego, CA

Investigating the Use of Quick Response (QR) Codes in the Gross Anatomy Laboratory 4/10/2014
5th Annual Spring Colloquium Series, hosted by the Center for Urban and Multicultural Education
Indiana University – Purdue University Indianapolis (IUPUI)
Indianapolis, IN

Poster Presentations

- “Do I *really* have to complete another evaluation?” A preliminary look at physician evaluative load, evaluative strain, and the quality of clinical clerkship evaluations** 10/29/2016
Anatomy and Cell Biology Fall Research Forum, hosted by the Department of Anatomy and Cell Biology, Indiana University School of Medicine
Indianapolis, IN
- Exposing the Gaps: A Review of Anatomy Education** 3/30/2015
Annual Meeting of the American Association of Anatomists
Experimental Biology Conference
Boston, MA
- Investigating the Use of Quick Response (QR) Codes in the Gross Anatomy Laboratory** 4/4/2014
Annual Meeting of the American Association of Anatomists
Experimental Biology Conference
San Diego, CA
- Investigating the Use of Quick Response (QR) Codes in the Gross Anatomy Laboratory** 4/27/2014
Edward C. Moore Symposium on Teaching Excellence
Indiana University – Purdue University Indianapolis (IUPUI)
Indianapolis, IN

Awards and Honors

- Student/Postdoc Education Research Poster Presentation Award Finalist** 4/10/2014
Annual Meeting of the American Association of Anatomists
Experimental Biology Conference
San Diego, CA

Conferences Attended as a Registrant

- Anatomy and Cell Biology Fall Research Forum** 10/28/2016 - 10/29/2016
Indiana University School of Medicine
Indianapolis, IN
- Experimental Biology** 3/2/2016 - 3/6/2016
Annual Meeting of the American Association of Anatomists
San Diego Convention Center
San Diego, CA
- Experimental Biology** 3/28/2015 – 4/1/2015
Annual Meeting of the American Association of Anatomists
Boston Convention and Exhibition Center
Boston, MA
- Experimental Biology** 4/26/2014 - 4/30/2014
Annual Meeting of the American Association of Anatomists
San Diego Convention Center
San Diego, CA

Professional Service & Miscellaneous

Academic Service Commitments

Indiana University Center for Anatomical Sciences Education (IU-CASE)

Gross Anatomy Laboratory Tour Instructor/Educator	2015-Present
Celebrate Science Indiana 2015 Exhibitor	2015

Professional Organizations

American Association of Clinical Anatomist	2015-Present
Human Anatomy and Physiology Society	2014-Present
American Association of Anatomists	2013-Present

Professional Development Achievements and/or Certifications

Tier One Academic Teaching Scholar	2016
Office of Faculty and Professional Development	
Indiana University School of Medicine	
Indianapolis, IN	

Professional Development Workshops, Lectures, and/or Webinars Attended

Advanced Medical-Level Anatomy Workshop	2016
Webinar: New Curriculum Update for IUSM	2016
Webinar: Lecturing with the Learner in Mind	2015
Webinar: Teaching Metacognitive Skills	2015
Webinar: Classroom Assessment Techniques	2015
Webinar: Best Practices for Slide Show Presentations	2015
Webinar: Teaching a Large Class	2015
Making the Most of Your Presentation	2015
PBL-Orientation	2014
Thinking Together About Qualitative Research	2014
Creating a Clinical Learning Environment that Promotes, Utilizes, and Embraces	
Feedback: Learning how to Give/Accept Feedback Through Theory -based	
Communication Skills Training	2014
STEM Educational Research Institute (SERI): History, Initiatives, and Opportunities	2014
Embryology in the Medical Curriculum: Striving for an Effective Balance	2014

Journal/Educational Resource Reviewer

Number of manuscripts, abstracts, or educational resources reviewed by journal.

Journal	2015	2016	2017
Anatomical Sciences Education	1		
Journal of Biomedical Education		2	
Total	1	2	

References are available upon request.