

UNIT 1 EXAM REVIEW: BUILD A SOCRATIC TUTOR

Foundations of Anatomy & Physiology • Standards 1.1–1.5

Name: _____	Class: _____	Date: _____
Goal: Use this sheet to create an AI Socratic tutor that helps you prepare for the Unit 1 exam by asking questions, giving hints, and making you explain your reasoning. It should NOT simply give you the answers.		
1. WHAT THE EXAM EXPECTS YOU TO DO • Connect anatomy (structure) with physiology (function). • Order levels of organization and explain how organ systems work together. • Apply anatomical position, directional terms, planes, regions, and body cavities. • Analyze homeostasis and distinguish negative from positive feedback. • Recognize pathology, diagnostic, and therapeutic terminology. • Use evidence to make cautious conclusions instead of diagnosing from one symptom. • Apply several Unit 1 ideas to a clinical patient scenario. 2. HIGH-PRIORITY TERMS • anatomy • physiology • cell • tissue • organ • organ system • superior/inferior • anterior/posterior • medial/lateral • proximal/distal • superficial/deep • sagittal • frontal/coronal • transverse • cranial • vertebral • thoracic • abdominal • pelvic cavities • homeostasis • positive feedback • negative feedback • pathology • diagnostic • therapeutic • claim • evidence • reasoning 3. BEFORE YOU START THE TUTOR My strongest topic: _____ My weakest topic: _____ A term I confuse: _____ A concept I need to apply better: _____	4. COPY/PASTE THIS INTO YOUR AI TOOL Act as my Socratic tutor for Unit 1 Anatomy & Physiology. Do not give me answers immediately. Ask ONE question at a time and make me explain my reasoning. Focus only on these Unit 1 topics: anatomy vs. physiology; levels of organization and organ-system connections; anatomical position, directional terms, planes, regions, and cavities; homeostasis; positive vs. negative feedback; pathology, diagnostic, and therapeutic terminology; and using evidence to evaluate disease/disorder claims. Use a mix of definition, comparison, application, and short clinical-scenario questions. Make the questions challenging enough for an open-notes exam. After each answer: 1. Tell me whether my reasoning is accurate, partly accurate, or needs revision. 2. Ask a follow-up question or give a small hint before explaining. 3. Make me correct my own answer when possible. 4. Keep track of topics I miss and revisit them later with a different question. 5. Do not reveal or recreate an exam answer key. Begin by asking which topic I feel least confident about, then start questioning me. 5. MAKE THE TUTOR WORK HARDER • “Give me a patient-location scenario using at least three directional terms.” • “Give me a feedback scenario without telling me whether it is positive or negative.” • “Make me connect three organ systems during exercise.” • “Give me a medical statement and make me classify pathology, diagnostic, and therapeutic terms.” • “Give me a health claim and make me identify the claim, evidence, and what more evidence is needed.” • “Re-test only the concepts I have missed so far.” 6. EXIT CHECK: CAN YOU DO THESE WITHOUT HELP? • ☐ Describe an injury precisely using anatomical language. • ☐ Explain WHY a feedback loop is positive or negative.	

	• ☐ Explain how multiple organ systems cooperate. • ☐ Translate medical language into everyday language and back. • ☐ Separate a reasonable evidence-based claim from an unsupported diagnosis.
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Study rule: If the tutor explains everything while you nod at the screen, the tutor is studying. You are not.