HPM 873
Research Seminar in Health Policy and Management
Spring 2017

(Credit Hours: 1 credit per semester)
Department of Health Policy and Management
Gillings School of Global Public Health
Class Location: 2303 Mc Gavran-Greenberg
Meeting Time: Tuesdays, 12:30-1:30

Faculty: Morris Weinberger  George Pink
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Office Hours: Wednesday: 3:30-4:30  By Appointment
Hours: Thursday: 11:00-12:00  By Appointment

Course Overview
This course is a seminar for advanced PhD students, post-docs, and faculty to present their research. Seminar participants are encouraged to ask questions and make comments during the presentations. Attendance for first year PhD students is required. Attendance by all PhD students, faculty, and MSPH students with research interests is encouraged.

Learning Objectives and PhD Core Competencies

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<th>Course Learning Objective</th>
<th>Competency</th>
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<td>All students:</td>
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<td>1 To inform students about the research interests and expertise of HPM faculty and other researchers, about dissertation research and the requirements of a dissertation proposal defense, and about research opportunities that may be useful in coursework or dissertations</td>
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<td>2 To critically evaluate research presentations (draft proposals by third year PhD students)</td>
<td>10. Critically evaluate articles from scholarly journals and research presentations</td>
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<td>For students presenting their draft proposals:</td>
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<td>3 To obtain constructive comments and suggestions that will assist students in their dissertation work or in preparation for their dissertation proposal defense</td>
<td>10. Critically evaluate articles from scholarly journals and research presentations</td>
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<td>4 To make oral presentations to scientific audiences</td>
<td>13. Make oral presentations to scientific audiences</td>
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Requirements and Expectations

Participation, Notes, and Comments:

In order to give the speaker your undivided attention, please turn off all electronic devices in class, including laptops, cellphones, etc. If you wish to make notes, please use paper and pen. Presenters often are happy to share their slides upon request directly from the student. An important and valuable part of the class is the feedback given to the speaker. Plaudits and constructive suggestions for improvement can be of enormous help to students preparing to defend their dissertation proposal or to faculty preparing to present in other forums.

Enrollment:

All first year PhD students must enroll in HPM 873 during both the fall and spring semesters (one credit hour per semester).

Evaluation Method

Grade Components:

Attendance is required. Grades will be assigned as follows:

Total Points = Grade
0 to 1 points = Honors
2 to 3 points = Pass
4 or more points = Incomplete

Points, assigned each class
Present in class = 0
Excused absence = 1
Unexcused absence = 2
Making up an excused or unexcused absence = -1 (see requirements below)

If you have 4 or more unexcused absences, you will need to discuss with the instructor how to make up the absences or if you should retake the class.

Excused absences (e.g., professional conferences, religious holidays, or personal illness/emergencies) must be made up by attending one alternative University seminar. Students must make up unexcused absences by attending two alternative University seminars. For excused absences, please notify the instructor, preferably in advance of the class you will miss.

For each alternate seminar attended, it is the student’s responsibility to send (by e-mail) information (seminar title, presenter, date/time, and 100 word paragraph about your thoughts/reaction to the presentation) on the substitute seminars to the instructor. Suitable substitute seminars are regularly held at:

- Sheps Center for Health Services Research (http://www.schsr.unc.edu/)
Institute on Aging (http://www.aging.unc.edu)
Triangle Health Economics Workshop (http://www.unc.edu/the/workshop.htm)
Carolina Population Center (http://www.cpc.unc.edu/)
Lineberger Comprehensive Cancer Center (http://unclineberger.org/events)
Other centers around UNC and Duke.

All temporary IN grades must be changed to a permanent grade by the deadline specified by the Graduate School Handbook to avoid a permanent F grade. The Graduate School Handbook currently (as of July 29, 2013) states: “A temporary grade converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.”

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. You’ll be informed as to when the system will be open for students to complete evaluations for the Spring 2017 semester.

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.
Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

SPRING 2017 – STUDENT PRESENTATIONS

All students who have completed comprehensive exams must present dissertation work in HPM 873 at least once before graduation. Typically, students present dissertation work-in-progress or make a trial presentation of their dissertation proposal defense.

Prior to the course, the instructor emails all students, who have completed comprehensive exams, to solicit presentation dates (some students may choose to present more than once, if they desire feedback for both their dissertation proposal and final defense). The student’s advisor/dissertation chair (or designated committee member) MUST attend the presentation, and it is up to the student to identify a date that works. The student should invite all committee members to attend. If, for any reason, the advisor/dissertation chair (or designated committee member) cannot attend on the scheduled date, then the presentation should be rescheduled. The student is responsible for determining someone who can switch.

Students should consult with their adviser about their presentation and should plan a formal presentation of approximately 45 minutes, which could include some or all of the following:

- Brief introduction to the topic, why it is interesting, and what your contribution is
- Outline of the presentation
- Overview of key previous literature
- Theoretical framework and hypotheses
- Empirical design and methods
- Funding sources, IRB process and data sources
- Results (if any available) or discussion as relevant
- “Lessons Learned” including a statement of what worked well in the process you followed and identification of things you have done differently (knowing what you know now).

Attention should be paid to the process of research: Why did you choose this topic? How did the general idea evolve into a specific researchable question? From where did you obtain funding? What IRB process did you go through? How did you locate the data? Most first year students have not yet taken all of the required research methods courses, so methods should be explained in a basic manner that is accessible to a broad audience.