Course Overview

HPM 874 is a 4-semester seminar designed to help HPM PhD students develop professional skills and competencies that are critical to a successful career in health services research and health policy. It is required for all first and second year HPM PhD students.

Learning Objectives and HPM Competencies

HPM 874 is intended to help PhD students develop professional skills and competencies that are critical to a successful career in health services research and health policy. During the 4-semester curriculum, some seminars are offered each year, while others are offered every other year. Upon successful completion of this course, students will enhance their skills related to the following competencies:

- Select appropriate research designs and methodologies (quantitative and qualitative) for health services/health policy research (PhD Core Competency # 6)
- Understand and appropriately apply analytical strategies used in health services/health policy research (PhD Core competency # 7)
- Identify the ethical implications of research methods (PhD Core Competency # 8)
- Interpret and explain the results of research (PhD Core Competency # 9)
- Critically evaluate articles from scholarly journals and research presentations (PhD Core Competency # 10)
- Write articles for submission to scholarly journals (PhD Core Competency # 11)
- Make oral presentations to scientific audiences (PhD Core Competency # 13)
• Explain your research to various audiences, e.g., policymakers, health care professionals, general public, journalists (PhD Core Competency # 15)
• Learn to work on multidisciplinary teams (PhD Core Competency # 16)

Resources

Recommended Reading: Williams JM. Style: The Basics of Clarity and Grace (2nd edition). Pearson Education, 2006. This is not a text book that we will read, but one to which we refer often. It is intended to help students write more clearly. The book should be helpful to you well beyond this course.

Sakai: The Sakai site for HPM 874 will contain: (1) The course syllabus and updated schedule; (2) Slides from professional development seminars (when available); and (3) Reading materials (when assigned).

Requirements and Expectations

To accomplish the course’s learning objectives, we use the following strategies:

• Professional Development Seminar: Faculty will lead presentations that are intended to help students develop professional skills. Students are encouraged to submit topics that would be of interest to them.

• Student-led Seminar: During the spring semester, each 2nd year student will lead one 30-minute session (2 students will be assigned during each one-hour seminar). From past experience and feedback from students, the best ways in which can use their 30 minutes are:

  o Dissertation ideas: Students can use their session to present their “works in progress.” They can present ideas, even at a very early stage, to receive constructive feedback on their ideas. This is option that is most likely to benefit students.

  o Manuscripts: Students may circulate a draft of their own manuscript that can be discussed. This is intended to provide students with constructive feedback about their own manuscript before submitting it to a journal.

  o Journal club: Students may lead a journal club using a recently-published article of interest to them. This is the option that is least likely to benefit students, but is an acceptable choice.

Regardless of the option chosen, students must provide Marisa (who will be teaching HPM 874 in the spring) with any materials they want distributed on the Monday before their assigned seminar. She will post those materials on Sakai.
The requirements and expectations for HPM 874 are as follows:

**Attendance:** Attendance is required. Students may miss up to one class each semester; however, they are expected to attend an alternative seminar or presentation during that semester. Seminars are regularly held at UNC and Duke; some specific opportunities include:

- Sheps Center for Health Services Research (http://www.schsr.unc.edu/)
- Triangle Health Economics Workshop (http://www.unc.edu/the/workshop.htm)
- Carolina Population Center (http://www.cpc.unc.edu/)
- TraCS Institute (http://www.tracs.unc.edu)

**Student-led Seminar:** For 2nd year students (described above).

**Class participation:** Students are expected to read any assigned materials in advance and fully participate in class discussions.

**Evaluation/Grading**

Students completing all of the course requirements will receive an H for the class. Any student with more than one outstanding absence will receive a temporary grade of IN (incomplete). All temporary IN grades must be changed to a permanent grade by the deadline specified by the Graduate School to avoid a permanent F grade. We recognize that students may have a conflict with another course that prevents them from attending HPM 874 during their second year. If this is the case, please make arrangements with the instructor as soon as possible. Notably, students are eligible to take comprehensive exams without completing all four semesters of HPM 874; however, completing these courses is a graduation requirement.

**Course Policies and Resources**

**Office Hours and Email Policies**

It is expected that if students have questions or concerns, they will attend office hours (either regularly-scheduled or by appointment) or email me directly. My goal is to respond to your email as soon as possible, but within 24-48 hours.

**Recognizing, Valuing, and Encouraging Inclusion and Diversity in the Classroom**

We share the School’s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.
We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School’s environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- Diversity and Inclusion at the Gillings School of Global Public Health:
- UNC Non-Discrimination Policies:
  [http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf](http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf)
- Prohibited Discrimination, Harassment, and Related Misconduct at UNC:

**Accessibility**

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), [https://ars.unc.edu/](https://ars.unc.edu/); phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

**Counseling and Psychological Services**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: [https://caps.unc.edu](https://caps.unc.edu) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**UNC Honor Code**

As a student at UNC-Chapel Hill, you are bound by the university’s Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported
with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
c. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library’s plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

Norm of Professionalism

All students are expected to come to class prepared and ready to contribute to both class and team discussions. All students should respect other’s ideas and encourage their classmates to contribute their ideas as well. Finally, when differences in opinion occur, students are expected to be respectful.

Guidelines on Use of Laptops and Other Electronics in Classroom

From the moment we begin class – smart phones and laptop computers must be stored in your book bag and not on your desk or lap. The only time that laptops or smart phones may be used is if there is an in-class activity that requires access to the internet.

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester. 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 to improving the quality of our courses, as well as for instructor assessment. I will announce when the system will be open for students to complete evaluations. In addition, there will be opportunities throughout the semester for you to provide feedback about the course.