HPM 871.001 Teaching of Health Policy and Management
(“TA Seminar”)

Department of Health Policy and Management
Gillings School of Global Public Health
Fall 2019 Syllabus and Schedule
Mondays 3:30-4:45 PM, Rosenau 123

Seminar Leader: Karl Umble, PhD MPH
Assistant Professor
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Available: By appointment or drop in

Learning Objectives and HPM Competencies

Course Learning Objective | Competencies
---|---
1. Discuss and complete teaching contract with designated instructor | Accountability and Professional Development
2. Develop skills and knowledge related to identifying and resolving common TA and teaching issues | Professionalism, Communication Skills, Self Confidence
3. Conduct a class session of a regularly scheduled undergraduate or graduate class. | Information Seeking, Professionalism
4. Prepare teaching statement/philosophy useful in future teaching portfolios | Accountability, Achievement, Orientation, Professionalism

Introduction

A core competency of the PhD program is to help prepare students to be effective teachers. Before graduating, all PhD students must serve as a Teaching Assistant (TA) for one semester and complete HPM 871, the “TA Seminar” which is the class session complement for the TA requirement. Some departments in the School and University are very centralized in their use of TAs, and assign TAs to teach entire classes by themselves. Our department uses a different model. Fulltime faculty teach most classes, with a TA only assigned to some. Activities as a TA generally focus on preparing materials, creating and grading assignments, and providing support to students. Because HPM has a less centralized model than other departments, this approach requires considerable communication and cooperation between the faculty member and the TA.
Philosophy and Approach

Philosophy

Many PhD students matriculating at a research institution like UNC say they don’t ever intend on going into teaching, so a teaching seminar and a requirement to be a TA are not relevant to their interests. My opinion is that classroom teaching and work as a TA is primarily about (1) effective and engaging communication of information, and (2) developing and practicing effective “people skills” with a group of people—the students—whose diversity, challenges and problems often are surprising. Communication and people skills, of course, are critical wherever one end up. In the context of teaching, this is what I try to emphasize in the TA seminar, along with some of the “nuts-and-bolts” of pedagogy such as syllabi, rubrics, Bloom’s taxonomy, etc. I am always thrilled when someone says, at the end of the seminar and their TA experience, that they liked it better than they expected, and perhaps could actually see themselves in a formal teaching role someday.

Approach

This class is highly focused on the twin concepts of active learning and reflective learning, two of the most agreed-upon fundamentals of adult learning.

Active learning is based on research which shows that for many higher-order skills, a large portion of adults learn best and retain more by doing, not just listening. The basic pedagogical paradigm is that adult learners are not empty vessels to be filled, but rather individuals who bring a vast set of experiences to the learning environment and for many tasks prefer to participate in their education, not be lectured to (though lectures and lecture-discussions may play a contributing role in learning environments that are largely based on active learning).

Reflective learning is based on research which shows that professional growth comes about not only as a result of experience, but also reflection upon what that experience means in the context of their own personal and professional growth and development. In this course, you will have opportunities for both personal (though shared with the instructor through the end-of-semester “reflective paper”) and public reflection through sharing in the seminar.

Required Texts

There are two required texts for this class. Both are public domain and available electronically. (You don’t have to buy anything!) Selected chapters sources are listed in the detailed schedule.

1. Peter Filene, an award-winning UNC professor, wrote a clear, concise, and inspiring guide for new instructors called The Joy of Teaching (University of North Carolina Press, 2005). It is available in online through the UNC library system, and the library also has hard copies to check out. You may consider it worth purchasing as well!

2. The Florida State University online publication, “Instruction at FSU: A Guide to Teaching and Learning Practices,” is a great resource for teaching assistants and
early-career professors. Parts of the manual are highly FSU-specific, and these can be skinned. You can access the FSU Handbook here: https://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices

Articles and other readings will be available on the Sakai site.

Activities and Deliverables

This one credit-hour seminar is designed to support students during their TA experience, and to share resources with them as they develop their teaching skills. There are four required course deliverables or activities, and no exams.

Required activities and/or deliverables include the following:

1. **A signed Teaching Assistant Contract following discussion of your role and responsibilities as a TA with your assigned instructor-of-record.**
   
   We highly recommend that the student have a mid-semester check-in with the professor about how they are doing and if there is any way they can improve, and at the end of the semester about how they did. This is because (a) such feedback can be very helpful to your teaching, (b) it can improve your relationship with the faculty member to build in routine check-ins or “plus-delta meetings” and (c) if things have gone well, the professor might be willing to write a report about your good work in the course to be placed in your file, that could help you in your employment search.

2. **Conducting a session for the class in which you are the TA, or an approved alternative agreed upon with your instructor. (If you can’t plan this for fall 2019 course, ask me and we can develop an alternative assignment).**
   
   I highly recommend that you spend an hour or so at this site to learn some essentials of “lesson planning” - a highly researched area – and print out especially helpful ideas. Then use them as you plan your lesson for your course. This site has good lesson templates from Algonquin and example lesson plans from the University of Michigan. It helps to use good models.
   
   https://www.buffalo.edu/ubcei/enhance/teaching/lesson-planning.html

3. **Preparing and leading a 20-30 minute seminar for HPM 871. You have three choices here: present on a selected topic; present on a case or critical incident; or lead a session to help you plan a lesson you will be delivering in your course (options for sign-up will be posted on the class website).**
   
   a. **Option 1: Topic.** If you choose to present on a topic:
      
      1. Research the topic. I have a library on some major teaching methods for higher education. You could also search for materials on your topic at a university’s website for their Center for Teaching and Learning. Outstanding sites include the Derek Bok Center for Teaching and
Learning at Harvard (best site I have seen), and the Center for Teaching and Learning at Vanderbilt and at University of Michigan.

2. Develop a handout and/or slide presentation about the topic and teach us some key ideas about it. Provide a few references using AMA style (can be a url or other).

3. Engage the class in a short activity, case/example discussion, or exercise involving the topic. This is an opportunity to “plan a lesson” using guidance suggested above on this topic, though we won’t ask you to present your lesson plan, rather, only the lesson itself.

b. Option 2: Critical incident pertaining to teaching. Critical incidents are specific, discrete challenging or difficult events that require a response. See this link about critical incidents and what to include in your write-up: https://www.monash.edu/rlo/assignment-samples/medicine-nursing-and-health-sciences/reflective-writing-and-critical-incidents#What_is_a_critical_incident-1
If you choose this option:

1. Write up a description of a critical incident about a teaching situation – normally one or two pages, well-written. (Again, see the link just above about what to include in a critical incident report, but also include a question or two for the reader to consider.) Perhaps the teacher is you or the prof with whom you are working this semester, or an incident in the recent past. After writing the incident using the guidance linked above, include a question or two - something like this: (a) What should the teacher do next, and why? (b) (Or you have already described what the teacher did): Did the teacher do the right thing? Why or why not? What would you recommend instead, and why?

2. In class you will have 30 minutes. Give the class time to read the incident report and to consider the questions you have posed.

3. Then lead the class through a discussion of the question(s), their reflections and suggestions, and their rationale.

4. Finally, provide a recommendation for how you think the teacher should respond (or should have). Cite one or two readings about higher education teaching that support your point of view and provide AMA style references for them.

c. Option 3: Session to help you plan a lesson that you will deliver in class. If you choose this option:

1. Bring a handout describing:
   a. The course, topic, and length of your session.
   b. Your tentative lesson plan (or the one that you used if the lesson has already been delivered). Use the guidance and a lesson planning template from one of those linked above in this syllabus under the section on leading a lesson in your class (for example, one of the lesson templates from Algonquin College or U of Michigan). Think the lesson’s learning methods and plan through using guidance on
college higher education and lesson planning from one or more references at the Harvard Bok Center site as described above, or similar site, book or other reference. Provide references for the sources that you consulted on lesson planning and learning methods.

2. Describe the lesson, your plan, and your rationale for the elements in the plan. Explain how the references you consulted helped you so far.

3. Then:
   a. If the lesson has already been conducted, tell the group how it went, in your view, including (i) areas of strength that you would do again (ii) areas for improvement (iii) any evidence you have that the students learned what you had hoped. Then ask the students for their questions or suggestions about the lesson.
   b. If the lesson has not yet been conducted, ask the group for their questions and suggestions about the lesson plan.

4. Preparing a 2-3 page, double-spaced, personal “reflective statement” of your teaching philosophy, and goals and objectives for the future in terms of teaching (recommend keeping it to about 750 words or less). Submit on Sakai as an MS Word document, not as a .pdf. For guidance on this assignment, see the links on the Sakai site under Resources/Week 11 Teaching Portfolios/Statements. The University of Michigan document is excellent and sufficient guidance. If you wish to look at a few other takes on what to include, look at the other refs linked in this “Week 11” folder. Note well: the UNC Gillings guidance on Teaching Portfolios is included here. I highly recommend that you look at this and consider ways to build this portfolio now, during graduate school, if you know you will be seeking a teaching job.

5. Optional, but desired: Attending a class session conducted by another HPM 871 TA participant and completing an evaluation for that participant.

Note: FERPA training is required prior to being granted access to view student information in any university student system. When you complete FERPA training please notify the HPM Registrar, Lynnette Jones, and she will enroll you as an “instructor” for the course you are serving as a TA. The link for FERPA training is http://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/

Resources

Website

This course uses Sakai as the course management system. Soon after you enroll in the class you are automatically enrolled in the Sakai site for HPM 871.001. The instructor uses the website to send reminders and clarifications about the course, as well as for a sign-up “clearinghouse.”

Optional Resources
There are many excellent resources available on the subject of teaching, and you are encouraged to explore these according to your own interests. A classic book is McKeachie’s *Teaching Tips: Strategies, Research, and Theory for College and University Professors*. It is in at least its 13th edition and it is available in paper copy or through the UNC Library. Other resources you might consider include the following:


Many other optional resources and articles are posted on the class Sakai site.

**TA Resource for International Students**

GRAD 810 and 811 are courses the UNC Graduate School has developed through their professional development program to help international graduate students assigned as TAs understand TA responsibilities in an American classroom. Note that the credit hours for 810 and 811 cannot count towards your degree. More information is at the website: [http://gradprofdev.web.unc.edu/pitap/](http://gradprofdev.web.unc.edu/pitap/)

**UNC Center for Faculty Excellence**

The UNC Center for Faculty Excellence (CFE) has, in addition to its excellent workshops, publications, staff experts who can serve as a resource for TAs. Visit their website at: [http://cfe.unc.edu/index.html](http://cfe.unc.edu/index.html)

**Plagiarism Defined**

TAs often are the frontline in issues around suspected plagiarism. The UNC Health Sciences Library has tutorials on citation requirements and plagiarism that can assist in understanding how students should properly cite, and what plagiarism is and how to avoid it. For guidance on plagiarism and how to correctly cite internet sources consult the following:

- [http://www.hsl.unc.edu/services/tutorials/PlagiarismTutorial/intro.html](http://www.hsl.unc.edu/services/tutorials/PlagiarismTutorial/intro.html)
- [http://www.lib.unc.edu/instruct/plagiarism/](http://www.lib.unc.edu/instruct/plagiarism/)
- [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html)
- [http://www.hsl.unc.edu/Services/guides/writing.cfm](http://www.hsl.unc.edu/Services/guides/writing.cfm)

I also like this Purdue document on proper citation and plagiarism: [https://library.purdueglobal.edu/writingcenter/basiccitationguidelines](https://library.purdueglobal.edu/writingcenter/basiccitationguidelines)

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**Policies**

**Attendance**

As a seminar, the success of the class is based largely upon the active participation of class members. Therefore, each participant is expected to attend, be prepared for, and participate to a reasonable extent in class sessions. Please plan to be on time and attend for the whole session unless previous arrangements have been made. As considerable time will be spent in discussion,
attendance is important, and will be considered part of the “class participation” consideration. Please complete the class bio form so I can get to know everyone better. The Qualtrics survey link for your bio is located at: https://unc.az1.qualtrics.com/jfe/form/SV_efVXR6Anbyu1S8I

**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). For additional details read “The Instrument of Student Judicial Governance.” (http://instrument.unc.edu).

**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.

**Accessibility and 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.

**Counseling and Psychological Services (CAPS):**

CAPS provides therapy, psychiatry, referral, and academic intervention services for UNC Chapel Hill students and post-doctoral fellows. 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 or visit their facilities on the third floor of the Campus Health Services building, Emergency Room Drive, for a walk-in evaluation to learn more.

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each 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, moreover, to improving the quality of our courses, as well as for instructor assessment.

Grading

This course is graded on the H-P-L (“High Pass,” “Pass,” and “Low Pass”) scale. Students that satisfactorily complete all of the deliverables and activities, along with maintain satisfactory attendance and participation will receive an H. Grades of P are also possible and should not be seen as unsatisfactory. Performance below a P level will be discussed with the student and the instructor for whom the student is serving as a TA.

Class Schedule by Week

(See next page)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings / Pre-class activities</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>No class</td>
<td></td>
<td></td>
<td>Classes start Tues 8/20; Meet with instructor of course for which you are the TA</td>
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<tr>
<td>9/2</td>
<td>No class - Labor Day</td>
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<tr>
<td>9/9</td>
<td>Class 1: Intro / Overview</td>
<td>Intro: Course purpose and expectations; FERPA; TA contracts; Critical incidents</td>
<td>Read syllabus; Review course Sakai site; Read Filene Chap 1-3 and FSU Chap 6.</td>
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<tr>
<td>9/16</td>
<td>Class 2: Syllabi</td>
<td>Lecture/Discussion: Building and using a syllabus</td>
<td>Read Filene Chap 4; FSU Chap 3</td>
<td>TA-Instructor Contract due</td>
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<tr>
<td>9/23</td>
<td>Class 3: Tech Orientation</td>
<td>Tech orientation: Sakai; Mediasite; Adobe Connect; Poll Everywhere, etc.</td>
<td>Review CFE website: <a href="http://cfe.unc.edu">http://cfe.unc.edu</a></td>
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<tr>
<td>9/30</td>
<td>Class 4: Bloom's Taxonomy</td>
<td>Lecture/Discussion: Learning Objectives and Bloom's Taxonomy</td>
<td>Read Filene Chap 5-6; FSU Chap 7-8</td>
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<tr>
<td>10/7</td>
<td>Class 5: Grading and Rubrics</td>
<td>Lecture/Discussion: Grading and Rubrics</td>
<td>Read Filene Chap 8; FSU Chap 12-13</td>
<td>Description of Classroom Session due</td>
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<tr>
<td>10/14</td>
<td>No class - Fall Break week</td>
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<tr>
<td>10/21</td>
<td>Class 6: Student-Instructor-TA Interactions</td>
<td>Lecture/Discussion: Critical Incidents--Student-Instructor-TA interactions</td>
<td>Read Filene Chap 9; FSU Chap 4-6</td>
<td>Start thinking about teaching philosophy/reflective paper</td>
</tr>
<tr>
<td>10/28</td>
<td>Class 7: Participant-led classes</td>
<td>Participant-led: Topics, critical incidents, session planning, philosophy</td>
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<tr>
<td>11/4</td>
<td>Class 8: Participant-led classes</td>
<td>Participant-led: Topics, critical incidents, session planning, philosophy</td>
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<tr>
<td>11/11</td>
<td>Class 9: Participant-led classes</td>
<td>Participant-led: Topics, critical incidents, session planning, philosophy</td>
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<tr>
<td>11/18</td>
<td>Class 10: Participant-led classes (if needed)</td>
<td>Participant-led: Topics, critical incidents, session planning, philosophy</td>
<td>(Will likely cancel class this day but holding if needed)</td>
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<tr>
<td>11/25</td>
<td>No class - Thanksgiving week</td>
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<tr>
<td>12/2</td>
<td>Class 11: Teaching Portfolios</td>
<td>Teaching portfolios and reflective paper; Course wrap-up</td>
<td>Read Filene Chap 10 and Filene Conclusion</td>
<td>Last day of classes Wed 12/4; Reflective paper due</td>
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Deliverables shown above in bold italics

https://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices