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

Department of Health Policy and Management
Gillings School of Global Public Health
Fall 2018 Syllabus and Schedule
Mondays 3:30-4:45 PM, Rosenau 123

Seminar Leader:	John E. Paul, PhD MSPH Clinical Professor	**Office:** **Phone:**	1102-B McGavran-Greenberg Hall 919-966-7373
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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 <u>active learning</u> and <u>reflective learning</u>, two of the most agreed-upon fundamentals of adult learning.

<u>Active learning</u> is based on research which shows that for many higher-order skills, a large portion of adults learn best, and certainly retain longer, 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.

<u>Reflective learning</u> 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 <u>personal</u> (though shared with the instructor through the end-of-semester "reflective paper") and <u>public</u> 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 skimmed. 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 five 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. Student should verify contract check-in mid semester.

2. Conducting a session for the class in which you are the TA, or an approved alternative agreed upon with your instructor.

3. Preparing and leading a 20-30 minute seminar for HPM 871 on a selected topic, case, critical incident, or session planning session (options for sign-up will be posted on the class website).

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. Submit on *Sakai* as an MS Word document, not as a .pdf.

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:

Lowman, J. *Mastering the Techniques of Teaching*. Jossey-Bass, 2005.

Davis, B. G. *Tools for Teaching*. Jossey-Bass, 2009.

Bruff, D. *Teaching with Classroom Response Systems*. Jossey-Bass, 2009.

Ko, S. and Rossen, S. *Teaching Online*. Routledge, 2010.

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/

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

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.lib.unc.edu/instruct/plagiarism/
> http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
> http://www.hsl.unc.edu/Services/guides/writing.cfm

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_efVXR6Anbyu1S8l

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)

HPM 871 Fall 2018 Teaching of Health Policy and Management ("TA Seminar") Class Schedule by Week

Fall 2018	HPM 871 TA Seminar	Mondays, Rosenau 123, 3:30 -- 4:45 PM		8/23/2018
Date	**Class**	**Topic**	**Readings / Pre-class activities**	**Comments**
8/27	Class 1: Intro / Overview (in MHRC 0003)	*Intro:* Course purpose and expectations; FERPA; TA contracts; Critical incidents	Read syllabus; Review course Sakai site; Read Filene Chap 1-3 and FSU Chap 6.	Classes start Tues 8/21; Meet with instructor of course for which you are the TA
9/3	No class			Labor Day
9/10	Class 2: Tech Orientation (in MHRC 0003)	*Tech orientation:* Sakai; Mediasite; Adobe Connect; Poll Everywhere, etc.	Review CFE website: http://cfe.unc.edu	*TA-Instructor Contract due* ; JP out of country 9-11 to 9-22
9/17	No class			
9/24	Class 3: Syllabi	*Lecture/Discussion:* Building and using a syllabus	Read Filene Chap 4; FSU Chap 3	
10/1	Class 4: Bloom's Taxonomy	*Lecture/Discussion:* Learning Objectives and Bloom's Taxonomy	Read Filene Chap 5-6; FSU Chap 7-8	
10/8	Class 5: Grading and Rubrics	*Lecture/Discussion:* Grading and Rubrics	Read Filene Chap 8; FSU Chap 12-13	*Description of Classroom Session due*
10/15	No class			Fall Break 10/17-10/21
10/22	Class 6: Student-Instructor-TA Interactions	*Lecture/Discussion:* Critical Incidents--Student-Instructor-TA interactions	Read Filene Chap 9; FSU Chap 4-6	Start thinking about teaching philosophy/reflective paper
10/29	Class 7: Participant-led classes	*Participant-led:* Topics, critical incidents, session planning, philosophy		
11/5	Class 8: Participant-led classes	*Participant-led:* Topics, critical incidents, session planning, philosophy		
11/12	Class 9: Participant-led classes	*Participant-led:* Topics, critical incidents, session planning, philosophy		
11/19	No class			Thanksgiving Break 11/21-24
11/26	Class 10: Participant-led classes (if needed)	*Participant-led:* Topics, critical incidents, session planning, philosophy		
12/3	Class 11: Teaching Portfolios	Teaching portfolios and reflective paper; Course wrap-up	Read Filene Chap 10 and Filene Conclusion	Last day of classes Wed 12/5; *Reflective paper due*
Filene: "The Joy of Teaching"; **FSU:** "Instruction at FSU: A Guide to Teaching and Learning Practices" https://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices				Deliverables shown above in ***bold italics***