



## HPM 874.001, Spring 2019

### ***Advanced Research Seminar in Health Policy and Management (1 Credit Hour)***

*Department of Health Policy and Management*

*Gillings School of Global Public Health*

#### *Syllabus*

**Spring:** *Thursdays, 12:30-1:45, McGavran-Greenberg 1304*

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#### 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. This course addresses the following PhD Program Competencies:

- **Identify and appropriately apply theoretical knowledge and conceptual models in support of health services/health policy research**
- **Select appropriate research designs and methodologies (quantitative and qualitative) for health services/health policy research**
- **Develop policy relevant hypotheses that fill a gap in the field that can be tested in a research project**

Upon successful completion of this course, students will enhance their skills related to the following areas:

- Understand and appropriately apply analytical strategies used in health services/health policy research

- Identify the ethical implications of research methods
- Interpret and explain the results of research
- Critically evaluate articles from scholarly journals and research presentations
- Write articles for submission to scholarly journals
- Make oral presentations to scientific audiences
- Explain your research to various audiences, e.g., policymakers, health care professionals, general public, journalists
- Learn to work on multidisciplinary teams

## 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 and staff 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 2<sup>nd</sup> 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:
  - 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.
  - 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.
  - 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 the course instructor with any materials they want distributed one week before their assigned seminar so that they can be posted on 874's Sakai site.

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. While seminars are regularly held throughout 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 all students except 1<sup>st</sup> years (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.

## **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**

Because of the use of devices including laptops can be distracting to others in the class as well as reducing the ability of the audience to focus on the speaker's presentation, please restrict your use of electronic devices to only class-related activities. Occasionally, we will use Poll Everywhere to facilitate classroom discussion. Note, the use of electronic devices (including cell phones) for other purposes, including multi-tasking, checking email, sending instant messages, looking at Facebook, playing games, etc. is not appropriate. Continued inappropriate use of electronic devices will be noted and can affect the course final grade.

## **Student Accommodations**

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, email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## **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.

## **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. I will announce when the system will be open for students to complete evaluations. In addition, there will be informal opportunities throughout the semester for you to provide feedback about the course using Poll Everywhere.