

HBEH 813: Professional Development II

Spring 2017

Department of Health Behavior
Gillings School of Global Public Health
Mondays, 9:05-11:30am, 332 Rosenau

Course Instructors

Susan Ennett, PhD (of record)
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Office Hours: By Appointment

Marissa Hall, MSPH (facilitator)
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Number of Credits and Sessions

HBEH 813 is a 1 credit course that meets for 5 sessions.

Course Description

Professional Development II is required for second-year PhD and third-year MSPH-to-PhD students in the Department of Health Behavior. The course is designed to offer doctoral students a structured, efficient opportunity for enhancing professional development competencies relevant to doctoral training and career advancement in our discipline. The course focuses on professional development topics relevant to advanced students nearing the dissertation phase and completion of doctoral training. The course is taught through engaged discussion with the instructors, guest speakers, panels, and in-class exercises.

Course Objectives

At the end of the course students will be able to:

- Articulate a plan and timeline for the dissertation
- Make an effective research presentation suitable for a professional conference or job talk
- Serve as effective reviewers for manuscripts submitted to peer-reviewed journals
- Implement strategies for revising journal articles invited for resubmission to peer-reviewed journals
- Maintain writing productivity in the 3rd year of the PhD program and beyond

Course Expectations & Assignments

The course will be graded as H (high pass), P (pass), L (low pass), and F (fail). Students are expected to complete readings and assignments before class and arrive ready to contribute to class discussions and exercises. Course grades are based on engagement in the class discussion, attendance, arriving on time, and quality of exercises and course assignments.

No Laptop Policy

Unless formally stated, laptops must remain closed during class in an attempt to help you remain engaged in class discussions, avoid distractions, and get the most out of the class. We encourage you to take notes by hand if you would like.

Course Website

Accessible through Sakai at <http://sakai.unc.edu/>. Resources for this course are included in the Resources folder on the website.

Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's honor code, which can be viewed at <http://instrument.unc.edu/>. It is your responsibility to learn about and abide by the code for all work conducted for this course.

Diversity Statement

In support of the University's diversity goals and the Gillings School of Global Public Health, the Health Behavior department embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives and are key elements for the success of any enterprise.

This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Some useful links:

- UNC Non-Discrimination Policies: <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- Prohibited Discrimination, Harassment, and Related Misconduct at UNC: <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>
- Diversity and Inclusion at the Gillings School of Global Public Health: <http://sph.unc.edu/resource-pages/diversity/>

Course Schedule

Date	Topic
January 23	9:05-9:15 Briefly review course syllabus and expectations 9:15-10:30 The doctoral dissertation: getting starting, choosing a topic, committee considerations, manuscript and monograph formats, setting a timeline and strategies for completion, and funding considerations. Student panel: Jenny Morgan, Cara Person, Laura Villa Torres 10:30-10:45 Break 10:45-11:30 Overview of presentation critique process, guidelines for successful presentations
February 6	Presentation skills: Workshop with Sharon Cannon

February 20	Making effective research presentations (1): presentations are videotaped (optional) and critiqued by students (3-4 students will present 12-15 minute talks, and 2-3 students will present posters (6 presenters max); all students are required to attend and participate in critiquing)
March 6	<p>Journal articles: how to be an effective reviewer through conducting a mock review; revising and resubmitting journal articles</p> <p>9:05-10:05 Faculty panel: Clare Barrington, Kurt Ribisl (TBD), Laura Linnan (TBD)</p> <p>10:05-10:20 Break</p> <p>10:20-11:30 Group discussion of mock review, course wrap-up</p>
March 20	<p>Preparing for year 3 and beyond</p> <p>9:05-10:20: How to be productive with less structure in your day, managing work/teaching commitments while making progress on dissertation, work-life balance, writing strategies, publications and conferences, job search</p> <p>Student panel: Lauren Hill, Sarah Kowitt</p> <p>10:20-10:35 Break</p> <p>10:35-11:15 Strategies for writing productivity</p> <p>11:15-11:30 Wrap-up and feedback on course</p>