



Syllabus

HBEH 784: Implementation Science in Global Health
Fall 2021 | 3 Credits | Residential

Course Description: Implementation science aims to improve health through the translation of evidence-based interventions into routine practice. This course will provide students with a foundational understanding of implementation science in global health, and establish skills that are applied in a semester-long group project.

Prerequisites: None

Instructors:

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Course Website: <https://sakai.unc.edu/welcome/> | Use your ONYEN and password

Course Overview: Implementation research addresses the gap between the development of innovations in public health and their delivery in routine practice. This course provides an applied introduction to the core principles of implementation research, including motivating the importance of the problem to be addressed, selecting and justifying the evidence-based intervention to be implemented, understanding the context of implementation, systematically identifying barriers to implementation, designing implementation strategies that address those barriers, understanding how outcomes in implementation research differ from outcomes in efficacy or effectiveness research, and designing an evaluation plan that rigorously measures those outcomes. Students will apply these skills through a semester-long group project that includes both oral presentation and written components.

Class Days and Time: Tuesday and Thursday from 12:30-1:45PM ET

Course Format: The course format will include a weekly lecture in class and weekly group applications. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature. Students will work on a semester-long project in groups.

Special Note on Course Format in Fall 2021: There are many uncertainties about the trajectory of the COVID-19 pandemic and widely varying individual circumstances. This course is listed as a residential class. However, to provide flexibility and prepare for possible changes this semester, students will have the option to synchronously participate in the weekly lecture via Zoom. Lectures will also be recorded and posted on Sakai. The weekly group applications will take place synchronously over Zoom. Please note that we will regularly revisit this format over time as the pandemic evolves.

In-Person Location for Weekly Lectures: Rosenau 0235

Virtual Location for Weekly Lectures and Group Applications: See Sakai for Zoom Link

Optional Collaborative Online International Learning (COIL) Program: In the fall 2021 semester, HBEH 784 students will have the option to participate in UNC's inaugural Collaborative Online International Learning (COIL) program. COIL provides a unique opportunity for up to four HBEH 784 students to work with a group of students from Hanoi Medical University (HMU) in Vietnam, and exchange experiences and perspectives on the challenges of translating evidence-based interventions into real world settings. Participating students will work together as a group on the semester-long group project and collaborate with HMU students in five sessions outside of regular class time during Modules 1 and 2 of HBEH 784. In these sessions, they will work with HMU students on specific activities tailored to the semester-long group project. All sessions will occur on Zoom and will happen at pre-arranged times coordinated by the teaching team. For students participating in COIL, 4 of the 9 Readiness Assessment grades will be replaced with their participation grade from the relevant COIL session for that week.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. A schedule, including readings and assignments, is provided below.

Date	Format	Topic	Readings	Assignments
Module 1: Setting the Stage				
19-Aug	In-person with Zoom option	Week 1 – Introduction to Implementation Science	<ol style="list-style-type: none"> Lobb & Colditz. (2013). Implementation science and its application to population health. Annual Review of Public Health, 34: 235-251. https://pubmed.ncbi.nlm.nih.gov/23297655/ Rosenberg. (2016) Ideas Help No One on a Shelf. Take Them to the World. New York Times. https://opinionator.blogs.nytimes.com/2016/02/29/dont-just-solve-a-problem-go-tell-the-world/?r=0 Monterrosa. (2016). Blog: Implementation Science – The Science of How to do What. https://globalnutritionreport.org/blog/implementation-science-the-science-of-how-to-do-what/ 	
24-Aug	Zoom	Week 1 – Introduction to Implementation Science (Group Application)	None	
26-Aug	In-person with Zoom option	Week 2 – What is the Public Health Problem?	<ol style="list-style-type: none"> Singla et al. (2018). Scaling up psychological treatments for common mental disorders: a call to action. World Psychiatry, 17(2): 226-227. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5980618/ 	Readiness Assessment Week 2: 26-Aug @ 9:00AM ET
31-Aug	Zoom	Week 2 – What is the Public Health Problem? (Group Application)	None	
02-Sep	In-person with Zoom option	Week 3 – What is the Evidence-Based Intervention?	<ol style="list-style-type: none"> Adams et al. (2012). Feasibility of nurse-led antidepressant medication management of depression in an HIV clinic in Tanzania. Journal of Psychiatry in Medicine, 43(2): 105-117. https://pubmed.ncbi.nlm.nih.gov/22849034/ Chibanda et al. (2016). Effect of a Primary Care-Based Psychological Intervention on Symptoms of Common Mental 	Readiness Assessment Week 3: 02-Sep @ 9:00AM ET

			<p>Disorders in Zimbabwe a Randomized Clinical Trial. JAMA, 316(24): 2618-2626. https://pubmed.ncbi.nlm.nih.gov/28027368/</p> <p>3. Wagner et al. (2016). A Structured Protocol Model of Depression Care versus Clinical Acumen: A Cluster Randomized Trial of the Effects on Depression Screening, Diagnostic Evaluation, and Treatment Uptake in Ugandan HIV Clinics. PloS One, 11(5). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4864192/</p>	
07-Sep	Zoom	<p>Week 3 – What is the Evidence-Based Intervention? (Group Application)</p> <p><i>* COIL Session 1 from 8:00-9:00AM ET via Zoom</i></p>	None	
09-Sep	In-person with Zoom option	<p>Week 4 – What is the Context?</p>	<p>1. Devine et al. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. Journal of Experimental Social Psychology, 48(6): 1267-1278. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/</p>	<p>Readiness Assessment Week 4: 09-Sep @ 9:00AM ET</p> <p><i>* For COIL students, participation in the COIL session on 07-Sep stands in place for the Week 4 Readiness Assessment</i></p>
14-Sep	Zoom	<p>Week 4 – What is the Context? (Group Application)</p>	None	
16-Sep	Zoom	<p>Week 5 – Module 1 Presentations</p>	None	
21-Sep	Zoom	<p>Week 5 – Module 1 Presentations</p> <p><i>* COIL Session 2 from 8:00-9:00AM ET via Zoom</i></p>	None	<p>Project Installment 1: 24-Sep @ 5:00PM ET</p>
Module 2: Making the Plan				
23-Sep	In-person with Zoom option	<p>Week 6 – Barriers: CFIR</p>	<p>1. Damschroder et al. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. Implementation Science, 4(1): 50. https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-4-50</p>	<p>Readiness Assessment Week 6: 23-Sep @ 9:00AM ET</p> <p><i>* For COIL students, participation in the COIL session on 28-Sep stands in place for the Week 6 Readiness Assessment</i></p>

			2. Optional: Nilsen. (2020). "Making sense of implementation theories, models, and frameworks" in Implementation Science 3.0 (pp. 53-79). Springer.	
28-Sep	Zoom	Week 6 – Barriers: CFIR (Group Application) <i>* COIL Session 3 from 8:00-9:00AM ET via Zoom</i>	None	
30-Sep	In-person with Zoom option	Week 7 – Barriers: Prioritizing and Consensus Building <i>* COIL Session 4 from 8:00-9:00AM ET via Zoom</i>	1. Okoli & Pawlowski. (2004). The Delphi method as a research tool: an example, design considerations and applications. Information & Management, 42(1): 15-29. https://www.sciencedirect.com/science/article/abs/pii/S0378720603001794	Readiness Assessment Week 7: 30-Sep @ 9:00AM ET <i>* For COIL students, participation in the COIL session on 30-Sep stands in place for the Week 7 Readiness Assessment</i>
05-Oct	Zoom	Week 7 – Barriers: Prioritizing and Consensus Building (Group Application)	None	
07-Oct	In-person with Zoom option	Week 8 – Implementation Strategies: Categories of Implementation Strategies	1. Powell et al. (2012). A compilation of strategies for implementing clinical innovations in health and mental health. Med Care Res Rev, 69(2): 123-157. https://pubmed.ncbi.nlm.nih.gov/22203646/	Readiness Assessment Week 8: 07-Oct @ 9:00AM ET <i>* For COIL students, participation in the COIL session on 12-Oct stands in place for the Week 8 Readiness Assessment</i>
12-Oct	Zoom	Week 8 – Implementation Strategies: Matching Strategies to Barriers (Group Application) <i>* COIL Session 5 from 8:00-9:00AM ET via Zoom</i>	None	
14-Oct	Zoom	Week 9 – Group Work	None	
19-Oct	Zoom	Week 9 – Group Work	None	
21-22 Oct – Fall Break (No class)				
26-Oct	Zoom	Week 10 – Module 2 Presentations	None	
28-Oct	Zoom	Week 10 – Module 2 Presentations	None	Project Installment 2: 29-Oct @ 5:00PM ET
Module 3: Did it work?				
02-Nov	In-person with Zoom option	Week 11 – Implementation Outcomes	1. Proctor et al. (2011). Outcomes for implementation research: conceptual distinctions,	Readiness Assessment Week 11: 02-Nov @ 9:00AM ET

			measurement challenges, and research agenda. Adm Policy Ment Health, 38(2): 65-76. https://pubmed.ncbi.nlm.nih.gov/20957426/	
04-Nov	Zoom	Week 11 – Implementation Outcomes (Group Application)	None	
09-Nov	In-person with Zoom option	Week 12 – Implementation Study Designs	<ol style="list-style-type: none"> Landes et al. (2019). An introduction to effectiveness-implementation hybrid designs. Psychiatry Res. 280: 112513. https://www.sciencedirect.com/science/article/abs/pii/S0165178119306808 Quanbeck et al. (2018). A randomized matched-pairs study of feasibility, acceptability, and effectiveness of systems consultation: a novel implementation strategy for adopting clinical guidelines for Opioid prescribing in primary care. Implementation Science. 13(1): 21. https://pubmed.ncbi.nlm.nih.gov/29370813/ 	Readiness Assessment Week 12: 09-Nov @ 9:00AM ET
11-Nov	Zoom	Week 12 – Implementation Study Designs (Group Application)	None	
16-Nov	In-person with Zoom option	Week 13 – Mixed Methods in Implementation Research	<ol style="list-style-type: none"> Stockton et al. Confidential draft (unpublished). Stockton et al. (2020). The impact of an integrated depression and HIV treatment program on mental health and HIV care outcomes among people newly initiating antiretroviral therapy in Malawi. PloS One, 15(5). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7202614/ 	Readiness Assessment Week 13: 16-Nov @ 9:00AM ET
18-Nov	Zoom	Week 13 – Module 3 Presentations	None	
23-Nov	Zoom	Week 14 – Module 3 Presentations	None	
24-26 Nov – Thanksgiving Break (No class)				
30-Nov	Zoom	Week 14 – Jeopardy, Wrap-Up, Course Evaluations	None	Project Installment 3: 30-Nov @ 5:00PM ET

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade:

Graded Assignments	Points/Percentage
Readiness Assessments	30
Group Presentations	30
Group Written Project Installments	30
Participation	10
TOTAL	100

Readiness Assessments are online short answer and multiple-choice assessments covering the reading material that you will complete on Sakai and that are due 9:00AM ET before the start of class.

Note: for students participating in COIL, 4 of the 9 Readiness Assessment grades will be replaced with a grade for participation in the relevant COIL session for that week.

Group Presentations and Group Written Project Installments will occur in three installments corresponding to the three modules of the semester (i.e., Module 1: Setting the Stage, Module 2: Making the Plan, Module 3: Did it Work?). Additional details are outlined in the project documents.

Participation is based on class attendance and engagement in class activities and peer assessment of each person's contributions to the group's project work over the course of the semester. This peer assessment will be completed at the end of the semester.

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competencies you will develop in this course, the learning objectives that comprise the competencies, and the assignments in which you will practice demonstrating each competency:

MPH Global Health Competency	Course Learning Objectives	Course Assessment Assignment
Apply strategies to work effectively in diverse local and global sociocultural and political settings.	L1. Identify and apply theories and frameworks to inform implementation research.	<ul style="list-style-type: none"> · Readiness Assessments for Weeks 2-4 · Group Project Presentation 1 · Group Project Written Installment 1
	L2. Select evidence-based interventions that are responsive to context and informed by theory, evidence, and pragmatic considerations.	<ul style="list-style-type: none"> · Readiness Assessments for Week 3 · Group Project Presentation 1 · Group Project Written Installment 1
	L3. Select and apply implementation strategies that are responsive to context and informed by local barriers and facilitators, theory, evidence, and pragmatic considerations.	<ul style="list-style-type: none"> · Readiness Assessments for Weeks 6-8 · Group Project Presentation 2 · Group Project Written Installment 2
Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies.	L4. Identify appropriate outcomes for implementation research.	<ul style="list-style-type: none"> · Readiness Assessments for Week 11 · Group Project Presentation 3 · Group Project Written Installment 3
	L5. Apply appropriate research designs and analytic approaches for implementation studies.	<ul style="list-style-type: none"> · Readiness Assessments for Weeks 12-13 · Group Project Presentation 3 · Group Project Written Installment 3

Syllabus Appendix

Course Grading Scale(s):

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown the “Course Assignments and Assessments” table.

	Description
H	High Pass: Clear excellence
P	Pass: Entirely satisfactory graduate work
L	Low Pass: Inadequate graduate work
F	Fail

Instructor Expectations:

Inclusive Excellence

The Gillings School is committed to inclusion, diversity, and equity in the classroom. In this class, we will honor that commitment with the following expectations. See “Additional Resources and Policies” for further information. We expect all class members to:

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone’s learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives. Encourage and solicit feedback from students to continually improve inclusive practices.

Attendance and Participation

Your attendance and active participation are an integral part of your learning experience in this course and are part of your grade. If you are unavoidably absent, please notify the teaching team ahead of time if possible. More than one unexcused absence or routine tardiness are likely to negatively affect your grade.

Assignment Submission

All assignments should be submitted using the “Assignments” tab on the course Sakai page (unless noted otherwise). Each assignment and its due date/time can be viewed within the “Assignments” tab as well.

Late Work

Late Readiness Assessments will not be accepted and will receive a grade of 0. Late Project Written Installments will incur a deduction of 1/3 of a letter grade per 24 hours (e.g., from H to H-, from H- to P+). For group presentations, attendance on the day of the presentation is required to receive points.

Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans.

Academic Integrity, Intellectual Property, and Plagiarism

Please familiarize yourself with the UNC Honor Code (see Additional Resources and Policies further down). Please follow instructions about expectations for individual vs. Group work carefully. In general, readiness assessments are expected to be completed individually, although you are welcome to prepare for class with others. Group presentations and written projects are expected to be completed within your groups. The

instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university.

Plagiarism is using or closely imitating someone else's words or thoughts without citing the original author. Plagiarism is an extremely serious academic offense in class assignments as well as in publications. Be sure you fully understand UNC's policies around plagiarism. An act of plagiarism may be cause for dismissal from the Graduate School, whether it is intentional or simply occurred due to ignorance of the policy or of what constitutes plagiarism. If you are in doubt about whether something you are writing is allowable or constitutes plagiarism, please ask. Here are some helpful links from the Health Sciences Library (<http://guides.lib.unc.edu/plagiarism-citing>) and the UNC Writing Center (<http://writingcenter.unc.edu/tips-and-tools/plagiarism/>).

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, readings, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Email

The instructors will typically respond to email within one business day. Please do not expect a response overnight or on the weekends. If you receive an out of office reply when emailing, it may take longer to receive a reply.

Telephone Messages

Email communication is preferred; voice mail messages may not be received for an extended period.

Technical support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24 hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at <http://help.unc.edu/help/olhr>, or by UNC Live Chat at <http://help.unc.edu/chat>.

Additional Resources and Policies

Accessibility at UNC Chapel Hill

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/>; 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 at UNC Chapel Hill

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>, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement

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.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our [*Diversity and Inclusion*](#) webpages:

- Diversity and Inclusion: <https://sph.unc.edu/resource-pages/diversity/>
- Minority Health Conference: <http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast: <https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Gillings School Office of Student Affairs

<https://sph.unc.edu/students/osa/>

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. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or review the following resources:

- Honor System: <https://studentconduct.unc.edu/honor-system>
- Honor System Module: <https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's Plagiarism Tutorial: <https://guides.lib.unc.edu/plagiarism>
- UNC Writing Center's Handout on Plagiarism: <https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

LGBTQ Center

<https://lgbtq.unc.edu/>

Non-Discrimination Policies at UNC Chapel Hill

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Ombuds

<https://ombuds.unc.edu/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center

<https://writingcenter.unc.edu/>

Community Standards in Our Course Regarding Mask Use

While we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in the classroom. This requirement is to protect our educational community as we learn together. If you choose not to wear a mask, or wear it improperly, the teaching team will ask you to leave immediately, and we will submit a report to the [Office of Student Conduct](#). At that point you will be dis-enrolled from this course for the protection of our educational community. Students who have an authorized accommodation from [Accessibility Resources and Service](#) have an exception.

For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

If you are not feeling well, we ask that you do not come to the in-person class for your wellbeing and the wellbeing of others. Instead, please join class via the virtual meeting location on Zoom. If you are sick and unable to attend lecture and/or participate in group time, please reach out to the teaching team and members of your group to let them know. All of the classes will be recorded so that students can catch up asynchronously in case they are not able to participate synchronously.

A Note on Student Absences Related to COVID-19

Any student asked or required to quarantine or isolate due to COVID-19 is eligible for a University Approved Absence for any classes missed. If you have been diagnosed with COVID-19 and/or have been instructed to isolate or quarantine by a medical professional, and this inhibits your ability to attend classes or complete coursework, you can [submit a request to the University Approved Absence Office](#) (UAAO) for University Approved Absences (UAA).

It is your choice to request UAAs and not every student in isolation or quarantine may want or need them (for example, if you feel well enough to attend classes remotely, or if a faculty member is working with you directly to excuse your absence without notification from the UAAO). For documentation requirements and additional information, please visit: <https://uaao.unc.edu/absences-related-to-covid-19/>

Special Note about Remote Instruction in Fall 2021:

In the Fall 2021, HBEH 784 is listed as a residential class. However, to provide flexibility and prepare for possible changes this semester, students will have the option to participate in the weekly lecture

(synchronously) via Zoom. Lectures will also be recorded and posted on Sakai. The weekly group application will take place synchronously over Zoom.

Should there be a need to switch to fully online instruction at any point over the semester, HBEH 784 will meet remotely via Zoom. We are sure that this will raise some challenges, but we are also sure that with some patience and flexibility, we can successfully navigate these challenges and still have a great class. If we do fully transition the class to Zoom, we will continue to convene as a full class at the scheduled starting time. Please sign in to the Zoom meeting a few minutes before the start of class to make sure you have a good connection.

Just like the in-person class, Zoom classes will start with a full-class initial discussion of key content, followed by application of course concepts in class or group discussion and work. The second class of each week will mostly focus on small group work. The small group work will use the breakout room feature of Zoom.

Many of you are probably very familiar with Zoom, but below are a few guidelines for our class:

General Zoom etiquette and practices

- To sign in, you will need to be logged into your UNC Zoom account (<https://unc.zoom.us>, log in with your ONYEN) as only authenticated UNC users will be able to join.

During whole class lectures and discussions:

- Please have your video on if possible. This helps us to better understand how students are following along, monitor our pace, and is especially helpful during small group activities and class discussions.
- Please remain muted unless you have a question/comment or you are presenting.
- To ask a question, feel free to unmute, or alternatively type a question into the chat box. There is also a way within Zoom to “raise your hand” so we know to call on you.
- Please avoid messaging or chatting with other class members during whole-class discussions.
- Please note that the full chat history, including private messages, is provided to the teaching team at the end of each session.

During small group work:

- Please have your video on if possible.
- Please have your audio on unless you are in a very distracting environment.
- The teaching team will likely to drop in to check on how things are going and see if you have any questions.
- While in your breakout room, you can send a message to the host using the Chat feature and there is a way to “ask for help” to request one of the teaching team to join your breakout room.
- Please avoid having side conversations or chats with individual group members during group work.

General Zoom mechanics

- You can mute or unmute by tapping on the microphone icon or with Alt-A. If you are muted, on most devices you can hold down the spacebar to temporarily unmute and then release the space bar to re-mute (like using a walkie-talkie).
- You can turn your video on and off by tapping on the video camera icon next to the microphone, or with Alt-V.
- You can toggle between seeing just the speaker and seeing everyone using the Speaker or Gallery view buttons.