

PUB HLT 495: Preparation for Teaching Public Health

UCLA School of Public Health

<https://ccle.ucla.edu/course/view/18S-ENVHLT495-1?section=0>

Syllabus – Spring 2018

please note that this syllabus is subject to change – please check course website for updates

Course information

Time: Mondays 5:30pm-7:30pm (2 hours/week)

Location: CHS 71-257

Units: 2

Faculty Instructor:

Sean Buono, PhD

Lecture, Environmental Health Sciences

Cell phone: (818) 430-1990

sbuono@ucla.edu

Office Hours: By appointment

Required Text

Tools for Teaching by Barbara Gross Davis

ISBN-10: 0787965677 | ISBN-13: 978-0787965679

Additional Resources

TA Handbook 2011-2012

<http://www.oid.ucla.edu/content/ta-handbook>

UCLA Office of Instructional Development, Surviving the First Quarter of Teaching

<http://training.oid.ucla.edu/>

An Introduction to Evidence-Based Undergraduate STEM Teaching

<https://www.coursera.org/course/stemteaching>

UC Berkeley Teaching guide for graduate student instructors

<http://gsi.berkeley.edu/teachingguide/tghome.html>

Course Description

Seminar, two hours. Designed for graduate students. The goal of this course is to prepare individuals who will be serving as teaching assistants for courses in the Fielding School of Public Health. Study of methodologies in teaching public health, including workshops, seminars, apprentice teaching and peer observation. S/U grading only.

Course Website

All homework assignments are posted on the course website: (<https://ccle.ucla.edu/course/view/17F-PUBHLT495-1>)

If you are unable to access the course website, please contact Sean Buono (sbuono@ucla.edu).

Course Structure

The class meets two hours per week and is in the format of an interactive seminar. Active participation is essential to success in this course. Please read all required reading prior to coming to each class. Reading Assignments are listed in the tentative course schedule found at the end of this syllabus; any updates will be posted on the course website.

Homework Assignments (6) must be submitted prior to the beginning of class via the course website on the date that they are due. To obtain a satisfactory grade in the course, students must:

- Attend a minimum of 7 out of 10 sessions during the quarter;
- Satisfactorily complete all six homework assignments;
- Complete TA Training Workshop on Sexual Violence/Harassment Prevention & Response and Academic Integrity (see <http://www.sexualharassment.ucla.edu/Events-Workshops#24900933-ta-workshops> for schedule, **RSVP:**

Cathy Bell at cbell@conet.ucla.edu)

Homework

Detailed homework assignments are posted on the course website under the week that they are due. **Homework assignments are due on Fridays and must be submitted via the course website prior to the beginning of class on the day that they are due.**

Homework #1: *Write a syllabus (due week 1)*

Homework #2: *Develop a lesson plan (due week 2)*

Homework #3: *Microteaching Assignment #1 (due week 4)*

Homework #4: *Develop a rubric for a homework assignment, exam, or in class presentation (due week 6)*

Homework #5: *Microteaching Assignment #2 (due week 9)*

Learning Objectives and Competencies

Upon completion of this course, you should be able to demonstrate the skills listed as “Course Learning Objectives” below. These learning objectives were selected to help you build competencies required for the MPH program (see <http://ph.ucla.edu/current-students/programmatic-competencies>).

COURSE LEARNING OBJECTIVES

1. Develop and implement strategies for using active learning in the classroom.
2. Clearly communicate your goals for student learning.
3. Develop grading rubrics that are consistent with your expectations for student learning.
4. Describe and implement practices that contribute to creation of an inclusive learning environment.
5. Identify issues that will arise during TA-ships (including those related to academic integrity, interacting with students, pedagogy, grading and interacting with professors) and develop useful approaches to dealing proactively and effectively with those issues.

HOW THIS COURSE ALIGNS WITH COMPETENCIES FOR SPECIFIC DEGREE PROGRAMS

MPH Core Competencies (for all MPH students)	F5. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. F9. Demonstrate team building, negotiation, and conflict management skills.
CHS MSPH Competencies	10. Behave in an ethical manner in practice and research and in interactions with others.
CHS PhD Competencies	7. Be prepared to teach a course in public health, including developing a teaching philosophy and applying it to originating a syllabus and course materials, incorporating core competencies, and identifying pedagogical tools for communication information to students.
EHS MS Competencies	E2. Deliver effective oral presentations individually and as part of a team.
EHS PhD Competencies	E2. Organize and make oral presentations to professionals ranging from brief scientific presentations of research findings to longer presentations

MICROTEACHING:

All new TAs will be required to complete two microteaching presentations during Public Health 495. Microteaching sessions will give the new TA an opportunity to practice teaching skills and receive feedback from their peers. All TAs are expected to develop a lesson plan for each session (Homework Assignment #2 and #5). Time limits will be strictly enforced, but presentations should be completed. The faculty adviser and returning TAs will be asked to attend as audience members to offer constructive feedback to new TAs after their microteaching workshop. All audience members will fill out a short (anonymous) survey form immediately after each Microteaching presentation.

Two microteaching assignment must be completed as follows:

Teach any topic in 5-7 minutes (Microteaching Assignment #1, Week 3 and Week 6)

TAs will be required to teach a short lesson in any topic they desire. Past examples include “How to change a tire”, “How to make French vanilla ice cream”, “How to give the perfect job interview”. PowerPoint presentations will **NOT** be allowed under any circumstances.

Teach a public health topic in 10 minutes (Microteaching Assignment #2, Week 9 and Week 10)

TAs will be required to teach a short lesson in public health, preferably from the course they will be teaching. TAs should present the topic with minimal jargon and convey the topic within the time limit, assuming that the audience has a minimal background in biology, epidemiology, policy, or statistics. PowerPoint presentations will **NOT** be allowed under any circumstances.

TA OBSERVATION GUIDELINES

The objective of TA observations is to allow TAs to reflect on how they could improve their own teaching by observing an experienced TA teach a class. Experienced TAs should have one quarter (or more) of teaching experience. The peer evaluation report is the (Homework #6) can be completed at any time during Fall Quarter, but **MUST** be turned into the instructor by Friday of Week 10 for a passing grade.

Tentative Course Schedule. Please note that the schedule is subject to change; please check the course website for updates and the final schedule.

Day	Topic & Primary Instructor	Reading Assignment (Please read prior to the class on the day specified)	Homework Assignment (must be submitted electronically via course website before the beginning of class on the day listed)
Week 1	Getting Started <ul style="list-style-type: none"> • Introductions • Exercises for breaking the ice • Managing enrollment • Course websites & online tools • Logistics, lesson planning & writing a syllabus 	Chapters 1-3 of "Tools for Teaching" (2 nd ed) by Barbara Gross Davis	Homework #1: <i>Write a syllabus</i> (due Week 1)
Week 2	Communicating Effectively <ul style="list-style-type: none"> • Controlling the classroom & public speaking • Encouraging student participation • Interacting with peers • Interacting with undergraduates 	Chapters 9-13 and 29-33 of "Tools for Teaching" (2 nd ed) by Barbara Gross Davis	Homework #2: <i>Develop a Lesson Plan</i> (due Week 2)
Week 3	No Lecture Week 3		
Week 4	Microteaching Presentations Part I Time Management <ul style="list-style-type: none"> • Scheduling • Prioritizing • Achieving Balance 		Homework #3: <i>Microteaching 1</i> (due during microteaching session)
Week 5	Creating an Inclusive Learning Environment <ul style="list-style-type: none"> • Guest Lecture by Marjorie Kagawa Singer, Equity and Diversity Advisor for FSPH • Hands-on Activities 	Chapters 5-8 and 29-32 of "Tools for Teaching" (2 nd ed) by Barbara Gross Davis	No Assignments Due
Week 6	Promoting Active Learning in the Classroom <ul style="list-style-type: none"> • Bloom's Taxonomy • Informal Group Learning Activities • Formal Group Learning Activities 	Chapters 52-54 of "Tools for Teaching" (2 nd ed) by Barbara Gross Davis	No Assignments Due

Day	Topic & Primary Instructor	Reading Assignment (Please read prior to the class on the day specified)	Homework Assignment (must be submitted electronically via course website before the beginning of class on the day listed)
Week 7	Assessment and Evaluation <ul style="list-style-type: none"> • Effectively communicating your goals for student learning: developing learning objectives and competencies • Designing assignments and exams that in alignment with your course learning goals • Developing rubrics that reflect your learning goals • Providing constructive feedback 	Chapters 34-44 of “Tools for Teaching” (2 nd ed) by Barbara Gross Davis	Homework #4: <i>Develop a rubric for a homework assignment, exam, or in class presentation</i> (due week 5)
Week 8	Incorporating Feedback <ul style="list-style-type: none"> • Identification of opportunities for improvement • Mechanisms for incorporating feedback 	Chapters 52-54 & 60, of “Tools for Teaching” (2 nd ed) by Barbara Gross Davis	ALL TAs must have completed the Sexual Harassment and Academic Integrity Workshop by the End of Week 7.
Week 9	Identifying Challenges & Resolving Issues <ul style="list-style-type: none"> • Case studies from your first few weeks – challenges and suggestions • How do you know if there are problems? • Proposed solutions to the issues raised in the case studies Resources available on campus (both for you and for students)		
Week 10	Microteaching Presentations Part II		Homework #5: <i>Microteaching Assignment #2</i> (Due during Microteaching Presentation)

****THERE IS NO FINAL EXAM FOR THIS COURSE****