

PTYS 393:

Teaching Teams Professional Development Internship — 3 Units

Synchronous: Fridays from 5-6:50 PM Kuiper Space Sciences Room 301

Instructor and Contact Information

Hannah Edwards, MHM Course Instructor	Email: hjohnson20@arizona.edu Office Hours: By Appointment, Zoom D2L: https://d2l.arizona.edu/d2l/home/1564075
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Course Description:

PTYS 393 is a professional development internship for students who completed PTYS 297A. Enrollment is limited and requires an application with cover letter, a CV, and an interview. The internship covers elements of learning environments, communication skills, giving feedback, performance evaluation, and cooperative learning strategies, as well as requires students to serve as a preceptor in one section of PTYS 297A inside the Teaching Teams Program alongside an advanced intern leader or co-leader and a faculty/staff mentor.

Course Objectives

This internship provides students with opportunities to begin actualizing the content and training developed during PTYS 297A by being involved in the facilitation of the workshop for new students. Interns will be involved in many aspects of the 297A workshop including evaluation, revision both in and out of the classroom for the duration of the semester, and concluding with a proposal for workshop modifications in the future.

Expected Learning Outcomes

Upon successful completion of this internship, students will be able to:

1. Facilitate weekly activities that incorporate principles of professional communication, leadership and group dynamics, resume/CV building, and interview skills designed for a diverse group of undergraduate students.
2. Providing insightful, thoughtful feedback that supports student improvement and encourages lifelong development.
3. Analyze workshop content in order to formulate appropriate curricula that caters to the skills, experiences, and knowledge, inherent to professionalism.
4. Assist those students in 297A who are preceptors in courses across campus.

Required Texts or Readings; Required or Special Materials

There is no textbook for this course. All reading and materials will be posted on the course D2L page. Students must have Internet access to connect to D2L for any course announcements, emails, and Dropbox.

Assignments and Examinations: Schedule/Due Dates

These assignments are all required for the workshop (all students).

More specific guidelines, rubrics and due dates for each assignment will be posted on the D2L site, as well as seen in the course calendar below – please contact your instructor (Mrs. Edwards – hjohnson20@arizona.edu) if you have any questions about or trouble locating an assignment rubric.

All assignments must be submitted online on their respective deadline by 11:59 pm unless otherwise noted. Assignments are not accepted via email, unless otherwise noted. To ensure fairness to all students, late work will not be accepted after the due date/time and designated grace period except under extraordinary circumstances or with
teachingteams.arizona.edu

prior approval. If you miss a deadline by just a few minutes, email your instructor immediately and explain the situation. If you anticipate a problem meeting a deadline (job interview, travel, illness, etc) email the instructor to work out a solution prior to the deadline.

- 1. Discussion Feedback (Weeks 1-3) – 100 Points:** Provide specific feedback on discussions from Weeks 1-10 of PTYS 27A.
- 2. Lecture Creation (Weeks 1-10) – 300 Points:** Over the course of the first 10 weeks, create at least 2 lectures for the PTYS 297A course.
- 3. Team Intro Videos (Week 2) - 25 Points:** Create a short introduction video to present to your peers. This video should help establish your role in the course and your expectations for working with others.
- 4. Enneagram Participation (Week 3) - 50 Points:** Complete and engage in the Enneagram Workshop. Share your results and participate in discussions about how this tool can enhance your leadership and teamwork skills.
- 5. Resume Workshop Availability and Participation (Week 3-5) - 100 Points:** Attend and participate in at least 3 of the scheduled resume workshops. This involves participating actively, providing feedback to peers, and reflecting on learning outcomes.
- 6. VoiceThread Discussions (VTD) Grading and Feedback (Ongoing: Weeks 4-14) - 300 Points:** Weekly review, grade, and provide constructive feedback on VoiceThread discussions from the PTYS 297A course.
- 7. Elevator Pitch Grading (Week 4) - 25 Points:** Evaluate and provide detailed feedback on the Elevator Pitch presentations submitted by students in PTYS 297A.
- 8. Resume Feedback (Week 6/7) - 50 Points:** Evaluate and provide detailed feedback on the resume assignments submitted by students in PTYS 297A.
- 9. Leadership Development Workshops (Weeks 6, 9) - 100 Points Total**
 - a. Leadership with MORF (Week 6) - 50 Points: Participate actively in MORF leadership exercises.
 - b. Camera to Action (Week 9) - 50 Points: Engage fully in session focused on giving feedback as a leader.
- 10. 60 Second Presentation Grading (Week 9) 50 Points** - Provide evaluation and suggestions for peer 60-second presentations, highlighting areas of improvement and success.
- 11. Three-Minute Presentation Grading (Week 10) - 75 Points:** Analyze and critique three-minute presentations, offering constructive feedback to assist student growth.
- 12. PLW Lesson Plans and Slideshow Grading (Weeks 10-11) - 25 Points:** Review and assess submitted PLW lesson plans and slideshows, ensuring clarity, creativity, and educational effectiveness.
- 13. PLW Presentation Grading (Week 12) – 75 Points:** Evaluate and provide detailed feedback on the PLW submitted by students in PTYS 297A.
- 14. Interview Finals Preparation and Participation (Week 13) - 100 Points:** Actively participate in and evaluate mock interviews, asking pertinent questions, and providing insights into performance. Includes submitting availability and attending interviews.
- 15. Intern Interview Exercise (Week 13) – 5 Points:** Participate in the interview exercise during Week 13's meeting.

- 16. Career Conversations (Week 14/15) – 20 Points:** Complete the Career Conversations worksheet and meet with PTYS 393 teaching team to complete Career Conversations conversation.
- 17. Final Project Presentation, Slides, and Feedback (Week 15/16) - 100 Points: Complete and** deliver a final presentation for curricular quality improvement and provide thoughtful feedback on peers' projects. Slides must be submitted as part of this assignment.

Summary of Assignments Points

- Discussion Feedback (Weeks 1-3) = 100
- Lecture Creation (Weeks 1-10) = 300
- Team Intro Videos (Week 2) = 25
- Enneagram Participation (Week 3) = 50
- Resume Workshop Availability and Participation (Week 3-5) = 100
- VoiceThread Discussions (VTD) Grading and Feedback (Weeks 4-14) = 300
- Elevator Pitch Grading (Week 4) = 25
- Resume Feedback (Week 6/7) = 50
- Leadership Development Workshops (Weeks 6, 9) = 100
 - Leadership with MORF (Week 6) = 50
 - Camera to Action (Week 9) = 50
- 60 Second Presentation Grading (Week 9) = 50
- Three-Minute Presentation Grading (Week 10) = 75
- PLW Lesson Plans and Slideshow Grading (Weeks 10-11) = 25
- PLW Presentation Grading (Week 12) = 75
- Interview Finals Preparation and Participation (Week 13) = 100
- Intern Interview Exercise (Week 13) = 5
- Career Conversations (Week 14/15) = 20
- Final Project Presentation, Slides, and Feedback (Week 15/16) = 100

= Total Points: 1500

PTYS 393 Grade

Superior —1350-1500 points, Pass—1050-1349 points Fail—Below 900 Points

Final Examination or Project

This course does not have a final exam. The Culminating Online Portfolio assignment due in Week 8 is in place of a final exam.

Grading Scale and Policies

Your final Overall Grade for PTYS 393 is out of 1500 points for a Superior, Pass, Fail. These credits do not affect your GPA but do add to your unit total. If you would like further information on UA Grading Policy please see the UA catalog at: <https://catalog.arizona.edu/policy/grades-and-grading-system>

Final Grading Scale: Superior —1350-1500 points, Pass—1050-1349 points Fail—Below 900 Points

Incomplete (I) or Withdrawal (W):

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policy, which is available at <https://catalog.arizona.edu/policy/courses-credit/grading/grading-system>.

Scheduled Topics/Activities

Assignment dates/responsibilities may shift due to the experiential learning environment. Any shifts in assignments will be communicated in the weekly synchronous session.

Week 1 (January 17, 2025)

- **In-Class Assignments:** Welcome, Canva login, Review Discussions 1-5
- **To-Do by End of Week:** Feedback on Presentations for Weeks 1-5 – No meeting Jan 20

Week 2 (January 27, 2025)

- **In-Class Assignments:** Feedback on Presentations for Weeks 6-10, Team Intro Videos
- **To-Do by End of Week:** Complete Enneagram, Complete Week 2 Lecture for feedback

Week 3 (February 3, 2025)

- **In-Class Assignments:** Introduction to Enneagram/Enneagram Workshop
- **To-Do by End of Week:** Complete week 3 Lecture for Feedback, Resume Workshop Availability

Week 4 (February 10, 2025)

- **In-Class Assignments:** Grading Week 1 VoiceThread Discussions (VTD), Grading Elevator Pitch, Resume Workshop Prep
- **To-Do by End of Week:** Elevator Pitch Grades, VTD Grades, Complete Week 4 Lecture for Feedback, Confirm Resume Workshop Schedule (will receive Friday)

Week 5 (February 17, 2025)

- **In-Class Assignments:** Resume Workshops, VTD Grading
- **To-Do by End of Week:** Attend Resume Workshops, VTD Grading, Complete Week 5 Lecture for Feedback

Week 6 (February 24, 2025)

- **In-Class Assignments:** Reflect on Resume Workshops, VTD Grading, Leadership MORF
- **To-Do by End of Week:** VTD Grading, Complete Week 6 Lecture for Feedback

Week 7 (March 3, 2025)

- **In-Class Assignments:** Grading Final Resumes, VTD Grading
- **To-Do by End of Week:** Grading Final Resumes by Friday, VTD Grading by Friday, Complete Week 7 Lecture for Feedback

Week 8 (March 10, 2025)

- **Spring Break (No Class)**

Week 9 (March 17, 2025)

- **In-Class Assignments:** Leadership Camera to Action; Practice Grading 60 Second Presentations
- **To-Do by End of Week:** Complete Week 8 Lecture for Feedback, VTD Grading

Week 10 (March 24, 2025)

- **In-Class Assignments:** Review PLW lesson Plans, VTD Grading, 3 Minute Presentation Grading
- **To-Do by End of Week:** VTD Grading, 3 Minute Presentation Grading, Interview Final Availability, Complete Week 9 Lecture for Feedback

Week 11 (March 31, 2025)

- **In-Class Assignments:** PLW Slideshow Grading, VTD Grading, Practice Presentation Assignment
- **To-Do by End of Week:** PLW Slideshow Grading, VTD Grading

Week 12 (April 7, 2025)

- **In-Class Assignments:** PLW Grading, VTD Grading
- **To-Do by End of Week:** PLW Grading, VTD Grading, Review Final Interview Schedule Sent Friday

Week 13 (April 14, 2025)

- **In-Class Assignments:** Interview Finals (Attend and Ask Questions to students during their mock interviews), VTD Grading, Intern Interview Exercise
- **To-Do by End of Week:** VTD Grading

Week 14 (April 21, 2025)

- **In-Class Assignments:** Discuss and Brainstorm Final Projects, VTD Grading
- **To-Do by End of Week:** VTD Grading, Career Conversations Worksheet

Week 15 (April 28, 2025)

- **In-Class Assignments:** Career Conversations Meeting
- **To-Do by End of Week:** Submit Final Project Slides

Week 16 (May 5, 2025)

- **In-Class Assignments:** Presentation and Feedback of Final Projects

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Classroom conduct follows the guidelines established by the Arizona Board of Regents' Student Code of Conduct. Within this online classroom, students must act professionally and respectfully. Disruptive and disrespectful students in violation of the Student Code of Conduct will face consequences. The Arizona Board of Regents' Student Code of Conduct prohibits threats of physical harm to any member of the University community, including to oneself (see policy link above for more information). Please see resources at [The Office of Instruction and Assessment](#) and/or the [Arizona Online's Digital Learning](#).

Classroom Collaboration

The following guidelines will enable everyone in the course to participate and collaborate in a productive, safe environment.

- Be professional, courteous, and respectful as you would in a physical classroom.
- Online communication lacks the nonverbal cues that provide much of the meaning and nuances in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and stay on topic.
- It is expected that students may disagree with the research presented or the opinions of their fellow classmates. To disagree is fine but to disparage others' views is unacceptable. All comments should be kept civil and thoughtful. Remember that this course abides by university policies regarding disruptive behavior: <https://deanofstudents.arizona.edu/student-rightsresponsibilities/disruptive-behavior>
- Compose your messages and posts in a word processing tool, and check your spelling and grammar before submitting your post / email.

Attendance Policy

PTYS 393 requires weekly in-person team meetings, however...

- If you feel sick, or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel.
- Notify your instructor(s) if you will be missing a meeting or an assignment deadline.
- Non-attendance for any reason does not guarantee an automatic extension of due date or rescheduling of examinations/assessments.
 - Please communicate and coordinate any request directly with your instructor.
- If you must miss the equivalent of more than one week of the internship, you should contact the Dean of Students Office DOS-deanofstudents@email.arizona.edu to share documentation about the challenges you are facing.

Generative AI use is allowed for certain purposes/assignments, but not for others

Generative AI use is allowed for certain purposes/assignments, but not for others. In this course, generative artificial intelligence/large-language-models tools, such as ChatGPT, DALL-E, Bard, Bing, may be used for the assignments explicitly asking for the use of AI without the need for citations. AI use is not allowed for other assignments unless explicitly noted within the virtual lecture or written communication. If you are in doubt as to whether you are using generative AI tools appropriately in this course, I encourage you to discuss your situation with me. Be aware that many AI companies collect information; do not enter confidential information as part of a prompt. LLMs may make up or hallucinate information. These tools may reflect misconceptions and biases of the data on which they were trained and the human-written prompts used to steer them. You are responsible for checking facts, finding reliable sources for, and making a careful, critical examination of any work that you submit. Please use the following guidelines for acknowledging/citing generative AI.

Safety on Campus and in the Classroom

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): <https://cirt.arizona.edu/case-emergency/overview>

Also watch the video available at

https://arizona.sabacloud.com/Saba/Web_spf/NA7P1PRD161/common/learningeventdetail/crtfy00000000003560

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<https://deanofstudents.arizona.edu/support/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@arizona.edu

Phone: 520-621-5767

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa>

University-wide Policies link

Links to the following UA policies are provided here, <http://catalog.arizona.edu/syllabus-policies>

Threatening Behavior

UA policy prohibits threats of physical harm to any member of the University community. Details on the policy are available at: policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Nondiscrimination and Anti-harassment

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others. Details on the official UA policy are available at: policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Additional Resources for Students

UA Academic policies and procedures are available at catalog.arizona.edu/policies.

Student Assistance and Advocacy information is available at: deanofstudents.arizona.edu/studentassistance/students/student-assistance

Confidentiality of Student Records

All student records, not just grades but also any identifiable material submitted for credit are handled according to FERPA guidelines, see www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement

Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Academic advising: If you have questions about your academic progress this semester, please reach out to your academic advisor (<https://advising.arizona.edu/advisors/major>). Contact the Advising Resource Center (<https://advising.arizona.edu/>) for all general advising questions and referral assistance. Call 520626-8667 or email to advising@.arizona.edu

Life challenges: If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The [Dean of Students Office](#) can be reached at (520) 621-2057 or DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520) 621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

Equipment and software requirements: For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser, etc.

Staying current: You are required to complete the aforementioned assignments (See **Assignment Descriptions with deadlines above**) on your own time to accomplish the following: Effectively present on their preceptorship home course and major, for the benefit of their preceptorship (study sessions, tutoring, exam review, etc.); Obtain refined skills in leadership, group dynamics, and effective communication; Articulate their preceptorship on their refined resume or curriculum vitae, as well as within interviews; Utilize technology and social media to benefit their preceptorship experiences; Learn how to obtain and achieve letters of recommendation from their preceptorship professor.

Course Communications: Communication will primarily be done with in-class announcements and through the course D2L page. If email communication with the instructor or TAs is needed please use only your official UA email address to avoid the chance of your message being rejected as junk mail.

Additional Syllabus Policies Applying to All University of Arizona Classes: For an up-to-date list, including policies on Academic Integrity, Accessibility and Accommodations, see: catalog.arizona.edu/syllabus-policies