

PTYS 397A:

Teaching Teams Professional Development in a Digital Age— 3 Units; Asynchronous Online Instructor and Contact Information

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Course Description:

The objectives of PTYS 397A are to provide professional development in areas that are affected by digital changes. Students will learn how to utilize digital tools regarding a variety of professional development topics, such as elevator pitches, project management, communication, resumes and portfolios, professionalism within social media, searching for jobs online, and interviewing.

Course Objectives

Students and working professionals alike are expected to utilize digital tools to complete assignments, projects, and even life tasks. The objectives of this course are for students to envision their career projections and to be immersed in technologies they will be utilizing in these perceived future career paths. These objectives will allow students to be more proficient in various professional settings. Students will utilize tools such as the Google workspace, Adobe Creative Cloud (via UA), and others in order to establish a professional online identity and then use their online portfolio to enhance job searches and interview skills.

Expected Learning Outcomes

Upon completion of this course, students will be able to...

1. Critically evaluate and consistently refine their resume and/or curriculum vitae and a corresponding digital portfolio.
2. Effectively present themselves to future employers, internships, and members within their field, both in person and digitally.
3. Articulate their value proposition as pertaining to career and personal interests and objectives to potential employers, advisors, and mentors.
4. Demonstrate practical skills with a variety of technology and social media to benefit their professional education experience.
5. Access and use continuing professional development resources.

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).

Additional assignments for Non-Preceptors are seen in the next set of descriptions.

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 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. **Course Contract** (20 Points): Due by the end of Week 1. Students who fail to submit the course contract may be administratively dropped from the course.
2. **Weekly VoiceThread Participation** (60 Points/week): For each of the 8 weeks, as prompted within the weekly VoiceThread lectures, students will be asked to participate in and contribute to discussions within the lectures. Prompts within the VoiceThread lectures may ask students to contribute in written, spoken, or video form. A breakdown of points will be given on slides which require participation.
3. **Career Projection Assignment** (100 Points): Follow the instructions posted on D2L to self-assess yourself/career projections and create a roadmap how you (optimally) foresee yourself reaching your future career. Examples will be posted to D2L. Extra Credit will be awarded if you utilize technology to create your visual roadmap (PowerPoint, Adobe Photoshop or Spark, etc.).
4. **D2L Quizzes** (50 points per quiz, 2 quizzes): Students will have two D2L quizzes to test their learning. The first quiz will be due at the end of Week 3, covering topics from weeks 1 - 3. The second quiz will be due at the end of Week 7, covering topics from weeks 4 - 7. These quizzes are open note and are not timed. Students may retake each quiz up to 4 times.
5. **Culminating Online Portfolio Assignment** (300 Points): Choose to create a form of online portfolio (LinkedIn, Personal Website/Blog, Instagram, or another approved by the entire teaching team). Examples/How To videos will be posted to D2L. Your online portfolio needs to include:
 - Your name
 - Your UA email (or other professional email)
 - 10 elements of content (I.e., 10 posts on Instagram; OR 10 elements on your LinkedIn profile such as education, interests, skills, "about me" bio, etc.; 10 elements of content on your personal website such as blog style posts, photos, etc.)On a Word document, paste the URL (or username for Instagram) of your online portfolio. On this document, identify your name, email, and the 10 elements of content you have published.
6. **Preceptorship or Course Project** (500 Points): Students will engage within experiential learning by completing a semester-long preceptorship or the completion of the course project. The contract completed in Week 1 outlines the responsibilities and requirements of preceptorships alongside faculty collaborators. Students who do not engage in a preceptorship are required to complete the course project.

Course Project Assignment Description

Only to be completed by students who are not completing a preceptorship in lieu of these points.

The course project is a Mock Application. As noted above, preceptors fulfill these points through the completion of their preceptorship (assignments and duties assigned within your preceptor contract). More specific guidelines, rubrics and due dates for each project will be posted on the D2L site – please contact your instructors if you have any questions.

Mock Application (500 points – 1/3 of your overall course grade):

Each of the following sub-points are required for this project option. Please combine these documents in a .PDF for submission.

- a. Provide a link to a job, internship, school, etc. that you are interested in applying for (if it is a job or something similar posted online, it may be smart to save the website as a .PDF for later reviewal in case it is removed).
- b. Write a hypothetical cover letter (for job, internship, etc.) OR personal statement (for graduate or professional school) to/for a position you may be interested in (Hint: think back to Week 5). Keep your writing to one page single spaced.
- c. Tailor your CV or Resume for the position in which you are applying.
- d. Answer the following questions: Why do you want to apply for this? How does what you are applying for help you reach your end-career goal? What are you most looking forward to if you were to get this position?

Summary of Assignments Points

Course Contract	= 20	
Weekly VoiceThread Participation (60 Points/week)	= 480	
Career Projection Assignment	= 100	
D2L Quizzes (50 Points per quiz, 2 Quizzes)	= 100	
Culminating Online Portfolio Assignment	= 300	
Course Project or Preceptorship (1/3 of overall course grade)	= 500	= Total Points: 1500

PTYS 397 Grade

A—1350-1500 points B—1200-1349 points C—1050-1199 points D—900-1049 points E—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 397A is a weighted average of your workshop grade and the grade your home course instructor assigns you OR the grade from your course project. If you are a preceptor, your home course instructor for whom you precept will evaluate your attitude, participation, and contribution to their class by assigning you a letter grade (A, B, etc.). This grade will be averaged with your workshop grade to determine your overall final grade for PTYS 297A, as follows: Workshop Grade (66.6%) + Preceptorship OR Course Project (33.3%)

Final Grading Scale

—90-100%

—80-89%

—70-79%

—60-69%

—Below 60%

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

All assignments are due at 11:59 PM (AZ Time). To get the current local time in Tucson, Arizona refer to:

<https://www.timeanddate.com/worldclock/usa/tucson>

Week	Dates	Topic	Assignments	Due Date (by 11:59 PM AZ Time)
1	February 10 - 16	Welcome, Elevator Pitch, & Communication	Week 1 VoiceThread Participation	Sunday, February 16
			Course Contract	Sunday, February 16
2	February 17-23	Digital Tools	Week 2 VoiceThread Participation	Sunday, February 23
3	February 24- March 2	Career Projection	Week 3 VoiceThread Participation	Sunday, March 2
			Career Projection Assignment	Sunday, March 2
			Quiz #1	Sunday, March 2
4	March 3 - 7	Task Management	Week 4 VoiceThread Participation	Friday, March 7
5	March 17 - 23	Online Applications	Week 5 VoiceThread Participation	Sunday, March 23
6	March 24 - 30	Online Portfolios: Resume, CV, Websites	Week 6 VoiceThread Participation	Sunday, March 30
			Begin Culminating Online Portfolio Assignment	Sunday, March 30
7	March 31 - April 6	Optimizing your Social Media	Week 7 VoiceThread Participation	Sunday, April 6
			Quiz #2	Sunday, April 6
			Continue Culminating Online Portfolio Assignment	Week 8
8	April 7 - 13	Online Interviewing	Week 8 VoiceThread Participation	Sunday, April 13
			Culminating Online Portfolio Assignment	Sunday, April 13

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](#).

Online Collaboration/Netiquette

You will primarily communicate with instructors and peers virtually through a variety of tools such as discussion forums, email, and web conferencing. 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.

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/crtfy000000000003560

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

teachingteams.arizona.edu

[\(https://advising.arizona.edu/\)](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