

PTYS 297A:

Teaching Teams Professional Development 10 Week Workshop — 3 Units; Asynchronous Online Instructor and Contact Information

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Course Teaching Assistants

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**Noted Teaching Assistants work under the supervision of, if not alongside, course instructors to provide feedback on coursework. If you have a question about your grade at any time, please feel free to contact Mrs. E to schedule a time to meet.

Course Objectives

The objectives of PTYS 297A are to provide professional development in areas of leadership, public speaking, and group dynamics, interview skills, as well as to assist students with their preceptorships.

This is done with a two-fold process:

1. Students participate in the workshop to gain experience with skills that support successful leadership, team functioning, teaching, and learning models.
- 2a. (FOR PRECEPTORS) As a part of their experiential leadership learning, students are expected to implement the skills they learn and practice in the workshop to whatever their preceptor duties, for their home course, may be. Preceptor duties vary from one course to another, based on your home course instructor's specifications and your teaching team's needs. You and your home course instructor will complete a signed contract outlining your preceptor duties for the semester during the first two weeks of the workshop – turned in under "Course Contract Assignment." If you have not turned in a signed contract by the designated due date during the 2nd week of the workshop, you will be administratively dropped. You must immediately notify your workshop instructor if you drop your home course. You will likely be required to drop the workshop as well (some exceptions made).
- 2b. (FOR NON-PRECEPTORS) Students are expected to implement the skills they learn and practice in the workshop to their independent study projects based around leadership. You will submit your contract under "Course Contract Assignment." If you have not turned in a signed contract by the designated due date during the 2nd week of the workshop, you will be administratively dropped.

Expected Learning Outcomes

Upon successful completion of this course, students should be able to...

1. Understand and demonstrate effective presentation skills to communicate about one's self and areas of study or career
2. Practice skills in leadership, group dynamics, and effective communication in the workshop and experiential learning (preceptorship or course project)

3. Articulate the experience leadership experiences (preceptorship, student organizations, internships, etc.) on their resume or curriculum vitae, as well as within interviews
4. Enhance professional communication skills, including email etiquette and LinkedIn profile optimization

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 Assignment** (10 Points):

Due via D2L Assignment DropBox by the end of 2nd week of workshop (Sunday at 11:59 PM).

If you are a preceptor: Take a photo or scan in the physical paper contract signed by the professor/instructor you are precepting for. If you do not turn in a contract, you will be administratively dropped.

If you are not a preceptor: Take a photo or scan in the physical paper contract filled out and signed by yourself.

*If you are confused whether you are or are not a preceptor, email Mrs. Edwards at hjohnson20@arizona.edu

2. **Weekly VoiceThread Participation** (30 points per week, 10 weeks):

Within the weekly VoiceThread lectures, you will be prompted to participate on various slides, for a total of 30 points each week. These questions/prompts will be based on either that week's topic, or used as an introduction into the following week's topic. Students are required to participate each week on the appropriate and marked slides by each **Sunday by 11:59 pm**.

3. **Elevator Pitch** (30 points):

Within the Week 1 lecture, you will be prompted to participate on an additional assignment – outside of the normal VoiceThread Participation points for the week. For a total of 30 points, you will post an introductory video. You must include your name, a brief background (major/minor, university, year in school), highlight at least 1 key skill or relevant experience, and your career goal. Presentations should be between 30 - 60 seconds. Using VoiceThread, students are required to film this presentation using the "video" option on VoiceThread (not the text, voice, etc. options).

4. **Resume/CV Workshop** (50 points):

During week 2, you will submit a draft of your current resume or curriculum vitae (CV) as part of your VoiceThread participation. By the end of week 2, you must sign up for a time to **workshop your resume during week 3** using the sign up link on D2L. These individualized workshops will be 15-minute workshop times with a member(s) of the teaching team, focused on your drafted resume/CV. Corrections must be

incorporated within your final resume/CV assignment.

5. **Resume (or CV) (100 points):**
Students are required to submit a final draft of their tailored resume or CV worth 100 points of their semester grade. Submission of the resume is designed to prepare students for communicating leadership experiences throughout the semester and outside of the classroom.
6. **60 Second Presentation (60 points):**
There are three presentations designed to improve your communication, teaching, and public speaking skills. This is the first presentation. You will give a 60 second presentation on an element from your major or a class you have or are currently taking here at the University. This presentation must include a visual prop (i.e., physical object, tool, etc.). You will film and post your presentation to the “60 Second Presentation VoiceThread” (**separate from the Week 4 VoiceThread**). Students must post using the “video” option on VoiceThread (not the voice, text, etc. options). Detailed instructions and rubric can be found on the D2L page under Week 4 content.
7. **3 Minute Presentation (100 points):**
This is the second presentation. You will give a 3-minute video presentation on an element from your major or a class you have or are currently taking here at the University. Unlike the 60 second presentation, this presentation must include a visual demonstration (not a just a photo or a prop). You will film and post your presentation to the “3 Minute Presentation VoiceThread” (**separate from the Week 5 VoiceThread**). Students must post using the “video” option on VoiceThread (not the voice, text, etc. options). Detailed instructions and rubric can be found on the D2L page under Week 5 content.
8. **Peer Led Workshop (PLW) Lesson Plan (35 points):**
The PLW is an opportunity to plan and teach an interactive, learner-centered fifteen-minute lesson. The first assignment in the PLW series is to decide on your presentation topic and complete the PLW lesson plan.
9. **Peer Led Workshop (PLW) Slideshow (35 points):**
The PLW is an opportunity to plan and teach an interactive, learner-centered fifteen-minute lesson. The second assignment in the PLW series is to create and post the slideshow you will that you will later film your PLW presentation to. You must have at least 4 slides (intro, main content, conclusion, and sources); however, you can have more. Slides are encouraged to be creative. Slides will be submitted to our course’s VoiceThread page.
10. **Preceptor Led Workshop (PLW) (160 points):**
Due in the 8th week of the workshop, this project is an opportunity to plan and teach an interactive, learner-centered fifteen-minute lesson. Using VoiceThread, students are required to film this presentation using the “video” option on VoiceThread (not the text, voice, etc. options). Your video recording will be posted to and submitted to the slides you posted to VoiceThread in Week 7. Detailed instructions and rubric can be found on D2L.
11. **Interview Final (120 points):**
At the end of the semester, each student will be having a “mock” interview with their instructors. These interviews will be held over Zoom during Week 10. If you do not have the technology needed to log onto a video conference interview, please email Mrs. Edwards as soon as possible (hjohnson20@email.arizona.edu). This assignment will be further discussed in class at the end of the semester.

Summary of Assignments Points

Course Contract (10 Points)	10
VoiceThread Participation (30 Points per Week/10 Weeks)	300

Elevator Pitch Presentation (30 Points)	30
Resume/CV Workshop (50 Points)	50
Resume or CV Assignment (100 Points)	100
60 Second Presentation (60 Points)	60
3 Minute Presentation (100 Points)	100
PLW Lesson Plan (35Points)	35
PLW Slideshow (35 Points)	35
PLW Presentation (160 Points)	160
Final Interview (120 Points)	120

Total = 1000 Points

Workshop Grade

A—900-1000 points B—800-899 points C—700-799 points D—600-699 points E—Below 600 points

Non-Preceptor Assignments:

These assignments are all required for the Non-Preceptors. 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 assignment will be posted on the D2L site – please contact instructor Hannah Edwards – hjohnson20@email.arizona.edu – if you have any questions.

** The assignments below will total to 500 points. These points will be given in increments (depending on the assignment due date) under the Grade item, “Preceptorship or Course Project Grade”

1. **Reflection Assignment (50 points):** Due by Sunday, Oct. 6 at 11:59 pm
You will complete a brief written assignment, turned into the D2L Assignment Dropbox. Write a 200 or more word explanation on what leadership is to you (explore the definition within your mind) and what you believe are the most important aspects of leadership. No references needed, no specific formatting required.

2. **Exercise #1 Assignment (75 points):** Due by Sunday, Oct. 20 at 11:59 pm. Assignment details will be posted to D2L. Follow the instructions to complete the job/career search assignment.

3. **Exercise #2 (75 points):** Due by Sunday, Nov 3 at 11:59 pm.
Create a LinkedIn. Be sure to add your education, jobs you have worked in, volunteer experience, etc. Connect with at least 10 people (you may connect with your instructors - ask us for additional instructors in which you can connect with if you are having trouble finding individuals you know). Submit a document (.PDF or .docx) with your name and link to your LinkedIn profile.

4. **Exercise #3 Assignment (100 points):** Due by Sunday, Nov 17 at 11:59 pm. Write a hypothetical cover letter to a position you may be interested in (Hint: think back to Exercise #1 and the jobs you listed there). Keep your cover letter to one page.

5. **Course Paper (200 points):** Due by Sunday, Nov 24 at 11:59 pm. Write a 1000 word (can be 100 under or over) paper on one of the following topics:
 - a. Leadership Styles and Your Personal Leadership
 - b. How you see yourself as a leader in your future Career
 - c. Critical Thinking and How it Affects Professional Environments (positively or negatively)
 - d. Any other Professional or Leadership Development Topic that you have pre-approved with your Instructor (email Hannah Edwards, hjohnson20@arizona.edu)

Summary of Assignments Points (For Non-Preceptors)

Reflection Assignment (50 Points)	50
Exercises:	
#1 (75 Points)	
#2 (75 Points)	250
#3 (100 Points)	
Course Paper (200 Points)	200
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Total = 500 Points	

Preceptorship is also worth 500 Points; grade based on terms from your preceptorship course contract

Overall PTYS 297A 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. A mock interview (**Interview Final**) is done in place of a final exam and will occur during week 10 of the workshop.

Grading Scale and Policies

Your final Overall Grade for PTYS 297A 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, you home course instructor for whom you precept will evaluate your attitude, participation, and contribution to his or her 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

<i>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</i>				
Week	Dates	Topic	Assignments	Due Date (by 11:59 PM AZ Time)
1	February 3 - 9	Welcome & Elevator Pitch	Week 1 VoiceThread Participation	Sunday, February 9
			Elevator Pitch Presentation (Turned in to additional slide on Week 1 VoiceThread)	Sunday, February 9
			Course Contract	Sunday, February 16
2	February 10 - 16	Resume & CV	Week 2 VoiceThread Participation (Reminder: Submit Resume Draft as part of VT Participation to D2L folder)	Sunday, February 16

			Sign up for Week 3 Resume Workshop	Sunday, February 16
			Course Contract	Sunday, February 16
3	February 17-23	Leadership & Team Dynamics	Resume/CV Workshop	TBD - You will pick a time in Week 2
			Week 3 VoiceThread Participation	Sunday, February 23
			Non-Preceptor Course Project: Reflection Assignment	Sunday, February 23
4	February 24 - March 2	LinkedIn	Final Resume or CV Assignment	Sunday, March 2
			Week 4 VoiceThread Participation	Sunday, March 2
5	March 3 - 7	Effective Presenting Pt. 1	60 Second Presentation	Presentations due Friday, March 7
			Week 5 VoiceThread Participation	Friday, March 7
			Non-Preceptor Course Project: Exercise #1	Friday, March 7
6	March 17 - 23	Effective Presenting Pt 2	PLW Lesson Plan	Sunday, March 23
			3 Minute Presentation	Sunday, March 23
			Week 6 VoiceThread Participation (add 60 second slide to respond to peer and self reflect)	Sunday, March 23
7	March 24 - 30	Communication	PLW Slideshow	Sunday, March 30
			Week 7 VoiceThread Participation	Sunday, March 30
			Non-Preceptor Course Project: Exercise #2	Sunday, March 30
8	March 31 - April 6	Professional Email Skills	PLW Video Presentation	Sunday, April 6
			Presentation Reflection	Sunday, April 6
			Week 8 VoiceThread Participation	Sunday, April 6
9	April 7 - 13	Interview Skills	Sign Up for Final Interview	Sunday, April 13
			Week 9 VoiceThread Participation	Sunday, April 13
			Non-Preceptor Course Project: Exercise #3	Sunday, April 13
10	April 14-20	Wrapping Up & Final Interviews	Final Interview	TBD - You will pick a time in Week 9
			Week 10 VoiceThread Participation	Sunday, April 20
			Non-Preceptor Course Project: Final Course Paper	Sunday, April 20

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 Resume/CV assignment 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.

teachingteams.arizona.edu

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