



The University of Vermont

COLLEGE OF NURSING
AND HEALTH SCIENCES

DOCTORAL PROGRAM OF STUDY
IN HUMAN FUNCTIONING AND REHABILITATION SCIENCES

TEACHING PRACTICUM PROTOCOL

TEACHING COMPETENCY

Each student must teach at least one course under the mentorship of a faculty member, or serve as a teaching assistant for at least one course and mentor or co-mentor an undergraduate or master's degree research project.

STUDENT'S INSTRUCTIONAL ROLE

Prior to registering for the teaching practicum, the student must identify a course to teach and obtain approval from his or her academic advisor and the Academic Affairs Committee for the arrangement. The student's role could include but is not limited to serving as regular faculty, adjunct faculty, instructor, workshop director, etc. However, the student cannot have a faculty appointment in the department of their Advisor or Committee Chair. The student should have primary responsibility for the teaching of a major section of the course if not the entire course. Team teaching is permitted under some circumstances, but only if pre-approved by the student's teaching practicum committee and the Academic Affairs Committee.

ACCEPTABLE COURSES

Approved courses might include, but are not limited to courses identified as undergraduate, graduate, or continuing education courses that receive credit. Only students that already have a graduate degree may teach a graduate courses and only at the level of their degree or below. Students may use a current course they have been teaching either at UVM or another institution, but must demonstrate improvements in the course based on their learning in HFRS 430. Students who need assistance identifying a course to meet this requirement should begin working with their academic advisors at least a semester ahead of the semester they intend to teach.

TIMELINE

Students are encouraged to register for the Teaching Practicum and teach this course the semester *after* completing the pedagogical course, HFRS 430 (Seminar and Practicum in Health Professions Teaching and Learning) in Spring of Year 2. This competency *must* be completed before the student can apply and enroll for dissertation credits (HFRS 491). A 4-stage process is used to establish and execute the teaching practicum.

STEPS FOR THOSE TEACHING A COURSE

Step 1: TEACHING PLAN

- a. The student should develop a teaching plan that includes consultation with the Center for Teaching & Learning, the chair of the department, and a faculty member who has taught

- or mentored the course in the past.
- b. The student must submit some components for prior approval before being approved to teach the course, including:
1. The student's personal learning objectives – what the student wishes to accomplish through this practicum.
 2. Course number and name.
 3. Target audience – type and anticipated number of students.
 4. Location(s) where it will be taught. Time frame for delivery of course.
 5. Draft Syllabus with:
 - i. Course description.
 - ii. Course objectives.
 - iii. Topics to be covered.
 - iv. Sequence in which topics will be presented.
 - v. Pedagogy to be employed.
 - vi. Assessment methods.
 6. Description of how the methodology proposed for use in this course is linked to the theories and concepts discussed in HFRS 430.

Step 2: REVIEW of the TEACHING PLAN

Approval of the teaching plan, as described above, rests with the department chair, the supervising faculty member, and the Doctoral Program Director.

Step 3: COURSE PREPARATION:

The course must be largely developed and ready to teach ONE MONTH BEFORE the student begins teaching. The materials, which will be reviewed by the supervisor for the course, should include the following:

- Final Syllabus in appropriate format (following departmental or college template) with:
 - Course information – class dates, times, locations, etc.
 - Instructor information – name, contact information, office hours, etc.
 - Textbooks/reading materials
 - Course description
 - Course objectives
 - Class, department, college, and university policies – attendance, make-up or late work, academic honesty, etc.
- Description of each class session, including:
 - Topics to be covered
 - Materials to be used, including audio-visual
 - Activities, including lab activities
 - Readings
 - Assignments
 - Pedagogy
- Assessment of student learning
 - Sequence
 - Format
 - Scoring rubrics for all essay questions, projects etc.
 - Grading policy

- Justification of the chosen topics, delivery model, and instructional methods
- Materials including course packs, handouts, activities, etc.
- Assessments, including copies of all assessments.

Step 4: TEACHING EXPERIENCE

Supervision

- The teaching will be supervised by a faculty member as arranged by the department chair in collaboration with the Doctoral Program Director.
- The student must communicate regularly, at least once a week initially, with the supervisor to discuss his/her progress and trouble-shoot any problems that occur.

Journal

The student will be expected to keep a journal (see Tips on Journaling below) throughout the experience to:

- Provide an ongoing formative self-analysis of his/her performance.
- Assess his/her achievement of the learning objectives as outlined in the proposal.
- Take a student-centered perspective and gather and reflect on assessment data regarding how his/her students are learning.
- The student must share journal entries with the supervisor (in person or via email) at least twice per month across the semester, so that the supervisor and the student teacher have an opportunity to interact with each other at multiple points.

Tips on Journaling

You should make your journaling interactive with the supervising instructor.

Journal entries should capture both descriptive information about the experience, and self-reflective information about what you are learning. Reflect both on a surface level [e.g., *next time I'll do this first instead of that*] and on a deeper level [e.g., *I am finding that I need to work on responding to questions in a way that is less defensive; Today, the discussion really got going, and I think it was because...*]. The reflection also should address the personal goals you have set for yourself.

It is suggested that you share your impressions and your learning about the teaching process, as well as any input or suggestions about what journaling practices worked well for you, with your fellow cohort members.

Creating a teaching portfolio is highly recommended for students teaching a course. The preparation of the teaching portfolio is based on coursework from HFRS 430 and materials developed during the teaching mentorship, including a reflective narrative summarizing the contents of the formative journaling and student course evaluations.

Satisfactory completion of the practicum experience will be judged by the teaching supervisor in consultation with the Doctoral Program Director.

STEPS FOR THOSE SERVING AS TAs and MENTORSHIP STUDENT RESEARCH

Step 1: TA Experience¹

The student must submit documentation of their participation as a TA in a course, including:

- The student's personal learning objectives – what the student wishes to accomplish through this practicum.
- Course number and name.
- Target audience – type and anticipated number of students.
- Location(s) where it will be taught. Time frame for delivery of course.
- Attach the syllabus used
- Identify specific responsibilities as the TA and a sample of any lectures, materials, and assignments graded (this can be included in the teaching portfolio)
- Description of how the methodology used by the faculty for whom the student served as a TA is linked to the theories and concepts discussed in HFRS 430

Step 2: Mentoring Experience (A student's must already have a master's or more advanced degree to mentor a master's research project.)

The student must submit documentation of their mentorship of an undergraduate or master's student's research including:

- Personal learning objectives – what you hope to learn
- Mentorship objectives- what you hope accomplish through this research mentorship experience with a student
- Identification of the student mentee and a description of their research project
- Outcomes of the research mentorship experience
 - Description of the process
 - Description of the content
 - Description of the responsible conduct of research

Step 3: Portfolio

The student must submit a teaching portfolio to the supervising faculty member and the doctoral program director. The preparation of the teaching portfolio is based on coursework from HFRS 430 and materials developed during the teaching mentorship, including a reflective narrative summarizing the contents of the formative journaling and student course evaluations.

Step 4: Journal

The student will be expected to keep a journal (see Tips on Journaling below) throughout the experience to:

- Provide an ongoing formative self-analysis of his/her performance.
- Assess his/her achievement of the learning objectives as outlined in the proposal.
- Take a student-centered perspective and gather and reflect on assessment data regarding how his/her students are learning.

- The student must share journal entries with the supervisor (in person or via email) at least twice per month across the semester, so that the supervisor and the student teacher have an opportunity to interact with each other at multiple points.

Tips on Journaling

- You should make your journaling interactive with the supervising instructor.
- Journal entries should capture both descriptive information about the experience, and self-reflective information about what you are learning. Reflect both on a surface level [e.g., *next time I'll do this first instead of that*] and on a deeper level [e.g., *I am finding that I need to work on responding to questions in a way that is less defensive; Today, the discussion really got going, and I think it was because...*]. The reflection also should address the personal goals you have set for yourself.
- It is suggested that you share your impressions and your learning about the teaching process, as well as any input or suggestions about what journaling practices worked well for you, with your fellow cohort members.

¹Students and their Doctoral Program Committee may decide that it is in the student's best interest to learn the delivery of content across multiple courses by serving as a TA for 2 or 3 courses versus serving as a TA for one course and then mentoring a student in their research. This will be an option for students and the Doctoral Program Committee to consider.

Satisfactory completion of the practicum experience will be judged by the teaching and mentoring supervisors in consultation with the Doctoral Program Director.



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Teaching Practicum Approval Form: Option 1-Developing & Teaching a Course

Name: _____

Student 95#: _____

Course Name: _____

Course location: _____

Start and end date of course: _____

Signatures:

Dept. Chair _____ Date: _____

Teaching Supervisor _____ Date: _____

Supervisor's Responsibilities: Mentor the student, observe the teaching directly at least once, oversee grading of the course, and participate in interactive journaling and evaluation of the student's work.

TEACHING PRACTICUM PROTOCOL

1. Selection of course and appointment of teaching supervisor by the department chair in consultation with the Doctoral Program Director.
Date course approved: _____
2. **Teaching Plan Approval:** The student must submit a short proposal about what she or he wants to teach to the committee chair. The student must include all elements outlined in the protocol. The plan must be accepted by the department chair, teaching supervisor, and Doctoral Program Director.
Date plan accepted: _____

3. **Course Preparation:** The student must prepare the course materials, including all elements outlined in the protocol. The student must submit the course preparation to the teaching supervisor and the department chair **at least one month** before s/he plans to teach the course.

Date course preparation approved: _____

4. **Teaching Experience:** The student must teach according to the pre-approved plan.
The student must meet regularly with his/her mentor, at least once a week initially.
The student must maintain a weekly journal and submit it to the mentor at least twice a month.

Date teaching experience completed: _____

Comments: _____



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Teaching Practicum Approval Form: Option 2-Serving as a TA & Mentoring a Student's Research

Name: _____

Student 95#: _____

Course Name: _____

Course location: _____

Start and end date of course: _____

Signatures:

Dept. Chair _____ Date: _____

Teaching Supervisor _____ Date: _____

Supervisor's Responsibilities: Mentor the student, observe the teaching directly at least once, oversee grading of the course, and participate in interactive journaling and evaluation of the student's work.

TEACHING PRACTICUM PROTOCOL

- Selection of course to serve as a TA and appointment of teaching supervisor by the department chair in consultation with the Doctoral Program Director.
Date course approved: _____
- **TA Experience Plan Approval:** The student must submit a short proposal about what she or he wants to learn and practices as a TA to the committee chair. The student must include all elements outlined in the protocol. The plan must be accepted by the department chair, teaching supervisor, and Doctoral Program Director.

Date plan accepted: _____

- **Mentorship of Student Research Plan Approval:** The student must prepare a description of the process, content and responsible conduct of research they will provide as a mentor for a student's research project outlined in the protocol. The student must this mentorship plan at least one month prior to initiating mentorship with a student.

Date course preparation approved: _____

- **TA and Mentorship of Student Research Completion Approval:**

- The student must meet regularly with his/her mentor, at least once a week initially.
- The student must maintain a weekly journal and submit it to the mentor at least twice a month.

Date TA & Mentorship Experience completed: _____ Comments: _____