

TEACHING EXPERIENCE IN APK: **ANATOMY**

APK 4943 ~ 01 CREDIT ~ SPRING 2022

INSTRUCTOR:

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Currently enrolled students: please use CANVAS email

PERSONAL NOTE FROM DOC. A: If you are totally overwhelmed by the stresses of your semester and feel like you just can't handle the pressure, please reach out to me—I'd like to help.

Also, it is important to me that you feel welcome and safe in this class; and that you are comfortable communicating with me, your TA, and your classmates. If your preferred name is not what shows on the official UF roll, please let me know. I would like to acknowledge your preferred name and pronouns that reflect your identity. You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Finally, as a teacher or a teaching assistant, it is imperative that we recognize the power differential between us and our students and the negative implications that could have on learning for some students. I am committed to using this course content to help students feel more comfortable, competent, and caring when discussing controversial issues related to the body and dismantling systems which put some students at a greater disadvantage than others. If at any point you have ideas for me along these lines or feel uncomfortable by our discussions, I'd absolutely love to hear your perspectives and have a discussion with you.

OFFICE HOURS: There are no official office hours for this course, but students may email the instructor to set up a private zoom meeting at any point if needed.

MEETING TIME/LOCATION: Wednesdays, Period 1 (7:25am) / FLG 107B

COURSE DESCRIPTION: Experience teaching as an undergraduate assistant; responsibilities meet the needs of the particular course and instructor, including, but not limited to, giving short lectures, holding study/discussion sections, grading, and helping with exam/quiz/assignment preparation and proctoring.

UGTAs work under the supervision of a faculty or graduate student instructor to learn about college-level teaching in an APK course. Each UGTA experience is unique, tailored to both the student's skills and knowledge as well as the instructor's needs. Independent of the particular course or instructor, UGTAs will benefit intellectually by developing their communication and leadership skills and by gaining a better understanding of the ways in which people learn.

PREREQUISITE KNOWLEDGE AND SKILLS: You must have instructor permission and have completed online training in FERPA and Maintaining a Safe and Respectful Campus before registering for this course.

REQUIRED AND RECOMMENDED MATERIALS: Because students in this course serve as teaching assistants, they will receive an access code to MasteringA&P. This will be provided to UGTAs through a CANVAS email. UGTAs will have their own CANVAS course shell for THIS course, but will also be listed as non-grading TAs in the CANVAS course shell for APK 2100c.

This semester, we'll be discussing the book [*The Spark of Learning: Energizing the College Classroom with the Science of Emotion*](#) by Sarah Rose Cavanagh. This is a required text for this course. *If you unable to purchase this text, please contact the course instructor.*

COURSE FORMAT: Students in this course serve as undergraduate teaching assistants (UGTAs) for APK 2100c. Students will meet once weekly with the course instructor and then will be responsible for assisting students registered in Applied Human Anatomy according to the duties listed below and timelines agreed upon at the first meeting of the semester.

COURSE LEARNING OBJECTIVES: By the end of the term, students should be able to:

General Course Goals	Methods of Implementation/Assessment
Identify and discuss various methods of learning	Weekly meetings
Identify and discuss various methods of teaching, including both recommended	Weekly meetings

practices and those to be avoided	
Generate and present a lecture to a group of undergraduate students, including responding to questions	Exam and critical thinking prep sessions
Lead discussions about course material with undergraduates taking the course	Anatomy Help Center coverage, discussion board interactions, Group Me interactions
Advise undergraduates enrolled in the course on best study practices and methods for successful completion of the course	Anatomy Help Center coverage, discussion board interactions, Group Me interactions

COURSE AND UNIVERSITY POLICIES:

ATTENDANCE POLICY: UGTAs are responsible for attending weekly meetings. If you are unable to attend the weekly meeting, then you must contact the course instructor immediately so that alternate arrangements can be made if needed. If a UGTA is unable to complete their duties at any point during the semester (for example, if they are ill and cannot give a presentation that they had planned), it is their responsibility to notify the course instructor within a reasonable amount of time so that alternate arrangements can be made. If you are unable to fulfill a weekly duty you signed up for, please try to switch with another UGTA as soon as possible.

Two unexcused absences to weekly meetings or required duties will result in a written reprimand. Three unexcused absences will result in an unsatisfactory grade and dismissal from the course. Tardiness is not appreciated, and chronic offenses will result in warnings, written reprimands, and potentially an unsatisfactory grade in the course as outlined above.

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

More information on UF attendance and absence policies can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT POLICY: UGTAs are expected to demonstrate the same level of professionalism and conduct expected of graduate TAs. UGTAs should correspond with students and faculty in a manner that portrays competence, maturity, and reliability. Any issues surrounding unprofessional behavior or conduct will be addressed immediately with a written or verbal warning. Further incidences of the same nature may result in assignment of a U grade (unsatisfactory) and immediate dismissal. As a part of the teaching team, you will have access to exams for the course. You are not permitted to share that content with anyone—period. Any intentional or unintentional leakage of the exam content will result in a U for the course as well as sanctions for violating the UF honor code.

Like all students at UF, UGTAs are expected to abide by UF's Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Suspected or known violations of this honor code by fellow UGTAs or students registered in the primary course should be immediately reported to the instructor.

EXAM MAKE-UP POLICY: There are no exams for this course. 😊

USABILITY, DISABILITY AND DESIGN: I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Disability Resource Center's Getting Started page at <https://disability.ufl.edu/students/get-started/> to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

GETTING HELP:

HEALTH AND WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)
<http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, Chair of APK's DEI Committee, and HHP IDEA Counsel Liaison, jahlgren@ufl.edu

GRADING:

During the term, the UGTA will complete ~45 hours of teaching experiences. This equates to 3 hours per week during Spring and Fall semesters, 3.75 hours per week during Summer C, and 7.5 hours per week during Summer A or Summer B. At the end of the semester, the instructor will assign the UGTA an S or U grade based on the hours completed and the satisfactory achievement of the course goals. The following table outlines specific expectations for UGTAs during the semester and the approximate amount of time expected of each component.

Duty/Task	Total Time Commitment
Weekly Meetings (13)	15 hours
Engaging with Registered Students	2 hours
Anatomy Help Center (open 12 wks, 2 hrs/wk)	24 hours
Proctoring Exams & Lab Exam Set-up/Break-down	4 hours

Weekly Meetings – In these meetings, we discuss where registered students are as far as course content, whether or not students are struggling with specific information and how to best address that, and the assigned reading from the text.

Engaging with Registered Students – Each UGTA will be assigned a group of registered students. You are expected to email that group of students in the first week of classes to introduce yourself and let them know the best way to reach you as well as how you feel most comfortable helping them. [We will discuss this in our first meeting so there is some consistency in messaging—so please wait to email students until after we’ve met.] The gist of this “assignment” is to help registered students quickly feel “connected” to someone that can answer their questions, calm their anxieties, and provide encouragement to get them into the help center. UGTAs are also encouraged (but not required) to engage with registered students using the Group Me app. This is a good place to answer quick questions, post quick announcements, and even advertise when you’ll be in the Anatomy Help Center. Finally, I may also ask for assistance with discussion board questions in canvas.

Anatomy Help Center – UGTAs will sign up for specific hours (same each week) to be present in the Anatomy Help Center. While in the Help Center, you will answer questions students have about lecture and/or lab content. You are encouraged to engage with students and make sure you are approachable at all times (not looking busy with your laptop, etc.).

Proctoring Exams & Exam Set-up/Break-down – UGTAs are responsible for helping to proctor both lecture and lab exams as their schedule permits. During lecture exams, you will help pass out exams, collect exams, answer questions students may have, and be on the lookout for honor code violations. Prior to lab exams, you will help the graduate TAs get the exam set up and broken down. During lab exams, you’ll help students correctly advance (make sure they don’t get lost) and be on the lookout for honor code violations.

GRADING SCALE: Students will receive an S (satisfactory) or U (unsatisfactory) grade for this course—so this grade does not have an impact on GPA. More information on current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

WEEKLY COURSE SCHEDULE:

The general gameplan for the semester will be to discuss the book contents specifically at every other meeting and in remaining meetings discuss “current affairs” in the class, such as upcoming exams, assignments, issues, etc. We can also use this time to plan and coordinate upcoming review sessions or things of that nature.

Week	Date	Meeting Topic
1	Jan 05	Introductions, syllabus/duties overview
2	Jan 12	Ch. 1 – The Science (and Neuroscience) of Your Emotions
3	Jan 19	Current affairs in anatomy
4	Jan 26	Ch. 2 – The Wellspring: Emotions Enhance Learning
5	Feb 02	Current affairs in anatomy
6	Feb 09	Ch. 3 – Be the Spark: Crafting Your First (and Lasting) Impression
7	Feb 16	Current affairs in anatomy
8	Feb 23	Ch. 4 – Burning to Master: Mobilizing Student Efforts
9	Mar 02	Current affairs in anatomy
10	Mar 09	SPRING BREAK – no meeting
11	Mar 16	Ch. 5 – Fueling the Fire: Prolonging Student Persistence
12	Mar 23	Current affairs in Anatomy
13	Mar 30	Ch. 6 – Best-Laid Plans: When Emotions Challenge or Backfire
14	Apr 06	Current affairs in Anatomy
15	Apr 13	Conclusion and Summarizing our Take-aways for Anatomy
16	Apr 20	Final meeting, review of the term, discussion of future semesters

SUCCESS TIPS:

- Make sure you have brushed up on your anatomy. You are always welcome to attend lectures/labs or watch the recordings that get posted. UGTAs should be reliable sources of information and assistance for our registered students.
- Do not provide students with faulty information. If you don't know something, just help them find the answer or direct them to a grad TA or the course instructor.
- Be familiar with the course syllabus for Anatomy – students will likely have questions about all of it.
- Be friendly, approachable, and exude positivity. You should aim to encourage students and help ease their anxiety about this rigorous course.
- Don't re-lecture to students. Feel comfortable telling them to go back to the reading or lectures if needed.
- Ask students a lot of questions. The Socratic method is fabulous! Get your students THINKING!
- Provide helpful study tips to students. Share what worked for you...*and what didn't*. ☺