

Teaching Philosophy of Katelyn H. Rouse, MS-HIIM, RHIA

“Students don’t care how much you know, until they know how much you care.” – John C. Maxwell

Since my first day in the classroom as a Clinical Assistant Professor in the Department of Health Services and Information Management on August 20th, 2018, my goal has been to make a difference in a student’s life at every possible opportunity. I felt led to this goal because of the former professors who impacted my own life and ultimately led me to a career in academics. Although challenging at times, the opportunity to work in academics has been extremely rewarding, especially when experiencing the accomplishments you have helped your students achieve.

Whenever I enter a classroom, I am motivated by my goal of making a difference in a student’s life when the opportunity arises. Accomplishing this goal requires skill, knowledge, passion, and compassion. As a professor, I believe that what is most important both in and out of the classroom is caring, listening, and time.

First and foremost, I care. Students are human and must be treated as such, not just a name on a class roster. As their professor I have an important responsibility in helping them achieve their hopes and dreams because I am sharing with them the knowledge and skills that could determine their professional futures. What I have found is that by caring for them, they also care, which leads to more academic engagement and success.

Next, I value listening. For my classroom to be a successful learning environment I must listen to student feedback during class, after class, and on evaluations. Listening to this feedback helps me to make changes to the courses to ensure that students are meeting the learning objectives. “Listening” also includes reading non-verbal student responses to help me evaluate if they understand the content from my explanations and examples or if I need to adjust or start from scratch. I find that students respond to those who make them feel listened to and respected. Listening always enhances my overall classroom environment.

Lastly, I owe my students my time, time with them as well as time working on their behalf. To be a professor who is engaged with her students I must offer time for conversation. I must be in the classroom before class begins and stay after the class ends. I must be available during office hours and have my door opened for the occasional pop-ins, so that students can

come by or call for help or advice. I owe them the time it takes to read their resumes, discuss their futures, and write them recommendation letters. I must constantly attend continuing education courses to gain knowledge about the latest advancements in health information and health services management. I want to bring that back to my students. I must take the time necessary to prepare the best lectures that my academic preparation and skills will allow. I owe the students my time in preparation, thinking about how I can enhance my courses in order to teach them more effectively and ultimately be a better professor.

It just takes one - one professor, one course, one conversation, one interaction, one organization, one experience to make a difference in a student's life. I am committed to making that difference.