

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6105: Professional Skills Seminar
Semester: Spring 2015
Delivery Format: On-Campus
G-103 HPNP
Fridays 1:00-3:00pm

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Office Hours: Friday 10:00am-12:00pm and By Appointment
Preferred Course
Communications: Email

Course Overview

The Professional Skills Seminar is one-credit S/U course designed to serve as a bridge between MHA graduate coursework and the world of practice, with a focus on developing career planning and professional skills. Some time is devoted to interpreting CAHME criteria, MHA program goals and underpinnings of the curriculum.

The value in this course is in being fully present, engaged, participatory and inquisitive. In addition to in-class lectures, panel discussions, and exercise, there are a number of required outside seminars, professional meetings and novel offerings to broaden students' exposure to the field.

Relationship to Program Outcomes

This is the one class in the curriculum that allows first- and second-year students to interact together with industry experts, alumni in informal non-academic discussion and small group exercises. Assessment emphasizes individual reaction statements and posting of developmental exercises assigned throughout the semester.

HSA 6105 features alumni practitioners and industry experts who provide diverse career previews and strategies for professional networking and personal presentation, directed to the early career MHA student. Faculty use this course platform to ground students in mission, competencies, and instructional design.

Course Objectives and/or Goals

The objectives of the course are designed to contribute towards mastery of key competencies for the MHA program. Course assignments, activities, and assessments are linked to the learning objectives and competencies.

Course Objective	MHA Competency	Activities	Assessment
Identify various career opportunities within the healthcare industry. Demonstrate critical thinking and comprehension of industry sectors, trends & issues.	Analyze, synthesize, and act on key trends and activities, and government policies in the healthcare environment. (HEC-0)	Large Group Discussion Q & A Expert Panels Discussion Posts	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Cultivate professional relationships with guest speakers and alumni for mutual support and career development.	Establish and engage a network of professional and community relationships. (LP-1)	Expert Panels & Discussion Association Events Internship, Job & Fellowship Interviews	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Critique the composition and achievements of senior leadership teams	Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2).	C-Suite Tours Executive Panel Discussions Q & A	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Generate, organize and compose written	Apply effective and appropriate oral and	Discussion Posts	Journal/Reflective Writing

Course Objective	MHA Competency	Activities	Assessment
critique of learning activities in terms of the MHA competencies	written communication vehicles (LP-3).	Essay Questions	
<p>Interpret in-class exercises and discussions to identify individual goals for personal and professional development.</p> <p>Evaluate constructive feedback and counsel shared among peers, mentors, faculty, and guest speakers.</p> <p>Engage in appropriate career development activities.</p>	<p>Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning (LP-4).</p>	<p>Readings</p> <p>Small Group / Large Group Discussion</p> <p>Etiquette Training Seminar</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p>
<p>Compare and contrast management and leadership styles of industry executives from a variety of settings</p>	<p>Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals (LP-5)</p>	<p>Executive Panel Large Group Discussion</p> <p>C-Suite Site Visits</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>
<p>Interpret ACHE Commitment to Ethics resources for future reference and guidance.</p> <p>Conduct oneself in a manner that cultivates confidence and trust.</p>	<p>Model professional values and ethics (LP-6)</p>	<p>Discussion Board Exercise using website resources</p> <p>Internship, Job & Fellowship Interviews</p>	<p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>

COURSE CONTENT

Course Readings and Materials

There is no assigned textbook. Additional resources and readings may be posted in the course website under the Weekly Lessons tool for the week.

Topical Outline/Course Schedule

The Professional Skills seminar is scheduled every Friday. In special cases, the seminar may be held on another day of the week or at a different time, in numerous alternative venues. Students are expected to wear professional attire at all course meetings, unless otherwise noted.

Date	Topic	Dress Code
January 9	"Leadership , Life, and the Future" Ed Jimenez, MBA, Interim-CEO, UF Health Shands	Business Professional
January 16	Professional Development Exercises: Exploring Empathy. Small Group Discussion.	Business Casual
January 23	MHA Recruitment Open House —Attendance Required	Business Professional
January 30	No Seminar Meeting Ethics Canvas Assignment	
February 6	C-Suite Tour of Florida Healthcare Enterprises (All-Children's Hospital, Manatee Memorial, Parallon Largo) Attend C-Suite or Alternative Professional Development College or University Offering in February	Business Professional
February 13	"Specialty Hospitals Administration: Hallmarks and Challenges" Marina Cecchini, MBA, UF Health Shands Rehabilitation Hospital and Vista Behavioral Health Hospital; Kristofer Kitzke, MHA, CEO, Select Specialty Hospital	Business Professional
February 19 1:45pm G-316	UAB Case Team Dress Rehearsal (in lieu of February 27) Monique Del Rossi-Goulet, Frank Sortino, Ashely Tighe	Business Casual
February 20	"Strategic Positioning: Free-standing vs Merger/Acquisition" Mark Robitaille, President and CEO, Martin Health System, MBA/MHS c/o	Business Professional

	1976; Phil Wright, COO, Monroe Regional Medical Center (MHA MUSC)	
February 27	No Seminar February 19 UAB Case Team presentation substitutes for this Seminar.	Business Casual
March 6	No Seminar Meeting Spring Break	
March 13	Alumni Panel of Specialists in Pharmacy Administration Chad Eichel, MBA, MHA '11; Matt Medley , Pharmacy Business Manager, UF Health Shands MHA 2012; Bill Harbilas, PharmD, Assistant Director Ambulatory Services, UF Health Shands	Business Professional
March 20	No Seminar Meeting ACHE March 16-19 Attend ACHE or one Alternative Professional Development Offering in March	
March 27	Counsel for Early Career MHAs “From the Classroom to the Conference Room” Deb Angerami, COO, Health First Viera Hospital, MBA/MHA c/o 2000; Barbara Seymour, BSN, RN,MHA,CRRN , VP Nursing , Holmes Regional Medical Center	Business Professional
April 3	No Seminar Meeting. April 7 event substitutes for this seminar.	
Tuesday, April 7 5:30pm	Dining Etiquette Seminar Haile Plantation Country Club Restaurant (\$20 fee prepaid) Dwayne Peterson, MS, GCDF, Assistant Director for Employer Development & Julia Fleming , Assistant Director for Professional Development & Experience both from the UF Career Resource Center	Business Professional
April 10 7-10:00pm Velos	Orange and Blue Reunion Reception	Business Casual
April 17	“Perspectives on Careers in HCA “ Kyle Baxter, AVP Operations, North Florida Regional Medical Center MHA c/o 2006; Elizabeth Galvin, RN, MBA/MHS, Director of Case Management, Medical Center of Trinity, FL; Joe Pino, COO, Mercy Hospital, Miami, MHA c/o 2004; Mark Miller, FACHE, CEO, Lake City Medical Center	Business Professional
April 13 April 27	Exit Focus Group, Class of 2015 Internship & Fellowship Briefing, Class of 2016	Business Casual

Course Materials and Technology

Course materials are housed and available on CANVAS e-learning

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>
<http://www.crc.ufl.edu/students/students.html>

ACADEMIC REQUIREMENTS AND GRADING

The course grade is Satisfactory/Unsatisfactory. Students must achieve 80% or greater of possible points to receive a Satisfactory grade for the course.

Successfully completing the course depends on:

1. **Attendance at all scheduled seminars and events.** Be sure to sign the attendance sheet at each class session. Attendance at C-Suite and other external activities will be captured administratively through registration or other records. 4 attendance points awarded for each seminar or activity.
2. **Completing all required assignments.** Assignments (discussions and surveys/quizzes) are based on the scheduled seminar or event topic. In most cases, you will not be able to participate in the discussion or survey unless you participated in the associated seminar. Points variable.

Assignments

All assignments are detailed in Canvas and should be submitted online through Canvas.

Assignment		Points
January 9	Discussion: "Leadership, Life & the Future"	8
January 16	Discussion & citation: Shaping Corporate Culture in Healthcare	4
January 30	Discussion: Exploring ACHE Commitment to Ethics: critique of Code, Ethics Self-Assessment and literature citation w/discussion.	6
February 6	Critiques/Discussion of C-Suite Visits: Parallon, Manatee Memorial, & All Children's	6 ea.

Grading

February 13	Discussion: hallmark and strategic challenge of one specialty hospital detailed in seminar	6
February 19	Critique of case team's dress rehearsal (card handout w/ assigned objective to evaluate)	4
February 20	Leadership and Professionalism competency survey and 2 discussion questions re strategic positioning of each entity described	13
March 13	Discussion: contemporary issue in pharmacy administration and possible strategy to address	6
April 7	Discussion: Networking and dining etiquette take-aways learned at etiquette dinner seminar	4 ea.
April 7	Prepare your "Personal Pitch"	4
April 7	Quiz: "Where are your manners?" Formal table set up	7
April 17	Leadership and Professionalism competency survey and discussion question re career strategy gleaned from HCA Executive Panel	10
April 17	Complete Pre-Internship (c/o 2016) and Exit (c/o 2015) MHA Behavioral-Based Competency Surveys	

Requirement	Due Date	% of Final Grade
Attendance	Class Date	45%
Discussions	May 1, 2015	40%
Surveys/Quizzes	May 1, 2015	15%

Letter Grade	S	U
Grade Points	100% to 80% of total possible points	79.9% or less of total possible points

Greater than 80% of Possible Points = **Satisfactory**

Less than 80% of Possible Points = **Unsatisfactory**

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Seminar Attendance and Assignments

Alternative professional development activities may be substituted for a scheduled seminar session, upon approval of the instructor. Prepare a three-paragraph critique of the professional development activity and post as a pdf on the attendance grid for the date of the missed seminar. Both attendance and discussion/survey points will be awarded.

Paragraph #1: Date and description of event, credentials of speaker, etc

Paragraph #2: Your critique—useful and relevant take-aways that you can incorporate into your career or professional world view

Paragraph #3: Explain how and one specific MHA competency in your tool kit was enhanced or enriched by your participation.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

[http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic regulations/academic regulations 013 .htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic%20regulations/academic%20regulations%20013.htm)

The expectation is that students will attend class and participate in discussions and in-class learning activities. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science

Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
