University of Florida
College of Public Health & Health Professions Syllabus
Healthcare Leadership: Skills and Styles (HSC 4184)
Fall 2019
Delivery Format: On-Campus
Course Website or E-Learning *if applicable*

Instructor Name: Santanu Datta, PhD or Keith Benson, PhD, MHA, MBA
Room Number: Dr. Datta (HPNP 3117); Dr. Benson (HPNP 3106)
Phone Number: Dr. Datta (273-6074); Dr. Benson (273-6069)
Email Address: Santanu.datta@phhp.ufl.edu; keithbenson@phhp.ufl.edu
Office Hours: Dr. Datta – Thursday 7th period 1:55:2:45pm or by appointment
　　　　　　　 Dr. Benson – Tuesday 7th period 1:55-2:45pm or by appointment
Class Times:
Lecture: Tuesday 3rd, 4th,5th periods (9:35am-12:35pm) – HPNP G301 Dr. Benson
　　　　　 Wednesday 4th,5th periods (10:40am-12:35pm) – HPNP 301 Dr. Datta
Labs: Wednesday 5th, 6th, 7th, 8th periods; Thursday 3rd, 4th periods (50 minutes; see last page for schedule)
Teaching Assistants: Emma-Louise Austin-Datta, Matthew Bartolotti, Danielle Cucchiara (Ivey), Zuhair Haleem, Deirdre Love, Alejandra Salemi
Preferred Course Communications: email

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide students with knowledge and an understanding of the importance of leadership in the healthcare industry.

Course Objectives and/or Goals
After successfully completing HSC 4184, students will be able to:

1.　　　　Outline the importance of leadership skills in health professions so that the advantages of quality leadership are associated with desired health outcomes and healthcare performance.
1.1.　　　Predict how successful leadership will positively affect health outcomes and healthcare performance in various scenarios.
1.2.　　　Illustrate the impact that quality leadership has upon health outcomes and healthcare performance.
1.3.　　　Describe the attributes of successful healthcare performance.
1.4.　　　Discuss how positive health outcomes are determined.

2.　　　　Assess the relevance of leadership skills to future professional roles in the healthcare industry so that future job performance is correlated to the quality of leadership displayed.
2.1.　　　Relate various professional roles in the healthcare industry with core leadership skills so that the functions of the role align with leadership skill priority.
2.2.　　　Describe various professional roles in the healthcare industry so that their primary functions are addressed.
2.3.　　　Associate successful leadership with factors that contribute to successful job performance.

3.　　　　Utilize leadership skills in varied scenarios related to healthcare environments so that desired outcomes are realized.
3.1.　　　Differentiate between the major leadership styles so that their characteristics can be aligned with varied scenarios.
3.2.　　　Describe the major leadership styles so that their key characteristics are addressed.
3.3.　　　Describe the core leadership skills such as effective communication, team management, problem solving, decision making, time management, project management, vision casting, motivating others, integrity, developing others, etc.
3.4.　　　Associate leadership needs with unique scenarios related to healthcare environments.

Instructional Methods

HSC 4184 is a blended learning class combing lecture, online, and lab components.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Course Schedule HSC 4184*

Session	Topics		Homework/Assignments
8/20-8/21	Lecture	Chapter 1	Kognito Traning (see end of syllabus)
	Online	https://youtu.be/pxBQLFLei70 - McCraven Speech https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609	
	Lab		
8/27-8/28	Lecture	Chapter 2	http://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf
	Online	https://www.classy.org/blog/quiz-what-kind-leader-are-you/	
	Lab	http://www.danielgoleman.info/social-skills-and-eq/ https://cf.ltkcdn.net/business/files/3084-leadership-self-assessment.pdf	
9/3-9/4	Lecture	Chapter 3	
	Online	View the series of short videos on Leadership by IHI. Pay particular attention to video #10: "ACA and AHCA: Don Berwick Breaks It Down". https://www.youtube.com/watch?v=FR8iMC8	Should we ban technology in the classroom to facilitate EI development https://www.16personalities.com

		z74Q&list=PLHWxeEqcNV7zoPta8WMIJK8Dr4UAlemhs&index=1	/free-personality-test You will be asked to answer questions from the Leadership video series. (Get TAs to watch videos and come up with 10 questions)
	Lab	https://www.goboldfish.com/tell-me-what-youre-feeling-how-technology-inhibits-gen-zs-understanding-of-emotion/	
9/10-9/11	Lecture	Chapter 5: • Competencies in the Health Profession • Avedis Donabedian • AUPHA 5 core competencies Pgs. 102-131	Case C3
	Online	Ch. 5 materials cont.	
	Lab	Ch. 5 & 6 Thought Worksheet	
9/17-9/18	Lecture	Chapter 6	**Exam 1 (online)**
	Online	https://youtu.be/wlfCj-ILqHg Listen to the webcast:	
	Lab	Exam Review	
9/24-9/25	Lecture	Chapter 7	Summarize readings and be prepared to discuss in lab
	Online	Flaws in the Crawl Walk Run Methodology: https://www.innovationexcellence.com/blog/2015/10/04/the-flawed-crawl-walk-run-methodology/ The Crawl, Walk, Run Progression for the Integration and Conduct of Efforts to Inform, Influence, and Persuade By Christopher Paul, Ph.D., RAND Corporation. https://www.rand.org/content/dam/rand/pubs/external_publications/EP60000/EP66250/RAND_EP66250.pdf	
	Lab		
10/1-10/2	Lecture	Chapter 8	Case D4
	Online	https://youtu.be/vlpKyLklDDY	
	Lab		
10/8-10/9	Lecture	Chapter 9	Find a Youtube video on organizational culture, watch it, and summarize key points
	Online	Jay Wilkinson - Company Culture https://www.youtube.com/watch?v=WDFqEGI4QJ4	
	Lab		
10/15-10/16	Lecture	Chapter 10	
	Online	https://youtu.be/TXh1r0vOX0I	
	Lab	Organizational Culture Exercise	
10/22-10/23	Lecture	Chapter 11	#5 Pg. 303 How do you measure outcome in a team environment? Exam 2 (Online)
	Online	https://www.ted.com/talks/eric_dishman_health_care_should_be_a_team_sport	
	Lab	Exam Review	
10/29-10/30	Lecture	Chapter 13 starting on pg. 333, Leveraging Technology	
	Online	https://www.ted.com/talks/jeanne_pinder_what_if_all_us_health_care_costs_were_transparent	
	Lab		
11/5-11/6	Lecture	Chapter 14	
	Online	https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your	

		_own_home	
	Lab		
11/12-11/13	Lecture	Chapter 15	
	Online		
	Lab	Describe unproductive employee(s) scenarios, get students to form groups, and then get them to come up with strategies for how to address the problem	
11/19-11/20	Lecture	Chapter 16	
	Online	https://www.healthcatalyst.com/videos/future-of-healthcare-video/	
	Lab		
11/26-11/27	Thanksgiving – No Class		
12/3-12-4	Lecture	Chapter 17	#4 Pg. 433, Explain the steps involved in establishing a mentoring program in an organization.
	Online		
	Lab	Exam Review	Exam 3 (Online)
12-7-12/13	Cumulative Final Exam		

* **Schedule is subject to change. Students will be notified via email of any changes to the syllabus schedule. For example, other assignments and homework may be added as needed.**

Course Materials and Technology

Required Text Book (ebook acceptable)
Leadership for Health Professionals, 3rd Edition, *Gerald (Jerry) R. Ledlow, PhD, MHA, FACHE; James H. Stephens, DHA, FACHE* Jones & Bartlett Publishing

Canvas via UF e-learning

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Grading

Requirement	Points or % of final grade (% must sum to 100%)
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	20%
Homework	25%
Participation/	10%

Attendance	

Point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C-grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy

Three mid-term exams and a cumulative final exam will be taken online, each under the supervision of ProctorU during a time window announced in the course calendar. Exams are not collaborative and are completed alone. You need both to register with ProctorU and to schedule each exam with ProctorU at least 72 hours (3 full days) ahead of time. Details are in the introductory material.

Exams. There are three 60-minute unit exams and one two-hour cumulative final exam.

The exams will be given in Canvas and administered through ProctorU. Students must register with ProctorU at http://go.proctoru.com for each exam at least 1 week prior to the exam date to schedule a 120 (90+extra 30)* minutes time block for each unit exam and a 150 (120+30)* minutes block for the final. All exams are open from 8AM – 10PM EST only.

Exams should be scheduled to start no later than 7PM EST. Students must be sure to be available at the designated date and time. *Possible ProctorU issues, temporary internet issues during exams: We offer 30 extra minutes on all exams to compensate for possible internet problems, times when the keyboard is disabled by ProctorU, or any other technical issues that may arise. Requests for retakes for any exam will not be considered unless there is documented evidence that disconnect or technical issues exceeded 30 minutes and are not due to your negligence. Students are responsible for having reliable internet connections and sufficient computer/internet speed. Make up exam requests will be denied if problems arise due to negligence. Do not use Safari while working on math equations. We cannot accommodate students whose browsers do not render math properly. If a student is uncertain as to the reliability of the internet service provider or internet connection, students should secure a place to take exams where the connection is reliable or, take the conventional course. Students should connect with Proctor U Help Desk representatives at least a few days prior to exams at http://www.proctoru.com/testitout and have live chat via 'Connect to a live person' to confirm that connections and equipment are exam-ready. It is the student's responsibility to secure a reliable Ethernet internet connection and verify with ProctorU that acceptable internet speed, location & environment (ex. webcam) requirements are met. Go to http://www.proctoru.com for more details. If exam answers are not received by Canvas due to faulty connection/equipment, they are lost. We cannot accept paper or other answers to replace them. Students must follow the proper procedure to log off the exam before disconnecting from ProctorU. Failure to do so may result in a 0 on the exam.

Note: Calculators or any other aid are not allowed for use during exams. Students must read the ProctorU handout thoroughly to understand the exam procedures before you taking exams.

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the help desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

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:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines
The preferred methods of communication for the course are messages in Canvas (see Course Materials above) or e-mail.

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.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, one for helping student veterans, and one for helping LGBTQ+ students. You are only expected to complete the At-risk for Students module though we encourage you to explore the other modules as well.

As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to help you support distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.
To take this course, follow these instructions:
•   Go to kognitocampus.com
•   Click on "Create a New Account"
•   *DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT*
•   Fill out form using enrollment key: ufl2323
•   Follow the on-screen instructions