

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Healthcare Leadership: Skills and Styles (HSC 4184)**  
**Fall 2020**

Delivery Format: Online (Synchronous & Asynchronous)  
 Course Website or E-Learning *if applicable*

Instructor Name: Santanu Datta, PhD, MBA, MS or Keith Benson, PhD, MHA, MBA

Room Number: Dr. Datta (HPNP 3114); Dr. Benson (HPNP 3106)

Phone Number: Dr. Datta (273-6074); Dr. Benson (273-6069)

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Office Hours: Dr. Datta – Thursday 9<sup>th</sup> period 4:05-4:55pm or by appointment

Dr. Benson – Tuesday 7<sup>th</sup> period 1:55-2:45pm or by appointment

Class Times:

Lecture: Tuesday 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> periods (9:35am-12:35pm) – Dr. Benson

Tuesday 7<sup>th</sup>, 8<sup>th</sup> periods (1:55pm-3:50pm) – Dr. Datta

Labs: Wednesday 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> periods; Thursday 3<sup>rd</sup>, 4<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> periods (50 minutes; see last page for schedule)

Teaching Assistants: Emma-Louise Austin-Datta, Allison Bates, Jacq Hundley, Lelia Jaber, Alexis Warrington

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. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class. Together we will create an inclusive climate that allows all of us to do our best work in a safe environment.

### Course Objectives and/or Goals

1. Appraise the importance of leadership skills desired in the health professions by correlating the effect of those leadership practices to their impact on desired health outcomes and healthcare performance for patients, communities, and healthcare organizations when given case studies
  - 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.
  - 1.5. Recognize quality leadership skills
  - 1.6. Delineate desired health outcomes
  - 1.7. List components of desired healthcare performance
  
2. Assess the relevance of leadership skills desired in the health professions by correlating the quality of leadership displayed to the potential for successful job performance and career growth across professional roles in the healthcare industry given realistic scenarios of practice
  - 2.1. Predict how relative strength (or weakness) in a core leadership skill might impact the ability to successfully carry out a core function of a given professional role in the healthcare industry in various scenarios
  - 2.2. Align core leadership skill characteristics and priorities to core functions of various professional roles in the healthcare industry
  - 2.3. Explain how specific leadership skills and characteristics align to core leadership priorities for various professional roles in the healthcare industry
  - 2.4. Diagram the relationships among professional roles in the healthcare industry by classifying the core functions of various professional roles

- 2.5. List leadership skills required for successful job performance in various roles in the healthcare industry
  - 2.6. Define various professional roles in the healthcare industry so that their primary functions are addressed.
3. Analyze general and specific leadership theories and models by comparing and contrasting their relative applicability and efficacy in varied healthcare environments given healthcare industry leadership situations
    - 3.1. Predict how the various aspects of a given leadership style might impact the ability to successfully obtain desired outcomes in varied healthcare environments given various scenarios
    - 3.2. Apply leadership theory and models to various scenarios by generalizing how major leadership styles and core leadership skills impact the realization of desired outcomes
    - 3.3. Discuss the development of leadership theories and models in relation to core leadership skills and major leadership styles
    - 3.4. Describe the relationship between core leadership skills and major leadership styles
    - 3.5. State the major leadership styles so that their key characteristics are addressed.
    - 3.6. Define 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.

### **Instructional Methods**

HSC 4184 is a blended learning class combining synchronous lecture and lab components, and asynchronous component.

#### Online Synchronous Sessions:

Our class sessions may be audio/visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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 (via zoom) 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.

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

## DESCRIPTION OF COURSE CONTENT

### Course Schedule HSC 4184\*

Week Starting	Topics		Homework/Assignments
9/1	Lecture	Chapter 1 - Leadership Thought	Kognito Training (see end of syllabus)
	Online	<a href="https://youtu.be/pxBQLFLei70">https://youtu.be/pxBQLFLei70</a> - McCraven Speech  <a href="https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609">https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609</a>	
	Lab	<b>Discuss</b> Exercise Q1 and Q5. Don't need to write down answers.	
	Course Objectives Covered	<b>1, 1.1, 2.3</b>	
9/8	Lecture	Chapter 2 - Determining Your Own Leadership Style	Learning Questionnaire: <a href="http://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf">http://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf</a> Personality Questionnaire: <a href="https://www.surveymonkey.com/r/J3M7PVP">https://www.surveymonkey.com/r/J3M7PVP</a> Leadership Self-Assessment: <a href="https://cf.ltkcdn.net/business/files/3084-leadership-self-assessment.pdf">https://cf.ltkcdn.net/business/files/3084-leadership-self-assessment.pdf</a>
	Online	<a href="https://www.classy.org/blog/quiz-what-kind-leader-are-you/">https://www.classy.org/blog/quiz-what-kind-leader-are-you/</a>	
	Lab	Discuss, compare, and contrast results from the four assessments among students. Submit assessment results as a part of the lab grade.	
	Course Objectives Covered	<b>1.5, 2.1, 2.3</b>	
9/15	Lecture	Chapter 3 - Today's Health Leadership Challenges	Summarize the key lessons/takeaways from the readings as preparation for lab assignment. This will need to be turned in as a part of the lab grade.
	Online	Readings: Improving Health Care Leadership in the Covid-19 Era <a href="https://catalyst.nejm.org/doi/full/10.1056/CAT.20.0225">https://catalyst.nejm.org/doi/full/10.1056/CAT.20.0225</a> The Unique Challenges – and Opportunities – Facing Leaders of Academic Health Centers During COVID-19 <a href="https://www.hsph.harvard.edu/ecpe/challenges-opportunities-facing-leaders-academic-health-centers-during-covid-19/">https://www.hsph.harvard.edu/ecpe/challenges-opportunities-facing-leaders-academic-health-centers-during-covid-19/</a>	
	Lab	Based on chapter materials and readings, discuss what leadership challenges will be posed by COVID-19 in terms of 1) health care delivery, 2) funding costs, 3) public health, and 4) sociodemographic health disparities.	
	Course Objectives Covered	<b>1.4, 1.6, 1.7</b>	

9/22	Lecture	Chapter 5 - Leadership Competence I: Professional Competencies, and Personal Skills and Responsibilities	Write up to a one-page response to discussion question 6 on page 131. This will be turned in for lab grade.
	Online	Continue Ch. 5 slides not covered in lecture	
	Lab	Combine what you feel are the best parts of the models and theories on influence, power, and motivation to develop your own leadership model. Turn in for lab grade.	
	Course Objectives Covered	<b>1.3, 1.5 2, 2.1, 2.6, 3.2, 3.6 (for both Chap 5 &amp; 6)</b>	
9/29	Lecture	Chapter 6 - Leadership Competence II: Application of Skills, Tools, and Abilities	<b>No homework this week; prepare for exam</b>
	Online	Watch the following videos on leadership in health care: <a href="https://youtu.be/wlfCj-ILqHg">https://youtu.be/wlfCj-ILqHg</a> <a href="https://www.youtube.com/watch?v=NdpuB63TaW0">https://www.youtube.com/watch?v=NdpuB63TaW0</a> <a href="https://www.youtube.com/watch?v=ZfBBaUEnHgs">https://www.youtube.com/watch?v=ZfBBaUEnHgs</a> <a href="https://www.youtube.com/watch?v=6TVmxiyTBjg">https://www.youtube.com/watch?v=6TVmxiyTBjg</a> <a href="https://www.youtube.com/watch?v=Yz73vBtSFS">https://www.youtube.com/watch?v=Yz73vBtSFS</a> <a href="https://www.youtube.com/watch?v=Yz73vBtSFS">c</a>	
	Lab	<b>Exam 1</b>	
	Course Objectives Covered	Ones covered in this section of the course	
10/6	Lecture	Chapter 7- Leadership Assessment and Research: Individual, Team, and Organization	<a href="https://www.business2community.com/leadership/crawl-walk-run-steps-turning-employees-thought-leaders-0794155">https://www.business2community.com/leadership/crawl-walk-run-steps-turning-employees-thought-leaders-0794155</a>  <a href="https://hbr.org/2010/01/how-leaders-should-think-criti">https://hbr.org/2010/01/how-leaders-should-think-criti</a>  Write a 1 page reaction paper on each article
	Online	Flaws in the Crawl Walk Run Methodology: <a href="https://www.innovationexcellence.com/blog/2015/10/04/the-flawed-crawl-walk-run-methodology/">https://www.innovationexcellence.com/blog/2015/10/04/the-flawed-crawl-walk-run-methodology/</a>  The Crawl, Walk, Run Progression for the Integration and Conduct of Efforts to Inform, Influence, and Persuade By Christopher Paul, Ph.D., RAND Corporation. <a href="https://www.rand.org/content/dam/rand/pubs/external_publications/EP60000/EP66250/RAND_EP66250.pdf">https://www.rand.org/content/dam/rand/pubs/external_publications/EP60000/EP66250/RAND_EP66250.pdf</a>	
	Lab	Using the homework assignment, how can PHHP use this information to facilitate student development?	
	Course Objectives Covered	<b>1.2, 2.4</b>	
10/13	Lecture	Chapter 8 - Leadership Models in Practice	Case D4
	Online	<a href="https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/education/curriculum-tools/teamsteps/instructor/fundamentals/module4/ebleadership.pdf">https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/education/curriculum-tools/teamsteps/instructor/fundamentals/module4/ebleadership.pdf</a>  <a href="https://www.ted.com/talks/eric_dishman_health_care_should_be_a_team_sport">https://www.ted.com/talks/eric_dishman_health_care_should_be_a_team_sport</a>	
	Lab	Discuss Case D4 and using Fig 8.3 design a “model” of interprofessional collaboration to be used in PHHP classes.	
	Course Objectives Covered	<b>3.3, 3.4</b>	
10/20	Lecture	Chapter 9 - Leadership and the Complex Health Organization: Strategically Managing the Organizational Environment Before It Manages	How has the COVID-19 pandemic impacted your career choices? Write a one

		You	page reaction paper
	Online	Jay Wilkinson - Company Culture <a href="https://www.youtube.com/watch?v=WDFqEGi4QJ4">https://www.youtube.com/watch?v=WDFqEGi4QJ4</a>  <a href="https://youtu.be/N9d0NgSztWA">https://youtu.be/N9d0NgSztWA</a>	
	Lab	<a href="https://healthmanagement.org/c/healthmanagement/issuearticle/the-impact-of-the-covid-19-pandemic-on-the-future-of-healthcare-leadership">https://healthmanagement.org/c/healthmanagement/issuearticle/the-impact-of-the-covid-19-pandemic-on-the-future-of-healthcare-leadership</a> Using this article as a guide how should higher education change as a result of COVID-19	
	Course Objectives Covered		
10/27	Lecture	Chapter 10 - Ethics in Health Leadership	<a href="https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment">https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment</a>
	Online	<a href="https://youtu.be/TXh1r0vOX0I">https://youtu.be/TXh1r0vOX0I</a>  <a href="https://www.scu.edu/ethics/leadership-ethics-blog/practice-of-ethical-leadership/">https://www.scu.edu/ethics/leadership-ethics-blog/practice-of-ethical-leadership/</a>	
	Lab	Request to Withhold Diagnosis in Medical Record for Fear of Stigma (need pdf)  Here is the link <a href="https://www.scu.edu/ethics/focus-areas/bioethics/resources/request-to-withhold-diagnosis-in-medical-record-for-fear-of-stigma/">https://www.scu.edu/ethics/focus-areas/bioethics/resources/request-to-withhold-diagnosis-in-medical-record-for-fear-of-stigma/</a>	
	Course Objectives Covered	<b>3, 3.1</b>	
11/3	Lecture	Chapter 11 - Measuring the Outcomes of Leadership Initiatives	#5 Pg. 303  How do you measure outcome in a team environment?
	Online	<a href="https://www.scu.edu/ethics/leadership-ethics-blog/how-to-create-inclusive-workplaces/">https://www.scu.edu/ethics/leadership-ethics-blog/how-to-create-inclusive-workplaces/</a>  <a href="https://www.health.harvard.edu/blog/racism-discrimination-health-care-providers-patients-2017011611015">https://www.health.harvard.edu/blog/racism-discrimination-health-care-providers-patients-2017011611015</a>	
	Lab	What are lessons from the online portion of this week? Have a discussion on how this information can influence your career?	
	Course Objectives Covered	<b>1.6, 1.7, 3.1</b>	
11/10	Lecture	Chapter 13 - Complexity, Speed, and Change: Leadership Challenges for the Next Decade starting on pg. 333, Leveraging Technology	<b>No homework this week; prepare for exam 2</b>
	Online	<a href="https://www.ted.com/talks/jeanne_pinder_what_if_all_us_health_care_costs_were_transparent">https://www.ted.com/talks/jeanne_pinder_what_if_all_us_health_care_costs_were_transparent</a>	
	Lab	<b>Exam 2</b>	
	Course Objectives Covered	Ones covered in this section of the course	
11/17	Lecture	Chapter 14 - Leadership: A Critical Factor for the Future Success of the Industry	<a href="https://appen.com/blog/future-artificial-intelligence-healthcare/">https://appen.com/blog/future-artificial-intelligence-healthcare/</a>  How do you think AI will impact your career?
	Online	<a href="https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your_own_home">https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your_own_home</a>	
	Lab	<a href="https://www.healthcareittoday.com/2019/01/02/the-future-of-artificial-intelligence-in-healthcare/">https://www.healthcareittoday.com/2019/01/02/the-future-of-artificial-intelligence-in-healthcare/</a>	
		<b>2.2, 2.5</b>	
11/24	Lecture	Chapter 15 - Leading Nonperforming Employees: Leadership Responsibility	Read article: <a href="https://brocku.ca/vp-academic/wp-">https://brocku.ca/vp-academic/wp-</a>
	Online	<a href="https://virtualspeech.com/blog/crucial-">https://virtualspeech.com/blog/crucial-</a>	

		<a href="#">conversations</a>	content/uploads/sites/65/Crucial-Conversations-Resources.pdf
	Lab	<b>Happy Thanksgiving!</b>	
	Course Objectives Covered	<b>3, 3.5, 2.5</b>	
12/1	Lecture	Chapter 16 - The Health Leader, Information, Decisions, and Creating a Knowledge Culture: The 4 Ps of Health Analytics Adoption & Chapter 17 - Responsibilities of Mentorship and Succession Planning	** Prepare for exam 3
	Online	<a href="https://www.healthcatalyst.com/videos/future-of-healthcare-video/">https://www.healthcatalyst.com/videos/future-of-healthcare-video/</a>	
	Lab	Pg. 433, Discuss the steps involved in establishing a mentoring program in an organization and then design a mentoring program for PPHP students	
	Course Objectives Covered	<b>3.5, 1.5</b>	
12/8	Lecture	<b>Exam 3</b>	Work on team project
	Online	Work on team project	
	Lab	Work on team project	
	Course Objectives Covered	Ones covered in this section of the course	
12/12-18	Leadership Team Presentations		

\* 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, 3<sup>rd</sup> 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](mailto: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	20%
Exam 2	20%
Exam 3	20%

Homework and Lab Assignments	20%
Team Presentation	20%

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

**Example:**

<b>Points earned</b>	<b>93-100</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>67-69</b>	<b>63-66</b>	<b>60-62</b>	<b>Below 60</b>
<b>Letter Grade</b>	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 at least a 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.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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>

**Laptops/Tablets/Cell phones:** Students may be asked to bring a laptop, tablet or cell phone capable of accessing Canvas to lab. Students are expected to conduct themselves maturely and professionally and NOT use their devices for reasons unrelated to the course. Students violating this policy may be asked to leave the lecture/lab and will not receive credit for the day. Cell phones MUST be silenced during lectures and labs.

**Exam Policy**

There are three unit exams. The first two exams will be taken during lab hour and the third exam will be taken during the lecture hour.

**Policy Related to Make up Exams or Other Work**

All make up exams due to extenuating circumstances, such as illness, are at the discretion of the professor and documentation may be required.

**Team Presentations**

You will be randomly assigned to groups of four students. As a group, you will determine your presentation topic and assign duties to each team member. It is a good idea to document the responsibilities given to each team member. You will be asked to grade how well team members performed their duties. While the professors and TAs will determine the grade received for the team presentation, the grades you provide will be taken into consideration when determining the overall grade.

**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.phphp.ufl.edu/services/resourceguide/getstarted.htm>

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## 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](http://www.multicultural.ufl.edu)

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**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](http://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