

University of Florida
College of Public Health & Health Professions Syllabus
Healthcare Leadership: Skills and Styles (HSC 4184)
Fall 2021

Delivery Format: In-Person (Lecture and Lab) & Asynchronous Online
 Canvas via E-Learning

Instructor Name: Keith Benson, PhD, MHA, MBA; keithbenson@php.ufl.edu
 Yulia A. Levites Strekalova, PhD, MBA; yulias@ufl.edu
 Brian Tisher, MBA, MHS; btisher@ufl.edu

Room Number: Dr. Benson (HPNP 3106); Dr. Levites Strekalova, (HPNP 3104/3121); Prof. Tisher (TBD)

Phone Number: Dr. Benson (273-6069)

Office Hours: Dr. Benson – Tuesday 1:55-2:45 pm or by appointment
 Dr. Levites Strekalova – Tuesday 1:55-2:45 pm or by appointment
 Prof. Tisher – Tuesday 1:55-2:45 pm or by appointment

Class Times:

Lecture: Tuesday 5th, 6th periods – Dr. Benson (COM C1-111 / COM C1-107)
 Tuesday 4th, 5th periods – Dr. Levites Strekalova (COM C1-107 / C1-111)
 Tuesday 6th period – Prof. Tisher (COM C1-111)

Labs: Wednesday 4th, 5th, 6th, 7th, 8th periods
 Thursday 4th, 5th, 7th, and 8th periods

Check UF schedule of courses for lab room assignment

Teaching Assistants: Chris “Jacq” Hundley, Leila Jaber, Diana “Dee” Kornetti, Andrea Rangel

Preferred Course Communications: email or Canvas

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 in-person lecture and lab components, and an asynchronous component.

Lectures and labs will be held in person. A part of the class involves asynchronous learning activities.

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
8/24	Lecture	Chapter 1: The Nature of Effective Public Health Leadership	Kognito Training (see end of syllabus). **
	Online	Watch: https://youtu.be/pxBQLFLei70 - McCraven Speech Read: https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609	
	Lab	Discuss Welcome Case Study on Dr. Koop Come to lab to discuss the discussion and application questions.	
	Course Objectives Covered	1, 1.1, 2.3	
8/31	Lecture	Chapter 2: Professionalism for the Effective Public Health Leader	Examine the professionalism competency and relate personal examples to as many components as you can. Be ready for the lab discussion.
	Online	https://www.aspph.org/teach-research/models/mph-competency-model/ Review the professionalism competency	
	Lab	Discuss, compare, and contrast the components of the ASPPH Professionalism Competency. Do Chapter 2 from the Leadership Application Case Discussion questions 5 & 6.	
	Course Objectives Covered	1.5, 2.1, 2.3	
9/7	Lecture	Chapter 11: Team Leadership for Public Health	Prepare for the team project discussion.
	Online	TED Talk by Amy Edmondson: How to turn a group of strangers into a team https://youtu.be/3boKz0Exros	
	Lab	Discuss Team Project – work on team contract Identify assets, resources, and skills for the team project. Turn in team contract, team assets, and team project outline for grading.	
	Course Objectives Covered	2.3, 3.1, 3.6	
9/14	Lecture	Chapter 3: Traits, Skills, and Styles of Leadership	Take the free MBTI https://www.16personalities.com/ Analyze your results and provide a brief write-up. https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm
	Online	Read: Improving Health Care Leadership in the Covid-19 Era https://catalyst.nejm.org/doi/full/10.1056/CAT.20.0225 The Unique Challenges – and Opportunities – Facing Leaders of Academic Health Centers During COVID-19 https://www.hsph.harvard.edu/ecpe/challenges-opportunities-facing-leaders-academic-health-centers-during-covid-19/ This Email from Mark Zuckerberg to Dr. Fauci Is a Master Class in Effective Persuasion https://www.inc.com/jessica-stillman/mark-zuckerberg-anthony-fauci-email.html	
	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) public health, and 3) sociodemographic health disparities. Discussion questions 3,5, & 6	

	Course Objectives Covered	1.4, 1.6, 1.7	
9/21	Lecture	Chapter 4: The Contingency Model and Situational Leadership	Be ready to discuss question 10.
	Online	Read Contingency Management of Health Care Organizations: It Depends by Olden https://www.indeed.com/career-advice/career-development/contingency-theory-of-leadership	
	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 the discussion of your leadership model for lab grade.	
	Course Objectives Covered	1.3, 1.5 2, 2.1, 2.6, 3.2, 3.6	
9/28	Lecture	Chapter 5: Path-Goal Theory	No homework this week; prepare for exam
	Online	Review Study Guide	
	Lab	Exam 1 (Chapter 1, 2, 3, 4, 11)	
	Course Objectives Covered	Ones covered in this section of the course	
10/5	Lecture	Chapter 6: The Leader-Member Exchange Theory	Read: https://hbr.org/2010/01/how-leaders-should-think-criti Write a one-page reaction paper on the article
	Online	<i>The #1 Leadership Competency</i> by Steven Covey https://youtu.be/wlfCj-ILqHg	
	Lab	Using the homework assignment, how can PHHP use LMX to help students' mental health?	
	Course Objectives Covered	1.2, 2.4	
10/12	Lecture	Chapter 7: Transformational Leadership	Write a one-page paper relating the two videos to your future career.
	Online	Watch: https://www.ted.com/talks/edward_crawford_transformational_leadership_courageous_service https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe	
	Lab	Discuss <i>The Smoking Ban in Lexington Kentucky</i>	
	Course Objectives Covered	3.3, 3.4	
10/19	Lecture	Chapter 8: The Ethical Basis of Public Health Leadership	Review: https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment Analyze and write up results.
	Online	Watch: https://youtu.be/TXh1r0vOX0I	
	Lab	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/	
	Course Objectives Covered	3.5, 1.5	
10/26	Lecture	Chapter 9: The Cultural Basis of Public Health Leadership	From the videos discussed in lab which two are most important to your future career – why? Write a one-page discussion paper.
	Online	Read: Dauvrin, Marie; Lorant, Vincent Leadership and Cultural Competence of Healthcare Professionals, Nursing Research: May/June 2015 - Volume 64 - Issue 3 - p 200-210	

		https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4418777 https://mydiversepatients.com	
	Lab	Discuss the Building Trust, Promoting Birth Equity, Reducing the Healthcare Stereotype Threat, and Improving the Patient Experience videos	
	Course Objectives Covered	3, 3.1	
11/2	Lecture	Chapter 10: Followership	Write up responses to DQ 4 & 5
	Online	Watch: https://youtu.be/JNOUO_zZ_kg https://ed.ted.com/best_of_web/ypFEhSij	
	Lab	Do Chapter 10 from the Leadership Application Case Discussion Questions 7 & 10	
	Course Objectives Covered	1.6, 1.7, 3.1	
11/9	Lecture	Chapter 12: Power and Public Health Leadership	No homework this week; prepare for exam 2
	Online	https://www.ted.com/talks/jeanne_pinder_what_if_all_us_health_care_costs_were_transparent	
	Lab	Exam 2 (Chapter 5,6,7,8,9)	
	Course Objectives Covered	Ones covered in this section of the course	
11/16	Lecture	Chapter 13: Mentoring and Coaching Leaders in Public Health	Read: https://brocku.ca/wp-academic/wp-content/uploads/sites/65/Crucial-Conversations-Resources.pdf Analyze and write up results.
	Online	Read: https://virtualspeech.com/blog/crucial-conversations	
	Lab	Case Study: Zika Outbreak in Miami	
		2.2, 2.5	
11/23	Lecture	Work on team project	Submit team progress report
	Online	Work on team project	
	Lab	Happy Thanksgiving!	
	Course Objectives Covered	3.2	
12/1	Lecture	Emerging Issues in Public Health Leadership	Read: https://appen.com/blog/future-artificial-intelligence-healthcare/ How do you think AI will impact your career? Write a one-page discussion paper.
	Online	Watch: https://www.healthcatalyst.com/learn/videos/professor-michael-porter-value-based-care/ https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your_own_home	
	Lab	Discuss the videos	
	Course Objectives Covered	3.5, 1.5	
12/7	Lecture	Exam 3 (10,12,13, & Emerging Issues)	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 modified as needed.

**** All homework assignments for labs are due by the beginning of the next lab time.**

Course Materials and Technology

Required Text Book (ebook acceptable)

Leadership for Public Health: Theory and Practice James W. Holsinger, Jr., MD Erik L. Carlton, DrPH, FACHE ISBN: 9781567939354, HAP Book 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	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:

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 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.

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>

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

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

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.php.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

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 or <https://counseling.ufl.edu/resources/kognito/>
- 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

Upload your certificate in the assignment folder in Canvas

Recording Class Lectures

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus. In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
 - If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
 - Continue to follow healthy habits, including best practices like frequent hand washing.
 - Avoid crowded places (including gatherings/parties with more than 10 people)
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.