

University of Florida
College of Public Health & Health Professions Syllabus
Healthcare Leadership: Skills and Styles (HSC 4184)
Fall 2022

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 3120); Prof. Tisher (TBD)

Office Hours: Dr. Benson: Tuesday 1:55-2:45 pm or by appointment
 Dr. Levites Strekalova: Tuesday 10:30-11:30 am or by appointment
 Prof. Tisher: Tuesday 1:55-2:45 pm or by appointment

Class Times:

Lecture: Dr. Benson: Tuesday period 4 (L1) & 5 (L2)
 Dr. Levites Strekalova: Tuesday period 5 (L4) & 6 (L5)
 Prof. Tisher: Tuesday period 6 (L3)

Labs: Lab 1 Wednesdays 4th Period (Milletich)
 Lab 2 Wednesdays 5th Period (Jabot)
 Lab 3 Wednesdays 5th Period (Milletich)
 Lab 4 Wednesdays 6th Period (Jabot)
 Lab 5 Wednesdays 6th Period (Milletich)
 Lab 6 Wednesdays 7th Period (Schlitt)
 Lab 7 Wednesdays 7th Period (Osorio)
 Lab 8 Thursdays 4th Period (Schlitt)
 Lab 9 Thursdays 4th Period (Osorio)
 Lab 10 Thursdays 5th Period (Schlitt)
 Lab 11 Thursdays 5th Period (Osorio)
 Lab 12 Thursdays 6th Period (Jabot)
 Lab 13 Thursdays 6th Period (Harvey)
 Lab 14 Thursdays 7th Period (Jabot)
 Lab 15 Thursdays 7th Period (Harvey)

Check UF schedule of courses for lab room assignment

Teaching Assistants: Grace Harvey (ghanvey@ufl.edu; Lab 13 & 15); Brittney Jabot (brittneyjabot@ufl.edu; Lab 2, 4, 12 & 14); Salvatore Milletich (smilletich@ufl.edu; Lab 1, 3 & 5); Sofia Osorio (sosorio0728@ufl.edu; Lab 7, 9 & 11); Chloe Schlitt (schlittc@ufl.edu; Lab 6, 8 & 10)

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/ Class Date	Topics		Homework/Assignments
W1 8/30	Lecture	Course Introduction Leadership in Health Care	<i>Before class:</i> Review syllabus <i>After class:</i> Watch McCraven speech video Complete Kognito Training (see end of syllabus). **
	Online	<i>Watch:</i> Admiral William H. McRaven Commencement Address: https://youtu.be/pxBQLFLei70	
	Lab	TA and student introductions <i>Discussion Questions:</i> Who inspires you as a leader? What question would you ask that person?	
	Course Objectives	1, 1.1, 2.3	
W2 9/6	Lecture	Chapter 1: A Call for New Leadership in Health Care Chapter 2: Developing Healthcare Leaders	<i>Before class:</i> Read Rubino Ch. 1&2 and assigned reading, watch the online talk, and post 2 discussion questions about the <i>Breakthrough Leadership Moments</i> reading
	Online	<i>Watch:</i> The Art of Asking the Right Questions: https://www.youtube.com/watch?v=tYnGiWlwcj4 <i>Read:</i> Asking Better Questions—A Core Leadership Skill by Baker & Gilkey: https://doi.org/10.1097/phh.0000000000001177 <i>Breakthrough Leadership Moments:</i> https://healthcareexecutive.org/archives/november-december-2021/breakthrough-leadership-moments	
	Lab	Case discussion Form student teams and sign up for in-lab team case presentations <i>Discussion Questions:</i> What are the qualities demonstrated by the leaders from the <i>Breakthrough Leadership Moments</i> ? Do all leaders demonstrate leadership behaviors, and is everyone who demonstrates leadership behaviors a leader?	
	Course	Student questions 1.5, 2.1, 2.3	

	Objectives		
W3 9/13	Lecture	Chapter 7: Building a Successful Leadership Team	<i>Before class:</i> Submit a proposed name for the Leadership Interview assignment by 11:59 a.m. (noon) on Sunday, 9/11. Read Rubino Ch. 7 and assigned reading, watch the online talk, and post 2 discussion questions
	Online	<i>Watch:</i> How to Turn a Group of Strangers into a Team by Amy Edmondson: https://youtu.be/3boKz0Exros Read: Katzenbach, J. R., & Smith, D. K. (2005). The Discipline of Teams. <i>Harvard Business Review</i> . [Canvas] <i>Complete:</i> Take a free MBTI test and share results with team members: https://www.16personalities.com/	
	Lab	Team case presentation 1 <i>Discussion Question:</i> Teamwork is important—so, what do I need to do to be a valuable contributor to my team? Student questions <i>Small Group Activity:</i> Review team MBTI profiles. How can your team collectively benefit from each member's profile?	
	Course Objectives	2.3, 3.1, 3.6	
W4 9/20	Lecture	Chapter 4: Creating a Culture of Professionalism	<i>Before class:</i> Read Rubino Ch. 4 and assigned readings, watch the online talk, and post 2 discussion questions
	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 Review: https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment	
	Lab	Team case presentation 2 <i>Discussion Question:</i> I know ethics is important, but do I need to worry about ethical leadership? Student questions	
	Course Objectives	1.4, 1.6, 1.7	
W5 9/27	Lecture	Chapter 5: Human Resource Considerations at the Top	<i>Before class:</i> Read Rubino Ch. 5 and assigned readings, watch the online talk, and post 2 discussion questions
	Online	Read: Olden, P. C. (2016). Contingency management of health care organizations: It depends. <i>The Health Care Manager</i> , 35(1), 28-36. [Canvas] Indeed. (2022). Contingency Theory of Leadership: Definition and Models. https://www.indeed.com/career-advice/career-development/contingency-theory-of-leadership Arruda, W. (2016). 9 Differences Between Being a Leader and a Manager. <i>Forbes</i> . [Canvas]	

	Lab	Review leadership interview assignment guidelines Work on the interview guide <i>Discussion Question:</i> So, I want to be a better leader—how do I develop a philosophy of leadership that informs my leadership journey? Student questions	
	Course Objectives	1.3, 1.5 2, 2.1, 2.6, 3.2, 3.6	
W6 10/4	Lecture	Chapter 6: Strategic Thinking Leaders	<i>Before class:</i> Submit Leadership Interview Guide and confirmation by 11:59 a.m. (noon) on Sunday, 10/2.
	Online	Review Study Guide	
	Lab	Quiz 1 (Chapter 1, 2, 4, 5, 7)	
	Course Objectives	Ones covered in this section of the course	
W7 10/11	Lecture	Chapter 9: Collaborative Leadership Chapter 10: Transformational Leadership	<i>Before class:</i> Read Rubino Ch. 9&10, watch the online talk, and post 2 discussion questions
	Online	<i>The #1 Leadership Competency</i> by Steven Covey: https://youtu.be/wlfCj-ILqHg Transformational Leadership: Courageous Service by Edward Crawford: https://www.ted.com/talks/edward_crawford_transformational_leadership_courageous_service Why good leaders make you feel safe by Simon Sinek: https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe Read: Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning charisma. Transform yourself into the person others want to follow. Harvard business review, 90(6), 127-30. [Canvas]	
	Lab	Team presentation 3 <i>Discussion Question:</i> Everyone talks about change like it is a plague—why is change so difficult? Student questions	
	Course Objectives	1.2, 2.4	
W8 10/18	Lecture	Chapter 11: Person- and Family-Centered Leadership	<i>Before class:</i> Read Rubino Ch. 11 and assigned readings, watch the online talk, and post 2 discussion questions
	Online	Watch: What if our healthcare system kept us healthy? By Rebecca Onie: https://youtu.be/BoRUrWcdkQ4 Read: Catalyst, N. E. J. M. (2017). What is patient-centered care?. NEJM Catalyst, 3(1). [Canvas]	
	Lab	Team presentation 4 <i>Discussion Question:</i> Does leadership work the same everywhere, and Can I transfer my leadership skills across contexts? Student questions	
	Course Objectives	3.3, 3.4	
W9 10/25	Lecture	Chapter 3: The Culturally Competent and Inclusive Leader	<i>Before class:</i> Read Rubino Ch. 3 and assigned readings, watch the online talk, and post 2 discussion questions
	Online	Watch: Becoming a Culturally Competent Nurse: https://www.youtube.com/watch?v=r62Zp99U67Y	

		Read: Moyer, K. How Patients' Culture Influences Health Care. https://rendia.com/resources/insights/culture/	
	Lab	<i>Discussion Question:</i> How can I learn about my own cultural identity and worldviews of other cultures? Student questions	
	Course Objectives Covered	3.5, 1.5	
W10 11/1	Lecture	Chapter 8: Leading Quality Initiatives	<i>Before class:</i> Read Rubino Ch. 8 and assigned readings, watch the online talk, and post 2 discussion questions
	Online	Watch: Quality Improvement in Healthcare by St. Michael's Hospital: https://www.youtube.com/watch?v=jq52ZjMzqyl Read: Change Management: Why It's So Important, and So Challenging, in Health Care Environments. [Canvas]	
	Lab	<i>Discussion Question:</i> I need to get a new change initiated—is there a best or better way to do that? Student questions	
	Course Objectives	3, 3.1	
W11 11/8	Lecture	Chapter 14: Governance in a New Era	<i>Before class:</i> Read Rubino Ch. 15 to prepare for the class Review exam study guide
	Online	Watch: How To Understand U.S. Healthcare? Follow The Money by Dr. Jonathan Burroughs; https://youtu.be/mTXVcwVVjoQ Read: Leading Outside Your Authority. https://www.hsph.harvard.edu/ecpe/leading-outside-your-authority/ Holmes, C. WHO Young Leaders Network: https://www.who.int/teams/primary-health-care/conference/young-leaders-network/blog/young-leaders-blog	
	Lab	Quiz 2 (Chapter 3,6,8,9,10,11)	
	Course Objectives Covered	Ones covered in this section of the course	
W12 11/15	Lecture	Chapter 15: Leadership and Community Outreach	<i>Before class:</i> Submit Leadership Interview report by 11:59 am (noon) on Sunday 11/13. Read Rubino Ch. 15, watch the online talk, and post 2 discussion questions
	Online	Watch: How Followership Leads to Leadership by Clive Barrow: https://youtu.be/JNOUO_zZ_kg Leaders and followers: what tango teaches: https://ed.ted.com/best_of_web/ypFEhSij Sustainable community development: from what's wrong to what's strong by Cormac Russell: https://youtu.be/a5xR4QB1ADw	
	Lab	<i>Discussion Question:</i> What is followership, and how is it possibly related to leadership? Student questions	

	Course Objectives	1.6, 1.7, 3.1	
W13 11/22	Lecture	Chapter 16: Global Healthcare Leadership	<i>Before class:</i> Read Rubino Ch. 16 and assigned readings, watch the online talk, and post 2 discussion questions
	Online	Read: https://virtualspeech.com/blog/crucial-conversations Read: https://brocku.ca/wp-academic/wp-content/uploads/sites/65/Crucial-Conversations-Resources.pdf	
	Lab	Case Study: Zika Outbreak in Miami <i>Discussion Question:</i> Medical tourism—is that a real thing that came from globalized care? Student questions	
		2.2, 2.5	
W14 11/29	Lecture	Work on team project	<i>Before class:</i> Schedule team meeting time and assign responsibilities to complete team project <i>After class:</i> Submit team project by 11:59 am (noon) on Sunday, 12/4
	Online	Work on team project	
	Lab	Happy Thanksgiving!	
	Course Objectives	3.2	
W15 12/6	Lecture	Chapter 17: Future Trends: Implications for Leadership Emerging Issues in Public Health Leadership	<i>Before class:</i> Read Rubino Ch. 17, watch the online talks, and post 2 discussion questions
	Online	<i>Watch:</i> Value-based care by Michael Porter: https://www.healthcatalyst.com/learn/videos/professor-michael-porter-value-based-care/ Why the hospital of the future will be your own home by Niels van Namen: https://www.ted.com/talks/niels_van_namen_why_the_hospital_of_the_future_will_be_your_own_home Is this the future of health? By The Economist: https://www.youtube.com/watch?v=jZg5QhL3Ckc	
	Lab	<i>Discussion Question:</i> Can leadership be learned, and if so, how? Student questions	
	Course Objectives	3.5, 1.5	
W16 12/13 FE	Lecture	Quiz 3 (Chapters 14,15,16,17)	
	Online	none	
	Lab	none	
	Course Objectives	Ones covered in this section of the course	

* 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.

** Discussion question posts are due by 11:59 a.m. on Sundays preceding the class meeting time. Unless otherwise noted, written assignments are due by 11:59 a.m. on Sundays; team lab presentation deadline is an exception to this general rule.

Course Materials and Technology

Required Text Book (ebook acceptable)

New Leadership for Today's Health Care Professionals. Jones & Bartlett Learning. By Rubino, L. G., Esparza, S. J., & Chassiakos, Y. (2018). ISBN: 1284148645

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

Discussion question posts are due by 11:59 a.m. on Sundays preceding the class meeting time. Unless otherwise noted, written assignments are due by 11:59 a.m. on Sundays; team lab presentation deadline is an exception to this general rule.

Team Case Report. Teams of 3-4 students will be randomly created (within each lab) at the end of the first week (after add/drop) to work on a team case. The topic of the case will be introduced and discussed during Week 11, and students will have four weeks to develop questions and propose solutions relevant to the case. The team's task is to make a 10-minute presentation of the case questions and solutions accompanied by a PowerPoint presentation and a 1,000-word report. More information about the required content and grading criteria will be provided at a later time. The presentation and report must be uploaded to Canvas by 11:59 am (noon) on Sunday 12/4.

Team Lab Presentation—Healthcare Leadership Cases (in lab). The same teams as in the assignment above will collaborate on this assignment. Each team is to identify a real-life case involving leadership/managerial decisions in the field of health or healthcare on the topic of the respective week's lecture. The team's task is to make a 15-minute presentation of the case in their assigned lab, create 3 discussion questions and lead a 10-minute discussion with their peers. More information about the required content and grading criteria will be provided at a later time. The presentation and discussion questions must be uploaded to Canvas by noon on Tuesday on the week of the presentation. Only one team member is required to upload the assignment.

Team Peer Evaluation. At the end of the semester, students will be asked to evaluate each of their team members on their availability and willingness to contribute to the team assignments, as well as the quality of those contributions. Individual evaluation scores will be kept confidential and will be viewed only by your instructor and your TA. **STUDENTS WHO DO NOT SUBMIT A PEER EVALUATION WILL RECEIVE 0 POINTS, EVEN IF THEIR TEAMMATES EVALUATE THEM.**

Leadership Interview Guide and Report. Each student will be expected to identify someone who is in a health or healthcare leadership position, gain an appointment with that person, interview the individual, and submit a written report. Examples of acceptable interviewees include: a professor, program director, dean, manager, administrator, clinician in a supervisory role, etc. Students are required to submit the name, professional position and workplace, and justification for your chosen interviewee to your TA for approval by 11:59 a.m. on Sunday, 9/11. Within one week of TA approval, students are required to contact the interviewee in writing, secure his/her interview consent. Students will also develop an interview guide and submit it together with the interview consent via Canvas by 11:59 a.m. (noon) on Sunday 10/2. Further detailed guidelines regarding preparation, the process of conducting the interview, as well as the structure, format and required content of the report will be provided at a later date. The final paper must be submitted via Canvas by 11:59 am (noon) on Sunday 11/13.

Discussion Questions and Participation. Asking questions is a key leadership skill for healthcare professionals. Each student will need to review assigned textbook chapters, supplemental readings, and online content ahead of the lecture class and post 2 discussion questions. A selection of questions will be integrated into lecture and lab meetings. Questions must be submitted via Canvas by 11:59 am (noon) on Sunday ahead of the lecture class. In addition to submitting questions online, students are expected to actively and respectfully participate in class and lab discussions/activities/presentations. Students may be randomly called to participate in discussions. Unexcused absences will count toward participation grade reduction.

Quizzes. Three quizzes will be administered for this course. Quiz content will be derived from lectures, videos, and readings. Further guidelines about the quizzes will be provided at a later date.

Grading

Requirement	Per cent of final grade
Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Team Case Report	15%
Team Lab Presentation	5%
Team Peer Evaluation	5%
Leadership Interview and Report	15%
Discussion Questions and Participation	15%

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

Example:

Per cent earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	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.

Quiz/Exam Policy

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

Policy Related to Make up Quiz/Exams or Other Work

All make up quiz/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 Late Assignments and Work

Unless there is prior written approval by the professor, any late assignments will be reduced by 10 percentage points per day to be assessed after the assignment has been graded.

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.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

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.