University of Florida
College of Public Health & Health Professions Syllabus
Public Health Management & Leadership (PHC 4117)
Spring 2023
Delivery Format: In-Person (Lecture and Class Discussion) & Asynchronous Online
Canvas via E-Learning

Instructor Name: Brian Tisher, MBA/MHS
Class Room Number: Prof. Tisher (COM -004)
Office Number: HPNP 3108
Phone Number; Prof. Tisher (770-367-3658)
Email Address: btisher@ufl.edu
Office Hours: Tuesday 5th period, and Thursdays, 4th period; or By Appointment
Class Times:
Section 16357:
 Lecture: Tuesday, 3rd period
 Class Discussion: Thursday 3rd period

Section 23613:
 Lecture: Tuesday, 4th period
 Class Discussion: Thursday, 5th period

Teaching Assistant: Rachel Liu-Galvin email: rachel.galvin@ufl.edu
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 management and leadership in public health organizations. 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 public health profession by correlating the effect of those leadership practices to their impact on desired health outcomes and successful health services delivery for patients, families, employees, other healthcare organizations, and communities served, when given case studies.
1.1. Assess the various components of the U.S. public health system including government and non-government organizations.
1.2. Describe how effective public leadership correlates to the basic processes and approaches that address the major health-related needs of a population.
1.3. Describe the attributes of successful public health leadership when implementing public health interventions to address the needs and concerns of populations.
1.4. Discuss determinants of public health including the socio-economic, behavioral, biological, and environmental factors and how positive health outcomes are measured.
1.5. Recognize and understand the differences between public health leadership and management.
1.6. Describe the evolution of public health as a profession and the practitioner's responsibilities inherent to the successful practice of public health leadership.
1.7. Predict how effective leadership skills and behaviors positively impact the practice of public health throughout the U.S. public health system.
1.8. Describe the influences of ethical, economical, regulatory, and governmental dimensions on the practice of effective public health leadership.

2.   Assess the relevance of leadership and management skills and behaviors desired in the public health profession by correlating the quality of skills and styles to the potential for successful job performance and career growth across professional roles in the U.S. public health system given realistic scenarios of practice.

2.1.   Predict how relative strength (or weakness) in core skills might impact the ability to successfully carry out a core function of a given professional role in the U.S. public health system across various settings.

2.2.   Describe the institutional framework that establishes public health leadership as a profession and define the identified core competencies expected of public health leaders.

2.3.   Explain how specific leadership skills and characteristics align to core leadership competencies defined by leading public health associations for various professional roles in the U.S. public health system.

2.4.   Assess the relevance of team leadership skills in the practice of public health and describe the nature of team building and the stages of team development as related to successful team outcomes.

2.5.   List key leadership and management skills required for successful job performance in various roles in the U.S. public health system and be able to delineate the specific organizational focus of each role.

2.6.   Describe various management functions in the practice of public health including key functions of organizing, staffing, directing, controlling with regard to project implementation.

2.7.   Define and describe the importance the planning, assessment, and evaluation functions to effectively manage project implementations.

3.   Analyze general and specific leadership theories and models by comparing and contrasting their relative applicability and efficacy in varied healthcare environments given the desired outcomes of public health leadership situations

3.1.   Describe the evolution of leadership theory in relation to the practice of effective public health leadership and delineate key attributes of leadership theory most applicable to the practice of public health leadership.

3.2   Apply leadership theory and models to various public health scenarios by generalizing how major leadership styles and core leadership skills impact the realization of desired public health leadership outcomes.

3.3.   Discuss the development of leadership theories and models in relation to effective public health leadership decision-making.

3.4.   Describe the relationship between core leadership skills and major leadership styles related to achieving desired level of engagement by stakeholders for effective public health leadership.

3.5.   State the major leadership styles related to effective public health leadership so 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, motivating and developing others, and the relationship between leader integrity and establishing trust.

Instructional Methods

PHC 4117 is a blended learning class combing synchronous, in-person class lecture and class discussion components, as well as an online, asynchronous component.

Preparation for In-person Sessions:

Lectures and Class Discussions will be held in person. A part of the class involves asynchronous, online learning activities which will be completed PRIOR to class discussion. It is important to be prepared each week for Class Discussion.

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 PHC 4117*

Week Starting	Topics		Homework/Assignments
1/9	Lecture	Class Introduction/Walk through syllabus	Complete Syllabus Quiz
	Online		Kognito Training (see end of syllabus)
	Class Discussion		
1/16	Lecture	Chapter 1 - The Nature of Effective Public Health Leadership	
	Online	https://youtu.be/pxBQLFLei70 - McCraven Speech https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609	
	Class Discussion	**Discuss** Welcome Case Study on Dr. Koop. Come to lab to discuss the discussion and application questions.	
	Course Objectives Covered	**1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.6, 2.7**	
1/23	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.
	Online	https://www.aspph.org/teach-research/models/mph-competency-model/ Review the professionalism competency	
	Class Discussion	Discuss, compare, and contrast the components of the ASPPH Professionalism Competency. Do Chapter 2 from the Leadership Application Case Chapter Discussion questions 5 & 6	
	Course Objectives Covered	**1, 1.2, 1.5, 1.6, 1.7, 2.2, 2.3, 2.5**	
1/30	Lecture	Chapter 11 – Team Leadership for Public Health	**Homework – team contract**
	Online		

	Class Discussion	Discuss Team Project – work on team contract Chapter 11 Case Study: Fighting Infant Mortality in Memphis.	
	Course Objectives Covered	**2.3, 2.4, 3.1, 3.6**	
2/6	Lecture	Chapter 3 – Traits, Skills, and Styles of Leadership	Take the free MBTI https://www.16personalities.com/
	Online	Readings: 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/ Mark Zuckerberg to Dr. Fauci e-Mail: https://www.inc.com/jessica-stillman/mark-zuckerberg-anthony-fauci-email.html	Analyze your results and provide a brief write-up https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm
	Class Discussion	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	**1,6, 1.7, 2.1, 2.3, 3.1, 3.5**	
2/13	Lecture	Chapter 4 – The Contingency Model and Situational Leadership	**No homework this week; prepare for exam**
	Online	Read Contingency Management of Health Care Organizations: It Depends by Olden https://www.indeed.com/career-advice/career-development/contingency-theory-of-leadership	
	Class Discussion	**Exam 1 (Chapter 1,2,11,3)**	
	Course Objectives Covered	**1.3, 1.5 2, 2.1, 2.6, 3.2, 3.3, 3.6**	
2/20	Lecture	Chapter 5 – Path-Goal Theory	https://hbr.org/2010/01/how-leaders-should-think-criti
	Online		
	Class Discussion	**Leadership Application Case – Page 6, Chapter 5 Application "Making A Decision"**	
	Course Objectives Covered	**1.2, 1.3, 2, 2.4, 3, 3.2, 3.3, 3.4, 3.5**	Write a one-page reaction paper on the article
2/27	Lecture	Chapter 6- The Leader-Member Exchange Theory	
	Online	Watch: The #1 Leadership Competency https://youtu.be/wIfCj-ILqHg	
	Class Discussion	Discuss Chapter 6 Leadership Application Case: A Leadership Study. Be prepared to	

		answer discussion questions.	
	Course Objectives Covered	**1.2, 1.3, 2, 2.4, 3, 3.2, 3.3, 3.4, 3.5**	
3/6	Lecture	Chapter 7 – Transformational Leadership	https://healthcareexecutive.org/archives/november-december-2021/breakthrough-leadership-moments
	Online	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	Write a one-page reaction paper identifying key leadership skills/qualities exhibited by these leaders.
	Class Discussion	Discuss Chapter Case "The Smoking Ban in Lexington Kentucky"	
	Course Objectives Covered	**1.2, 1.3, 2, 2.4, 3, 3.2, 3.3, 3.4, 3.5**	
3/13	Lecture	**HAVE A SAFE SPRING BREAK!**	**No homework-SPRING BREAK**
	Online		
	Lab		
	Course Objectives Covered		
3/20	Lecture	Chapter 8 – The Ethical Basis of Public health Leadership	https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment
	Online	https://youtu.be/TXh1r0vOX0I	
	Class Discussion	**Exam 2 (Chapter 4, 5, 6, 7)**	Analyze and provide a brief write up of your results.
	Course Objectives Covered	**1.7, 1.8, 2.2, 2.3, 3.6**	
3/27	Lecture	Chapter 9 – The Cultural Basis of Public Health Leadership	**Take this free Self-Assessment (must download tool).** Franklin Covey Unconscious Bias Self-Assessment
	Online	Watch – Black Voices in Research video https://youtu.be/0Jk_0d4p9Ls	
	Class Discussion	Discuss Black Voices in Research video and discuss/define what diversity and inclusion mean to creating a safe work environment for effective public health leadership	Provide a brief write up of your results.
	Course Objectives Covered	**1.7, 1.8, 2.2, 2.1, 2.2, 2.3, 3.6**	
4/3	Lecture	Chapter 10 – Followship	Read article: https://brocku.ca/vp-academic/wp-content/uploads/sites/65/Crucial-Conversations-Resources.pdf
	Online	Watch: https://youtu.be/JNOUO_zZ_kg https://ed.ted.com/best_of_web/ypFEhSjj	Analyze and provide a brief write up of your results.
	Class Discussion	Do Chapter 10 from the Leadership Application Case, be prepared to review discussion questions	
	Course Objectives Covered	1, 2.1, 2.4, 2.5, 3, 3.1, 3.2, 3.6	
4/10	Lecture	Chapter 12 – Power and Public Health Leadership	
	Online	https://www.ted.com/talks/jeanne_pinder_wha	

		t_if_all_us_health_care_costs_were_transparent	
	Class Discussion	**Chapter 12 Case Study: SARS Outbreak in China**	
	Course Objectives Covered	1, 2.1, 2.4, 2.5, 3, 3.1, 3.2, 3.6	
4/17	Lecture	Chapter 13 – Mentoring and Coaching Leaders in Public Health	**Team Presentation Due 4/20 Individual Leadership Paper Due 4/20.**
	Online	Read: https://virtualspeech.com/blog/crucial-conversations	
	Class Discussion	Exam 3 Study Session – Open review	
	Course Objectives Covered	**2.1, 2.5, 3, 3.1, 3.2, 3.6**	
4/24	Lecture	<mark>**Exam 3 (8, 9, 10, 12, 13)**</mark>	
	Online		
	Class Discussion		

*Please Note: 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.

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. Exams will be delivered via Canvas using Lockdown Browser.

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.

Policy Related to Late Assignments and Work
Unless there is prior written approval by the professor, any late assignments will be reduced by **5 percentage grade points per day** to be assessed after the assignment has been graded.

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.

Individual Leadership Paper
You will be required to submit a 3-4 page term paper describing your vision and philosophy of leadership based on all that you have learned in the course. This paper will allow you to "share your story" regarding your individual approach to leadership.

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

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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

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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

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."