

*Graduate Program
in Health Administration*
Student Handbook
2023 – 2024

Master of Health Administration Program

HPNP Building

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Welcome

Welcome to the dynamic and challenging world of Health Administration.

Health care is a progressive and dynamic field offering a wide variety of career opportunities. Health services organizations are looking for individuals who have the training and qualifications needed to manage the diverse aspects of the health enterprise and to guide its continuing evolution.

The Graduate Program in Health Administration Program at the University of Florida provides a high-quality educational experience that prepares well-qualified and motivated individuals to work in various management positions in healthcare organizations. We have an outstanding faculty, a rigorous and well-designed course of study, friendly and capable staff, a network of successful and talented alumni, and close ties to the field of practice. Moreover, the Graduate Program in Health Administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and the department is a member of the Association of University Programs in Health Administration (AUPHA).

We seek students who are intelligent and hard-working, and who are committed to developing the depth and breadth of managerial skills needed to help organizations respond effectively to the rapid changes and challenges in the health care field.

This Student Handbook has been assembled to assist you as you progress through the program. It includes many of the instructions and forms you will need to successfully complete your degree requirements. Please also review the University of Florida Graduate Catalog and Student Guide for this academic year. This is essentially your contract with the University. And don't forget to use our Website to view new information. You are responsible for completing all academic requirements by the deadline dates and times established by the University. You may obtain the published information regarding these deadlines each semester from the program and/or the UF Graduate School in Grinter Hall.

Our very best wishes as you embark on this new stage of your career. We stand ready to assist you in every way we can. Please do not hesitate to consult with any of us as questions and issues arise.

MHA Program Faculty and Staff

Department Overview

The [Master of Health Administration \(MHA\) Program](#) is offered by the Department of Health Services Research, Management & Policy, which has degree programs at both the master's and doctoral level. In addition to the MHA, the Department offers the [PhD in Health Services Research \(HSR\)](#) a full-time doctoral program that prepares individuals to study the healthcare system as a whole; health services research is a multidisciplinary field of inquiry that examines the organization, delivery, and financing of health services. Finally, the Department offers the public health management and policy concentration within the University of Florida's [Master of Public Health \(MPH\)](#) program.

IMPORTANT DATES

FALL 2023

Wed., Aug. 23	Classes Begin
Mon., Sept. 4	NO CLASS – Labor Day
Fri., Oct. 6	NO CLASS – Homecoming
Fri., Nov. 10	NO CLASS – Veterans Day (observed)
Wed., Nov. 22 – Fri., Nov. 24	NO CLASS – Thanksgiving Break
Wed., Dec. 6	Classes End
Sat., Dec. 9, Mon. Dec. 11 – Fri., Dec. 15	Final Exams

SPRING 2024

Mon., Jan. 8	Classes Begin
Mon., Jan. 15	NO CLASS – MLK Holiday
Sat., Mar. 9 – Fri., Mar. 16	NO CLASS – Spring Break
Wed., Apr. 24	Classes End
Sat., Apr. 27, Mon., Apr. 29 – Fri., May 3	Final Exams
Sat., May 4 – Sun., May 5	Commencement

MHA Program Overview

The Master of Health Administration Program at the University of Florida is a two-year, 57-credit program, which is on-campus and full-time, with approximately 20-25 students in each cohort. All students enter the Program in the fall semester, then take a required sequence of courses in the fall and spring semesters for two years, with a required internship in the summer between the first and second years. The Program was established in 1964, with the first class of students graduating in 1966.

MISSION STATEMENT

The UF MHA program trains early health administration careerists for management and leadership roles through a dynamic curriculum aimed at improving operational effectiveness and health care delivery. Our students are exposed to the full continuum of care through our integrated UF Health system.

VISION STATEMENT

The UF MHA program will be a preeminent educator of innovative leaders who develop creative solutions for complex healthcare delivery systems.

VALUES

We emphasize the development of intellectual resources and skills that can help our graduates address today's complex health problems and pursue fulfilling careers in a variety of health arenas. The Program strives to impart the following values to all our students:

- Professionalism
- Excellence
- Integrity
- Social Responsibility
- Diversity
- Collaboration

UF MHA PROGRAM COMPETENCIES

All students in the MHA Program are expected develop and improve a set of competencies across four domains during the course of their studies. Competencies are the set of essential knowledge, skills, and other attributes that are expected of Program graduates.

Competency Attainment Level Review:

Level 1: Know/Understand

Level 2: Perform/Complete

Level 3: Lead/Teach

Healthcare Environment and Community

- *Perform* needs assessments and environmental analyses in support of program and organizational development. (HEC-1).
- *Analyze and synthesize* government policies, laws, and regulations that affect the health care environment. (HEC-2).

Healthcare Organizations and Performance

- *Propose, develop, and defend* strategic approaches to operational effectiveness based on quantitative and qualitative evaluations. (HOP-1).
- *Understand* diversity, equity and inclusion and the cultural, ethic, and social characteristics that can affect the design and delivery of programs and services. (HOP-2).
- *Incorporate* principles and tools of human resource management, organizational behavior and change management to achieve organizational goals (HOP-3).
- *Understand and articulate* the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy, and systems security for the enterprise. (HOP-4).

Business Analysis and Techniques

- *Describe* project management techniques and systems-thinking to plan and manage initiatives involving significant resources, scope, and impact. (BAT-1).
- *Assess* multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations. (BAT-2).
- *Evaluate* and make recommendations for clinical and organizational performance using statistical and qualitative management techniques and procedures. (BAT-3).
- *Apply* health economics concepts to the analyses of pricing, service demand, and risk (BAT-4).

Leadership and Professionalism

- *Organize* a team with balanced capabilities and effective group processes to create team member accountability for collective results. (LP-1).
- *Apply* effective and appropriate oral and written communications skills. (LP-2).
- *Assess* individual strengths and weaknesses and engage in continual professional development. (LP-3).
- *Model* professional behavior, values and ethics (LP-4)

REQUIREMENTS

All full-time students enter the MHA Program in the fall semester, and then take a required sequence of courses in the fall and spring semesters for two years, with a required internship in the summer between the first and second years. The MHA curriculum has been designed to meet current developments in the field of healthcare management, CAHME accreditation criteria, Council on Education for Public Health accreditation criteria, and the Program, Department, and College mission, goals and objectives.

First Year

First year course work concentrates on developing knowledge, analytical, and problem-solving skills relating to health administration. Each course applies the material to complex healthcare organizations. Instructors use various learning methods to introduce concepts, sharpen skills, and apply principles to the healthcare environment.

Summer Internship

During the summer between the first and second years of the Program, students serve as interns in various healthcare facilities throughout the nation. Internships provide opportunities to apply skills and knowledge learned in the classroom to the practice of healthcare management. These applied experiences strengthen students' competence in the key activities of the field of health administration. Although the structure of the internship will vary depending on the nature and needs of the organization and the skills of the intern, a typical internship will include both observation and participation. Observation would include activities such as attending a variety of meetings, interviewing or shadowing key personnel, and watching interactions between the Preceptor and other staff members. Participation often involves a project being assigned to the intern. Projects allow the intern not only to learn and develop, but also to actively contribute to the organization.

Second Year

Second year coursework is designed to hone students' knowledge and skills. Coursework emphasizes the specific challenges material to the healthcare industry. Included in the second year of study is the Capstone Course which all MHA students must complete and pass to graduate.

Professional Skills

Seminar The Professional Skills Seminar (often called the Friday seminar) is a required course that takes place every semester for both first and second year students. The purpose of this course is to serve as a bridge between MHA graduate coursework and the world of practice, with a focus on developing leadership, career planning, and professional skills.

Fellowship/Employment

In the second year, students are assisted in finding placement in a fellowship or job opportunity. UF's large national and international alumni network is instrumental in generating opportunities in the sector, organization, and location best suited to a student's strengths.

Student Study Area and Mailboxes

MHA student mailboxes are located in the MHA Student Lounge in HPNP 3119. All students have a mailbox and should check it frequently for information. Students should go to the HSRMP main office for the key to the lounge.

Master of Health Administration (MHA)

Curriculum

YEAR 1			
SEMESTER	COURSE NUMBER	TITLE	CREDIT HOURS
Fall	HSA 6114	U.S. Health Care System	3
	HSA 6115	Introduction to Management of Health Services Organizations	3
	HSA 6105	Professional Skills Seminar	1
	HSA6395	Healthcare Data Analytics I	3
	HSC 5536	Medical Terminology – online	3
Spring	HSA 5174	Fundamentals of Health Care Finance	3
	HSA 6126	US Health Insurance System	3
	HSA 6196	Healthcare Data Analytics II	3
	HSA 6436	Health Economics	3
	HSA 6105	Professional Skills Seminar	1
Summer	HSA 6855	Internship in Health Administration	5
YEAR 2			
SEMESTER	COURSE NUMBER	TITLE	CREDIT HOURS
Fall	HSA 6177	Health Care Finance	3
	HSA 6188	Strategic Management in Health Administration	3
	HSA 6198	Information Management in Health Administration	3
	HSA 6427	Legal and Ethical Issues in Health Administration	3
	HSA 6105	Professional Skills Seminar	1
Spring	HSA 6342	Human Resource Management for Health Services Managers	3
	HSA 6385	Performance Management for Health Care Managers	3
	PHC 6937	<i>Introduction to Public Health – online</i>	3
	HSA 6105	Professional Skills Seminar	1
	HSA 6939	Capstone Seminar in Health Administration	3

DEPARTMENT CONTACT LIST

Department of Health Services Research, Management and Policy

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Mailing Address PO Box 100195 | Gainesville, FL 32610-0195

Main Office Phone: 273-6073

Fax: 273-6075

Building: #212

School Code: 001535

FACULTY

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INTERNSHIP IN HEALTH ADMINISTRATION

Purpose and Structure of the Internship

The internship is an integral part of the MHA, in which students have the opportunity to apply concepts and skills learned in the classroom to the practice of healthcare management. After the first two semesters of coursework, students complete an internship during the summer semester, followed by coursework in the final two semesters. Students are expected to work full-time for at least 10 weeks from approximately mid-May to mid-August during the summer semester.

Although the structure of the internship will vary depending on the nature and needs of the organization and the skills of the intern, a typical internship will include both observation and participation. Observation would include activities such as attending a variety of meetings, interviewing or shadowing key personnel, and watching interactions between the Preceptor and other staff members. Participation often involves a project being assigned to the intern. Projects allow the intern not only to learn and develop, but also to actively contribute to the organization.

Students are strongly encouraged to work with their Preceptors to select internship activities that will strengthen competence in appropriate areas. Ongoing assessment information should be utilized by the Preceptor and the student to modify activities during the internship. At the completion of the internship, Preceptors are asked to submit a written assessment of the student's performance on the Evaluation by the Preceptor Form.

The internship has an academic component as well; therefore, students enroll in a five-credit course for the summer semester. The primary requirement of the course is that the student prepares an *MHA Internship Portfolio*. The Portfolio serves as: 1) a guide to self-assessment of achievement of the MHA competencies, and 2) a compendium of documents that demonstrate accomplishments during the internship, and 3) an opportunity for professional development.

Key elements include:

- A Resume
- Internship Plan
- Weekly Journal
- Organizational Assessment
- Project Summaries
- Internship Summary

College Overview

MISSION STATEMENT

The mission of the College of Public Health and Health Professions is:

- To shape tomorrow's public health and health professionals through dynamic and responsive educational programs, transformational research, groundbreaking discoveries, and equitable health-related service. Our collaborations within the College and beyond advance the breadth of knowledge, the quality of science, and the attainment of professional distinction.

Consistent with its mission, the College has three primary goals:

- Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals.
- Address priority health needs by conducting high quality research and disseminating the results.
- Lead and actively participate in serving our university, our professions, and individuals and communities.

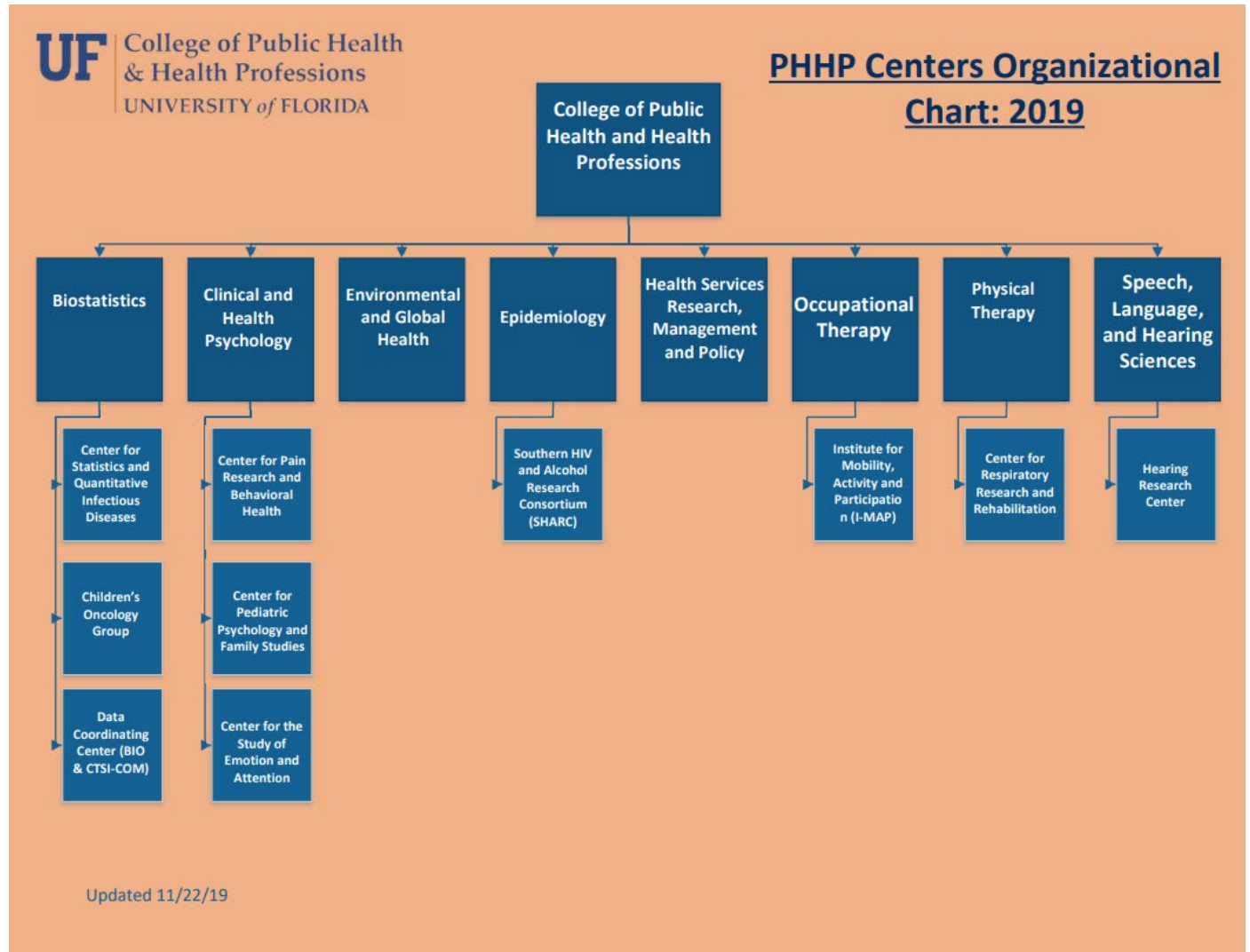
The College of Public Health and Health Professions' core values were developed with input from the college's faculty, students, staff and other constituents. These values guide our education, service and research activities, and we strive to impart them to our students.

- Collaboration
- Diversity & Inclusion
- Excellence
- Integrity
- Respect
- Social responsibility
- Wellness

ADMINISTRATIVE UNIT	KEY CONTACTS	PHONE NUMBER
Dean's Office — administrative offices for the college; includes advising, academics, budget, research development, and personnel issues; Oversees health science program and Master of Public Health, and public health program.	Dean: Beth Virnig, PhD	273-6214
	Executive Assoc. Dean: Stephanie Hanson, PhD	273-6377
	Assoc. Dean for Educational Affairs George Hack, PhD	273-6377

ORGANIZATIONAL STRUCTURE

The College is comprised of the dean's office, nine departments, and eleven centers. The health science and pre-PH tracks are administered by the dean's office; the pre OT track is administered jointly by the dean's office and the Occupational Therapy Department. The CMS program is jointly administered by the dean's office and the Department of Speech, Language and Hearing Sciences.



ACADEMIC PROGRAMS

The College's commitment to excellence in health education is reflected in the variety of bachelor's, masters and doctoral programs available.

BACHELOR LEVEL PROGRAMS	DEGREE OFFERED
Health Science program, Health Science track	Bachelor of Health Science (BHS)
Health Science program, Pre-OT track	Bachelor of Health Science (BHS)
Health Science program, Pre-Public Health track	Bachelor of Health Science (BHS)
Communication Sciences and Disorders major	Bachelor of Health Science (BHS)
MASTERS LEVEL PROGRAMS	DEGREE OFFERED
Biostatistics	Master of Science (MS)
Communication Sciences and Disorders	Master of Arts Degree (MA)
Environmental Health	Master of Health Science (MPH)
One Health	Master of Public Health (MHS)
Epidemiology	Master of Science (MSE)
Health Administration	Master of Health Administration (MHA)
Occupational Therapy	Master of Occupational Therapy (MOT)
Public Health – concentrations offered in: biostatistics, environmental health, epidemiology, health management and policy, public health practice, and social and behavioral sciences	Master of Public Health (MPH)
DOCTORAL LEVEL PROGRAMS	DEGREE OFFERED
Audiology (distance learning)	Doctor of Audiology (AuD)
Communication Sciences & Disorders Specialties	Doctor of Philosophy (PhD)
Biostatistics	Doctor of Philosophy (PhD)
Psychology (clinical)	Doctor of Philosophy (PhD)
Epidemiology	Doctor of Philosophy (PhD)
Health Services Research	Doctor of Philosophy (PhD)
Physical Therapy	Doctor of Physical Therapy (DPT)
Public Health – concentrations offered in social and behavioral sciences and in environmental and global health	Doctor of Philosophy (PhD)
Rehabilitation Science – concentrations offered in movement science, disability science, and communication, and swallowing science	Doctor of Philosophy (PhD)
CERTIFICATE PROGRAMS	
Public Health (on campus and distance learning)	Public Health
NON-CREDIT PRE-CERTIFICATE PROGRAMS	
Life Care Management Precertification	Behavioral Science and Community Health
Psychometry Precertification	Clinical & Health Psychology

Important Information for Students

1. Students must have a minimum 3.0 cumulative GPA to graduate from the Program.
2. Make sure you are aware of all forms required by the program and the Graduate School during your program, e.g., certification of all degree requirements, and application for degree form. Students are responsible for ensuring all forms are completed and submitted to the appropriate offices by the deadlines indicated.
3. **THE CORRECT TITLE OF THE DEGREE:** Master of Health Administration (MHA)
4. **EXIT SURVEY AND INTERVIEW:** The MHA program conducts an exit interview with graduating students. The purpose of the exit interview is to elicit feedback about the MHA program from the student's perspective and to gauge the program's strengths, weaknesses and growth. Each student is also e-mailed an online program evaluation survey to be completed before the group exit interview. While the evaluation survey provides the student with an opportunity to give anonymous feedback, the group exit interview gives the student a forum in which to discuss the program's overall effectiveness and brainstorm suggestions for improvement. This is an important process in the development of the program and student attendance and participation is expected.
5. Review the Graduate Catalog, <http://gradcatalog.ufl.edu/> which includes information on your rights, responsibilities, and procedures you need to follow to ensure all requirements for graduation are completed.
6. Before you graduate you are responsible for checking your file in the Graduate Student Records Office (106 Grinter Hall) to ensure any previous grade changes have been made, incompletes are resolved, and your supervisory committee form is correct.
7. Information for currently enrolled students, including academic calendars and deadlines, is available online at the Graduate School Website: <http://graduateschool.ufl.edu/>.

VERY IMPORTANT:

Ignorance of a rule or deadline does not constitute a basis for waiving that rule or deadline. Use your resources to ensure you know what to do to have a successful and smooth academic experience.

Program Policies and General Information

STUDENT HONOR CODE

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students 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.”

- (1) All students are required to abide by the Student Honor Code.
- (2) The conduct set forth hereinafter constitutes a violation of the Student Conduct Code. Those adjudged to have committed such conduct shall be subject to the sanctions provided in Rule 6C1-4.016, F.A.C.

For more information, visit the [Student Conduct Code](#) or [The Orange Book](#)

REQUIREMENTS FOR SATISFACTORY PROGRESS

GRADES

Beginning Summer 2009, the only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ and C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+ and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All lettergraded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average.

For more information, go to [Graduate Catalog < University of Florida \(ufl.edu\)](#)

INCOMPLETE GRADES

Grades of I (incomplete) received during the preceding term should be removed as soon as possible.

Grades of I carry no quality points and become punitive after one term. All grades of I must be removed before a graduate degree can be awarded.

UNSATISFACTORY PROGRESS OR UNSATISFACTORY SCHOLARSHIP

Any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00) in all work attempted. Students need an overall GPA of 3.00, and graduate students also need a 3.00 GPA in their major (and in the minor, if a minor is declared) at graduation. Students with less than a 3.00 GPA may not hold an assistantship or fellowship.

LEAVE OF ABSENCE AND READMISSION

Students who wish to take a leave of absence from their academic program for two or more consecutive terms must obtain prior written approval from their academic units. Students who wish to skip a single term will be scheduled automatically for a registration appointment for one additional term. Graduate students who do not enroll at the University for two consecutive terms, including any summer term, must reapply for admission whether to the same or a different program. Readmission, however, is not guaranteed and is subject to the availability of space at the appropriate level, college or major.

Readmission applications are available from the Office of Admissions, P.O. Box 114000, University of Florida, Gainesville, FL 32611-4000 or online at <https://admissions.ufl.edu/apply/readmission>

GENERAL INFORMATION

GATOR 1 CARD

You must purchase a Gator 1 card, which is your photo identification badge. The badge can be obtained through ID Card Services Health Science Center Branch is located in Room NG-10. For more information, see <http://www.gator1.ufl.edu/idcard/location.asp>. Make sure you take your acceptance letter from the college and your driver's license or other picture identification. You must have your Gator 1 card with you at all times in the Health Science Center/Shands Hospital complex when involved in student activities and when in the library because some library services are limited to Health Science Center personnel and students.

GATORLINK ACCOUNT

Students must have an active Gatorlink e-mail account, which is used for college and course-specific correspondence. You are responsible for the content of all college correspondence sent via e-mail. We will not send e-mail to any other account. Do not forward your mail from an outside account (e.g. AOL, Netscape, etc.) to Gatorlink. Set up your e-mail system so that our correspondence goes directly to the Gatorlink account. <http://www.gatorlink.ufl.edu/>

SOCIAL MEDIA GUIDELINES, POLICIES AND PROCEDURES

Social networks provide fun and exciting ways to connect with others who share common interests. However, for the protection of both individuals and our institutions, we have social media policies and guidelines.

The social media guidelines and policies help ensure that all communications coming from or purporting to come from UF Health represent our commitment to patient-centered care, where the patient is at the heart of everything we do and quality is Job 1. This is why we require that employees contact UF Health Communications about any social media sites, blogs or videos they plan to make that might be construed as representing UF Health in any way.

Even when using social media in a personal capacity, we would like to remind students that reasonable precautions must be taken to indicate that the activity is being conducted as a private person and not as an employee or representative of UF Health.

The guidelines for UF employees and students can be found here:

<https://webservices.ufhealth.org/policies/>

UF Health Communications can offer employees guidance on ways to appropriately and creatively express their pride in working for UF Health. They can be reached at **273-5810**

HIPAA TRAINING

All students in the College of Public Health and Health Professions are required to complete HIPAA online training and to sign a HIPAA Confidentiality Agreement by the mandatory orientation of the student's term of admission. In addition, students must complete HIPAA every year they are in the program. Please keep a copy of your HIPAA compliance documents. Students in noncompliance will have their records flagged immediately. The College will drop all classes of students remaining in noncompliance by the end of the second week of classes. Please note: Even if you have completed HIPAA at another institution such as Shands Hospital, you must repeat the online training and sign another confidentiality agreement. HIPAA Training and Confidentiality Statement can be found at <https://privacy.ufl.edu/uf-health-privacy/confidentiality-statement/>. Please upload the signed confidentiality statement in the assignment folder in Canvas

USEFUL LINKS

Blood Born Pathogen Training	General Training
Letters of Recommendation/FERPA	http://privacy.ufl.edu/privacy/studentfaculty/
Release for Letter of Recommendation	https://hsrmp.php.ufl.edu/files/2020/08/Recommendation-Release-Form.pdf
Disclosure/Release Form	http://hsrmp.php.ufl.edu/files/2011/10/StudentReleaseDraft-2-compl.pdf

E-LEARNING

The University of Florida has utilizes online course management systems called e-Learning (Canvas). These course management systems are Internet-based programs where all your course materials will be housed. The course log on site is <https://elearning.ufl.edu/>. You will need a Gatorlink name and password to log on. Courses do not open until the first day of the semester. For student tutorials & FAQs, visit: <https://elearning.ufl.edu/student-help/student-help-faqs/>

HEALTH ADMINISTRATION STUDENT ASSOCIATION (HASA)

Health Administration Student Association (HASA) is a graduate student organization committed to professional development and networking in the healthcare industry.

<https://hsrmp.phhp.ufl.edu/students/hasa/>

LIBRARY INFORMATION

<http://guides.uflib.ufl.edu/HSR>

RECOMMENDED/HELPFUL INFORMATION

Accounting Review <https://accountingplay.com/accounting-review-about-and-why/>

Health Economics https://scholar.harvard.edu/files/mankiw/files/economics_of_healthcare.pdf or <https://docplayer.net/22041800-The-joy-of-economics.html>

Medical Terminology Review websites www.dmu.edu/medterms/

EXPENSES

In addition to the usual tuition, books, and supplies, you should anticipate the expenses listed below:

- Photo identification badges
- Laboratory fees
- Vaccinations
- Health insurance
- Hand-outs and materials for classes and/or presentations
- Required computer hardware and software
- Meeting attendance

HEALTH REQUIREMENTS

PHHP REQUIRED IMMUNIZATIONS/DOCUMENTATION

- **On or Before Admission** (as specified by UF and academic program policies), students must submit documentation of the following to the *University Student Health Care Center*:
 - Varicella (chickenpox) or medical documentation of a protective antibody titer
 - Negative Tuberculosis Test within the past 12 months
 - UF immunizations, including Measles/Mumps/Rubella; Hepatitis B, Meningococcal Vaccine (for Meningococcal Meningitis)
(Students may sign a waiver for Hepatitis B and Meningococcal unless program requires one or both, as noted below)
- **Annually:**
 - Influenza (flu) vaccination – all students are required to receive a seasonal influenza vaccination at the time the annual flu vaccine becomes available to UF students. Documentation must be provided to your *academic program*. Students should consult their programs for specific timing.
 - Negative Tuberculosis Test for all programs in which students provide clinical service to patients (these programs are identified under additional immunization requirements by academic program below; currently these include OT, PT, Clinical Psychology, and SLH programs) – students should consult their programs for specific timing. Documentation must be submitted to the *University Student Health Care Center*.

BIOTERRORISM

If you find something suspicious during the class day, please notify the dean's office or your instructor. Do not attempt to open or remove the material.

SMOKING AND TOBACCO

Smoking and tobacco use (including e-cigarettes) is prohibited in all facilities and areas of the University of Florida campus with no exception. For more information click on the following link <http://regulations.ufl.edu/wp-content/uploads/2016/02/2022.pdf>.

CELL PHONES

Audio ringers on cell phones must be **DEACTIVATED** before entering the classroom. Cell phone use is not permitted during class time unless stated by the instructor.

RESOURCES FOR INTERNATIONAL STUDENTS

The UF International Center helps non-US students, faculty, scholars and their dependents with immigration, admissions, orientation, academic and personal counseling, emergency assistance, community relations and student activities. It also serves as a liaison with faculty, staff and non-university agencies.

For more information, visit its website by clicking on this link: [UF International Center](#).

UF International Student and Scholar Services (ISSS), part of UF Academic Affairs, helps the campus community with immigration matters and provides services to international students, scholars and their dependents: admission, orientation, academic and personal counseling, emergency assistance, community relations and student activities. It also serves as a liaison with faculty, staff and non-university agencies.

For more information, visit ISSS at The Hub on the UF campus or call (352) 392-1345.

COMPUTER REQUIREMENTS

Notebook Computer Requirement for MHA Students:

- All students must be in compliance with the [University of Florida Computing Requirements](#), effective the date of matriculation.
- All students must have a Gatorlink account.
- All students must have a laptop computer to allow them to complete all coursework and curriculum requirements within their designation program in the College of Public Health and Health Professions.
- Please visit the UF Bookstore for academic pricing on notebook computers, Microsoft products, and other computer software and accessories.

ADDITIONAL INFORMATION

- Students are responsible for knowing how to operate their computer and its software. There are many software guides available to help students become more proficient with their software. The University of Florida has a variety of options available, see <http://www.it.ufl.edu/training/> for more information.

Students must have access to e-mail and a reliable internet connection with the ability to send and receive attachments.

- Individual courses may require additional specialized software. In such a case, the faculty member is responsible for ensuring that the software requirements are clearly delineated on the course syllabus. MHA Program Student Handbook 21 updated 8/21 Students are then responsible for acquiring access to the specialized software necessary to complete specific course requirements.
- Students are responsible for providing faculty with appropriate hard copies of computer-generated materials if required as part of the course assignment. Students are responsible for the cost of printing these materials.
- Students are responsible for any repair necessary to their notebook computers and are expected to complete assignments in a timely manner regardless of the state of repair of their individual notebook computers.
- Students may be responsible for computer upgrades over the course of their curriculum completion.
- As is the case for non-computer-based assignments, all work completed on the computer must be the student's original work. Students may not receive assistance in completing computer-based assignments unless specifically allowed as part of that assignment. Copying material from others, such as scanning in others' work, copying others' files or disks, and /or downloading materials from other sources, and claiming it as the student's own work is strictly prohibited.

CAMPUS FACILITIES

HPNP COMPLEX

Most of your classes and the administrative areas for your programs are located in the HPNP Complex. This is a state-of-the-art, wireless facility shared by the colleges of Public Health and Health Professions, Nursing, and Pharmacy. The building is located at 1225 Center Drive Gainesville, FL 32610. The HPNP Complex has four floors, with the ground floor and a section of the first floor representing common space. The upper floors house college-specific personnel with Public Health and Health Professions occupying the east wing, Nursing the middle section and Pharmacy the west wing.

Class Locations: All of your classes will be located in the HPNP Complex or Communicore Building. In order to assist you in finding your classes, the layout is as follows:

- All classrooms assigned on the ground floor begin with the letter G. All classrooms on the first floor begin their numbering with a 1.
- The numbering continues from east to west with all rooms on the east side of the building (the Public Health and Health Professions side) beginning with a 1, the central part (Nursing) beginning with a 2, and the west side (the Pharmacy side), beginning with a 3. For example, if your classroom is scheduled to be in G300, your classroom location is on the ground floor on the west side of the building.
- The auditorium (1404) is located in the far west part of the building and has a reception area with tables below it on the ground floor allowing you to study and eat. There are vending machines and a student bulletin board located in the reception area.

MHA Student Lounge: The MHA Students have access to the Graduate Student Lounge in the Communicore Building.

Student Services Center: The Student Services Center is located in the center section of the ground floor of the Reitz Union Building

Other Services: Vending machines, a bulletin board for posting notices, and the student reception area (west side of building). Additional vending machines are located on the ground floor on the east side of the building (College of Public Health and Health Professions side).

LIBRARY

The Health Science Center Library system is one of the largest health science center libraries in the United States. It is located on the first, second, and third floors of the Communicore Building. You must have your Gator One Card available when in the library because some library services are limited to Health Science Center personnel and students. There also is a computer lab on the second floor for conducting literature searches.

Hours: Monday – Thursday 7:30 am – 11:30 pm
 Friday 7:30 am – 7:00 pm
 Saturday 8:00 am – 5:00 pm
 Sunday 1:00 pm – 11:30 pm

Holiday schedules are posted on the door of the library and published in the independent student newspaper, *The Florida Alligator*. For additional information, check the brochures available at the library.

BOOKSTORES

The bookstore/convenience store for the Health Science Center is located in the Medical Sciences Building near the Post Office on the ground floor. This bookstore carries texts for HSC courses and is open Monday – Friday, 8:00 am - 5:30 pm.

COMPUTER LABS

Academic Technology provides six computer lab areas for the use of all University of Florida students, faculty and staff. In order to use our facilities, you must have a valid GatorLink account. More information about the computer lab hours can be found at <https://labs.at.ufl.edu/about-at-labs/lab-hours/>.

TEACHING CENTER

The Teaching Center provides students with assistance in written communication skills, such as developing and organizing papers, building vocabulary, grammar, and study skills, and GRE preparation. The center is located in S.W. Broward Hall. For more information, call 392-2010.

STUDENT HEALTH CARE CENTER AT SHANDS/UF HEALTH

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, including primary care, women's health care, immunizations, and pharmacy 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 Website at <http://shcc.ufl.edu/>.

COUNSELING CENTER

The University Counseling Center, located in Peabody Hall, offers a wide range of services to assist students with academic, career, or personal questions and concerns. Services include individual and group counseling and therapy, workshops on a variety of topics, such as building math confidence, managing stress, and developing effective study skills, and services related to career development. For more information, contact 392-1575 or check out the Website at <http://www.counseling.ufl.edu/cwc/>.

CAREER RESOURCE CENTER

The Career Connections Center provides career planning and employment assistance to all students and alumni. The center offers a wide range of seminars on topics such as interviewing techniques and resume preparation. In addition, the center contains an extensive library on different career options, data on economic trends, and facilitates recruitment activities for a variety of businesses. The Career Connections Center is located on the first floor of the HPNP Building or in the Reitz Union.

For more information, contact (352) 392-1601 or visit <https://career.ufl.edu/>.

FOOD SERVICE

- The hospital cafeteria and other food vendors are located on the first floor of Shands Hospital.
- The Sun Terrace is located in the courtyard near the entrance to the Health Science Center Library and offers a variety of items, Einstein Bros., Chick-Fil-A, and Starbucks.
- The Reitz Union, located on Museum Road, offers a variety of restaurants, including Pollo Tropical, Subway, Starbucks, and Panda Express among others.

POST OFFICE

A post office is located on the ground floor of the Medical Sciences Building near the bookstore.

Hours are Monday – Friday, 8:00 am – 3:00 pm.

PARKING

Parking facilities are extremely limited. Therefore, you will be required to park in the area assigned to you at the time you register your vehicle on campus. Parking decals are available through UF's Traffic and Parking Division located on the corner of Gale Lemerand Drive (formerly North-South Drive) and Mowry Road. (<https://taps.ufl.edu/>)

GRIEVANCE PROCEDURES

The following is the grievance procedure from the [Graduate School Student Handbook](#).

The University of Florida is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. A formal grievance procedure exists to ensure that each graduate student is given adequate opportunity to bring complaints and problems of an academic nature, exclusive of grades, to the attention of the University administration with the assurance that each will be given fair treatment.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters. The University has various mechanisms available for handling these problems when they arise, and it can sometimes be confusing for the student in knowing where to turn. In general it is desirable to settle grievances in an informal fashion rather than initiating a formal grievance. Communication is the key element. As soon as a grievance issue arises, the student should speak with either the supervisory committee chair or the department graduate coordinator. If neither of these individuals is available, the department chair is the next alternative.

Details about the specific steps of the Grievance Procedure can be found at the following link <http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>.

Students must first attempt to resolve the issue through their academic unit and then college. Only if the issue cannot be resolved may students contact the Ombudsman for an appointment. Documentation must be provided of all formal actions taken to resolve the issue. The Ombuds is located in 31 Tigert Hall, 392-1308.

RESPONSIBLE CONDUCT OF RESEARCH

Integrity in scholarly work has received considerable attention in recent years both in academic circles and in the news. Some notorious cases of fraud have made those in higher education sensitive to this issue. Some of these instances, especially in the sciences, have surfaced when attempts to replicate work failed. In the humanities and social sciences, plagiarism assumes greater prominence. Cheating, the bane of many high school and undergraduate teachers resurfaces at the graduate level, as well. Moreover, in our increasingly complex professional world, graduate students may find themselves embroiled in abuses of confidentiality or conflicts of interest. All five of these problems are of major concern to graduate students, faculty, and other graduate educators.

Although many graduate students will have few problems with the ethical decisions involved in maintaining integrity in their work, others may not see the issues so clearly. Some may even be unaware of the potential for problems with integrity in graduate study. The Graduate School has prepared these guidelines for units to be consistent should fraud, plagiarism, cheating, abuses of confidentiality, or conflicts of interest arise.

FRAUD

Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: (1) fabrication of data or (2) omission or concealment of conflicting data for the purpose of misleading other scholars. An intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree that the deliberate omission of conflicting data is also fraudulent. But a few scholars might argue that one person's conflicting data is another person's irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is careful and close supervision by the faculty advisor and exemplary behavior by other members of the academic community. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways, such as by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student's reading in the field, by regular progress reports to the faculty advisor, and so forth. Faculty should normally expect such communication, and in the absence of faculty initiative, graduate students should initiate dialogues with faculty. Such communication will help the student develop intellectually and will lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly and with a clear regard to the rights of the graduate student such that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any

interested party.

PLAGIARISM

Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another's words, ideas, or creative productions or omission of pertinent material without proper attribution (i.e., without giving due credit to the original source). Flagrant cases of plagiarism may involve extensive borrowing of material from articles, books, or creative productions with perhaps only slight modifications. In such cases, penalties are usually severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, the rescinding of that degree. Less extensive cases of plagiarism may be either intentional or unintentional (e.g., carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people's work, one must cite that work in the text or, more commonly, in footnotes, and use either direct quotations or skillful paraphrasing for all ideas that are not one's own. Since much of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all work in a discipline, it is unnecessary to footnote those facts and ideas, which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a sub-discipline thereof, lets one know when the distinctive words or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subjects of their articles or books serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an acceptable excuse at the undergraduate level. Graduate students who have any confusion about the concept should discuss plagiarism with faculty members. Students should expect faculty members to demand that they know what constitutes plagiarism. There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if it is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally, there is the problem of a graduate student's findings being used by his or her mentor without proper attribution to the student either in the article or book, indeed of not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, with the Graduate School.

In nearly all of these instances of plagiarism, or variations therein, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, University of Florida faculty should handle any suspicion of plagiarism with due regard to the student's rights, and any detection of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

CHEATING

Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, are more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is covered by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student's enrollment.

ABUSES OF CONFIDENTIALITY

Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one's own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of an abuse of confidentiality is when the graduate student gains archival or library materials about living or recently-living subjects and uses them in his or her research without permission from the library or archive or, in some cases, from the individual. Any research on live subjects can present similar dilemmas. Confidentiality is one of the forms of integrity, which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student's mentor and that of the rest of the academic community is the best preventive.

CONFLICT OF INTEREST

Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems that can occur when the research of a graduate student is inadequately acknowledged by faculty, either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules that try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student's degree work.

Similarly, a student should not date an instructor while the student is enrolled in the instructor's course. A student should not ask any instructor to serve as his or her thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or business relationship with that instructor.

If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove him or herself from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as an associate instructor and an undergraduate, constitutes a potential conflict of interest, especially as perceived by

other students and faculty members. Because of perceptions, and also because of the possibilities for exploitation, such relationships should be scrupulously avoided.

Dressing for Success

There is no doubt – to succeed, you must *look like* a professional executive. You want to be taken seriously. You must differentiate yourself from undergraduate interns and other, less professional people. You want to go beyond the requirements to achieve a look that says “professional, together, capable, and ready to get the job done.” Besides, you never know when you will be in a meeting or class with a CEO or other Senior VP. Pay attention to how the executives dress and model them.

One way to think about this is to dress like the person who has the job you want. Some executives describe “business attire” as their “uniform” – just like the ones nurses and other employees must wear. Others have said “if it’s trendy, it’s not professional.”

Building your professional wardrobe may require some time and money. You need to spend the time and money before your internship/job/fellowship begins. Always assume you will dress in conservative, business attire – unless specifically told otherwise.

Remember, you can “be yourself” on the weekends and in your personal life. You can also insert your own “style” within these guidelines. In the field of healthcare management, however, professional attire is not optional.

As a general guideline wear business casual for class unless we have a guest speaker which requires business formal. Business formal for presentations, networking events, tours and department sponsored events (unless stated otherwise). If you have questions or concerns about the dress code, please ask the MHA Program Director.

General Rules to Follow:

- Wear professional and conservative clothing. Your clothes need to be clean and should be pressed or ironed.
- Wear good shoes that are clean and polished.
- Your hair should be neat, out of your face.
- Choose accessories that complement your clothing rather than distract from it.
- Cover visible tattoos to avoid distraction.
- Keep fragrances and jewelry minimal.
- Keep your look simple but classy until you become accustomed to the environment and learn about the organization’s dress code

Clothing:

- Fewer outfits of higher quality are preferred.
- You will need at least one good, conservative business suit.
- Never assume you can dress more casually than everyone else because you are a student.
- Never ask for casual day or a break from the dress code.
- People will take you seriously if you dress professionally. Sometimes you will not open your mouth in a meeting, but everyone will be looking at you (e.g., Board meetings, senior management meetings, etc).

Also:

- Use common sense...

- No chewing gum
- No hangover breath
- No cell phone headset
- No AirPods or headphones

Business Casual	
<u>Do's:</u>	<u>Don'ts</u>
Skirts (approximately knee length)	Shorts, skorts or very short skirts
Slacks, Khakis	Jeans/Denim, Leggings or Yoga Pants
Dresses	Low-cut or strapless, muscle shirts, tops with spaghetti straps or halter tops that expose your back, chest, stomach, navel, underwear (front or back) or that reveals too much cleavage
Blouses, Collared Shirts	sweatshirts, T-Shirts, Swimwear
Blazer, Sports Coat (optional) Tie (optional)	Wrinkled clothing or apparel with holes, rips or tears
Heels/Flats/Dress Shoes	Excessively baggy pants or other clothing items
Sweaters	Hats, caps, sweatbands or bandanas
Dress Socks	Pajamas
Belt	Tennis shoes, Flip flops
Business Professional	
Skirt suits or pant suits, blouse, clean and pressed, hose/tights (optional), matching dress shoes	
Suits, collared shirt and tie, clean and pressed, matching dress shoes, socks, belt	

Religious and Health Accommodations

In the case of a bona fide religious practice or documented health need conflicting with the dress code, reasonable accommodations will be made.

Adapted from UF College of Public Health and Health Professions, UF College of Medicine, VCU MHA Program, and Angelo State Career Development.