

**University of Florida**  
**College of Public Health & Health Professions**  
Syllabus HSA 6105: Professional Skills Seminar  
Semester: Spring 2024  
Delivery Format: HPNP G114  
Friday 11:45 am to 1:15 pm

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Preferred Course  
Communications: Email

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## **PURPOSE AND OUTCOME**

### **Course Overview**

The Professional Skills Seminar is a one-credit S/U course designed to bridge MHA graduate coursework and the world of healthcare management on developing career planning and professional skills. Some time is devoted to interpreting CAHME criteria, MHA program goals, and underpinnings of the curriculum. The value in this course is gained by being fully present in class, engaged, participatory, and inquisitive. In addition to in-class lectures, panel discussions, and participation, there are many other outside seminars, professional meetings, and other opportunities to broaden students' exposure to healthcare administration.

### **Relation to Program Outcomes**

This class in the curriculum allows first and second-year students to interact with industry experts, practitioners, and alums in informal non-academic discussions and small group exercises. Speakers provide diverse career previews and strategies for professional networking and personal presentations directed to the early career MHA student. Assessment tools include attendance, active participation, and the discussion of various reading assignments. Questions of speakers and direct engagement are encouraged. Students are challenged to examine learning activities for relevant competency development.

### **Course Objectives and Goals**

The course objectives are designed to contribute towards mastery of critical competencies for the MHA program. Course assignments, activities, and assessments are linked to the learning objectives and competencies. The table on the following pages shows what the Professional seminar covers over the four semesters.

<b>Course Objective</b>	<b>MHA Competency</b>	<b>Activities</b>	<b>Assessment</b>
Demonstrate critical thinking and comprehension of industry sectors, trends, and issues.	HEC-1 Perform needs assessments and environmental analyses in support of the program and organizational development	Large Group Discussion Q & A  Expert Panels	Journal/Reflective Writing

Examine the complexity of cultural competency and how you might relate to others who are different from you.	HOP-2 – Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services	To Be Announced	Cultural Competency Continuum  LinkedIn Learning
Cultivate professional relationships with guest speakers and alumni for mutual support and career development.	LP-4 – Model professional behavior, values, and ethics	Expert Panels & Discussion  Association Events  Internship, Job & Fellowship Interviews	Pre/Post Skills Testing  Journal/Reflective Writing
Critique the composition and achievements of senior leadership	HOP-1 Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations	Expert Panel & Discussion  Discussions Q &A	Pre/Post Skills Testing  Journal/Reflective Writing
Generate, organize, and compose written critiques of learning activities regarding the MHA competencies.	LP-2 – Apply effective and appropriate oral and written communication skills	Discussion Posts  Essay Questions	Journal/Reflective Writing

<b>Course Objective</b>	<b>MHA Competency</b>	<b>Activities</b>	<b>Assessment</b>
Evaluate constructive feedback and counsel shared among peers, mentors, faculty, and guest speakers.  Engage in appropriate career development activities.	LP-3 – Assess individual strengths and weaknesses and engage in continual professional development	Readings  Small Group / Large Group Discussion	Pre/Post Skills Testing

Compare and contrast management and leadership styles of industry executives from a variety of settings		Executive Panel Large Group Discussion	Pre/Post Skills Testing  Journal/Reflective Writing
Conduct oneself in a manner that cultivates confidence and trust.		Discussion Board Exercise using website resources.  Internship, Job & Fellowship Interviews	Journal/Reflective Writing

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

The topics of each seminar are listed below. Information about guest speakers and topics covered in class will be distributed and posted to Canvas throughout the semester. The course schedule is subject to revision.

HSA6105 Spring 2024 – Program Alums are in bold

Session	Topics	Dress Code
1/12	<b>Brian Tisher</b> , MBA, MHS – UF MHA Executive-in-Residence	Business Casual
1/19	<b>Ayessa Toler</b> , MHA, MBA, FACHE Captain, USN	Business Casual
1/26	Sean DeLancey, MBA, FACHE Systems Director, Brooks Rehabilitation	Business Formal
2/2	MHA Competency & Professional Development	Business Casual
2/9	<b>Kelli Dancer</b> , MHA – Chief of Staff, Sarasota Memorial Hospital	Business Formal
2/16	HCA Site Visit Ocala	Business Formal
2/23	<b>Kathryn Barnhart</b> , MHA Admin Fellow, UF Health Jax	Business Formal
3/1	Tour – Oak Hammock	Business Formal
3/8	Ray Moseley, Ph.D., & <b>Lonn D. McDowell</b> , MHA, FACHE, FACMPE. Ethics and Professionalism	Business Casual
3/15	Spring Break	No Class
3/22	Thomas Harlow, MA Program Director, Rural Health Redesign Center	Business Casual

3/29	Sara Busacca, RN, BSN, MBA, NHA, CIC & A.C. Burke, MA, CIC – LTC and Consulting	Business Formal
4/5	<b>Brian Unell</b> , MHA, MBA Everyday Leadership	Business Formal
4/12	Valerie Powell-Stafford, FACHE CEO, HCA Florida Northside Hospital	Business Formal
4/19	MHA Hooding Ceremony	Business Formal

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## Course Materials and Technology

### Materials

Textbook: Everyday Leadership: You Will Make A Difference, Brian Unell. Clovercroft Publishing, ISBN-13 : 978-1954437371

### Technology

Course materials are housed and available on CANVAS e-learning.

For technical support for this class, please get in touch with the UF Help Desk. At:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Requirement	Due date	% of final grade
<b>Attendance</b>	Throughout semester	80%
<b>Homework</b>	Throughout semester	20%

More details will be forthcoming on Canvas.

Successfully completing the course depends on the following:

1. Attendance at all scheduled seminars; a roll will be taken for each seminar. **Missing more than two seminars will result in an incomplete grade.**
2. Completing all required activities on time. Complete your assessment of each day's presentation, discussion, or development exercises and submit it as instructed. This applies to some, but not all, seminar sessions.

The course grade is Satisfactory/Unsatisfactory. Students must achieve a cumulative 80% or greater in total graded items and have at most **two** unexcused absences to earn a satisfactory grade for HSA 6105.

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. Acceptable reasons for absences from the class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather

conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

For an absence to not be counted as unexcused, a student may be required to provide documentation.

Students must attend class and participate in discussions and in-class learning activities. Personal issues concerning class attendance or fulfillment of course requirements will be handled individually.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Attending all classes and actively participating in class and group discussions are essential to succeed. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

### **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. 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.”**

Your responsibility is 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 further details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Please remember that cheating, lying, misrepresentation, or plagiarism is unacceptable and inexcusable.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Support Services

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. 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 personal and interpersonal issues that may interfere with their academic performance. Suppose you face problems that have the potential to or are already negatively affecting your coursework. In that case, you are encouraged to talk with an instructor and seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers various support services such as psychological assessment, intervention, and math and test anxiety assistance. Visit their website for more information: <http://www.counseling.ufl.edu>. Online and in-person help is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you feel 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 UF Student Health Care Center is available for graduate students. For more information, please see the website 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>

Please come in and talk with us before you reach a crisis. We have helped many students through stressful situations impacting their academic performance. You are not alone, so feel free to ask for assistance.

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### 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 discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”