

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6105: Professional Skills Seminar
Semester: Fall 2014
Delivery Format: On-Campus
G-103 HPNP
Fridays 1:00-3:00pm

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Office Hours: Friday 10:00am-12:00pm and By Appointment
Preferred Course
Communications: Email

Course Overview

The Professional Skills Seminar is one-credit S/U course designed to serve as a bridge between MHA graduate coursework and the world of practice, with a focus 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 in being fully present, engaged, participatory and inquisitive. In addition to in-class lectures, panel discussions, and exercise, there are a number of required outside seminars, professional meetings and novel offerings to broaden students' exposure to the field.

Relationship to Program Outcomes

This is the one class in the curriculum that allows first- and second-year students to interact together with industry experts, practitioners, and alumni in informal non-academic discussion and small group exercises. Speakers provide diverse career previews and strategies for professional networking and personal presentation, directed to the early career MHA student. Assessment tools include individual reaction statements, discussions and posting of developmental exercises assigned throughout the semester. Questions of speakers and direct engagement is encouraged. Students are challenged to examine learning activities for relevant competency development.

Course Objectives and/or Goals

The objectives of the course are designed to contribute towards mastery of key competencies for the MHA program. Course assignments, activities, and assessments are linked to the learning objectives and competencies.

Course Objective	MHA Competency	Activities	Assessment
Identify various career opportunities within the healthcare industry. Demonstrate critical thinking and comprehension of industry sectors, trends & issues.	Analyze, synthesize, and act on key trends and activities, and government policies in the healthcare environment. (HEC-0)	Large Group Discussion Q & A Expert Panels Discussion Posts	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Examine the complexity of cultural competency and how you might relate to others different from you.	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of healthcare programs and services. (HOP-2)	Diversity Day key note address Diversity Day expert panel discussion, Q & A	Cultural Competency Continuum
Cultivate professional relationships with guest speakers and alumni for mutual support and career development.	Establish and engage a network of professional and community relationships. (LP-1)	Expert Panels & Discussion Association Events Internship, Job & Fellowship Interviews	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Critique the composition and achievements of senior leadership	Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2).	C-Suite Tours Executive Panel Discussions Q & A	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing

Course Objective	MHA Competency	Activities	Assessment
Generate, organize and compose written critique of learning activities in terms of the MHA competencies	Apply effective and appropriate oral and written communication vehicles (LP-3).	Discussion Posts Essay Questions	Journal/Reflective Writing
Interpret in-class exercises and discussions to identify individual goals for personal and professional development. Evaluate constructive feedback and counsel shared among peers, mentors, faculty, and guest speakers. Engage in appropriate career development activities.	Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning (LP-4).	Readings Small Group / Large Group Discussion Etiquette Training Seminar	Pre/Post Skills Testing Short Answer Essays
Compare and contrast management and leadership styles of industry executives from a variety of settings	Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals (LP-5)	Executive Panel Large Group Discussion C-Suite Site Visits	Pre/Post Skills Testing Short Answer Essays Journal/Reflective Writing
Conduct oneself in a manner that cultivates confidence and trust.	Model professional values and ethics (LP-6)	Discussion Board Exercise using website resources Internship, Job & Fellowship Interviews	Short Answer Essays Journal/Reflective Writing

COURSE CONTENT

Course Readings and Materials

There is no assigned textbook. Additional resources and readings may be posted in the course website under the Weekly Lessons tool for the week.

Topical Outline/Course Schedule

The Professional Skills seminar is scheduled every Friday. In special cases, the seminar may be held on another day of the week or at a different time, in numerous alternative venues. Students are expected to wear professional attire at all course meetings, unless otherwise noted.

Date	Topic	Dress Code
August 29	Course Introduction; Professionalism in the Classroom Welcome Words of Wisdom, Class of 2015 Introductory Presentations, Class of 2016	Business Casual
September 5	“Strengths-Based Leadership: Introduction and Exercises”. Part 1 Jamie Gresley, Assoc. Dean of Students for Student Life	Business Casual
September 12	“C-Suite Tour” of the Village Senior Living Community Meet at the Tower Club atrium at 1:00pm.	Business Professional
September 19	“MHA Program Aims: Higher Order Learning, Competencies, CAHME” Allyson Hall, Ph.D. , MHA Program Director “HIPAA Orientation and Mobile Device Management Training” Susan A. Blair, UF Chief Privacy Officer,	Business Casual
September 25 8:30a-1:00p UF Brain Institute	HFMA/ACHE Joint Seminar: “ Impact of ICD-10: Implementation Challenges in Hospital and Medical Practices” and “Telemedicine in the Healthcare Delivery System (Policy and Payment)”	Business Professional
September 26	Strength-Based Leadership: Introduction and Exercises. Part 2 Jamie Gresley, Assoc. Dean of Students for Student Life.	Business Casual
October 3	MHA Competency Assessment (Bring Laptops) Internship Presentations (6)	Business Casual
October 10	NAHSE Case Team Dress Rehearsal Eddine Lama, (c/o 2015); Klee Jamadar, (c/o 2016); Meredith Brady (c/o 2016); “Phone Interview Tips” Frank Sortino, (c/o 2015) “Networking Tips & Conference Etiquette” Fleury ‘Yelvington, UF Health Development, Director of Operations,(MBA/MHS c/o 1985) Thomas Crawford, PhD, MBA, FACHE, COO UF Health Prostate Disease Center	Business Casual
October 17	FHA (Orlando) & NAHSE (Case Competition) Annual Meetings. Homecoming Weekend No in Class Meeting	Business Professional

October 23 2-5:00 pm HPNP Auditorium	PHP Diversity Day “Societal Impacts through Research and Diversity: Who We Are and What We Do” Juan E. Gilbert, Ph.D. , Chair, Computer Information Science & Engineering	Business Casual
October 24	Mock Interview Event Brian Orta and Tyler Brown, MHA (c/o 2015) Co-chairs Onsite or Phone scheduled by students. No in Class Meeting	Business Professional
October 31	Internship Presentations (6) “Mock Interview Debriefing: Strategies & Pitfalls” Jennifer Mohr, Workforce Project Coordinator, UF Health Shands Employment	Business Professional
November 7	Internship Presentations (6) Tenet Leadership & Fellows to Visit	Business Professional
November 14	“Comparing/ Contrasting Leadership Competencies in Public, For- Profit, Not-for-Profit, and Government Service” Alan Levine, MBA/MHA (c/o 2001) President and CEO, Mountain States Health Alliance , Johnson City, TN	Business Professional
November 21	“Alumni Careers in Analytics Panel” Richard Jones, MHA (c/o 2012) Corporate Quality Assurance Manager, Life South Community Blood Centers; Robin Main, EMHA (c/o 2006), Perioperative Manager of Business Services, UF Health Shands, OR and Related Services; Nisha Patel, MT , MS,E MHA (c/o 2006), Strategic Sourcing Coordinator; UF Health Shands, Materials Management; Carrie Warring, MBA, MHS (c/o 1991) Quality Manager, Department of Medicine, UF College of Medicine; Liz Horne, MBA, MHS (c/o 1983) i2b2 Ontology Coordinator, UF Health Decision Support	Business Professional

Course Materials and Technology

Course materials are housed and available on CANVAS e-learning
For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>
<http://www.crc.ufl.edu/students/students.html>

ACADEMIC REQUIREMENTS AND GRADING

The course grade is Satisfactory/Unsatisfactory. Students must achieve 80% or greater of possible points to receive a Satisfactory grade for the course.

Successfully completing the course depends on:

1. **Attendance at all scheduled seminars and events.** Be sure to sign the attendance sheet at each class session. Attendance at C-Suite, FHA and other external activities will be captured administratively through registration or other records. 4 attendance points awarded for each seminar or activity.
2. **Completing all required assignments.** Assignments (discussions and surveys/quizzes) are based on the scheduled seminar or event topic. In most cases, you will not be able to participate in the discussion or survey unless you participated in the associated seminar. Points variable.

Assignments

All assignments are detailed in Canvas and should be submitted online through Canvas.

Date	Assignment	Points
August 29	Introductory Power Point Personal Introduction by incoming MHA students	4
September 5	Health Services Goals and Strengths Self-Assessment	4
September 12	Self-assessment of competency development gleaned from site visit	8
October 10	Networking & conference etiquette questions for executive panel.	4
October 17	Prepare and post your personal "elevator speech" or "personal pitch"	4
October 23	Cultural Competency Self-Assessment	4
October 24	Mock Interview Feedback Form prepared by interviewer	8
October 31	Analyze most difficult interview question: Discussion Post and Expert Feedback	4
November 7	Post Internship Presentations (c/o 2015) Discuss 3 internships of interest (c/o 2016)	4
November 14	Leadership and Professionalism competencies extracted from executive guest speaker: Discussion Post	6
November 21	Competency Development in Business Analytics: Panel Discussion Critique	4

Grading

Requirement	Due Date	% of Final Grade
Attendance	Class Date	60%
Discussions	December 5	10%
Seminar Surveys	December 5	10%
Skills Assessments	December 5	10%
Assignments	December 5	10%

Letter Grade	S	U
Grade Points	100% to 80% of total possible points	79.9% or less of total possible points

Greater than 80% of Possible Points = **Satisfactory**

Less than 80% of Possible Points = **Unsatisfactory**

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Seminar Attendance and Assignments

Alternative professional development activities may be substituted for a scheduled seminar session, upon approval of the instructor. Prepare a three-paragraph critique of the professional development activity and post as a pdf on the attendance grid for the date of the missed seminar. Both attendance and discussion/survey points will be awarded.

Paragraph #1: Date and description of event, credentials of speaker, etc.

Paragraph #2: Your critique—useful and relevant take-away that you can incorporate into your career or professional world view

Paragraph #3: Explain how and one specific MHA competency in your tool kit was enhanced or enriched by your participation.

Policy Related to Required Class Attendance

Please note all faculties are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

[http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic regulations/academic regulations 013 .htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic%20regulations/academic%20regulations%20013.htm)

The expectation is that students will attend class and participate in discussions and in-class learning activities. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

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.

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/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>

BUT – 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.
