

**University of Florida**  
**College of Public Health & Health Professions**  
Syllabus HSA 6105: Professional Skills Seminar  
Class 15656 – Class of 2021  
Class 15657 – Class of 2021  
Semester: Fall 2020  
Delivery Format: Synchronous Online  
Friday 1:00-3:00pm

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Preferred Course  
Communications: Email

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## **PURPOSE AND OUTCOME**

### **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 health care management, 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 gained by being fully present in class, engaged, participatory and inquisitive. In addition to in-class lectures, panel discussions, and participation, there are a number of other outside seminars, professional meetings and other opportunities to broaden students' exposure to the field of healthcare administration.

### **Relation 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 attendance, active participation, and the discussion of various reading assignments. Questions of speakers and direct engagement is encouraged. Students are challenged to examine learning activities for relevant competency development.

### **Course Objectives and 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. The table on the following pages shows what is covered in the Professional seminar over the four semesters.

<b>Course Objective</b>	<b>MHA Competency</b>	<b>Activities</b>	<b>Assessment</b>
<p>Identify various career opportunities within the healthcare industry.</p> <p>Demonstrate critical thinking and comprehension of industry sectors, trends &amp; issues.</p>	Analyze, synthesize, and act on key trends and activities, and government policies in the healthcare environment. (HEC-0)	<p>Large Group Discussion Q &amp; A</p> <p>Expert Panels</p> <p>Discussion Posts</p>	<p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>
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)	To Be Announced	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)	<p>Expert Panels &amp; Discussion</p> <p>Association Events</p> <p>Internship, Job &amp; Fellowship Interviews</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>
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).	<p>C-Suite Tours (not allowed in Fall 2020- we do have two virtual tours planned!)</p> <p>Expert Panel &amp; Discussion</p> <p>Discussions Q &amp;A</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>
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).	<p>Discussion Posts</p> <p>Essay Questions</p>	Journal/Reflective Writing

Course Objective	MHA Competency	Activities	Assessment
<p>Interpret in-class exercises and discussions to identify individual goals for personal and professional development.</p> <p>Evaluate constructive feedback and counsel shared among peers, mentors, faculty, and guest speakers.</p> <p>Engage in appropriate career development activities.</p>	<p>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).</p>	<p>Readings</p> <p>Small Group / Large Group Discussion</p> <p>Etiquette Training Seminar</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p>
<p>Compare and contrast management and leadership styles of industry executives from a variety of settings</p>	<p>Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals (LP-5)</p>	<p>Executive Panel</p> <p>Large Group Discussion</p> <p>C-Suite Site Visits</p>	<p>Pre/Post Skills Testing</p> <p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>
<p>Conduct oneself in a manner that cultivates confidence and trust.</p>	<p>Model professional values and ethics (LP-6)</p>	<p>Discussion Board</p> <p>Exercise using website resources</p> <p>Internship, Job &amp; Fellowship Interviews</p>	<p>Short Answer Essays</p> <p>Journal/Reflective Writing</p>

**Blended Learning – for 1<sup>st</sup> year MHA Students. 2<sup>nd</sup> years are virtual in Fall 2020.**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction 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.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

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

Session	Topics	Dress Code
9/4	Welcome, Overview, Discussion of expectations, management development exercises Jose Velez - MRVAMC Mr. Don Henderson, FACHE – Faculty Advisor to ACHE	Business Casual
9/11	Mr. Ed Jimenez, CEO, UF Health Shands Hospital System Meeting will be in HPNP Auditorium – <b>1st years only</b> , 2 <sup>nd</sup> years via zoom.	Business Formal
9/18	Peckham Panel – <b>Several UF MHA Alumni</b>  Ms. Jennifer Buford, Executive Recruiter, Key Talent Acquisition, HCA Human Resources Group,	Business Formal
9/25	MHA Internship Showcase	Business Formal
10/2	MHA Internship Showcase	Business Formal
10/9	Derrick Miles, President & CEO CourMed (all 2 hours)	Business Formal
10/16	Mock Interviews	Business Formal
10/23	Mike Bice – AI & Healthcare (all 2 hours) Meeting will MSB auditorium (next to the Founder's Gallery) – <b>1st years only</b> , 2 <sup>nd</sup> years via zoom.	Business Formal
10/30	1:00 Orlando Health Team – <b>3 UF MHA Alum (2012 &amp; 2015)</b> 2:00 Cali Sanford- The Haven ( <b>2017</b> )	Business Formal
11/6	1:00 Joe Ketterer – Executive Director of Clinics ( <b>2006</b> ) 2:00 Cheryl Marks, VP Ops Charlotte Radiology ( <b>1997</b> )	Business Formal
11/13	1:00 David Cutter, Surgical Care Associates 2:00 Nyasia Jenkins – USN, MSC ( <b>2019</b> )	Business Formal
11/20	MHA Open House- Keynote Speaker, AJ Dunn ( <b>2002</b> )	Business Formal
12/4	1:00 Rand Rasmussen, MHA LNHA ( <b>2018</b> ) 2:00 Susan Johns, JD, MHA ( <b>2019</b> )	Business Formal

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## Course Materials and Technology

### Materials

There is not a textbook assigned for the class, however, various reading material will be shared throughout the course via e-mail and the Canvas site for discussion in class.

### Technology

Course materials are housed and available on CANVAS e-learning

For technical support for this class, please contact 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	Points or % of final grade (% must sum to 100%)
Reflection papers on speakers	Throughout semester	40%
Attendance		40%
Homework	Throughout semester	20%

More details will be forthcoming on Canvas.

Successfully completing the course depends on:

1. Attendance at all scheduled seminars. I will take roll each class.
2. Completing all required activities on time. Complete your assessment of each day's presentation, discussion, or development exercises and submit as instructed. This applies to some, not all, seminar sessions.

The course grade is Satisfactory/Unsatisfactory. Students must achieve a cumulative 80% or greater in total graded items and not have **more than two** unexcused absences from class to earn a satisfactory grade for HSA 6105.

Having not more than two (2) unexcused seminar class absence and a 80% or greater successful completion of course activities = **Satisfactory**

Having two or more unexcused seminar class absences **or** less than a 80% successful completion of course activities = **Unsatisfactory**

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from 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.

<http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>

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

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 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:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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.

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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. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

### Communication Guidelines

For questions regarding course logistics, assignments, or issues with Canvas or Zoom, please first contact your team members to see if your team can help resolve the issue. If your team cannot resolve the issue, please try to reach the instructor during office hours or during class. If that is not possible or the concern is urgent, please email the instructor with your concern and allow for a two-business day response.

### 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://www.graduateschool.ufl.edu/>

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 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 in a professional and respectful manner 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/>.

### **On Campus Face-to-Face**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

### **Online Synchronous Sessions:**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a

profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.php.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, 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.

### **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](http://www.multicultural.ufl.edu)