

**University of Florida**  
**College of Public Health & Health Professions**  
Syllabus HSA 6105: Professional Skills Seminar  
Semester: Spring 2023  
Delivery Format: HPNP G114  
Friday 1:00-3:00pm

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Office Hours: Thursday 2:00-3:00 pm zoom or by appointment  
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 health care 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 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>
Demonstrate critical thinking and comprehension of industry sectors, trends & 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 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 alums 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 in terms of 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

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## 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. The course schedule is subject to revision.

### HSA6105 Fall 23

Session	Topics	Dress Code
8/25	Young Alumni Panel & Gator Pinning Ceremony	Business Formal
9/1	HCA – Alan Keesee,	Business Formal
9/8	SCA/WellStar	Business Formal
9/15	Kenny Schafer and Joe Heesacker – UF MHA Alums Ballad Health	Business Formal
9/22	<b>“Mock Interview Day”</b>	Business Formal
9/29	Dr. Hunt – Imposter syndrome	Business Casual
10/6	No Class - Homecoming	
10/13	Mr. Ed Jimenez, President and CEO University Hospital - Tentative	Business Formal
10/20	Ray Remmer – Everyday problem-solving and using data	Business Casual
10/27	UF MHA Open House	Business Formal

11/3	Women's Leadership Conference – Joint UF MHA and NF ACHE	Business Formal
11/10	No Class – Veteran's Day	
11/17	Site Visit	Business Formal
11/24	No Class - Thanksgiving	
12/1	LinkedIn Learning and Reflection Piece	Business Casual

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## Course Materials and Technology

### Materials

Textbook: None required

### 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%)
Attendance	Throughout semester	60%
Homework	Throughout semester	40%

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 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 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 absences and a 80% or greater successful completion of course activities = **Satisfactory**

Having three 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/>.

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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.

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### **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)

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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/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

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