

HSC 2000: Introduction to Health Professions (3 credits)

Bachelor of Health Science Program
College of Public Health and Health Professions
University of Florida
Semester: Spring 2020
Delivery Format: On-Campus, Lecture

Course Syllabus

INSTRUCTOR

Thomas R. Kerkhoff, PhD, ABPP/RP
kerkhtr@phhp.ufl.edu

Office hours: 30 minutes **prior to and after** scheduled class in the auditorium
College affiliation: PHHP Dean's Office

TEACHING ASSISTANT

Emma-Louise Austin-Datta
Email: eaustindatta@ufsa.ufl.edu
Office hours: by appointment

CLASS MEETING AND LOCATION

Course location: HPNP G103
Meeting time: Wednesdays, 5:10p - 8:10p

RECOMMENDED READING

Rosenthal, Elizabeth (2017) *An American Illness: How healthcare became big business and how you can take it back*. Penguin Random House LLC, New York, N.Y. ISBN 9780143110859

Course Overview

This introductory course is primarily focused upon first and second year undergraduate students. It is expected that the majority of students in attendance will have interest in pursuing a career in some facet of the health professions or the broader health care system, and will have had a measure of exposure to the health professions via volunteer experience or perhaps a family member. The intention of this course is to introduce students to the multitude of professional roles allied with the US Healthcare system in some manner - by direct provision of services or care, in a consultative role, financial oversight, management and infrastructure support, health-related research, or health policy-making. We encourage students to suspend their biases (pro or con) related to a particular profession and envision alternative career choices. While the overall demands of the course will be different from most of your other courses, like everything else in life, the most successful students will invest initiative and self-study to advance

their education - and, ultimately, their careers. Most of the classroom learning will be delivered in a seminar format, meaning multiple guest lecturers discussing their career choices and life experiences. There will be in-class discussion, along with several self-study and self-reflection opportunities, in the form of weekly e-learning discussion posts of articles among your peers team members, and 3 team-generated written topic brief reports. Finally, you will have the opportunity to present literature and research findings to the class in a formal oral team presentation.

This is a large class, so we will be lucky to recall but a handful of your names. HOW-EVER, in-person and e-communication with your instructor and TA will go a long way to clarify your thinking and in securing your success! We cannot address and/or help with a problem unless we are aware of the situation. Problem-solving can only be accomplished if you communicate BEFORE, not AFTER the fact.

Course Objectives

<u>Objectives</u>	<u>Assessment Method</u>
1. Participants will demonstrate increased understanding of the range of varied health professions in the US healthcare system	Discussion Board Attendance
2. Clarify and discuss macro characteristics of significant components of the US healthcare system	Topic Briefs Team Presentations
3. Acquire knowledge regarding training and practice issues in varied health professions	Attendance
4. Be introduced to professional HCPs working in their respective fields	Attendance
5. Be introduced to a simulation of the interdisciplinary team concept for health care delivery and research	Discussion Board Attendance Team Presentations

E-Learning in Canvas

The current **Canvas** e-learning system course website contains most of the information you will need to navigate the course requirements. In overview, the website contains: **Announcements** - review for new postings weekly, as courses are always evolving to

optimize learning; **Discussion** - for Discussion Board postings, and Topic Brief postings; **Grading** - periodically updated as more performance metrics (Discussion Board, Topic Briefs, Team Presentations and Incentive Plan) are gathered; and **Messaging** - to alert the instructors about course conflicts, excused absences, technical difficulties with the website, Team Presentation topic authorization, etc. You can also access and review the course Syllabus (another document that is occasionally modified during the semester). It is the student's responsibility to routinely monitor the course website for new information throughout the semester - Announcements and changes in the Syllabus.

Academic Requirements and Grading

Attendance

Since a majority of the course is delivered in seminar format, attendance is a crucial requirement. See important information below:

- Attending class means that you are in the class PRIOR to the time that the class is scheduled to begin, and stay until class is over.
- It is understandable that coming from main campus to the HPNP building you may OCCASIONALLY be delayed. In general, 15 minutes is adequate time to travel from Matherly Hall to the HPNP Building.
- If you are going to be late, please use discretion while entering the class and finding a seat. The classroom doors can make loud noises when opening and closing - a distraction for your peers, presenters and the learning process.
- IMPORTANT - if you are going to be more than 15 minutes late (e.g., 30 minutes from the end of your previous class), you will not get credit for class attendance, unless otherwise arranged with the instructor or TA prior to class.
- Attendance is not just physical presence, but being an active listener and question-asking participant. In simple terms, use of laptops, tablets and smartphones to while away your time on social media sites is STRONGLY DISCOURAGED. Also, sitting in a chair with head down or feet up is disrespectful of any speaker. **The instructor will enforce this social courtesy. Excessive or blatant violations of this guideline will result in forfeiture of attendance credit for that day.**
- Attendance will be recorded at every class meeting via sign-in sheets passed out near the end of class. Please be aware that attempting to sign in for an absent fellow class mate will result in non-attendance for BOTH students.
- Excused absences (exams, course conflicts, illness/emergency, UF-sponsored events - per college policy) will **require instructor notice and documentation supporting you excused absence. NOTE: STUDENTS MUST UPLOAD EXCUSED ABSENCE DOCUMENTATION TO CANVAS - see TA for instructions in uploading various kinds of documents.**

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

<https://catalog.ufl.edu/igrad/current/regulations/info/attendance.aspx#absences>

Attendance/Syllabus Quiz

There will be a short multiple choice quiz on the content of the course syllabus available on the Canvas course website before the first class. Please review the syllabus content, as many of your questions about the class will be addressed in that document. The purpose of the quiz is to acquaint you with the important information about the course and its student performance expectations, ensuring that you have taken the opportunity to digest this information. **Passing all quiz items is expected.** This is an information threshold exercise and will not be part of your grade. The syllabus is your instruction manual for the course - read and re-read it throughout the semester as questions about performance expectations arise. Those individuals entering the class through 'Add-Drop' after the first class will be required to take and pass the quiz before beginning Discussion Board activities, but will not be penalized.

Discussion Boards

The intent of discussion boards in Canvas is to generate discussion amongst team peers and provide self-learning opportunities. From a performance perspective, this means that each team member must read the weekly article, post her/his summary and salient points, AND respond/react to posts from other team members. Before every weekly class, a topic or question will be posted. Most will be related to current issues in health care. To improve the quality of the discussion, the class will be randomly divided into small groups or **teams**. It is in these potentially cohesive groups where you will realize active on-line discussion. These teams will remain intact throughout the semester, working together on various assignments. Each Discussion Board topic will be open from the Wednesday evening of the current class until Tuesday of the following week at 11:59pm. - at which time it will close to additional postings. This mechanism will facilitate inter-active on-line discussions if each team member responds to the stimulus articles/commentary in a responsible manner. It is expected that each team member have A MINIMUM OF 2 posts (1 article summary and your own opinions, 1 response to others' posts) per topic. The minimum number of posts earns a passing/average grade, while optimizing the learning experience with more meaningful posts earns a higher grade for the team. The value inherent in this task is the opportunity to dialogue with a team member to enhance and challenge your own beliefs and values.

It is **encouraged** that every group member **posts early** (within the first 3 days after a class) in the posting interval to facilitate interactive discussion, resulting in improved team performance. Posting late in the interval deprives you and your team mates of responding in a timely manner. There will be a '**grade incentive**' of grade points 0.25, 0.5, 0.75, and 1.0 for individuals who demonstrate a consistent pattern of **weekly early posts** during each of the three Discussion Board review periods during the semester. A 1.0 point bonus will be awarded to individuals who post early each week of the grading period; 0.75 point bonus will be awarded to individuals who miss one early post during the grading period; and 0.5 point bonus will be awarded to individuals who miss 2 early posts in a grading period, and 0.25 will be awarded to individuals who miss 3 early

posts in a grading period. At three times throughout the semester, participation will be calculated via posting statistics and assigned a grade shared by each member of the group (see class schedule for grading dates). These three grades will constitute your final grade for Discussion Board participation, with early posters earning additional individual bonus points per grading period.

The instructor and TA will browse the message boards weekly to track consistent patterns of quality early posts, and will comment on posts at times within the first 4 days of each week's Discussion Board topic article posting. Student Performance Expectations: 1) Posts are to be respectful of others; 2) Posts are to reflect educational contribution regarding content. For example, "Doctors are cool" would not contribute to the educational process. 3) An example of an education contribution post might be, "The argument presented by the author(s) does not account for the gradual rise in health care costs across the past several years." (bolstered by a literature or media citation). Additionally, personal perspectives are encouraged regarding the weekly topics. Any posts failing to meet these criteria will not be considered valid participation. 4) Posting early (within the first 3 days after class) in the weekly posting intervals is encouraged.

Discussion Board Grades will be determined based on the following criteria: a) Topic Relevance to weekly stimulus issues; b) Quality of Comments (thoughtful, probing and reflective of having understood the stimulus article/commentary; c) Timing and frequency of posts per week; d) Engaging team members in collaborative posted dialogues. Grades are assigned to the group, but consistent **Early Posters** can receive individual grade point boosts above the group average grade (see above). However, **please note** that group members who choose NOT to validly post on any given week during the semester will receive 0 credit for that week, with the post credit falling to the group member(s) who actually post - this can represent a major decrease in your individual grade point total.

Group Presentations

The basis of any health profession is peer-reviewed scientific research. Students will have the opportunity to understand how this is accomplished, as well as to develop critical reviewing skills through the team presentation project. The Discussion Board teams will select a topic - to be ok'd by the instructor or TA, research the topic utilizing peer-reviewed journal articles/chapters, discuss/debate the merits as a group. The group will then create a 25-30 minute PowerPoint presentation (including journal citations to support your topic statement) and make 2 paper copies of the PPT or web-based system slides to give one each to the Instructor and TA on the day of the Group Presentation. This PPT presentation will be shared with the class on your assigned date - see Class Schedule at the end of the syllabus. Your TA will create the team presentation schedule once the teams are formed. Get your preferred date posted with the TA early. We encourage you to be creative, and to rehearse your presentation to stay within the time limits. Group member roles need to be created early in the decision process - e.g., literature reviewers, PPT creators, oral presenters, etc. Presentations will occur in every

class beginning in February. See the Group Presentation schedule in Canvas, and consult your TA if there are conflicts with the schedule.

Group Presentation Grades will be determined based upon the following criteria: a) **Topic relevance** to US healthcare system/health professions; b) PPT well **organized**, inclusion of videos, skits, quizzes, verbally expanding on slide content, etc. AND peer education is a priority.; c) use of multiple **recent citations and references** - dated within the past 5 years (see below for APA format); d) Clearly articulated **conclusions/take away points** based on your research of the cited literature and the points made in the presentation. The conclusions/take-aways should be **located at the end** of the presentation.

HINTS:

- a) Don't read your slides. The audience can read them. Instead, simply summarize them and/or go into more detail than the bullet points state
- b) Incorporate video documentary where appropriate; Inject humor if it supports your theme - video and still pictures can be resources in this regard
- c) Review any technical vocabulary for proper pronunciation and spelling; ask for help when you are unsure
- d) Be creative in your presentation style to 'capture' audience attention. During planning discuss each team member's strengths and utilize them for the most attention-getting strategy.

Example of an APA style quotation and related citation: ALWAYS IN THE TEXT OF THE DOCUMENT, AND **EACH** CITATION MUST HAVE A RELATED REFERENCE

"Smith, et al (2019) state that, "the beneficial effects of Biofloxacin outweigh the risks." (p.234)

Examples of APA style references: EACH REFERENCE MUST HAVE A RELATED CITATION IN THE TEXT

Online Citation - Bradshaw, M., Ellison, C. G., Fang, Q., & Mueller, C. (2014) Listening to religious music and mental health later in life. *The Gerontologist*. Advance online publication. Accessed at: www.TheGerontologist.org
<http://dx.doi.org/10.1093/geront/gnu020>

Journal Citation - Hart, T., Benn, E. K. T., Bagiella, E., Arenth, P., Dikmen, S., Hendorffer, C.,...Lafonte, R. (2014) Early trajectory of psychiatric symptoms after traumatic brain injury: Relationship to patient and injury characteristics. *Journal of Neurotrauma*, 31, 610-617 **<http://dx.doi.org/10.1089/neu.2013.3041>**

Topic Briefs

Similar to the Group Presentation, discussion group members will collaborate to produce a topic brief on three of the unique characteristics of the US Health care system - **Infrastructure, Financing and Research/Providers**. As the name implies, the Topic Brief (to be posted in Canvas in Discussion section, NOT as an attachment to email) is not intended to be a formal document, but rather a 1.5-2 page (single spaced, 12-point font) 'brief' to inform readers. This exercise can stimulate self-study and group collaboration as you compile pertinent information on these critical topics. It is just as important that there be no between-team collaboration with this learning exercise, as individual team work will be evaluated. Please include recent dated citations and their related references, and DO NOT copy text directly from these resources (plagiarism). Use your own words to reflect resource content. Additionally, do not repeat the topic of your Group Presentation in any of the Topic Briefs. See below for Topic Brief content examples.

Topic Brief grades will be determined based on the following criteria: a) **Relevance** to the assigned topic area; b) Reflects a **balanced presentation** of varied perspectives/points of view; c) Reflects a **conclusion** on the part of the group; d) Meets **technical writing requirements** described above. It is intended that Topic Brief organization and presentation be the responsibility of the team members, rather than follow a specific outline that structures the product. Exercises in organization and written presentation assist the student in developing those skills in preparation for professional work later in education, training and practice. *****Topic Briefs will be reviewed by Turn It In software to ensure that the ideas contained in your writing are your own and are consistent with the UF Student Honor Code.*****

Peer Rating Process

Before the last week of class each team member will rate the performance of her/his team peers for the semester. There will be ample opportunity to experience the level of collaboration, willingness to solve problems, willingness to help each other with task sharing, timeliness and quality of performance in varied roles. A peer rating tool will appear in the Canvas Assignments window framing these performance expectations in a numerical rating format. Each team member will have a maximum peer performance score to rate each fellow team member (5 performance categories, each worth a maximum score of 100, from which you will average subtotal scores for a single Total Score). The goal of this rating system is to evaluate the individual contribution of each team member to the team process in producing quality Discussion Boards and Topic Briefs.

Peer Rating Process grades for individual team members will be calculated on Total Scores awarded by fellow team members, transformed into a percentage of the final grade. (See the separate Peer Rating document posted in Canvas and follow the instructions)

Final Grading

<u>Requirement</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Discussion Board Participation 1	2/5/2020	10%
Discussion Board Participation 2	3/18/2020	10%
Discussion Board Participation 3	4/29/2020	10%
(Incentive: <u>consistent</u> early posters; Max possible = 3% points)		
Topic Brief - Infrastructure	2/5/2020	10%
Topic Brief - Financing/Legal Issues	3/18/2020	10%
Topic Brief - Healthcare Providers	4/29/2020	10%
Attendance	Every class	20%
Team Presentation	As scheduled	10%
Peer Ratings of Group Participation	4/29/2020	10%

As can be seen above, grading is divided into 5 categories, by task or performance expectation. The 1st, 2nd and 4th categories are team grades, where the team members each receive the grade awarded to their team. The 3rd and 5th categories are individual grades awarded to each student in the class.

*******Note:** There will be **NO grade rounding**, as the 'Incentive Plan' for early Discussion Board posters will offer up to a maximum of 3 grade points to the final grade. Benefiting from the Incentive Plan for early posters requires consistent effort across the semester, **not** a push at the end of the semester to make up for lost opportunities.

In Summary: Team and individual student grading will directly reflect the amount and quality of work performed on class responsibilities - weekly discussion posts, early posting bonus points, topic briefs and team presentations. Minimal acceptable effort will result in average grades, while maximal effort will be rewarded with higher grades. Team performance is weighed comparatively. **Examples of grading criteria** include: topic choice reflects the assignment, adherence to APA style in text citations and references, number and currency of references, quality of writing (content, grammar, spelling, etc.), conclusions that reflect team positions/opinions. Even though grades achieved by teams will be shared among/between team members, individual performance will necessarily be evaluated, since final grades will ultimately be assigned to individuals. This is your opportunity to be recognized for expending optimal effort on behalf of the team, and as individuals. Finally, this grading rationale reflects the social/financial rewards models operative in the professional world of health care.

*******Additional Note:** If any group/team member does not contribute in an equitable manner to the performance of the team on Discussion Posts, Topic Briefs or Team Presentation, that person will not share equally in the group/team grade generated by those activities.

Achieving an A or A- in this class will require: no unexcused absences, consistent early/well-written weekly Discussion Board posts, well-written and documented Topic Briefs, excellent, documented Team Presentations, and active participation in class discussions with guest speakers.

While it may seem obvious, each student in this class is unique in skill set, activity level, degree of commitment to the educational process and willingness to function as an active contributing team member. This diversity means that grades across individuals will inevitably vary. It will be a frustrating experience for any one individual student to attempt to devise a 'guarantee' of an excellent grade by doing anything other than working as hard and consistently as you are able, AND performing above the minimum required. You are encouraged to appreciate and take pride in the grade that you achieve through your own efforts, knowing that you worked as hard as you could.

PHHP Grade Point System

<u>Points Earned</u>	<u>Letter Grade</u>	<u>Point Grade</u>
95-100	A	4.0
90-94	A-	3.67
87-89	B+	3.33
85-86	B	3.0
80-84	B-	2.67
77-79	C+	2.33
75-76	C	2.0
70-74	C-	1.67
67-69	D+	1.33
65-66	D	1.0
60-64	D-	0.67
<60	E	0.0
N/A	WF	0.0
N/A	I	0.0
N/A	NG	0.0
N/A	S-U	0.0

For more detail on the meaning of letter grades and university policy related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
(Links to external site)

Additional Information

College Policy: Make-up Work/Exams

Any requests for make-ups due to technical problems MUST be accompanied by the ticket number received from LSS when the problems was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor/TA within 24-hours of the technical problem onset if you wish to request a make-up.

Other requests for make-ups will be handled on a case-by-case basis, and is up to the discretion of the instructor. Requests for make-up MUST be made via e-mail within 48 hours of the qualifying event.

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 the 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 on the Undergraduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

(Links to external site)

Please remember that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Professionalism:

The speakers in this course are all voluntarily committing their time for the course lectures in order to provide you with valuable information regarding your career planning. As such, it is expected that students act in an appropriate, respectful manner during these lectures. The use of cellphones, tablets and laptops is STRONGLY DISCOURAGED during lectures. The instructor reserves the right to address excessive violation of this policy, including grade demerits.

Additionally, mutual respect is expected when communicating via email with either the instructor or TA. Socially unacceptable communication will be referred to the BHS program director.

Accommodations for Students with Disabilities:

If you require academic accommodations, you must first register with the Dean of Students Office - <https://www.dso.ufl.edu> (Links to external site). The DSO will provide you with documentation that you must then provide to the instructor as the faculty member for this course at the time you request accommodation. The College of Public Health and Health Professions is committed to providing reasonable accommodations to assist you in your coursework.

Counseling and Student Health:

Students sometimes experience health problems or stress reactions related to academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing such challenges 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, as well as assistance for math and test anxiety. Visit their website of more information <https://www.counseling.ufl.edu> (Links to external site). On-line and in-person assistance is available.
- You Matter We Care website <https://www.umatter.ufl.edu> (Links to external site). If you are feeling overwhelmed or stressed, you can reach out for help through this website, which is staffed by Dean of Students and Counseling Center personnel
- The Student Health Care Center at Shands Hospital 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 2nd floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or browse the website at <https://shcc.ufl.edu/> (Links to external site)
- Crisis Intervention is available 24/7 from: Alachua County Crisis Center 352-264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/Crisis-Center.aspx> (Links to external site)

BUT - Do not wait until you experience a crisis to access these services in person or on-line. Early intervention is most effective. These programs have helped many students through stressful situation that impact their academic performance. You are not alone, so don't be reluctant to ask for assistance.

Targeted Guest Speakers

The following is a list of planned topics-speakers throughout the semester. THIS IS NOT A FINAL OR COMPLETE LIST. Invitations have been sent and speakers are subject to availability, schedule conflicts, etc. Official dates will be posted on Canvas. Please feel free to send any additional speaker suggestions to the Instructor.

- Medicine
- Nursing
- Vet Med
- Clinical Translational Research
- Physician Assistant
- Dentistry
- Speech-Language Pathology/Audiology
- Physical Therapy
- Occupational Therapy
- Recreation Therapy
- Psychology
- Public Health
- Healthcare Administration

Health Issues 'Topic Brief' Examples (not all possibilities):

A. Infrastructure

- Medicaid
- Medicare Part A
- Medicare Part B
- Health Maintenance Organizations
- Preferred Provider Organizations
- Point of Service Organizations
- Multi-Specialty Practice Organizations
- Public Health System
- Veterans Administration Health System
- Affordable Care and Patient Portability Act (possible amendments)
- Americans with Disabilities Act - as amended
- HIPAA
- Centers for Disease Control

B. Funding/Medico-Legal Issues

- Models of health insurance coverage:

- for-profit vs not-for-profit companies;
- single payer option ('socialized health care');
- health insurance mechanisms in other industrialized countries;
- 'socialized medicine/healthcare' - government controlled;
- charity care/uninsured patient care;
- employer-based health insurance plans;
- self-insured plans
- Medical Malpractice reform
- Malpractice
- Health care fraud

C. Health Professions/Providers

- Current status of research into chronic health conditions (e.g., diabetes, cardiac, obesity, dementia)
- Current status of specific treatment of given conditions (e.g., bariatric surgery for obesity)
- Information regarding training and practice in any of the health professions represented in the US Healthcare system

Class Schedule - Spring 2020

(Re: guest speakers - will be scheduled as recruitment proceeds)

January 8	Guest Speaker(s); Attendance/Syllabus Quiz
January 15	Guest Speaker(s)
January 22	Guest Speaker(s)
January 29	Guest Speaker(s)
February 5	Guest Speaker(s)
	Healthcare Infrastructure due by 11:59p
February 12	Guest Speaker; Team Presentations
February 19	Guest Speaker; Team Presentations
February 26	Guest Speaker; Team Presentations
Feb 29-Mar 8	<i>Spring Break</i>
March 11	Guest Speaker; Team Presentations
March 18	Guest Speaker; Team Presentations
	Financing/Legal Issues due by 11:59p
March 25	Guest Speaker, Team Presentations
April 1	Guest Speaker; Team Presentations
April 8	Guest Speaker; Team Presentations
April 15	Guest Speaker; Team Presentations
April 22	Guest Speaker; Team Presentations
April 29	Guest Speaker; Team Presentations
	Healthcare Providers due by 11:59p;
	Peer Ratings also due by 11:59p