HSC 4608L: CRITICAL THINKING IN HEALTHCARE
SPRING SEMESTER, 2020 – M/W Sections (Labs 1-6) 4 CREDIT HOURS

FACULTY SUPERVISOR: Mike Moorhouse, PhD (HPNP 4148, mmoorhou@phhp.ufl.edu)

LAB INSTRUCTORS FOR M/W SECTIONS:
Lab 01 (14399) Isabelle Wandenkolk iwandenkolk@ufl.edu M/W 935a-1130a, room G-109
Lab 02 (14400) Deirdre Love deirdrelowe@ufl.edu M/W 935a-1130a, room G-108
Lab 03 (14401) Emma Hunniford emmahunniford@ufl.edu M/W 1145a-140p, room G-109
Lab 04 (14429) Deirdre Love deirdrelowe@ufl.edu M/W 1145a-140p, room G-108
Lab 05 (14430) Emma Hunniford emmahunniford@ufl.edu M/W 3p-455p, room G-109
Lab 06 (14431) Allison Bates allisonbates@ufl.edu M/W 3p-455p, room G-108

PREREQUISITES
Students must either be a senior in the Health Science major of the Bachelor of Health Science program, or have permission from the Faculty Supervisor.

COURSE OVERVIEW
This course is designed to facilitate the development of critical thinking and problem-solving skills in healthcare. In the beginning, Lab Instructors will provide a general overview of logical fallacies and cognitive errors, both in a general sense as well as within a medical/rehabilitation context. After the initial introductory modules, students become more active in their own learning by participating in five, small-group comprehensive case studies. A problem-based learning approach is used in which students are provided with carefully selected clinical, legislative, ethical, and professional problems and are provided guidance in problem solution by the Lab Instructor. Students work in small groups to collect information relevant to problem solution, and take a hypothesis-oriented approach to dealing with each task.

COURSE OBJECTIVES
By the end of the course, the student should:

1. Develop a knowledge base that enables the critical evaluation of a wide variety of problems and that encourages the use of a systematic approach to problem appraisal, data collection, and problem-resolution.

2. Develop firm decision-making and critical reasoning skills that include knowledge of how to use available informational resources to test hypotheses about problem solution.

3. Develop self-directed learning skills, clinical skills, and group and interpersonal skills that foster productive activity within the interdisciplinary health care team.

4. Develop an appreciation of the need for health care assessments, interventions, and decisions to be evidence-based, and for health care practitioners to know how to find, appraise, and apply the best evidence supporting the decisions they make.

REQUIRED TEXT
There is no required text for this course however students will periodically be provided articles for which they must read prior to class.
REQUIREMENTS / EVALUATION

Grading/evaluation of student performance is based upon three in-lab quizzes, group case reports, attendance, participation, peer evaluation feedback, and professionalism.

- **Quizzes** (10 points each; 30 points total) – Students will complete 3 quizzes covering Modules 1 and 2, as well as a comprehensive quiz at the end of the semester. Each quiz will be comprised of multiple choice, fill in the blank, and essay questions. Students must be in lab to take the quiz and must use the lockdown browser feature on CANVAS. Students attempting to complete the quiz outside of lab will receive a zero on the quiz, lose 1 full letter grade from the course, and be referred to the Dean of Students.

- **Case Study Group Reports** (5 points each; 25 points total) – Prior to Comprehensive Case Study 1, the Lab Instructor will assign students into groups. These groups will remain in place for the remainder of the semester. For each of the 5 case studies, each group will elect a “leader” who will be responsible for interviewing the patient (i.e., Lab Instructor), directing team member tasks, and overseeing the final group report. Each report will be a 2-page summary of findings (including but not limited to patient history, presenting symptoms, diagnosis and justification, research, and critical thinking/cognitive error assessment). Formatting expectations will be given prior to the first Comprehensive Case Study.

- **Attendance** (10 points) – Students are expected to attend each lab. At the beginning of the semester, students will have 10 attendance points and be allowed 3 unexcused absences (excluding quiz days). For every additional unexcused absence, students will lose .5 points from their attendance. Only those students who attend the vast majority of the class will be considered present. While students are allowed 3 unexcused absences, any student accruing 2 or more unexcused absences over the course of a Comprehensive Case Study Module will not be allowed to have their name included on the submitted report.

- **Participation** (10 points) – Students are expected to participate during each lab. At the beginning of the semester, students will have 10 participation points and be allowed to not participate in 3 labs. For every additional non-participation, students will lose .5 points from their participation grade. Only those students who contribute meaningfully to the discussion will earn full credit.

- **Peer Evaluations** (2 points each; 10 points total) – Following each Case Study, group members will evaluate their peers. Students must provide a substantive evaluation to receive full credit. Note – these evaluations will not affect your peer’s grade in the class; rather, your feedback will be used by your peer to complete a reflection assignment.

- **Peer Evaluation Reflection** (5 points) – Using the peer evaluations, students will complete a 2 page, double-spaced reflection paper describing their group interaction strengths, weaknesses, and growth over the duration of the semester.

- **Case Study Creation** (5 Points) – Throughout the semester, each lab will work with the Lab Instructor to create a Case Study. This Case Study will be the final case study given to their companion lab.

- **Professionalism** (5 points) – Students will begin with 5 professionalism points. Any student who is identified by the Lab Instructor as “unprofessional” will lose 1 point for every infraction. Unprofessional behaviors include, but are not limited to, disrupting classmates, being chronically late to class, using electronic devices when not approved, etc. If a student wants to contest a professionalism point deduction, then he or she should contact Dr. Moorhouse via email or schedule an appointment.
**GRADING**

The student’s final grade will be based on the number of points accumulated during the course:

- **Quizzes** (x3): 30 Points  
  - A 93-100 Points = 4.00
- **Case Study Group Reports** (x5): 25 Points  
- **Attendance** (x20): 10 Points  
  - B+ 87-89.99 Points = 3.33
- **Participation** (x20): 10 Points  
  - B 83-86.99 Points = 3.00
- **Peer Evaluations** (x5): 10 Points  
  - B 80-82.99 Points = 2.67
- **Peer Evaluation Reflection**: 5 Points  
  - C+ 77-79.99 Points = 2.33
- **Case Study Creation**: 5 Points  
  - C 70-76.99 Points = 2.00
- **Professionalism**: 5 Points  
  - D+ 67-69.99 Points = 1.33

**Total** 100 Points

For more information visit: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

**CALENDAR**

**Class Introduction (January 6 – January 8)**
- M Jan 06  No Class
- W Jan 08  Review Syllabus / Self-Assessment

**Module 1 Setting the Stage for Critical Thinking (January 13 – January 27)**
- M Jan 13  Why Critical Thinking is Important; Two Cognitive Systems; Inattentional Blindness
- W Jan 15  Inductive Reasoning; Probability; How Health Professionals Are Trained
- M Jan 20  NO CLASS
- W Jan 22  Solving Unstructured Problems; Therapeutic Decision Making; Evidence Based Medicine
- M Jan 27  QUIZ 1

**Module 2 Heuristics & Cognitive Biases (January 29 – February 10)**
- W Jan 29  Representativeness
- M Feb 03  Availability
- W Feb 05  Adjustment and Anchoring
- M Feb 10  QUIZ 2

**Module 3 Healthcare Disparities, Systems, and Leadership (February 12 – February 17)**
- W Feb 12  Health Disparity 1; Healthcare System
- M Feb 17  Health Disparity 2; Leadership; Case Study Format Discussion

**Module 4 Comprehensive Case Study 1 (February 19 – February 26)**
- W Feb 19  Part 1
- M Feb 24  Part 2
- W Feb 26  Part 3

**Module 5 Comprehensive Case Study 2 (March 09 – March 16)**
- M Mar 09  Part 1
- W Mar 11  Part 2
- M Mar 16  Part 3

**Module 6 Comprehensive Case Study 3 (March 18 – March 25)**
- W Mar 18  Part 1
- M Mar 23  Part 2
- W Mar 25  Part 3
Module 7 Comprehensive Case Study 4 (March 30 – April 06)
M Mar 30 Part 1
W Apr 01 Part 2
M Apr 06 Part 3

Module 8 Comprehensive Case Study 5 (April 08 – April 15)
W Apr 08 Part 1
M Apr 13 Part 2
W Apr 15 Part 3

Final Week (April 20)
M Apr 20 – QUIZ 3

GENERAL POLICIES AND INFORMATION

PROFESSIONALISM
Students are expected to conduct themselves in a professional manner in all communication with the course instructor and any staff that assist with this course. Moreover, students are expected to arrive to class on-time, turn off all computers and cell phones, and conduct themselves accordingly (e.g., no excessive talking during class, cell phone use, or distracting classmates).

TECHNOLOGY POLICY
The use of any technology, including cell phones, computers, tablets, etc., at any point during class is strictly prohibited unless otherwise stated by the Lab Instructor. Should you need to keep your cell phone on hand due to a personal reason, please inform the Lab Instructor prior to class.

MAKE-UP POLICY
Make ups will be given for quizzes only. The student must have either: (a) prior authorization from the faculty supervisor (Dr. Moorhouse), (b) be registered with the Disability Resource Center and have an accommodation letter indicating disability-related absences, or (c) an official medical excuse (signed by the treating physician) indicating the student’s inability to attend class on the missed day. The official medical excuse must be presented within 48 hours after being released from medical treatment.

ACCOMMODATION POLICY
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 of accommodations to you, which you will then give to the faculty supervisor (Dr. Moorhouse). Dr. Moorhouse will review the accommodation letter with the respective Lab Instructor to discuss accommodations. Please make sure you provide your accommodation letter to Dr. Moorhouse by the end of the second week of class. The BHS program is committed to providing reasonable accommodations to assist students in their coursework.

ACADEMIC HONESTY
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/.

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

COUNSELING & 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 website for more information: http://www.counseling.ufl.edu. Online 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 352-392-0627 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

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.

**Online Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.