

HSC 4608L: CRITICAL THINKING IN HEALTHCARE

SPRING SEMESTER, 2022 – Monday Sections (Labs 1-4) 4 CREDIT HOURS

INSTRUCTOR: Sarah L. Collins, MPH

Email Address: sarahcollins@ufl.edu

Office Hours: Thursdays 1pm-3pm via Zoom

(<https://ufl.zoom.us/j/98538437966?pwd=b1gvdGw5M2JKNTVHcUxNRmVad3RtUT09>)

Preferred Course Communications (e.g. email, office phone): Email. Please use the email listed above and NOT the Canvas email tool.

Email Policy: Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm Friday will be answered on the following Monday.

SUPERVISING INSTRUCTOR: Mike Moorhouse, PhD

Email Address: mmoorhou@phhp.ufl.edu

Room: HPNP room 4148

LAB INSTRUCTORS FOR SECTIONS:

Lab 01 (13517) JP Russo (russoj@ufl.edu) M 8:30a – 10:25a, HPNP, G-110

Lab 02 (13547) Anna Epifano (anna.epifano@ufl.edu) M 8:30a – 10:25a, HPNP, G-111

Lab 03 (13548) JP Russo (russoj@ufl.edu) M 10:40a – 12:35p HPNP, G-110

Lab 04 (13549) Anna Epifano (anna.epifano@ufl.edu) M 10:40a – 12:35p HPNP, G-111

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.

HELPFUL RESOURCES

There are assignments that require American Psychological Association (APA) citation formatting. It is strongly encouraged that you review the APA 7th Edition Manual. In addition, please take the time to review external resources such as [Purdue Owl](#).

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** (4 total; 2 points for syllabus quiz and 5 points each for quizzes two-four; 17 points total) – Students will complete 4 quizzes. Quiz one will be the syllabus quiz and quizzes two-four will cover content presented in module lectures. Each quiz will be comprised of multiple-choice questions. Quizzes will open immediately following the completion of lab and will be due the night BEFORE your next lab by 11:59PM. Quizzes are open note, but timed. ONLY students who meet the “make-up policy” eligibility will be permitted to take the quiz at a later date. This can be found under the GENERAL POLICIES AND INFORMATION section of this syllabus.
- **Lab Activities** (3 total; 4 points each; 12 points total) – Between weeks two through five, students will participate in group activities during class. These activities are collaborative assignments that allow students to engage with content and skills that will be relevant to the upcoming case studies. To receive full credit, students must demonstrate active participation (as assessed by their Teaching Assistant) during lab activities. **No Canvas submission is required.**
- **Case Study Group Reports** (4 total; 5 points each; 20 points total) – Students will be assigned to Treatment Teams of 3 or 4 and work to question and diagnose patient cases. Prior to Comprehensive Case Study 1, the Lab Instructor will assign students into Treatments of 3 or 4 students. These teams will remain in place for the remainder of the semester. For each of the 4 case studies, the TA will assign students to one of four unique roles and every student will, at some point, take on each role. The roles are as follows:
 - **“Leader”** – The Leader is ultimately responsible for organizing the group and ensuring group members are staying on point. The Leader will also be responsible for reviewing the case report for format, clarity, comprehensiveness, and submitting the final case report to Canvas.
 - **“Illness Script Specialist”** – The Illness Script Specialist will be in charge of organizing the group in completing 5 illness scripts for the case report. In addition, the Illness Script Specialist will be responsible for developing and presenting a formal presentation for their group's assigned illness/condition. Presentations will follow a three-minute thesis model. Presentations should be submitted via Canvas BEFORE the respective Case Study Day 2 class time. **This is an INDIVIDUALLY graded assignment for the Illness Script Specialist and is worth 3 points.** More details will be provided via Canvas.

- **“Question Asker”** – The Question Asker will be in charge of consulting with group members to formulate question to ask the “patient” (i.e., TA). Throughout questioning, the TA reserves the right to “spot check” the Question Asker by asking them to provide a reflection statement, open/closed ended question, or summary statement.
 - **“Treatment Expert”** – The Treatment Expert will be take the lead in developing the treatment clinical question (using PICO) and consult with other group members to finalize the question. They will also be in charge of finding research that supports the treatment option. The Treatment Expert will document which search engine was used, keywords for the search, and Boolean operators.
- *If a group has 3 students, the Leader will assume the role of Question Asker.*

Each report will be a 2-page, single spaced summary of findings (including but not limited to patient history, presenting symptoms, diagnosis and justification, and treatment). Formatting expectations will be given prior to the first Comprehensive Case Study.

Each Treatment Team is required to work independently as cross-team consultation/collaboration is strictly prohibited. Any team who submits a case report in which the team or single member of the team consults or collaborates with a person from a different team, the colluding members of each team will receive a zero for the case report, lose 1 full letter grade from the course, and be referred to the Dean of Students.

Any student who has an unexcused absence during a case study will lose 2 points for each day missed.

Late submissions are subject to late submission policies. Only Group Leaders are eligible to submit on behalf of their group. However, EVERYONE within the group is subject to the same late submission policies if the case report is submitted after the outlined deadline. If an individual who is NOT the Group Leader submits on behalf of their group, that individual will be deducted 1-point from their grade. If the wrong file is uploaded and the correct file is not resubmitted before the deadline, the report is considered late.

- **Peer Evaluations** (4 total; 2 points each; 8 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. Please note, your feedback for the Case Study Leader will be shared. Though the feedback will be de-identified, please remember to only provide constructive, professional feedback.
- **Peer Evaluation Reflection** (5 points) – This is a TWO-PART assignment.
 - **PART 1:** After the completion of the Case Study where you were the assigned leader, you will submit a self-evaluation/reflection (1 point). Your reflection should be substantive.
 - **PART 2:** You will then be emailed the feedback from your peers. Using the peer evaluations, students will complete a 2-page, reflection paper describing their effectiveness in each role as well as group interaction strengths, weaknesses, and growth over the duration of the semester (4 points).
- **Case Study Creation** (30 Points) – Throughout the semester, each group will work with their team to create a Case Study. You and your team are responsible for developing all aspects of a comprehensive case study and are essentially working backward to develop a case. During some weeks you will submit a portion of the case study. You will provide a 15-minute presentation of your case study to your classmates during your Week 12 lab session. Here, other groups will provide you

feedback and suggestions to improve your case study. You will then have one additional week to make adjustments and submit your final case study. **Late submissions are subject to late submission policies.** Further instructions will be provide in lab and via Canvas. Any individual can submit on behalf of their group.

- **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 or for reasons other than course work, etc. If a student wants to contest a professionalism point deduction, then he or she should contact Sarah Collins via email or schedule an appointment. In addition, students are expected to attend all their labs.

GRADING

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

Quizzes (x4)	17 Points	A	93-100 Points	=	4.00
Lab Activities (x3)	12 Points	A-	90-92.99 Points	=	3.67
Case Study Group Reports (x4)	20 Points	B	83-86.99 Points	=	3.00
Illness Script Presentation (X1)	3 Points	B+	87-89.99 Points	=	3.33
Peer Evaluations (x4)	8 Points	B-	80-82.99 Points	=	2.67
Peer Evaluation Reflection	5 Points	C+	77-79.99 Points	=	2.33
Case Study Creation	30 Points	D+	67-69.99 Points	=	1.33
Professionalism	5 Points	D	63-65.99 Points	=	1.00
Total	100 Points				

For more information visit: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

GENERAL POLICIES AND INFORMATION

COVID-19 PROTOCOL

In response to COVID-19, students are required to wear approved face coverings that fully cover their nose and mouth at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. The following policies and requirements are in place to maintain your learning environment and enhance the safety of our in-classroom interactions. This may be subject to change in accordance with University of Florida and Health Science Center policies.

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, put away cell phones, use of computers only during authorized times, 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 meant to serve class purposes. 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 and Lab Activities only and will be granted based upon the following circumstances: (a) illness, (b) serious family emergencies, (c) military obligation, (d) religious holidays, (e) participation in official university activities, or (f) court-imposed legal obligations. For circumstances a. and b., students must contact the faculty via email within 48 hours of the missed quiz, and the faculty may request the student provide medical or other forms of documentation to validate the make-up.

For all other circumstances, students must contact the faculty at least 72 hours prior to the anticipated missed day and provide reasonable documentation confirming the obligation/activity. The instructor will provide make-up materials to the student and he/she will have 1 week to complete the make-up.

Missed quizzes or activities due to severe weather or poor internet connectivity will be reviewed on a case by case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise email the instructor at the earliest time possible.

Late Submission Policy

For assignments, late submissions are not encouraged. Late submissions will be accepted for up to 3 days, but with the following penalty schedule:

With regard to missing or incomplete assignments (NOT Quizzes), the following policies apply:

- The instructor will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to e-learning on time.
- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email your instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.
- If your assignment is late, you will lose 25% each day. Thus, if an assignment is worth 12 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at 12:00 am). Penalties are as follows:

Item	Late category	Penalty
1	1 minute to 24 hours late	25% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	50% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	75% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	100% of maximum deducted from achieved grade

NOTE: **UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE**, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded assignments and double- or triple-check that you have uploaded the right one).

- There will be no exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to the instructor via email.

- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to the instructor. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

ACCOMMODATION POLICY

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College 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.

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>

Policy Related to Recording

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.

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](tel: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>. 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](tel: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](tel: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/>.

CALANDER

Week	BEFORE Lab	IN Lab	DUE DATES for Assignments
Week 1 (January 5)	NO LAB – Video Class Overview		Syllabus Quiz due Sunday, January 9 th by 11:59PM
Week 2 (January 10-12)	View lectures on Cognitive Biases	In-class Activity 1	Quiz 2 due Sunday, January 9 th by 11:59PM
Week 3 (January 17-19)	NO LAB – HOLIDAY		
Week 4 (January 24-26)	View lectures on PICO Model and Causal Evidence	In-class Activity 2	Quiz 3 due Sunday, January 23 rd by 11:59pm
Week 5 (Jan 31 – Feb 2)	View lectures on Illness Scripts, Semantic Qualifiers, & Summary Statements	In-class Activity 3	Quiz 4 due Sunday, January 30 th by 11:59PM
Week 6 (February 7-9)		Case Study 1, Day 1	
Week 7 (February 14-16)	Complete Illness Scripts for Case Study 1	Case Study 1, Day 2	Case Study 1 DUE Monday, February 14 th by 11:59PM Peer Evaluation for Case Study 1 DUE Monday, February 14 th by 11:59PM FOR CS#1 LEADERS ONLY: Peer Evaluation Reflection, PART 1 DUE Monday, February 14 th by 11:59PM
Week 8 (February 21-23)		Case Study 2, Day 1	
Week 9 (Feb 28 – Mar 2)	Complete Illness Scripts for Case Study 2	Case Study 2, Day 2	Case Study 2 DUE Monday, February 28 th by 11:59PM Peer Evaluation for Case Study 2 DUE Monday, February 28 th by 11:59PM FOR CS#2 LEADERS ONLY:

			Peer Evaluation Reflection, PART 1 DUE Monday, February 28 th by 11:59PM
Week 10 (March 7-9) **Spring Break	NO LAB		
Week 11 (March 14-16)	Creative Case Study Workday & Check-in		
Week 12 (March 21-23)	Present Created Case Study		
Week 13 (March 28-30)		Case Study 3, Day 1	Created Case DUE by Monday, March 28 nd by 11:59PM
Week 14 (April 4-6)	Complete Illness Scripts for Case Study 3	Case Study 3, Day 2	Case Study 3 DUE Monday, April 4 th by 11:59PM Peer Evaluation for Case Study 3 DUE Monday, April 4 th by 11:59PM FOR CS#3 LEADERS ONLY: Peer Evaluation Reflection, PART 1 DUE Monday, April 4 th by 11:59PM
Week 15 (April 11-13)		Case Study 4, Day 1	
Week 16 (April 18-20)	Complete Illness Scripts for Case Study 4	Case Study 4, Day 2	Case Study 4 DUE Monday, April 18 th by 11:59PM Peer Evaluation for Case Study 4 DUE Monday, April 18 th by 11:59PM FOR CS#4 LEADERS ONLY: Peer Evaluation Reflection, PART 1 DUE Monday, April 18 th by 11:59PM
Peer Evaluation Reflection DUE Monday, April 25 th			

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class and via Canvas, and students are personally responsible for obtaining updated information regarding these changes.