

IDH 3034 Fall 2017 / IDH 3035 Spring 2018
Developing Human-Centric Skills for Healthcare

Wednesdays 8:00 a.m. to 9:15 a.m.

Fall: GC275 A, Spring:

Office hours by appointment in Honors College office.

Course Director: Jason Bell, MBA

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Technical proficiency may earn you an interview, but it is the soft skills that will land you the job (and promotion). This course outlines six soft skill competencies vital for professional success: Compassion, Consciousness, Citizenship, Creativity, Collaboration and Communication. Student will explore each of these dimensions through the lens of a career in healthcare. Meeting sessions will be a combination of lectures, dialogues and experiential learning. Each semester will feature a capstone project. During the first semester students will engage in a tactile volunteerism project. During the second semester students will be assigned real world challenges facing the healthcare industry and asked to provide a novel solution. For both capstone projects students will have several weeks to progress from ideation, to business plan and finally the presentation. Upon completion of this two-semester course, students will be able to understand and appreciate the value of soft skills as it relates to their career path.

COURSE OBJECTIVES

Upon completion of this two-semester course, students will:

- Explain the value of Compassion, Communication, Citizenship, Creativity, Collaboration and Consciousness as integral skills to success
- Develop skills in public speaking
- Explain patient experience metrics in healthcare
- Manage new product and service development from ideation to execution
- Develop skills in social responsibility and volunteerism

LEARNIG OUTCOMES

Global Learning Outcomes	Course Learning Outcome
Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.	Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.	Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

PREREQUISITES: None

REQUIRED READINGS AND RESOURCES

- Lee, Fred. If Disney Ran Your Hospital: 9 ½ Things You Would Do Differently. 2004
ISBN-10: 0974386014
- Students will use Blackboard for submitting assignments

GRADING AND EVALUATION: Grades will be calculated based on percent of total points earned.

FALL SEMESTER ASSIGNMENTS	POINTS
Communication Presentation	25
Compassion Presentation	25
Citizenship Presentation	25
Reflection Journals (3)	15
Participation	10
Total	100

SPRING SEMESTER ASSIGNMENTS	POINTS
Creativity Presentation	20
Capstone 1	30
Capstone 2	30
Reflection Journals (2)	10
Participation (attendance + class discussion)	10
Total	100

93 to 100: A (4.00) 87 to 89: B+ (3.33) 75 to 79: C+ (2.33) 0 to 64: F (0.00)
90 to 92: A- (3.67) 83 to 86: B (3.00) 70 to 74: C (2.00)
80 to 82: B- (2.67) 65 to 69: D (1.00)

ATTENDANCE POLICY

Attendance is mandatory. Should something arise, you will be allowed 2 unexcused absences per semester (Participation points will still be deducted). Three **unexcused** absences in a semester will result in a decrease of 10 total points. Four or more **unexcused** absences in a semester may result in a course grade of 'F.' Excessive tardiness will be viewed as an unexcused absence.

Makeups for missed presentations will be at the instructor's discretion and based on time availability in the course. If an opportunity to make up a presentation is granted, 5 points will be deducted from the presentation's score.

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

PHYSICAL, MENTAL AND SENSORY CHALLENGES

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DC), if you have not done so already.

OUTLINE: Subject to change. Students will be notified in class or via email.

Fall Semester

DATE	TOPIC	ASSIGNMENT DUE THIS DAY
August 23	Course Introduction	
August 30	Compassion – Patient’s Perception	Intro + Chapter 1
September 6	Communication – AIDET and Courtesy	Chapter 2
September 13	Communication – Cultural Competency	Reflection Journal 1
September 20	Communication – Public Speaking	
September 27	Communication – Presentations	Presentations in Class
October 4	Communication – Presentations pts. 2	Presentations in Class
October 11	Compassion – Customer Satisfaction & Engagement	Chapter 3
October 18	Compassion – Design Thinking and Patient & Family-Centered Care	Reflection Journal 2
October 25	Communication – Patient Privacy & Risk Management	
November 1	Compassion – Presentations	Presentations in Class
November 8	Compassion – Presentations	Presentations in Class
November 15	Citizenship – Social Responsibility	Chapter 4 + 5
November 22	No Class	Reflection Journal 3
November 29	Citizenship – Presentation	Presentations in Class
December 6	Presentation Overflow + Optional 3 Pts Presentation	

Spring Semester

DATE	TOPIC	ASSIGNMENT DUE THIS DAY
	Consciousness – Emotional Intelligence	
	Consciousness – Personality	
	Creativity – Art & Health	
	Creativity – [NOT IN CLASSROOM]	Chapter 6
	Creativity – Presentations	Presentation in Class (Art)
	Creativity – Presentations part 2	Presentation in Class (Art) / Chapter 7
	Creativity – Presentations part 3	Presentation in Class (Art)
	Creativity – Imagination	Reflection Journal 1 / Chapter 8
	Compassion – Employee Satisfaction & Engagement	Chapter 9
	No Class	
	Consciousness – Personal Brand	
	Collaboration – Innovation / Business Plan	Chapter 10
	Compassion – Presentations	Presentation in Class (Capstone 1)
	Collaboration – Wrap-up / Capstone Workshop	Reflection Journal 2
	Collaboration - Capstone Presentation	Presentation in Class (Capstone 2)
	Presentation Overflow + Optional 3 Pts Presentation	

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements: Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/academics/policies/citizenship/>.

Student Portfolios: The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors Education in the ARTS (HEARTS): The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement: In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties: An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

Please refer to the following documents for additional information:

- FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>.
- FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>
- FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html