

IDH 3034 Fall 2018 / IDH 3035 Spring 2019
Developing Human-Centric Skills for Healthcare

Wednesdays 8:00 a.m. to 9:15 a.m.
Fall: Chem and Physics 107, Spring:
Room TBD

Course Director: Jason Bell, MBA
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Office hours by appointment in Honors College office.

This course explores the connection between emotional intelligence and business sustainability in healthcare. Developing Human-Centric Skills for Healthcare outlines six soft skill competencies vital for professional success: Compassion, Consciousness, Citizenship, Creativity, Collaboration and Communication. Students 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. The course emphasizes the development of public speaking and presentation skills. 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 in healthcare.

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 professional success
- Develop skills in public speaking and use of AIDET
- Explain patient experience metrics in healthcare
- 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.

PREREQUISTES: 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 submit assignments electronically

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 (attendance 80% + class discussions 20%)	10
Total	100

SPRING SEMESTER ASSIGNMENTS	POINTS
Creativity Presentation	20
Presentation 2	30
Presentation 3	30
Reflection Journals (2)	10
Participation (attendance 80% + class discussions 20%)	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 participation 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 22	Course Introduction	
August 29	Compassion – Patient’s Perception	Book Intro + Chapter 1
September 5	Communication – AIDET and Courtesy	Chapter 2
September 12	Communication – Cultural Competency	Reflection Journal 1
September 19	Communication – Public Speaking	
September 26	Communication – Presentations	Presentations in Class
October 3	Compassion – Customer Satisfaction & Engagement	Chapter 3
October 10	Compassion – Presentations	Presentations in Class
October 17	Compassion – Presentations	Presentations in Class
October 24	Compassion – Employee Satisfaction & Engagement	
October 31	Communication – Patient Privacy & Risk Management	Reflection Journal 2
November 7	Consciousness - Mindfulness	Chapter 4
November 14	Citizenship – Social Responsibility	Chapter 5
November 21	No Class - Thanksgiving	Reflection Journal 3
November 28	Citizenship – Presentation	Presentations in Class
December 5	Presentation Overflow + Optional 3 Pts Presentation	Presentations in Class

Spring Semester

DATE	TOPIC	ASSIGNMENT DUE THIS DAY
January 9	Consciousness – Emotional Intelligence	
January 16	Consciousness – Personality	Chapter 6
January 23	Creativity – Art & Health	Reflection Journal 1
January 30	Creativity – [NOT IN CLASSROOM]	Chapter 7
February 6	Creativity – Presentations	Presentations in Class
February 13	Creativity – Presentations part 2	Presentations in Class
February 20	Compassion – Social Determinants of Health	Chapter 8
February 27	Compassion - photos [NOT IN CLASSROOM]	Reflection Journal 2
March 6	Compassion – Design Thinking	Chapter 9
March 13	No Class – Spring Break	
March 20	Collaboration – Group Presentation	Presentations in Class
March 27	Consciousness – Personal Brand	Chapter 10
April 3	Course Wrap-Up	
April 10	Collaboration - Group Presentation	Presentations in Class
April 17	Collaboration - Group Presentation part 2	Presentations in Class
April 24	Presentation Overflow + Optional 3 Pts Presentation	Presentations in Class

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/current-students/citizenship/>.

Community Service: All Honors College students must complete at least 20 volunteer service hours per academic year (fall/spring). The best way to be involved is by working with the City of Sweetwater via our unique Honors College-Sweetwater Partnership. Opportunities there include tutoring, working with the Senior Citizens' Center, offering citizenship classes, and helping the Li'l Abner Foundation's work with children. Other opportunities include working with virtually any non-profit organization and campus fundraising projects. To document your community service hours, log onto MyHonors. Volunteer hours DO NOT count toward the 20 citizenship points. See <http://honors.fiu.edu/current-students/community-service/>

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 <http://honors.fiu.edu/current-students/portfolio/>.

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/honors-policies/>) and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>

Please refer to the following documents for additional information:
Edited on 7/02/18

- FIU Code of Academic Integrity – <http://integrity.fiu.edu/>
- FIU Honors College Plagiarism Policy – <http://honors.fiu.edu/honors-policies/>