

Executive Leadership Committee Retreat
Friday, October 19, 2018
8:00am-3:00pm
Austin Cary Forest
Appendix

AM Sessions

Group 1; Question 1

- Communication
- People skills – group collaborative environments
- Evaluate – “critically” literature and translate the information
- Tailor the information to your audience
- Fostering collaboration/teamwork
- Being resourceful/knowing where to look
- Problem solving
- Comfortable with ambiguity
- Emotional intelligence
- Entrepreneurial/self learner; include digital tech savvy
- Know your audience – system thinking
- Professionalism – awareness of your audiences’ environment/abilities
- Time management/skills
- Ability to teach/mentor/coach
- Leadership skills
- “Plug and play”

Group 1; Question 2

- Programing
- Social media
- Mobile/smart apps/tech
- Leadership
 - Messaging for innovation
 - Buy/sell
 - Create a brand
- Teach to innovate not conform
- Environment / PH
 - Can you farm?
 - Global warming, etc.

- “MPH – Pecan Longitudinal Study”
 - Example of HP + PH
 - “HP & PH” together
- Innovative – How is it applicable problem based learning

Group 2

- Data analytics – decision making & EBP
 - Collection (input into right data)
 - Interpreting (proper use)
 - Implementation
- Big data – how to use
- Processes behind decision making
 - Variable ID
 - Asking right questions
- Building resumes
 - New tech – block chain, AI
- Specific goals – short term courses
- E2 program access
- Certificates for professionals online – small scale courses
- Original of data that feeds “sets” contributing quality
- Employment
 - Corporate productivity expectations
 - Technocrats vs. Leaders
 - Interdisciplinary training
 - Basic sci clinical skills
- Providing “PHEP skills” to leaders
- K&S – Creativity
- Technological expertise to supplements traditional practice skills
- Resources for clinical practice
 - Phone apps
 - Mobile computing
 - Learners
 - UF is losing market
- Genomics
- Outstripping accreditation standards
- Teaching evals
 - Courses – modules
- Promoting self-sufficiency
 - Alternate student assessment methods
- New teaching models
 - Spoon feed
 - Read 500 pages per week

Group 3

- Create algorithms for healthcare practice: navigate outputs of technologies
- Data analysis and interpretation
- Solving the problem of disparities – we live in two worlds
- Address societal and local issues while education is globalized

- Instill sense of moral responsibility in students
- Beware of limitations of AI assistance in clinical practice
- Communication skills
- Team skills and leadership ability

Group 4; Question 1

- Tech – ability to use tech to solve health problems
- Fundamentals of doing / tech to interact with those who do that at a higher level
 - Problem-based learning
 - Big data analytics
- “Tech literacy” – use problem-based learning
- Partner with biomedical engineering
- College needs 3D printing lab
- Course on incorporating tech into research
 - Ex. wearable technology
- Team science and skills – negotiation, interpersonal communication, policy skills, and knowledge
- Do our students really understand the system they are working in
- Implementation science – dealing with barriers, delivering to the community, digital literacy
- Globalization – understanding cultural sensitivity but also effect of the product/program you’re delivering on individual and system
- Developing critical thinking and decision-making skills in an ethical manner
- Appreciate implications (good and bad) or social media use in their profession
- Social media use in their profession
 - Help them understand that social media is not always (often?) the right platform
- Critical writing skills / efficient writing skills
- Skills related to facilitating meetings (Robert’s Rules)
 - Time management
- Grant writing skills (for research but also for community grants)
- Teach students to express/advocate for a position (societally, politically, economically)
 - Advocacy and negotiation skills go together

Group 4; Question 2

- Discovery Science – use big data, let it lead you to the question/discovery
- Students need to know where to find data
 - “Beyond Wikipedia”
 - All students should work with Nancy Schaeffer to learn to search the literature
 - Use “relevant learning”
 - Program evaluation skills
- Teaching skills – how to teach the next generation
 - Also, mentoring skills
- Give students a better sense of “world history” to enable them to have a better perspective; understand innovations that have moved health forward
- Technology/human interface – students need to be exposed to that
- Field technology, citizen science
- Precision public health – underway
- Growth of the aging population – “positive aging” ; how to age well
- How to deliver public health or healthcare in a person’s home; requires good time management

Group 5; Question 1

- Certifications
- Systems thinkers
- Reducing barriers to service; “Amazonization” – EMR
- Challenges to degree
- Teach skills to students
 - Can’t think on feet
- Learners
- Licensing boards accreditation
- Human element – compassion
- Communication – interaction with other professions
 - Asking questions
- Be able to interpret data
- Coaching students to connect and ask questions
- Increase skills in mentors
- Society addressing disparities
- Students more knowledgeable of genetics – disease

Group 5; Question 2

- Social determinants of health
- Recognizing individual skill sets
- Emphasize integrity – responsible content
- Communication skills – speak, read, write, math
- Versatility
- Adaptability
- Problem – increasing degrees to enter profession

Large Group Recap AM

1. *Innovate, not conform
2. *Communication skills – translate to constituents; multimedia
 - Age of social media
3. *Entrepreneurship
4. *Adaptation to environment we don’t know
5. Programming / data expertise – to interact meaningfully, EMR
6. *Mobile – smarttech, apps – need to consider disparities
7. *Origins, understanding / collecting and using data – practice, policy, etc.
 - Knowing how to access data, meaningful interaction and interpretation
8. *Technology approaches problem solving skills, telehealth – customize to program
9. Reinventing course structure (block chain) addressing learner needs
10. Corporate-like view regarding work
 - Branding, ID programs
11. *Leadership / management
12. *Interdisciplinary training, team skills
13. PH + HP better understanding and integration
14. Skills impacting policy dev.
15. Accreditation adaptations / licensure
 - Smaller class implications
16. Evaluating barriers

17. *How to disseminate information – part of communication
18. *Ethics / students' moral grounding
19. *Discovery science – w/ data
20. 3D printing
21. *Team science – negotiation, policy, etc.
22. Implementation science
23. Globalization – 2028 world history
24. Critical thinking – think on feet
25. Grant writing
26. Advocacy – part of the community
27. Program evaluation
28. World history
29. Human-tech interface
30. Aging / aging in place
31. Time management
32. Managing remote health delivery
33. Seek employer advice
34. Certification
35. *Decide how we want to deliver to learners shorter times
36. *Empathy and compassion – when communicating
37. Precision medicine and personalized medicine
38. Teaching the mentors
39. Adaptability
40. *Writing skills – part of communication
41. Applying to disparities
42. *Evaluate value to healthcare

PM Sessions

Group 1 – Question 1

- Cognitive Intervention – CPH, OT, SLHS, etc.
 - “Brain Health”
- Adaptive Technology
 - \$10M/person
- Remote Monitoring / Telehealth
- IT for Health Admin – “Health Equity”
- Exposure Science and Risk Assessment
- Public Health Outbreak Management
- Interprofessional Leadership in Health Science
- “Kiosk List” experience
- Leadership facile
- Big Data

Group 1 – Question 2

- Marketing – BSNS and grant management

- Increase basic research for U6
- History of health related research
- Research around the world
- Mental health (Master's) in neuro-epi
- Focus on what to include in current curricula

Group 2

- Certificates
 - PH in Emergency Response – partner with local PH
 - Joint certificate in data analytics with specific emphasis area
- Degree Program
 - SLP-D
 - MA Health-related tech
 - Mobile and biotechnology
 - PH / HP; Info; Tech
- Specialization / Residency
 - Preventative Medicine + Family / Internal
 - Zero in Florida
 - Cross cut with COM
 - Clinician Scientists
 - PhD-MD
 - MPhD
- “Not yet realized” Barriers
 - Grad school red tape
 - Retention of expertise
 - Expertise lies beyond PHHP; eg. Biomedical engineering
 - Critical mass strategic hiring
 - Credit allocation and distribution
 - Innovators – time for teaching?
 - Service-time allocation
- Needs
 - Geomapping
 - 3D printing – materials engineering; nanotech
 - Leverage expertise
 - New data sets?
 - Computing skills and awareness of resources
 - One Florida

Group 3; Part 1

- Specialized programs in Data Science
 - Interdisciplinary
 - Team-science orientation
 - Both research and industry
 - Concerns about lack of incentives for collaborative programs across colleges
 - Programs and departments that cross colleges could be a solution, eg. Biostats, Epi
- Enhancing current programs
 - Capstone experience
 - Add core courses in data science, etc. that are common across programs

- Supports interdisciplinary collaboration
- Enhance student understanding of real-world application
- Cross-teaching
 - Need for financial incentives to teach across departments, offer new courses

Group 3; Part 2

- More faculty will be needed to make this happen
- Need faculty who WANT to teach and are incentivized to teach well
 - Support and recognition
- Need to be careful about how we use technology and change our teaching approaches
 - Can the “flipped classroom” go too far?
 - How do we ensure students are preparing for classes?
 - How to we increase critical thinking skills?
 - Will we end up putting our teaching faculty out of business? i.e., glorified TA’s?
 - Senior faculty should teach undergraduate courses, too
- Strengths:
 - Strong clinical programs support the enhancement of classes/courses
 - Eg. Capstone experiences
 - Professional development for teaching
 - We have champions in our college who do a great job of using the flipped approach, use technology, etc.
 - Let’s have these folks help us move forward
- Weaknesses
 - Lack of program evaluation for our educational approaches, eg. Flipped classroom
 - Includes both educational outcomes and student satisfaction
 - Is too much innovation in teaching a detriment to learning?

Group 4; Part 1

- Health Management degree / re-review combined degree for BHA/MHA
 - Programs that interface with external agencies, government, have joint teaching experiences, bring in guest speakers from business/industry
- Can create opportunities for “tracks” for other degree programs
 - Degree program in Population Health; Health Data Management
 - Concentration in rehab technology OR MS degree
 - Joint degree with biomedical engineering
 - EGH and Material Science
 - OR PH more broadly
- PH + Design, Construction, and Planning
 - “Built Environment”
- Big data & health disparities
 - Track in BHS/BPH
 - Concentration in MPH or PhD in PH
- Team leadership and management
- Translational behavioral science
 - Implementation science and big data
 - Bachelor’s level prep for academic career
- Certificate for professional communication
 - Partner with College of Journalism and Communication
- MPH + Journalism/Communication

- Program/courses related to Healthy Aging
- Certificate or Program in community wellness
- How to do research in developing regions
- OT degree with psychology related to acceptance of autonomous vehicles
- Respiratory-related rehab

Group 4; Part 2

- Respiratory-related rehab
- Muscular dystrophies
- New technology course/novel technology
- Multi-disciplinary course in implementation science
- Health policy
- Need to infuse more practical knowledge through inclusion of practice partners/alumni
 - How do we better address writing skills/communication at undergrad levels?
 - Ethics!

Group 5; Part 1

- Health care informatics certificate
 - Optimize, utilize, and analyze data
 - Quality care
- Social justice certificate
 - Advocacy skills
- 3-yr PhD – Credit for work/experience
- Executive MPH (weekends)
- Precision public health certificate (9 credits)
- Executive Master’s program – quality assurance
- Precision public health
- Linkage to public health and health professions – symptom based

Group 5; Part 2

- Offer classes at different times/days
- Shorten programs – give credit for life experiences
- Let different learners into system; new tracks
- Classes not linked to degree (Volker)
- Certificate program (9 credits) with concentrations that stack to MPH
- Research certificate (internships)
- FunCATS – certificate
- Strengths:
 - Research / PH + HP link
 - Neuroplasticity certificate
- New skills
 - Resilience to chronic health certificate

Large Group Recap PM; Part 1

- Certificate in Cognitive Interventions (CPH, SLHS, OT)
- Certificate in Adaptive Technology
- Certificate in Remote Mon. / Telehealth
- Certificate in IT for Health Admin
- Certificate in Exposure / Risk assessment

- Certificate in PH Outbreak Management (Emergency preparedness separate)
- Certificate in ID Leadership in Health Science
- CAN WE STACK CERTIFICATES?
- Master's in Mental Health and Nuero (Epi/CHP/OT)
- Certificate in Data Analytics – Joint
- Certificate in Mobile Technology
- Certificate in Information Technology
- Certificate in Preventative Medicine Residency – Joint with other HSC Colleges
- Certificate in Collision Science in PhD
- Data Science – team science orientation / industry
- How do we learn from each other/support ID collaboration?
- Team teaching
- Industry Partnership
- Master's in Rehabilitation Technology / Health Related Tech
- Certificate/Master's in Managing Health Data
- Disparities Policy
- PH – OCP
- PH – Materials Science
- Certificate in Team Leadership
- Doctorate in Translational / Implementation Science
- Certificate in Communication with Journalism
- Certificate in Community Engagement
- Healthy Aging
- Autonomous Vehicles
- HC informatics/EMR Optimization
- Social justice in healthcare
- Executive Masters in PH / Quality Assurance
- Precision in PH
- Online asynch translational science

Large Group Recap PM; Part 2

- *Shorter, competency-based education – shorter courses
- Breaking scheduling boundaries to increases learner pool
- *Neuroplasticity expertise
- Resilience – science of?
- Writing skills and ethics
- Practical knowledge – alumni partner
- Implementation science
- Virtual rehab technology
 - Infuse research expertise
- Teaching approaches – effective
 - Increase critical thinking using role models
- Mixing Jr/Sr faculty
- Need program evaluations – outcome and student expectation
- Too much innovation
- *Expertise beyond PHHP – team teaching
 - Need critical mass
- Barriers – cr. alloc., time and sharing across departments
 - Grad school – time development

- Geomapping
- 3D printing
- *Dataset infrastructure/data science
- Business of HS – grants, marketing
- Research history around the world
- Research for undergrads
- Cross levels – share expertise to high schools, lower level
 - Big data, etc.; zero credit
- Simulation
- Integrate into moonshot proposals

Program Wishlist – PM

- Neuroplasticity center
- Data Science Program – Master’s of PhD
- Lifelong learning in community
- Student narratives integrated into college
- IP Clinical decision making – course
- Global Health
- Master’s in Rehabilitation Technology
- Health Communication Certificate
- Implementation Science – course
- Bachelor’s in Translational Behavioral Science
- Certificate in Healthy Aging
- Health Communication – all levels
- HR Tech.
- Technology in HP
- Center for Neuromodulation and Neuroplasticity
- Executive MPH
- Stackable Certificates to a Master’s
- Certificate in Community Engagement
- Master’s in Mental Health
- Certificate in Perioperative Cognitive Medicine
- Course in Weather/Health
- Executive Master’s in Healthcare Leadership/Innovation

Top Votes

- Premier Data Science
- Executive Master’s in Healthcare Leadership
- Center for Neuromodulation and Neuroplasticity
- Stackable Certificates
- Certificate of Community Engagement
- MHS in Mental Health Epidemiology
- Weather Events Course