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”
  o Example of HP + PH
  o “HP & PH” together
• Innovative – How is it applicable problem based learning

Group 2
• Data analytics – decision making & EBP
  o Collection (input into right data)
  o Interpreting (proper use)
  o Implementation
• Big data – how to use
• Processes behind decision making
  o Variable ID
  o Asking right questions
• Building resumes
  o 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
  o Corporate productivity expectations
  o Technocrats vs. Leaders
  o Interdisciplinary training
  o Basic sci clinical skills
• Providing “PHHP skills” to leaders
• K&S – Creativity
• Technological expertise to supplements traditional practice skills
• Resources for clinical practice
  o Phone apps
  o Mobile computing
  o Learners
  o UF is losing market
• Genomics
• Outstripping accreditation standards
• Teaching evals
  o Courses – modules
• Promoting self-sufficiency
  o Alternate student assessment methods
• New teaching models
  o Spoon feed
  o 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
  o Problem-based learning
  o “Big data analytics”
• “Tech literacy” – use problem-based learning
• Partner with biomedical engineering
• College needs 3D printing lab
• Course on incorporating tech into research
  o 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
  o 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)
  o Time management
• Grant writing skills (for research but also for community grants)
• Teach students to express/advocate for a position (societally, politically, economically)
  o 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
  o “Beyond Wikipedia”
  o All students should work with Nancy Schaeffer to learn to search the literature
  o Use “relevant learning”
  o Program evaluation skills
• Teaching skills – how to teach the next generation
  o 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
  o Enhance student understanding of real-world application
  o 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
  o Support and recognition
• Need to be careful about how we use technology and change our teaching approaches
  o Can the “flipped classroom” go too far?
  o How do we ensure students are preparing for classes?
  o How to we increase critical thinking skills?
  o Will we end up putting our teaching faculty out of business? i.e., glorified TA’s?
  o Senior faculty should teach undergraduate courses, too
• Strengths:
  o Strong clinical programs support the enhancement of classes/courses
    ▪ Eg. Capstone experiences
  o Professional development for teaching
  o 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
  o Lack of program evaluation for our educational approaches, eg. Flipped classroom
    ▪ Includes both educational outcomes and student satisfaction
  o Is too much innovation in teaching a detriment to learning?

Group 4; Part 1
• Health Management degree / re-review combined degree for BHA/MHA
  o 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
  o Degree program in Population Health; Health Data Management
  o Concentration in rehab technology OR MS degree
    ▪ Joint degree with biomedical engineering
  o EGH and Material Science
    ▪ OR PH more broadly
• PH + Design, Construction, and Planning
  o “Built Environment”
• Big data & health disparities
  o Track in BHS/BPH
    o Concentration in MPH or PhD in PH
• Team leadership and management
• Translational behavioral science
  o Implementation science and big data
  o Bachelor’s level prep for academic career
• Certificate for professional communication
  o 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
  o How do we better address writing skills/communication at undergrad levels?
  o Ethics!

Group 5; Part 1
• Health care informatics certificate
  o Optimize, utilize, and analyze data
  o Quality care
• Social justice certificate
  o 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:
  o Research / PH + HP link
  o Neuroplasticity certificate
• New skills
  o 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 Neuropasticity
- 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