

University of Florida
Honors Professional Development
IDH 3931 Essentials of Empathy: Building Emotional Intelligence in Health Professions
Wednesdays 12:50 PM-2:45 PM
(2 credit hours)
Spring 2025
Delivery Format: On-Campus

Syllabus

Instructor Name: Shahzadhi Nyakhar, MPH

Email Address: s.nyakhar@ufl.edu

Preferred Course Communications: Email or Canvas message

Office Hours: By appointment

Course Overview

In today's world of uncertainty and burnout in healthcare settings, health practitioners must practice having good emotional intelligence to assist patients, community members, stakeholders, and other healthcare workers. This course will allow students the opportunity to engage in reflective practice, case study analysis, live lectures, and additional in-class practice activities to develop and strengthen their empathic skills.

Course Objectives and Goals

1. Compare definitions of empathy and emotional intelligence to better understand emotions and feelings of others as well as self (Analysis)
2. Define the four competencies of emotional intelligence as per Daniel Goleman's emotional intelligence quadrant (Comprehension)
3. Assess current strengths and weaknesses in the areas of self-awareness, self-management, social awareness, and relationship management through self-reflection activities (Evaluation)
4. Display self-awareness and self-management of personal emotions through active reflection and practice (Synthesis)
5. Display active listening skills to clearly understand and respond to emotions of others (Synthesis)
6. Communicate personal emotions clearly and effectively through in-class practice activities and final skit presentation (Synthesis)
7. Identify strategies from IDH 3931 lectures and readings to build and strengthen empathetic skills (Analysis)
8. Demonstrate how to apply empathy in crisis situations for conflict resolution (Application)
9. Describe the importance of high emotional intelligence in leadership roles (Comprehension)
10. Evaluate strengths and weaknesses of self-awareness, self-management, social awareness, and relationship management skills post-course to encourage motivation, optimism, and resilience (Evaluation)

Instructional Methods

This course will be divided into in-person class sessions with lectures, self-reflection activities, in-class practice activities, and discussions. Homework will consist of weekly readings and an empathy journal entry or a reflection paper. All readings will be available on Canvas. Additionally, at the end of the semester, students will also develop a case study and present it in the form of a three-minute skit that demonstrates their understanding of an emotional intelligence or empathy construct learned in class.

What is expected of you?

In this course about empathy and emotional intelligence, please be respectful, patient, and understanding with all individuals in the class- including yourself. Come to me if you fall behind or need assistance with the course content. Complete all readings and assignments prior to class to be prepared for discussion and reflection activities.

Course Material and Technology

All class material can be accessed via Canvas, the learning management system supported by the University. Log in at <https://elearning.ufl.edu> and go to the course site for *IDH 3931 Essentials of Empathy: Building Emotional Intelligence in Health Professions*. All class lecture slides, readings, supplemental videos, assignments, and other course materials will be posted here. You will turn in all assignments through this site, please check the site on a routine basis to keep up with announcements and content modifications.

You may not use generative AI for class assignments. With prior approval from the instructor, you may use AI to develop the skit case study assignment with proper APA citations and references.

Assignments

The following assignments were designed to check your understanding of concepts, provide opportunities for self-reflection, and apply what you have learned. More detailed instructions for each assignment can be found on Canvas. Late work is not accepted unless prior arrangements have been made with the instructor. Please alert the instructor in the event of any circumstance that requires extended time, all requests will be handled on a case by case basis.

Empathy Journal-weekly [45 points total (9 entries x 5 points each), 45% of Final Grade]

You will keep a “journal” throughout the semester. It is up to you if you keep this in a physical journal or Word document. Each week, you will pay close attention to what is happening around you and write a brief entry about an empathy/emotional intelligence concept you observed in yourself or someone else that relates to the previous week’s class (minimum of one paragraph). This will serve as an opportunity to apply and/or demonstrate your understanding of course material.

You will also write a short paragraph in response to a question/questions regarding the following week’s assigned reading. This portion is designed to check your understanding of the material and for you to come to class prepared. Please refer to Canvas for the specific prompt for that specific week.

You may submit your journal entry as a Word document or a photo of the physical journal entry to Canvas. When referencing material that is not yours, please provide an APA citation and reference.

There are no journal entries due in weeks with large assignments (reflection papers, case study/final skit)

Reflections-due 1/24/25 and 4/25/25 [20 points total (10 points each), 20% of Final Grade]

There will be **two** reflections. Both reflections should be a minimum of 1.5 pages double-spaced.

“**About Me**” Reflection (due 1/24/25): You will write a letter to the instructor about yourself. You may include any details you would like to share including but not limited to: your major/program, your hobbies, why you are interested in the class, what you are hoping to learn, etc. In Week 3, you will

receive a letter back from the instructor. This assignment will serve as a pre-course reflection for you, and a way for me to get to know you.

Final Reflection (due 4/25/25)- In this assignment you will reflect on the concepts you learned in the course, and how your strengths or weaknesses in self-awareness, self-management, social awareness, and relationship management have changed since the start of the semester.

Final Skit Presentation & Skit Case Study- due 4/16/25 [15 points total, 15% of Final Grade]

You will present a three-minute skit based on one empathy or emotional intelligence construct we covered in the semester. To help develop the skit, you will first design a case study. The case study should be three paragraphs and it should note which empathy/emotional intelligence construct you are presenting, a conflict, and a solution using the empathy and emotional intelligence skills you learned in the semester.

Skits and case studies will be completed in pairs, partners will be assigned in Week 5. You may choose your partner, or I will help you select one. You will have in class time to develop the case study and practice your skit.

In-Class Activities- [10 points total, (5 points each), 10% of Final Grade]

The following class activities will be graded for completion.

One-on-One with Instructor (2/5/25)

Your enjoyment of the course, academic success, and well-being are important to me. As a way of checking-in, I welcome the opportunity to meet with students individually in lieu of lecture in Week 4. Students will be sent a sign-up sheet in Week 3.

Inside Out Film Guide (3/26/25)

We will watch Disney's *Inside Out* in class in Week 11. Through Canvas, you will be given a "guide" with themes to look for and will provide responses to questions regarding the film.

Attendance, Professionalism, and Participation- weekly [10 points total, 10% of Final Grade]

We will meet one day per week as outlined below. Please attend every class possible to obtain the best amount of knowledge. Please stay home in the event of illness. Alert the instructor if you will be absent. Missing more than two classes may affect your grade. Each absence will be dealt with on a case by case basis.

Class is enriched by each student's participation. Please participate to the best of your ability in large group and small group discussions, as well as other in-class activities.

COURSE SCHEDULE

	Topic	Readings & Assignments Due All assignments are due at 11:59 PM on Tuesdays unless noted otherwise
Week 1 Jan 15	Introductions	None

	What is empathy?	
Week 2 Jan 22	What is emotional intelligence? Self-awareness Pre-course emotional intelligence questionnaire	Reading <ul style="list-style-type: none"> Roman Krznaric- Empathy, pgs. 197-198 <i>The Six Habits of Highly Empathetic People</i> Daniel Goleman, Emotional Intelligence Chapter 4, <i>Know Thyself</i> Assignment <ul style="list-style-type: none"> <u>About Me reflection letter due Friday, January 24th at 11:59 PM</u>
Week 3 Jan 29	Self-management Myers Briggs Personality Test	Reading <ul style="list-style-type: none"> Adam Grant- Originals Chapter 8, <i>Rocking the Boat and Keeping it Steady- Managing Anxiety, Apathy, Ambivalence, and Anger</i> Assignment <ul style="list-style-type: none"> Journal Entry #1
Week 4 Feb 5	*NO CLASS. Attend one-on-one with instructor*	
Week 5 Feb 12	Social-awareness	Reading <ul style="list-style-type: none"> Daniel Goleman, Social Intelligence Chapter 18, <i>A People Prescription</i> Assignment <ul style="list-style-type: none"> Journal Entry #2
Week 6 Feb 19	Relationship management	Reading <ul style="list-style-type: none"> Dale Carnegie- Article, <i>Principles from "How to Win Friends and Influence People"</i> Assignment <ul style="list-style-type: none"> Journal Entry #3
Week 7 Feb 26	Empathetic Leadership	Reading <ul style="list-style-type: none"> Kim Scott- Radical Candor Pgs. 125-128, <i>Relationships</i> Pgs. 140-148, <i>Guidance</i> Daniel Goleman- Emotional Intelligence Chapter 10, <i>Managing with Heart</i> Assignment <ul style="list-style-type: none"> Journal Entry #4
Week 8 Mar 5	Applying Empathy Developing Active Listening and Communication Skills	Reading <ul style="list-style-type: none"> Sheryl Sandberg- Option B Chapter 2, <i>Kicking the Elephant Out of the Room</i> Kate Murphy- You're Not Listening: What You're Missing and Why it Matters Chapters 3-5, <i>Listening to your Curiosity, I Know What You're Going</i>

		<i>to Say, and The Tone-Deaf Response</i> Assignment <ul style="list-style-type: none"> Journal Entry # 5
Week 9 Mar 12	Self-care Addressing "compassion fatigue"	Reading <ul style="list-style-type: none"> Sheryl Sandberg- Option B Chapter 4, <i>Self-Compassion and Self-Confidence</i> Assignment <ul style="list-style-type: none"> Journal Entry #6
Week 10 Mar 19	*NO CLASS. SPRING BREAK*	
Week 11 Mar 26	<i>Inside Out</i> film viewing	Assignments <ul style="list-style-type: none"> Journal Entry #7 <u>Inside Out Film Guide responses due at the end of class</u>
Week 12 Apr 2	Empathy in Crisis Resilience	Reading <ul style="list-style-type: none"> Sheryl Sandberg- Option B Chapter 9, <i>Failing and Learning at Work</i> Angela Duckworth- Grit Chapters 9, <i>Hope</i> Assignment <ul style="list-style-type: none"> Journal Entry #8
Week 13 Apr 9	Class Workshop Practice skit presentations and work on case study	Assignment <ul style="list-style-type: none"> Journal Entry #9
Week 14 Apr 16	Empathy Skit Presentations	Assignment <ul style="list-style-type: none"> Skit case study
Week 15 Apr 23	**Asynchronous** Complete Post-course emotional intelligence questionnaire & Final reflection	Assignment <ul style="list-style-type: none"> <u>Final reflection due Friday, April 25th@11:59 PM</u>
Week 16 Apr 30	*NO CLASS. FINALS WEEK*	

Grading

Point system used (how course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-83	77-79	70-76	67-69	63-66	60-62	0-59
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone / Completion credit.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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

Academic Integrity

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:

<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.

Recording Within the Course

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.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Honors Program

Quick questions for an Honors advisor? Email advisor@honors.ufl.edu

Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

Phone number: 352-392-1519

Campus Location: 201 Walker Hall.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center (DRC) <https://disability.ufl.edu/> within the first week of class or as soon as you believe you might be eligible for accommodations. The DRC 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.

Counseling and 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 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>. On line and in person assistance is available.
- **U 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** Student Health Care Center offers a variety of clinical services. The clinic is located at 2140 Stadium Rd Gainesville, FL 32611. For more information, contact the clinic at 352-392-1161 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 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

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. Please remember asking for a help is a sign of strength.