ROSE STATE COLLEGE

Division Course Syllabus

<table>
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<tr>
<th>Division</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ENGL 1913</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Writing for the Health Professions</th>
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<tbody>
<tr>
<td>Semester and Year Submitted</td>
<td>Spring 2021</td>
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<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Sherri Mussatto</td>
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<tr>
<td>Hours Per Week: Class</td>
<td>3</td>
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<tr>
<td>Lab</td>
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Course Description (as it appears in Catalog)

ENGL 1913 is designed to help students interested in careers in the health professions transition from college-level writing to "real world" professional communication. The course exposes students to advanced research resources and strategies particular to the health professions in order to read, analyze, and produce professional documents, including cover letters, resumes, personal statements, project proposals, and review articles. The course covers the complex process writers need to learn to accomplish this goal, including how to tailor information for specific audiences; how to use stylistic and visual devices to make information more accessible; and how to edit their work as well as that of their peers.

Prerequisites

<table>
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<tr>
<th>ENGL 1113</th>
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Text(s):

<table>
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<tr>
<th>Title</th>
<th>Writing in the Health Professions (1st edition)</th>
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<tbody>
<tr>
<td>Author</td>
<td>Barbara A. Heifferon/ Longman-Pearson</td>
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<tr>
<td>Publisher</td>
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<tr>
<td>Copyright Date</td>
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<tr>
<td>ISBN #</td>
<td>0-321-10527-3</td>
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<tr>
<td>Reading Level</td>
<td></td>
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<tr>
<td>Supplemental Materials:</td>
<td>(Other books, audio visual aids, etc.)</td>
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Outline for Remainder of Syllabus:

Rationale: Communication skills are essential in every profession, but writing in the health professions requires a special skill set and demands the highest level of clarity and accuracy. The well-being of human lives depends on clear and accurate messages. Messages must be tailored to a variety of audiences such as coworkers, experts, decision-making agencies, patients, and the broader public. In addition to excellent written and verbal communication skills, professionals in health-related fields must also adhere to strict ethical guidelines, stay current in an ever-evolving field of practice, and navigate increasingly advanced technologies. English 1913 has been created to prepare students in health-related programs for writing they will do to complete college coursework and fulfill their responsibilities in the field.

Expected Outcomes: Upon successful completion of this course, students will be able to

1. Explain how writing contributes to their development as health professionals and recognize the various roles that documents play in their particular fields.
2. Read and examine examples of medical research to extract important and relevant material and communicate that material to a variety of audiences.
3. Produce documents in a variety of forms common in health professions, such as case study, research article, instructions to patients, personal statement, and medical review.
4. Recognize when and how to incorporate visuals into texts.
5. Modify documents to address the needs of a variety of audiences, such as patients, colleagues, and the public.
6. Prepare and deliver an effective oral presentation.
7. Demonstrate the ability to work as a part of a team.
8. Identify and implement appropriate research methods for each writing task to develop ethically responsible professional documents and evaluate texts for adherence to standards of ethics and reliability.
9. Write clear, concise, precise texts without grammar or mechanical errors.
10. Use a variety of technologies to draft technical documents.

Methods of Instruction: Methods of instruction vary by professor but may include:
• Lecture
• Class discussion
• Group work
• Use of audio-visual resources
• Individual conferences
Initial Assessment: Students will complete an initial assessment for accuracy of placement and semester planning. The initial assessment will assess grammar, punctuation, spelling, and mechanics as well as the student's ability to write an analytical essay in order to direct students who need more intensive review in these areas to the Writing Lab, Composition Workshops, the Tutoring Center, and/or ESL Workshops.

Assessment (Including Critical Thinking measurements):
25% Patient Literature
25% Literature Review
10% Discussions, Quizzes, and Assignments
10% Public Health Campaign
10% Application Packet
10% Other Writing
10% Final Assessment Essay

Rose State College Expected General Education Outcomes
- The Rose State College Assessment Program strives to provide relevant and timely data to support efforts at continuous improvement of student learning on the campus of Rose State College. Current expected outcomes include effective written communication, global and cultural awareness, and quantitative reasoning skills.
- Humanities classes measure effective writing communication and global and cultural awareness.

1. Effective Written Communication is the ability to compose a quality written document on a collegiate level. This includes the following characteristics:
   • Development of a Central Idea
   • Diction
   • Organization
   • Support
   • Sentence Structure
   • Grammar and Mechanics

2. Diversity Awareness is vital to the ability to work toward a climate of mutual respect and acceptance of individual differences that include race, culture, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and cognitive abilities, spiritual beliefs, political beliefs, and other ideologies. Students who demonstrate diversity awareness will be able to:
   • Evaluate the effect that Rose State College’s classes, events, workshops, and programs have had in heightening awareness, knowledge, or appreciation of people who represent a different race, ethnicity, gender, sexual orientation, physical or cognitive ability, spiritual belief, or political belief or ideology.
• Recognize one’s own comfort level when relating to people of various backgrounds and identify resources on campus that might help to raise that comfort level.
• Determine how students’ differences affect their relationships with others at Rose State College.
• Create an inclusive, open-minded culture that embraces diversity.
• Practice respect for people with qualities and experiences different than one’s own.
• Judge (or Appraise) the value of working cooperatively with people from various backgrounds and life experiences.
• Analyze one’s own perception of discrimination on campus, in the local community, and on the national level.

3. Quantitative Reasoning refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions. Students who demonstrate quantitative reasoning skills will be able to:
• Calculate: Identify relevant mathematical information, and select appropriate methods to answer questions of a numerical nature.
• Connect: Express and/or evaluate quantitative relationships using graphs, charts, or formulas; and
• Conclude: Evaluate representations and inferences that are based on quantitative information, and recognize questionable values and assertions.

Learning Objectives:

Unit 1: Ethics and Accuracy
1. Define and discuss “ethical” behavior as demonstrated by health professionals.
2. Explain patients’ rights.
3. Review and discuss ethics in medical writing, privacy laws, and patients’ rights.
4. Compare health facts to media reports to evaluate reliability and authority of information about health.
5. Identify laws and documents protecting patients’ privacy.

Unit 2: Literature Review
1. Identify and practice techniques of gathering research information in the health professions.
2. Identify and practice techniques for critical reading of medical research.
3. Create an outline for a Literature Review.
4. Evaluate medical websites for purpose, usability, accuracy, bias, and ethical standards.
5. Identify and practice summarizing, paraphrasing, and documenting research in an annotated bibliography.
6. Synthesize research in a formal Literature Review directed towards an audience of colleagues and experts.
Unit 3: Patient Health Literature
1. Identify and discuss the differences between communicating with colleagues versus communicating with patients.
2. Analyze audience and context to determine specific needs of different readers in different situations.
3. Identify strategies for and practice modifying vocabulary, style, tone, format, paragraphing, logic structure, specificity, visuals, documentation, evidence, and rhetorical techniques.
4. Discuss key elements of effective, user-friendly pamphlets and brochures.
5. Examine a variety of health education materials to analyze them for their effectiveness.
6. Identify and practice effective strategies for creating patient health literature, including a pamphlet and patient instructions.
7. Create a pamphlet.
8. Create a set of patient instructions.

Unit 4: Health Information Reporting
1. Examine a variety of reporting tools in the health fields, including patient charts, encounter and intake forms, and procedural reports.
2. Identify and practice strategies for clear, concise, accurate reporting, including a review of grammar and punctuation.

Unit 5: Public Health Information Campaign
1. Examine and discuss effective public health campaigns.
2. Discuss strategies for directing health messages to different cultures.
3. Discuss the role of technology in the development and receipt of health messages.
4. Identify suitable topics for a public health campaign.
5. Create a framework for local campaign to change or modify a specific health-related behavior.

Unit 6: Job/Internship Application Package
1. Identify and practice effective strategies for preparing a Personal Statement.
2. Identify and practice effective strategies for preparing a resume.
3. Compare job-searching techniques and strategies for analyzing job postings.
4. Compose a targeted cover letter in response to a current job posting.

Unit 7: Final Assessment
1. Synthesize the topics covered this semester (medical documents, ethics, reliability/authority, literature review, patient literature, public health campaigns, application materials) in order to compose an essay that discusses the importance of relaying medical knowledge to the public regarding a medical issue within your chosen field of study.