

HS 385 ~ LEADERSHIP DEVELOPMENT IN HEALTH PROFESSIONS
Syllabus Addendum: Writing Assignment Directions & "Helpful Hints"

Directions: Consider topics carefully and focus on developing your work in response to meeting the needs illustrated in Health Care and Business & Industry today. This includes making your points & work convey meaning as **clearly, completely, correctly and concisely** as possible, while providing accurate information to your intended audience. You will be working with both writing partners (WP's) and Cooperative Work Groups (CWG's) in the development of your written communications. These individuals will serve as reviewers for content, formatting, tone, grammar and other standards of writing development. **You will be expected to incorporate feedback from these individuals PRIOR to submission of any written work to faculty/staff for consideration and evaluation.** Your work must be word processed per departmental writing guidelines. UWSP campus standard is double spaced, 10~14 pt. true type font. Double spacing will be used where/when appropriate following business standards. Consult class notes & handbook, citation guides, books, articles or the Internet (citation machines), MS Word™ tools as appropriate to assure your work meets Industry standards.

As an Interdisciplinary course, you will be challenged to think & approach all work from both a Natural Science, and Social Science, perspective. You are encouraged to approach course topics not only as a student, but as a future professional recognizing issues associated with human dignity, respect, compassion for others, and how ethically those are also coupled with issues of social justice as future leaders, managers or health care professionals. The central question driving attendance and participation at community & campus activities reflective journaling, case study analysis, CWG projects, and your final, reflective paper from both natural & social sciences perspectives is: **How does an integrative approach to health care build leadership, communication and problem solving skills for simultaneously providing culturally competent care for an ethnically and culturally diverse range of health care recipients?** Considering this question is an integral part of the course each week and relates to the various group assignments & team presentations, attendance at campus & community events, case study analysis & biocultural & scientific discussions & journaling.

As a Communication in the Major course, you will develop & present materials in this course relating to future Employment & Professional Leadership Development. The following includes details about the written assignments included in this course:

Paper Headers: Each paper should have a header or footer on each page containing your name, name of paper {IPDP, Philosophy of Leadership 1st Draft, Cover Letter, for example} and page number. Identify writing partner. Papers (when applicable) should be double spaced, 10~14 pt. true type font.

Example:

Olmsted, J.L. 1st Draft Philo. of Leadership HS 385 SU 16 WP: DBarten/T.Jennings

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I. Employability/Experience Skills Materials ~

A. Resume': This assignment requires a documented consult w/ appropriate staff at Career Services!!

Participant will develop a professional career focused resume' that can be used during a professional position search. Participants will attend a resume' development workshops led by Career Services, and are expected to schedule an appointment with staff in Career Services to develop and polish a professional resume' per guidelines established in class. **Failure to meet with staff from Career Services results in ½ of assigned point value not being earned.** Career Services professionals are booked early, so manage your time wisely to complete this assignment well before due date. School of Health Care Professions (SHCP) accepted document formats are available for use in COURSE MANAGEMENT PLATFORM under Communication: "Professional Business Correspondence". Rubric delineates point values. Additional details can be found in COURSE MANAGEMENT PLATFORM and will be provided in class.

B. Cover Letter for Professional Career Position: Participant will develop a professional cover letter for a real career opportunity, or as an entry for graduate school. Professional cover letter submissions must be accompanied by an electronic URL for the available position; or a hard paper copy of the position posting. Cover letters are to be focused on the requirements of the position, and your capability to function within that capacity. Business letter formatting, and content suggestions can be found in COURSE MANAGEMENT PLATFORM and on the evaluation rubric. Feedback provided by class faculty is to help you improve your writing presentation to "get your foot in the door" for a real career opportunity in your discipline area or graduate school.

Revisions to BOTH these documents REQUIRED once graded & returned for professional use. The cover letter is the only document that will earn point value back, the Resume' document grade stands as recorded even though modifications for professional use are required for class.

II. Professionalism & Leadership Materials ~

A. Philosophy of Leadership~ this 2-3 page philosophy will span content *from the entire course*. Consider this as an ongoing, evolving “process” paper ~its’ content will change & evolve throughout the length of the course.

Philosophy Paper:

1) Rough Draft #1: It is expected the first formative draft considers material from Leadership Assessments, Understanding Self & Others, Complex Role and Ethical & Professional Behavior. This first draft should simply be bullet points, or rough concepts identifying who YOU are as a leader at this point. It is understood this document is a work “in progress”, however, clear ties to the ideas represented in course content to date, and personal exploration of such should be apparent. The author may indicate future considerations with respect to topics & materials provided in COURSE MANAGEMENT PLATFORM during this draft. This working draft is NOT expected to be grammatically correct, or in a polished final form. However, content & direction of work SHOULD be discussed with your writing partners, CWG members or course facilitators and incorporated in the work.

2) FINAL DRAFT: It is expected the final, summative philosophy draft is grammatically correct, polished, clearly and completely addresses tying WHO you are as a leader/manager to HOW you will APPLY your unique abilities to leading and managing others in the context of the final course topics. College papers are expected to also have an Introduction & Conclusion. The shift from your foundational draft about your VALUES merges with HOW you will APPLY your various strengths, talents, values while leading OTHERS in relation to the final class topics including~ Communication & Conflict Resolution, Team Development, Culture Change, Quality Improvement, Strategic & Operational Planning, Personnel & Project Management & Leader as Manager. Additionally, this draft requires incorporation of addressing the central Integrative course question. It is important to note there are no “right or wrong” philosophies, as each person is unique and brings their own unique skill sets to use in any given situation. It is recommended the author use headings/subheadings if helpful in guiding the development of the work, assuring all points are clearly addressed. FULL CONTENT DEVELOPMENT, limited to 3 pages is expected for this document. This final draft should have both content & grammatical feedback provided from your writing partner or CWG members in its development prior to submission for evaluation.

B. Education & Training Materials on Selected Leadership Topic: Materials will be developed within and by your Collaborative Work Group (CWG’s) team for class use. Materials will correspond with one of the six course topics your CWG will be responsible for. Additional details are available in COURSE MANAGEMENT PLATFORM, and will be provided in class.

Grading will include the following:

1/3 point value~ **“Training” Objectives** (will be measureable/observable, based on Application level or Higher in Blooms Cognitive Taxonomy)

1/3 point value~ **Assessment Measures** match each training objective and are easily observed & measured.

1/3 point value~ **Training Materials & Handouts:** Educational & training materials are expected to be aesthetically pleasing, easy to use for a “training” situation, and appropriate for the intended audience. Prezi™ is the expected Visual presentation tool to be used.

C. Biocultural/Scientific Discussions & Journal Writing: This formative writing forum is an opportunity for sharing in smaller groups using COURSE MANAGEMENT PLATFORM along with virtual guided class discussions about these topics with the course facilitator. Three specific topics being addressed from both a social & natural science perspective include:

- Health & Social Stress (Stereotypes)
- Social Epidemiology, Socioeconomic Status (SES) & Health Care Access
- The Sick Role

It is expected responses to the various learning materials & questions raised also address various events/topics or occurrences during the week, including an incorporation of professional attendance at various campus & community cultural & professional growth events. The reflective process is one of exploration: including your consideration of ongoing professionalism & growth. You are encouraged to approach participation in these activities not as a student, but as a future professional recognizing issues associated with human dignity, respect, compassion for others, and how ethically those are also coupled with issues of social justice as future leaders, managers or health care professionals. The central question driving all work associated with the Biocultural Scientific Group Discussions & Mini Writing Lessons from both natural & social sciences perspectives is: How does an integrative approach to health care build leadership, communication and problem solving skills for simultaneously providing culturally competent care for an ethnically and culturally diverse range of health care recipients? Your postings should be primarily professional, rather than personal, in nature. However, it is acceptable if a personal experience does focus on the topic if it illustrates the key point. Further development and additions to the postings will be based on individuals’

participation in various professional & cultural campus events for ongoing growth. If your background is primarily Caucasian, Judeo Christian, you may wish to explore the concept & meaning of *White Privilege* prior to engaging in class discourse.

Example: Discussion Post: #3 Initial consideration: The Sick Role

D. Group work & writing: Working as members of a group, you will analyze, discuss & write about various underlying assumptions relating to biomedical & social sciences. Leaders/managers need to work with organizational employees/staff to assure individuals with diverse needs & backgrounds about health, wellness, and illness & disease are being recognized and treated accordingly. For example, commonly held views/assumptions in “Western Medicine” can potentially lead to the racial profiling of patients. One potential assignment may be for your team to: “Develop a feasibility plan allowing Hmong patients to request having shamanic rituals while in hospital”. Other topics will be explored in class, and group case analysis topics need prior approval by instructors. Groups will choose ONE of the following examples for case group work including:

- The concept of disease as culturally constructed or socially produced. Choose an example that illustrates **either** the cultural construction or social production of a specific disease.
- Write a paper on some feature of biomedicine that is currently changing in a significant way. Part of your analysis should involve the institutional context within which the change is occurring. What are the causes of the change? Are they mostly internal to biomedicine or external? Who are the stakeholders most involved (both inside and outside of biomedicine)?
- Choose a topic in the field of international health and write about it. Describe the medical aspects of your topic, using technical language sparingly—write for a general audience. Then describe the main social, cultural, political, and economic factors that constitute its context.

E. Final Reflective Paper: The final NON-GRADED but REQUIRED reflective course paper should incorporate addressing all of the following various perspectives: How you approach addressing the Issue/Question discussed throughout class: *How is culturally competent care provided by an integration of understanding diverse backgrounds & needs?* and *How does an integrative approach to health care build leadership, communication and problem solving skills for simultaneously providing culturally competent care for an ethnically and culturally diverse range of health care recipients?* This final paper needs to be developed from a biocultural context and include both Social & Natural Science perspectives. Further details & grading rubrics provided in class. Final reflective paper also needs to address the following questions: *“What have you learned, and how will use it as a future professional?”* Please also reflect upon, and include a response to these questions as well: *“how have you gained further understanding of your university education and how it has enhanced your sense of personal responsibility as a member of a larger community?”*

****All written assignments are due by the “close of business” (5pm Fridays) during the week specified on the class schedule or by announcement. ****

Writing is a means of learning. When written assignments have deductions, you will revise your work as part of the writing process. This process allows participants to earn additional points. As part of performance based instruction, you are only evaluated against yourself for your written coursework. This allows you to earn back points you may not have earned on your initial submission. You will ONLY be allowed to revise/resubmit your Cover Letter for additional point value. Your ongoing progress & improvement in your writing skills is the focus of this course.