

HM732 – Strategic Writing for Health Care Professionals

2022 Winter Course Outline

Master of Health Management Program

COURSE OBJECTIVE/PROFILE

With advanced writing skills health care managers can inform and influence readers for specific purposes that ultimately advance the strategic plans of their organizations. Through this course, students will learn to write proficiently and produce reader-focused documents that are well organized, accurate, clear, unambiguous, and defensible. By developing processes for creating, revising, and evaluating documents, students will become more fluent and efficient in their writing.

LEARNING OUTCOMES/OBJECTIVES

After completing this course students will be able to:

1. Analyze target readers to choose the most appropriate genre, angle, style, and tone to produce reader-focused documents.
2. Determine the purpose(s) of their proposed writing tasks within specific health care contexts.
3. Discriminate between the different writing genres used in health care contexts.
4. Organize writing tasks to develop focused, logical, and comprehensive content.
5. Write to build relationships and advance the strategic plan of the organization.
6. Write fluently and with greater speed.
7. Write proficiently in a variety of genres including email, memos, briefing notes/small reports and/or proposals.

INSTRUCTOR INFORMATION

Mary Clark, MEd, BSc(OT)

Email: clarkm1@mcmaster.ca

Pam Lahey, PhD

Email: pamlahey65@gmail.com
laheypm@mcmaster.ca

Charlotte Switzer, PhD Candidate

Email: switzece@mcmaster.ca

Please use the Avenue to Learn (A2L) email or at the above email address for questions or concerns. If a matter requires more personal contact, the student and instructor may arrange a phone call.

MODES OF STUDY

This course is delivered in an online format, using Avenue to Learn (A2L) as the principal delivery system. Topics are explored through a review of documents, course assignments, case studies and online discussions. Students are expected to be adult learners who will independently read course content posted on the A2L course website, analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor. Students will use course content posted on A2L, reading and texts as resources for learning. Instead of face-to-face small group discussions, students will interact online with other students and the course instructor. Typically, discussions will occur asynchronously (not in real time) as this enables students from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links may be used when needed by students. The instructor and students will also maintain contact as necessary by email and/or Skype.

NOTE: Content of online discussions are confidential and not to be shared with individuals outside of the class unless permission has been provided by the author.

TECHNICAL REQUIREMENTS

Students require access to a computer that meets the MHM program technical requirements and access to the Internet on a regular basis. Students must have an active McMaster email account and web browser. The course will be delivered through the A2L system at McMaster.

REQUIRED TEXTBOOK

Textbook

Johnson-Sheehan, R., & Paine, C. (2019). *Writing Today* (4th ed.). New York: Pearson Education.

EVALUATION

Learning in this course comes from readings, online discussion and participation, preparation of assignments, reflection, and analysis. All work will be evaluated on an individual basis except where group work is expected. In these cases, group members will share the same grade unless all group members agree to an adjustment.

Components and Weights

Name of component	Description of component	Weight	Due Date/Time
Discussion Participation	Discussions & Critiques	20%	Throughout course
Assignments	Writing Portfolio One	15%	End of Module 1

			January 23, 2022 11:59 pm
	Writing Portfolio Two	40%	End of Module 2 March 6, 2022 11:59 pm
	Final Proposal	25%	End of Module 3 April 3, 2022 11:59 pm

Percentage Letter:

90-100	A+	77-79	B+	0-69	F
85-89	A	73-76	B		
80-84	A-	70-72	B-		

COURSE CONTENT

The course content is divided into three learning modules. Within these learning modules you will find weekly content with readings, discussions, critiques, and written assignments.

Module 1: Introduction to Writing in Healthcare [Weeks 1-3]

Main topics:

1. Writing in healthcare contexts
2. Memos and letters
3. Bias-free writing

Module 2: Persuasive Writing [Weeks 4-9]

Main topics:

1. Rhetorical Analysis
2. Commentary
3. Position Statement

Module 3: Briefing Note Proposal Writing [Weeks 11-13]

Main topics:

1. Problems and Innovations
2. Initial Draft
3. Final Revisions and Wrap-Up

A more detailed week-by-week description of topics, activities, and required reading will be posted online (under the content section of the A2L course site) prior to the first week of the course. Students should become familiar with the A2L site, obtain required/suggested textbooks, and complete the first week's required readings as early as possible.

Participation: Online Discussions and Critiques

Online activities are included in the weekly sessions and require you to engage in small group discussions and/or with all class participants. The activities are designed to promote understanding of the concepts introduced each week and explore how these concepts can be applied to the writing within a health care manager's role. You are expected to post by mid-week, share ideas and experiences. Many of the discussions include a critique that allows for students to both give and receive feedback to further improve their writing and writing processes. For detailed expectations and criteria please review **Online Participation** under the content section of the A2L course site. The course instructor(s) and teaching assistant(s) will limit their participation so as not to overly influence the direction of the discussion. When small groups are needed, information about your assigned small group will appear in the **Weekly Updates discussion topic**.

Assignments

There are several writing assignments included within the two portfolios and final proposal. For detailed expectations and criteria please review **Assignments** under the content section of the A2L course site.

Writing Portfolio One

- Assignment #1: Memo
- Assignment #2: Letter
- Assignment #3: Commitment to Change Statement
- Rhetorical situations for each of the above
- Insights

Writing Portfolio Two

- Assignment #4: Rhetorical Analysis
- Assignment #5: Commentary
- Assignment #6: Position Statement
- Rhetorical situations for each of the above
- Insights

Briefing Note Proposals

- Will include compelling introductions, plans and conclusions
- Rhetorical situation

REFERENCING

Unless otherwise noted in the assignment description, all online posts and submitted assignments should use formal APA (American Psychological Association) referencing format, 7th edition. Links to summary APA style guides can be found on the A2L course site as well as on the Library website.

PENALTY FOR LATE SUBMISSION

Deadlines for assignments are set. All work must be submitted to the A2L Dropbox on the due date/time as stated in the Course Outline. Do not submit work by email. Late assignments will be penalized 10% for every 24 hours, or part thereof, they are submitted past their due date and time. If you anticipate being unable to complete an assignment on the due date, please contact the instructor prior to the due date. Requests for extensions will not be considered within 48 hours of the deadline except under extenuating circumstances.

ACADEMIC INTEGRITY

It is the student's responsibility to understand what constitutes academic integrity. Please refer to the University Senate Academic Integrity Policy. This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic integrity arise. A breach of academic integrity is defined as to knowingly act or fail to act in a way that results, or could result, in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow as well as general guidelines for penalties. All work that students submit must be own work (original) and include proper citations when work is copied or paraphrased.

All work that students submit must be their own work (original) and include proper citations when work is copied or paraphrased. A web-based service (Turnitin.com) to reveal originality will be used. Students will be expected to submit their work electronically to the Avenue to Learn Dropbox. Students who do not wish to have their work assessed through Turnitin.com must advise their instructor in writing in advance of the due date/time. These students must still submit their work along with all rough drafts as an appendix to the instructor via postal services or via email using the McMaster email system. No penalty will be assigned to a student who does not wish to have their work assessed through Turnitin.com. However, all submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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STUDENT ACCOMMODATION

Individuals who may require reasonable accommodation (an individualized adaptation or adjustment made to provide a person with a disability with equitable and non-discriminatory opportunities for participation) are encouraged to contact [Student Accessibility Services \(SAS\)](#). In collaboration with SAS, the student creates an accommodation plan. Prior to the beginning of each course, the student will provide the Course Instructor with the SAS approved accommodation letter. Together we will discuss how each accommodation will be provided. You will be required to follow the policies and procedures of McMaster University, Faculty of Business, and Faculty of Health Sciences.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and A2L course site frequently during the term.