School of Rehabilitation Science
DeGroote
SCHOOL OF BUSINESS

MASTER OF
Health Management

McMaster University

HM732 – Strategic Writing for Healthcare Professionals

2019 Winter (Term 2) Course Outline

Master of Health Management Program

COURSE OBJECTIVE/PROFILE

With advanced writing skills healthcare 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 organizations.
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, M.Ed., B.Sc. (O.T.)
Instructor, School of Rehabilitation Science
Email: clarkm1@mcmaster.ca

The course coordinator may be contacted via Avenue to Learn email or at the above email address. Most questions and concerns can be addressed via email. If a matter requires more personal contact, the student and coordinator may arrange a phone call.

MODES OF STUDY

This course is delivered in an online format, using Avenue to Learn (A2L or Avenue) as the principle 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 TEXTBOOKS

Textbooks
Johnson-Sheehan, R., & Paine, C. (2016). *Writing Today* (Brief 3rd Ed.). New Jersey: 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 bases 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 27, 2019 11:59 pm
	Writing Portfolio Two	35%	End of Module 2 March 3, 2019 11:59 pm
	Final Proposal	30%	End of Module 3 April 7, 2019 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. Email and text messaging

Module 2: Persuasive Writing [Weeks 4-8]

Main topics:

1. Rhetorical Analysis

2. Commentaries

3. Arguments and Rebuttals

Module 3: Proposal Writing [Weeks 9-12]

   Main topics:

   1. Problems and Innovations

   2. Compelling Introductions

   3. Plan of Action

   4. Conclusions and Format

Wrap-up [Week 13]

   Main topics:

   1. Final reflections and recommendations

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 discussions with a 'buddy', in small groups, and/or with all the course 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 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 and buddies are needed, information about your assigned small group and/or buddy will appear in the **Announcements 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: Text Message

Writing Portfolio Two
       Assignment #4: Rhetorical Analysis
       Assignment #5: Commentary
       Assignment #6: Argument or Rebuttal

Final Proposal
       Assignment #7: Proposal Introduction
       Assignment #8: Proposal Plan
       Assignment #9: Proposal Conclusion and Formatting

REFERENCING

Unless otherwise noted in the assignment description, all submitted assignments should use formal APA (American Psychological Association) referencing format, 6th edition. Links to summary APA style guides can be found on the A2L course site as well as on the Library website. Referencing within online posts may be less formal but students need to provide sufficient information so that the material referenced may be easily found.

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.

A web-based service (Turnitin) to reveal originality may be used. Students are expected to submit their work electronically to the A2L Dropbox. Students who do not wish to have their work assessed through Turnitin must advise their instructor in writing at the beginning of the term. This student will submit their assignment as well as all rough drafts as an appendix to the instructor using a mutually agreed to process. No penalty will be assigned to a student who does not wish to have their work assessed through Turnitin. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, etc.).

For further information related to the Academic Integrity Policy or the use of Turnitin, please refer to the Office of Academic Integrity at: 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. www.sas.mcmaster.ca.

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.