HS 385~ Leadership Development in Health Professions (GEP: IS; Comm in Major)
Spring 2020 (Sem II 19~20)

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Class Meeting: SP campus S.1 Tuesdays & Thursdays 2~3:15 MCCH 101
                        S.2 Tuesdays & Thursdays 3:30~4:45 MCCH 101

Office Hours: As posted outside offices: JO maintains "open door" policy: no appointment necessary as posted ":O)
                     Days posted as Wausau location can be reached via cell or Wausau phone number for consultation

Course Description:
Introduction of leadership and management theory, including self-discovery of leadership potential. Through case study and other projects, you will build theoretical understanding and skill development in problem-solving and teamwork.

Pre~ requisite Courses:
JR Standing or Consent of Instructor

Texts:
Makely, (2017). Professionalism in Health Care: A primer for success (ISBN: 978-0-13-441567-3 (Text rental)
Supplemental materials, including excerpts from a variety of sources are used & available online throughout class.
(ONLINE WITHIN CANVAS)

Core abilities:
- Communicate Effectively ~verbally & in writing
- Think Critically
- Exercise Problem-Solving Skills
- Work Collaboratively in Diverse Teams
- Respect Cultural Diversity & Pluralism

Course Goals:
When this course ends, learner participants will be able to:

1) Demonstrate culturally sensitive, ethical, moral, & professional behaviors.
2) Apply an evidenced-based scientific approach to problems of health care inequality among diverse populations.
3) Model health care policy as social policy by integrating the biological and socio-cultural variables of wellness & illness.
4) Identify leadership style & virtues.
5) Develop leadership & management skills.
6) Cultivate effective communication skills with professionals across the health care spectrum.
7) Apply Quality Management (QM) and Continuous Quality Improvement (CQI) processes to HC scenarios.
8) Develop Career Plans & Materials for Employment.

Course Competencies:

By the conclusion of this course, learner participants will:

1) Demonstrate culturally sensitive, ethical & professional behavior as future professionals.
2) Respect professional codes of conduct.
3) Take responsibility for legal considerations relating to all realms of HC & business practice.
4) Differentiate between leadership and management.
5) Identify personal leadership style.
6) Identify personal leadership virtues and characteristics.
7) Develop leadership philosophy.
8) Consider varying managerial roles while developing & utilizing management skills.
9) Explore organizational leadership theories & management processes.
10) Develop educational materials & learning objectives.
11) Apply Quality Management (QM), Continuous Quality Improvement (CQI) & Total Quality Improvement (TQM) principles to HC situations.
12) Demonstrate confidentiality, conflict resolution teamwork & negotiation skills.
13) Practice managerial roles, including~ change agent, facilitator, interviewer, team builder, performance appraiser.
14) Apply management skills~ cooperative & confrontational skills, conflict resolution, appreciative inquiry, active listening, time & stress management, strategic & operational planning.
15) Consider & identify multiple solutions for interdisciplinary issues & ethical dilemmas.
16) Reflect on personal strengths and weaknesses as future HC leaders.
   **A document detailing all learning objectives for each competence can be found in Desire 2 Learn (CANVAS).

SHCP Program Graduate Outcomes:

By the conclusion of the academic program in the SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviors: (* Indicates Outcomes addressed in this course).

   *Critical Thinking   *Communication   *Collaboration   *Professionalism

Final Course Outcome/Artifacts: Various Professional Inventory Materials; Class presentation including developing supportive educational materials; Case Studies, Team Projects Incorporating QM & CQI principles; Leadership Philosophy; Biocultural/Scientific Journaling; Career Plan & Goals for future employment, Professional Business Correspondence, Individual Professional Development Plan (Course Artifacts address the following SHCP Program Outcomes: ALL).

During professional career consideration & planning, being able to DOCUMENT talents, abilities & weaknesses can aid in your career search as a future health care professional. Documenting "hidden" skills you might possess is important as you prepare for leaving school and actively pursuing positions in the workforce. Various artifacts, including resume's and other artifacts (work & class assignment examples) can be used for _demonstrating several skills during professional development, including: If you are considering a career as a future health care leader or position as an organizational manager, these are critically important to provide in competitive, accredited and nationally recognized organizations._

- **Organizational skills.** *Do your artifacts reflect you have organized them well?*
- **Writing skills.** *Do your artifacts demonstrate you can accurately describe projects, and use writing skills to perform such job functions as filling out materials lists, etc.?*
- **Neatness.** *Do your artifacts demonstrate concern for neatness and workmanship?*
- **Communication.** *Do your artifacts demonstrate your ability to communicate your thoughts and ideas clearly, both in writing, orally, and non~ verbally?*
- **Conflict Resolution.** *Do your artifacts demonstrate your ability to resolve conflict in healthy and productive ways?*
- **Critical thinking and problem solving.** *Do your artifacts document your ability to not only following instructions, but you can think critically about problems and assignments, and that you can analyze problems and solve them appropriately?*
- **Teamwork.** *Do your artifacts show that you can work as part of a **team**?*
- **Community service**. *Do your artifacts document having concern for the well being of the overall community?*
- **Leadership.** *Do your artifacts indicate your leadership abilities?*
- **Non-bias.** *Do your artifacts indicate you are capable working in a non-biased atmosphere, including others from all races, members of the opposite sex, etc.?*
- **Day-to-day job skills**. *Do your artifacts identify skills you have developed including day-to-day job skills including good attendance, punctuality, reliability, etc.?*

- **Research skills.** *Do your artifacts demonstrate your ability to acquire and apply information from a variety of sources such as technical and reference manuals, libraries, and the internet?*
- **Technology skills.** *Do your artifacts demonstrate adaptability & comfort working in a world of rapidly changing technologies, and computer literacy?*

You will identify and work closely with a peer~ writing partner. It is expected you will review & offer feedback & suggestions for writing improvements to each other, along with using the TLC. You will incorporate this feedback into your work *PRIOR* to submitting for facilitator evaluation & feedback. Incorporating feedback is a part of the writing process. You will also then revise & resubmit selected papers/projects once you have received facilitator feedback. Revisions & resubmission are expected to be completed within ONE WEEK of when materials are returned to you via the CANVAS dropbox. The facilitator will advise you when materials are available for revision. The revision process is incorporated into your overall, final course grade.

Writing is a means of learning. When written assignments have deductions, you will revise specified work as part of the writing process. Specified work will be reevaluated for additional value earned. You are only evaluated against yourself for your written coursework. Your ongoing progress & improvement in your writing skills is one focus of this course.

Course Grades & Developmental Artifacts:
This is a communication in the major (GDR: writing emphasis) & Interdisciplinary course. As such, the majority of your course grade is determined through writing & collaborative assignments. The instructor suggests beginning assignments early, and using various campus resources available for improving your writing skills & abilities, while accessing various opportunities for professional growth & development. These options will be discussed in class. Additionally, following any guidelines provided by the instructor can maximize your performance on all course assignments & work. Additional information is located within syllabus addendum and evaluation rubrics.

Employability/Experience Skills Materials~
(Requires a documented consult w/Career Services Staff)

Cover Letter	10%
Resume'	10%

Professionalism & Leadership Materials~

Professional Leadership Philosophy (includes incorporating central course question)	15%
Educational Materials (includes incorporating central course question)	10%
Final Reflective Paper (includes incorporating central course question)	10%

Interdisciplinary & Team Development~

Presentation	15%
Group Biocultural Social Science Online Discussions	15%
Attendance: professional & cultural events (required: 4-5 professional conduct)	<u>15%</u>
	100%

The Tutoring & Learning Center is located in the Library. TLC is on the lower level, room 018. You may be able to see a tutor without an appointment, but it's *best to call ahead for help with specific courses.* Once you review & reflect on provided course example papers, if you recognize you DO NOT write to the level of these samples, it is **_STRONGLY_** ADVISED you seek immediate assistance in the writing center!! <u>TLC Regular hours:</u>9:00 - 4:00 Monday – Thursday 9:00 - 12:00 Fridays http://www.uwsp.edu/tlc/writing_reading_tutorials.shtm#Writing

Attendance:

Class attendance: Each class period will begin with discussion of current news concerning Leadership & Management from a variety of viewpoints. You may use newspapers, news broadcasts from radio or television, the internet, discussion groups, for discussion etc. This course is highly interactive, and actively participating in course discussions is expected and requires your attendance at all course sessions as we consider the global nature of health & healthcare environments. Absence from class is _only excused_ with written documentation (doctor's excuse, printed obituaries, coaches' note for games). Please respect your classmates & faculty by letting them know if you are unable to attend class. Attendance & participation point scale for in class includes: 0 absences~ 100 ; 1 ~ 90, etc. **ALL F2F scheduled sessions are expected to be attended.** Participation in class discussion is required/expected. Failure to participate in class discussion will result in deduction of point value based on level of participation or lack thereof.

Community & Campus Cultural & Professional Event Attendance: You are expected to attend **a MINIMUM of 4-5 cultural &/or professional events during the course of this semester.** Events can be either on or off campus, but your attendance & participation must be able to be validated in some way: signing in on your campus SPIN page; a program with presenter signature, attendance sign in, etc. Participation in various campus or community cultural events aid you in developing respect & knowledge about various ethnic/cultural/societal groups which differ from your own. Joining and actively participating in Professional Organizations related to your major is another start; for example on campus, we have the Sigma Mu Tau for allied health professionals, the various professional associations (Association for Clinical Laboratory Scientists~ ACLS Chapters; American Medical Association (student chapters, Dietetics Society as examples), to begin gaining working knowledge of various organizations & groups, along with developing an understanding & ability to further explore addressing the central course question from both Natural & Social Science viewpoints while recognizing your own background & biases: _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?_

Cooperative Work Group (CWG), Case Study Development, Educational Materials & Presentations:

Health care professions require teamwork and cooperation at all times to support client needs. Throughout the semester, you will be required to act as a team with various cooperative workgroup (CWG) members. Individuals will research and present a about a specified leadership topic. As another CWG project and from an Interdisciplinary perspective (applying both Natural & Social Science viewpoints) you will be critically evaluating case studies exploring the central question: 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?_ Guidelines will be provided for group & teamwork. You will complete both a self & peer evaluation performance of all group members. Groups will make one major presentation, and also complete a smaller case project during the course. Student groups will be assigned topics. Presentations will be made to the class. Lack of participation will result in a deduction of points, up to 100% of grade earned by the group members.

Grading Scale:

Total point value places participants into grading categories listed below. Grades are based on actual achievement, and are **NOT rounded:** Percentages provided are of total possible course points earned.

Proficient
A 94-100%   **A- 92-93%**
Emerging
B+ 89-91%   **B 86-88%**   **B- 83-85%**
Basic
C+ 81-82%   **C 75-80%**   **C- 70-74%**
Undeveloped
D 65-69%   **F below 65%**

Guidelines for Your Personal Course Success

Performance Based~ It's about learning!!
Your success is the main goal of any learning experience. In performance-based learning, we carefully identify what you need to be able to do as a result of a learning experience. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities that will help you develop the target skills, knowledge, and attitudes.

Online Discussion ~ Participation Guidelines & Evaluation
Discussion Participation:
A component of your grade will be based on ***active participation*** in class. Your grade for class participation will be based on the *frequency and quality* of your contributions in both F2F and online environments (Canvas or Desire 2 Learn). Quality participation is considered as thoughtful and concise contributions that demonstrate critical thinking related to the course material. Contributions of low quality or those that are long-winded paragraphs of excerpts from course materials or other sources will not ensure a good grade. Furthermore, comments such as "I agree" or "Yes/No" will not contribute toward the frequency of your participation.

Class Discussions F2F or Online: You are expected to contribute during each class. Contributions should pose a question or questions to your colleagues promoting critical thinking related to the topic. Time during class can be used to discuss issues related to the course materials, case studies, research articles or other relevant topics introduced by the instructor or other colleagues. Class discussion promotes critical thinking and exchanging of information through thoughtful interaction between the classes learner participants. Your contributions can and should include professional and personal information and experiences relevant to the course content. Failure to participate in class discussion will result in deduction of point value based on level of participation or lack thereof. It is recommended you begin online work EARLY so you have time to read, consider & respond to classmate colleagues.
Professional Attendance at Campus & Community Events for Gaining IS insight: see attendance & participation

Academic Honesty & Misconduct
Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.
All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:
Plagiarism - presenting someone else's words, ideas, or data as your own work.
Fabrication - using invented information or the falsifying research or other findings.
Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:
1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials or information to complete an assessment without permission from your instructor
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx for more information.

Late Work
Work not submitted by established deadlines is subject to penalty. From original score earned, penalties will be assessed as follows: 1 day=1 FULL letter grade; 2 days=2 FULL letter grades; 3 days beyond established deadline=automatic failure. **ALL written assignments MUST be completed/submitted to pass the course.**

Cellular Phones
As a courtesy to others, cellular phones are to be shut off and stored during class periods. If cell phones are being observed used during class sessions, you will be asked to cease. Repeat offenses will result in loss of course points.

UWSP Policies
Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog or student handbook.

ADA Statement
In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature & extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves with a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UWSP Stevens Point, WI 54481.

Accreditation
UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement of accreditation requirements.

Emergency Preparedness: See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point including Medical Emergencies (Red Phones), Fire, Tornado, other Severe Weather or Active Shooter.

Additional Course Resources & Reference Texts:
Borkowski, N. (2005) ~ Organizational Behavior in HC ISBN: 978-0-7637-4768-8. *Excerpted and utilized as a reference online and as practical exercises.*

Rosenberg, M. (2005). We Can Work It Out: Resolving Conflicts Peacefully and Powerfully,
ISBN:978-1-892005-12-0. *Excerpted online as reference and lessons in conflict management.*

Filan, G. & Karre, I. (Eds). (2009). Leadership Development Institute Handbook,
The Chair Academy for Leadership Training and Development: ISBN: None provided.
Excerpted Online and utilized as a reference text.

Glanz, J. (2002), Finding Your Leadership Style,
ISBN: 0-87120-692-7.*Excerpted and utilized as a reference and as practical exercises.*

WIDS (2006). Designing and Assessing Learning,
WTCS Foundation, Inc. Worldwide Instructional Design System ISBN: 1-57049-219-0.
Additional texts and materials may be used as necessary

Brandt & Reese (1996). Effective Human Relations in Organizations, 6th Ed*., 1996*
ISBN: 0-395-74005-3. *Excerpted online and utilized as a reference text.*

Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester.   Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is the students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or CANVAS frequently for course announcements.

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 2020 | WP: JOlmsted/T.Jennings | p. 2 |

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/Graduate School: 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 employment marketing documents (resume' & cover letter) 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 & future use for application for clinical practicum(s), internship placements & senior capstone(s) or first professional employment opportunities.**

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, illustrating your "true north" or values/virtues you hold in highest regard.* 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) Rough Draft #2 (NON-GRADED!) It is expected this paper is FULLY developed, from the perspective of WHO you are as a leader, including strengths/weaknesses, values, talents, areas to continue professionally developing, future aspirations, what traits/talents/skills you value in other leaders, etc. ***It is important to note a significant SHIFT from the 2ⁿᵈ to the FINAL draft MUST occur.*** The shift from 2ⁿᵈ draft with WHO you are as a leader comes to HOW you will APPLY your 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.*** 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. *This draft is expected to provide full CONTENT coverage to this point in time in relation to course content; this draft should have both content & grammatical feedback provided from your writing partner or CWG members used in its development. It is not uncommon for "brainstorming" with faculty & classmates to occur as the transition* **from the 2ⁿᵈ to final draft occurs**. *Your professor is available to meet with you to help you during this process. ":o)*

3**) 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 measurable/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 (IS "Shared Vision" work):   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:

> ➢ Stereotypes & Stereotyping
> ➢ Race & Racism in HC
> ➢ Biocultural Approach to Wellness & Illness

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 Stereotypes & Stereotyping

D. 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 "end of the workweek" (midnight Fridays) during the week specified on the class schedule or by announcement. Plan your time & other commitments appropriately/wisely **

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 one focus of this course.