

## HS 385~ Leadership Development in Health Professions (GEP: Interdisciplinary Studies)

Fall 2020 (Sem I 2020~21)

### COVID-19 SYLLABUS

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715.574.3975 cell  
Email, ZOOM meetings or call during "Office" hours

Tori Jennings, Ph.D  
(in absentia)

#### Synchronous

Class Meetings: Tuesdays 2-3:15 pm will be via ZOOM  
Thursdays will be "group" & on your own work time for various projects/assignments  
ZOOM technology will be used for guidance on course content information, and Q&A as needed.  
All other classwork will be asynchronous, online.

Office Hours: "Virtual" office hours: email; ZOOM or cellular telephone meetings  
"Office" hours 10-130 T/Th; Th 4-6 other times via appointment only

#### 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).

### School of Health Sciences & Wellness (SHS&W) Program Graduate Outcomes:

By the conclusion of the academic program in the SHS&W, 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, Leadership Philosophy; Career Plan & Goals for future employment, Professional Business Correspondence, Individual Professional Development Plan (Course Artifacts address the following SHS&W 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 assignments. 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. This policy applies to your resume', cover letter & professional development plan. You are only evaluated against yourself for your written coursework. Your ongoing progress & improvement in your writing skills is one focus of this course. Please refer to specifics regarding what assignments may/may not be revised for additional earned point value.**

#### **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 (peer review)	15%
Resume' (career services & faculty review)	15%

#### **Professionalism & Leadership Materials~**

Professional Leadership Philosophy (includes incorporating central course question)	10%
Professional Development Plan (peer group review)	10%

#### **Interdisciplinary & Team Development~**

CWG Online activities/discussions/ completed ON TIME	10%
Group Biocultural Social Science Online Discussions (Dr. Tori "Shared Vision" lessons)	20%
Professional: UWSP "service angels" (5-10 hrs local/community COVID-19 service)	20%
	<b>100%</b>

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!! TLC Regular hours: 9:00 - 4:00 Monday – Thursday 9:00 - 12:00 Fridays [http://www.uwsp.edu/tlc/writing\\_reading\\_tutorials.shtm#Writing](http://www.uwsp.edu/tlc/writing_reading_tutorials.shtm#Writing)

#### **"Online" Asynchronous Class Attendance:**

**Class attendance:** Keep abreast 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 interactive, and actively participating in course discussions is expected and requires your routine participation in the various course content on a structured calendar while we consider the global nature of health & healthcare environments. You are expected to log in and complete learning materials from the various instructional MODULES within CANVAS several times each week. Just because this course is primarily an online, asynchronous

experience does NOT mean it is self-paced. Rather, you will have to follow the pacing & active participation, completion & submittal of course assignments as noted on the class calendar. CANVAS keeps a detailed tracking record of what work you do (and do not) along with how much time you have spent interacting with course content for learning. Your "attendance" within the hybridized online, asynchronous learning will be correlated with the amount of time you spend engaged in the various learning activities to assure your ability to develop/demonstrate the established competencies of the course. Completion of all activities, discussions & assessments within the defined time frames will be expected. It is better to work ahead. As the calendar is clearly laid out in advance, as future professionals, it is expected your work is of high quality, and completed/submitted on time or early. 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.

**SUSPENDED: Complete Substitution instead: Community & Campus Cultural & Professional Event**

**Attendance:** Serving others is a hallmark of the "Helping professions". You further explore of both transformative servitude as part of 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?

**Substitution: FALL 2020 COVID-19 Alternative: If you are free of disease, and are able to provide COMMUNITY SERVICE within your home community by helping those in need (elderly, shut-ins due to health issues, etc) and can act as a UWSP "service angel" to complete a total of 5-10 hours of helpful support this requirement will be satisfied. Service can be advertised to others thru your Social Media outlets, etc. Consider the "Platinum Rule": If YOU were ill & needed assistance, would you appreciate someone reaching out to help YOU?**

**You may have chances to transport meals, pack lunches, shop for groceries or pick up & deliver medications, doing laundry, yardwork, etc.....any & all service tendered in your local community in the Spirit of Caring, Compassion, Collaboration & Professionalism for others in YOUR home community will be used for fulfilling this requirement. :O) If you have a medical issue precluding your ability to complete this activity, simply let me know. Following the conclusion of this work, write & submit a brief reflection of how the experience impacted or shaped your understanding of the concept of transformative leadership & YOU.**

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

Health care professions always require teamwork and cooperation 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.

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

## ***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](http://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.

## 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.

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 1<sup>st</sup> 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.

1<sup>st</sup> 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 (SHS&W) 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 employment marketing documents (resume', cover letter & professional development plan) REQUIRED once graded & returned for professional use. The cover letter & PDP are the only documents 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. You will NOT be able to revise/resubmit your philosophy paper for additional point value, however, you can get formative feedback on your developing document to assure maximizing earned score.**

## 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) FINAL PHILOSOPHY 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. You will "ground" this paper based on your 1<sup>st</sup> submission: your VALUES. 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 associated with the Interdisciplinary Studies work: *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?*

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. Professional Leadership Materials~**

**Individual Professional Development Plan (IPDP)~** template is provided in CANVAS. Five sections will be completed, including measurable goals, and timeline for completion. Further direction will be provided in class. This is a "living document" and as such, each section should be added to the prior sections, and NOT submitted as separate documents. You will document progress in achieving the various goals you established in your informal journal. Evaluation rubric is located in CANVAS using SMART format. The five sections of the document will include:

#1~ Understanding Self; # 2~Complex Role; #3~ Communication & Conflict Resolution; #4~Team Development (Building Teams); #5~Systems Thinking & Culture Change. Each section is valued at 1/5 the overall assignment grade. Score will accumulate as subsequent sections are submitted thru the semester. Point deductions will be made for lateness beyond specified timelines.

**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

**\*\*All written assignments are due by the "end of the workweek" (midnight Fridays) during the week specified on the class schedule or by announcement. As future adult working professionals, employers expect timeliness in completion of employment tasks. Developing/demonstrating professionalism requires the same for timely submission of assigned coursework. The course calendar clearly lays out what is due when. Assignment guidelines, directions, & grading rubrics are all found on each of the ASSIGNMENT submissions in CANVAS. 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 & PDP for additional point value. Your ongoing progress & improvement in your writing skills is one focus of this course.**