English 422: Writing for Health and Human Sciences
SC G046 | MWF 9:30-10:20am

Instructor: Fernando Sánchez
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Office Hours: T/R 11:30-12:30

Required Text:
Writing in the Health Professions by Barbara A. Heifferon (Pearson Longman, 2005)
Other texts will be available as pdfs on blackboard as necessary. Consult the calendar for dates.

Description:
English 422 focuses on the rhetorical principles and writing practices necessary for producing effective charting, reports, policies and educational materials in the context of the healthcare industry. All assignments in this course have been developed in collaboration with medical professionals and though no specific medical knowledge is required to take this course, the material presented will most benefit those pursuing a career in healthcare and human services. The curriculum is informed by current research in rhetoric and professional writing and is guided by the specific needs and practices in hospitals, clinics, extended care facilities, and home health agencies, as well as by the expectations of Purdue students and programs. Like other sections, English 422 is offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace.

Goals:
This course aims to improve your writing in three ways:
1. By teaching you to use clear and unequivocal language, this course prepares you to communicate medical knowledge through writing without being misunderstood
2. By asking you to change your patterns of observation, this course asks you to think and write objectively about patients
3. By allowing you to practice medical style, this course familiarizes you with detail-oriented record-keeping

Learning Objectives:
By the end of this semester, you should be familiar with:
1. Best practices and procedures for documenting patient care, including the goals, language and legal ramifications of this writing form
2. Adapting medical language and requirements for a non-specialist audience to provide educational material for patients and their caregivers with an emphasis on strategies for dealing with differing levels of comprehension and apprehension
3. Searching for and responding to grants
4. Practical strategies for improving your resume, conduct, and online presence to get and keep a job in the healthcare industry

Requirements:

1. Technology: All class participants must have a working knowledge of basic Windows or OS functions, Email programs, Web browsing programs, and Adobe Acrobat. The student is required to resolve all technological difficulties on his or her own time.
2. Participation: Every student is required to read assigned chapters before the first class of the week, participate in class discussion, and contribute to group projects. The instructor reserves the right to levy up to a 10% bonus or penalty to the final grade for consistently excellent or chronically poor participation.
3. Attendance: Each unexcused absence after the third deducts 50 points from the final grade. Tardiness counts as half an absence.
4. Punctuality: Work turned in after its due date will not be accepted unless arrangements have been made in advance.
5. No prior medical knowledge is necessary to take this class.

Evaluation:

Major assignments in the class are worth a discrete point value.* A basic description of each assignment and their relative point values follows:

1. Narrative Charting (100 Points): While computers have made the job of keeping track of patients' records much easier, descriptions of mental, physical, and emotional changes, as well as indicators not provided for in a drop-down menu are found in charting notes. These narrative notes can be crucial to patient care and demand a highly structured style of writing. To learn this style of writing and familiarize yourself with the discretion necessary for maintaining patient privacy, you will spend four weeks carefully monitoring one of your classmates' relationships with another person and making a record of the relationship's progress over time.
2. Patient Education Materials (100 Points): Asking patients to take charge of their own health often requires adapting medical language so a lay-person can understand, and this can be complicated by special patient needs. This assignment asks you to write and design patient education materials for such a patient and present your resource to the class. Please note that this will take the form of a service-learning project with a community partner. More information will be available as we near this project. You will need to make arrangements for transportation to Food Finders (50 Olympia Ct Lafayette, IN 47909) between weeks 5 and 8 of the semester.
3. Grant Proposal (100 Points): Applying for a research grant requires a clear and accurate statement of your goals and a persuasive reason why your project deserves the funds. For this assignment you will write a grant proposal for a client.
4. Disabilities Mapping Project (50 points): Health professionals must consistently work with patients and clients who identify as having a disability—whether the disability is hidden or visible. As a result, it is important to understand how the built environment impacts their abilities to move through space and get to your offices, clinics, and hospitals. This activity will ask us to create 2 visual representations of the spaces that we inhabit. The first map will be a personal representation of your daily paths through campus; the

second will remap campus from the perspective of a particular disability. You will also be asked to submit a reflection and key pertaining to your map.

5. Resume and Cover Letter (100 Points): The last assignment of the semester will focus on turning your current resume into a professional, attention-getting document for a specific job. You will submit a cover letter and resume to me as though I were on the hiring committee for a job that you are interested in applying to.

6. Quizzes, Reflections, Responses (~100 Points): Throughout each Project, I will ask that you turn in supplementary work. I anticipate the total number of points to be around 100, but this could fluctuate based on how many of these supplementary assignments we have this semester.

7. Other Possible Assignments (Time Permitting) Include: An In Service Project, a Public Health Announcement Project, and an Email Communique.

Final Grades will fall on the following percentage scale:

A:	93-100		B+:	87-89
A-:	90-92		B:	84-86
			B-:	80-83
C+:	77-79		D+:	67-69
C:	74-76		D:	64-66
C-:	70-73		D-:	60-63
	F:	Below 60		

5. Office of the Dean of Students' Grief Absence Policy. This should provide more information on the procedure for documenting missing class due to a death in the family.
https://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php

All parts of this syllabus may be subject to change. Changes in course requirements will be communicated via email.