# ENC 3453: WRITING IN THE HEALTH PROFESSIONS || FALL 2024

## Instructor Contact information

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## Contents

Medical professionals have a special obligation to communicate without ambiguity, either in the written or spoken word; they depend on their communication skills to interact productively with other medical experts, their colleagues, patient and clients, families, and caregivers. This course will provide students with the opportunity to participate in a range of activities focusing on researching, processing, and sharing medical information with others.

Given our current evidence-based medical culture, "evidence" is how we frame medical communication. In this class, students will use medical databases to write evidence-based prose for colleagues and to provide evidence-based tools to help patients. Personal "evidence" will be used to write career materials. Trade publication will show students how medical professionals use a combination of medical and anecdotal evidence to communicate with one another.

This course is predicated on the idea that the ability to write and speak clearly are learned skills, not innate talents, which means that better communication can be learned by practice. Students will experiment with a range of communication strategies in class: lectures will be followed by focused written and oral activities that allow students to put theory and strategies into practice. We will read and dissect examples of good writing in order to learn from them, in addition to examining several types of medical writing. Students will also participate in a variety of speaking assignments in class, including short informative presentations and poster presentations.

## General Education Student Learning Outcomes

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments in which students demonstrate understanding of their field. Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate information and document design when writing and speaking to various stakeholders, including colleagues, patients, and the public.

## General Education Objectives: Composition

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts.  Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.  Course

content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the General Education Objectives.)

In **ENC 3453, Writing in the Health Professions**, these objectives are met in a variety of ways. Students write and present in project-based units across the semester. Each project features a particular audience and writing goals, and students work within their disciplines and topical interests all semester. In the Evidence-Based Literacy Project, students read the trade literature in their field and write biweekly reports that summarize, analyze, and reflect. In addition, students read and analyze 4 academic articles from the medical literature and write a micro-review that recommends clinical adoption of an intervention. In the Evidence-Based Prose Project, students write state-of-the-art review papers on a topic of their choice. In the Evidence-Based Practice project, students learn about shared decision-making, and create a patient decision aid and a clinical rationale paper suitable for colleagues. In addition, this project requires a poster presentation outside of class during which several UWP classes convene to share their final projects. Throughout class, students practice appropriate professional communication and are expected to demonstrate mastery of clear prose with evidence-based logic supporting claims in a manner appropriate to professional medical practice.

## Earning Credit for General Education Learning Outcomes and Objective: (C) and (WR)

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive University Writing Requirement (WR) credit (E6), a student must earn a **course grade of C or higher** *and* **assignments must meet minimum word requirements** totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments.**

## Required Texts & Technologies

- There are no required texts for this class. Required readings will be provided directly in units.
    - This class uses Perusall for class readings.
- Recommended Writing Handbook
    - *Research and Documentation in the Digital Age*, Hacker and Finster, MacMillan Publishing, 2019 (you do not need to purchase this book)
- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the UF Student Computing Requirements.
    - We strongly recommend headphones with a microphone for office hours and conferences.
    - All students should have access to a web cam and audio recording capability
- All students will need to use the GatorCloud MS Collaboration Tools

## ENC 3453 Course Learning Outcomes

**Content**
- Identify features of academic, trade, and consumer-oriented publication
- Define the components of evidence-based medicine
- Describe how the three main genres of academic publication (research report, review, case study) contribute to the evidence-based medicine literature

**Critical Thinking**
- Evaluate research for scientific validity and clinical utility

- Appraise the value of medical information in shared decision-making
- Analyze the academic literature for project-specific information

**Communication**
- Present effective health science messages for various audiences
- Write science prose to the standards expected of publication
- Write and present information using appropriate visual tools

# Major Assignments

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the "LEAP" model: Learn, Explore, Analyze/Activate, Perform/Publish.

- **Learn –** readings, course lectures, and other learning materials that explain the genre and purpose of the project
- **Explore –** low stakes activities that help students identify and describe elements of the project
- **Analyze/Activate –** higher stakes activities in which students analyze, appraise, and critique authentic works
- **Perform/Publish –** content assignments for which students produce work relevant to their field

## Project 1: Evidence-Based Literacy: The Basics of Professional development

This is a two-part assignment in which you get to explore the process of evaluating different kinds of medical information.  First, you will begin a semester long project of reading trade publications by choosing a trade publication and writing biweekly analyses using MS Sway. Second, you will learn the foundations of evidence-based medical literacy by reading academic medicine and writing a micro-review paper in the Synthesis Series assignment.

## Project 2: Evidence-based Prose: Writing for Academic Medicine

Taking the skills learned in Project 1, you will write a state-of-the-art review paper on a topic of your choosing. As part of this assignment, you will practicing using the academic databases and assemble a project-specific annotated bibliography.

## Project 3: Personal Evidence: Writing for Career Development

Before you can become a health care practitioner, you must apply to graduate school.  To this end, you will get the opportunity to write (and rewrite!) the "personal statement," the essay which likely gets your foot in the door.  Because so many of the allied health professions also require internships and externships, you'll craft a résumé and cover letter to serve as models when it comes time to apply for these opportunities.

## Project 4: Evidence-Based Practice: Writing for Patients

Evidence-based medicine is sometimes at odds with evidence-based practice. The clinical life is a busy one, and the step most often left out in evidence-based care is the patient's preferences and values. There are two options for this project: 1) Employ shared decision-making by creating a patient decision aid drawn from your review paper; 2) Conduct survey research to support a health messaging campaign. For both project, you will create and deliver an informative poster in an out-of-class evening poster conference event.

## Assignment Values

| Project 1 | Value |
| --- | --- |
| • Bullet Analyses – 100 words ea./ 3@25 pts each = 75 pts | 150 |

| | |
|---|---|
| • Synthesis Paper – 500 words, 75 pts | |
| **Project 2** | |
| • Annotated Bibliography – 1000 words, 50 pts<br>• Review Paper – 1500 words, 200 points | 250 |
| **Project 3** | |
| • Resume – 100 words, 75 pts<br>• Cover Letter OR Personal Statement – 100 words, 75 pts | 150 |
| **Project 4** | |
| • Brief Proposal – 500 words, 50 pts<br>• Poster Presentation – 100 pts<br>• Research Report or Clinical Rationale Paper – 1200 words, 100 pts | 250 |
| **Instructor Choice** | 150 |
| **TOTAL – 6100 words** | 1,000 |

## Grading

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that word counts below represent minimums necessary to achieve assignment goals, not mandatory values.

This course follows UF grades and grading policies.

The University Writing Program uses the UF recommended grading scale.

| | | |
|---|---|---|
| A | 100 % | to 94.0% |
| A- | < 94.0 % | to 90.0% |
| B+ | < 90.0 % | to 87.0% |
| B | < 87.0 % | to 84.0% |
| B- | < 84.0 % | to 80.0% |
| C+ | < 80.0 % | to 77.0% |
| C | < 77.0 % | to 74.0% |
| C- | < 74.0 % | to 70.0% |
| D+ | < 70.0 % | to 67.0% |
| D | < 67.0 % | to 64.0% |
| D- | < 64.0 % | to 60.0% |

| F | < 60.0 % | to 0.0% |
|---|---|---|
|  |  |  |

**It is UWP practice NOT to round grades up or down. An 89.9 is a B+.**

At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the general assessment rubric (see below). More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Please note: To earn C and WR credit for this class, you must submit all writing assignments to which words are attached AND must earn a C grade or better.

## REVISION OF ASSIGNMENTS

During the semester, you may rewrite any one individual assignment of your choosing (your new grade will replace the previous one). In addition to the revised project, you must also write a one-page memo addressed to the instructor in which you detail what, how, and why you've revised. Revised work is due two weeks from the day the assignment is first returned to the class and students are responsible for knowing the deadline.

## CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. Having conferences on assignments is often the best way to improve the quality of final drafts. The *Writing Studio* also offers one-on-one assistance on writing projects and is available to students of all levels. Writing Studio appointments are available online as well as in-person.

## GENERAL ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

| SATISFACTORY (Y) | UNSATISFACTORY (N) |
|---|---|

| | | |
|---|---|---|
| **CONTENT** | Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |
| **ORGANIZATION AND COHERENCE** | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| **ARGUMENT AND SUPPORT** | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. |
| **STYLE** | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| **MECHANICS** | Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

## Course Policies and Procedures

### Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### Submission Requirements

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in

document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. Late papers will be penalized 10% for each day late up to 3 days; after 3 days, the paper score is 0. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the writing coach to turn in the work as soon as is feasible given the situation.

## Attendance

Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. Double periods count as two absences.
The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. Double periods count as two absences.

The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

Requirements for class attendance, make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

**Tardiness**: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to both in-person and synchronous Zoom classes. When attending a Zoom class, make sure you join the class early enough to correct any technological issues you encounter. Make sure to mute your microphone upon entry.

## Class Recording Policy
The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
  1. For the student's own personal educational use;
  2. In connection with a complaint to the University where the recording is made
  3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.

- o **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
  - o A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Classroom Demeanor

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

**If attending class via Zoom**, there are a few guidelines we expect you to follow.
- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?
- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.
  - o **You will need a web cam and microphone for Zoom class. If you work in a noisy or distracting environment, we strongly recommend headphones with a microphone.**

## In-Class Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. In general, students are expected to contribute constructively to each class session.

## Classroom Conduct

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

## Due Dates, Make-up Policy, and In-Class Work

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation.

## Readings

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

## Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

## Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

**Plagiarism** is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

> **Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:**
>
> **1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.**
>
> **2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.**
>
> (University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning in an assignment. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper citation, using work you have previously submitted without permission from the instructor, and failing to synthesize appropriately.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

***Important tip***: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

## Notification Letter from Dean of Students Required for Personal Emergency

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) should contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

## Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – click here to get started. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

## Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

- U Matter We Care: http://umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE)
- Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261
- Counseling and Wellness Center: https://counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry: https://fieldandfork.ufl.edu/, located near McCarty B, 352-294-2208
- Student Health Care Center: http://shcc.ufl.edu/, multiple locations, (352) 392-1161
- Aid-a-Gator: https://www.sfa.ufl.edu/aidagator/, S-107 Criser Hall, (352) 392-1275

## Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online appointments available.
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process.

## Class Schedule of Assignments

*Week 1 (Aug 22 – 23)*

- Readings
  - Medical Professionalism in the Provision of Clinical Care in Healthcare Organizations, doi: 10.2147/JHL.S383069
- Activities
  - Planning Memo: Your Area of Medicine

EBM Literacy project

*Week 2 (Aug 26 – 30)*

- Readings
  - History of Evidence-Based Medicine, *Indian Journal of Urology*, https://dx.doi.org/10.2105%2FAJPH.2011.3003978

- o   Real-World Evidence – What is it and what can it tell us? *NEJM*, DOI: 10.1056/NEJMsb1609216
- Activities
  - o   Discussion: EBM in your field of medicine

## *Week 3 (Sept 3 – 6; Labor Day Holiday, 9/02)*

- Readings
  - o   Synthesis Series Reading 1: SmartWatch by Smart Monitor, *Pediatric Neurology*, https://doi.org/10.1016/j.pediatrneurol.2015.07.002
  - o   Synthesis Series Reading 2: Day and Night Comfort and Stability on the body of four wearable devices for seizure detection, *Epilepsy & Behavior*, https://doi.org/10.1016/j.yebeh.2020.107478
  - o   Synthesis Series Reading 3: Wearable Technology in Epilepsy, *Epilepsy and Behavior*, https://doi.org/10.1016/j.yebeh.2018.05.044
- Activities
  - o   Synthesizing Sources, Bullet Analyses

## *Week 4 (Sept 9 – Sept 13)*

- Readings -- none
- Activities
  - o   Bullet analyses 1, 2, 3
  - o   Synthesis Matrix

### Evidence-based Prose: Writing for Academic Peers

## *Week 5 (Sept 16 – Sept 20)*

- Readings
  - o   A Typology of Reviews, *Health Information and Libraries Journal*, https://doi.org/10.1016/j.yebeh.2018.05.044
- Activities
  - o   Synthesis Paper
  - o   Discussion: Reviews in your field of Medicine

## *Week 6 (Sept 23 – Sept 27)*

- Readings
- Activities
  - o   Using Library Sources
  - o   Annotated Bibliography entries 1 / 2 / 3

## *Week 7 (Sept 30 – Oct 4)*

- Readings
  - o   Project page: Writing Review Introductions & Writing Review Body Sections
- Activities
  - o   Review Paper Introductions and Outline

## *Week 8 (Oct 7 – Oct 11)*

- Readings

- o Project page: Writing Review Conclusions
- Activities
  - o Draft one body section of review paper
  - o Trade Journal Entry 3

- Readings -- none
- Activities
  - o Draft remainder of review paper
  - o Peer Review

## Personal Evidence: Writing for Career Development

- Recommended Readings
  - o The Healthcare Student's Guide to Internships, https://www.edumed.org/resources/student-online-guide-to-internships/ OR
  - o Medical School Personal Statement Storytelling Guide [With Examples]
- Activities
  - o Find Internship or Choose grad program + identify CAS

- Readings -- none
- Activities
  - o Resume
  - o Personal Statement Or Cover Letter
  - o Oral Argument: Why healthcare + Choice Questions

## EVIDENCE-BASED PRACTICE OPTION 1: PATIENT DECISION AIDS

- Readings
  - o An Introduction to Patient Decision Aids, BMJ, BMJ 2013;346:f4147, doi: 10.1136/bmj.f414
  - o The SHARE Approach -- Putting Shared Decision-making Into Practice: A User's Guide for Clinical Teams -- https://www.ahrq.gov/health-literacy/professional-training/shared-decision/tools/video.html
- Activities
  - o Selecting the PDA topic/decision

- Readings
  - o Patient and Public Involvement: beyond the Expert Patient, *British Medical Journal*, https://doi.org/10.1136/bmj.b49
- Activities
  - o Storyboard the PDA

- Readings – none
- Activities
  - The Clinical Rationale Paper
  - Prepping and Presenting Poster

*Week 15 (Break week: Thanksgiving Holiday)*

*Week 16 (Dec 2 – Dec 4)*

- Readings -- none
- Activities
  - Poster Conference
  - Revision

<mark>EVIDENCE-BASED PRACTICE OPTION 2: HEALTH MESSAGE CAMPAIGN</mark>

*Week 11 (Oct 28 – Nov 1)*

Readings

- [Perception of the Effectiveness of Health-Related Campaigns among the Adult Population: An Analysis of Determinants](#), Duplaga (*Int J Environ Res Public Health*)
- [The Two Faces of Fear: A History of Hard-Hitting Public Health Campaigns Against Tobacco and AIDS](#), Fairchild, et al. (*Am J Public Health*)
- [Precision Public Health Campaign: Delivering Persuasive Messages to Relevant Segments Through Targeted Advertisements on Social Media](#), An et al. (*JMIR Form Res*)

Activities/Assignments

- Meet your Team
- The Prospectus/Proposal

*Week 12 (Nov 4 – Nov 8)*

Readings – none

Activities/Assignments

- Peer Review Survey
- Health Campaign Survey

*Week 13 (Nov 12 – Nov 15; Veteran's Day Holiday, 11/11)*

Readings – none

Activities/Assignments

- Analyzing Results
- Writing Methods and Results sections

*Week 14 (Nov 18 – Nov 22)*

Readings – none

Activities/Assignments

- Writing Introductions and Conclusions
- Prepping Posters

*Week 15 (Break week: Thanksgiving Holiday)*
- Prepping Poster (if participating)

*Week 16 (Dec 2 – Dec 4)*

Readings – none

Activities/Assignments

- Brief Report
- Public Poster Presentation