ENC 3453: Writing in the Health Professions || ONLINE

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Course Description

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, patients 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 publications 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 an 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 to 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 a state-of-the-art review paper 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 the 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 Objectives: (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, 7th ed., 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 webcam 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 publications.
- 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

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: Writing for Academic Peers

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 practice using the academic databases and assemble a project-specific annotated bibliography.

Project 3: Writing for Professional Development

Many health professions are represented in this class, so the assignments for this project cover the most likely documents you will need: a master résumé and a cover letter or personal statement.

Project 4: 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. Employing a shared decision-making process is a systematic way of providing patients and caregivers with the information needed to make a well-informed, confident decision. In this project, you will create a patient decision aid drawn from your review paper. In addition, you will create and deliver an informative poster.

Assignment Values

Project	Assignments	Total Value
Orientation	• Orientation Activities/Readings/Discussions: 40 points • Planning Memo: 100 words, 25 points	65
Project 1	• Project 1 Activities/Readings/Discussions: 100 points • Planning Memo: 100 words, 25 points • Bullet Analyses: 100 words each / 3 @ 25 points each = 75 points • Synthesis Paper: 500 words, 50 points • Trade Journal Project: 500 words / 4 @ 25 points each = 100 points (*due over eight weeks of the term*)	350
Project 2	• Project 2 Activities/Readings/Discussions: 110 points • Planning Memo: 100 words, 25 points • Annotated Bibliography: 500 words, 50 points • Review Paper: 1500 words, 100 points	285
Project 3	• Project 3 Activities/Readings/Discussions: 10 points • Planning Memo: 100 words, 25 points • Resume: 100 words, 25 points • Cover Letter/Personal Statement: 100 words, 25 points	85
Project 4	• Project 4 Activities/Readings/Discussions: 50 points • Planning Memo: 100 words, 35 points • Clinical Rationale Paper: 750 words, 50 points • PDA Poster: 50 points • PDA e-Conference: 30 points	215
TOTAL	**6,250 words**	**1,000 points**

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 the word counts below represent the 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:

Grade	Upper Percentage	Lower Percentage
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.

Grade Returns

It is UWP policy that student grades are returned within **one week** of the assignment's due date.

Revision of Assignments

During the semester, you may revise one assignment of your choosing (your new grade will replace the previous one). In addition to the revised assignment, you must write a one-page memo to the instructor detailing what, how, and why you've revised. The best practice is to submit the revised assignment and memo within **two weeks** of the original grade return date. However, you have until the final day of class to submit.

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 a 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 the 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 a 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 presentations 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 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.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online on the GatorEvals website. 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 on the GatorEvals public results webpage.

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code. 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.

Use of AI

AI may be used as a tool to enhance learning and improve your writing but should not replace individual critical thinking or personal effort. AI must not be used to plagiarize or misrepresent originality. Consult your instructor for their individual AI policy details.

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. Visit the Disability Resource Center website 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, as accommodations are not retroactive.

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:** Visit the U Matter, We Care website, email umatter@ufl.edu, or call 352-294-2273 (CARE).
- **Dean of Students:** The Dean of Students office is located at 202 Peabody Hall. Visit the Dean of Students website or call 352-392-1261.
- **Counseling and Wellness Center:** The Counseling and Wellness Center is located at 3190 Radio Road. Visit the Counseling and Wellness Center website or call 352-392-1575.
- **Field and Fork Pantry:** The Field and Fork pantry is located near McCarty B. Visit the Field and Fork website or call 352-294-2208.
- **Student Health Care Center:** The Student Health Care Center is in multiple locations. Visit the Student Health Care Center website or call 352-392-1161.
- **Aid-a-Gator:** Aid-a-Gator is located in S-107 Criser Hall. Visit the Aid-a-Gator website or call 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:** The Career Connections Center offers career assistance and counseling services. Visit the Career Connections Center in Reitz Union Suite 1300 or call 352-392-1601.
- **Library Support:** The George A. Smathers Libraries provide various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Located in Broward Hall, the Teaching Center can help with general study skills and tutoring. Visit the Teaching Center Website or call 352-392-2010 (or 352-392-6420 to make an appointment).
- **Writing Studio:** The Writing Studio can help with brainstorming, formatting, and writing papers. Visit 2215 Turlington Hall or call 352-846-1138. Online appointments are available.
- **Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code webpage for more information.
- **Student Complaints Online:** View the Distance Learning Student Complaint Process.

Accessibility and Privacy Policies

For information about the privacy policies of the tools used in this course, see below.

Adobe:

- Adobe Privacy Policy
- Adobe Accessibility

Instructure (Canvas):

- Instructure Privacy Policy
- Instructure Accessibility

Microsoft:

- Microsoft Privacy Policy
- Microsoft Accessibility

Perusall:

- Perusall Privacy Policy
- Perusall Accessibility

Sonic Foundry (Mediasite Streaming Video Player):

- Sonic Foundry Privacy Policy
- Sonic Foundry Accessibility (PDF)

YouTube (Google):

- YouTube (Google) Privacy Policy
- YouTube (Google) Accessibility

Class Schedule of Assignments

Week	Readings	Activities
Week 1 (Jan 13 – Jan 17)	Medical Professionalism in the Provision of Clinical Care in Healthcare Organizations, https://doi.org/10.2147/JHL.S383069 History of Evidence-Based Medicine, *Indian Journal of Urology*, https://doi.org/10.4103/0970-1591.91438 Real-World Evidence – What Is It and What Can It Tell Us? *NEJM*, https://doi.org/10.1056/NEJMsb1609216	Planning Memo: Your Area of Medicine Course Orientation Quiz Group Introductions Discussion: EBM in Your Field of Practice

EBM Literacy Project

Week	Readings	Activities
Week 2 (Jan 20 – Jan 24; Holiday, 1/20/25)	Synthesis Series Reading 1: SmartWatch by Smart Monitor, *Pediatric Neurology*, https://doi.org/10.1016/j.pediatrneurol.2015.07.002 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 Synthesis Series Reading 3: Wearable Technology in Epilepsy, *Epilepsy and Behavior*, https://doi.org/10.1016/j.yebeh.2018.05.044	Assessing Validity
Week 3 (Jan 27 – Jan 31)	None	Bullet Analyses 1, 2, 3
Week 4 (Feb 3 – Feb 7)	None	Synthesizing Sources Practice Synthesis Paper

Writing for Academic Peers

Week	Readings	Activities
Week 5 (Feb 10 – Feb 14)	A Typology of Reviews, *Health Information and Libraries Journal*, https://doi.org/10.1111/j.1471-1842.2009.00848.x	Discussion: Reviews in Your Medical Field
Week 6 (Feb 17 – Feb 21)	None	Planning Memo: RQs and Review Topic Discussion: Planning Procrastination AB Entries 1 / 2 / 3
Week 7 (Feb 24 – Feb 28)	Project Page Expanded Tab: Writing Review Introductions & Writing Review Body Sections	Annotated Bibliography Discussion: Planning Procrastination RP #1

Week		Activities
Week 8 (March 3 – Mar 7)	Project Page Expanded Tab: Writing Review Conclusions	Discussion: Planning Procrastination RP #2 Review Paper DUE Discussion: Extra Credit Peer Review

Writing for Career Development

Week	Readings	Activities
Week 9 (Mar 10 – Mar 14)	**Recommended:** The Healthcare Student's Guide to Internships, https://www.edumed.org/resources/student-online-guide-to-internships/ OR Medical School Personal Statement Storytelling Guide [With Examples]	Find internship or choose grad program and identify CAS Planning Memo: Internship/Job/Program
Week 10 (Mar 17 – Mar 21)	Spring Break	
Week 11 (Mar 24 – Mar 28)	None	Résumé Cover Letter or Personal Statement Extra Credit: The Elevator Pitch

Patient Decision Aids

Week	Readings	Activities
Week 12 (Mar 31 – Apr 4)	An Introduction to Patient Decision Aids, *BMJ*, https://doi.org/10.1136/bmj.f4147 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	Planning Memo: PDA and Bibliography
Week 13 (Apr 7 – Apr 11)	Patient and Public Involvement: beyond the Expert Patient, *British Medical Journal*, https://doi.org/10.1136/bmj.b49	Storyboard the PDA
Week 14 (Apr 14 – Apr 18)	None	The Clinical Rationale Paper Prepping and Presenting Poster

Week 15 (Apr 21 – Apr 23)	None	PDA Poster and e-Conference
		Optional Revision
		Class Evaluations