

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**

**HHS 465**  
**Examination and Integration of Professional and Health Care Issues**

**Course Instructor**  
**Whitney Wells DiBella, MS, CHES**  
[wdibella@gmu.edu](mailto:wdibella@gmu.edu)

**Fall 2009**  
**Wednesdays, 9/2/09 – 12/16/09**  
**1:30-4:20**  
**Robinson A, Room 210**

**Course Syllabus**

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**HHS 465**  
**Examination and Integration of Professional and Health Care Issues**

Course Number: HHS 465 (3:3:0)

Course Title: Examination and Integration of Professional and Health Care Issues

**Course Placement: Required course for all undergraduate Global and Community Health , Health Administration and Policy and Nursing majors following completion of all other required General Education courses (including English 302). This course meets the GMU requirement as a Synthesis Course.**

Course Description:

This capstone seminar course assists students in synthesizing the varied dimensions of their roles as health professionals in a global society. It provides students with opportunities to examine issues in health care through reflection on the natural and behavioral sciences, humanities and other prerequisite coursework. Selected topics are examined through reading, writing and discussion. The course content builds on knowledge and skills acquired through coursework and field experience in the major and general education as well as through life experience. Application of the literature in professional practice and related disciplines is expected in both formal and informal writings on issues. Student writings and presentations receive written self-evaluation as well as formal review by peers and multiple faculty members involved in teaching the course. (Writing intensive course)

Course Objectives:

1. Explore the current role of a health professional in relation to society's present and future health needs.
2. Examine strategies for applying theory and research to the health professional role.
3. Analyze the impact of cultural diversity on the development of the role as a health professional.
4. Examine the relationship of client outcomes to the health professional role.
5. Demonstrate effective oral and written communication.
6. Use appropriate presentation strategies and technologies in oral presentations.
7. Incorporate strategies for further career development within the health field.
8. Examine strategies for managing role transition from student to professional.
9. Analyze importance of collaboration among the many disciplines within the health professions.
10. Integrate the varied dimensions of the role of a health professional within the health field.
11. Exhibit responsible professional membership through participation in student, professional, civic, and community organizations.

Teaching strategies:

1. Student presentations to class
2. Group discussion
3. Scholarly project
4. Self-evaluation
5. Peer evaluation
6. Conference with faculty member
7. Audio-visual materials

### Course Requirements:

1. **Presentation:** Students are required to plan and implement a class presentation based on the course objectives. The presentation will be graded according to Guidelines for Development and Evaluation of Class Presentation. Students will receive an individual grade even if presenting as a member of a group. (30% of grade)
2. **Position Paper:** Students are required to write a position statement paper about a selected topic, approved by faculty and related to a health care issue of their choice. Requirements include a detailed outline and one draft, both typed in APA format and submitted at times designated by the respective faculty. Conferences with faculty are encouraged to provide ongoing supervision and assistance with the paper as needed. The paper will be graded according to Guidelines for Development and Evaluation of the Position Statement. Length of paper should be approximately eight (8) double-spaced pages with an additional page for work cited. (35% of the grade)
3. **Reflective Essay:** Students are required to write a reflective essay that encourages them to discuss how their learning has contributed to who they are as imminent health care professionals, how each learning experience links them with their professional skills or values, how their learning magnifies their strengths as a health care professional, and how one of their program challenges helped them to acknowledge their weaknesses and what they have done to overcome them. They will reflect on what they have learned about their chosen profession through their academic experiences and summarize how these experiences will create a positive impression of them as health care professionals. Length of paper should be approximately four double-spaced pages. (20% of the grade)
4. **Participation:** Students will receive a grade related to their fulfillment of their responsibility as a class member, based a) attendance, b) punctuality, c) preparation, d) participation-quality, e) in-class writing and discussion and f) peer & self evaluation. **In addition, each student must schedule one appointment with the Writing Center and bring documentation of this visit to the course instructor. In order to meet course objective 11, students will be required to attend one local professional event as approved by the course instructor.** This grade will be assigned at the end of the course by the instructor considering the student's observation and based on Individual Evaluation Guidelines (15% of the grade)

### **Required Texts:**

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th Ed). Washington, DC:American Psychological Association.

American Psychological Association. *Style Guide to Electronic References*. [www.apa.org](http://www.apa.org)

### **Bibliographic Formats for Citing Electronic Information**

American Psychological Association website

<http://www.apastyle.org/elecref.html>

The OWL at Purdue:

<http://owl.english.purdue.edu/owl/resource/560/01/>

### **Web Sites at GMU for writing assistance:**

Writing Across the Curriculum website

[www.gmu.edu/department/wac](http://www.gmu.edu/department/wac)

The George Mason University Writing Center:

[www.gmu.edu/department/writingcenter](http://www.gmu.edu/department/writingcenter)

**NB1:** Faculty reserves the right to alter the schedule and requirements as deemed necessary.

**Evaluation Distribution:**

Position Paper	35%
Seminar Presentation	30%
Reflective Essay	20%
Student Participation	15%

Attendance in this course is required. **Any absence must have prior approval by the faculty. Unexcused absences** will lower the participation grade by **one letter**. Lack of participation in class may also lower the grade; this includes punctuality and early departure without prior approval of your instructor.

This is a writing intensive and synthesis course that makes it necessary to keep class sizes small. Therefore, course enrollment caps will be enforced.

**Students are required to contact the University Writing Center, Robinson A, Room 116 (993-3660), And/or the English Language Institute, Robinson B, Room 338 (993-3660), improve their writing skills. This visit must be completed prior to the position paper draft due date.**

If you are a student with a disability and you need academic accommodations, please see Debbie Wyne and contact the Disability Resource Center (DRC) at (703) 993-2427. All academic accommodations must be arranged through the DRC.

**UNDERGRADUATE GRADING SYSTEM**

There will be no rounding up of grades in this course, so the whole number of the grade achieved will be the recorded grade and any fractions will be dropped.

Written requirements that are handed in late **without prior permission** of the faculty member will have **five percentage points deducted** from the total grade each late day, excluding weekends and holidays.

**The following grading scale will be applied to the grades in this course. A passing grade is considered a C or above:**

A+	99	-	100
A	94	-	98
A-	90	-	93
B+	87	-	89
B	83	-	86
B-	80	-	82
C+	77	-	79
C	73	-	76
C-	70	-	72
D	60	-	69
F	0	-	59

**HHS 465**  
**Examination and Integration of Professional and Health Care Issues**  
**As a UNIVERSITY SYNTHESIS COURSE**

Every student receiving an undergraduate degree from George Mason University is required to fulfill the university general education course requirements. These general education requirements include an approved synthesis course. The GMU General Education Committee approved HHS 465 as a university synthesis course and the course is recognized as meeting the university general education requirements for a synthesis course as follows:

Communication Competence:

Students work in small groups to make presentations for discussion by the whole class of significant issues in the health care environment. Each small group must have faculty approval for the topical outline prior to presentation. Students prepare handouts and visual aids for the class.

Students reflect on health care issues through reading, writing and discussion. Students participate in peer evaluation of oral and written communication skills. They provide feedback to each other on the content, as well as the persuasiveness, of their oral and written arguments.

Faculty Credentials:

A team of seasoned Health and Human Services faculty will focus on a wide array of content material that will assist students in bringing together their previously acquired knowledge from these general education courses and integrate it with discipline specific content. These faculty members will work together to oversee and evaluate the students' work in this course. Faculty who are selected to teach in this course have multiple years experience coaching undergraduate students in preparing and executing group projects around health care issues. In addition, they commit to extra hours of preparation for the evaluation of the content and process of student presentations.

Class Size:

The CNHS limits the enrollment in this course to 25-30 students in each section so that the instructor can give adequate attention to each group of 3-4 students developing their issue presentation, and to each student individually on his/her writing assignments.

General Education Synthesis:

As stated in the course description, students work together in this course to "examine issues in health care through reflection on the natural and behavioral sciences, humanities and other prerequisite coursework." The students draw on their quantitative skills and fluency with IT skills in analyzing and presenting statistical data related to their issues.

They are expected to collaborate using all their "knowledge and skills acquired through coursework and field experience in the major and general education as well as through life experience" to discuss issues of importance to them as they transition from the student role to the health professional role.

The intent of the course is to draw on the core of general education shared by all of the students in combination with their knowledge and experience in their majors to examine broad issues facing all health professionals.

Emphasis is placed on health care as an integral part of society as a whole, as well as the importance of health care professionals' participation in issues at local, national and international levels. Students are encouraged to read broadly in the social and behavioral sciences in preparing their presentations, to develop an historical perspective on the issues, and to evaluate economic and political features of the issues. Cultural and ethical considerations are themes present throughout every presentation.

Expected Student Outcomes/Assessment Plan Summary:

The intent of the course is to prepare students to use their critical thinking skills, oral and written communication skills, background knowledge and knowledge in their major to examine issues in health care through diverse perspectives.

Each student is evaluated (as an individual and as a small group member) on contributions to the accomplishment of the course objectives. The contributions are judged through self-evaluation, peer-evaluation and teacher evaluation. In addition, each student is given the opportunity to prepare feedback on the course and the instructor.

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**Criteria for a WRITING INTENSIVE COURSE**

**Students are:**

1. Required to write frequently, as an integral part of learning and thinking about the materials and methods of the course. Not all this writing need be graded, but may include informal writings via in-class exercises and/or the keeping of an assigned notebook, log or journal; this writing might include collaborative projects.
2. Required to receive specific instruction in how to do the assigned writing, this instruction including some use of class time plus written instruction via handouts or e-mail; this instruction may also include assigned reading and discussion of published writing guides pertinent to the types of writing common in the student's major field.
3. Required to submit a draft on which the teacher gives them detailed feedback and graded so that student writing can be improved. Then students resubmit a revised draft for grading.
4. Required to submit at least 3500 words of graded writing (about 14 standard double-spaced pages) this does not count ungraded writing exercises, ungraded logs, etc. The 3500 words should be divided among two or more assignments (a 1st draft & final draft of the same paper qualify as the two different pieces of writing).

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**Fall 2009 HHS 465-004, DiBella**  
**Class Schedule and Topic Outline**

<b>Class No.</b>	<b>Date</b>	<b>Topic and Activity</b>
# 1	9/2/09	<b>Topic:</b> Overview of Course & Syllabus Review <b>Activity:</b> “The Rules of Grammar” <b>In-class writing #1:</b> Student Self-Assessment
# 2	9/9/09	<b>Activity:</b> Career Center Presentation <b>In-class writing #2:</b> How I’ll get an A in this course
#3	9/16/09	<b>Topic:</b> Review guidelines for position paper, review potential topics <b>Activity:</b> Group assignments for presentations, start group work, <b>In-class writing #3:</b> Personal Statement
#4	9/23/09	<b>Topic:</b> Giving Presentations <b>Activity:</b> Select presentation dates, group work <b>In-class writing #4:</b> Position on a current event <b>Due: Presentation Topics</b>
# 5	9/30/09	<b>Topic:</b> Writing <b>Activity:</b> Review topics & draft thesis statements <b>In-class writing #5:</b> Thesis statement writing <b>Due: Position paper topics and draft thesis statements</b>
# 6	10/7/09	<b>Topic:</b> Performing peer reviews, Position Paper Q and A <b>Activity:</b> Review sample papers <b>Due: Position paper thesis statements and paper outline</b>
# 7	10/14/09	<b>Group #1 Presentation</b>
#8	10/21/09	<b>Group #2 Presentation</b> <b>Due: Position paper draft due to peers for review</b>
# 9	10/28/09	<b>Group #3 Presentation</b> <b>Due: Position paper draft due back from peers</b>
# 10	11/4/09	<b>Group #4 Presentation</b> <b>Due: Position paper draft</b>
# 11	11/11/09	<b>Topic:</b> Reflective Essay <b>Group #5 Presentation</b>
# 12	11/18/09	<b>Topic:</b> Writing trends found in Position Papers <b>Group #6 Presentation</b> <b>Due: Reflective Essay</b>
# 13	11/25	<b>Thanksgiving Break, no class!</b>
# 14	12/2/09	<b>Topic:</b> Recommendations to improve final papers <b>Group #7 Presentation</b>
#15	12/9/09	<b>Topic:</b> Discussion of reflections, career choices <b>Group #8 Presentation</b> <b>Due: Final position papers</b>

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**Fall 2009 HHS 465-004, DiBella**  
**Homework Assignment Outline**

<b>Class No.</b>	<b>Date</b>	<b>Assignment Due</b>
#1	9/2/09	Review syllabus
# 2	9/9/09	Visit <a href="http://www.healthleadersmedia.com">www.healthleadersmedia.com</a> and sign up for daily alerts.
#3	9/16/09	Heathleaders and health articles presentations <b>Due:</b> Outline Chapter 2, pp. 31-40: Writing Style Outline Chapter 2, pp. 41-60: Grammar, Outline Chapter 2, pp. 61-76, Reducing Bias Outline Chapter 3, pp. 77- 88: Punctuation Outline Chapter 3, pp. 89-111: Spelling, etc
#4	9/23/09	Heathleaders and health articles presentations <b>Due:</b> Outline Chapter 3, pp. 111-130: Headings &Series, etc <b>Due: Presentation Topics</b>
# 5	9/30/09	Heathleaders and health articles presentations <b>Due:</b> Outline Chapter 3, pp. 207-214: Reference Citations <b>Due: Position Paper topics &amp; draft thesis statements</b>
# 6	10/7/09	Heathleaders and health articles presentations <b>Due:</b> Outline Chapter 4, pp. 215-280: Reference list <b>Due: Position Paper thesis statements &amp; paper outline</b>
# 7	10/14/09	<b>Group #1 Presentation</b>
#8	10/21/09	<b>Group #2 Presentation</b> <b>Due: Position Paper draft due to peers for review</b>
# 9	10/28/09	<b>Group #3 Presentation</b> <b>Due: Position Paper draft due back from peers</b>
# 10	11/4/09	<b>Group #4 Presentation</b> <b>Due: Position Paper draft</b>
# 11	11/11/09	<b>Group #5 Presentation</b>
# 12	11/18/09	<b>Group #6 Presentation</b> <b>Due: Reflective Essay</b>
# 13	11/25	Thanksgiving Break, no class!
# 14	12/2/09	<b>Group #7 Presentation</b>
#15	12/9/09	<b>Group #8 Presentation</b> <b>Due: Final Position Paper</b>

**HHS 465**  
**Examination and Integration of Professional and Health Care Issues**

**Guidelines for the Development of the Position Paper**

**Individual Assignment:** You are required to write a cogent paper describing a position on a professional issue related to health care.

**Grade Breakdown:** The Position Statement will account for 35% of the course grade (Polished draft = 70%, Final draft = 30%).

**Requirements of the Position Statement**

1. Paper should be seven to eight double-spaced pages, plus additional pages for references.
2. Use section headings as instructed, to include Introduction, Background, Supporting Argument, Opposing Argument, and Conclusion.
3. Clearly state your position on an issue in a concise manner in an introductory paragraph.
4. Describe the background of the issue that constitutes the rationale for the topic being labeled as an issue. Background must include contemporary, relevant data and appropriate citations. Remember this is NOT an opinion paper. Therefore the background should include:
  - Terminology related to your issue
  - Legitimate research done on your issue in the form of internal documentation.
  - Descriptions of the impact this data has on your issue.
5. When presenting your argument, discuss both sides of the issue and clearly state the position you are supporting. Identify and include defensible documentation supporting your position (such as: standards, codes, regulations, policy, criteria, and research findings).
6. Bring the paper to a logical conclusion by summarizing the essence of the argument and then conclude by restating your thesis or position in similar words used in the introduction to your position.
7. Apply principles of good composition, including appropriate sentence structure, grammar and meticulous attention to detail in every aspect of your writing. Strict APA Format standards will be applied to the grading of your paper so pay close attention to citations within the text and in the list of work cited. These standards also apply to the draft.
8. The draft is to be a polished draft, **not** a first or rough draft. This draft will also be graded according to the above criteria and will account for **70% of the paper grade**. The final draft will account of **30% of the total position paper grade**.

## Peer Reviewer Tips

The purpose of doing a peer review of another's paper or of having your paper reviewed is to give or receive constructive feedback regarding writing in progress. The intent of this type of feedback is to point out the strengths and weaknesses in the writing that are not always apparent to the writer after working so closely with the piece. The feedback should always be accepted in the spirit with which it is given. Many students find it difficult to review another's paper in fear of being perceived as being critical. But one must remember that reviewing another's writing is a professional responsibility and is done to assist another writer to improve his or her writing. Below are a few tips that might assist you in becoming a better peer reviewer.

1. First, read the entire document to get a sense of the whole.
2. Read the document a second time. This time, attempt to understand the main concepts the writer is trying to emphasize.
3. Next, go through the paper and identify what you like about the paper and what is clear to you. Give specific comments that support your remarks.
4. Next, tell the writer what is unclear in the writing and why.
5. You may want to pose questions that more specifically help the writer understand where points do not connect. Example: How does this area relate to your thesis statement or to your main point?
6. Take a look at the transitional sentences that introduce the new paragraph or connect the new information to the main point. If they are not doing their job, let the writer know.
7. While reviewing this writing, remember that even very talented and experienced writers use editors or reviewers in assisting them in making their writing clear. When you publish your first article, your editors will not be nearly as nice as your peer reviewer is in this course.
8. Seriously consider the feedback you will receive from your student colleague. The feedback should not be interpreted as criticism but as a gift that will help you in becoming a better writer.
9. Writing is a very personal experience. Sharing your writing with another makes you feel vulnerable. Smith (1999) in an article published in the *Journal of the Virginia Writing Project* states, "Writing taps directly into our fear of being judged, of being exposed to the world in all of our imperfect splendor" (p.18). Be mindful of this and be genuine in your desire to assist and become a trusted colleague within the group. Possessing these traits is necessary in becoming a GREAT peer reviewer!

Smith, J. (1999). Why is writing difficult? *The Journal of the Virginia Writing Project*, 20 (5), 18-19.

**GEORGE MASON UNIVERSITY**  
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**Guidelines for Development and Evaluation of Class Presentation (GDECP)**

Class presentation will be graded using these guidelines and *will account for 30% of the final course grade*. Each student will receive an individual grade.

**Class Presentation Objectives:**

1. Demonstrate professionalism in public speaking.
2. Demonstrate the ability to work effectively in a group.
3. Demonstrate the ability to prepare and present a comprehensive amount of information in an organized and interesting manner.
4. Demonstrate the ability to communicate effectively with healthcare professionals.

**Class Presentation Requirements:**

1. The professor must approve topic.
2. Each student is expected to participate fully in each class presentation by coming prepared, contributing to the discussion, participating in activities, and constructively contributing to evaluations.
3. Each student is required to submit a written evaluation, analyzing the group's presentation and critiquing his or her own presentation skills. This is due one week from the date of the presentation.

**Class Presentation Guidelines:**

1. Development and Preparation
  - a. Have a topic and methodologies and outline reviewed by the course instructor **2 class periods** before presentation. Be prepared to stay 15-20 minutes after class this week to discuss with the faculty.
  - b. Have outline, objectives, reference list, and expectations for audience preparation, etc. stated in writing and **distribute** at least **one week class period in advance** of presentation.
  - c. Objectives should be clearly written in behavioral terms and pertinent to predetermined topic.
  - d. Reference List should be representative of authoritative sources in health care and based on literature search utilizing library and Internet, etc.
  - e. Preparation should include identification of strategies for alternative learning activities should original plans not be effective.
2. Presentation
  - a. Plan to be organized in your presentation but be flexible in adjusting to the needs of the audience.
  - b. Pay attention to your manner of presentation (e.g., appropriate appearance, posture, poise, voice tone, enunciation, correct language, rate of speech, sense of humor, and enthusiasm).
  - c. Plan the use of illustrative strategies (e.g., blackboard, A-V presentation, handout, deliberate group activities, demonstrations, etc.).
  - d. Pay attention to the employment of appropriate teaching/learning principles (use of objectives, restate review, modify & evaluate).
  - e. In your preparation provide yourself with enough depth so that you are able to provide interest and insight into the subject.
  - f. Plan your management of your group (use of time, methodologies for eliciting audience and individual participation, keeping the presentation focused, recognizing if needed etc.).
  - b. Plan to keep the focus of the class presentation on the predetermined topic.
  - c. Familiarize yourself with the IT equipment prior to the class.

3. General Information
  - a. Take a leadership role during the evaluation period.
  - b. Allow adequate time for evaluation.
  - c. Plan the climate of evaluation so that it is open and comfortable.
  - d. Consider how to elicit and provide BOTH positive and constructive feedback for you and the other group members.
4. Audience Guidelines for Oral & Written Evaluation of the Group Presentation
  - a. Consider the requirements for preparation, presentation and evaluation. Were they met? Give examples to support your judgement.
  - b. Identify specifically how the class presentation could have been improved (fewer activities, more discussion, more organized etc. ).
  - c. Provide the presenters with specific constructive feedback. Identify the strengths of presentation. Identify the limitations of the presentation give concrete suggestions for strengthening these limitations.
5. The Class Presentation will be graded by the professor using the form provided in the syllabus. The audience will complete the peer evaluation sheet found at the end of the syllabus.
6. The Class Presentation represents **30%** of the total course grade.

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**Seminar Tips**

1. Use current references, unless classics in the field.
2. Make sure all reproduced articles and handouts are legible and contain the complete citation.
2. Regarding teaching-learning activities, be creative. Pull from history, art, music, literature, poetry, games, video, and your imagination. The method you use to involve your classmates is critical to a successful seminar.
3. Analyze the length of time each part of the seminar will take so you do not feel pressured for time.
4. Do a rehearsal of the seminar before your presentation, including testing of all equipment.
5. The seminar must be at the highest level of professionalism; please dress appropriately and address your fellow students as colleagues.
6. Begin the seminar on time. Do not wait for tardy students to arrive. Finish the seminar on time.
7. Make your topic interesting and creative. Your classmates will appreciate your efforts.

**College of Health and Human Services  
HHS 465 Class Presentation Evaluation Criteria**

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
Group Members \_\_\_\_\_  
Topic \_\_\_\_\_

**EVALUATION CRITERIA** **POINTS**

**Development and Preparation** **(20 Points, 5 points each)** \_\_\_\_\_

- 1) Outline prepared for meeting with course instructor 2 weeks prior to the presentation date.
- 2) Outline, objectives, bibliography and expectations of audience preparation stated in writing and distributed one week in advance.
- 3) Objectives written in behavioral terms pertinent to health care.
- 4) Bibliography is representative of authoritative sources in health care and other related disciplines.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Presentation** **(60 Points, 5 points each)** \_\_\_\_\_

- 1) Presentation followed stated objectives. \_\_\_\_\_
- 2) Presented material in an organized fashion. \_\_\_\_\_
- 3) Exhibited a professional manner of *verbal* presentation, based on language, rate of speech, vocal tone, and articulation. \_\_\_\_\_
- 4) Exhibited a professional manner of *nonverbal* presentation, based on appearance, posture, poise, & enthusiasm for the subject matter. \_\_\_\_\_
- 5) Effectively used a combination of illustrative strategies, such as media, handouts, charts, visuals, & examples. \_\_\_\_\_
- 6) Applied appropriate teaching-learning principles to presentation (e.g., reinforce, review & evaluate). \_\_\_\_\_
- 7) Demonstrated an in-depth knowledge and understanding of the concepts pertinent to the topic presented. \_\_\_\_\_
- 8) Adjusted to the needs of the audience based on verbal and non-verbal cues. \_\_\_\_\_
- 9) Presentation sparked the interest of the audience as demonstrated by audience participation. \_\_\_\_\_
- 10) Designed effective methods of eliciting audience discussion and participation. \_\_\_\_\_
- 11) Demonstrated the sharing of your group work among the individual members. \_\_\_\_\_
- 12) Kept the presentation and discussion on track. \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluation** **(20 Points, 5 points each)** \_\_\_\_\_

- 1) Actively elicited both positive and negative feedback from the audience through open-ended questions, professional attitude, and a true desire to hear the constructive comments and a willingness to use the comments constructively.
- 2) As a group, prepared a well designed and interactive evaluation period.
- 3) Exhibited leadership during evaluation.
- 4) Submitted a thoughtful self-evaluation the class after the presentation.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**TOTAL POINTS** (100) \_\_\_\_\_ = x 30% = **GRADE** \_\_\_\_\_

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**Broad Topic Suggestions for Presentation and Position Paper**

- Foreign Health Aid in Developing Countries: Helping or Hindering Progress
- International Health Management or Policy Issues: WHO, the Gates Foundation
- Government policy on the Environment and Its Relation to Health of Populations – Water Quality, Pollution, Workplace Safety
- Managing Natural Disasters and Their Impact on the Health of the Populations Affected – Effects of the Tsunami, Hurricane Katrina, Earth Quake in Pakistan
- Emergency Preparedness – regional response systems, citywide disaster drills, vaccine stockpiles
- Insurance coverage of Non-traditional Methods of Treatment in Health Care – Homeopathic Medicine, Acupuncture, Home Remedies
- Government Allocation of Scarce Resources – AIDS, cancer, and rare disease research; NIH funding
- Medicare fee schedule: impact on physician payments, impact on hospital payments
- The uninsured and U.S. Healthcare Policy – Percentage of insured v. uninsured, trends in insurance coverage, single-payor v. multi-payor systems, issues with universal health coverage
- Practice Errors, Medication Errors and Their Consequences – who is to blame, systemic issues, how to fix
- Malpractice, Tort Reform, or issues surrounding lawsuits brought against hospitals, physicians, or insurance companies
- Human Resources – Performance-based annual pay increases, HR Compensation systems
- Performance Management and Staff Development
- Issues surrounding implementation of an EMR in physician offices, hospitals, or health systems
- Impaired Professionals (i.e. drug or alcohol addictions)
- Collective Bargaining in Health Care – Unions and their Impact on Quality and Economics
- Political Action in Health Care – Lobbyists, Professional Organization Membership, Activism
- Issues Related to Pharmaceuticals - FDA Approval process, Government role in pharmaceutical pricing

- Current Legislation affecting Healthcare Management or national or state policy
- Medicare Advantage – really an advantage?
- Issues Related to Food Safety
- Food - Issues related to growing, processing, manufacturing, distributing, Organics, Government role in food supply
- In-store medical clinics
- Prison healthcare delivery

**Topics must be discussed with and approved by your professor before beginning work on your Position Statement Paper and Presentation.**

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**Guidelines for the Reflective Essay**

The importance of reflection has been realized in education circles for a long time. John Dewey stated back in 1910 in his book, *How We Think*, that reflective thinking is an “active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations” (p. 11). You are called to do that in this course in the form of a short reflective essay as you look back on your undergraduate education in order to assess what you have learned about yourself and your area of study.

Reflection is a process of looking back, in an attempt to learn from your experiences and to use that learned experience to improve yourself over time. Looking back over the past few years of your course work in your general education courses and the course work in your major should help you in your job search and in deciding on your direction in the work world. Ask yourself how each learning experience has contributed to your professional development.

As you begin looking back and making judgments about what you have accomplished while at George Mason University, remember to reflect on what experiences prompted learning during complex problem-solving situations. This type of thinking will provide you with an opportunity to step back and examine how you solved problems and how a particular set of problem solving strategies assisted in helping you to achieve your goals (Lin, 1999). Writing about these life changing experiences can help you to learn what you have been thinking and can help you to focus your thinking toward your career goals. Ask yourself questions that seek reasons and evidence. Health care is becoming increasingly complex and information is changing more rapidly, prompting professionals in the field to constantly rethink, switch directions, and change problem-solving strategies (Moon, 1999). Reflection will improve your these skills.

In this essay, discuss how your course requirements prompted you to develop strategies in applying new knowledge to complex situations in your learning activities. What higher-order thinking skills prompted you to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand your own thinking and learning strategies? Share the information that you feel is important or has been most influential to your critical thinking and learning. Identify how your learning experiences have contributed to the accomplishment of your professional goals or to the enhancement of your skills.

This assignment requires self-assessment through your understanding of what you do well and what you still need to improve. Effective reflection will help you examine what you were thinking when you worked on each course. Reflect back on how your maturation as a learner developed throughout your undergraduate education. Explain how your learning is relevant to real-world situations and how it provides integrated experiences. Use the following statements to guide you as you link your work to your professional growth throughout your program of study:

In writing this reflective essay you will:

- Discuss how your learning contributed to who you are as a soon-to-be health care professional.
- Discuss how each learning experience links you with your professional skills or values.
- Discuss how your learning magnifies your strengths as a health care professional.
- Discuss how one of your program challenges helped you to acknowledge your weaknesses and tell what you have done to overcome them.
- Reflect on what you have learned about your profession through your academic experiences.
- Summarize how these experiences will create a positive impression of you as a health care professional (Reynolds, 2000).

Please limit the essay's length to four pages – excluding title page, doubled-spaced using proper APA format.

**References:**

Dewey, J. (1910). *How We Think*, Boston: D.C. Heath & Co.

Lin, X., Hmelo, C., Kinzer, C. K., & Secules, T. J (1999). Designing technology to support reflection, *Educational Technology Research & Development*, 43-62.

Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. London: Kogan Page.

Reynolds, N. (2000). *Portfolio Teaching, A Guide for Instructors*. Boston: Bedford/St.Martin's.

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**HHS 465**  
**Reflective Essay**  
**20% of Assignment Grade**

**Evaluation Criteria**

1. \_\_\_\_\_ **30**      Demonstrates evidence of meaningful reflection.
  - Discusses how learning contributed to transformation from student to professional.
  - Discusses how academic study helped link self with professional skills or values.
  - Discusses how learning has magnified strengths
  
2. \_\_\_\_\_ **10**      Discusses how one program challenge helped to acknowledge personal weaknesses. Explains what has been done to overcome them.
  
3. \_\_\_\_\_ **20**      Reflects on how academic experiences affected career choice.
  
4. \_\_\_\_\_ **20**      Effectively summarizes how learning experiences have created a positive impression of self as a soon-to-be professional.
  
5. \_\_\_\_\_ **20**      Apply principles of good composition including appropriate sentence structure and proper grammar. Apply APA Format to this reflective Essay. Include a title page.

**Total Points /100 = \_\_\_\_\_ = \_\_\_\_\_ Grade**

Comments:

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**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services HHS 465**

**Guidelines for Participation Grade**

**Name:** \_\_\_\_\_

**Class Participation is 15% of the course grade.**

- Attendance for the entire seminar (2 points per class x 14 classes): **28 points**
- Punctuality: **-1 point per lateness**
- Preparation for Healthleaders presentations (2 points x 4 classes): **8 points**
- Preparation for group presentations (2 points x 8 presentations): **16 points**
- Textbook homework assignments complete and turned in on time (3 points x 8 assignments): **24 points**
- Writing Center appointment: **5 points**
- Contribution to class discussions, presentations, etc.: **14 points**
- Attendance at ACHE or other approved professional organization event: **5 points**

Class #	2	3	4	5	6	7	8	9	10	11	12	13	14
Attendance/Punctuality													
Healthleaders preparation							N/A	N/A	N/A	N/A	N/A	N/A	N/A
Presentation preparation	N/A	N/A	N/A	N/A	N/A	N/A							
Homework									N/A	N/A	N/A	N/A	N/A
Writing Center													
Contributions													
Prof Org Event													

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**HHS 465**

Examination and Integration of Professional and Health Care Issues

**Computation sheet for final course grade**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Class Presentation            30%            \_\_\_\_\_ = \_\_\_\_\_

Position Paper                35%            \_\_\_\_\_ = \_\_\_\_\_  
Draft (70%) = \_\_\_\_\_  
Final (30%) = \_\_\_\_\_

Reflective Essay              20%            \_\_\_\_\_ = \_\_\_\_\_

Class Participation and      15%            \_\_\_\_\_ = \_\_\_\_\_  
Individual Student Evaluation  
Instructor Evaluation

Final Grade                    /100            \_\_\_\_\_

**GEORGE MASON UNIVERSITY**  
**College of Health and Human Services**  
**HHS 465**

Examination and Integration of Professional and Health Care Issues

**STUDENT SELF-ASSESSMENT FORM - *Due at the end of the first class.***

Name: \_\_\_\_\_

Phone: (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

(E-mail) \_\_\_\_\_

Personal objectives for this course: \_\_\_\_\_

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Briefly describe your writing strengths and limitations:

Strengths: \_\_\_\_\_

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Limitations: \_\_\_\_\_

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How would you like to use this class to enhance your writing skills?

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