

Statewide Healthcare Curriculum:

Contextualized Writing Module

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***Supplemental materials can be located in flash drive file labeled: HC
Context Writing Resource File**

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Contextualized Writing Module offers students the opportunity to develop writing proficiency and demonstrate command of the conventions of standard written English by completing writing tasks essential to career development, post-secondary education, and healthcare professions. The course is divided into three units of study: **Unit I: Writing for the Job Search**, **Unit II: Writing for College Admission** and **Unit III: Writing in the Workplace**

i-Pathways Alignment with the Statewide Healthcare Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives:

Students will:

- Create career search materials including a resume and letter of application
- Fill out simple and complex forms demonstrating proficiency in recording information accurately and clearly
- Demonstrate proficiency in preparing summaries and reports related to the healthcare professions
- Demonstrate mastery of business letters for a variety of purposes
- Demonstrate organization and accuracy in discerning, recording, and summarizing important information in note form
- Demonstrate proficiency in writing short essays from a given prompt for a prescribed purpose
- Demonstrate proficiency in concisely and appropriately creating and replying to e-mail messages from various sources and contexts

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Learning Outcomes

Students will:

- Create a resume based on skills, aptitudes, goals, and experiences discerned from self-assessments
- Complete a variety of personal information forms of varying complexity
- Prepare summaries and reports in the context of the healthcare professions demonstrating accuracy of information, clarity, and standard writing conventions
- Compose formal business letters demonstrating standard format and written language conventions essential to the job search, including cover letters of application and letters of gratitude following a job interview
- Compose a variety of letters of request and inquiry
- Record and/or summarize with efficiency, clarity, and accuracy information obtained from the spoken word in a variety of situations such as an interview with a patient, instructions from a supervisor, lecture from instructors, phone messages, and physicians' orders
- Utilizing the steps in the writing process, compose short essays that meet the admission requirements for a specific program of study
- Compose a variety of paragraphs or short essays from a given prompt that demonstrate acquired knowledge and the conventions of standard written English
- Compose a variety of e-mail messages in the contexts of customer service, healthcare, and academics

Methods of Instruction

- Lecture
- Small and large group discussions
- Online activities

Methods for Evaluating Student Performance

- Teacher designed rubrics
- Teacher designed checklists
- Self-assessments

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Module Overview

Unit I: Writing for the Job Search

- A. Completing job applications
- B. Writing resumes
- C. Writing letters of application, inquiry, and gratitude

Unit II: Writing for College Admission

- A. Writing essay applications
- B. Writing timed and untimed essays from a given prompt

Unit III: Writing in the Workplace

- A. Work-related writing tasks
- B. Workplace forms in healthcare
- C. E-mail communication

Module Outline

Unit I: Writing for the Job Search

1. Employment Applications
 - a. Identify and compile the necessary information
 - b. Organize the information into relevant categories
 - i. Personal data
 - ii. Education and training
 - iii. Employment history
 - iv. Job duties and responsibilities
 - v. Skills and accomplishments
 - vi. References
 - c. Complete employment applications
 - i. Pen and paper applications
 - ii. Online applications
 - iii. Stress importance of answering all items
 - iv. Stress accuracy and neatness

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2. Resume Writing
 - a. Use: **Your Resume Workout** worksheets to identify:
 - i. Skills and Strengths
 - ii. Previous employment responsibilities
 - iii. Accomplishments
 - b. Write resume
 - c. Give and receive feedback
 - d. Revise resume

3. Letters of Application, Inquiry, and Gratitude
 - a. Business letter formats
 - b. Use suggested links and resources
 - c. Write cover letters
 - d. Write thank you letters
 - e. Give and receive feedback
 - f. Revise letters

Unit II: Writing for College Admission

1. College Application Essays
 - a. Use handout: **The Writing Process**
 - b. Use: **Writers at Work: The Essay**
 - c. Steps for writing an essay
 - i. Pre-writing
 - ii. Writing
 - iii. Revision and editing
 - iv. Final draft
 - v. Reflect on the process
 - d. Parts of an essay
 - i. Introduction
 - ii. Body
 - iii. Conclusion
 - e. Write college application essays
 - f. Use suggested links

2. Timed and Untimed Essays
 - a. Use: **Writers at Work: The Essay, Chapter 6, “Timed Essays”**
 - b. Write essays from a given prompt
 - c. Proofread, edit, and revise essay

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Unit III: Writing in the Workplace

1. Work-related Writing Tasks
 - a. Students provide workplace examples
 - b. Use examples of common writing tasks in healthcare occupations

2. Workplace Forms in Healthcare
 - a. Record/summarize information in a variety of situations
 - i. Patient interviews
 - ii. Physician's orders
 - iii. Supervisor's instructions
 - iv. Phone messages
 - v. Instructor's lectures

3. Email Communication in the Workplace
 - a. Use: <http://owl.english.purdue.edu/owl/resource/694/01/> and other suggested links
 - b. Compose and reply to workplace e-mails