

Department of Health Care Administration

Dr. Warren G. McDonald, Professor and Chair

Dr. Donald S. Brady, Assistant Professor

Dr. Annette Webster, Assistant Professor

Dr. Asa B. Wilson, Associate Professor

Plan for Writing Across the Curriculum

Part 1: A well-written paper focuses on specific criteria, as assigned by the professor, to address and enhance learning in specific areas. In Health Care Administration, effective communication, both orally and in writing, is a requirement of the job, so as a departmental goal we demand our students write clearly and concisely. We expect them to approach their writing scientifically, and to utilize the APA format effectively.

Part 2: Courses and Writing Assignments

Each course in the department requires multiple papers, except for Medical Terminology and Medical Coding. Significant components of each grade come from writing assessments. Specifically, they are as follows:

HCA 2000	Introduction to Health Care Administration: Dr. McDonald 4-5 short papers (case analysis) of 2-4 pages, 40% of the grade
HCA 3050	Managing Health Care Organizations: Dr. McDonald Career Objectives Paper- 3-4 pages, 10% of grade
HCA 3300	Health Care Strategic Management: Dr. Brady/Dr. McDonald 2 Papers (Case Analysis) of 3-5 pages, 30% of the grade Group Case Study, 10 pages, 10% of the grade

HCA 3400	Health Care Organizational Behavior: Dr. Brady/Dr. Webster 2 papers, 3-5 pages, 40% of grade
HCA 3500	Health Care Economics and Finance: Dr. Brady 1 short paper, 3-4 pages, 15% of grade
HCA 3600	Health Care Informatics: Dr. Webster/Dr. Brady 2 Short Papers, 2-3 pages, 20% of the grade-
HCA 4500	Health Care Admin Research Methods/Seminar: Dr. McDonald 10-15 pages; 25% of grade. This is a writing intensive course.
HCA 4700	Fundamentals of Health Care Policy: Dr. McDonald/Dr. Webster Group Research Paper, 15--20 pages, 15% of grade, 5 case assessments of varying length (usually 1-3 pages), 10% of grade
HCA 4800	Health Care Administration Internship: All Faculty A written report of internship activities, including ways the internship affected students' intended career path, 4-5 pages, 20% of the grade
HCA 4100	Managed Care/Medical Group Practice Management: Dr. Wilson 5 short papers (case analysis), 2-3 pages, 35% of the grade
CA 4200	Long Term Care Administration: Dr. Webster 2-3 Short Papers of 2-3 pages on LTC-related topics, 20% of the grade

Case Study Evaluation Rubric

Criteria	Level 1	Level 2	Level 3	Score
<u>Identify/define the main problem and/or main issue</u>	Failed to identify the root problem, and did not indicate any causal factors	Identified contributing factors but did not recognize the root cause	Clearly identified the root problem, and provided clear insight into the causal factors	
				15
<u>Determining the relevant information to address the problem/issue</u>	Did not identify relevant information that would assist in resolving the issue	Identified some of the relevant information that would assist in resolving the issue	Clearly & completely determined the relevant information needed to address the problem	
				15
<u>Identify contributing factors & connecting relevant information required to solve the issues in the case</u>	Failed to identify the contributing factors that impact on the root problem	Identified some of the contributing factors that impact on the problem but didn't clearly connect the information	Clearly and accurately identified the contributing factors & provided a connection information relevant to solving the case problem	
				15
<u>Generate hypotheses & construct sound and coherent arguments related to the solving of the case problem(s)</u>	Failed to develop discrete, alternative courses of action	Developed alternative course(s) of action (COAs), but they fail to respond fully to the root issue(s)/problem(s)	Developed at least three discrete, viable COAs, and build solid arguments to support their statements	
				15
<u>Testing hypotheses & making counter-arguments</u>	Failed to Develop a Viable Argument or Compare alternative COAs	Developed an argument that supported one Or more COAs But didn't make A compelling argument	Developed a Clear, concise, Argument and fully compared the alternative COAs	
				20
<u>Evaluating the results & recommended course(s) of action (COA)</u>	Did not evaluate the results nor make any viable counter-arguments	Offered an evaluation of the results but didn't choose a viable COA that would resolve the problem	Fully evaluated the results and made a cogent argument for the selected COA	
				20

Writing Evaluation Rubric

A zero will be assigned to any performance that does not meet level 1 performance

	4 Excellent	3 Good	2 Fair	1 Poor
Context and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose of the assigned task.	Demonstrates an adequate understanding of context, audience, and purpose of the assigned task.	Demonstrates some attention to context, audience, and purpose of the assigned task.	Demonstrates minimal attention to context, audience, and purpose of the assigned task.
Content Development	Content explores complex ideas that are used to shape the assignment.	Content demonstrates adequate ideas that are used to shape the assignment.	Content demonstrates attention to simple ideas.	Content demonstrates consideration of simple ideas in some elements of the assignment.
Grammar	Demonstrates excellent grammar and punctuation throughout the assignment.	Demonstrates adequate grammar and punctuation throughout the assignment	Demonstrates some use of grammar and punctuation throughout the assignment	Demonstrates a minimal use of grammar and punctuation throughout the assignment
Sources and Evidence	Skillfully uses relevant sources and evidence to support well developed ideas.	Competently uses relevant sources and evidence to support well developed ideas.	Use some sources and evidence to support well developed ideas.	Attempts to use sources and evidence to support ideas.
Conclusions	Excellent developed conclusions and closing statements.	Adequate developed conclusions and closing statements.	Uses some developed conclusions and closing statements.	Minimal developed conclusions and closing statements.