

Course Tag Reflection Exemplar
Critical and Creative Thinking

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PHP 312: Introduction to Healthcare Management

Identify the course learning objectives in the syllabus that are clearly aligned to Critical & Creative Thinking and respective assignment(s).

4 course learning objectives (CLOs) align to the Critical & Creative Thinking SU Shared Competency:

- Identify concepts and theories in healthcare management
- Discuss various leadership and management styles
- Evaluate strategic planning components and outcomes
- Discuss emerging trends in healthcare management

Alignment: through case study analyses students will explore ideas, issues, and events to develop new insights about health care management issues and to inform healthcare management practice.

Explain the connection between specific assignment(s) and Critical & Creative Thinking. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

Students complete 4 case studies that relate to at least one of the CLOs. Each case study is worth 13.75% (together, 55% of the total course grade).

Relation to competency: students apply concepts and theories learned in class to the cases. When conducting the analyses, students demonstrate an understanding of the main issues/problems presented in the case (explore ideas, issues, events), present an analysis of the issue/problem (synthesis), make recommendations supported by strong arguments and documented evidence (to develop new insights and inform and evaluate arguments).

Describe in detail the instructional strategies faculty use to intentionally teach Critical & Creative Thinking in the course.

- Course orientation: The case study assignment is explained, the professor discusses how to analyze a case study, and a source provided - Hands-On Guide: How to Analyze a Case Study.
- Grading Rubric: the professor provides the rubric in advance of the assignment due date and provides an overview of expectations for this assignment
- Class discussion/participation: In the course of class discussion about posted readings and class topics, the professor presents question and prompts to guide the discussion and further develop students' exploration of the topic or event
- Instructor led classroom presentations.

Describe the feedback tool(s) faculty use to support students' competency development on Critical & Creative Thinking.

Using Black Board in-line grading, the professor makes margin notes on the student responses to the case study. A grading rubric is used to score the students' work but also is a source of feedback to the student. The rubric and score are available to the student via Black Board. In addition, the professor provides summary feedback comments via Black Board in-line grading. Students can also make an appointment with the professor to seek clarification about the assignment or the case prior to submitting the final assignment.