

Writing-Intensive Course (WIC) Information Form

Please consult the WIC Guidelines as you respond to each item on this form.

Effective Term: Fall 2013

Course Subject and Number: ATTR 43018 Credit Hours: 3

Course Title: Ethics for Allied Health Professionals

New Proposal

Revised Proposal (If revised, attach copy of previous WIC Information Form.)

Complete a Course Catalog Update workflow. Separately, attach master syllabus for the course to this form before submitting. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

1. Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (Guidelines: Items 2, 3, 5)
 - a. Students will be responsible for the following writing assignments for this course:
 - i. Bi-Weekly blogs (of substantial length) to integrate the content into practice through reflective writing and responding to other postings. Each blog will be graded using a rubric that assesses Content, Depth and Breath, and Grammar/Professionalism of Writing.
 - ii. Major Papers - Each student will write 2 major papers for this course. These papers are 5 – 7 page papers (double spaced) and will be allowed to be submitted three times to foster professional writing about the topics. The first draft will receive substantive feedback while the second submission will determine if the student was able to integrate the feedback to improve their writing and will receive substantive feedback on the revision. The third submission will be the final graded project. Each paper has a specific rubric to evaluate writing.
2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content*. (Guidelines: Item 2)
 - a. Athletic training is a field in which reflection on cases is critical. Further, evaluating your own thinking through critical reflection is essential to “doing the right thing” in the healthcare field. The blogs are designed to connect the theory to practice piece while the formal papers are designed to have the students develop more literature supported, formal writing. Writing assignments are infused throughout the semester and are designed to address the content and application of the content through the blogs. The formal writings integrate course content AND contemporary literature in the field.

3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)
 - a. An introductory section of the course will address “writing on moral issues” which will address the foundation, theory and practice of writing on moral issues (Ruggiero, 2004). This will be integrated throughout the feedback the students receive during the blog posts and the paper feedback/evaluations.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

Each of the papers (2) will provide opportunities for substantive feedback prior to the final grading. Two drafts will be submitted and provided feedback prior to the final graded version being the third submission.

5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (Guidelines: Item 4)
 - a. Using a rubric as a guide, the faculty will address each of the evaluative areas relative to the standards prescribed. Through rich feedback, the instructor will guide the students toward richer content application as well as toward more rigorous professional writing standards.

6. What *elements of writing* are included in the *assessment* of the student’s writing performance? (Guidelines: Item 5)
 - a. Beyond the content and application, students will be evaluated on the following criteria relative to the elements of writing:
 - i. Grammar
 - ii. Spelling
 - iii. Professionalism
 - iv. In-text Citation
 - v. Appropriate integration and citation of literature

7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50 percent, what efforts have been made to meet this standard? Why should an exception be approved for this course? (Guidelines: Item 5)
 - a. The blogs will comprise 25% of the final course grade and are weighted equally for the 25%
 - b. The papers are worth a total of 50% of the total grade and will be weighted equally at 25% each for the two papers.
 - c. The final examination – also a written take home exam – will comprise 25% of the total grade.

- 8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)
 - a. Approximately 20 – 25. This course is currently offered as a grad class and usually has approximately 10 – 15 students. Adding the UG course to the program will not change the overall enrollment as the UG will take the course in the Spring; the Grads likely in the Fall; and anyone needing it can take it in the Intersession.

- 9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?
 - a. I am the person teaching it. We have discussed it as a unit and we are all in support of this shift. It is needed and should the instructor change, the ATTR faculty will support the change.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____

ETHICS FOR ALLIED HEALTH PROFESSIONALS
ATTR 43018 – FALL 2013

R

Dr. Kimberly S. Peer

266A MACC ANNEX

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Email

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Office Hours

9:00 – 10:45 AM Monday & Wednesday; 2:00 – 4:00 PM Tuesday; Others by Appointment

I. Course Description

Examination of specific situations in the allied health professions of Athletic Training and Exercise Science from an ethical sensitivity, reasoning, and decision making perspective. A problem-oriented case study approach based upon contemporary moral issues and moral theory related to clinical and academic health professionals. Cross listed with ATTR 63018. Graduate students will have an additional writing assignment and will perform an in-class presentation to meet the graduate level standard. **This is a writing intensive course.**

II. Course Objectives

At the completion of this course, the student will be able to:

- A. Understand and appreciate major ethical theories;
- B. Understand the importance of dialogue and reflection in ethical inquiry;
- C. Understand the role of and limitations to professional codes of ethics;
- D. Develop an appreciation for the study of ethics and the application of ethics to multiple entities within the allied health professions;
- E. Apply ethical principles and theories as professionals
- F. Develop writing skills relative to writing about moral issues to reflect your ability to articulate your stance in a professional fashion. Formal instruction in writing about ethical issues will be integrated into the course to facilitate writing skills across the course. Reflective and formal writing will be graded in this course.

Texts

The Moral of the Story: An Introduction to Ethics (2013), Nina Rosenstand. McGraw Hill Publisher. ISBN:978-0-07-803842-6

III. Course Requirements

Final Examination - Written	25% of grade
This final exam is an extensive paper synthesizing the theory into practice through application	
Papers	50% of grade
Each paper will be 5 – 7 pages double spaced with emphasis on the development of WRITING SKILLS as well as analysis and application of content. Each paper will be weighted as 25% of the course grade and the first paper will be iterative allowing for multiple drafts to facilitate writing skill development. See rubrics for details.	
Blog Postings	25% of grade
Each blog will be worth 30 points and will require integration of content and REFLECTION. One component of the blog grade will be professional writing in order to emphasize throughout the course the importance of Writing. This writing is reflective writing which is different than the writing expected in the papers with the goal of developing writing skills in multiple domains.	

Grading and Attendance

Attendance is expected at each class session. You will be counted absent if you are not on time to class – I shut the door at the time class is scheduled to start.

Class discussion and writing are critical portions of this course.

Grading Scale

93 - 100	A	
90 - 92	A-	
89 - 87	B+	Cheating <i>will not be tolerated</i> in any fashion.
83 - 86	B	
80 - 82	B-	
77 - 79	C+	
73 - 76	C	
70 - 72	C-	Suspected plagiarism will result in an F for the course. All work is expected to be one's own and utilization of ideas other than one's own should be referenced.
67 - 69	D+	
60 - 66	D	
↓ 60	F	

IV. General Information

- A. All work is to be completed on-time. **NO work will be accepted late without penalty** (5% off per each day late – including weekends). Pay attention to deadlines on the course content sheet.
- B. Active participation in the activities of the course is required for successful completion of this course.
- C. Additional readings will be assigned as the scope of this course is diverse and broad. It is expected that you come to class prepared to actively participate in the course discussions and activities.

V. Prerequisite

Enrollment in the ATTR major (UG) or Exercise Physiology or Athletic Training Graduate Programs (for ATTR 63018) or by permission.

VII. Cell Phone Use

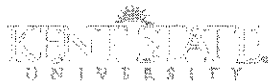
Since ringing cell phones disrupt a course, particularly a discussion course - Cell phone use in this class is strictly prohibited. Any cell phone that rings, beeps or vibrates in this class will be removed by the instructor.

VIII. Expectations

This course meets once a week. I am confident that we can establish a framework from which you can operate personally and professionally as you are faced with ethical dilemmas in the disciplines if you prepare for class and actively engage in classroom activities. I expect you to come to class prepared to discuss your thoughts through critical discussion with others. I expect that you will prepare prior to class and that you will respect each other by establishing philosophical neutrality when engaging in discussion. You can expect that I too will come to class prepared to engage you in critical thinking activities to facilitate the discovery of your ethical framework.

Student Accessibility:

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391) or visit www.kent.edu/sas for more information on registration procedures.



Name: Hilda A Pettit

Submission Date: 12/13/2012



Organization: Vacca Office of Student Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

STU0004

Course Catalog Update Information:

Reference Number: CCU004673

Date: 05-NOV-12

Level: 2.00 of 3.00

Currently On The Worklist Of: Joanne Arhar, jarhar

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Peer		
Requested Effective Term: 201380		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: HS-Health Sciences		
Course Subject: ATTR-Athletic Training		
Course Number: 43018		
Course Title: Ethics for Allied Health Professionals		
Title Abbreviation: Ethics for Allied Health Prof		
Slash Course and Cross-list Information: ATTR 43018 + ATTR 63018		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: Yes		
If yes, course attributes: 1. WIC-Writing-Intensive Course 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): Examination of specific situations in the allied health professions of athletic training and exercise science from an ethical sensitivity, reasoning and decision making perspective. A problem-oriented case study approach based on contemporary moral issues and moral theory related to clinical and academic health professions. Prerequisites: Senior Standing.		
Prerequisites (edited): Senior Standing		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course Topic	Topic Description	
6	Intro to Ethical issues in Allied Health professions including document reviews (codes of ethics, licensure, certification)	

10	Ethical issues in research and grant administration
6	Personal awareness and moral sensitivity
8	Professional awareness and moral reasoning (professional values and principles)
8	Organizational Awareness and Moral Character (moral theory)
7	Transformation and Conflict in the Allied Health Professions - Professional Enculturation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Professional Ethics in Athletic Training or other appropriate textbooks; professional journal articles will serve as a major source for analysis and content

Writing Expectations: Professional weekly blog posts. 2 iterative papers for feedback and development of content. one major written examination. Graduate students will have additional requirements of in-class debate with supporting paper on a major ethical issue.

Instructor(s) expected to teach: Peer

Instructor(s) contributing to content: Peer

Proposal Summary

Explain the purpose for this proposal:

This course is currently taught as a graduate level course - it will now be a slash course to allow UG students to engage in the dialogue and reflective discovery of their moral compass for professional practice. This proposal also establishes this course as a writing intensive course. The learning outcomes are as follows: Students will appreciate ethical theory and understand major theoretical perspectives ; students will be able to critically process through discipline specific ethical dilemmas using ethical decision-making models. In-class activities include content presentations and activities, Group activities and presentations, debates, critical thinking activities to apply information from theory to practice. Out of class activities include reading assignments, research papers, reflective journaling via blogs, major writing projects, and other assignments related to the content.

Explain how this proposal affects program requirements and students in your unit:

It is currently a grad level course that will be added as a required course for UG students in the ATTR major to address competencies in Foundational Behaviors of Professional Practice. It will not increase the cumulative CH for the program.

Explain how this proposal affects courses, program requirements and student in other units:

It is an ATTR major course. Other EXPH students in grad programs already enroll in this course. Low enrollment currently will accommodate the newly added students in the course as UG's and a spring section will be added to accommodate the ATTR major rotations. IHS and EXSC students may take this course if they see fit as an elective.

Explain how this proposal affects enrollment and staffing:

It is already taught Fall and Summer by Peer. It will be offered in Spring as well to accommodate the writing intensive nature of the course and to put it in sequence for the ATTR majors.

Units consulted (other departments, programs or campuses affected by the proposal):

IHS

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve Return To Initiator Return To Prior Approver Deny

Comments:

Date	User	Comment
12/6/2012	Kimberly S Peer	No comments available.

History:

Date	User	Status
12/12/2012	Lynne E Rowan	Approved
12/6/2012	Kimberly S Peer	Submitted