

**Faculty of Health  
School of Kinesiology and Health Science  
York University**

**Course: HH/AS/SC KINE 4595 3.0 M Ethics for Kinesiology and Health**

**Term: Winter, 2017**

**Prerequisite: Kine 1000 4.0**

**Course Director**

**Course website:** <https://moodle.yorku.ca>

Dr. L. Penoyer

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Office: Bethune College

Office Hours: TR 3:00-5:00 p.m.

Time and Location: TR 1:00- 2:30 p.m., Room RS174

**Expanded Course Description:**

This is an intellectually stimulating, interactive, and practical course that has been designed for students who do not usually have any familiarity with moral philosophy or training in applied ethics. It provides students with a broad introductory survey of major ethical terms, concepts, theories, principles as well as familiarizing them with major trends and ethical issues in a variety of contexts. Moreover, students will learn and practice with a useful step by step approach to ethical decision - making which enables them to better resolve a variety of real-life ethical problems and/or dilemmas that may arise in their personal and professional working lives.

**Course Organization**

Classes will be conducted through formal lectures with integrated class discussions and student group presentations. You are expected to attend all classes and to be well prepared to participate in class discussions by reading the assigned chapters from the text and/or readings from the course manual. Please ***be punctual*** for the starting of class, ***turn off your cell phones (no texting or high tech doodling)***. Please ***do not leave the classroom before its closing except for emergencies*** or health related problems as discussed privately with the professor. ***Eating meals is prohibited in class*** but beverages are acceptable. The failure to abide by these rules will be noted with *one reminder* (only) to the student and repeated inappropriate behaviours will be noted and will lead to a reduction in one's participation grade.

**Course Learning Objectives and Outcomes:**

1. To stimulate in students an awareness, desire and ability to reflect upon ethical issues, problems and dilemmas while encouraging an attitude of individual moral obligation, personal responsibility and accountability in both their personal and working lives.
2. To provide students with a firm grasp of ethical theory as well as a step-by step ethical decision making method. This learning will facilitate not only the practical application of theory and ethical principles to a variety of case studies and debates but also provide an excellent guide towards better resolving a wide range of real- life ethical situational dilemmas, issues and problems that may arise in "everyday" kinesiology, sport, exercise science and health care professional/ practitioner contexts.
3. To provide students with the opportunity to increase and perfect their skills in: systematic and critical thinking, creative problem solving, effective written and oral communication abilities (including dialogue and responsiveness), as well as their group presentation skills .
4. To provide the students with an "ethical climate" or positive learning environment towards the development of their potential ethical leadership skills in both their personal and future working lives.
5. To provide a solid preparatory background in applied ethics for those planning and already trying to enter graduate or professional schools.

**Required course text and Kit (purchase at York University Bookstore):**

1. D.C. Malloy, S .Ross and D .Zakus. Sport Ethics second ed. Thompson Educational Publishing
2. Penoyer, L. Course Manual (Winter 2017) HH/KINE 4595 3.0A Ethics for Kinesiology and Health

**Required and Supplemental Readings reserved and online direct from Steacie library links:**

Go York University Libraries Home Page, enter my surname Penoyer under heading below Search Library Resources, then scroll down under right hand box Keyword to Course Reserves and click to see which source ( below) that you want to access.

Library resources can also be accessed from the bottom right hand corner link on the course Moodle site.

**Evaluations: (See below for full descriptions )**

**The final grade for the course will be based on the following items weighted as indicated :**

First Case study	15 %
Group project	20% (+ 5% Individual)
Final Paper	25 %
Final In Class Test	20 %
Participation	15%

\*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

## ASSIGNMENTS AND EVALUATIONS

**First Case Study Assignment (Feb. 12, 2017) , 15%**

Choose a case from Chapter 8 or 9 of *Sport ethics: concepts and cases in sport and Recreation* **OR** from Chapter 9 of *Biomedical Ethics: Concepts and Cases for Health Care Professionals* by Ross and Malloy on reserve at Steacie Library(under my surname and /or by this course number).Then apply all of the five step criteria ( Model I) as reviewed in class readings and lectures. Alternatively, you may choose a **recent (no more than a year old) media/news story** (related to sport or bioethical themes) found from internet or original newspaper sources as the basis of your case study analysis using Model I as described above.

Don't forget to **attach a copy of the news article to the back of your case** if you should choose the media case option. (**No mere web links to the article** please in your reference page !)

This assignment must be written in a case study format with appropriate topic or sub headings. Use APA format and documentation guidelines only (**including APA title page**) such as that outlined site "**The Owl at Purdue**" : <https://owl.english.purdue.edu/owl/resource/560/01/>)

**Length:** No more than 9 pages (excluding proper APA *title* page and reference page/s) and it should be double-spaced, with standard 1-inch margins and use of a 12-point font. Edit your work carefully and revisit the description of the York Grading scheme. Your case study should be a complete, concise, and well-organized example of all the steps in the prescribed case study format (s) and one which includes a comprehensive application of: teleology/consequentialist, deontological/ non-consequentialist ) approaches as well as *some* of their related theories (e.g. act utilitarianism, formulations of Kant's Categorical Imperative and/or virtue ethics. Existentialist ethics (e.g. the imperative of authenticity and /or the principles of freedom and responsibility ) should also be applied where possible. Students are also invited to apply the four calssic Biomedical ethical principles and even the Ethics of Care where applicable.

**Small Group Projects: Power Point Slides, Presentations/Debates & Hand Outs (Feb., Mar.) ) Shared 20%+ Ind. 5% =25%.**

Working in a team of approximately 3-4 people (as determined by final class enrolments), you will have the entire class to teach other students the key concepts, and themes through a **summary overview** of your assigned reading (s). In addition, you should **highlight the most relevant, contemporary facts, recent research findings, trends ,issues and governing policies and laws (especially Canadian where possible)** as found from **extra resources**. **PowerPoint** is the core presentation tool used, but students can also integrate professional role playing skits, internet (i.e. Google video/movie) clips, interactive games/tasks /case vignettes into their presentations. You must **allow some time for audience feedback, lively discussion and/or debate** .Groups should also **be prepared for some “spontaneous” questions and clarification** (especially from the professor!) during or after the presentation. Don't forget to correctly **cite all reference sources used even on the Power point slides and Works Cited pages**. Make sure that all the P.P. font sizes used are readable. Each group must provide a copy of their **Power Point/presentation slides** for every member of the class. All groups are required to submit an **Annotated Bibliography** along with any other relevant topical **supplements** which should be all be **“professionally” bound** to the primary presentation power point information and submitted only to the professor for grading. Students will meet outside of class time in preparation for this assignment and can divide the work in whatever fair way they wish. It is advised to have a group meeting with the professor before embarking on your presentation.

Finally, each team member is responsible for giving me *a paper indicating what grades you would give to each individual in those on your team , including yourself*. The page should explain how much work you did compared to the others and why you gave them the grades you did. The professor will do the grading of the presentations using the same **standardized grading sheets** with such evaluation criteria relating to: introduction, professionalism, delivery and organization, demonstrated knowledge and use of documented reliable sources, coherence of argumentation and critical thinking, use of interesting, innovative, or creative presentation and media methods, time management, and finally, quality and usefulness of hand out materials. The professor will return grades near or after the completion of all group presentations and discussions. **PLEASE NOTE:there will be a 7 point mark deduction from the class participation grade for each time a student is absent from other group presentations. Late arrivals without just cause will also receive a deduction.**

### **Final Research Paper with TURNITIN. (25% due anytime until April 4 , 2017)**

a) Write an research essay on any ethical topic, issue, problem or question of your choice from the field of sport/recreation, exercise or health care/biomedical sciences. Students may even choose an ethics related topic to a post graduate academic, training or professional school program that you may be planning on applying to (e.g. physio/occupational therapy). This paper can be a further evolution (not a mere duplication!) of the research conducted for the group presentation, which simultaneously allows the student to have a comfort level with the material to build on efforts of the group, and the opportunity to develop independent lines of analysis. However, and subject to the professors' approval, you are permitted to pick a different research topic of interest such as that related to any other lecture, reading, media topic or group presentation topic. Please remember to never “recycle” the same paper from another of your courses . An additional list of student topic choices will be discussed in class. In the meantime you can check out some articles and the archives online at: <http://healthydebate.ca/articles> or <http://www.bioethics.ca/bioethics-in-the-news.html>

Your essay should include a Title Page, Introduction, and Thesis/ Statement of Purpose, Body of Arguments and supporting Evidence, Summary, Conclusion and References (at least five). **Do not** use your lecture/presentation notes, text or required readings, as your primary sources of information and use only **refereed/peer reviewed journals, e-journals** and/or academic books . **Do not use Wikipedia !** Any material that is not your own must be cited and documented according to a standard APA format. Clear expression, style spelling, grammar and organization all count. Length: no more than 10 pages (excluding title and reference pages) using the same standard margins, font size and APA formatting indicated above under the first assignment.

**OR**

## OR

### b) Electronic Journal (“Poster”) article **with TURNITIN**

Produce a journal type research “poster” which has a definite relationship to an ethical topic chosen by the student(s) and which may allow development of transferable skills and knowledge related to the presentations ( but not a mere duplication!). It is designed to be a creative synthesis of your historical, contemporary knowledge and ethical decision making/ reasoning processes about a particular moral issue or question related to the presentation topic (s) or other lecture, reading or media topic . One major ethical issue, problem /dilemma or question per poster which must be “cleared “ with the professor if it is on another presentation groups topic . Length: No more than 2200 words or 9 pages (excluding references) of double or triple columns (single or double spaced). The contents of the poster should always be written with clear expression, style and grammar. **Do not** use your lecture/presentation notes text or required readings, as your primary sources of information and only **refereed peer reviewed journals/ e-journals (No Wikipedia!)** along with other academic books are acceptable. Any material that is not your own must be cited and documented according to a standard APA format and use of proper academic sources only.

**Class Participation 15 % (All Semester)** This grade will be based **primarily** on regular, ongoing **informed participation** often based on the class materials in class and small group discussions and debates. Thus, you need to be in attendance and well prepared from having read all that is required for that day. Moreover, students are encouraged to find and bring to classes any current event/news story, which has a significant ethical dimension and as related to course content. **Journal** Students can increase their participation grade by having the option to hand in their written summary of reflections on the course material, relevance of material to personal experience, or any other personal thoughts, feelings insights, points of confusion, concern, agreements, wishes etc. about the course content.

**In Class Test 20% (April , 4, 2017)** This will **Not** be a multiple choice exam. Further details will be discussed later in class.

### **Grading , Assignment Submission, Lateness Penalties and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the section of the Undergraduate Calendar.

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in at the start of the class to which the due date has been assigned or date stamped and submitted to my mailbox in the Kine undergrad office. (3<sup>rd</sup> Floor Bethune) **E-mailed or faxed copies** of assignments **cannot** be accepted by me including those reaching me **just before the midnight due date** (with or with or without Turnitin). Also, please refrain from e-mailing assignment questions and requests for extensions to me the day before an assignment or test is due. Students should keep a copy of all the work that they submit as well as retaining all originally marked work until all their final grades are received.

**Lateness Penalty:** Assignments received later than the due date will be *penalized 7% per day including weekends*. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by *timely* supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **ADDITIONAL IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

