

## **CSD 657 Personal and Professional Ethics Spring 2011**

### **Course Description:**

Exploration of the role of Biblical values in ethical decision-making for the communication sciences and disorders professional. Consideration of these values as well as the professional code of ethics in resolving ethical decisions.

### **Student Learning Objectives:**

1. Students will demonstrate knowledge of standards of ethical conduct. (ASHA Standard III-E)
2. Students will demonstrate knowledge of contemporary professional issues. (ASHA Standard III-G)
3. Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice. (ASHA Standard IV-B)

### **Course Focus:**

This course is designed to help students develop a framework for professional decision-making from a Biblical perspective. Students will learn how to ask the right questions in order to resolve the unpredictable ethical dilemmas each of you may face in your professional career. Students will not be provided with the “right” answers to every situation, because such a task is unrealistic.

Class discussions may include ideas that conflict with Christian ideals. The purpose of the discussion is not to endorse the offending views, to weaken any student’s religious faith, or to denigrate any student’s moral standards, but rather to evaluate current professional issues through the mature Christian perspectives of both the teacher and the student, and to develop our own opinions on controversial topics.

*Adapted with permission of Department of English, Harding University*

### **Course Requirements:**

1. Each student will submit an essay for ASHA’s 2011 Student Ethics Essay Award competition. Essays must meet length, topic, and format specifications as detailed on the ASHA website. Students must make an appointment and meet with staff in the University’s Writing Lab to get feedback for improvements on their essays. Each student must submit verification of at least one meeting with Writing Lab staff.
2. Each student will write a paper on “The Ethical Responsibilities of a Clinical Fellow.” The body of the paper should be 6-8 pages in length. Papers should follow APA format and style and include at least 5 different references. Students must make an appointment and meet with staff in the University’s Writing Lab to get feedback for improvements on their papers. Each student must submit verification of at least one meeting with Writing Lab staff, as well as a documentation of Lab staff’s comments.

3. Students will participate in at least one group presentation project. Topics and group assignments will be made during the class.
4. Students will write response papers each week. Responses should be a minimum of 1 full page (single-spaced, 1-inch margins) and a maximum of 2 pages. Responses should be emailed to the instructor by noon on Monday of each week and should address the assigned readings for the next class period (the class meeting on the evening of the due date). Assigned readings will be posted on Moodle. If no readings are assigned for a guest speaker, the response paper should cover the material presented by the guest speaker and will be due by 5 pm the following day. Responses papers will be graded on depth of thought/analysis and on maturity of expression.
5. This class will have one exam - the final exam.
6. You are expected to be an active learner in this course. This is not a lecture-based course. Each student should come to class prepared to discuss the topic for the week. You are expected to seek additional outside references and not depend solely on the readings the instructor provides. You will be graded on your level of participation in each class, as well as on your contribution to the class discussions.

#### **Changes in Course Requirements:**

The instructor reserves the right to change course assignments and/or testing procedures. However, students will be adequately notified of any changes during class meetings.

#### **Grading:**

Class Participation: 30%

Weekly Response Papers: 30%

Paper: 20%

Final Exam: 10%

Completion Ethics Essay: 5%

Group Projects: 5%

#### **Professional Conduct:**

This is a professional training program; therefore, you should behave in a professional manner. This includes, but is not limited to, the following:

1. All communications (spoken, written, and nonverbal) with the instructor and classmates should be respectful.
2. Cell phones should be silenced or turned off during class. If you have a special circumstance that you believe necessitates phone/text access during class, you should discuss this situation with the instructor prior to the beginning of class that day.
3. Laptops may be used strictly for taking notes, not for email or other internet use. The instructor may require you to produce the notes to prove appropriate computer use during class.

Any student who is disrespectful or disruptive may be asked to leave the classroom and will be counted as absent from that class period.

**Students with Disabilities:**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or [tmcleod@harding.edu](mailto:tmcleod@harding.edu).

**Academic Integrity:**

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Assessment:** Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**