

1-2014

## HHP 524.01: Ethics and Human Performance

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ETHICS IN HEALTH AND HUMAN PERFORMANCE  
HHP 524  
SPRING 2014

COURSE CONTENT

The purpose of this course is to examine the ethical issues dominating health and human performance, higher education, and beyond. As we reflect critically about the ethical dimensions and problems confronting our profession and world, we will develop the conceptual frameworks needed to articulate our concerns and engage in meaningful dialogue with others. After a basic introduction of ethical foundations, criteria, and theory, the course will begin to explore many of the social, political, and economic controversies dominating the national and international scenes today. Utilizing a problem-solving approach, students will become actively involved in the operation of the class.

Course Objectives

At the completion of HHP 524, students will:

1. Understand and appreciate the role of ethics in contemporary life.
2. Understand and appreciate the inherent problems associated with ethical applications at individual, professional and societal levels.
3. Develop an appreciation for a conceptual and working knowledge of moral discourse, so we may be active participants in a flourishing, civil society, and engage in meaningful dialogue with others.
4. Be aware of the multitude of ethical issues confronting the field of Health and Human Performance, higher education, and beyond.
5. Be better oriented within the wider social horizon.

READING MATERIALS – Provided

COURSE REQUIREMENTS/ASSESSMENT – students are responsible for all assigned readings and for all material presented in class. The requirements and grading procedures are as follows:

Research paper	60 points
Group Project	15
Presentation	<u>25</u>
	100 points

The Academic Officers of The University of Montana require all course instructors to include the following statement on each course syllabus: ***All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.***

Approximately 90 points and above is A, 80-89 is B, 70-79 is C, 60-69 is D, and below 60 is failing. Minuses and pluses may be assigned if instructor deems appropriate.

## Tentative Schedule and Reading Assignments

January	28	Introduction
	30	Course Logistics
February	4	Discuss <i>Pedagogy of the Oppressed</i> (4)
	6	Umbrella Model, Educational Hierarchy, Objectives of Education
	11	Umbrella Model, Educational Hierarchy, Objectives of Education
	13	Introduce Philosophy/Branches of Philosophy/Dialectic
	18	Video: Biography – Epistemology
	20	Good Versus Evil Paradigm
		Discussion: Video, <i>Texas Conservatives Win Curriculum Change</i> (5) and <i>Montana’s Energy Deregulation Debacle About to Come to an End</i> (6)
	25	Introduce Ethics
	27	Ethics/Problems – <i>Giving Up Liberty for Safety? Let’s Hope We Don’t</i> (7)
March	4	Brief Review – Discuss Articles: <i>Disparity Between Intellect and Character</i> (8) and <i>Back to Nurture</i> (9)
	6	Group Projects
	11	Group Projects
	13	Group Projects
	18	Video: 1960s
	20	Video: 1960s
	25	Conflicting Values – <i>Consumption vs. Compassion</i> (10) and <i>Effects of Consumption</i> (11) and <i>In Washington, Revolving Doors are Bad for Your Health</i> (12)
	27	Images of American Society – Moral Authority? – <i>Corporate Logos Leave “Sold” Sign on Society</i> (13) and <i>Stop the Money Chase</i> (14)
April	1	Spring Break
	3	Spring Break
	8	Student Presentations
	10	Student Presentations
	15	To Be Announced
	17	To Be Announced
	22	Student Presentations
	24	Student Presentations
	29	Student Presentations
May	1	Student Presentations – PAPERS DUE
	6	Student Presentations
	8	Student Presentations
	13	Student Presentations, Tuesday, 8:00—10:00 am

## Student Presentations

April	8	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	
April	10	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	
	22	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	
	24	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	
	29	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	
May	1	<b><i>PAPERS DUE</i></b>	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>
			<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
	6	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
	8	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	

The following class will meet in same room, 8:10-10:00 am

May	13	<hr/> <p style="text-align: center;">(12:45 - 1:05)</p> <hr/>	<hr/> <p style="text-align: center;">(1:10 - 1:30)</p> <hr/>
		<hr/> <p style="text-align: center;">(1:35 - 1:55)</p> <hr/>	

## Group Projects

March 6 

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 (12:45 - 1:05) 

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 (1:10 - 1:30)

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 (1:35 - 1:55)

March 11 

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 (12:45 - 1:05) 

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 (1:10 - 1:30)

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 (1:35 - 1:55)

March 13 

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 (12:45 - 1:05) 

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 (1:10 - 1:30)

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 (1:35 - 1:55)

## INSTRUCTIONS FOR PAPER, PRESENTATION, AND GROUP PROJECT

### PAPER

Each student will prepare an **abbreviated** research manuscript reacting to an ethical issue, problem, or dilemma. The topic must be pre-approved by the instructor. If not approved, student will be denied credit for the assignment.

The paper will include a basic introduction (statement of the problem) followed by primary pro and con (thesis/antithesis) arguments. Lastly, students will be required to take a position on the topic.

- The statement of the problem defines the issue, problem, or dilemma. Though history may be important to your topic, it should not be a dominate feature of the manuscript.
- The pro and con must be bias free. Regardless of what your personal prejudice might be, you are expected to present the best argument, for and against, based on the available literature available.
- Be respectful of the process. It is a reflection of the dialectic which emphasizes communication and listening. Theoretically, you should enter into the project with an open mind, willing to hear both sides (thesis/antithesis) which will result in synthesis (your opinion) based on the effectiveness of both arguments.
- Your opinion should be a reflection of both pro and con (strength and weaknesses). Essentially, take a stance and explain why, according to the evidence presented, it is the ethical choice.
- This project is a significant experience, representing 60% of your final grade, and should not be underestimated. No page limits will be assigned. As the primary investigator, you will determine length which will ultimately be a product of ***quality, not quantity!***
- ***APA format is required.***
- The manuscript will be evaluated based on its research prowess, writing effectiveness, and organization. Though the pro and con arguments should be value-free, your opinion will be evaluated on strength of argument, as a reflection of your research.
- Endeavor to use only credible resources. You must provide a complete, correct citation for any material you use in preparing your manuscript. At least three of your sources must be published, scientific (peer-reviewed or university press) articles or pre-prints. When you use electronic sources, you must provide a proper bibliographic citation. You will be penalized for inadequate scientific references or incomplete bibliographic citations. Be aware that the *Publication Manual of the American Psychological Association* changes year to year.
- Plagiarism will result in severe penalty.
- Late papers will be penalized three points per day – no excuses.

## PRESENTATION

Each student will be required to present their research project to the class. This presentation is professional and formal. Proper attitude, attire and demeanor are expected. **A two point penalty will be assessed for presentations exceeding twenty (15) minutes.** Five minutes will be allowed for questions. The presentations will be evaluated as follows:

- Creativity 5 points
- Content 5 points
- Mechanics 5 points
- Conclusion 5 points
- Professionalism 5 points

Again, do not underestimate the importance of the presentation as it represents 25% of your final grade. Since the presentation will be limited to twenty (15) minutes, it is imperative that it be effectively condensed and organized. Reading your research manuscript is unacceptable. Assume your audience knows nothing of your topic.

## GROUP PROJECT

The class will be divided into small groups based on HHP specialization. Each group will designate a group leader.

Group leaders will meet with Dr. Burns to discuss the focus and intent of the group projects. Group leaders will report back to their assigned groups to provide instruction for proceeding with the projects. Each group will be provided 20 minutes to present their work.

All members of the class will assist in evaluating group projects. Each group will also be requested to judge the level of contributions of its own team members.