**Course Change Proposal**

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: 3-11-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Physical Therapy</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ___ Change <em>X</em> Deletion ___</td>
<td>Susan M. McGinty, PT, EdD</td>
<td>Susan M. McGinty, PT, EdD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em>X</em>_</td>
<td>Yes ___ No ___</td>
<td>Yes ___ No ___</td>
<td>Fall <em>X</em> Spring __, 20_10 _</td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):  

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: PT/Patient/Professional Interactions</th>
<th>Units: 2</th>
</tr>
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<tbody>
<tr>
<td>PT208</td>
<td></td>
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</table>

**Change to:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: PT/Patient/Professional Interactions</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT208</td>
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**JUSTIFICATION:**

This course is seeking designation to fulfill the Graduate Writing Intensive requirement effective fall 2010. The course already requires multiple types of discourse in the discipline, both formal and informal, that meet the 5000 word requirement for writing as outlined in the Graduate Writing Intensive Course Approval Request that accompanies this Form A.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

The current catalog course description remains the same. In the syllabus, this additional course description is included describing the Graduate Writing Intensive description per the instructions of the Graduate Writing consultant, Dr. Fiona Glade, Assistant Professor, Department of English: **GRADUATE WRITING INTENSIVE COURSE DESCRIPTION (GWI):** The purpose of the GWI course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate effectively in that discourse.

**Note:** This course description should not change the catalog description currently used.

**Prerequisite:**

<table>
<thead>
<tr>
<th>Enforced at Registration:</th>
<th>Yes ___ No</th>
</tr>
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</table>

**Corequisite:**

<table>
<thead>
<tr>
<th>Enforced at Registration:</th>
<th>Yes ___ No</th>
</tr>
</thead>
</table>

**CAN (California Articulation Number):**

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Instructor Approval Required?</th>
<th>Yes ___ No <em>X</em>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter ___ Credit/No Credit ___</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
<th>Title for CMS (not more than 30 characters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>PT/Patient/Prof Interactions</td>
</tr>
</tbody>
</table>

**Cross Listed?**

<table>
<thead>
<tr>
<th>Yes ___ No <em>X</em>_</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
</tr>
</thead>
</table>

**How Many Times Can This Course be Taken for Credit?**

| once |

**Can the course be taken for Credit more than once during the same term?**

<table>
<thead>
<tr>
<th>Yes ___ No <em>X</em>_</th>
</tr>
</thead>
</table>
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acad/example.htm

The course objectives remain the same as previously submitted and approved. In addition, there are now specific learning goals addressing the GWI components of the course:

**GWI GENERAL LEARNING GOALS:**
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The course will be graded A-F based on class participation (10%), written assignments (60%), and examinations (30%). A structured, personal journal is **required**. A student can fail the course for failing to keep the journal. Collaborative group work is encouraged and expected except where specified—this course should not be viewed as one in which you are in competition with your classmates but in cooperation and collaboration with them.

**For whom is this course being developed?**
Majors in the Dept _X_ Majors of other Depts ____ Minors in the Dept ____ General Education ____ Other ____
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_ No __
If yes, identify program(s): Graduate program in Physical Therapy

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _X_
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). **Physical Therapy**

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:  

<table>
<thead>
<tr>
<th>Department Chair: Susan M. McGinty, PT EdD (electronic signature)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-11-10</td>
</tr>
</tbody>
</table>

College Dean or Associate Dean: ____________________________  
CPSP (for school personnel courses ONLY)  
Associate Vice President and Dean for Academic Programs

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
College of Health and Human Services  
Department of Physical Therapy  

PT 208 – PT/Patient/Professional Interactions  
Fall Semester 2010  

**COURSE CREDIT:**  2 units: 2 hours lecture per week  

**INSTRUCTOR:**  Susan M. McGinty, PT, EdD  
Solano 4004  
916-278-5056  
mcgintys@csus.edu  

**LOCATION:**  Eureka 109  

**TIME:**  Monday and Wednesday 11:00 – 11:50  

**COURSE DESCRIPTION:**  
This course prepares students to learn about themselves, others, and the world in which they will interact as physical therapists. The course addresses self-awareness, communication, assertiveness, cultural sensitivity, resolving moral dilemmas, psychosocial aspects of disability, death and dying, stress management, and health behaviors. Students will be instructed in and practice medical record review and the fundamentals of professional documentation. The course is designed to assist students with transitioning into professional roles as healing practitioners. **Open to Physical Therapy majors only.**  

**GRADUATE WRITING INTENSIVE COURSE DESCRIPTION (GWI):** The purpose of the GWI course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate effectively in that discourse.  

**CO-REQUISITES:**  
- Bio 233  Review of Human Gross Anatomy  
- PT 200  Pathokinesiology  
- PT 202  Research Methods in Physical Therapy I  
- PT 204  Principles of Human Movement  
- PT 206  Therapeutic Measurements & Techniques  

**REQUIRED TEXTS:**  

(This book is available in the reserve book room of the library.). There is a CD available in the Department, too.


Any good medical dictionary such as: *Mosby's Medical, Nursing, & Allied Health Dictionary*, *Stedman's Concise Medical Dictionary Illustrated*, or *Taber's Cyclopedic Medical Dictionary*.

**OTHER REFERENCES:**


COURSE OBJECTIVES:

All course objectives reference the overall educational goals and objectives of the Department of Physical Therapy.

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

Goal 1.0 Demonstrate Professional Competence

1.1. Compare and contrast normal biological, physiological, and psychological mechanisms of the human body with pathophysiological factors that lead to impairments
  1.1.1. Discuss the etiology and clinical features of major disorders.
    1.1.1.a. Analyze health behaviors and outline health behavior theories.
1.2. Determine the physical therapy needs of any individual seeking services.
  1.2.1. Perform an effective and efficient physical therapy screen.
    1.2.1.a. Assess a patient history and physical and identify pertinent history and current problems. (1.2.3.)
    1.2.1.b. Perform a basic interview including family and relevant others.
  1.2.5. Determine the need for additional information and utilize technological search mechanisms to find that information.
1.5. Demonstrate effective verbal and written communication skills with patients. (2.2)
  1.5.1. Determine the appropriate documentation for the recording of patient/client information consistent with the fiscal intermediary, and the treatment setting.
    1.5.1.a. Demonstrate appropriate professional report, documentation, and note writing skills. (2.2.)

Goal 2.0 Demonstrate Professional Behaviors

2.1. Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.
    2.1.1.a. Demonstrate cultural sensitivity in interactions with classmates, patients and their families, and colleagues.
2.1.4. Demonstrate behaviors that are non-judgmental about patients/clients lifestyles.
    2.1.4.a. Define and describe rationales for people-first language.
2.2. Communicate effectively for varied audiences and purposes.
2.2.1. Demonstrate effective verbal and nonverbal communication skills considering the diversity of populations and environments.
    2.2.1.a. Apply principles of neurolinguistic psychology to developing effective verbal and nonverbal communication skills.
2.2.1.b. Practice enhanced intercultural communication skills. (2.2.1)
2.2.2. Demonstrate facilitative therapeutic communication and interpersonal skills.
    2.2.2.a. Practice therapeutic communication skills.
2.2.3. Discuss difficult issues with sensitivity and objectivity
    2.2.3.a. Describe the role of the rehabilitation professional with respect to sexuality and the person with a disability.
    2.2.3.b. Outline coping strategies for dealing with the anxieties of caring for dying patients.
2.2.3.c. Distinguish between nonassertive, assertive and aggressive communication.
2.2.3.d. Communicate clearly in the presence of intense feelings.
2.2.10 Utilize communication technology efficiently and effectively, when appropriate.

2.3. Participate in professional activities that serve the community and advance the profession of physical therapy.
2.3.4. Promote and participate in clinical education.
   2.3.4.a. Identify key competencies for student physical therapist terminal clinical education experiences.
   2.3.4.b. Meet future professional practice responsibilities to become Clinical Instructors and Clinical Coordinators.
   2.3.4.c. Differentiate between the roles of Clinical Instructors and Clinical Coordinators.

2.4. Recognize the need for personal and professional growth through self-assessment, self-correction, and self-direction, and exhibit a commitment to lifelong learning.
2.4.2. Assume responsibility for own learning.
   2.4.2.a. Facilitate self-awareness through reading, contemplation, and journaling.
   2.4.2.b. Define burnout, analyze and explore personal sources of stress, and identify mechanisms to control the negative effects of stress.

2.4.3. Accept responsibility and demonstrate accountability for professional decisions.
   2.4.3.a. Assess the appropriateness of selected peer behaviors through participation in peer assessment activities.

2.4.4. Recognize own biases and suspend judgments based on biases.
   2.4.4.a. Differentiate between personal and professional values.

2.5. Demonstrate professional responsibility in all interactions.
   2.5.1. Identify and practice professional behaviors appropriate for clinical education experiences (PT generic abilities). (2.5.2., 2.5.3., 2.5.4., 2.5.5., 2.5.6., 2.5.7.)
   2.5.2. Demonstrate punctuality.
   2.5.3. Follow through on commitments.
   2.5.4. Recognize own limits.
   2.5.5. Accept constructive criticism without defensiveness.
   2.5.6. Demonstrate initiative.
   2.5.7. Project a professional image appropriate to the setting.

Goal 3.0 Practice in an Ethical and Legal Manner
3.1. Practice physical therapy in a safe, legal, ethical and professional manner.
3.2. Abide by the APTA Code of Ethics
   3.2.1. Demonstrate knowledge of and apply ethical decision-making.
      3.2.1.a. Given a patient scenario, analyze the situation.
      3.2.1.b. Given a patient scenario, outline the principles and rules of traditional biomedical ethical reasoning involved.
      3.2.1.c. Given a patient scenario, identify the dilemmas inherent in ethical reasoning.

3.3. Adhere to all applicable state and federal laws.
   3.3.1. Demonstrate awareness of state licensure regulations.
3.3.2. Practice within all applicable state and federal laws and regulations.
3.3.3. Demonstrate the ability to search and find information about laws and regulations effecting physical therapy practice from state and federal electronic sources.

**GWI GENERAL LEARNING GOALS:**

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES:**

1. Case-method teaching
2. Lecture by instructor and/or guests
3. Discussion groups
4. Medical Record Review
5. Mock interviews and real patient interviews
6. Role playing
7. Multiple writing assignments including journaling
8. Oral presentations
9. Reading assignments
10. Instructional videos
11. Internet assignments

**GRADING PROCEDURES:**

The course will be graded A-F based on class participation (10%), written assignments (60%), and examinations (30%). A structured, personal journal is required. A student can fail the course for failing to keep the journal. Collaborative group work is encouraged and expected except where specified—this course should not be viewed as one in which you are in competition with your classmates but in cooperation and collaboration with them.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.9%</td>
</tr>
</tbody>
</table>

**Attendance:** Daily attendance and timeliness is expected. Courtesy and professional responsibility requires notification of the instructor for any absence in advance. Failure to notify the professor of an absence can result in lowering your participation grade and is
considered unprofessional. Students are responsible for any missed work and may be required to complete make-up assignments.

**Behavioral expectations:** Students are responsible for appropriate behaviors as defined by the generic abilities. Failure to comply with behavioral expectations during class may result in a student first being warned that behavior is inappropriate, then, if inappropriate behavior continues, a student may be asked to leave a class. Repeated failure to comply with behavioral expectations can lead to failure in the course. Cell phones and beepers should be off or silent (set to vibration mode) during the class. No text messaging is permitted in class.

**Special accommodations:** During the course of the year, some students may utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special needs, please let me know as soon as possible if you need special accommodation. These kinds of confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified though the Office of Services to Students with Disabilities (SSWD).

**The Journal:**

Students are required to maintain a **reflective** journal throughout the curriculum. In the journal, you are to make entries at least every other week. **For this class, you will be required to make a journal entry each week.** Follow the general instructions that follow for completion of the reflective journal. There will be some additional specific topics to write about that will be assigned in this course.

**INSTRUCTIONS FOR COMPLETION OF REFLECTIVE JOURNALS DURING THE PHYSICAL THERAPY CURRICULUM**

**Purpose of the assignment:** To provide a systematic framework for you to think about and react to incidents that occur during your education that can lead to critical thinking, greater understanding and improved learning.

**Ground-rules for the journals:**

1. **Date** all entries and write in the journals at least every other week (**WEEKLY FOR THIS CLASS**). You may write more often if you like.

2. **At least every other week** (**WEEKLY FOR THIS CLASS**) identify a situation where you felt challenged, uncomfortable, or where you were surprised. Respond to the following 4 areas about the identified situation:

   1) Describe the event.

   2) Think about what happened and what you thought at the time. Describe your thinking. What do you think now when you are writing?
3) How did you feel about what happened? Describe your feelings. Do you feel the same way now when you are writing?

4) What effect might reflecting on this incident have on your learning and future practice?

3. **The journals are required but are not graded.** We are not evaluating your performance in a situation—that is the role of your classroom instructors. We are interested in what you think and how you feel about challenging, discomforting, or surprising incidents that occur during your educational experience, and how those events, thoughts, and feelings affect critical thinking, learning and future actions. We are interested in seeing the personal connection to the issues you identify. We are also interested in your ability to use language/writing to organize and communicate your thoughts and ideas. We are interested in fostering habits of reflection.

4. The journals must be turned in to your academic advisor at a minimum of once a semester—usually about mid-semester, and at the completion of the curriculum. They may be called for at other times so you should be prepared always to present your journal within a day of being asked.

During the course of this first semester, Dr. McGinty will be the one reviewing, reading your journals, and providing feedback. Your academic advisor also may wish to see your journal. **After this semester, you should submit your journal to your academic advisor prior to your scheduled appointment with your advisor. Remember, it is your responsibility to schedule an appointment with your advisor every semester.**

**MAJOR WRITTEN ASSIGNMENTS:**

1. **Self-reflective journal writing.** The journal may be electronic or paper and pencil. A minimum of 15 entries over the course of the semester are expected. Most entries should be the equivalent of approximately one page of double-spaced writing.

2. **Self-awareness reflection paper—1 page**
   After completing the values clarification exercise, reflect on your findings of your top 3 values. Express your surprise, or lack thereof, with the findings and explain why you have reacted in this way.

3. **White Privilege reaction paper—1 page**
   Read the paper posted on SacCT entitled How I Benefit from White Privilege. Write a reaction paper of at least one page describing your reaction to the essay and where you think your feelings related to the essay come from.

4. **Ethics Case Study—minimum 5-page paper**
   You will be given 4 cases to choose from. Select one case to write about applying the 5-step ethical decision-making model presented to you in this class. The specifics of the assignment will be posted on SacCT.

5. **Reflective paper following interview assignment with someone over the age of 70—1 page.** Reflect on your experience interacting with your subject and how what you learned
from them may influence your interaction with others over the age of 70 years in the future.

6. Practice narrative note-writing/documentation using the S.O.A.P. framework. You will be given some narrative descriptions of physical therapy interventions and will be asked to re-write this information integrating appropriate professional language and conventions based on the S.O.A.P. framework provided.

7. Your final examination will consist of 4 pages of short answer essay questions.

PROPOSED COURSE OUTLINE:

I. Self-Awareness
   A. Basic self-awareness
   B. Family history
   C. Values as determinants of behavior
   D. Reflection paper on your values

II. Communication with persons who have disabilities
   A. Power of words and effects of labeling
   B. People-first language
   C. Aging with a disability
   D. The role of the Physical Therapist in patient advocacy
   E. Sexuality and disability—the health professional role

III. Effective and Therapeutic Communication
   A. Levels of intimacy in professional interaction
   B. Learning new communication skills
   C. Emotion-laden interchanges
   D. Active listening
   E. Clear message sending
   F. Effective and clear written documentation
   G. Effective and clear written patient instruction

IV. Assertiveness Skills
   A. Communication challenges
   B. Gender differences
   C. Personal power and rights
   D. Format for assertive communication

V. Stress Management
   A. Burnout
   B. Intervention
   C. Prevention

VI. Promoting Health Behaviors
   A. Health behavior theories
   B. The Role of the Physical Therapist in promoting health behaviors

VII. Cultural Sensitivity and Competence
   A. Culture shock
   B. Diversity in the U.S.
   C. Cultural competence
   D. Intercultural communication
E. Culture and health care
   1. High context/low context cultures
   2. Issues of time and space
   3. Concept of face
   4. Nonverbal communication
F. Universal aspects of health care in all cultures

VIII. Resolving Ethical/moral Dilemmas
A. Bioethics
B. Principles and Rules of Professional Code of Ethics
C. Principles of decision-making
D. Suggested process for solving ethical dilemmas
F. Communication and gender

IX. Documentation—continuation of communication
A. Purposes
B. The Medical Record
C. ABCs of documentation
   1. A = accuracy
   2. B = brevity
   3. C = clarity
D. Who reads documentation?
E. Documentation formats—practice SOAP documentation

X. The Patient Interview
A. Helpful attitude and skillful questioning
B. Stages of the interview
C. Nonverbal communication
D. Reflective essay following interview

XI. Clinical Education (in preparation for PT 300; PT 400A; PT 400B; PT 400C)
A. Generic Abilities—professional behavior expectations
B. Overview—philosophy and guidelines
C. Responsibilities
D. Choices—guidelines
E. Clinical Performance Instrument
F. Student self-assessment and evaluation of the clinical education experience
G. HIPAA
H. Legal practice

XII. Death and Dying
A. Fear of death
B. Quality of life versus quantity
C. Stages of loss
D. Responses from caregivers
E. Therapeutic presence
F. Hospice care

XIII. Review and Reflection
## Tentative Schedule:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-30; 9-01</td>
<td>Self-awareness</td>
<td>Davis: Chapters 1, 2, &amp; 3 Medical Terminology test</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Reflective paper</td>
<td>Davis: Chapters 6, 12, &amp; 13</td>
</tr>
<tr>
<td>9-08; 9-13; 9-15; 9-20</td>
<td>Communication</td>
<td>Davis: Chapter 7</td>
</tr>
<tr>
<td>9-22</td>
<td>Assertiveness</td>
<td>(Health Center Guest) Davis: Chapter 15; hand-outs</td>
</tr>
<tr>
<td>9-27</td>
<td>Stress &amp; Burnout</td>
<td>Davis: Chapter 11</td>
</tr>
<tr>
<td>9-29</td>
<td>Health Promotion</td>
<td>Davis: Chapter 9; handouts &amp; internet resources</td>
</tr>
<tr>
<td>10-04; 10-06; 10-11; 10-13</td>
<td>Cultural Competence</td>
<td>Davis: Chapter 9; handouts &amp; internet resources</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Reaction paper</td>
<td>Davis: Chapter 4; handouts</td>
</tr>
<tr>
<td>10-18; 10-20; 10-25</td>
<td>Ethics</td>
<td>Davis: Chapter 4; handouts</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Ethics Case Study</td>
<td>Handouts</td>
</tr>
<tr>
<td>10-27; 11-01</td>
<td>Documentation</td>
<td>Handouts</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Practice note writing</td>
<td>Davis: Chapter 10</td>
</tr>
<tr>
<td>11-03</td>
<td>Interview</td>
<td>Davis: Chapter 10</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Reflection after interview</td>
<td>Clinical Education; HIPAA; the Law</td>
</tr>
<tr>
<td>11-08; 11-10; 11-15; 11-17; 11-22; 11-24</td>
<td>Death &amp; Dying</td>
<td>Bryan Coleman-Salgado, ACCE</td>
</tr>
<tr>
<td>11-29; 12-01</td>
<td>Medical Terminology Final</td>
<td>Davis: Chapter 14</td>
</tr>
<tr>
<td>12-06</td>
<td>Review &amp; Reflection</td>
<td>(if not tested out earlier on medical terminology)</td>
</tr>
<tr>
<td>12-08</td>
<td>Final Exam Week</td>
<td>The final exam will not occur on the posted university schedule but is set by the department during this week to avoid multiple exams on one day.</td>
</tr>
<tr>
<td>12-13 -- 12-17</td>
<td>Final Essay Exam</td>
<td></td>
</tr>
</tbody>
</table>

**THE SCHEDULE AND CONTENT OF THE SYLLABUS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.**

**STUDENTS SHOULD READ AND BECOME FAMILIAR WITH THE UNIVERSITY'S ACADEMIC HONESTY, POLICY & PROCEDURES WHICH CAN BE FOUND AT:**

www.csus.edu/admbus/umanual/UMA00150.htm  The following are direct quotes from the first sections of that document:
"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception."

"...Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge."
## Ethics Paper—Grading Rubric

<table>
<thead>
<tr>
<th>Ethical Decision Steps</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather Relevant information</td>
<td>Identified some information, however, neglected to identify some important facts</td>
<td>Identified most major facts related to the case</td>
<td>Identified all major facts related to the case and searched for more information from multiple sources</td>
</tr>
<tr>
<td>2. Identify conflicting principles &amp; duties</td>
<td>Identified one or two of the conflicting principles &amp; duties in the case</td>
<td>Identified more than two of the relevant conflicting ethical issues raised in the case</td>
<td>Identified most of the conflicting major ethical issues raised in the case</td>
</tr>
<tr>
<td>3. Determine approach</td>
<td>Unclear expression of ethics approach used, or inconsistent application of the approach to the case</td>
<td>Clearly expressed ethics approach and generally consistent application to the case</td>
<td>Clear ethics approach and consistent application to the case</td>
</tr>
<tr>
<td>4. Explore alternatives</td>
<td>Little of no identification of alternative courses of action or outcomes</td>
<td>Identified some of the possible alternatives and some of the outcomes</td>
<td>Identified most of the alternative courses and outcomes</td>
</tr>
<tr>
<td>5. Complete action</td>
<td>No identification of action or willingness to accept consequences; no expressed recognition of any possible personal consequences</td>
<td>Identification of action and some expression of willingness to accept consequences; some recognition of possible personal consequences</td>
<td>Clear expression of commitment to action and acceptance of consequences; recognition of possible personal cost.</td>
</tr>
<tr>
<td>Language:</td>
<td>Poor control of language conventions and ineffective use of vocabulary</td>
<td>Good control of language conventions with effective use of vocabulary</td>
<td>Consistent use of language conventions with and effective use of vocabulary</td>
</tr>
<tr>
<td>Spelling</td>
<td>Inconsistent accuracy</td>
<td>Consistent accuracy of sophisticated vocabulary</td>
<td>Consistent accuracy of sophisticated vocabulary</td>
</tr>
</tbody>
</table>

**Student:**

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12