
Abstract:
This paper describes a second generation Simulator for Engineering Ethics Education. Details describing the first generation activities of this overall effort are published in Chung and Alfred (Sci Eng Ethics 15:189-199, 2009). The second generation research effort represents a major development in the interactive simulator educational approach. As with the first generation effort, the simulator places students in first person perspective scenarios involving different types of ethical situations. Students must still gather data, assess the situation, and make decisions. The approach still requires students to develop their own ability to identify and respond to ethical engineering situations. However, whereas, the generation one effort involved the use of a dogmatic model based on National Society of Professional Engineers’ Code of Ethics, the new generation two model is based on a mathematical model of the actual experiences of engineers involved in ethical situations. This approach also allows the use of feedback in the form of decision effectiveness and professional career impact. Statistical comparisons indicate a 59 percent increase in overall knowledge and a 19 percent improvement in teaching effectiveness over an Internet Engineering Ethics resource based approach.


Abstract:
A barrier to the development and refinement of ethics education in and across health professional schools is that there is not an agreed upon instrument or method for assessment in ethics education. The most widely used ethics education assessment instrument is the Defining Issues Test (DIT) I & II. This instrument is not specific to the health professions. But it has been modified for use in, and influenced the development of other instruments in, the health professions. The DIT contains certain philosophical assumptions ('Kohlbergian' or 'neo-Kohlbergian') that have been criticized in recent years. It is also expensive for large institutions to use. The purpose of this article is to offer a rubric—which the authors have named the Health Professional Ethics Rubric—for the assessment of several learning outcomes related to ethics education in health science centers. This rubric is not open to the same philosophical critiques as the DIT and other such instruments. This rubric is also practical to use. This article includes the rubric being advocated, which was developed by faculty and administrators at a large academic health science center as a part of a campus-wide ethics education initiative. The process of developing the rubric is described, as well as certain limitations and plans for revision. Reprinted by permission of the publisher.


Abstract:
This paper presents the results of a study of the effect of a business ethics course in enhancing the ability of students to recognize ethical issues. The findings show that compared to students who do not complete such a course, students enrolled in a business ethics course experience substantial improvement in that ability.

Abstract:
Field philosophy is interdisciplinary experiential environmental humanities learning. It grows from a community-focused conception of environmental ethics and place-based environmental education, and it aims to help students develop an awareness of the role of environmental ethics in environmental issues, as well as cultivate an empathetic environmental ethic that might enable them to participate in environmental problem solving. The emotional, cognitive, and physical relationships with people, place, and ideas at the core of field philosophy necessitate a pedagogy that attends to affective learning objectives and relationship building. A shared focus connects literature in experiential education, educational psychology research on emotional engagement, and the ethic of care. A synthesis of this literature grounds an environmental pedagogy of care with meaningful potential for field philosophy.


Abstract:
Teaching ethical reasoning is considered an important component of the undergraduate learning experience. A recent approach to teaching using experiential learning is through virtual worlds such as Second Life. We discuss how ethics may be taught using experiential learning in the virtual world of Second Life. Participants in the class in this example were eleven undergraduate honors students. The course involved presentations in ethical theories such as Buddhism and Utilitarianism. Students completed assignments based on experiences in Second Life that were then linked to ethical theories discussed. The observations and analyses they completed demonstrated that the experiential learnings provided opportunities to apply concepts and theories in a virtual and real world. Interestingly, the students found evidence of residents of the virtual world of Second Life to hold ethical principles which influenced their actions. However, there were other instances where residents adhered to few ethical principles other than self interest. Suggestions are made about the importance of introducing ethics to a virtual world such as Second Life.


Abstract:
Background and Purpose. Engaging in the scholarship of teaching and learning (SoTL) in the classroom is an important professional role and responsibility for physical therapist educators. In physical therapist education, there is an increased emphasis on the moral and ethical development of students, yet we know little about which learning tools work best. The purpose of this study was to implement the use of deconstructed cases in the teaching of ethics and to assess student learning. Case Description. Thirty-eight DPT students who participated in an ethics course and 6 faculty members who served as moderators for small groups during the course were included. Data sources included the following: (1) written ethics committee case summary reports; (2) written individual student reflections of 6 students on the case process; (3) written committee co-chair reflections on their group’s experience and their perceived quality of resolution; and (4) student and faculty focus groups. Outcomes. Four themes emerged from the use of deconstructed cases: (1) There was evidence of students' overall increased awareness and knowledge of ethics; (2) Small-group dynamics influenced the depth and quality of case analysis and the ability of the group to choose a consensus-based resolution; (3) Students demonstrated
an increase in self-confidence and autonomy in their ability to analyze the case; and (4) Uncertainty was a condition present throughout case discussions; however, students realized that uncertainty is inherent in many ethical cases. Discussion and Conclusion. This case report provides an example of an innovative teaching tool, deconstructed ethics case process, as well as evidence of student learning in the implementation of the tool. Assessment of student learning demonstrated that students used a process of deliberation and reflection in addressing uncertain conditions. Engaging students in learning situations where they must exercise judgment under uncertain conditions is an important teaching strategy for the developing professional.


Abstract:
This paper reports the results of an assessment project conducted in a semester-length course in environmental ethics. The first goal of the project was to measure the degree to which the course succeeded in meeting its overarching goal of enriching students' moral imagination and its more particular objectives relating to ethics in the built environment. The second goal of the project was to contribute toward a broader effort to develop assessment tools for ethics education. Through qualitative analysis of an exit survey and of a pair of writing assignments, the study yielded some promising results, outlined here, and suggested particular ways of improving both the course and the assessment procedure.


Abstract:
Data from graduate counseling students (N = 28) enrolled in an ethical and legal issues in professional school counseling course at a research university were used to investigate the impact of the course on students' levels of ethical and legal knowledge (Lambie, Hagedorn, & Ieva, 2010) and ego development (Loevinger, 1976, 1998). Students' ethical and legal knowledge scores increased significantly and pre-course ego maturity correlated with postcourse ethical and legal knowledge. Implications for the scholarship of teaching and learning are discussed.


Abstract:
This paper introduces the Intercollegiate Ethics Bowl (IEB) as a means of promoting active learning in the realm of marketing ethics. The cases discussed in the competition are based on current ethical issues and require students to provide a coherent analysis of what are generally complex, ambiguous, and highly viewpoint dependent issues. The goal is for students to approach the intellectual controversy in such a manner that they are able to arrive at the best reasoned judgment possible. Using an active learning technique consistent with constructive controversy theory, the generation of deliberate discourse is believed to enhance students' moral development.


Abstract:
This paper presents the results of and conclusions from a survey of 2,830 college and university undergraduate business and philosophy departments regarding their business ethics offerings. The
impetus for this survey included seeking a better understanding of the problems for which business ethics courses are the solution. It was proposed that, if we knew what it is that professors teaching business ethics believe they are teaching—not in terms of content or methods, but in terms of what criteria they are using to assess students’ achievement of the course objectives—we would have a better understanding of what issues business ethics attempts to resolve. The survey focused on ranking six possible assessment criteria drawn from the literature on teaching business ethics. In addition to disclosing the specific survey results, the paper draws conclusions based on the fact that there are statistically significant differences between the rankings assigned to the six assessment criteria by business professors as contrasted with philosophy professors. The results of the survey indicate that there is more uniformity expressed in the responses by the philosophy professors teaching business ethics than by the business professors.


Abstract:
A model is proposed to explain how the learning process of ethical reasoning occurs. It integrates the learning process (Kolb, 1976) and a development scheme of ethical reasoning (Van Hoose, 1980). Implications for ethics training in educational programs and ethical behavior in professional practice are discussed. This article focuses on the Experience-Based Ethics Model, which has been proposed to explain how the learning process of ethical reasoning may occur. The model integrates Kolb’s (1976) theory of learning and a developmental scheme of ethical reasoning offered by Van Hoose (1980).<br>

BACKGROUND OF THE MODEL Educators should have an understanding of the learning process. This understanding improves the effectiveness of teaching and the efficiency of learning. Thus, to teach effectively, educators must understand how learning takes place.


Abstract:
This study seeks to address the dearth of efforts in mass communications research to assess the efficacy of media ethics curriculum by examining the value systems and ethical ideologies of media ethics students. A pre-post-test survey of 106 students enrolled in a media ethics course in 2001, 2003, and 2004 found significant changes in how students ranked key media-related and journalistic values such as "Fair," "Independent," "Aboveboard," and "Avoiding harm" at the beginning of the course compared with at the end. The study also found significant decreases in students' degrees of idealism and relativism after taking the course, though degrees of both remained high overall.


Abstract:
Engaging students in the surrounding community is often the goal of nursing classes, especially those that focus on community. Although ethics may be one of the most important subjects in nursing education, teaching it is challenging. An exemplar is used to discuss how a service learning assignment was used to demonstrate and evaluate students' understanding of the ethical principle of beneficence. A properly designed service learning assignment provided students the opportunity to practice nursing as a caring art with each of Johnson's five distinctive practices. It gives them the occasion to do the right thing.

Abstract:
The purpose of this study was to assess whether flagged "values intensive" courses within a public university's general education curriculum impacted on students' abilities to reason ethically. The major research question to be explored was, "what effect does taking a values intensive course have on students' ethical reasoning ability, when factors such as initial matriculation ability and total coursework are taken into account?" Papers written by a sample of students in Legal Environment of Business (BSAD 240), mainly first-year students and sophomores, were holistically scored to determine the level of values reasoning exhibited by the students. Demographic information and information about the number of values intensive courses each student had completed were correlated with the scores on the samples. It was found that students who had completed more values intensive courses scored higher on the samples used for this research. After providing an overview of the university and the State System of Higher Education (of which the subject university is a part), this paper provides an overview of the university's General Education Programme. This is followed by a description of the study's methodology, demographics of the research population, review and discussion of results, suggestions, and suggestions for future research. (Contains 16 tables.)


Abstract:
Although online education is becoming increasingly commonplace in health professional education, methods to evaluate student progress and knowledge base adequately remain uncertain. This paper describes a project that attempted to assess whether or not an online course was an effective way to teach applied ethics to students preparing for the health professions by qualitatively analyzing responses to a pre-test and post-test administered to students in the course. While previous studies have reported various findings regarding the success of online ethics courses, our study failed to demonstrate that students gained a greater understanding of key concepts in ethics--respect for autonomy, decisional capacity, informed consent, and role of the provider. Our findings demonstrate the need for better subjective methods of evaluation and raise questions regarding the efficacy of current models of online ethics courses for health professional students.


Abstract:
This paper reports the results of a ten-year effort to establish ethics as a learning objective for all business students, to assess the effectiveness in achieving that learning objective and to incorporate ethical conduct as a part of the school's organizational culture. First, it addresses the importance of ethics instruction for all business students. Then curricular concerns are addressed, specifically the establishment of ethics as an overarching learning objective and ensuring adequate coverage of ethics throughout the curriculum. Next, assessment mechanisms are described to demonstrate improvement in student's moral judgment and moral courage, in achieving the ethics learning objective using pre-tests and post-tests. These tests validated the use of ethical vignettes/cases to improve ethical awareness and exposure and writing about moral exemplars to increase student resolve to have moral courage. Finally, the paper addresses ways to measure and improve the ethical climate of the organization (faculty and students).

Abstract:
To generate empathy in the care of vulnerable older persons requires care providers to reflect critically on their care practices. Ethics education and training must provide them with tools to accomplish such critical reflection. It must also create a pedagogical context in which good care can be taught and cultivated. The care-ethics lab 'sTimul' originated in 2008 in Flanders with the stimulation of ethical reflection in care providers and care providers in training as its main goal. Also in 2008, sTimul commenced the organization of empathy sessions as an attempt to achieve this goal by simulation. The empathy session is a practical and fairly straightforward way of working to provoke care providers and care providers in training to engage in ethical reflection. Characteristic of the empathy session in the care-ethics lab is the emphasis on experience as a basis for ethical reflection.


Abstract:
Bioscience ethics acts as a practical interface between science and bioethics. It links scientific endeavour and its application into adaptive forms of bioethical consensus. Its major elements are increased understanding of biological systems, responsible use of technology, and curtailment of ethnocentric debates in tune with new scientific insights. This paper briefly describes the students' learning experience gained from the vacation unit BIOL 240, Introduction to Bioscience Ethics, as taught in biology, Macquarie University. On the basis of our evidence students were overwhelmingly positive about their learning because the unit assisted them to better face dilemmas that arise from the application of science and technology. The structure also provided active engagement with the subject matter and preferred learning environments that supported and contested their understanding of concepts relevant to bioscience and bioethics.


Abstract:
(from the chapter) Polarized views often appear when sport and exercise psychology educators, researchers, and consultants are presented with information related to ethical issues in the field. It seems that either we are fascinated by ethics and discussions of ethical professional practice or we avoid such discussions like the plague. Ethical practice is an essential part of all facets of assessment and measurement. Professionals are charged by their ethics codes to minimize all potentially negative effects of interventions or procedures (e.g., testing and measurement) on others (APA, 1982). Do no harm is the cornerstone to ethical assessment, measurement, research, and practice. It is assumed that professionals are people of good moral character, although as human beings they are vulnerable to "dark forces" (Kagan, 1998) that may undermine principled professional behavior. Thus, professional ethical challenges are widespread and ever present. Who has not engaged in unethical behavior or at least confronted an ethically challenging situation in working life? Some of these ethical situations appear clear cut and easy to resolve, while others appear layered with many intricate issues that confound the resolution of the situation. Following a brief overview of ethics, this chapter outlines many of the important ethical considerations that affect measurement and assessment.

Abstract:
Preparing experimental protocols that are ethically sound, possess scientific merit, and meet institutional and national standards for human subject protections is a key responsibility of psychiatric investigators. This task has become increasingly complex due to developments in biomedical science, bioethics, and society at large. Practical and constructive approaches to help investigators in their efforts to create protocols that are ethically acceptable have nevertheless received little attention. To better address this gap, the Research Protocol Ethics Assessment Tool (RePEAT) was developed as an educational instrument to help assure that ethically important elements, including scientific design features, are explicitly addressed by investigators in their work with protocols involving human Ss. The RePEAT is a brief evaluative checklist that reflects rigorous ethical standards, particularly with respect to criteria for studies that may involve individuals with compromised decisional abilities. For this reason, it may be especially beneficial as a self-assessment tool for investigators and protocol reviewers in psychiatry. To stimulate education and dialogue, this report presents the RePEAT and outlines its content, format, use, and limitations.


Abstract: None, excerpt
Medical ethics is now an important aspect of medical education. Since its emergence in the 1970s, ethics has become a core component of undergraduate and postgraduate medical training. This development stems from the recognition that ethical and moral issues present increasingly complex challenges to the medical practitioner. The goal of medical ethics training is to train better doctors, doctors who are better equipped to identify, analyze and resolve the ethical problems that arise in clinical practice (Pellegrino et al., 1990). Such training is found to be beneficial both at medical student (Self et al., 1989) and at junior doctor (Sulmasy et al., 1993; Sulmasy & Marx, 1997) levels in terms of improving knowledge, moral reasoning and confidence in one's ability to deal with ethical dilemmas. Associated with the increasing emphasis being placed on outcome-based education (Harden, 2002; Harden et al., 1999a; Harden et al.,1999b; Rubin & Franchi-Christopher, 2002; Scottish Deans' Medical Curriculum Group, 2002)