

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**EFHP 680 - Ethical Issues in Exercise, Fitness, and Health Promotion (3)**  
Spring 2015 (001)

DAY/TIME:	Monday 7:20-10:00p.m.	LOCATION:	Robinson A206
PROFESSOR:	Dr. David K. Wiggins	EMAIL ADDRESS:	<a href="mailto:dwiggin1@gmu.edu">dwiggin1@gmu.edu</a>
OFFICE LOCATION:	BRH #201(PW)	PHONE NUMBER:	703-993-2057
OFFICE HOURS:	M-W 10:30-11:30 AM, PW or by Appt. before Class in RAC #2109	FAX NUMBER:	703-993-2025

**PREREQUISITES**

Graduate Standing or Permission of Instructor

**COURSE DESCRIPTION**

Covers formulation of coherent framework for ascertaining good, right, and just; and for assessing evidence and reason underlying positions and arguments. Examines ethical issues in exercise, fitness, and health promotion.

**COURSE OBJECTIVES**

The study of ethics deals with the fundamental issues of right and wrong, good and bad, and moral duty or obligation.

To broaden students' perspective about ethics

To develop students' ability to present and critique ethical arguments

To practice ethical problem solving

To examine how ethical principles can be applied to exercise, fitness, health, and leisure

**PROFESSIONAL ASSOCIATION PRINCIPLES**

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

**COURSE OVERVIEW**

This course will focus on examining ethical principles and practices in the exercise, fitness, and leisure profession. Students will examine current ethical issues in these fields and apply concepts learned from this class towards these issues. This graduate level class is structured in a seminar setting and classroom dialogue and discussion is critical components of instruction.

**NATURE OF COURSE DELIVERY**

Face to face

## REQUIRED READINGS

Morgan, W. J. (2007). *Ethics in sport (2nd edition)*. Champaign, IL: Human Kinetics.

Morgan, W. J. (2006). *Why sports morally matter*. New York: Routledge.

## EVALUATION

Students should attend all class sections, actively participate in class discussions, and fulfill all assignments. Students must turn in assignments at the beginning of class on the specified date due or they will receive no credit. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Students must make copies of all written work submitted.

### Research paper (50 points)

Using the information from the literature review and the professional interviews, students will write a 15 – 20 page ethical dilemma research paper. The research paper also needs to incorporate concepts and information from classroom discussions and readings. Students will incorporate the text's ethical dilemma framework into the paper.

### Research presentation (50 points)

Each student will give a 15-minute presentation detailing the method and results of their research paper. The expectation is that each student will also describe in-depth, the ethical dilemma, possible solutions for its resolution, and how the issue was ultimately resolved.

### Chapter critique (50 points)

Students will assess the central theme of each chapter they have been assigned. They will also be asked to evaluate the writing style sources utilized, and overall analysis and interpretations made by the author. The expectation is that students will discuss how the information presented relates to their own personal experiences.

### Book review (50)

Each student will describe the central theme and main arguments presented by William Morgan in his book Why Sports Morally Matter. Students will also be expected to point out what they perceive as the strengths and weaknesses of the book in relation to the other readings in the course.

Assignments	Points
#1 Research paper	50
#2 Research presentation	50
#3 Chapter critiques	50
#4 Book review	<u>50</u>
TOTAL	200

### Grading Scale

A = 194-200

A- = 190-193

B+ = 188-189

B = 184-187

B- = 180-183

C+ = 178-179

C = 174-177

F = 0-173

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

## TENTATIVE COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>
January 26	Introduction to Class
February 2	Metaphysical Considerations of Sport
February 9	Metaphysical Considerations of Sport
February 16	Competition and Fair Play
February 23	Competition and Fair Play
March 2	The Limits of Being Human
March 9	Research and Critiques
March 16	Research and Critiques
March 23	Research and Critiques
March 30	Research and Critiques
April 6	The Limits of Being Human
April 13	Gender and Sexual Equality
April 20	Selected Issues
April 27	Selected Issues
May 4	Research Presentations

*Note: Faculty reserves the right to alter the schedule as necessary*

### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### ***Campus Resources***

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to

- enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to
- construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

