

Health Sciences & Education

Spring 2024 Gen Ed and Program Reports: Ethics

Program	Program Head	Included in Report
Biology	John Leiser	Yes
Chemistry	David Gelarmo	Yes
Dental Hygiene	Sherri L. Meyers	Yes
Diagnostic Medical Sonography	Susan Davidson	Yes
Education: Early Childhood	Tonia Breech	Yes
Education: Middle & Secondary	Tonia Breech	Yes
Education: Special	Robin Cunconan-Lahr	Yes
Emergency Services and Corporate and Public Safety Education	Terrence Hoban	Yes
Environmental Science	John Leiser	Yes
Funeral Services	Tony Moore	Yes
Health & PHED	Sherri Bollinger	Yes
Health Sciences	Alyson Patascher	Yes
Medical Assisting	Karen Stone	Yes
Nursing	Thomas Rush	Yes
Public Health	Alyson Patascher	Yes
Radiography	Tracey Lenhart	Yes
Sport Medicine	James Reidy	
Veterinary Medicine	Lisa Martini-Johnson	Yes

Last Updated: September 13, 2024

Program Name: Biology
 Faculty Lead: John Leiser

General Education outcome(s) assessed: Diversity - ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was intended to showcase students' capacity to evaluate scientific data in an ethical way.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>2 artifacts were studied for each of 10 students. This pseudoreplicated experiment lacks internal and external validity.</p> <p>But - students were scored quantitatively, with 9 of 10 students adequately demonstrating an understanding of the outcome(s).</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program faculty will continue to use the assessment.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed: Program outcomes I and V

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was intended to showcase students' capacity to evaluate scientific data in an ethical way.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>2 artifacts were studied for each of 10 students. This pseudoreplicated experiment lacks internal and external validity.</p> <p>But - students were scored quantitatively, with 9 of 10 students adequately demonstrating an understanding of the outcome(s).</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program faculty will continue to use the assessment</p> <p><u>What did you think about or change because of last semester's results?</u></p>

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Program Name: Biology
 Faculty Lead: NA
 Course Name: BIOS 202 Microbiology for Allied Health
 Professor: Sonia E. Massie

General Education outcome(s) assessed: Ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of this assignment was for students to be introduced to unconventional ideas about viruses so they could develop a perspective on the research being presented and on ethical considerations regarding the research. I hoped to learn whether students could identify ethical concerns, consider all parties affected, and make suggestions regarding the ethical concerns.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>There were 23 students total, from two different sections of BIOS 202, who completed the assignment. The assignments were graded using the attached rubric I created and then assessed using the college's Ethics rubric. All students who completed the assignment passed using the grading rubric. Results varied regarding the Ethics rubric. Most students successfully identified ethical concerns. Results varied when it came to recommending resolutions and considering consequences.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This assessment was not conducted at the program level. I learned that BIOS 202 students might not have had enough opportunities to think through options for resolving ethical concerns and considering consequences of those options.</p> <p><u>What did you think about or change because of last semester's results?</u> Ethical considerations, options for resolving them, and consequences of possible solutions will be discussed prior to this assignment.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>NA</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>NA</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>NA</p> <p><u>What did you think about or change because of last semester's results?</u> NA</p>

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Program Name: Chemistry
 Faculty Lead: William Magilton

General Education outcome(s) assessed: Ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Students were required to accurately measure, calculate and record the density of objects in their lab notebook as if working in an industrial setting. Altering or incorrectly entering data is considered a breach of scientific ethics. Students were assessed on the correctness of the data recorded.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 3 objects were given to the students. Each lab was graded pass or fail (0 or 1). 17 students participated in the experiment. 4 students did not pass. The class average was 88% well over the required 70% for passing.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do? Students in Chem 120 have a firm understanding of basic lab technology, data analysis and measurements. Our students have strong ability to ethically record laboratory data in a lab notebook</p> <p><u>What did you think about or change because of last semester's results?</u> We were pleased with our results. No change was required.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Students were required to accurately measure and record the density of objects in their lab notebook. Students were assessed on the correctness of the data recorded.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 3 objects were given to the students. Each lab was graded pass or fail (0 or 1). 17 students participated in the experiment. 4 students did not pass. The class average was 88% well over the required 70% for passing.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do? Students in Chem 120 have a firm understanding of basic lab technology, data analysis and measurements. Our students have strong ability to ethically record laboratory data in a lab notebook.</p> <p><u>What did you think about or change because of last semester's results?</u> No Change required.</p>

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Program Name: Dental Hygiene
 Faculty Lead: Sherri Meyers

As anticipated, the outcomes would improve after submitting individual part I, working with group to discuss their submissions and then submitting part II as group project.

General Education outcome(s) assessed: ETHICS

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of the assignment is to apply ethical principles to a situation involving a dental office. It is hoped that students will learn how to identify an ethical dilemma and values/principles in conflict. We hope that they are able to brainstorm various things that could be done in the situation and discuss how relationships would be affected (i.e., employer, co-workers, and patient). From this list, the student would be able to choose the best option and be able to provide a rationale for action.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>N=36 1st year (2nd semester dental hygiene students)</p> <p>The rubric was used that students were given using a Likert scale and criteria distributed with the assignment. I scored all part I, gave feedback to students and then scored part II. The results of part I and part II were combined for a total of 110 points. The gen ed ethics rubric was then used alongside the assignment rubric and analyzed.</p> <p>One group (N=4) struggled and needs improvement on one part of the rubric: generating options with effect on relationships with patient, co-workers and employer. This group could list options, but did not explore how each relationship would be affected. This means they did not follow the instructions, the example or the rubric and did not ask questions to clarify anything prior to submission. I will continue to share common errors with students; instead of me reviewing the rubric, perhaps have students volunteer to explain the directions (their interpretation) with the entire class and they might hear it differently from a peer's perspective. Improvement is seen overall with the results from part I (individual) to part II (individual/group).</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The dental cluster discussed the results from the ethics assignment part I (individual effort) and part II group project (attached) during opening days 8.22.24. Page 1 includes students' result for group paper for combining parts 1 and 2. Page 2 includes students' individual results for part I.</p> <p>The faculty finds the outcome acceptable for the assignment and the goal met. The faculty lead collated the responses and shared the results with the cluster. The program will continue to use the assignment for spring 2025.</p> <p><u>What did you think about or change because of last semester's results?</u> We provided clarity on the assignment directions, reviewed the rubric and shared helpful information with the tutors.</p>

Program outcome(s) assessed:

1. Students will be competent with respect to the Northampton Community College's Dental Hygiene Department document, "Competencies for Entry into the Profession of Dental Hygiene".

Students must demonstrate competency in the following:

Core Competencies

- Model professional behavior.
- Adhere to state and federal laws, recommendations and regulations in the provision of dental hygiene care.
- Gather, evaluate and use information effectively.
- Communicate effectively with individuals and groups from diverse populations both verbally and in writing.

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Program Name: Diagnostic Medical Sonography

Course Title: Obstetrical Sonography- Anatomy, Physiology, Imaging and Critique II

Program Director and Faculty Lead: Susan Davidson and Amy Puchalski

General Education outcome(s) assessed: (CADET) Engage in Ethical Questions

Program outcome(s) assessed: 1. To prepare competent entry- level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2. To produce graduates: with a broad knowledge base that enables them to embrace life-long learning. 5. To produce graduates: who meet or exceed the needs of their employers.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="86 428 737 500">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="86 532 737 831">The objective of this assignment is to explore the ethical dilemmas surrounding parental decision making in first, second and third trimester pregnancies surrounding inherited genetic conditions and fetal anomalies in the context of sonography practice. Through critical analysis, and discussion of real-life case studies, students will develop a deeper understanding of the ethical principles involved and their implications for healthcare professionals.</p> <p data-bbox="86 863 737 1000">Assignment: Part 1: Three Case Study Analyses presented from the perspectives of the sonographer, the physician and the genetic counselor.</p> <ul data-bbox="149 1032 737 1507" style="list-style-type: none">• Students will be presented with three individual case studies involving pregnant individuals who have been diagnosed with a genetic condition or fetal anomaly.• In small groups, students will analyze the case studies from ethical perspectives, considering factors such as the pregnant individual's autonomy, potential harm to the fetus, societal attitudes towards disability, and healthcare providers' obligations.• Each group will present their analyses to the class, discussing the ethical dilemmas presented in the case study and proposing potential courses of action.	<p data-bbox="737 428 1388 539">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="737 571 1388 799">We received 8 student reflections, all scored using the rubric that was provided. Four out of 8 students generated responses that were advanced, discussing how the case studies caused them to consider widen their perspectives.</p> <p data-bbox="737 831 1388 974">The students shared that they were surprised by the changes in their feelings about pregnancy termination as the scenarios and patient/fetus outcomes were discussed.</p>	<p data-bbox="1388 428 2011 539">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1388 571 2011 857">This was an emotional presentation for our team, as we each discussed how we would respond to patients in the scenarios. We learned that we need to educate appropriately on how sonographers' emotions can be affected by their beliefs, backgrounds and culture. We discussed how sonographers can share their emotions with patients, when appropriate.</p> <p data-bbox="1388 889 2011 1032">We will continue these ethical dilemmas in OB in future classes, largely due to positive feedback and the evidence of growth in the reflective essays.</p>

Part 2: Reflective Essay:

- Individually, students will write a reflective essay discussing their personal ethical stance on the parental options.
- Students choose to answer one of the following reflective prompts:

1. Reflecting on the ethical dilemmas presented in this assignment, how have your perspectives on parental decision-making in the context of genetic conditions and fetal anomalies evolved? Have you encountered any specific cases or scenarios that challenged your initial beliefs or assumptions?

2. Consider the role of sonographers in navigating the complex terrain of ethical decision-making alongside healthcare professionals and expectant parents. How do you envision applying the ethical principles discussed in this assignment to your future practice as a sonographer? What strategies or approaches will you employ to ensure compassionate and patient-centered care in challenging situations?

3. Reflect on the broader societal implications of the ethical considerations explored in this assignment. How do cultural, social, and economic factors influence parental decision-making regarding prenatal testing and pregnancy outcomes? In what ways can healthcare professionals, including sonographers, contribute to promoting ethical awareness and advocating for equitable access to resources and support for families facing these difficult decisions?

Assessment Criteria:

- Depth of understanding demonstrated in the case study analysis and reflective essay.
- Thoughtfulness and insightfulness of reflections in the reflective essay.
- Ability to apply ethical principles to real-life scenarios and consider multiple perspectives.

- Engagement and contribution to group discussions and activities.

Note: This assignment is designed to encourage critical thinking, respectful dialogue, and personal reflection on a complex and sensitive topic. It is essential to create a supportive learning environment where students feel comfortable expressing diverse perspectives and grappling with ethical uncertainties.

Program Name: Early Childhood Education
 Faculty Lead: Amanda Seguinot/Tonia Breech

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The purpose of this project is to demonstrate students' knowledge, progress and goals in being a professional in the field of Early Childhood Education. Student's gather evidence of their work from lab experiences, class assignments and community involvement as evidence of your growth and learning. Students work is evaluated based on their ability to demonstrate competency in several of the NAEYC standards.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>The Teacher Education department is piloting new software to collect assessment data for the accrediting body NAEYC. This software did not have the capabilities to easily pull individual student data as anticipated.</p> <p>21 students had their data reviewed, the average score on the assessment was a 2.6 which provided a 65% success rate on the assessment. This number was skewed due to 6 students not having data submitted. Removing those students and taking the sample size to 15, the average score rose to 90%</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The lack of clear data has proved to be a challenge that was not anticipated. This has led to multiple conversations with the software vendor and serious consideration being given to an alternate methodology of data collection.</p> <p>The assignment is an effective method of analyzing diversity in early childhood education.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The key assessments have been evolving to ensure they are representative of NAEYC's 2020 standards. This assessment clearly addressed diversity and provided alignment to the diversity rubric. In Fall of 2024 the assignment is going to be further expanded to include additional NAEYC standards.</p>

Program outcome(s) assessed: Becoming a Professional: Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous, collaborative learning and demonstrate knowledge, reflective, and critical perspectives to make informed decisions about advocating for sound practices in early education.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The purpose of this project is to demonstrate students' knowledge, progress and goals in being a professional in the field of Early Childhood Education. Student's gather evidence of their work from lab experiences, class assignments and community involvement as evidence of your growth and learning. Students work is evaluated based on their ability to demonstrate competency in several of the NAEYC standards.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>The Teacher Education department is piloting new software to collect assessment data for the accrediting body NAEYC. This software did not have the capabilities to easily pull individual student data as anticipated.</p> <p>21 students had their data reviewed, the average score on the assessment was a 2.6 which provided a 65% success rate on the assessment. This number was skewed due to 6 students not having data submitted. Removing those students and taking the sample size to 15, the average score rose to 90%</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The lack of clear data has proved to be a challenge that was not anticipated. This has led to multiple conversations with the software vendor and serious consideration being given to an alternate methodology of data collection.</p> <p>The assignment is an effective method of analyzing diversity in early childhood education.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The overall program needs to be aligned to the new 2020 NAEYC standards.</p>

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Program Name: EDUC 260G (Adolescent Development and Cognition)

Faculty Lead: Robin Cunconan-Lahr, Associate Professor; Carla Pacitti, Instructor for the course/assessment

General Education outcome(s) assessed: Engage in Ethical Questions

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intention of the assignment was to assess students' understanding of the Code and the Professional Educator Discipline Act and the contents of the PDE Ethics Toolkit. Students were presented with various questions, some embedded in the toolkit and others based on the toolkit resources. They were asked to evaluate the presented scenarios and apply their understanding of the PA Code of Educator Ethics.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Students were evaluated on the rubric posted below for each response.</p> <p>Out of 13 students, 10 assignments were submitted. One student withdrew, and two students did not submit. All students who submitted passed.</p> <p>All students were able to identify the parameters of the various PDE Codes related to ethics and were effectively able to apply them to the various scenarios. Students did not fully understand the consequences for specific actions and were sometimes unable to engage with the nuances of the scenarios. Largely, this was a reflection of a lack of direct classroom experience.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>According to the course instructor, students have an excellent theoretical grasp of educator ethics. She would like to see them apply these theoretical underpinnings to their practice more directly and perhaps problem solve in a timed scenario. In considering this observation, we discussed how the assignment might be adjusted so that the assessment could include a level of "demonstration." This seems plausible since the assessment is done as part of students field experience requirement, which includes time spent in an educational classroom.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The instructor thinks that based on student performance, the assignment could be more difficult or ask students to rely on clearer court precedent to determine the outcomes. An additional element to consider is to embed a case study component.</p>

Program outcome(s) assessed: Practice being a positive role model and tutor to adolescent students by upholding high professional standards in the school setting during 40 hours of early field experience.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were asked to apply their understanding of the PA Code to their field experience.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Out of 13 students, 11 assignments were submitted. One student withdrew, and one student did not submit. All students who submitted passed.</p> <p>Students were scored on reflections regarding their in-person and virtual field experiences.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The instructor would like to see students have a more sustained fieldwork experience, even as early-career pre-service teachers. This point is likely to be intentionally considered as the program looks to review its program outcomes and course offerings in the near future.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The instructor shared that current fieldwork assignment does not include many scenario-based activities. She plans to update the examples to include more difficult situations that educators may face in a real classroom. This will give students an opportunity to apply their understanding more effectively and engage in a meaningful way with the PA Educator Code of Ethics. This is an appropriate change and aligns with the observation that deeper demonstration and applications are warranted in connection to this assessment.</p>
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Program Name: Special Education

Faculty Lead: Robin Cunconan-Lahr, Associate Professor (Instructor Teaching the assessed course, SPEC210G Behavior Support – Susan Stifel)

General Education outcome(s) assessed: Engage in Ethical Questions

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment asked students to show understanding of the ethical dilemmas based on the use of behavior reductive interventions. This was done via a case study. It was hoped that students would be able to explain the guidelines for judicious and ethical use of behavior reductive interventions. Next, that they would be able to describe and discuss how the hierarchy of behavior reductive strategies (differential reinforcement, extinction, response cost, time-out, presentation of aversive stimuli) might apply to this case. They were asked to then evaluate each on the basis of concern over the welfare of all stakeholders. They determined who should be involved in the decision-making process on the most appropriate reductive strategy to use and explain why. Finally, they made a decision regarding which behavior reductive strategy to use, and which not to use, based on thoughtful and ethical reflection of the benefits and risks of action.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>10 students submitted case study response papers; scoring was referenced from the general education ethical assessment rubric.</p> <p>All passed. All scored either advanced or acceptable</p> <p>Identifies ethical dilemmas: 70% scored advanced; 30% scored acceptable</p> <p>Identifies options for resolving: 70% scored advanced; 30% scored acceptable</p> <p>Recommends actions while recognizing consequences: 60% scored advanced; 40% scored acceptable</p> <p>Through assigned reading of textbook material, discussions, articles and videos, students were able to show understanding of Behavior Intervention Plans (BIP), restraint, seclusion, etc. and the ethical dilemmas surrounding the use of behavior reductive interventions.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty teaching the course discussed results with the Special Education Program Coordinator. These discussions were done through the lens of the course content within an ethical context. We agreed that this assignment as a case study is an excellent way to assess ethical questions. Additionally, the assignment as designed provides opportunities for varying levels of ethical considerations and discussions on the part of the students.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We considered whether changes were needed and determined based on the results in terms of student success (eg. Advanced/acceptable), that none were needed at this time.</p>

Program outcome(s) assessed: Explain and use appropriate and respectful language and professional and ethical practices, to support critical thinking, positive communications, and advance the profession; Use knowledge of appropriate multiple and varied assessments, technologies, strategies, and supports within a universally designed and inclusive framework to plan and make educational decisions that are instructionally responsive and equitable; Explain and use a variety of evidence-based instructional strategies to support the learning of individuals with varying abilities.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment asked students to show understanding of the ethical dilemmas based on the use of behavior reductive interventions. This was done via a case study. It was hoped that students would be able to explain the guidelines for judicious and ethical use of behavior reductive interventions. Next, that they would be able to describe and discuss how the hierarchy of behavior reductive strategies (differential reinforcement, extinction, response cost, time-out, presentation of aversive stimuli) might apply to this case. They were asked to then evaluate each on the basis of concern over the welfare of all stakeholders. They determined who should be involved in the decision-making process on the most appropriate reductive strategy to use and explain why. Finally, they made a decision regarding which behavior reductive strategy to use, and which not to use, based on thoughtful and ethical reflection of the benefits and risks of action.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>10 students submitted case study response papers</p> <p>All passed. 70% of the students scored advanced on all program outcomes assessed; 30% scored acceptable.</p> <p>Through assigned reading of textbook material, discussions, articles and videos, students were able to show understanding of Behavior Intervention Plans (BIP), restraint, seclusion, etc. and the ethical dilemmas surrounding the use of behavior reductive interventions.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Faculty teaching the course discussed results with the Special Education Program Coordinator. These discussions were done through the lens of the course content within an ethical context. We agreed that this assignment as a case study is an excellent way to assess ethical questions. Additionally, the assignment as designed provides opportunities for varying levels of ethical considerations and discussions on the part of the students.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We considered whether changes were needed and determined based on the results in terms of student success (e.g. Advanced/acceptable), that none were needed at this time.</p>

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Program Name: EMGS 231 - Law for Emergency Services

Faculty Lead: Terrence Hoben, Adjunct Instructor NCC

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>DISCUSSION BOARD</p> <p>There were three separate Discussion Board topics that were utilized for this component. A total of 15 responses from 5 students.</p> <p>Acquire and practice an understanding of ethics and legal responsibility as they pertain to the gravity of emergency response and public safety. - Presents Facts of argument truthfully and ethically, including citations where appropriate - Recommends actions while recognizing consequences."</p> <p>TEST / QUIZ APPLICATION</p> <p>Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected. - Identifies the ethical dilemma, including those "affected" through test/ quiz questions.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>DISCUSSION BOARD ANALYTICS</p> <p>Initially 9 students enrolled, 4 withdrew. Total of five students completed the semester. Total completion with Acceptable grading 3 included 4 students; Advanced grading of 4 included one student.</p> <p>Key: 4 = Advanced 3 = Acceptable 2 = Needs Improvement 1 = Minimally Evident</p> <p>Grading rubric for Discussion Board Quality is included at the end of this document.</p> <p>Test / Quiz grading Midterm exam = 20% Final Exam = 20% Quiz and student interaction = 20%</p> <p>Test / quiz content included four - True / False questions, ten - multiple choice questions, eight questions - fill in the blank/column match.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>RECOMMENDATIONS</p> <p>This report will be shared with fellow EMGS Instructors for consideration of methods and outcomes. In the evolution of program development, this evaluator suggests implementing a component of instruction/evaluation that provides more instructor personalization.</p> <p>Possibly the instructor could bring in their own experiences and discuss them directly with students as they offer their own experiences similar to a debate forum. This could be an optional folder that is available to the instructor and or utilize the ZOOM Classroom option.</p> <p>What did you think about or change because of last semester's results?</p> <p>This is the first instance for this instructor to present this class.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>DISCUSSION BOARD</p> <p>Acquire and practice an understanding of ethics and legal responsibility as they pertain to the gravity of emergency response and public safety. - Presents Facts of argument truthfully and ethically, including citations where appropriate - Recommends actions while recognizing consequences."</p> <p>TEST / QUIZ APPLICATION</p> <p>Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected. - Identifies the ethical dilemma, including those "affected" through test/ quiz questions.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>DISCUSSION BOARD ANALYTICS</p> <p>Initially 9 students enrolled, 4 withdrew. Total of five students completed the semester. Total completion with Acceptable grading 3 included 4 students; Advanced grading of 4 included one student.</p> <p>Key: 4 = Advanced 3 = Acceptable 2 = Needs Improvement 1 = Minimally Evident</p> <p>Grading rubric for Discussion Board Quality is included at the end of this document.</p> <p>Test / Quiz grading Midterm exam = 20% Final Exam = 20% Quiz and student interaction = 20%</p> <p>Test / quiz content included four - True / False questions, ten - multiple choice questions, eight questions - fill in the blank/column match.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>RECOMMENDATIONS</p> <p>The full report will be shared with fellow EMGS Instructors for consideration of methods and outcomes. In the evolution of program development this evaluator suggests implementing a component of instruction/evaluation that provides more instructor personalization.</p> <p>Possibly the instructor could bring in their own experiences and discuss them directly with students as they offer their own experiences similar to a debate forum. This could be an optional folder that is available to the instructor and or utilize the ZOOM Classroom option.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>This is the first instance for this instructor to present this class.</p>

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Program Name: Environmental Science

Faculty Lead: John Leiser

General Education outcome(s) assessed: Diversity - ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 280 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 386 695 488">The assignment was intended to showcase students' capacity to evaluate scientific data in an ethical way.</p>	<p data-bbox="751 280 1373 383">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 423 1377 526">2 artifacts were studied for each of 10 students. This pseudoreplicated experiment lacks internal and external validity.</p> <p data-bbox="751 566 1365 669">But - students were scored quantitatively, with 9 of 10 students adequately demonstrating an understanding of the outcome(s).</p>	<p data-bbox="1402 280 1982 383">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 423 1934 488">The program faculty will continue to use the assessment.</p> <p data-bbox="1402 602 1969 667"><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed: Program outcomes I, II, IV

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 927 722 992">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 1032 722 1097">The assignment was intended to showcase students' capacity to evaluate scientific data in an ethical way.</p>	<p data-bbox="751 927 1373 1029">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 1102 1377 1205">2 artifacts were studied for each of 10 students. This pseudoreplicated experiment lacks internal and external validity.</p> <p data-bbox="751 1245 1365 1347">But - students were scored quantitatively, with 9 of 10 students adequately demonstrating an understanding of the outcome(s).</p>	<p data-bbox="1402 927 1982 1029">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 1070 1934 1135">The program faculty will continue to use the assessment</p> <p data-bbox="1402 1248 1969 1313"><u>What did you think about or change because of last semester's results?</u></p>

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Program Name: Funeral Service Education
 Faculty Lead: Amber Horvath

General Education outcome(s) assessed: Engage in Ethical Questions

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students will respond to a sequence of inquiries centered on ethical scenarios, where they will discern whether each situation is ethical, or not, elucidating their rationale for their choices. A minimum score of 85% is required for completion of the assessment.</p> <p>Assessment will indicate students' personal ethical values by answering the scenarios questions.</p> <p>Understand areas where students may vary and discuss differences between individual ethical discernment.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>The recent data collection on Ethics assessment is truly impressive. Eighteen students were evaluated on five questions related to Ethics, and I am pleased to inform you that the results far surpassed the minimum score requirement.</p> <p>All Eighteen students, representing 100% of the cohort, exceeded the 85% minimum score, showcasing a remarkable commitment to understanding and embracing Ethics within the context of their studies. This outstanding achievement reflects not only the individual efforts of the students but also the effectiveness of the program's curriculum in fostering a comprehensive understanding of ethical perspectives.</p> <p>Furthermore, the average score across all students was an impressive 96%. This collective performance indicates a high level of proficiency and engagement with the material, emphasizing the dedication of both the students and the faculty to promoting an inclusive learning environment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program director and faculty member recognize the importance of maintaining the current positive trajectory. We believe that emphasizing Ethics in the funeral service profession is integral to preparing our students for the challenges and nuances they will face in their careers.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The program will continue to monitor student performance and ensure that the emphasis on Ethics remains a core component of the curriculum.</p>

1. Program outcome(s) assessed: POL 2 Identify standards of ethical conduct in funeral service practice.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Demonstrate skills required for conducting arrangement conferences, visitations, Services, and ceremonies.</p> <p>Students will be assessed on their ability to conduct a funeral arrangement conference based on a specific people group.</p> <p>Students were graded on their ability to conduct acknowledge the differences between ethical and non-ethical behaviors in the funeral service profession.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The majority of students demonstrated an acceptable to advanced understanding of Ethics when making funeral arrangements, showcasing their commitment to the principles of inclusivity. However, it is noteworthy that only a minute portion of the students indicated a need for improvement in this area.</p> <p>Regrettably, due to academic challenges, two students chose to withdraw from the program. This highlights the significance of addressing Ethics-related concerns early in the curriculum to ensure the success and retention of our students.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The program director engaged in discussions with the three faculty members, and together, they reviewed the assignment results. It was collectively determined that a special training session should be implemented before students embark on similar assignments in the future. The majority of students demonstrated an acceptable to advanced understanding of Ethics when making funeral arrangements, showcasing their commitment to the principles of inclusivity.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Emphasis on Importance: We will reiterate the importance of Ethics in funeral service during class discussions and extracurricular activities, fostering an inclusive mindset among our students.</p> <p>Feedback and Improvement: Regular feedback sessions and constructive criticism will be encouraged to identify areas of improvement and address any emerging challenges.</p>

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Program Name: **Health & Physical Education**

Faculty Lead: Sheri Bollinger

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment was a discussion asking student to discuss the differences in access to fitness equipment for all socioeconomic groups.</p> <p>The intent was to make students aware of every day bias/discrimination they may be exposed to and how this impacts equity in allowing all socio-economic groups to have access to resources to improve or maintain their level of fitness.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>There were a total of 11 artifacts in the PHED 130 section. All students completed the assignment Students were scored on a scale of 1-4 (4 being the highest score). 11 of the 11 students earned a passing score.</p> <p>Most of the students seemed to be aware of the differences in fitness equipment available to various groups, and gave examples of those who are unable to afford access to fitness centers and trainers, and others who have unlimited access to facilities and equipment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The faculty member doing the assessment was not surprised to see the comments and felt most students were very aware of the different advantages certain socioeconomic groups have over others. Many students were commenting about free online access to fitness videos as an option.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Both faculty using this assignment decided to continue assigning it moving forward.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>N/A- not a program</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>N/A- not a program</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>N/A- not a program</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program Name: Public Health

Faculty Lead: Robin Watson

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

Program outcome(s) assessed: PUBH103 Social and Cultural Perspectives of Health

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Project will require students to research information on the following: - Statistics on the rate and prevalence of the condition - Impact or severity on the group - Illustrate the disparity of this condition between your chosen group and Caucasian Americans - Outline possible environmental, socioeconomic, structural barriers to access, cultural or behavioral causes that may have caused or contributed to this disparity	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. <ul style="list-style-type: none">• 16 Students• 16 passing @ Acceptable<ul style="list-style-type: none">○ Assessed their educated arguments more than their research• There is room for students to be able to form educated assessments as well as much work needed on proper citations.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u> There needs to be more education on proper citations, extrapolation of research findings, and ability to draw viable recommendations. Online classes don't always have the impact needed on these items.

<p>- Identify what is the probable major root cause as supported by research</p> <p>- Form an educated argument as to why you do or do not feel that the observed disparity is an actual health disparity that effects heath status of the population.</p> <p>I wanted to see if students could do the research and then form an educated argument on their findings.</p>		
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Program Name: Program Name: Medical Assistant
 Faculty Lead: Karen Stone, RN

General Education outcome(s) assessed: *“You understand how each individual’s experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.”*

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Through a group research project on cultures in the Lehigh Valley and Monroe County, the student will learn about the cultures of patients seen in the medical offices.</p> <p>The information was presented to the class to allow and encourage for discussions</p>	<p>7 areas were assessed and scored based on the information the students presented</p> <ul style="list-style-type: none"> • Traditional definitions of health and illness • Traditional methods of healing • Current healthcare problems • Issues for the Medical Assistant to consider <ul style="list-style-type: none"> ○ Access to medical care <ul style="list-style-type: none"> ▪ financial/insurance ▪ transportation ○ Access to food/nutritious food ○ Limited English proficiency <p>8 Students presented their material and received passing grades</p>	<p>Plan is to continue this assignment in the Fall semester of the program when students are learning about communication, law, and ethics</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>We found this assignment to be insightful and prompted good, lively discussions that engaged the entire class. It will be included in the Fall semester when discussing ethics and communication.</p>

Program outcome(s) assessed:

- Demonstrate knowledge of the legal and ethical responsibilities of the medical assistant.
- Integrate biopsychosocial principles in delivering care to patients and in performing the medical assistant role.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Through a group research project on cultures in the Lehigh Valley and Monroe County, the student will learn about the cultures of patients seen in the medical offices.</p> <p>The information was presented to the class to allow and encourage for discussions</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>7 areas were assessed and scored based on the information the students presented</p> <ul style="list-style-type: none"> • Traditional definitions of health and illness • Traditional methods of healing • Current healthcare problems • Issues for the Medical Assistant to consider <ul style="list-style-type: none"> ○ Access to medical care <ul style="list-style-type: none"> ▪ financial/insurance ▪ transportation ○ Access to food/nutritious food ○ Limited English proficiency <p>8 Students presented their researched material and received passing grades</p> <p>For several of these students the information they shared was personal. Many, from the diverse group of students at Fowler and Pocono campuses, selected their own culture bringing a personal perspective and wonderful insight to the topics. This also allowed for lively and interactive discussions from the presenters as they shared personal experiences.</p>	<p>Based on a discussion of the presentations, we will continue this research topic in the fall semester. This information shared as an oral presentation delivers information about the cultures the medical assistant may encounter working in the medical office. It is specific to the geographic location where the students will complete their externship and may find employment.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We found this assignment to be insightful and prompted good, lively discussions that engaged the entire class. It will be included in the Fall semester when discussing ethics and communication.</p>
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Program Name: ADN Registered Nurse – Nursing 101

Faculty Lead: Selena Queitzsch Michale Smith (Marian Doyle – prepared of report)

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. The intent of the Social Determinants of Healthcare and Diversity Project is directed for a novice nursing student to:</p> <ul style="list-style-type: none"> Identify a health need that correlates with Healthy People 2030 initiatives Use quantifiable evidence of the identified need to address health promotion for diverse groups Describe efforts of a local resource that respond to the identified need 	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>There were 30 participants for this assignment. The following are the scores:</p> <p><u>General Education Outcome #1</u> 3 needs improvement 21 acceptable 6 advanced</p> <p><u>General Education Outcome #2</u> 3 minimally evident 5 needs improvement 18 acceptable 4 advanced</p> <p><u>General Education #3</u> 3 minimally evident 20 needs improvement 7 acceptable</p> <p>These scores are consistent with the assignment's intent and its placement in the nursing program's curriculum.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The General Education Outcome #1 has strongly been addressed by referral to a national standard to identify health needs. The exploration of Healthy People initiatives and goals further identify social determining factors that influence healthcare disparities locally and nationally. However, options and recommended actions have only been initially addressed with further depth and meaningful conversation in the Ethics and Moral Problems course, a course in the fourth semester of the ADN nursing program.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Some nursing students take the philosophy course – Ethics and Moral problems prior to Nursing 101. These students may view the Social Determinants of Healthcare and Diversity Project with greater knowledge and depth of social implications than students who have not as yet taken the course. However, based on the curriculum of the philosophy course, its placement in the fourth semester following substantial clinical experience, the general education outcomes are fully met.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In addition to the intended outcomes of the assignment listed for the general education program, there is an additional program outcome that is intended to be addressed in the assignment:</p> <ul style="list-style-type: none"> Identify the nurse's role in the health promotion process that address the identified health need 	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>There were 30 participants for this assignment.</p> <p><u>Program Outcome</u></p> <p>3 needs improvement 27 acceptable</p> <p>These scores reflect the novice's knowledge and perspectives of the nurse's role at an entry level of practice.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>While the focus of the assessment rests solely in healthcare need identification and access of diverse populations to have the need addressed, some students initiated reasons for healthcare disparity and some began to briefly identify potential solutions. This depth of student thought and concern was refreshing. However, the basic assignment will remain the same for now due to its limited focus within the scope of Nursing 101. It is recommended to plan for more time for participation in debriefing discussion for both the presenters and the peers.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Please see above comment.</p>

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Program Name: Public Health
 Faculty Lead: Robin Watson

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed: PUBH205 Public Health Field Experience

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Assignment: Share the importance of understanding and applying ethical principles in your work, especially considering the target populations that you may be working with.</p> <p>I wanted to confirm that the students understood what ethical principles are, why they're important, and how they ensure that they work ethically.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <ul style="list-style-type: none"> • 5 Students • 5 passing <ul style="list-style-type: none"> ○ Assessed their responses to the assignments • These students are active in their internships and understood the role of ethics in the workplace as well as with their external clients. 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>There needs to be more face-to-face interaction with internship students to give them support, guidance and mentorship.</p>

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Program Name: Radiography

Faculty Lead: Tracey Lenhart/Julia Van Pelt

General Education outcome(s) assessed: Engage in Ethical Questions

Course(s) chosen to assess: RADT117

Program outcome(s) to be assessed: PLO 11: "Demonstrate professional attitude, ethics, and sound judgment."

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 396 722 461">Describe the intent of the assignment and what you hoped to learn, measure, or more fully understand.</p> <p data-bbox="100 505 722 748">All second-semester radiography students take RADT 117, Clinical II course, to help prepare them for clinical education. The students will be assigned to assess their understanding and ability to apply ethical principles in radiography through a case study analysis. The following ethical question case study applies:</p> <p data-bbox="100 792 722 997">"You are a radiographer working in a busy hospital imaging department. A 25-year-old woman arrives requesting an X-ray due to concerns about a possible fracture in her arm after a fall. During the registration process, she informs the receptionist that she is 12 weeks pregnant."</p> <p data-bbox="100 1040 722 1138">The students will be asked to identify the ethical issue, analyze it, propose a course of action, and summarize their key findings and recommendations.</p>	<p data-bbox="751 396 1373 505">Include the number of student artifacts, how you scored them, the number of passing, and brief analytical remarks.</p> <p data-bbox="751 548 1373 769">Each student (28) was rated on a scale of 1-4 for the following four points of discussion: 1) Identifies the ethical dilemma 2) Identifies options for resolving the dilemma 3) Recommends actions while recognizing consequences 4) Demonstrates professional attitude, ethics, and sound judgment.</p> <p data-bbox="751 813 1373 1057">Overall, there is no evidence that any student needs improvement. Some students consistently received high scores, whereas others received lower marks—an indication of either inherent thinking or opportunity for growth.</p>	<p data-bbox="1402 396 2003 505">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 548 2003 688">The students approached this assignment as a non-graded participatory project. The faculty was surprised by the engagement and honesty underlining the intended learning experience.</p> <p data-bbox="1402 732 2003 829">We will incorporate more events like this throughout the student's curriculum as a pass/fail assignment.</p>

Program Name: Veterinary Technician Program
 Faculty Lead: Lisa Martini-Johnson, Program Director

General Education outcome(s) assessed: Engage in Ethical Questions

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of this assignment is to apply ethical principles and (Skill): follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.</p> <p>(Task):</p> <ul style="list-style-type: none"> • Understand and observe legal boundaries of veterinary health care team members • Interact professionally with clients and fellow staff members • Demonstrate a commitment to high quality patient care • Respect and protect the confidentiality of client and patient information <p>(Decision making abilities): Given knowledge of legal limitations and applicable ethical standards, the veterinary technician will carry out her/his duties within appropriate legal boundaries and maintain high ethical standards to provide high quality service to clients, patients, employers and the veterinary profession.</p> <p>The VTP Critical/Essential skills checklist, as outlined above evaluating skills, tasks, and decision making abilities, will also be utilized to assess Ethics in VET228, Lab Animal and Exotics course.</p> <p>Morals and ethical issues concerning lab animal research are based on six special interest groups and the concepts of Reduction,</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two Ethics Exam Questions: There were 20 students for this assignment.</p> <p>The majority of students demonstrated an acceptable to advanced understanding of moral and ethical issues concerning lab animal research, based on two ethics exam questions. Question #1: 80% Question #2: 93%</p> <p>VTP Critical/Essential Skills checklist: There were 20 students evaluated. 100% of the students received a 95% or better on the accreditation essential skills which shows that all students working with live animals will be able to ethically engage in providing the highest standard of animal welfare and the ability of the students to make ethical decisions to reflect any and all actions with the live animal patients, including animal husbandry.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>A discussion took place with two adjunct instructors teaching the course and the assignment will remain the same for both the ethical questions and the Critical/Essential skills accreditation checklist.</p> <p>The instructors felt that all of the students performed their animal care duties with appropriate legal boundaries and maintained a high ethical standard throughout the course of the semester.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>The assignment will remain the same for both the ethical questions and the Critical/Essential skills accreditation checklist.</p>

<p>Replacement, and Refinement. The students are asked on an exam to define the three R's. Another exam question is utilized in which the student's must match the six special animal groups (Animal Exploitation, Animal Use, Animal Control, Animal Welfare, Animal Rights, and Animal Liberation) with the groups view on laboratory animals.</p>		
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Program outcome(s) assessed: 1 - Demonstrate competence in performing and engaging in office and hospital procedures, client relations and communication.
8 - Competently perform laboratory animal and exotic patient husbandry and nursing.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The intent of this assignment is to apply ethical principles and (Skill): follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.</p> <p>(Task):</p> <ul style="list-style-type: none"> • Understand and observe legal boundaries of veterinary health care team members • Interact professionally with clients and fellow staff members • Demonstrate a commitment to high quality patient care • Respect and protect the confidentiality of client and patient information <p>(Decision making abilities): Given knowledge of legal limitations and applicable ethical standards, the veterinary</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two Ethics Exam Questions: There were 20 students for this assignment.</p> <p>The majority of students demonstrated an acceptable to advanced understanding of moral and ethical issues concerning lab animal research, based on two ethics exam questions. Question #1: 80% Question #2: 93%</p> <p>VTP Critical/Essential Skills checklist: There were 20 students evaluated.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>A discussion took place with two adjunct instructors teaching the course and the assignment will remain the same for both the ethical questions and the Critical/Essential skills accreditation checklist. The instructors felt that all of the students performed their animal care duties with appropriate legal boundaries and maintained a high ethical standard throughout the course of the semester.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

<p>technician will carry out her/his duties within appropriate legal boundaries and maintain high ethical standards to provide high quality service to clients, patients, employers and the veterinary profession.</p> <p>The VTP Critical/Essential skills checklist, as outlined above evaluating skills, tasks, and decision making abilities, will also be utilized to assess Ethics in VET228, Lab Animal and Exotics course.</p> <p>Morals and ethical issues concerning lab animal research are based on six special interest groups and the concepts of Reduction, Replacement, and Refinement. The students are asked on an exam to define the three R's. Another exam question is utilized in which the student's must match the six special animal groups (Animal Exploitation, Animal Use, Animal Control, Animal Welfare, Animal Rights, and Animal Liberation) with the groups view on laboratory animals.</p>	<p>100% of the students received a 95% or better on the accreditation essential skills which shows that all students working with live animals will be able to ethically engage in providing the highest standard of animal welfare and the ability of the students to make ethical decisions to reflect any and all actions with the live animal patients, including animal husbandry.</p>	<p>The assignment will remain the same for both the ethical questions and the Critical/Essential skills accreditation checklist.</p>
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