Research Ethics GRAD T580
1 Credit Hour

Course Logistics
Course Director: Natalie Chernets, PhD
Office: New College Building, 245 N 15th Street, Room 3-301
Office Phone: 215-762-1855
Email: Natalie.Chernets@drexel.edu
Office Hours: By appointment

Course Time and Locations: The course is offered during three sections. Students will only register for one section.
Sessions:
1. Mondays, 12pm-1pm, 3Pkway 608A;
   Dates: Jan 7, Jan 14, Jan 28, Feb 4, Feb 11, Feb 18, Feb 25, Mar 4
2. Wednesdays, 3pm-4pm, PEARL 102 (PEARL 102, 3230 Market St);
   Dates: Jan 9, Jan 23, Jan 30, Feb 6, Feb 13, Feb 20, Feb 27, Mar 6
3. Fridays, 3pm-4pm, MACALS 4014.
   Dates: Jan 11, Jan 25, Feb 1, Feb 8, Feb 15, Feb 22, Mar 1, Mar 8

Course Description
This course is a series of one-hour meetings that are designed to familiarize students with several issues related to the ethical conduct of scientific research. The students are advised of their societal responsibilities as members of the scientific research community. These include integrity, honesty, objectivity and excellence.
This short course in the responsible conduct of research (RCR) will introduce students to major ethical and policy issues in research. Priority will be given to those issues covered in the federal definition of “scientific misconduct” and in the NIH’s model curriculum on RCR. These issues include data fabrication, data falsification and plagiarism; responsible authorship, publication and mentorship practices; conflicts of interest; data management; and the use of human participants and animal subjects in research. As well, broader ethical issues in scientific research will be touched upon, for example as relates to changes in the way science is funded and structured and evolving social views regarding researchers’ responsibilities to both humans and animal involved in research. Course sessions and discussions are led by senior Drexel University academic and research leaders, including department chairs, vice presidents, deans, directors and provosts. The course is presented using lectures, current literature, large and small group discussions, required text readings, online resources and discussion, and required online exercises and quizzes (for training in plagiarism, and in the ethical study of animals and humans).

Course Structure
This is a 1-credit course that consists of eight (8) 1-hour lectures, as laid out below in the lecture schedule, as well as an additional 2 hours of RCR instruction to be delivered by students’ academic programs outside of the classroom. Students will be notified by their academic programs later in the year about any supplementary training that they need to complete.

All lectures will be 50 minutes in length. Course sections will meet once per week and will be capped at approximately 60 students each.
COURSE OBJECTIVES
Upon completion of this course, students will be able to:

1. Describe in broad terms the ethical considerations that arise in the planning, funding, conduct, and reporting of science.
2. Discuss the three main elements of research misconduct: fabrication, falsification, and plagiarism.
3. Give examples of financial and nonfinancial conflicts of interest.
4. Locate the Drexel policies on research misconduct and conflicts of interest and know when to consult these policies.
5. Explain in broad terms the ethical issues raised by human- and animal-subjects research and the manner in which these activities are regulated.
6. Determine if they need to seek IRB and IACUC approval.
7. Understand relevant federal requirements pertaining to data sharing and the arguments supporting them.

COURSE CONTENT AND TEACHING METHODS
Course materials: Materials that will be available on Blackboard:
- PowerPoint slide presentations
- Required course readings
- Additional readings

Required text:

Other Required readings: As posted under “materials by week” on Blackboard

Optional readings: As posted under “materials by week on Blackboard”

Prerequisites: There are no pre-required courses for enrollment in this course, however, you should have a working knowledge of Drexel (Blackboard) Learn.

Technical Support: You have access to technical support 24/7 through the Instructional Technology Group (ITG). Click on “Tech Support” at the top of the DREXEL LEARN (BbLearn) page.
- Drexel (Blackboard) Learn, 215-895-1224, itg@drexel.edu
- Software or Hardware, 215-895-2020, consult@drexel.edu

EVALUATION METHODS
This is a pass/fail course. In order to pass the course, students must attend or make up all required in-classroom sessions (absence policy elaborated below). Moreover, students will need to earn a grade of 75% or higher on the final quiz. In addition to the classroom portion of the course, students must also complete relevant supplementary training with their home programs and have this training documented with the Graduate College in order to receive a passing grade.

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Proportion of Final Grade</th>
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<tbody>
<tr>
<td>Final quiz</td>
<td>Mandatory grade of 75% or higher to pass</td>
</tr>
<tr>
<td>Attendance</td>
<td>Mandatory to pass course</td>
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Grading Scale
The course is pass/fail. Students will need to receive a grade of 75% on the quiz in order to pass.
ATTENDANCE POLICY
To ensure compliance with funding agency requirements, attendance at this course is mandatory, and attendance will be taken at all sections. Students are strongly encouraged to make the required efforts to attend all class sessions for the course section in which they are registered. **Unexcused absences will detract from your final grade – 5 points for each unexcused absence, out of a course total of 100 points.** If for some reason an absence is unavoidable, students should contact Dr. Chernets and arrange to make up the missed lecture by attending a different class section, if at all possible. For all excused absences, a written assignment may be given in lieu of attending class. **Outside of exceptional circumstances, students who miss more than 2 hours of in-class lecture will fail the course.** If there is an exceptional circumstance requiring substantial absences, students should contact Dr. Chernets to make alternate arrangements, which might include taking the course in a later term.

ADD/DROP POLICY
The Drexel University course add & drop policies are available here: [https://drexel.edu/provost/policies/course-add-drop/](https://drexel.edu/provost/policies/course-add-drop/)

ADDITIONAL COURSE POLICIES
- Please make every effort to arrive at class on time as a courtesy to others. We will make every effort to begin and end the classes promptly. However, if a discussion is ongoing, interested parties can stay until all discussions are ended. If you must leave prior to the hour to attend another class, simply do so and please inform the instructor ahead of time.
- Dr. Chernets will communicate with you through BbLearn and through email sent to your DREXEL email address, not to any other email address. Checking BbLearn often is your responsibility, as is making sure your DREXEL email account is not full, i.e., assuring that you can accept email.
- **Weather-Related Closing and Delayed Opening Information** - In the event of the need to close or delay the daily opening of a campus, the University will provide notice via Web, telephone, and the DrexelALERT system.
<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Topics &amp; relation to course objectives</th>
<th>Readings/Assignments</th>
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| **Lecture 1: An Introduction to the Responsible Conduct of Research (RCR)** | • Course Introduction  
• Science and ethics: framing the relationships | • On Being A Scientist: A Guide to Responsible Conduct of Research, Preface (p. ix-xii) and Introduction (p. 1-4)  
https://www.theguardian.com/science/2012/sep/13/scientific-research-fraud-bad-practice |
| **Lecture 2: Research Misconduct** | • Federal policy on research misconduct: definition, examples, penalties, & process.  
• Misconduct: its extent and factors influencing it  
• Some considerations regarding misconduct & whistleblowing. | • Steneck “Chapter 2: Research Misconduct.”  
• On Being A Scientist: A Guide to Responsible Conduct of Research, pages 12, 15, 19  
• Drexel University Policy on Research Misconduct.  
http://drexel.edu/research/resources/forms-and-policies/Policies/ResearchMisconduct/  
| **Lecture 3: Conflicts of Interest in Research** | • Conflict of Interest: definitions, conceptual distinctions  
• Financial COI in research: types, extent, federal policies, Drexel Policy | • Steneck, “Chapter 5: Conflicts of Interest,” in An Introduction to the Responsible Conduct of Research, pp. 67-82.  
• On Being A Scientist: A Guide to Responsible Conduct of Research, pages 29, 43  
http://www.thehastingscenter.org/Publications/BriefingBook/Detail.aspx?id=2156  
| **Lecture 4: Ethical Issues in Data Management** | • Federal definition of “data” and components of data management  
• Ethical and pragmatic reasons to ensure good data management  
• Data ownership: regulatory considerations  
http://scienceblogs.com/ethicsandscience/2008/03/03/should-researchers-share-data/  
http://www.iphandbook.org/handbook/ch08/p02/ |
| **Lecture 5: Authorship & Publication** | • Some recent controversies regarding scientific authorship & publication  
| Lecture 5: Authorship & Publication (cont.) | What does it mean to be an “author” on a scientific paper?  
Bylines: authorship guidelines by discipline and points of debate  
Problematic authorship practices  
[https://accelerate.ucsf.edu/blogs/ethics/when-authorship-turns-sour](https://accelerate.ucsf.edu/blogs/ethics/when-authorship-turns-sour)  
| Lecture 6: Research with Animal Subjects | IACUC structure and functions  
When you need IACUC review  
Investigator considerations: the 3Rs and animal welfare  
| Lecture 7: Mentoring in Research | Opening Case Study  
What is a mentor? How is mentorship different from supervision?  
The relationship between mentoring and ethical research  
Mentoring and role delineation—who is responsible for what?  
Considerations when choosing a mentor  
Things to clarify with your advisor or mentor  
Toxic mentoring: what is it, how common is it, and how to deal with it. | On Being A Scientist: A Guide to Responsible Conduct of Research, pages 4-6  
[https://www.training.nih.gov/evaluating_potential_mentors](https://www.training.nih.gov/evaluating_potential_mentors)  
“Advisor/Student.” *Science Professor* [online resource].  
Drmellivora [pseudonym]. “Toxic Academic Mentors.” *Tenure She Wrote* [online resource].  
[https://tenureshewrote.wordpress.com/2013/08/12/toxic-academic-mentors/](https://tenureshewrote.wordpress.com/2013/08/12/toxic-academic-mentors/)  
| Lecture 8: Research with Human Participants | Ethical principles governing human research  
IRB structure and functions  
Historical and recent controversies  
DREXEL UNIVERSITY POLICIES
Drexel University Policy on Plagiarism
(taken directly from http://www.drexel.edu/provost/policies/academic_dishonesty.asp#plagiarism)
Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:
• Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
• Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words without acknowledgment of the source
• Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
• Copying another student’s essay test answers
• Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own
• Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

Drexel University Policy on Cheating
(taken directly from http://www.drexel.edu/provost/policies/academic_dishonesty.asp#cheating)
Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:
• Copying from another student’s test paper
• Allowing another student to copy from a test paper
• Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment from the faculty member
• Collaborating on a test, quiz, or other project with any other person(s) without authorization
• Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized
• Taking a test for someone else or permitting someone else to take a test for you

Disability Statement: Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. This must be done prior to the midterm exam. AVL’s are issues by the Office of Disability Services (ODS). For additional information, contact ODS at www.drexel.edu/edt/disability, 3201 Arch St., Suite 210, Philadelphia, PA 19104, 215.895.1401 (V) or 215.895.2299 (TTY).