

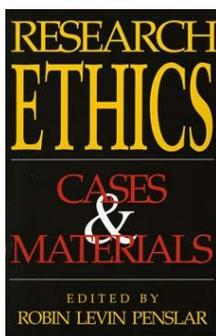
RESEARCH ETHICS (PSY 6373)

Fall 2019

Thursdays - 2:00-3:15

Room 201A

Instructor:	Dr. Tay Hack
Office and Office Hours:	A104B Office Hours: W 8:00 – 1:00 (and by appointment) E-mail: tay@angelo.edu Phone: (325) 486-6121



REQUIRED TEXT: Penslar, R. L. (Ed.). (1995). *Research ethics: Cases and materials*. Bloomington, IN: Indiana University Press.

COURSE DESCRIPTION: In the broad scientific community, researchers are held to high standards of ethical and moral conduct and are expected to behave in a manner reflecting the ethical guidelines set forth by federal and local regulations, organizations within specific domains, and guidance from within a researcher's own personal sense of what is right and what is wrong. When researchers behave in unethical ways, it can have far-reaching negative effects, which can lead to mistrust of science as well as the research process. Widely publicized accusations of data fabrication, plagiarism, conflicts of interest, and other research misconduct can have a devastating impact on the public's perception of science; as such, learning about different aspects of research ethics is invaluable in the training of research scientists. Therefore, the goal of offering research ethics education to students in psychology graduate programs is to provide future researchers with a solid foundation in ethical decision making and scientific integrity that will benefit them throughout their career.

This course will introduce students to research ethics and research integrity. Students will gain a broad understanding of ethical behavior in research, learn to recognize ethical issues, and develop potential solutions to ethical dilemmas. Discussions will include such topics as bias in science, conflicts of interest, key concepts related to responsible research conduct, authorship, plagiarism, informed consent. Students in this course will gain practice thinking about challenges in scientific research, and acquire skills for understanding rationale for their own ethical decisions by debating case studies that focus on ethical issues. Through self-examination, students will obtain a strong foundation of integrity that they can utilize as scientific researchers.

Syllabus is subject to change at the discretion of the instructor.

COURSE OBJECTIVES:

- Developing ethical reasoning and/or ethical decision making
- Learning to apply knowledge and skills to benefit others or serve the public good
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learn to apply course material (to improve thinking, problem solving, and decisions).

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Recognize and identify ethical issues related to research ethics
- Gain an understanding of different approaches related to research ethics.
- Apply ethical principles and incorporate solutions to behave with integrity.
- Develop skills in expressing oneself orally or in writing by analyzing and discussing ethical problems.

METHOD OF ASSESSING LEARNING OUTCOMES:

Learning outcomes will be assessed via participation in weekly discussions both in class and online, class assignments, and oral presentations.

CLASS FORMAT: This course is a hybrid course - in addition to meeting once a week for 75 minutes, students are also required to spend a substantial amount of time engaging in online discussions. During each face-to-face class we will discuss different aspects of research ethics. In addition to assignments from the textbook, readings may be assigned from scholarly and/or news articles. Occasional guest lectures might be planned.

ONLINE DISCUSSION BOARD: Each week there will be one discussion question that you will answer. You are required to put a considerable amount of time and thought into each of your answers. The length of discussion posts should be substantial and should reflect the quality of work expected from a graduate student. This includes correctly citing using APA format.

CITI: The Institutional Review Board (IRB) process is important to understand as it relates to ethics in research; therefore, students will learn the history and components contained within the Belmont report (e.g., respect for persons, justice, beneficence) as well as learn about key issues related to protecting human subjects in research; such as informed consent, deception in research, equitable recruitment of participants, utilizing vulnerable populations with an understanding of federal guidelines and guidance for research with human subjects. Students will be asked to complete formal research ethics training from the Collaborative Institution Training Initiative (CITI), which has shown to be beneficial in helping students gain an understanding of ethical conduct in research. Those who have previously completed a CITI course will be assigned to complete other modules within CITI.

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CASE STUDIES: Throughout the course, students will be presented with case studies of ethical dilemmas related to research that will provide an opportunity for students to share their perspectives and allow students to practice recognizing moral issues. The focus will be on recognizing moral issues, finding solutions, and importantly, how to prevent ethical problems from occurring. Students will be asked to integrate psychological principles in their case study analyses.

ROLE PLAY: It is important for future researchers to understand the psychological processes involved in how individuals perceive themselves and their behavior. Being forewarned is a small step in recognizing one's own behavior and the reasons behind those behaviors. Certainly, exposure to the potential consequences of research misconduct can result in positive effects; however, people's own behavior is an important component of their attitudes. Role playing is an important strategy in aligning attitudes with behaviors and has been employed in ethics training across several domains. As such, an important part of this course includes acts of role playing ethical dilemmas. Throughout the semester, students will be required to develop their own case studies that include ethical dilemma cases, which will then be acted out in role-play scenarios. When students create their own ethical dilemmas, they are likely to become more engaged with the reasoning process, gain a deeper level of understanding, and gain practice acting with integrity in ethical situations they could face in their careers.

REFLECTION PAPER: At the end of the semester, students will be required to turn in a final paper and discuss their perceptions of what they learned about themselves and others throughout the semester. Detailed information of the required components for the paper will be provided toward the end of the semester.

ATTENDANCE/PARTICIPATION: Attendance and participation is critical to doing well, and students are expected to attend every class. If a student does miss a class, it is her or his responsibility to obtain the information from a classmate. Please be aware that points will be deducted for each missed class.

QUIZZES: At the beginning and the end of the semester, students will be asked to complete a short quiz regarding research ethics. These quizzes will be provided for students to take home, complete, and then return at the beginning of the following class.

GRADES:

Discussion Board	1300
Role Plays	700
Case Studies	600
CITI Training	100
Quizzes	100
Reflection Paper	100
Attendance/Participation	100

There is a total of 3000 points in the class. Final letter grades will be determined by the sum of points earned: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F. Note: I do not round grades up or down. There is no curve.

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COURSE POLICIES: I expect students to prepare for each class by completing all assignments and readings before class and actively participating in seminar discussions, attend class, and refrain from disruptive behavior. Students are expected to participate in class and be respectful of others' views and comments. In addition to maintaining a positive and productive course climate through discussion, the following expectations apply:

- Please, no use of cell phones is permitted during class. If a unique situation requires that you must keep your cell phone on during class, please see me before class begins.
- Your undivided attention is expected in class. During discussions, students will learn many of the techniques and details of conducting competent research. Consequently, behaviors such as doing work for another class, dozing, etc. are not acceptable.

Other Policies:

- **Absence for Observance of Religious Holy Days:** If you recognize a specific religious holy day(s), and you intend to observe a religious holy day(s) that will occur during our regular class day/time, then please let me know in writing prior to your absence.
- **Disabilities:** “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Persons with disabilities which warrant academic accommodations must contact the Student Affairs Office (325 942-2047), Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to their being implemented.. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”
- **Academic Honesty:** Plagiarism is the presentation of someone else's information as though it was your own, and it is an extremely serious offense. If you use the words *or ideas* of another person--whether from a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism (including self-plagiarism) will result in a failing grade. It does not matter if you plagiarized intentionally or unintentionally—either way it is plagiarism and will be dealt with accordingly.

According to Angelo State University policy, academic honesty is expected on all work. The Department of Psychology, & Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (<http://www.angelo.edu/student-handbook/code-of->

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student-conduct/). Academic dishonesty violates the Student Honor Code and will result in a failing grade for this course. Any student found guilty of dishonesty in their academic work is subject to disciplinary action.

There are several great tutorials that you can access online to test your knowledge on what constitutes plagiarism: http://www.angelo.edu/dept/writing_center/academic_honesty.php.

COURSE SCHEDULE

Aug – Sept

What are Research Ethics?

Ethics in Human Subject Research

Belmont Report and IRBs

CITI Training (due Sep. 5th)

Case Studies

Oct.

Ethics in Animal Research

Informed Consent

Conflicts of Interest

Case Studies

Nov.

Research Misconduct

Plagiarism

Data Ownership

Case Studies

Dec.

Reflection Paper (by Tues. Dec. 10th, 1:00 pm)

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