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.

Course Credits

3

Prerequisite Skills

Accessing and using Blackboard, accessing and using ASU Library resources, and proficiency with Microsoft Word are expectations of this course.
Student Learning Outcomes

Upon completion of this course, the student will be prepared to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ethical reasoning and/or ethical decision making</td>
<td>Recognize and identify ethical issues related to research ethics</td>
</tr>
<tr>
<td>Apply knowledge and skills to benefit others or serve the public good</td>
<td>Gain an understanding of different approaches related to research ethics</td>
</tr>
<tr>
<td>Analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Apply ethical principles and incorporate solutions to behave with integrity</td>
</tr>
<tr>
<td>Apply course material to improve thinking, problem solving, and decisions</td>
<td>Develop skills in expressing oneself in writing by analyzing and discussing ethical problems</td>
</tr>
</tbody>
</table>

Course Delivery

This is an asynchronous online course, which means that there will be specific assignments that students must complete by the end of each week, but students can work in their own time at their own pace. Online courses provide students with a flexible and convenient way to learn. For instance, some students who are working full-time, or raising families, or who live far from campus may elect to take online courses because they are convenient. One of the benefits of online classes is that they allow you to study around your life’s schedule. But please understand that doesn't mean that online classes are easier than traditional classes. Although the course is a few weeks, we still cover the same amount of information as a full semester course. As such, it is VITAL that you are able to devote plenty of time to your work in this course. Because this is an accelerated class, expect to devote approximately 6-8 hours each week toward completing work for this class. Balancing responsibilities of school and other aspects of life can become a difficult juggling act, especially for online classes.

In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own. **Time management is imperative to success in completing coursework.** You will need to be very organized and take responsibility for your own learning. It will be up to you to find time for your class work and to make the most of it. You might find it helpful to get into a routine of devoting specific times each day for working on the class material without distractions to ensure that you stay on top of your work and do not fall behind.
As with traditional classes, you will get out of your experience what you are willing to put into it. The more effort you put into comprehending the material the more likely you are to succeed. I suggest that you ask questions whenever you are uncertain about anything related to the class or course material. I am here to help you succeed and to guide your learning. As with other online courses, this class has a lot to offer students who dedicate the time and focus to getting the most out of their courses.

**Required Text**


**Recommended Text**

Students in this class may find the following to be helpful as a guide for writing assignments:

Publication Manual of the American Psychological Association (7th ed.).

**Technology Requirements**

To successfully complete this course, students need to have access to Blackboard, Microsoft Word and reliable high-speed internet connection.

**Communication**

I will try to respond to emails within 24 hours, 7 days a week.

**Written course communication:** All course communication will be done through our course Blackboard website and your ASU email address. Check frequently for announcements and policy changes.
Grading

Evaluation and Grades
Course grades will be summed and determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>1400</td>
</tr>
<tr>
<td>CITI Training</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1500</strong></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. There is no curve. All points are added to determine the final grade. The following grading scale is in use for this course: A = 1350-1500 points; B = 1200-1349 points; C = 1050-1199 points; D = 900-1049 points; F = 0-899 points.

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information by discussing course material and experiences with the class.

Assignment and Activity Descriptions

*CITI Ethics Training: (100 points)*

The federal regulations for the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC) are important to understand as they relate to ethics in research; therefore, students will be asked to learn about key issues related to protecting human subjects and the care and use of animals in research. 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.
Discussion Postings: (14 discussion topics, 100 points each – total of 1400 points)

There will be a total of 14 discussion topics (includes the meet & greet), which will be located in the discussion board area of Blackboard for you to respond to, discuss, and comment on; your responses must be detailed and of a substantial nature. These discussion topics are where the interchange takes place between you, your classmates, and me. I expect all students to participate regularly and contribute to the discussion topics in a timely fashion.

Each week there will be two discussion questions that you will be expected to answer. You are required to put a considerable amount of time and thought into each of your answers. I would like to see no less than 20 sentences for each of your discussion answers. The length of your discussion posts should be substantial and should reflect the high quality of work expected from a graduate student. This includes correctly citing using APA format.

During the discussion board, you will be asked to answer questions related to case studies in the textbook, as well as being asked to view videos and answer questions related to the videos. The case studies describe ethical dilemmas related to research that will provide an opportunity for you to share your perspectives and allow you to practice recognizing moral issues and to find solutions.

Each Saturday morning the discussion topics will be posted on Blackboard Discussion Board. You will have until Friday at 5:00 p.m. (CST) each week to answer the discussion questions and respond to your classmates. In other words, there will be a question for each individual chapter we discuss each week. You will also need to respond to at least one of your classmate’s answer for each of the questions. There are two chapter questions within a week, you would be posting your answer to both of the chapter questions, and then you would also be responding to a classmate’s answers for both of the chapters that week. Please do not wait until the last minute to respond to the discussion topics because there will be no points awarded for answers or responses after the deadline of 5:00 pm (CST) each Friday. That means that if your post is timestamped at 5:01, there will be no credit. So, please make sure to get your work posted in plenty of time.

Tips for Discussion Posts:

1. To post your answers simply click on REPLY to my questions or to your classmate's posts. Please do not start separate threads.
2. Be timely in your responses. I strongly suggest that you post your responses earlier, rather than later in the week so that you don’t run out of time.

3. Read the discussion question(s) completely. Please make sure to completely answer every part of the question(s).

4. Please do not submit your answers to the discussion questions as a word document attachment. Instead, please type your responses directly into the textbox.

5. Make sure your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it is immensely helpful if you display critical thinking skills regarding the particular topic by using examples to illustrate your answers; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

6. Make sure that when you refer to information from your text (or other printed material) that you put the information in your own words (not simply changing around several words). The goal is to determine your understanding of the material, not your ability to copy text!! First, read the information, then close the book and write your own interpretation of what you just read without looking back at it. That’s what I’m interested in....your interpretation of the material. Many students find that the more practice they get with paraphrasing, the easier it becomes. If you absolutely must use direct quotes, you also must include the page number from the text.

7. Include the page number after the information you cite from the textbook. In other words, if you refer to information from the text in your answer, then you need to include the page number of the text where you read that information.

8. Please DO NOT use textspeak in your discussion posts (u for you, ikr, bcuz for because, ic ur point, etc.). Please conduct yourself in a professional manner as expected of a grad student.

9. All discussion posts need to reference the textbook at the end of the post. Please use this format for including the reference at the bottom of each of your posts:

TOTAL POSSIBLE POINTS PER EACH POST = 100

Level of analysis (Points possible = 90)
5 = Evaluated reading at highest level; displayed outstanding critical thinking skills by interpreting, analyzing, and questioning the information; constructed original ideas, and developed a coherent response by organizing ideas.

4 = Evaluated reading at high level; displayed good critical thinking skills by interpreting and analyzing the information; developed a coherent response by organizing ideas.

3 = Evaluated reading at average level; did not display critical thinking skills (reflected by simply restating the information without thoughtful interpretation); developed a coherent response by organizing ideas.

2 = Displayed very little understanding of the reading; did not display critical thinking skills; developed a minimally coherent response and did not organize ideas.

1 = Did not display any understanding of the reading; did not display critical thinking skills; did not develop a coherent response and did not organize ideas.

Responding to at least one other student’s posting (Points possible = 10)
To get full points here, make sure that your comments to your classmates are substantial. In other words, I don’t want to see empty or trivial responses that simply say things such as, “Yeah, I agree.” You may also want to add to a classmate’s response with your own personal understanding, observations, and/or experiences.

RESPONSES POSTED AFTER THE DEADLINE = 0

Formatting in the Textbox:

1. To format your answers into separate paragraphs and to use italics with your references, please make sure that you have the tab at the top of the textbox (Visual Editor) clicked so that it's turned on. This will allow you all kinds of options for formatting.

2. If you write your responses on a word document and then copy and paste your work into the textbox, it can wreak havoc with the formatting. I strongly stress that you type your responses directly into the textbox. You can always save your response as a draft (the button next to the submit button) and then come back to it later. Nobody but you will be able to see it. You can save it as a draft again and again until you are finished and ready to submit. At that point, instead of clicking on save as a draft, you can simply click on submit and it will become visible to both the class and to me.
Content and Length of Your Posts:

1. This is a biggie: Make sure that your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it helps if you display critical thinking skills regarding the particular topic. To this end, many students have found it helpful to use examples to illustrate their answers; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

Also, several students ask me about the expected length of responses. My answer is that I would like to see detailed, well thought-out responses that illustrate to me that you not only read the material, but that you actually thought about the information and were able to expand ideas by relating it to your present knowledge or experience. As such, responses can never be too long if the content discusses the topic at hand. However, responses can be too short or incomplete. As such, just a couple of sentences will not be sufficient. To answer questions in a complete and detailed manner, each answer to each of the questions should consist of at least 20 sentences. So, for one week, you will write a minimum of 20 relevant sentences for the first discussion question, and then write another 20 relevant sentences for the second discussion question. Direct quotes will NOT count toward the 20-sentence requirement.

POLICY ON LATE OR MISSED ASSIGNMENTS
No late work is accepted unless prior approval is given by the instructor.

Minimum Technical Skills Required

- You must have access to a computer (at home, school, or work) that you can use for several hours at a time that is preferably in a quiet environment without distractions.

- The computer you use should have Broadband internet access (e.g., cable, or other high speed). Your computer should have up-to-date anti-virus software installed.

- You should be able to navigate websites, including the ability to download files from websites. Have the ability to download and install software, such as Adobe Reader.

- Be able to use email, and attach and download email files. You should be able to save and retrieve files on your computer.

- You need to have access to a computer with a word processing program (e.g, Microsoft Word). You should be able to locate information on the Internet using a search engine.
# Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
</table>
| Week 1 | Introductions  
Institutional Review Board Categories  
Belmont Report and Video  
CITI Training (due by Sunday, Oct. 11th) | Common Rule  
Belmont Report |
| Week 2 | Moral Dilemma  
Choosing a Research Lab | Online Video |
| Week 3 | Research Involving Human Subjects: The Administration of Alcohol  
Proceed without Raw Data? | Textbook: Chapter 11  
Online Video |
| Week 4 | Science and Coercion  
Cherry Picking Data | Textbook: Chapter 14  
Online Video |
| Week 5 | Misconduct in Science  
Crossing the Line into Misconduct | Textbook: Chapter 13  
Online Video |
| Week 6 | Ethical Issues with Animal Experimentation  
Misuse of Placeholders | Textbook: Chapter 9  
Online Video |
| Week 7 | Faculty-Graduate Student Relationships  
When Authorship gets Personal | Textbook: Chapter 20  
Online Video |
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112
Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes

1. Developing ethical reasoning and/or ethical decision making
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of