GRU GEORGIA REGENTS UNIVERSITY | COLLEGE of ALLIED HEALTH SCIENCES

COURSE DIRECTOR & INSTRUCTOR

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Time Zone: EST

OFFICE HOURS

Office hours are available Monday through Thursday between 9 am and 5 pm EST. For more details on course communication, please see the *Policy* section of the syllabus.

COURSE MODALITY

This course is conducted completely online, via https://lms.gru.edu/. You do not need to be on campus to complete any portion of it.

I. COURSE INFORMATION

Term: Fall

Course Prefix, Number, and Title: MPHC 8011, Ethical Conduct in Research

Number of Credit Hours: 1

Course Description: This course introduces students to the scope of practices for research in the Social and Behavioral Science Model (SBE) for research.

Course-Level Goals (Objectives):

This course will involve meeting nine core objectives, covering the scope of the *Social, Behavioral, and Education (SBE) Sciences* model for the RCR as follows:

1. conflict of interest – personal, professional, and financial
2. policies regarding human subjects, live vertebrate animal subjects in research, and safe laboratory practices
3. mentor/mentee responsibilities and relationships
4. collaborative research including collaborations with industry
5. peer review
6. data acquisition and laboratory tools; management, sharing and ownership
7. research misconduct and policies for handling misconduct
8. responsible authorship and publication
9. the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research.

Students in the course will also meet the following professionalism objectives:
1. Demonstrate a positive attitude in class and in all school and professional activities by having compassion/empathy, by accepting constructive criticism, by showing respect, by being conscientiousness, and showing sincerity/genuineness.
2. Demonstrate integrity in class and in all school and professional activities by being dependable/reliable, accountable, responsible, by exercising sound judgment, by workload sharing/teamwork, by performing high quality work, by admitting mistakes, and by maintaining a Professional Code of Ethics.

3. Demonstrate appropriate communication in class and in all school and professional activities by maintaining patient confidentiality at all times, by exhibiting quality communication, by following the communication process, by perceiving others' needs, by participating in relevant communication, by being polite, by having emotional control, by observing others, by displaying cultural sensitivity and diplomacy.
4. Demonstrate motivation in class and in all school and professional activities by being prepared for assignments and by being early or on time for all classes.
5. Demonstrate independence/leadership in class and in all school and professional activities by having respect for authority, by being adaptable, and by understand their limitations.
6. Demonstrate self-worth/assessment/altruism in class and in all school and professional activities by maintaining professional dress and grooming, by recognizing their strengths and weaknesses, and by having a desire to help others.

Course-Level Student Learning Outcome:

The following student learning outcomes indicate competencies and measurable skills that students develop as a result of completing this course:
1. Demonstrate the ability to make ethical decisions in the process of conducting research.

Prerequisite(s): None.

Department Name: None.

College: College of Allied Health Sciences.

University Mission: Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

II. GRADING ⬆

Your final course grade stems from the following grading opportunities:

Grading Opportunities	Percentage
Discussions (x7) *6% each (3% initial post, 3% peer responses)*	42%
Quizzes (x5) *4% each*	20%
Ethics in Research Pamphlet	28%
Professionalism	10%
TOTAL	**100%**

GRADING SCALE

Course grades will be assigned as follows: **A** = 90 – 100% • **B** = 80 – 89% • **C** = 70 – 79% • **F** = <69%.

ASSIGNMENT DESCRIPTIONS

PROFESSIONALISM: Your instructor will assess your professionalism (see page 1 of the syllabus for the detailed objectives) at the end of the semester, according to the following rubric:

Professionalism Criteria	Weight
Shows professional attitude in all interactions	20%
Shows concern for quality of work	20%
Responds to peers/instructor in a timely manner and completes assignments by set deadlines	20%
Uses correct grammar, spelling, punctuation, and APA-style formatting	20%
Follows directions	20%
TOTAL	**100%**

QUIZZES: The quizzes in the course are meant to assess your command of the material introduced in the lectures.

DISCUSSIONS: Throughout the case, you'll be exposed to several case studies and will have a chance to discuss those cases with the class. Discussions are graded according to the following criteria:

Discussion Criteria	Weight
Quality • addresses the topic • makes ≥ 1 point supported by evidence from the course • cites at least one source in APA format • demonstrates critical thinking • respects netiquette • demonstrates strong use of grammar, spelling, and punctuation • is on time.	50%
Quantity • min. 1 initial post • min. 3 peer responses	50%
TOTAL	**100%**

ETHICS IN RESEARCH PAMPHLET: This final assignment ties everything together. You'll create a pamphlet that you and others can use to learn the basics of ethics in research. The pamphlet is graded according to the following rubric:

Pamphlet Criteria	Weight
Content • highlights key concepts in research ethics • provides compassionate, ethical, professional, and evidence-based advice • includes 2-3 web resources • includes citations/references in APA format.	60%
Execution • creative • conveys thoughts clearly, logically, and concisely • researcher centered • can be one sided, two sided, or trifold • max. 1000 words • uses space effectively • free of grammatical, spelling, and punctuation errors • submitted in the correct format • turned in on time.	40%
TOTAL	**100%**

III. MUST HAVES FOR THIS COURSE ⬆

RECOMMENDED TEXTBOOK

While no textbook is required for the successful completion of this course, it is recommended that you have access to a APA manual, to assist you in formatting your discussion references/citations as well as the pamphlet in APA style. You can borrow this manual at the library, or you could rent or purchase it as follows:

Publication Manual of the American Psychological Association (6th ed.) (2013). Washington, D.C.: American Psychological Association. ISBN-13: 978-1433805615. (Available for purchase or rental with financial-aid/loan funds through the JAG Store, at http://www.gru.edu/jagstore/).

Notes:
- For APA tutorials, please refer to http://www.apastyle.org/manual/.
- For a quick overview of APA formatting and style guide, please visit https://owl.english.purdue.edu/owl/resource/560/01/.

REQUIRED SUPPLIES

To successfully complete the D2L portion of this course, you will need the following:

- Access to a computer that:
  - meets the GRU minimum hardware and software specifications
  - is connected to the Internet.
- The latest version of Adobe Reader, which is available for free at http://get.adobe.com/reader/
- The latest version of Microsoft Office Word or Office 365, which is available for free to GRU students via https://gru.service-now.com/kb_view.do?sysparm_article=KB0010680
- The latest version of QuickTime, which is available for free at http://support.apple.com/kb/DL837
- The latest version of Java, which is available for free at http://java.com/en/download/index.jsp
- The latest version of Symantec Anti Virus, which is available for free to GRU students via https://gru.service-now.com/ess/kb_view.do?sysparm_article=KB0010407.

PREREQUISITE KNOWLEDGE/SKILLS

In order to be successful in this course, you need to already have the following competencies:
- basic computing skills[i]
- basic emailing skills[ii]
- basic word-processing skills[iii]
- basic D2L skills[iv].

Please contact your instructor (and advisor) if you feel you are not meeting some of these competencies.

IV. SCHEDULE ⬆

DUE DATES

Due dates are using a day and week number convention, as follows:

Day 1 = Monday	Week 1 = August 17~	Week 6 = September 21~	Week 11 = October 26~
Day 2 = Tuesday	Week 2 = August 24~	Week 7 = September 28~	Week 12 = November 2~
Day 3 = Wednesday	Week 3 = August 31~	Week 8 = October 5~	Week 13 = November 9~
Day 4 = Thursday	Week 4 = September 8~	Week 9 = October 12~	Week 14 = November 16~
Day 5 Friday	*(Sept. 7 is Labor Day)*	Week 10 = October 19~	*(We'll take off the week of*
Day 6 = Saturday	Week 5 = September 14~		*Thanksgiving)*
Day 7 = Sunday.			Week 15 = November 30~

All assignments are due by 11:59 pm EST on Day 7 of the week noted in the course schedule, below. For discussions, initial posts are generally due midweek (i.e., by Day 3) and peer responses by week's end (i.e., Day 7).

COURSE SCHEDULE

Week	Module	Grading Opportunity
1	Start Here	**Syllabus Quiz** • 0% (P/F) • Day 7 **Discussion 1: Getting Started** • 6% (P/F) • initial post Day 7 of Week 1 • peer responses Day 3 of Week 2
2	Module 1: 20th Century Research	**Quiz 1: 20th Century Research** • 4% • Day 7
3	Module 2: Conflict of Interest	**Quiz 2: Conflict of Interest** • 4% • Day 7 of week 3
4		**Discussion 2: Case Study 2, The Entrepreneurial Anthropologist** • 6% • initial post Day 3 of Week 4 • peer responses Day 7 of Week 4
5	Module 3: Mentoring	**Quiz 3: Mentoring** • 4% • Day 7
6	Module 4: Misconduct	**Quiz 4: Misconduct** • 4% • Day 7 of week 6
7		**Discussion 3: Case Study 4, In the Field, No One Will Know** • 6% • initial post Day 3 of Week 7 • peer responses Day 7 of Week 7
8	Module 5: Responsible Authorship	**Quiz 5: Responsible Authorship** • 4% • Day 7 of week 8
9		**Discussion 4: Case Study 5, Authorship** • 6% • initial post Day 3 of Week 9 • peer responses Day 7 of Week 9
10	Module 6: Peer Review and Controversial Research	**Discussion 5: Case Study 6, Peer Review and Controversial** • 6% • initial post Day 3 of Week 11 • peer responses Day 7 of Week 11
11		Work on the pamphlet; ask peers for feedback if desired
12	Module 7: Collaborative Science	**Discussion 6: Case Study 7, When Collaborators Disagree** • 6% • initial post Day 3 of Week 13 • peer responses Day 7 of Week 13
13		Continue to work on the pamphlet; ask peers for feedback if desired
14	Module 8: Data Acquisition and Management	**Discussion 7: Case Study 8**, Share and Share Alike • 6% • initial post Day 3 of Week 14 • peer responses Day 7 of Week 14
15	Module 9: Pamphlet	**Ethics in Research Pamphlet** • 28% • Day 7 **Professionalism** • 10% (no deliverable)

V. POLICIES ⬆

Accommodations •Appeals • Attendance • Communication • Copyright • Emergency • Grading • Grievance • Honesty • Honor Pledge

Instructor, department, college, and university policies governing this course are listed below. For complete list and explanation of policies and procedures relevant to attendance, satisfactory or unsatisfactory academic standing, student conduct and due process please, refer to GHSU Student Handbook http://www.georgiahealth.edu/students/Handbook and to MLIRS or OT Student Handbook.

1. ATTENDANCE AND PARTICIPATION POLICY ⬆

Attendance refers to regularly logging into the course (and attending the face-to-face portions in the case of hybrid courses). *Participation* refers to being actively involved in class through discussions, timely submission of course assignments/assessments, etc. Both attendance and participation are monitored by your instructor.

In addition to the above-mentioned instructor policy, you are also obligated to follow the GRU Attendance Policy, which is available at http://policy.gru.edu/3-7-2-attendance-policy/. This university policy essentially states that you are expected to punctually attend all classes from the first to the last day of the term, that your instructor will monitor both your attendance and participation, and that there are academic penalties for excessive absenteeism.

2. COMMUNICATION POLICY ⬆

2.1 NETIQUETTE

Consider the following best practices for fully online communication and coursework:

- be careful with yours and others' personal information
- treat everyone with respect in all forms of communication
- if you disagree with someone, express your differing opinion in a respectful, nonjudgmental manner
- be cautious using humor or sarcasm; tone can be easily misunderstood in written communication and your message may be perceived as being offensive
- if a post brings intense emotions in you, do not respond to it until your feelings have cooled off
- as a rule of thumb, if you wouldn't say it to a person face to face, do not type it
- avoid using all caps and/or red font as they are the written equivalent of shouting or screaming
- be forgiving when you see others struggling; anyone can make a mistake
- you can't take communication back, so spellcheck and think twice before you post or reply
- keep your message clear and on focused on the topic at hand
- be as concise as possible while still delivering the full weight of your message
- write posts in your own words and always give proper credit when referencing or quoting sources
- read all discussion postings and respond to a variety of classmates, giving priority to those peers whose posts received few or no responses
- avoid responding to discussion posts with generic replies such as "I agree"; add substance to the discussion by explaining and supporting your statements
- always ground your arguments with academic or professional evidence from the course or from your own research
- explain uncommon abbreviations and acronyms before you use them
- be sensitive and reflective to what others are saying
- keep the dialog collegial and professional.

2.2 PUBLIC VS. PRIVATE COMMUNICATION

Public communication is meant to benefit the entire class. Public matters include asking clarification or assistance with course readings or assignments, asking instructor and/or peer input on course-related matters, contributing useful resources, etc.

Personal communication only benefits the student in question. Personal matters include difficulties submitting assignments or accessing tests and quizzes, reasonable late-submission arrangements, disability accommodation requirements, questions stemming from assignment grades and/or feedback, etc. Such matters should be discussed only with your instructor.

2.3 EMAIL

- Email personal questions to your module instructor (rather than sharing them in public D2L discussion forums).
- Give each email a descriptive subject line (automatically done for you if you use links within D2L), using the following naming convention: "Course Prefix and Number, Your Name, and the Subject." For instance, if Jane Doe wanted to email her instructor about her Quiz 2 grade, she would use the following subject line: "MPHC 8011, Jane Doe, Quiz 2 Grade."
- Any emails sent to the module instructor and/or course director will get answered within 48 hours, usually much sooner.
- Assignments emailed to the module instructor will not receive credit; please submit all course assignments through D2L, as noted in the assignment instructions.
- Please check your email regularly.

2.4 NEWS

News items (a.k.a., announcements) are posted regularly on the course homepage in D2L. Please make sure you check them regularly, as they contain important information about the course.

Another set of news is available for you from *My Home*, where you can keep up with D2L scheduled maintenance and also see news from all the courses in which you are enrolled.

2.5 POLICY ON POSTING OF GRADES AND FEEDBACK

Barring any unforeseen difficulties (e.g., illness), assignments will be graded within a week of the due date. Grades and feedback are available via the D2L Gradebook. Please check your grades regularly and contact your instructor should you have any questions about your grades or feedback.

3. GRADING POLICY ⬆

3.1 GRADING CRITERIA POLICY

Grading criteria are available within each assignment, to help you understand how your work will be evaluated. Please note that all written assignments need to follow APA-style formatting, 6th edition (see required textbook). Submissions with more that 3 APA errors will be returned for correction and may be considered late.

- Corrections to the 6th Ed. APA-style rules are available at: http://supp.apa.org/style/PM6E-1st-Printing-Reprint-Corrections.pdf.
- Examples of APA-style papers   are provided at: http://www.scribd.com/doc/46356755/PM6E-Corrected-Sample-Papers.

3.2 LATE WORK POLICY

You are welcome to work ahead, however, you may not complete assignments after their due date. Communicate with course instructor whenever in doubt.

Due Dates

All assignments are due at the specified time of the assignment using Eastern Daylight Savings Time (EST). A 10% deduction from the assignment will occur for each day late. No work will be accepted for grading after 3 days. All electronic submissions must have your initials or name in the document name and on the first page.

Extensions

Assignment due date extensions will be <u>considered </u>if and only if the request is received by e-mail or by phone no later than 24 hours prior to the closing time the assignment is due. Deductions may be taken from the final grade of the assignment as a result of an approved extension, at the discretion of the Instructor of Record.

Technical Difficulty

In the *rare* instance of technical difficulty the student *must* contact the module instructor within two hours of the problem via e-mail, D2L posting, or by calling the department and leaving a message. It is your responsibility to keep record of your department's phone number – do not rely on internet. Should you be unable to access D2L outside the maintenance period, please report the issue with the IT by sending an e-mail to ITSERVICE and following up at 706-721- 4000.

3.3 MAKE-UP POLICY

If you have a documented, legitimate reason[v] for missing an assignment deadline and that reason was communicated to the course instructor in a timely fashion, you may make up the respective assignment up to a week after the original deadline, and no later than the last day of class. Please allow 7 business days for the course instructor to grade and provide feedback to the respective make-up assignment.

3.4 GRADING SYSTEM POLICY

The GRU Grading System Policy (available at http://policy.gru.edu/3-4-2-grading-system-policy/) states that:
> "Georgia Regents University uses the 4.00 grade point average system as required by the University System of Georgia. Grades are calculated and truncated at two significant digits. This policy relates grade points to grade letters and defines symbols and terms approved for use in grading at Georgia Regents University."

3.5 GRADE CHANGE POLICY

The GRU Grade Change Policy (available at http://policy.gru.edu/3-3-6-grade-change-policy/) "provides the guidelines for processing a grade change for a final grade. Incomplete grades are not considered final and are governed by the Incomplete Grade Policy."

3.6 INCOMPLETE GRADE POLICY

The GRU Incomplete Grade Policy (available at http://policy.gru.edu/3-4-3-incomplete-grade-policy/) states that:
> "A student who is doing satisfactory work but, for non-academic reasons beyond his/her control is unable to meet the full requirements of the course, may be assigned an incomplete ("I") grade. A form must be completed to assign the incomplete grade and must include justification. A student who has received an "I" grade has one additional semester to complete the required work and to receive a final grade. A grade change form is required to remove the incomplete and assign the final grade. Any incomplete grade not removed after the next semester will be converted to an "F" grade."

4. STUDENT ACADEMIC APPEALS POLICY ⬆

The GRU Academic Appeals Policy (available at http://policy.gru.edu/3-1-5-student-academic-appeals-policy/) provides a means to appeal in cases where administrative decisions have been made which may negatively impact your academic career.

5. STUDENT GRIEVANCE POLICY ⬆

The GRU Student Grievance Policy (available at http://policy.gru.edu/3-1-3-student-grievances-policy/) aims to resolve student academic grievances resulted from faculty actions.

8. ACADEMIC CONDUCT (HONESTY) POLICY ⬆

The GRU Academic Conduct Policy (available at http://policy.gru.edu/3-1-4-academic-conduct-policy/) states that:
> "The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university's grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.
>
> Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. […]"

HONOR PLEDGE ⬆

Each student will be asked to confirm a pledge to uphold the Honor Code prior to submitting an academic (graded) assessment. The pledge states:

"I am the student whose name is shown on top of this examination and I am the person who completed this examination. I neither received from, nor gave assistance or supportive resource to any other person to answer the questions on this examination. The questions on this examination were answered by me without help of textbooks, notes, digital or Web media of any kind, or any other individual. I pledge, to the best of my knowledge that I observed or know of no violation of GRU Honor Code having taken place involving myself or other students."

To learn how to avoid plagiarism, please refer to the following guide created by the GRU Libraries and Writing Center: http://guides.gru.edu/plagiarism.

7. USE OF COPYRIGHTED MATERIALS POLICY ⬆

The GRU Policy for the Use of Copyrighted Materials (available at http://policy.gru.edu/16-4-1-policy-for-the-use-of-copyrighted-materials/) states that you are responsible for obtaining appropriate permission for use of all copyrighted materials submitted in your endeavors at the University. Please refer to http://guides.gru.edu/plagiarism for information on avoiding plagiarism.

8. POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES ⬆

The GRU Accommodating Students with Disabilities Policy (available at http://policy.gru.edu/4-1-1-accommodating-students-with-learning-disabilities/) "ensures that all students with disabilities are afforded equal opportunity and access to all programs and facilities at Georgia Regents University." For information on how you can obtain accommodations, please refer to section *IV. Support Services* of this syllabus.

VI. SUPPORT SERVICES ⬆

Below you'll find some of the most common resources and services available to you at Georgia Regents University. For a more detailed list, refer to the *Student Resources* module inside your D2L course.

1. LIBRARY & RESEARCH SERVICES

The University Libraries make their online resources available 24/7 from the Libraries' home page at http://www.gru.edu/library/.
- The Libraries also provide research assistance via walk-in, in-depth consultations, e-mail, phone, and real-time chat from their *Ask a Librarian* pages (Greenblatt Library at http://www.gru.edu/library/greenblatt/ask/ and Reese Library at http://gru.edu/library/reese/ask/index.php).
- Research guides, available at http://guides.gru.edu/browse.php, provide access to relevant databases, websites, books, and other resources specific to each listed subject and course area.
- Greenblatt Library's *Quick Links* (http://www.gru.edu/library/greenblatt/) contain home page access to major health sciences resources.
- Reese Library's *GALILEO Discover* (http://www.gru.edu/library/reese/) provides simultaneous searching for articles, books, and other resources via a single search engine.

2. TESTING AND DISABILITY SERVICES

Georgia Regents University is committed to making online courses accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from their educational experience.

To request academic accommodation services, please contact the Testing and Disability Services office at tds@gru.edu and/or (706) 737-1469 as soon as possible, to begin the process. Please note that all discussions with Testing and Disability Services are subsequently with your course instructor are confidential and are meant to insure that your accommodations are appropriately implemented throughout the course. For more information, please visit http://www.gru.edu/admin/tds/.

3. TECHNICAL SUPPORT SERVICES

If you need technical assistance at any time (including Brightspace D2L), contact the 24-hour GRU Service Desk at (706) 721-4000 or at http://gru.edu/its/help. Additionally, Monday through Friday from 8 am to 5 pm EST/EDT (excluding University holidays), you can also chat with a technician at http://support.gru.edu/.

4. WRITING SERVICES

The GRU Writing Center can help you become a better writer. For details on how you can request a free personal consultation, please refer to http://www.gru.edu/colleges/pamplin/writingcenter/.

VII. DISCLAIMER ⬆

RESERVATION TO THE SYLLABUS

The course instructor reserves the right to make changes to the course syllabus and schedule with reasonable notice to the students.

VIII. FOOTOTES ⬆

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[i] **Basic computing skills**: turn your computer on and off; launch and close computer programs; open and close files; save files in a specific location, with a specific name, and in a specific file format; reduce file sizes; organize files into with folders; print; use an antivirus to protect your computer; access and use the help menu to troubleshoot computer problems.

[ii] **Basic emailing skills**: access your email application; open email messages; open, save, and print email attachment; create, save, and send a new message; attach a file to an email message.

[iii] **Basic word-processing skills**: access your word-processing application; work with font types and sizes, paragraphs, headers and footers, citations, tables, charts, pictures, comments, and Track Changes; save as DOC or as PDF.

[iv] **Basic D2L skills**: access D2L; locate class announcements (news); check attendance through the *Attendance* area; find the instructor and classmates through the *Classlist* area; access the course itself through the *Content* area; access discussions through the *Discussions* area; access grades through the *Grades* area; navigate modules and files; expand and collapse (sub)modules; download files; save files.

[v] **Legitimate reasons for absences** include:
- illness or emergency medical treatment for self or immediate family
- employment-related training or special assignments
- official Georgia Regents University business
- unavoidable jury duty
- military reserve or active duty obligations.