



Spring 2015 *Responsible Conduct of Research/Creativity* Course Syllabus

Instructor:

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Meeting time:

Thursdays 5:15 – 6:15 p.m.

Location:

HCB 315

Registration Information:

Science, Technology, Engineering, Mathematics:
BCH 5887 01 11287

Arts and Humanities:
DAN 5930 01 11288

Social and Behavioral Sciences:
INR 5936 01 11289

Description:

The one-credit-hour Responsible Conduct of Research and Creativity (RCRC) course provides graduate students a practical overview of the rules, regulations, ethics and professional practices that define the responsible conduct of research and creativity. Practice in ethical decision-making and discussion of possible situations of misconduct are crucial elements of the course. The course will explore all nine Core Instructional Areas of RCRC identified by the U.S. Office of Research Integrity (e.g., Research Misconduct, Human Subjects, Animal Welfare, Conflicts of Interest) and will use the *Introduction to the Responsible Conduct of Research* as the course text (also available electronically on the RCRC course Blackboard® site). The textbook and in-state tuition will be provided at no charge for each student regardless of the discipline of study (limited to 80 students each spring). Students must pay fees (e.g., transportation fee, health fee, building fee, etc.). Students dropping the course after Add/Drop will be liable for the tuition and fees.

The RCRC course, consisting of 15 sessions, is organized around large group discussions introducing each of the nine Core Areas of RCRC, followed by case study analysis, then large group discussions led by some of the Florida State University's most distinguished senior faculty from each discipline, and finally, by team case study presentations. FSU faculty will alternate representing one of the three disciplines (Science/Technology/Engineering/Mathematics; Social and Behavioral Sciences; Arts and Humanities) in order to discuss ethical dilemmas sometimes faced by faculty, post-docs, and/or graduate students across disciplines.

During the intervening week between the presentation of a new Core Area of RCRC (e.g., Human Subjects) and the next week's session (e.g., Animal Welfare), each student will be responsible for reviewing an assigned discipline-specific case study and submitting a **brief** reaction paper (~250-300 words) into the RCRC Blackboard® site (e.g., Assignment 1). These brief papers are due by 8:00 A.M. the day of that next session. For each of the RCRC Core Areas, students will thus be presented background information and an overview of a Core Area as a group, followed by individual reflection on a discipline-specific case study, then a faculty-led large group discussion of ethical dilemmas specific to one or more disciplines.

In order to evaluate the effectiveness of the course in students' developing a knowledge and understanding of the rules, regulations, ethics and professional practices that define the responsible conduct of research and creative endeavors, students will be asked to complete an online Pre-Test (15 questions) at the beginning of the academic semester and a follow-up Post-Test (identical 15 questions) at the close of the academic semester. **The results of the Pre/Post-Tests will have no effect on a student's grade in the RCRC course. The purpose of the Pre/Post-Tests is to improve the RCRC course.**

Grading and evaluation:

Letter grades for the RCRC one-credit hour course will be determined by attendance, case study reaction papers, and a team assignment. Successful completion of the RCRC course requires students to attend class, submit case study reaction papers, and participate in a team presentation and class discussion of one or more core areas in the form of a case study.

Total Possible Points = 101 points

The following letter grades represent the percentage of the total possible points earned:

A = 95 – 100 %	B = 84 – 85 %	C = 74 – 76 %	D = 64 – 66 %
A- = 90 – 94 %	B- = 80 – 83 %	C- = 70 – 73 %	D- = 60 – 63 %
B+ = 87 – 89 %	C+ = 77 – 79 %	D+ = 67 – 69 %	F = < 60 %

Attendance:

For each class meeting attended (sign-in sheets will be used to record attendance), three points will be awarded, with a maximum of 45 points possible (15 class meetings X 3 points = 45 points).

Seven Case Study Reaction Papers

Instructions:

Access the Core Area's case study for your discipline (STEM, SBS, AH) in the Assignments section of the RCRC Course Blackboard® site. After reading and analyzing the case study, write a **brief** reaction paper (~ 250 - 300 words), by answering questions accompanying each case study, then submit it for that specific Assignment: (e.g., Assignment 1):

Possible points earned (4 points X 7 case study reaction papers = maximum 28 points)

4 = Very Good

3 = Good

2 = Fair

1 = Poor

0 = Incomplete or not submitted **by 8:00 A.M. on the due date.**

Assignments will not be accepted after 8:10 A.M. on the due date.

Team Case Study Presentations

Teamwork and collaboration have become the norm for many corporations, institutions, non-profits, and in academia. One of the goals of this RCRC course is to provide an opportunity for students to collaborate as teams. Just as new employees come into an office where there are people they have not met, you may be assigned to a team composed of students you do not know. However, it is important to find ways to work effectively together. Therefore, following Drop/Add, the class will form teams by drawing names randomly. Each team will then select **one or more** Core Areas of Responsible Research/Creativity. The nine Core Areas are: Research Misconduct, Human Subjects, Animal Welfare, Conflicts of Interest, Data Management, Mentor/Mentee Relationship, Collaborative Research, Authorship and Publication, and Peer Review.

Each team will plan, write, and present a case study (fictional or factual) related to one or more of the nine RCRC Core Areas. The team's case study must be realistic without obvious solutions, complicated in order to elicit discussion and analysis, and will include a script and discussion questions. **Submit the case study script and discussion questions by 8:00 AM the day of the scheduled team presentation.** Each team may select the method of presenting the case study. **Since each core area will have been covered through reading the textbook, analyzing case studies and faculty discussions, any PowerPoint should not be text-heavy or a regurgitation of the textbook or a class lecture.** The case study presentations should be 25 minutes in length, including the class discussion. A good source of guidance for crafting case studies may be found at <http://writing.colostate.edu/guides/guide.cfm?guideid=60>.

Each member of a case study presentation team will evaluate the other members on the basis of 1) contribution and 2) respect, using a four-point scale. The grade for each team member will be based upon the case study team presentation's total points (rating five criteria: 1) Realism, 2) preparation, 3) class discussion, 4) overall effectiveness, and 5) submission of the script/narrative and discussion questions), plus an average of the team members' evaluations of each team member (rating two criteria: 1) contribution to the team and 2) respect for the team members). A four-point scale will be used for both the team evaluation and each member's evaluation. The RCRC Case Study Team Evaluation and the RCRC Case Study Team Member Evaluation are attached to the RCRC Course Syllabus for review. Dr. Devine will provide team members' evaluation forms on the day of the scheduled presentation.

Team Scoring Rubric for each of the five criteria (total maximum points 20)

4 = Very Good
3 = Good
2 = Fair
1 = Poor

Team Members' Scoring Rubric for each of the two criteria (total maximum points 8)

4 = Very Good
3 = Good
2 = Fair
1 = Poor

Total maximum points for the Team Case Study Presentation and Discussion = 28 points

Total maximum points for final grade in the Spring 2014 RCRC Course

Attendance:	45 points maximum
Case study reaction papers:	28 points maximum
Team case study presentation, class discussion and script:	<u>28 points maximum</u>
Total	101 points maximum

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

SEXUAL HARASSMENT POLICY

“Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Responsible Conduct of Research/Creative Endeavors Course Schedule
Spring Semester, 2015
HCB 315, 5:15 P.M. – 6:15 P.M.

January 8: RCRC Textbook Checkout, Course Goals, Overview and Requirements: Dr. Judith Devine (HCB 315)

(Chapters 1 & 2, *Introduction to the Responsible Conduct of Research*)

Core 1: Research Misconduct (Chapter 2)

Dr. Judith Devine

Assignments for January 15:

1. **RCRC Pre-Test:** The 15-question electronic Pre-Test is located on the course Blackboard © site (left navigation bar). Completing the Pre-Test, and later the Post-Test, will assist us in evaluating the effectiveness of the RCRC course. The results of the Pre-Test will not affect your grade in the course. Please complete this five- to-ten minute Pre-Test.
2. **Read Chapters 1-3, *Introduction to the Responsible Conduct of Research*.**

January 15: Core 2: Human Subjects (Chapter 3)

Mr. Tom Jacobson, Chair of Institutional Research Board (Human Subjects Committee)

Research Misconduct Case Study

Dr. Judith Devine

Assignments for January 22:

1. **Submit Human Subjects case study reaction paper, Assignment 1, by 8:00 A.M., January 22, 2015.**
2. **Read Chapter 4, *Animal Welfare*.**

January 22: Core 3: Animal Welfare (Chapter 4)

Dr. Kathleen Harper, FSU Veterinarian

Assignments for January 29:

1. **Submit Animal Welfare case study reaction paper, Assignment 2, by 8:00 A.M., January 29, 2015.**
2. **Read Chapter 5, *Conflicts of Interest*.**

January 29: Core 4: Conflicts of Interest (Chapter 5)

Dr. Judith Devine

Teams select core area for case study project.

Assignments for February 5:

1. **Submit Conflicts of Interest case study reaction paper, Assignment 3, by 8:00 A.M., February 5, 2015.**
2. **Read Chapter 6, *Data Management*.**

February 5: Conflicts of Interest (Chapter 5)
FSU Faculty Member

Core 5: Data Management (Chapter 6)
Dr. Judith Devine

Assignments for February 12:

1. Submit Data Management case study reaction paper, Assignment 4, by 8:00 A.M., February 12, 2015.
2. Read Chapter 7, Mentor/Mentee

February 12: Data Management (Chapter 6)
FSU Faculty Member

Core 6: Mentor/Mentee (Chapter 7)
Dr. Judith Devine

Assignments for February 19:

1. Submit Mentor/Mentee case study reaction paper, Assignment 5, by 8:00 A.M., February 19, 2015.
2. Read Chapter 8, Collaborative Research.

February 19: Mentor/Mentee (Chapter 7)
FSU Faculty Member

Core 7: Collaborative Research (Chapter 8)
Dr. Judith Devine

Assignments for February 26:

1. Submit Collaborative Research case study reaction paper, Assignment 6, by 8:00 A.M., February 26, 2015.
2. Read Chapters 9 and 10, Authorship, Publication, Peer Review.

February 26: Collaborative Research (Chapter 8)
FSU Faculty Member

Cores 8 & 9: Authorship, Publication, Peer Review
Dr. Judith Devine

Assignment for March 5:

1. Submit Authorship, Publication, Peer Review case study reaction paper, Assignment 7, by 8:00 A.M., March 5, 2015.

March 5: Authorship, Publication, Peer Review
FSU Faculty Member

Case studies

SPRING BREAK: MARCH 9 – 13: TEAM PRESENTATIONS BEGIN MARCH 19th.

Prepare **RCRC Team Case Study Presentations** that **begin March 19, 2015**, and submit scripts/narratives and discussion questions **no later than 8:00 A.M.** the day of your scheduled team presentation.

Please remember to complete the online RCRC Post-Test (the same test as the Pre-Test) that can be accessed through our course Blackboard® site. The results of the Post-Test will have no effect on your grade in the course.

March 19: Case Study Team Presentations

March 26: Case Study Team Presentations

April 2: Case Study Team Presentations

April 9: Case Study Team Presentations

April 16: Case Study Team Presentations

April 23: Case Study Team Presentations, Course Evaluation

RCRC Post-Test: The 15-question electronic Post-Test is located on the RCRC course Blackboard © site (left navigation bar). Completing the Post-Test will assist us in evaluating the effectiveness of our RCRC course. The results of the Post-Test will have no effect on your grade in the RCRC course. Please complete this five-to-ten minute Post-test.

April 27 – May 1: Final Exam Week: No class meeting

Attachments

Dr. Devine will utilize the form below to evaluate each team.

RCRC CASE STUDY TEAM PRESENTATION EVALUATION

DATE _____
CORE AREA(S) _____
TEAM MEMBERS:

Each team will be graded as a unit, with each team member also evaluated by the other team members. Each team member's final grade for the RCRC Case Study Project will consist of the team grade plus the average of the evaluations submitted by the other team members.

Category	4 Very Good	3 Good	2 Fair	1 Poor
1. Ethical dilemma(s) realistic, requiring thoughtful analysis				
2. Well-prepared team members				
3. Class discussion thought-provoking & well-managed				
4. Overall effectiveness of team's presentation and discussion				
5. Script/Narrative/Video and discussion questions submitted				

Team points _____ (Maximum 20 points)
Team Member Name _____
Average of evaluations by team members _____ (Maximum 8 points)
Individual Team Member Grade _____ (Maximum 28 points)

Dr. Devine will provide the form below for each team member to evaluate the other members of the team.

INDIVIDUAL TEAM MEMBER'S EVALUATION SHEET

CORE AREA _____

TEAM MEMBER EVALUATOR NAME _____

DATE _____

Each team will be graded as a unit, with each team member also evaluated by the other team members. Each team member's final grade for the RCRC case study project will consist of the team grade plus the average of the evaluations submitted by the other team members.

Team Members' Evaluation Rubric

Category	4 Outstanding	3 Very Good	2 Satisfactory	1 Marginal
1. Contribution	Completed all of the required tasks and was always actively engaged in all team activities.	Completed almost all of the required tasks and was actively engaged in all team activities.	Completed many of the required tasks and was sometimes engaged in all team activities.	Completed few of the required tasks and/or was engaged in few team activities.
2. Respect	Consistently displayed ethical behavior, always paid attention and listened to peers with respect, and often responded thoughtfully and appropriately to the ideas of peers.	Displayed ethical behavior in the team, and paid attention and listened to peers with respect.	Most of the time displayed ethical behavior in the team and most of the time paid attention and listened to peers with respect.	Often did not display ethical behavior in the team and/or did not pay attention to the ideas of peers.

The names of your team members are listed in the first column of the **Scoring Chart**. Use the rubric above to evaluate each team member's contribution and respect in the **Scoring Chart**.

Scoring Chart

Team Members	1. Contribution	2. Respect	Total