

Research and Professional Ethics for the Bio-behavioral Sciences, A502
Syllabus, 2013
BL AB A502

Instructors/ Discussion Leaders

Co-Instructors

Ellen Ketterson, Professor of Biology, Director, NIH Training Grant, Common Themes in Reproductive Diversity (CTRD), ketterso@indiana.edu

Rose Stewart, Director CISAB lab, CISAB, stewarra@indiana.edu

Chris Harshaw, CISAB post-doctoral trainee, CISAB and Psychological and Brain Sciences, charshaw@indiana.edu

Oliver Beckers, CTRD post-doctoral trainee, CTRD and Biology, obeckers@indiana.edu

Tierney Lorenz CTRD post-doctoral trainee, CTRD and Kinsey Institute, lorenzt@indiana.edu

Adam Fudicker, CISAB post-doctoral trainees, CISAB and Biology, afudicka@indiana.edu

Associate Instructors

Jakki Petzold, CTRD pre-doctoral trainee, Biology, jpetzold@indiana.edu

Lauren Rudolph, CTRD pre-doctoral trainee, Psychological and Brain Sciences, lamarudo@uemail.iu.edu

Elizabeth Carlton, CTRD pre-doctoral trainee, Biology, elcarlo@indiana.edu

Meeting time and place

CISAB, 402 N. Park, 1:30-3:45 PM, specified Wednesdays

Class topics

The class will meet for 8 sessions on Wednesdays from 1:30-3:45. One to three individuals from the list of instructors will lead each class. Topics will include...

- 1) Introductory session, ethical decision making, general considerations
- 2) Publishing, reviewing, issues of objectivity & confidentiality; other issues relating to publishing (credit and collegiality)
- 3) Scientific misconduct ("FFP", case studies, procedures, ethical decision making)
- 4) Data access/data ownership/data sharing: whose data are they? Issues relating to data selection, access, maintenance, ownership, and data quality
- 5) Animal and human subjects, animal welfare, animal care, animal rights, laboratory and field animals, regulations and ethical considerations
- 6) Student-advisor relationships
- 7) Conducting research in sensitive or politicized areas e.g., human sexuality, neuroscience/neuroethics, evolution, biotechnology, trans-species gene transfer
- 8) Scientific ethics in the 21st Century, new challenges posed by technology

Expectations of student participants

I feel confident that you are all interested in professional ethics and looking forward to participating, even if you are fulfilling requirements associated with receiving a stipend from the government or a degree. I am looking forward to making this a meaningful experience for all of us. And in my experience it's also fun.

Explicit statements of expectations are the norm in teaching, so here is what I am expecting from you.

1. Attendance. We are scheduled to meet only eight times, and if you are enrolled I expect you to be present each time. If you must be absent, please inform me (Ketterso@Indiana.edu) in advance, or, if that proves impossible, let me know the circumstances after the fact. More than one absence, explained or unexplained, is not acceptable.

2. Preparation. The readings form the basis for discussion, and you should come to class having read the assignments and thought about how they relate to the day's subject.

3. Participation. This will take two forms.

In advance of each session (by 5PM Monday before class), please send a written 'think piece' to the instructors for the session, with a copy to me. What I have in mind is an e-mail, typically a page in length, which will serve to stimulate the exchange of ideas. The nature of the piece may vary from week to week depending on the topic and who is in charge. For example, you might elaborate on one of the readings, describe a personal experience (use this approach sparingly), state a reasoned opinion (ideal), or draw a connection between one week's and another week's readings. Alternatively, you might be given a specific assignment for a session.

One purpose of these pieces is to help the instructors leading the sessions to include the interests and opinions of people in the class in the discussion; another is for you to prepare your minds and to ensure that everyone's ideas contribute to each class. Please plan to prepare pieces that you are proud of.

The other important aspect of participation is speaking in class. This comes more easily to some than to others, but I strongly encourage all of you to contribute in this way. If in the past you have had a tendency to dominate discussions, please edit your thoughts before you speak. If you tend to hang back in discussion, you may be editing too carefully - please take the plunge and offer your views to your classmates. Everyone can improve their ethical judgments by listening and by articulating their arguments.

This should be fun; thanks for joining up.

Dates, 2013

September 4	Introduction and overview – Rudy and Ellen and Oliver
September 18	Publishing – Beckers, Adam
October 2	Misconduct – Rose, Jakki
October 16	Data - Chris, Adam
October 30	Animal and human subjects – Tierney, Rudy
November 13	Student-Advisor – Elizabeth, Rose
November 20	Research in sensitive areas – Tierney, Liz
December 11	Scientific ethics in the 21 st Century – Chris, Jakki

Leading Discussions, *summarized from Brinkley et al. 1999. The Chicago Handbook for Teachers. A Practical Guide to the College Classroom. U of Chicago Press, Chapter 3*

Varieties of Discussion

Discussions are opportunities to actively obtain information, consider arguments, test ideas, and develop skills.

Attributes of successful discussion: everyone participates, the interaction is intense, and people come away with a sense of having learned something.

2 types. One type lead by instructor, Socratic in method, teacher asks, students respond, teacher asks again, discussion ensues, but there is a goal in mind.

Second type is the seminar: instructor present and prepared, but discussion mediated and guided by students. Instructor often poses questions at start of class but there is no predetermined path, works best with 8-15 students.

Goal – active participation by all, multiple points of view, students learn from other students, learn to have and defend a point of view. A good discussion is a very satisfying learning experience.

Starting a discussion

Pose a question, but if it's too large, expect little response. So often best to begin with a specific question or ask students to write a brief response to a question and then share it. Or read a quote, pose a series of questions on the board, make a provocative statement...

Tolerate silence, give people a chance to think. Pose questions with multiple answers so discussion can go in several directions.

Once the semester is launched, students can do the intro themselves; instructors' working in teams is good because it leads to a dry run by the discussion leaders before class.

Sustaining a discussion

Role of instructor: encourage, be aware that your responses are powerful out of proportion to your own sense of your importance, encourage again, rephrase questions, prevent transmission of misinformation without embarrassing anyone, keep it even by encouraging the under-participator and tempering the over-participator.

Again, be aware of your impact, where you stand, who you look at, try leaving the room, etc. The goal is to generate a discussion that is interesting enough and inspires participation by all, so that you are not needed.

Reviving a Flagging Discussion

Have something ready when discussion flags. Return to students' written statements, return to the questions on the board, etc. Remind all of the importance of coming prepared. Ask for a reading from the reading. Say something outrageous. Break up briefly in groups. Have a sense of when to ask questions and when to provide answers.

Ending a Discussion

Just be sure there is an ending. Might be a summary from the discussion leader or from a participant. Might make a connection with earlier topics...or a connection to an upcoming topic.

Miscellaneous

Remind people of goals and responsibilities.
If form groups, the groups should be random or change in composition
Extra forms of stimulation – simulations, debates, outside projects, online searches, etc.

In our case....

Everyone reads assigned documents for every class. All students produce written pieces for each class. People who are auditing do not have to produce written pieces for each class, but I hope they will. Regardless, they should

commit to participating consistently because these discussions go better with trust and that comes with consistency. If audits need a sabbatical, please let instructors know, and then the auditor won't be expected on those days.

We will have one or two discussion leaders per class, self-selected from among the instructors. I will plan to observe, encourage, respond when spoken to, attempt to see that we do not spread misinformation, and occasionally summarize. Individual class instructors may do a mix of Socratic and fostering of discussion. **Please visit and revisit the instructions in Bebeau et al., Moral Reasoning in Scientific Research**, about how to lead and participate in a discussion and provide feedback in discussions of moral reasoning and case studies.