

COLLEGE OF SAINT MARY  
Academic Integrity  
PHL 624/824  
Course Syllabus

**Class Meetings:** 4:30-8:30pm on the following Tuesdays: 1/16, 2/6, 3/6, & 4/5

**Instructor:** Shari M. Prior, PhD  
Office: 351 Walsh Hall  
Office Hours: By Appointment

Office Phone: (402)399-2476  
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**Class Materials/Resources:**

Articles as assigned

Text: *Responsible Conduct of Research, 2<sup>nd</sup> Ed.*, by Shamoo and Resnik, available at the campus bookstore.

**Course Description:** This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of health care resources, and contemporary biomedical dilemmas in organizations of higher education, continuing education, staff development or patient education.

**Prerequisites:** Admission to program; Statistics

**Recommended:** Research Methods

**Student Learning Objectives:**

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

1. Recall general principles of ethical reasoning
2. Apply ethical principles to the research process and to contemporary issues higher education
3. Describe the historical evolution of research ethics
4. Complete institutional review board certification
5. Discuss the Institutional Review Board process.
6. Explore ethical issues of related to teaching in higher education institutions, continuing education, staff development, student/teacher boundaries, or patient education

**Integrative Strands:**

Education

Education of Health Professionals

Research

Member of the Academic Community

**Credit Hours:** 3 Credit Hours

**Declaration of Open Discourse**

In the spirit of intellectual inquiry, College of Saint Mary is committed to the exchange of diverse ideas and viewpoints. In this environment, honest discourse is valued; demeaning remarks are not tolerated. Each member of the campus community is encouraged to:

- ☐ Recognize the basis of her or his own assumptions and perspectives,
- ☐ Acknowledge the assumptions and perspectives of others,
- ☐ Promote understanding and respectful dissent.

## Policy for Academic Honesty

Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and projects when it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

The following procedure will be followed upon discovery of academic dishonesty:

- Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course.
- The instructor will fill out the Academic Dishonesty Form and send a copy to the student and to the student's advisor for inclusion in the student's file.
- Upon receipt of one or more Academic Dishonesty Form for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student's program director.

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

## Student Evaluation and Grading:

In-class contributions (4 meetings @ up to 10 points each)	40
Online contributions (5 assignments @ up to 10 points each)	50
<u>Progressive paper (Initial analysis: 50; Final analysis: 100)</u>	<u>150</u>
TOTAL.....	240

In addition to the graded assignments above, all students must complete the following assignments to pass this class:

- Successful completion of the Human Participant Protections Education for Research Teams certification at <http://phrp.nihtraining.com/users/login.php>; and
- Case study approval

Grading Scale:	100-93%	- A (99-100 A+; 95-98 A; 93-94 A-)
	92-85	- B (91-92 B+; 87-90 B; 85-86 B-)
	84-77	- C (83-84 C+; 79-82 C; 77-78 C-)
	76-70	- D
	≥ 69	- F

## Attendance Policy:

Attendance at scheduled classes and designated, individually arranged appointments with graduate faculty is required. Timelines throughout the semester are to be met. Inability to meet with faculty or meet timelines will affect the final grade.

**Class Discussion**

Students are expected to engage in discussion of content with peers and faculty. The focus will be on philosophical exploration of ethical dilemmas in teaching and research. Students will be expected to justify their positions using methods and concepts from class and outside resources. Participation is expected in both class and online discussions.

**IRB Certificate**

All students are required to successfully complete the Human Participant Protections Education for Research Teams certification at <http://phrp.nihtraining.com/users/login.php>. If you have recently completed a similar training, discuss this with the instructor.

**Special Accommodations**

If you have a certifiable learning or physical disability and require special accommodations, please email the ADA Accommodations Specialist ([ADA@csm.edu](mailto:ADA@csm.edu)), to make an appointment. *Considerable lead-time is required for accommodations, so it is important that your request is received in the Achievement Center ADA office as early in the semester as possible.* Please note: your request will be handled confidentially.

**Technology**

If you have questions regarding Angel or other CSM technology email: [pchelp@csm.edu](mailto:pchelp@csm.edu).

## ***Tentative Course Schedule and Assignments (the course text is abbreviated below as RCR)***

### **1/16 – Meeting I: Introductions & Ethics Review**

- Read *RCR*, Chapters 1&2
- Introductions and expectations
- The nature of philosophy
- Review of moral theories and principles & debunking relativism
- The nature of ethical dilemmas

### **1/16-1/26 – Online discussion I: Dilemmas in Practice**

- New post (***Must be posted by 1/20***): Describe an ethical dilemma you have encountered in your education, your research, or your professional life. Include the following in your description: What factors led to the dilemma? What values/principles were in conflict? What were your ethical considerations when trying to resolve the dilemma?
- Replies: Respond to the posts of *at least* three other students – what other considerations might be helpful in a case like this? What might you do differently and why?

### **1/26-2/5 – Online Discussion II: Issues in Academic Integrity**

Read: Hinman “Academic Integrity and the World Wide Web” and Prior “Case studies in higher education” (both will be posted in Angel)

- New post (***Must be posted by 1/30***): For your original post, you must do at least one of the following (you are free to do both if you want to):
  - A. After reading the article “Academic Integrity and the World Wide Web” by Lawrence Hinman post a reflection on what you take to be the most surprising and/or informative claims made in the article. In your reflection you can include questions you have as a result of your reading and/or ways this article changed the way you think about the issues.
- OR
- B. Choose one of the case studies introduced by Prior and discuss the source of the dilemma (what ethical considerations are in conflict) and your responses to the questions raised.
- Replies: Respond to the posts of at least three other students – Discuss whether you agree or disagree and WHY? Or expand on the considerations raised in the original post.

### **2/6 – Meeting II: What is Academic Integrity?**

- Read: *RCR*, Chapter 4
- Discussion of assigned readings
- Cases in practice – bring examples from your experience, your research, or the *Chronicle of Higher Education* on academic integrity and/or research ethics. Cases will be analyzed and discussed in class.

### **2/6-3/5 – Online discussions III & IV: Issues in Research Ethics**

- Read: *RCR*, Chapters 6, 8 & 9
- Participate in online discussions of **two** of these chapters – you should have at least one original post for each of the chapters you choose to discuss and reply to at least three other posts for each of those chapters. There are separate discussion boards set up for each chapter. You are free to contribute to the discussion in the third chapter as well.
- ***New posts must be posted by 2/16.***

***Case approval: Your initial case description must be approved by the instructor by March 13<sup>th</sup>.***

### **3/6 – Meeting III: Issues in Human Subject Research**

- Read *RCR*, Chapters 12&13
- The (sad) history of research ethics;
- Discussion of text;
- Discussion of case studies;
- ***IRB certification due***

### **3/6-5/1– Online discussion V: Issues of Interest**

- New post: Introduce an issue or question of interest to you. Your posts can be issues or questions related to your case study or they can be issues or articles you have come across that are related academic integrity. Check the RSS feed for on the course homepage if you need ideas.
- Replies: Reply to the posts of at least three other students.

### **4/5 – Meeting IV: Discussion of progressive paper cases**

- Where did your initial analysis lead?
- What have you learned from your research so far?
- ***Progressive Paper parts 1 and 2 due.***

### **5/1 – Progressive Paper, part 3 due**