Course number and title:  26-GNTD-730  Ethics in Research
Graduate Credits:  1
Instructor(s) in-charge: John Lynch, Ph.D.
Course type (underline all that apply):  Lecture  Laboratory  Field Projects
Required or Elective:

Course Schedule:
- Lecture:  __1___ hours per week  _9  __meetings
- Discussion: _____ hours per week _____ sessions
- _____ hours for informal discussion
- Field Work _____ hours per week            _____ hours per survey/project
- Outside Study: _____ hours per week
- Office Hours: __________________

Course Assignments:
- Homework: _____ assignments
- Exams:  _____ midterms / finals
- Reports:  _____ required
- Project _____ required

Grading Policy:
Attendance is taken; student must be present for 8 of the 9 sessions and participate in the discussions to receive “S” grade.

Course Prerequisites:
Graduate standing

Catalog Description:
A nine-week lecture series addressing ethical issues in research including such topics as: human experimentation, animal welfare, conflict of interest and responsible authorship and publication practices.

Textbook and Any Related Course Materials:

Blackboard:
None

Topics Covered:
1. Scientific record keeping  1 class
2. Mentoring  1 class, with small group activities
3. Scientific Integrity  1 class
4. Use of animals in biomedical experimentation  1 class
5. Authorship and peer review  1 class, with small group activities
6. Use of humans in biomedical experimentation  1 class, with small group activities
7. Conflict of interest  1 class
8. Ownership of data and intellectual property  1 class
Course Goals (and Program Outcomes):
At the end of the seminar series, participants will be able to:

1. Argue the importance of integrity in research (J1)
2. Develop effective mentoring styles (J1)
3. Develop responsible data management and record keeping practices (J1)
4. Discuss the ethical basis which guides research with human and animal subjects (J1)
5. Analyze ethical authorship and publication practices (J1)
6. Appreciate the concepts of conflict of interest including conflict of commitment and conflict of time (J1)
7. Understand the concept of intellectual property and how intellectual property is protected (J1)

Evaluation Criteria:
Attendance and participation in the group discussions.

NOTE: The ABET Program outcome is shown as a capital letter; the number designates the program specific outcome.

Relation to Program Educational Objectives:
This is a required course for all Comprehensive Practice majors. The course contributes to the following Program Educational Objectives, as shown:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Fundamental Knowledge</th>
<th>Hygiene Science</th>
<th>Basic Science</th>
<th>Design Skills</th>
<th>Professional Skills</th>
<th>Life-long Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>90%</td>
<td>10%</td>
<td>__%</td>
<td>__%</td>
<td>__%</td>
<td>__%</td>
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</tbody>
</table>

NOTE: EOH faculty define Hygiene Science as all the Knowledge Elements other than the Basic Sciences; Design skills are those necessary to solve real world problems. Professional skills are those that involve teams, management, leadership, written and oral communication, approach to stakeholders and ethics; life-long learning is demonstration of the need for continuing professional development.

Is there a TA? Yes No

Is computer use expected? Yes No

Program outcomes and how they are covered in this course

For each ABET IH Program Outcome (A through L), the EOH Educational Outcomes are shown below. Upon completion of this course, students will have had the opportunity to acquire knowledge (K), skills (S) and attitudes (A) associated with each of the Educational Outcomes, as noted by underlining. Where the educational measurable outcome contributes strongly to the ABET Program Outcome, the K/S/A is shown in upper case; where the contribution is average, the k/s/a is shown in lower case letters. (Note, use the Contribution to Knowledge and Professional Skills estimates above to guide your decision.)

A. Identify agents, factors and stressors generated by and/or associated with defined sources, unit operations and/or processes:

Identify potential health hazards of workplace processes and operations

B. Describe qualitative and quantitative aspects of generation of agents, factors and stressors:

Describe the underlying processes of the generation of hazards in occupational and environmental settings
Describe qualitative and quantitative aspects of hazards associated with specific occupational or environmental sources

C. Understand physiological and/or toxicological interactions of physical, chemical, biological and ergonomic agents, factors and/or stressors with the human body:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Application</th>
<th>K</th>
<th>S</th>
<th>A</th>
<th>k</th>
<th>s</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the relation between exposures and health outcomes</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Compare and contrast the potential for differences in response to hazards due to personal factors among some subjects at risk of exposure and the subsequent need to modify programs and practices</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
</tbody>
</table>

D. Assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Application</th>
<th>K</th>
<th>S</th>
<th>A</th>
<th>k</th>
<th>s</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how to evaluate potential adverse outcomes of chemical or physical exposures, based on similarity of the exposure to documented hazards</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Describe occupational hygiene aspects of emerging technologies</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Describe the basic principles of conducting sampling and analysis for exposure assessment</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Describe the basic principles of evaluating engineering and non-engineering controls to reduce exposure</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Develop and implement an exposure assessment plan to evaluate potential hazards and existing controls</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Gather, manage and analyze quantitative (e.g., measurements of exposure or system performance) and qualitative (e.g., written programs) data to evaluate potential hazards and existing controls in order to reduce risk</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
</tbody>
</table>

E. Calculate, interpret and apply statistical and epidemiological data:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Application</th>
<th>K</th>
<th>S</th>
<th>A</th>
<th>k</th>
<th>s</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply epidemiologic and/or statistical concepts to the interpretation of exposure data</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
</tbody>
</table>

F. Recommend and evaluate engineering, administrative and personal protective equipment controls and/or other interventions to reduce or eliminate hazards:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Application</th>
<th>K</th>
<th>S</th>
<th>A</th>
<th>k</th>
<th>s</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and recommend appropriate methods to reduce exposure (using engineering controls, personal protective equipment or administrative controls), or deficiencies in written programs and policies</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
<tr>
<td>Design work process/practice interventions</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
</tbody>
</table>

G. Demonstrate an understanding of applicable business and managerial practices:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Application</th>
<th>K</th>
<th>S</th>
<th>A</th>
<th>k</th>
<th>s</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce accurate oral and written reports, including descriptions of occupational processes and activities, exposure assessment plans and evaluation of occupational and environmental work settings</td>
<td></td>
<td></td>
<td>K</td>
<td>S</td>
<td>A</td>
<td>k</td>
<td>s</td>
<td>a</td>
</tr>
</tbody>
</table>
Describe approaches to interact with higher-level decision makers in various management structures
Manage resources effectively
Display effective leadership

**H. Interpret and apply applicable occupational and environmental regulations:**
Understand, interpret and apply occupational and environmental regulations
Apply guidelines, standards and laws in interpreting qualitative and quantitative data for exposure assessment for risk characterization

**I. Understand fundamental aspects of safety and environmental health**
Apply the professional code of ethics to a scenario

**J. Attain recognized professional certification**
Explain the importance of ethics in the practice of occupational and environmental hygiene
Understand the need for and resources available for continuing professional development after graduation
Describe the requirements to obtain professional certification

**K. Conduct a research activity resulting in a report that demonstrates mastery of the subject and high level of professional and public communication skills**
Design a research question, develop a plan and conduct research
Communicate effectively with a variety of stakeholders (e.g., labor, management, government, peers, safety and health professionals, allied professionals)
Produce a technical scientific report on research

**L. Demonstrate advanced qualitative and quantitative problem-solving skills**
Function effectively as part of a multidisciplinary team to investigate and propose a solution to an exposure hazard in a workplace

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**COURSE MATERIAL AND AVAILABILITY**

<table>
<thead>
<tr>
<th>Course Goals/outcomes</th>
<th>Students</th>
<th>Instructor(s)</th>
<th>TA</th>
<th>Division</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture notes, assignments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<p>| Lecture notes, assignments | X | X | | | |</p>
<table>
<thead>
<tr>
<th>Feedback Type</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samples of homework and correct answers</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Samples of reports, graded</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Samples of exams and correct answers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course evaluation from students</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructor response/actions to evaluation comments</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Students provide feedback on individual courses through the end-of-class Department and Division evaluation survey instrument. This instrument provides feedback on the course material, organization and presentation, and perceived contribution of the course to the achievement of Program Outcomes. In addition, feedback is received from the continuing, semi-annual Question-feedback process during which students identify Best Learning Experience, Session/presentation that was an endurance test, What would make life as a student better?, If I could do it over, I would…, Opportunities I would like to have but don’t seem to be available, Opportunities I would like more of, Aspects of the program the faculty should consider eliminating, Worst part of the UC program, Best part of the UC program, Other comments. A Ph.D. and M.S. student participate in Division faculty meetings. Exit surveys are conducted by the University and the Division as part of the requirements for graduation. All students are urged to participate fully in each of these activities in order to improve the educational experience.