



RESPONSIBLE CONDUCT OF RESEARCH

Biochemistry 729, Section 8

Fall 2020

- Time:** Friday, 1:20-2:10 pm
- Location:** Remote Blackboard Collaborate Ultra Session (Biochem 729/Sect 8 Canvas course site)
- Lead Instructor:** David Schwartz, Departments of Chemistry and Genetics
dcschwartz@wisc.edu

This is not a formal course on ethics, but instead draws from experts across campus to provide their real-life experiences and insights into responsible conduct of research. The assembled instructors bring to the class a sincere interest in this subject, along with a few resources and some common sense.

The content of the course is designed to cover the 9 points defined by NIH for responsible conduct of research (RCR) training. T32, F30, F31 and F32 trainees should use this course to fulfill the 4th year requirement for their NIH-mandated RCR training. Entering T32, F30 and F31 trainees seeking to fulfill their initial requirement for RCR training are also eligible to enroll.

The course is discussion-based. No lecturing (well, almost no lecturing and no pontificating permitted). As a class, we will discuss issues for which there will often be quite legitimate, but different, perspectives. The most important thing you can do to assure success is to participate, honestly and openly.

The topics for the course will be introduced largely through the use of case studies. Some will be real-life events that triggered a considerable discussion of the issues, but in others, hypothetical but altogether realistic scenarios that draw focus to one or more issues will be considered. The hypothetical studies will come from the textbook (Francis Macrina, *Scientific Integrity: Text and Cases in Responsible Conduct of Research*, ASM Press, 2014, 4th edition). Reading materials will be provided to all enrolled class members. Information on actual events will be provided via Canvas

Requirements? There will be 13 meetings. It is important that you read any assigned materials before coming to class and *that you think about the issues that will be discussed*. This course is graded pass/fail. In order to pass the class, you have to participate in the discussion. Attendance will be recorded in each class, and you will be permitted only one excused absence during the semester.

Toward the end of the semester, you will be asked to work in small groups to create your own hypothetical case study, or select a recent relevant event for analysis within the framework of the class that interests you. Presentations and discussion of your case studies will be scheduled for the last several weeks of the semester, and your presence and participation is required for these sessions as well. Each group will turn in a co-authored 1 page, referenced abstract of their presentation and a final copy of any presentation materials.

On behalf of the instructors, we look forward to meeting you.

BIOCHEMISTRY 729 Section 8
FALL 2020 COURSE SCHEDULE

<i>DATE</i>	<i>TOPIC</i>	<i>INSTRUCTOR</i>
9/4/20	Introduction	David Schwartz (Chemistry, Genetics)
9/11/20	Human subjects/Animals/Stem cells	Mark Burkard (Medicine)
9/18/20	Mentor and Mentee Relationships	Lloyd Smith (Chemistry)
9/25/20	Academia and Industry	David Schwartz (Chemistry, Genetics)
10/2/20	Confidentiality/Peer Review/Intellectual Property	Joshua Coon (Chemistry; Biomol. Chemistry)
10/9/20	Collaboration/Authorship/Publication	Meyer Jackson (Neuroscience)
10/16/20	Data Acquisition and Management	Eric Shusta (Chemical & Biological Engineering)
10/23/20	Personal/Institutional/Societal Responsibilities <i>Case study proposals due for approval</i>	John Pool (Genetics)
10/30/20	Research Misconduct	Megan McClean (Biomedical Engineering)
11/6/20	Case Studies I	Ophelia Venturelli (Biochemistry)
11/13/20	Case Studies II	Matthew Merrins (Medicine, Biomol. Chem.)/ Samuel Butcher (Biochem.)
11/20/20	Case Studies III	Audrey Gasch (Genetics)
12/4/20	Case Studies IV	Alessandro Senes (Biochem)

Credits: 1

How Credit Hours Are Met by the Course

This course includes 15 hours of in-class sessions and at least two hours per week of out-of-class student work. This work includes studying publications and other reading materials associated with the weekly session presenters and discussion leaders as well as extensive preparation time for the Case Study presentations given by the students.

Requisites

Graduate/professional standing

LEARNING OUTCOMES

Students in this course will receive training in responsible conduct of research (RCR) and discuss topics required by NIH as well as additional topics in RCR. The topics include: (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, and (9) the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research.

GRADING

Letter grades are assigned based on participation in classroom discussion (70%), quality of Case Study presentation (30%), and attendance.

Participation

The success of this Responsible Conduct of Research course in achieving the learning outcomes will depend upon our shared responsibility to develop an active and respectful intellectual exchange. As graduate students with shared interests in the responsible conduct of research, you are expected to engage in lively, pointed, and collegial discussion with a focus on the learning goals stated in the learning outcomes.

DISCUSSION SESSIONS: *N/A*

LABORATORY SESSIONS: *N/A*

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Reading Assignments:

Each presenter will assign readings based on their presentation topic.

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK: N/A

HOMEWORK & OTHER ASSIGNMENTS: N/A

COURSE CALENDAR/GRID: TBD

PRIVACY OF STUDENT INFORMATION & DIGITAL TOOLS: TEACHING & LEARNING ANALYTICS & PROCTORING STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES

See information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center).