

Discussions on Scientific Integrity – BMS 700

Fall semester, 1 credit (P/F)

Course Coordinators: Fred L. Minnear and Daniel Vasgird

Time: Tuesdays from 12:00 pm to 1:15 pm; Room: John Jones 2

Text: In library – Francis Macrina, *Scientific Integrity*, 4th Edition

<u>Date</u>	<u>Topic</u>	<u>Faculty</u>
Aug 25	Research Misconduct <i>Philosophy background, ethics and morals, definitions</i>	Vasgird
Sep 1	Intellectual Prop & Data Ownership <i>Ownership, Patents, trademarks, copyright</i>	Dey
Sept 15	Innovation and Entrepreneurship <i>Motivation, Accountability, Transparency –ethical questions around research commercialization</i>	Giersch
Sept 29	Plagiarism <i>Definition, what constitutes</i>	Mathers
Oct 6	Confidentiality with Datasets <i>Use & protection of patient data, accessing health records</i>	Hulsey
Oct 20	Conflict of Interest <i>Financial, time, personnel, students, Federal definitions</i>	J. Edwards
Oct 27	Collaborative Research <i>Where, when, what, how, who</i>	P. Lockman
Nov 10	Human Research Protections <i>Early public health cases</i>	Vasgird
Nov 17	Ethical Issues in Clinical Investigation <i>Institutional Review Board (IRB)</i> <i>Application process; practical issues – review cases</i>	Davis
Dec 1	Animal Research Protections <i>Federal regulations, philosophy</i>	Wimsatt
Dec 8	Authorship & Peer Review <i>Reviewing papers, proposals; publishing and responsibilities</i>	J. Frisbee
	Wrap-up session	Vasgird

Mentee MCA for Self-reflection

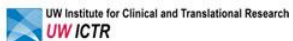
Mentoring Competency Assessment (MCA)

Please Note: This is intended for self-reflection. Your responses will not be captured if you complete this form.

Mentoring Skills

Please rate how skilled you feel your mentor is in each of the following areas: [We understand that you can only speak from your personal experience. Please try to rate a skill whenever possible, reserving the 'not observed' category for cases where you have no basis for assessment].

	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
1. Active listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Providing you constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Establishing a relationship based on trust with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifying and accommodating different communication styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
5. Employing strategies to improve communication with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Coordinating effectively with other mentors with whom you work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Working with you to set clear expectations of the mentoring relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aligning his/her expectations with your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
9. Considering how personal and professional differences may impact expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Working with you to set research goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Helping you develop strategies to meet research goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Accurately estimating your level of scientific knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
13. Accurately estimating your ability to conduct research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Employing strategies to enhance your understanding of the research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Motivating you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Building your confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
17. Stimulating your creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Acknowledging your professional contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Negotiating a path to professional independence with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Taking into account the biases and prejudices s/he brings to your mentor/mentee relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all 1	2	3	Moderately 4	5	6	Extremely 7	Not observed
21. Working effectively with mentees whose personal background is different from his/her own (age, race, gender, class, region, culture, religion, family composition etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Helping you network effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Helping you set career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Helping you balance work with your personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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