New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Law &amp; Policy</td>
<td>Behavioral &amp; Community Sciences</td>
<td>582000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Batsche</td>
<td>974-7196</td>
<td>cbatsche@bcς.usf.edu</td>
</tr>
</tbody>
</table>

2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS</td>
<td>1604</td>
<td>Introduction to Research in Beh. &amp; Com. Sciences</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Is the course title variable?</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a permit required for registration?</td>
<td>N</td>
</tr>
<tr>
<td>Are the credit hours variable?</td>
<td>N</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion (Primarily)</td>
<td>Regular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Intro Research in BC Sciences</td>
</tr>
</tbody>
</table>

**Prerequisites**
none

**Corequisites**
none

**Co-Prerequisites**
none

**Course Description**
Overview of research problems in behavioral & community sciences, research ethics, and the responsible conduct of research. Restricted to students with a major or minor in College of Behavioral & Community Sciences.

3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course will be the first course in the Certificate in Undergraduate Research in Behavioral & Community Sciences. The course will encourage students to consider pursuing research experience as part of their undergraduate education. This course will strengthen the undergraduate program of the university by exposing students to research early in their academic career so they may pursue a systematic set of activities leading to an independent research project in their senior year.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The class will cover three areas: research problems and approaches across eight areas of behavioral and community sciences; research ethics, including the protection of human subjects in research; and the responsible conduct of research. Research ethics
training will lead to IRB certification. The responsible conduct of research will lead to certification as required for all researchers participating in NSF or NIH grant activities. Thus, if students obtain an undergraduate research assistantship with a faculty member conducting research sponsored by NSF or NIH, they will already be certified to assist with the research activity.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

It is anticipated that 15 – 20 students will enroll in this course each year. This number is based on conversations with academic advisors, program directors, and families of first year students participating in Orientation in summer, 2009. This course will enroll students majoring in an undergraduate program in the College of Behavioral & Community Sciences including Criminology, Gerontology, Interpreter Training, Long-Term Care Administration, Social Work, Speech-Language-Hearing Science. The course will also be open to students who are enrolled in BCS minors in American Sign Language, Behavioral Healthcare, Criminology, and Gerontology.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No.

E. How frequently will the course be offered? What is the anticipated enrollment?

Currently, we plan to offer this course in the fall semester each year (once per year). The anticipated enrollment is 15 – 20 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

The instructors must have a terminal degree, be familiar with the research programs in the College of Behavioral & Community Sciences, and have experience with undergraduate research opportunities, such as directed studies, independent research courses, undergraduate research mentorships, or similar experiences.

4. Other Course Information

A. Objectives / Outcomes

Students will be able to: (1) Identify a minimum of eight areas of research in the behavioral and community sciences; (2) Apply general principles of human research ethics such as informed consent, privacy and confidentiality, and voluntary participation to research case studies; (3) Describe three primary principles that guide research ethics with human subjects: autonomy, beneficence, and justice; (4) Describe in writing the importance of research integrity and practices associated with the responsible conduct of research such as research bias and misconduct, responsible authorship, special provisions for vulnerable populations, and other risk factors that could adversely affect the research process.

B. Major Topics

a. Research problems/approaches in behavioral and community sciences b. Research ethics c. Protection of human subjects in research d. Responsible conduct of research

C. Textbooks

At this time, we do not anticipate requiring a textbook. Students will be assigned
selected research articles and articles related to research ethics. These articles will be available electronically through the USF library.

5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
Introduction to Research in Behavioral & Community Sciences

COURSE SYLLABUS

Course Number: MHS 1000 (course number TBD)

Class Time: One day per week (TBD)

Location: TBD

Office Hours: To be determined each semester by instructors

PRINCIPAL INSTRUCTORS:

Catherine Batsche, Ph.D.  Kathleen Moore, Ph.D.
BCS Dean's Office  Department of Mental Health Law & Policy
MHC 1115  MHC 2712
(813) 974-7196  (813) 974-2295
cbatsche@bcs.usf.edu  kamoore@bcs.usf.edu

A. Purpose and Structure of the Course:

Purpose: The purpose of Introduction to Research in Behavioral & Community Sciences is to provide students with: (1) an overview of research problems and processes in the behavioral and community sciences, (2) an understanding of the ethical conduct of research involving human subjects, and (3) an understanding of the processes involved in the responsible conduct of research. This is the first course in the BCS Undergraduate Research Certificate. Areas of specific focus include research in the fields of communication sciences and disorders, criminology, gerontology, social work, mental health and rehabilitation counseling, aging and mental health disparities, child and family studies, mental health law and policy, and behavioral healthcare.

Course Structure: The class will include four components: (1) didactic sessions to acquaint students with research in behavioral and community sciences, research ethics, and research integrity; (2) research rotations in which students will meet with BCS faculty (individual researchers or panels of researchers) to learn about projects and approaches to research in specific areas of behavioral and community sciences; (3) on-line certification in the protection of human subjects in research through completion of an on-line course required by the IRB; and (4) on-line certification in the responsible conduct of research through completion of an on-line course required by NSF and NIH.

Course Objectives: By the conclusion of the class, students will be able to:

(1) Identify a minimum of eight areas of research in the behavioral and community sciences;
(2) Apply general principles of human research ethics such as informed consent, privacy and confidentiality, and voluntary participation to research case studies;
(3) Describe three primary principles that guide research ethics with human subjects: autonomy, beneficence, and justice;
(4) Describe in writing the importance of research integrity and practices associated with the responsible conduct of research such as research bias and misconduct, responsible authorship,
special provisions for vulnerable populations, and other risk factors that could adversely affect the research process.

Readings
Research articles will be assigned to correspond to the research topic being discussed in the research rotation. Students will be assigned selected articles related to research ethics. All articles will be available electronically through the library on line.

B. Other Readings
See Blackboard for other readings.

C. Course Requirements:

1. **Research Review.** Students will complete a three page review of eight of the nine research rotation experiences using the research rotation interview questions as a basis of their review. The interview format will be provided in the first class. The reviews will count for 40% of the course grade.

2. **Human Subjects Protection Certification.** Students will complete the CITI Basic Course in the Protection of Human Subjects in Research and will be required to present a certificate of completion. The web-based training is available at [http://www.citiprogram.org](http://www.citiprogram.org). The completion of the training in the protection of human subjects in research will count for 5% of the course grade.

3. **Responsible Conduct of Research Certification.** Students will complete the CITI course in the Responsible Conduct of Research and will be required to present a certificate of completion. The web-based training is available at [https://www.citiprogram.org/](https://www.citiprogram.org/) The completion of the certification will count for 5% of the course grade.

4. **Class Presentation.** Students will make a 5 - 7 minute presentation on a research area of interest of their choosing. The purpose of this presentation will be to help students to focus their interests on potential research assistantship placements in subsequent semesters. The presentation will count for 10% of the course grade.

5. **Written Research Statement.** Students will prepare a written statement of their research interests based on their research presentation (see #4). This statement will count for 10% of the course grade.

6. **Critiques of Research Presentations.** Students will prepare a written critique of each student’s in-class research presentation using a format provided by the instructors. Completion of the critiques will count for 10% of the course grade.

7. **Attendance/Participation.** Students are expected to attend all classes. Absence from two or more classes will result in a lower grade for the course. Students are expected to read assigned materials for each class and to contribute to a minimum of 80% of class discussions. Attendance and participation will count for 20% of the course grade.
D. Grading Scale.
The plus/minus grading system will be utilized – thus grades may range from A+ to F. The following grades are possible:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 up to 100</td>
</tr>
<tr>
<td>A = Outstanding</td>
<td>93 up to 97</td>
</tr>
<tr>
<td>A-</td>
<td>90 up to 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 up to 90</td>
</tr>
<tr>
<td>B = Good</td>
<td>83 up to 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 up to 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 up to 80</td>
</tr>
<tr>
<td>C = Acceptable</td>
<td>73 up to 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 up to 73</td>
</tr>
<tr>
<td>F = Unacceptable</td>
<td>&lt;70</td>
</tr>
<tr>
<td>I (C, D, F) = Incomplete (see below)</td>
<td>&lt;70 with permission of instructors</td>
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</tbody>
</table>

E. Academic Integrity of Students
Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is unacceptable. Selected examples from the USF policies and procedures regarding academic dishonesty or disruption of academic process are included in this syllabus. The complete set of policies and procedures may be found at:

- Procedures for Alleged Academic Integrity: [http://www.ugs.usf.edu/pdf/cat0910/08acapol.pdf](http://www.ugs.usf.edu/pdf/cat0910/08acapol.pdf)

Students are responsible for adherence to all USF policies and procedures even if they are not specifically printed in this syllabus.

*Plagiarism* is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarifications:
1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

*Fabrication* is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.

*Forgery* is the imitating or counterfeiting of images, documents, signatures, and the like.
Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarifications:
1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
4. Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, mutilation or obstruction of resources so as to deprive others of their use.
5. Obstruction does not include the content of statements or arguments that are germane to a class or other educational activity.

Multiple submissions are the submissions of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification:
1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.
2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarifications:
1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.
**Misconduct in research** is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification:
1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person’s ideas, writing or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
8. Students must abide by the university’s policies on Misconduct in Research where applicable, which can be found in the University’s Policies and Procedures Manual at the General Counsel’s website.

**Misuse of computers** includes unethical or illegal use of the computers of any person, institution or agency in which students are performing part of their academic program.

Clarification:
1. Students may not use the university computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person’s electronic communications.

**Misuse of intellectual property** is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Clarification:
Students may not violate state or federal laws concerning the fair use of copies.

**Punishment for Academic Dishonesty:** The punishment for academic dishonesty depends on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., and “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University. A student who receives an “FF” grade may not use the university’s Grade Forgiveness Policy if the course is subsequently repeated. An “FF” grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student’s registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript with the formal notation: Dismissed for Academic Dishonesty.

**G. Special Facilities and Needs**
Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.
For information regarding qualifications for student disability services through the USF Office of Students with Disabilities Services http://www.asasd.usf.edu/ Contact the SDS Office to arrange academic accommodations and assistance at (813) 974-4309, SVC 1133.

H. Official Suspension of Classes
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, E-Luminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

A. Right to Change Syllabus
Adjustments to the content may be required during the semester. If this is necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on Blackboard. The students are responsible for any such announced changes.

B. Blackboard
Blackboard will be used during the course. All course materials, handouts, and PowerPoint presentations will be posted on Blackboard one week prior to the class during which it was distributed. Students’ grades will also be recorded on Blackboard. Students should check Blackboard regularly given announcements may be used as a mechanism to communicate with the entire class.

C. First Class Meeting Attendance/Dropping the Course/Course Attendance
Students are required to attend the first class meeting of courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor.

To avoid fee liability and academic penalty, the student is responsible for insuring that he/she has dropped or been dropped from all undesired courses by the end of the 5th day of classes.

If students need to miss a class for any reason, they are expected to contact one of the instructors (preferably through e-mail) before the class session (see Section M for absences due to the observation of a major religious observance). More than two absences from class could result in lowering the student grade (see Item D 5).

D. Course Notes and Recording Policy
Students may take notes during lectures/class presentations and may make a tape recording of the lecture/presentation. Such notes and recordings may be used for individual or group study, or for other noncommercial purposes reasonably arising from the student's enrollment. Notes, recordings, handouts and other material provided by the instructor cannot be exchanged or distributed for commercial purposes or for any purpose not related to a student's study or enrollment absent the express written authorization of the instructor. Selling or distributing notes, handouts, etc. without authorization or using
them for any commercial purpose without the express written permission of the USF System and the instructor is a violation of the USF System's Student Code of Conduct.

E. Religious Preference Absence Policy
In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

F. Use of Non-sexist and Professional Language
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association: http://www.apa.udel.edu/apa/publications/texts/non sexist.html

G. Incomplete Grade Policy
An “I” grade indicates incomplete coursework and may be awarded if only a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. USF policy provides for the assigning of I grades combined with the total grade the student currently has attained factoring in zero for the missing work (e.g., “IC” “ID”). Until removed the “I” is not computed in the GPA for the student. The time limit for removing the “I” is to be set by the instructor of the course.
## Course Timeline, Assignments and Due Dates

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Activity</th>
<th>Assignments Due</th>
<th>Topic Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course&lt;br&gt;Overview of Undergraduate Research Certificate&lt;br&gt;Review of syllabus and course requirements&lt;br&gt;Overview of behavioral sciences &amp; community sciences</td>
<td></td>
<td>Batsche &amp; Moore</td>
</tr>
<tr>
<td>2</td>
<td>Ways of knowing&lt;br&gt;Scientific Inquiry&lt;br&gt;The Research Process</td>
<td></td>
<td>Batsche &amp; Moore</td>
</tr>
<tr>
<td>3</td>
<td>Approaches to Research&lt;br&gt;Research Settings: Laboratory to Community&lt;br&gt;Overview of Research Methods: Quantitative, Qualitative, Mixed</td>
<td></td>
<td>Boothroyd</td>
</tr>
<tr>
<td>4</td>
<td>Overview of Research Ethics&lt;br&gt;Protection of Human Subjects in Research</td>
<td>Written summary of 3 research articles using quantitative, qualitative, and mixed method approach in student’s area of interest</td>
<td>Stiles</td>
</tr>
<tr>
<td>5</td>
<td>Research Problems and Approaches in Communication Sciences and Disorders</td>
<td>Human Subjects Protection Certification Due&lt;br&gt;Student reaction paper: Importance of the Protection of Human Subjects in Research</td>
<td>CSD Faculty Member or Research Panel</td>
</tr>
<tr>
<td>6</td>
<td>Research Problems and Approaches in Criminology</td>
<td>Research Review # 1</td>
<td>Criminology Faculty Member or Research Panel</td>
</tr>
<tr>
<td>7</td>
<td>Research Problems and Approaches in Gerontology</td>
<td>Research Review # 2</td>
<td>Aging Studies Faculty Member or Research Panel</td>
</tr>
<tr>
<td>8</td>
<td>Research Problems and Approaches in Social Work</td>
<td>Research Review # 3</td>
<td>Social Work Faculty Member or Research Panel</td>
</tr>
<tr>
<td>9</td>
<td>Responsible Conduct of Research</td>
<td>Research Review # 4</td>
<td>Stiles</td>
</tr>
<tr>
<td>10</td>
<td>Research Problems and Approaches at the Intersection of Mental Health and Law</td>
<td>Responsible Conduct of Research Certification Due</td>
<td>MHLP Faculty Member or Research Panel</td>
</tr>
<tr>
<td>11</td>
<td>Research Problems and Approaches Related to Children’s Mental Health</td>
<td>Research Review # 5</td>
<td>CFS Faculty Member or Research Panel</td>
</tr>
<tr>
<td>10</td>
<td>Research Problems and Approaches in Mental Health &amp; Rehabilitation Counseling</td>
<td>Research Review # 6</td>
<td>MHRC Faculty Member or Research Panel</td>
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<tr>
<td>11</td>
<td>Research Problems and Approaches in Aging and Mental Health Disparities</td>
<td>Research Review # 7</td>
<td>AMHD Faculty Member or Research Panel</td>
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<tr>
<td>12</td>
<td>Research Problems and Approaches with Special Populations</td>
<td>Research Review # 8</td>
<td>Faculty Member or Panel to be selected based on special population(s) of interest</td>
</tr>
<tr>
<td>13</td>
<td>Student Research Presentations</td>
<td>Research Review # 9</td>
<td>Batsche &amp; Moore</td>
</tr>
<tr>
<td>14</td>
<td>Student Research Presentations</td>
<td>Student critiques of research presentations</td>
<td>Batsche &amp; Moore</td>
</tr>
<tr>
<td>15</td>
<td>Student Research Presentations</td>
<td>Student critiques of research presentations</td>
<td>Batsche &amp; Moore</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam&lt;br&gt;The Research Mentorship Experience</td>
<td>Statement of Research Interests for Potential Research Assistantship Placement</td>
<td>Batsche &amp; Moore</td>
</tr>
</tbody>
</table>


Chapter 1: Human Subjects Research: Ethics and Compliance
Chapter 5: Conducting and Terminating Randomized Control Trials
Chapter 6: Ethics in Behavioral and Social Science Research
Chapter 7: When should research with infants, children, and adolescents be permitted?
Chapter 8: Biomedical research in the developing world: ethical issues and dilemmas


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