

# HDFS 515

## Professional and ethical issues in Human Development and Family Studies

Spring, 2016  
Mondays, 2:00 – 3:15  
107 Willard

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**Course description and objectives:**

This course covers ethical and professional issues related to the field of human development and family studies. Students are expected to attend course having read the assigned readings, and ready for engaged discussion. The course will cover both conceptual ideas related to ethics, and practical tools for professional development. By the end of the semester, students should be able to:

1. Describe general ethical principles that guide the professional and scholarly behavior of developmental and social scientists
2. Negotiate ethical and fair research collaborations and collaborative writing projects, including those with mentors
3. Navigate responsible reporting of research and peer review
4. Identify career goals, and/or how to develop career goals, and the tools needed to obtain these goals
5. Write a clear CV, research statement, and professional website
6. Understand the requirements for a strong job talk, interview, and grant proposal (we will not be able to spend enough time on these topics that you will come out fully developed in these areas)
7. Recognize the boundaries, including fuzzy boundaries, of academic freedom

Week	Date	Topic	Content covered	Assignment due today
1	1/11	General ethical principles in research	Course overview/goals Penn State research ethic policies	
2	1/18	NO CLASS MLK DAY		
3	1/25	Ethical data management	Code of ethics Violations of ethical data management Case studies	Get website account
4	2/1	Responsible reporting: GUEST SPEAKER: David Eggebeen	Irresponsible reporting Interpreting/reporting statistical significance Preregistration of hypotheses	

Week	Date	Topic	Content covered	Assignment due today
			Defamation	
5	2/8	Mentoring, authorship, and collaboration	Mentoring relationships Determining authorship	
6	2/12	Publishing	Writing/preparing manuscript Choosing a journal Review process	
7	2/22	How to write a peer review	Elements of good manuscript review Responding to manuscript reviews	Draft of website
8	2/29	Ethical issues in publishing & peer review	Plagiarizing (briefly) Self-plagiarizing Image usage Responsible peer review	Job posting summaries
9	3/7	NO CLASS SPRING BREAK		
10	3/14	Career planning & 5 year plan	To post doc? Should you go into academia? Alt-ac careers Informational interviews 5 year plans	Manuscript review
11	3/21	CV and statements	Formatting your CV How to build your CV How to keep your CV up to date Academic CVs vs. resumes Statements: types and content	
12	3/28	Interviews	Skype & phone interviews On-campus interviews Alt-ac interviews	Draft of CV
13	4/4	Job talks	The job talk: do's and don'ts	Job talk summaries
14	4/11	Grant writing	Identifying funding sources Planning/timeline Types of grants Writing proposals	
15	4/18	Academic freedom	What is and isn't covered by academic freedom?	Revised CV
16	4/25	TBD/extra topic		Final website

**Required text:** Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph.D. into a job*. New York: Three Rivers Press.

I highly recommend reading this book cover to cover, even though I won't assign every chapter. There also will be a number of journal articles and online articles that should be available for free online or through Penn State libraries.

Assignment	Points	Learning objective(s)
Discussion	25	Critically evaluate ethical and professional issues in HDFFS. Demonstrate understanding and knowledge through oral communication.
Job posting summaries	10	Find and identify job postings. Plan your grad school time based on these long term goals.
Manuscript review	20	Practice critically evaluating others' research.
CV	15	Organize your professional information. Identify strengths/weaknesses/areas for growth.
Job talk summaries	10	Identify strengths and weaknesses in job talks.
Website	20	Manage your self-presentation online.

### Course requirements:

1. **Attendance/discussion:** Students should attend class regularly, and be active participants in class. Class participation involves coming prepared, asking thoughtful questions, contributing to other students' ideas, and being respectful of classmates.
2. **Website:** Create a professional website. It could be in any platform, including through Penn State, weebly, or blogspot. Send me a link to your website. It does not have to be super fancy, but should meet the following goals:
  - a. Describe yourself in narrative form
  - b. Summarize your work, much as you would on a CV (or include your CV)
  - c. Include links to relevant other websites
  - d. You are also welcome to, though not required, to include other elements, such as a blog, photos... be creative.
3. **Job postings:** Find 2 or more job listings that you think might fit your career goal. Email a document (about 1 page) that includes: link to postings, why these jobs appeal to you, and what you plan to do between now and graduation to make yourself marketable for these jobs.
4. **Manuscript review:** In addition to writing papers, researchers are involved in the publication process as reviewers, providing constructive feedback and evaluation to other authors. For this course, you will review a manuscript that was submitted for publication. You will receive the version that was originally submitted, before it received reviews or was edited. Submit a brief (about 2 pages) review of the manuscript by email attachment.
5. **CV:** Write a CV. There will be examples on Angel. Submit it by email attachment, receive feedback, and submit a revision.
6. **Job talk summaries.** Attend two job talks during the semester (or last semester). I will forward you opportunities when they arise. It could be from other departments, as our search this year mostly occurred in the fall. You also could choose to view the videotaped versions of prior HDFFS job talks. Within one week of attending the talk, submit by email attachment a brief (about 2 pages, double spaced) paper that:
  - a. Identifies the two speakers, dates, and titles (can be in the heading)
  - b. Compares the relative strengths and weaknesses of the presentations
  - c. Answers the questions: What did you learn from these 2 talks about what you should and shouldn't do in job talks?

\*Feel free to refer to points from assigned readings on job talks!

## 1/11: General ethical principles in research

### [Penn State policies](#)

## 1/25: Ethical data management

[American Psychological Association](#). (2010). *Ethical principles for psychologists and code of conduct*. Retrieved from [www.apa.org](http://www.apa.org).

Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PLoS One*, 4(5), 1-11.

*List below: each student will choose/be assigned his/her own case study.*

[Bhattacharjee](#), Y. (2013, April 26). The mind of a con man. *New York Times*. Retrieved from <http://www.nytimes.com>. (Diederik Stapel).

[Carey](#), B., & Belluck, P. (2015, May 25). Doubts about study of gay canvassers rattle the field. *New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com). (Michael LaCour)

[The Economist](#). (2011, September 10). An array of errors. *The Economist*. Retrieved from [www.economist.com](http://www.economist.com). (Anil Potti & Joseph Nevins)

[Enserink](#), M. (2012, June 25). Rotterdam marketing psychologist resigns after university investigates his data. *Science Insider*. Retrieved from [www.sciencemag.org](http://www.sciencemag.org) (Dirk Smeesters)

[Goel](#), V. (2014, August 12). As data overflows online, researchers grapple with ethics. *New York Times*. Retrieved from <http://www.nytimes.com>. (Facebook manipulation study).

[Goldberg](#), C., & Allen, S. (2005). Researcher admits fraud in grant data. *Boston Globe*. Retrieved from [www.boston.com](http://www.boston.com). (Eric Poehlman)

[Harding](#), L. (2005, February 18). History of modern man unravels as German scholar exposed as fraud. *The Guardian*. Retrieved from [www.theguardian.com](http://www.theguardian.com). (Reiner Protsch von Zieten).

[NewYorkTimes.com](#) (2006, January 10). Researcher faked evidence of human cloning, Koreans report. *New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com). (Hwang Woo-Suk)

[Wade](#), N. (August 27, 2010), "Harvard researcher may have fabricated data," *New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com). (March Hauser)

## 2/1: Responsible reporting

[Burrus](#), T. (2014, August 14). Hopefully Dr. Michael E. Mann doesn't sue me for this column. *Forbes*. Retrieved from [www.forbes.com](http://www.forbes.com).

[Davila](#), J. (2011). *The Facebook depression controversy*. Retrieved from [you.stonybrook.edu](http://you.stonybrook.edu).

[Chambers](#), C. (2014, May 20). Psychology's "registration revolution". *The Guardian*. Retrieved from [www.theguardian.com](http://www.theguardian.com).

[Gelman](#), A. & Loken, E. (2014). The Statistical crisis in science. *American Scientist*, 102, 460. (Also see this blog post: <http://andrewgelman.com/2014/05/31/jessica-tracy-alec-beall-authors-fertile-women-wear-pink-study-comment-qarden-forking-paths-paper-comment-comments/>)

[Gelman](#), A., & Stern, H. (2006). The difference between “significant” and “not significant” is not itself statistically significant. *The American Statistician*, 60, 328-331.

John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. *Psychological Science*, 23, 524-532.

## **2/8: Mentoring, authorship, & collaboration**

Kelsky, TPII: chapters 55 & 56

[American](#) Psychological Association Science Student Council. (2006). *A graduate student's guide to determining authorship credit and authorship order*. Retrieved from www.apa.org.

[American](#) Psychological Association Centering on Mentoring 2006 Presidential Task Force. (2006). *Introduction to mentoring: A guide for mentors and mentees*. Retrieved from www.apa.org.

[Authorship checklist](#), based on: Winston, Jr., R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518.

[Fine](#), M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

## **2/12: Publishing**

[Preacher](#), K. J. (2003). Publishing in graduate school: Tips for new graduate students. *APS Observer*, 16. Retrieved from psychologicalscience.org.

White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*, 67, 791-798.

## **2/22: How to write a peer review**

[Bengston](#), V. L., & MacDermid, S. M. How to review a journal article: Suggestions for first-time reviewers and reminders for seasoned experts. Retrieved from www.ncfr.org.

[Cormode](#), G. (2008). How not to review a paper: The tools and techniques of the adversarial reviewer. *SIGMOD Record*, 37, 100-104.

APA reviewer guidelines (and related documents). Available on Angel.

Sample manuscript & review (on Angel)

## **2/29: Ethical issues in publishing and peer review**

[Barbash](#), F. (2015, March 27). Major publisher retracts 43 scientific papers amid wider fake peer-review scandal. *The Washington Post*. Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com).

[Creutz](#), R. (2010, December 1). Self-plagiarism: Is it really plagiarism? Retrieved from [www.ithenticate.com](http://www.ithenticate.com).

[Gelman](#), A. (2011, April 22). *Arrow's other theorem*. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com).

[Lederman](#), D., & Zirkel, P. A. (2010, December 3). A study of self-plagiarism. *Inside Higher Ed*. Retrieved from [www.insiderhighered.com](http://www.insiderhighered.com).

[Rockwell](#), S. (2005). *Ethics of peer review: A guide for manuscript reviewers*. Retrieved from <http://ori.hhs.gov>.

*List below: each student will choose/be assigned his/her own case study.*

[Barnes](#), F. (2012, January 4). Stephen Ambrose, copycat. *Weekly Standard*. Retrieved from [www.weeklystandard.com](http://www.weeklystandard.com). (Stephen Ambrose)

[Flaherty](#), C. (2014, April 25). In her own words. *Inside Higher Ed*. Retrieved from [www.insidehighered.com](http://www.insidehighered.com). (Vanessa Ryan)

[Gelman](#), A. (2011, September 19). Another Wegman plagiarism copying-without-attribution, and further discussion of why scientists cheat. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com). (Ed Wegman)

[Gelman](#), A. (2014, March 5). Plagiarism, Arizona Style. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com). (Matthew Whitaker)

[Hemel](#), D. J., & Schuker, L. A. E. (2004, September 27). Prof admits to misusing source. *Harvard Crimson*. Retrieved from [www.thecrimson.com](http://www.thecrimson.com).

[Leo](#), G. (2014, November 13). University of Regina prof investigated for allegedly plagiarizing student's work. *CBC News*. Retrieved from [www.cbc.ca](http://www.cbc.ca). (Shahid Azam & Arjun Paul).

[Levingston](#), S. (2013, March 19). Jane Goodall's 'Seeds of Hope' contains borrowed passages without attribution. *The Washington Post*. Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com). (Jane Goodall)

[Munroe](#), M. (2012, September 11). Top Canadian scientist and award-winning student caught in "blatant plagiarism" of text. *National Post*. Retrieved from [www.nationalpost.com](http://www.nationalpost.com). (Dongqing Li & Yasaman Daghighi).

[Schmidt](#), P. (2014, August 21). UNLV professor is investigated for career-spanning plagiarism. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com). (Mustapha Marrouchi).

<b>3/14: Career planning and 5 year plan</b>
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Kelsky, TPII: chapters 6-8, 10, 14-19, 59-61

[Shives](#), K. (2014, January 30). The informational interview. *Inside Higher Ed*. Retrieved from [www.insidehighered.com](http://www.insidehighered.com).

[Thompson](#), P. (2014, October 13). *What is an "academic profile"?* Retrieved from [222.patthomson.net](http://222.patthomson.net).

[Valla](#), J. M. (2010, September 10). Getting hired: Publications, post docs, and the path to professorship. *Psychological Science Observer*, 23. Retrieved from [www.psychologicalscience.org](http://www.psychologicalscience.org).

[Wood](#), L. M. (2014, January 6). The Ph.D.'s guide to a non-faculty job search. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

For many other readings on alt-academic careers, try here (not required):

<http://theprofessorisin.com/category/post-ac-help/>

### 3/21: CVs & statements

Kelsky, TPII: chapters 22-28, 62

[Eyler](#), J. R. (2012, April 4). The rhetoric of the CV. *The Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Houston](#), N. (2010, September 14). Creating and maintaining your CV. *The Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[McGlynn](#), T. (2014, January 24). Getting the emphasis right. *Inside Higher Ed*. Retrieved from [insidehighered.com](http://insidehighered.com).

### 3/28: Job interviews

Kelsky, TPII: chapters 30-33, 37, 39

[Fennig](#), D. (2013, June 7). Mastering Skype. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Fleming](#), S. A. (2013, April 29). Interview questions. *Inside Higher Ed*. Retrieved from [insidehighered.com](http://insidehighered.com).

[Hall](#), D. E. (2003, May 28). Interviewing at a teaching focused university. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Langer](#), J. (2015, February 9). The question is not the question, post-ac version – Langer. *The Professor Is In*. Retrieved from [www.theprofessorisin.com](http://www.theprofessorisin.com).

[Potter](#), C. (2010, November 28). The job market is a lot like the PBS NewsHour, and other advice for Skype interviews. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Vaillancourt](#), A. M. (2012, October 5). Asking the right questions. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Winzenberg](#), S. (2011, March 2). How Skype is changing the interview process. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

#### 4/4: Job talks

Kelsky, TPII: chapter 34

[Dean Dad](#). (2008, December 21). Ask the administrator: What makes a good job talk? *Inside Higher Ed*. Retrieved from [insidehighered.com](http://insidehighered.com).

#### 4/11: Grant writing

Kelsky, TPII: chapters 51 & 52

Also, see PowerPoint slides on NIH funding in Angel.

If you didn't attend Linda Collin's grant writing workshop, I highly recommend viewing it [here](#), but I'm not requiring it, because it is almost 2 hours.

#### 4/18: Academic freedom

[Bilefsky](#), B. (2015, June 11). Women respond to Nobel Laureate's 'Trouble with girls.' *The New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com).

[Fish](#), S. (2007). Advocacy and teaching. *New York Times*. March 24, 2007. Retrieved from [www.nytimes.com](http://www.nytimes.com).

[Fish](#), S. (2009, February 8). The two languages of academic freedom. *The New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com).

[Jaschik](#), S. (2013, April 15). The video and the context. *Inside Higher Ed*. Retrieved from [www.insiderhighered.com](http://www.insiderhighered.com).

[Jesse](#), D. (2014, December 18). U-M regent blasts prof who wrote "I hate Republicans." *Detroit Free Press*. Retrieved from [www.freep.com](http://www.freep.com).

[Penn](#) State Policy Manual: Policy HR64 Academic Freedom.

#### Other resources:

These are topics we won't cover directly during class, but that you may find useful, either for a particular assignment (e.g., creating website), or more generally.

- **Ethical topics covered elsewhere that you are expected to know:**
  - Ethical treatment of human subjects (covered in orientation and CITI IRB training)
  - Plagiarism (covered at orientation and in Indiana plagiarism training)
- **Managing your online presence**
  - [Posner](#), M. (2011, February 14). Creating your web presence: A primer for academics. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).



- [Sayers, J.](#) (2011, September 8). Do you need your own website while on the job market?
- **Sample websites of students and faculty:**
  - <http://www.meganmaas.com/>
  - <http://www.alidoub.com/>
  - <http://nicoledepasquale.weebly.com/>
  - <http://davidmlydon.weebly.com/>
  - <http://brandonmcdaniel.blogspot.com/>
  - <http://gregfosco.weebly.com/>
  - <http://www.lehmiller.com/>
  - <http://www.drkarenblair.com/>
  - <http://lisa-wade.com/>
- **Sample websites of alt-ac alumni**
  - <http://www.jenniferltanner.com/>
  - <http://www.sabradley.com/>
  - [http://www.deborahemkin.com/Deborah\\_Temkin/Deborah\\_Temkin.html](http://www.deborahemkin.com/Deborah_Temkin/Deborah_Temkin.html)
- **Service:** <http://chronicle.com/article/At-Your-Service/64402/>
- **Getting reference letters:** <http://chronicle.com/article/Getting-Great-Letters-of/45570/>
- **International job search:** <http://chronicle.com/article/Conducting-the-International/127553/>
- **Time management/fitting in writing:**
  - <http://www.evalefkowitz.com/prof-dev-blog/join-the-2014-writing-challenge> (don't need to read the post, but the links in it are helpful)
  - <http://www.evalefkowitz.com/prof-dev-blog/increase-your-productivity-give-yourself-a-break>
- **Consulting:** [Rubin, D. R.](#) (2002). The ethics of consulting for the tobacco industry. *Statistical methods in medical research*, 11, 373-380.
- **Negotiations:** <https://tenureshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/> (also section in TPII)

### **University Statement of Academic Integrity (Policy 49-20)**

The College's overview of academic integrity issues:  
<http://www.hhdev.psu.edu/policies/academicintegrity/>

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

### **Violations of Academic Integrity Policy**

Violations of the University's Academic Integrity Policy include the following:

**Cheating:** using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

**Copying on tests:** looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

**Plagiarism:** fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

**Tampering with work:** changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work

**Acts of aiding and abetting:** Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

**Unauthorized possession:** Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission

**Submitting previous work:** Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

**Ghosting or misrepresenting:** Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place

**Altering exams:** Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

**Computer theft:** Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

### **Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services (ODS), located at 116 Boucke Building at 1-814-863-1807 (V/TTY). For further information regarding ODS, please visit their web site at [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

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**NOTE: This syllabus is a working document and is subject to change. If changes are made, you will receive notice via ANGEL email. Students are responsible for noting any changes.**