

Ethics in Clinical and Population Health Research (M19-505)

Spring 2022 (1/18/22 – 4/11/2022)

Mondays, 12:30 to 1:30pm

Location: Zoom

INSTRUCTORS

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OFFICE HOURS

By appointment

PREREQUISITES

None

TARGET AUDIENCE

Clinicians, clinicians-in-training, and postdoctoral researchers who are planning to conduct research in clinical or population health.

COURSE DESCRIPTION & OBJECTIVES

This course will expose population and clinical health researchers to some of the ethical issues, challenges, and situations encountered in their research, with a focus on devising solutions. It will also familiarize them with principles of responsible conduct of research and available ethics and compliance resources. Case studies from the media will supplement discussion on topics such as informed consent and human subjects research, responsible conduct of research and allegations of misconduct, research with vulnerable populations, data management and presentation, publications and peer review, collaboration and sharing data, societal impact of research, and mentee-mentor relationships. Students who attend eight course sessions will fulfil the National Institutes of Health requirements for training in responsible conduct of research.

This class is a seminar that will be held synchronously using Zoom. This class is not based on lectures. Instead, it is based on discussion, and thus relies on full participation from all students. Students must come to each session prepared to be active, thoughtful, and energetic participants. This requires thoughtful and careful reading of assigned course materials prior to each class session. Additionally, the class covers timely research ethics issues in the media, to demonstrate how common ethical concerns arise. Students will be responsible for identifying these issues and discussing them in class.

COMPETENCIES

- Understand WUSM and NIH policies regarding the responsible conduct of research;
- Recognize ethical issues and situations encountered in your profession;
- Identify resources for handling ethical dilemmas in clinical and public health research;

- Recognize professional norms and ethical principles and how they apply to scientific research activities

GRADING

Your grade will be based on 64 points.

- Class participation: 24 points
- Media leads: 20 points (2 sessions @ 10 points each)
- Media discussants: 20 points (2 sessions @ 10 points each)

Grading Scale

A: 58-64 points; B: 51-57 points; C: 45-50 points

Canvas

We will use Canvas to manage our class, access assignment instructions and media articles, and post course-related questions. Canvas can be accessed at <https://mycanvas.wustl.edu/>. Log in to the **Wash U MyCanvas** version (**NOT** the MD program version) with your WUSTLKey and the class should appear on the homepage.

- All updates and reminders will be posted on Canvas.
- Lecture notes and additional readings and assignment instructions will be posted on Canvas throughout the semester.

We may utilize the Discussion threads for general questions related to lectures and assignments. Students should post all general questions that may be relevant to others in class to the Discussion thread. Student-specific questions (e.g. related to a grade or exam conflict) should be emailed directly to the instructors. Students are encouraged to post materials related to class (e.g. link to a news story) on Canvas for the rest of the class to access.

ATTENDANCE AND PARTICIPATION

We recognize that we are holding this course in a pandemic. The course will be held synchronously and will not be recorded to maintain confidentiality about the ethical issues disclosed and discussed. If you anticipate issues with attendance, deadlines, or completion of assignments, please discuss these with the instructors **as soon as possible**. Email is the best way to contact the instructors. Emails will be answered by one of the two instructors within two business days with the exception of weekends and holidays.

- **Class attendance and participation are part of your grade.** More than two absences from class may result in a lowered grade.
- **Readings assigned for each class should be read ahead of the class.** Students should be prepared to discuss the material from readings and relate the readings to case studies and their own research experiences (past, present, and imagined future).
- ***Students who attend fewer than 8 Zoom sessions without creating an alternate plan with the instructors will not be certified as having completed the NIH responsible conduct of research requirements.***

ASSIGNMENTS & DUE DATES

Class participation (24 points): The participation portion of the course grade is based upon regular and timely attendance, as well as active, meaningful contributions to class discussion. Students are expected to read the required readings even when not presenting. Participation points are earned by being an ***active and thoughtful contributor*** to class discussions in break out group discussions and in the larger group discussion. Note that using the chat box in the larger group discussion is encouraged and offers an opportunity to ask questions or get your thoughts heard given the short amount of time we are together.

Class format: The class format will be a mixture of full group and break out room discussions. We will utilize break out rooms for the discussion of the news media cases. Instructors will assign all students to a **Media Team** that they will regularly meet with during the class in a break out room. Each team will have one **Media Lead** and one **Media Discussant** for each class session.

Media Lead (20 points) in Break Out Room: You will be required to serve as media lead **two times** during the semester. You will be responsible for choosing the news reports, which should be real cases reported in news outlets. The news report should be brief and focus on research ethics topic we are covering during the week you lead. The media lead grade is based on the extent to which the lead selects a relevant news report for the week's topic and comes prepared to lead the discussion, as evidenced by level of preparation, and, critically, *incorporation of the week's readings*. **Please circulate the report you choose to your Media discussion team no later than the Thursday before the class in which you are assigned to present.**

Media Discussant (20 points) in Break Out Room and for Full Group: You will be required to serve as discussant **two times** during the semester. The role of discussant is to support the media lead, to document the discussion in a Google doc provided by the instructors, and to ensure that the discussion stays on track and *incorporates the week's readings*. In addition to speaking, we encourage students to use the chat box to ensure that their questions and responses are heard. The media discussant will report back to the full class on the discussion and the major take home messages. **This report back is not a summary of the article but a critical reporting on the article as it relates to the course topic and readings.**

Note: The number of times each class member will serve as Media Lead or Media Discussant is subject to change depending on course enrolment. The instructors may also need to adjust the assignment to fit the realities we face during the semester, given the on-line format and the pandemic context.

POLICY ON LATE ASSIGNMENTS

This is a synchronous class, and the class discussions depend on the **Media Lead**. Please support your classmates by selecting a news report and circulating it to your team and the instructors no later than the Thursday before the class session. We will not deduct points for late assignments this semester because we understand that the pandemic and what students must deal with because of the pandemic is unpredictable, but we encourage students to be respectful of each other's schedules and turn in the news report on time.

We ask that students maintain open communication with the instructors about their needs. Media team members may also swap dates for presenting as Media Lead and Media Discussant without penalty, *if agreed upon by team members and if the instructors are notified.*

Week	Date	Topic	Readings
Class 1	Jan 24	Introduction to course and the responsible conduct of research (Hunleth and Waters)	<p>General References and Useful Web Pages:</p> <ul style="list-style-type: none"> ✓ “Fostering integrity in Research” National Academies of Sciences, Engineering, and Medicine https://www.nap.edu/catalog/21896/fostering-integrity-in-research ✓ Hastings Center http://www.thehastingscenter.org/ ✓ “On Being a Scientist: Responsible Conduct in Research” National Academy of Sciences Committee on Science, Engineering and Public Policy https://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in ✓ <i>Dear Labby</i>, a monthly advice column in the American Society of Cell Biology newsletter, deals with practical issues in the science and career advancement. http://www.ascb.org/dear-labby-archive/ <p>Other Ethics Resources and Sources for Finding Case Studies:</p> <ul style="list-style-type: none"> ✓ NIH Office of Research Integrity https://ori.hhs.gov/general-resources-0 ✓ https://ori.hhs.gov/research-misconduct-0 ✓ https://ori.hhs.gov/newsletters ✓ NIH Office of the Director https://www.nih.gov/institutes-nih/nih-office-director ✓ Online Ethics Center for Engineering and Science at Case Western Reserve University http://onlineethics.org/ <p>Also: Science Magazine (http://www.sciencemag.org/) and the Chronicle of Higher Education (www.chronicle.com) regularly publish commentaries and stories relevant to the responsible conduct of research.</p>
			<p>Required:</p> <ol style="list-style-type: none"> 1. University policy. [skim] Research Integrity Policy for Washington University https://research.wustl.edu/washington-university-research-integrity-policy/ 2. NIH on misconduct. [skim] Brief NIH definition of misconduct and federal process for handling allegations https://grants.nih.gov/grants/research_integrity/research_misconduct.htm 3. Addressing research misconduct. [read] National Academies, Fostering Integrity in Research. Addressing Research Misconduct and Detrimental Research Practices: Current Knowledge and Issues https://www.ncbi.nlm.nih.gov/books/NBK475962/ 4. Practices that build good research behavior. [read] Gunsalus & Robinson. Nine Pitfalls of Research Misconduct. <i>Nature</i>.
Class 2	Jan 31	Research misconduct and policies for handling misconduct (Hunleth)	

<https://www.nature.com/articles/d41586-018-05145-6>

Recommended Resources:

- **Handling misconduct.** Official Federal Policy on Misconduct and Handling of allegations
https://ori.hhs.gov/sites/default/files/42_cfr_parts_50_and_93_2005.pdf
- **Handling misconduct.** NIH Office of Research Integrity, on handling misconduct. <https://ori.hhs.gov/handling-misconduct>

Required:

1. **Practical data acquisition and management guidelines.** [read] Knatterud GL. Management and conduct of randomized controlled trials. *Epimiol Rev* 2002; 24(1): 12-25.
<https://www.ncbi.nlm.nih.gov/pubmed/12119852>
2. **NIH data sharing guidelines.** [mix of reading and skimming]
 - Elements of an NIH data management and sharing plan [read] <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-21-014.html>
 - Allowable costs for data management and sharing [skim] <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-21-015.html>
 - Selecting a repository for data resulting from NIH-supported research [skim] <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-21-016.html>
3. **Data Management Plan Tool.** [explore] University of California. <https://dmptool.org/> - click “log in”, then “option 1”, then type “Washington University” and select it from the dropdown list. Click “create plan” and then tick the three boxes for “mock project for testing, practice, or educational purposes” and then “create plan.” Review the content under each of the tabs “project details,” “plan overview,” etc. to see what information is required. You can also type in placeholder information in each section (e.g., “Test”) to see what it looks like when put all together.

Optional Readings and Recommended Resources:

- **Open data.** Schiermeier Q. For the record: Making project data freely available is vital for open science. *Nature* 2018; 555:403-405.
<https://www.nature.com/magazine-assets/d41586-018-03071-1/d41586-018-03071-1.pdf>
- **Misadventures in data acquisition.** Christian MC, McCabe M, Korn E, Abrams J, Kaplan R, & Friedman M. The NCI Audit of the National Surgical Breast and Bowel Project Protocol B-06. *NEJM* 1995; 333:1469-1475.
<http://www.nejm.org/doi/full/10.1056/NEJM199511303332206#t=articleBackground>
- Knatterud, Rockhold, et al. Guidelines for quality assurance in multi-center trials: a position paper. *Control Clin Trials* 1998; 19(5): 477-493.
<https://www.ncbi.nlm.nih.gov/pubmed/9741868>

Class 3 Feb 7 Data acquisition, management, and sharing (Waters)

Required:

1. **Data exploration and interpretation.** [read] Wigboldus et al. Encourage playing with data and discourage questionable reporting practices. *Psychometrika* 2016; 81(1):27-32.

Class 4 Feb 14 Data exploration, interpretation, and presentation (Waters)

<https://www.ncbi.nlm.nih.gov/pubmed/25820979>

2. **Precision of reporting.** [read] Wilcox. On Precision. *Epidemiology* 2004; 15(1):1. <http://www.ncbi.nlm.nih.gov/pubmed/14712138>
3. **Image manipulation.** [read] Avoiding image fraud: 7 rules for editing images. <https://www.aje.com/en/arc/avoiding-image-fraud-7-rules-editing-images/>

Optional Readings and Recommended Resources:

- **National Institutes of Health.** ClinicalTrials.gov Protocol Registration Data Element Definitions for Interventional and Observational Studies. <https://prsinfo.clinicaltrials.gov/definitions.html>.
- Open Science Framework <https://osf.io/>
- Foster Open Sciences <https://www.fosteropenscience.eu/resources>
- NIH Principles and Guidelines for Reporting Preclinical Research. <https://www.nih.gov/research-training/rigor-reproducibility/principles-guidelines-reporting-preclinical-research>
- **Appropriate use of causal language.** Zweig. Does the Language Fit the Evidence? <http://www.healthnewsreview.org/toolkit/tips-for-understanding-studies/does-the-language-fit-the-evidence-association-versus-causation/>
- **Preregistration of research methods and analytic plan.** Nosek et al. The Preregistration Revolution. *PNAS* 2018; 115(11): 2600-2606. <http://www.pnas.org/content/pnas/115/11/2600.full.pdf>

Required:

1. **Team science.** [read] Bennett & Gadlin. Collaboration and Team Science: From Theory to Practice. *Journal of Investigative Medicine*; 60(5): 768-775. <https://ijm.bmj.com/content/ijm/60/5/768.full.pdf>
2. **Collaboration.** [listen; also for Class 9] McLaren. Drama-Free Collaborations: How to Develop and Sustain Healthy Partnerships with Co-Authors. NCFDD [[join NCFDD using wustl membership](#)] <https://www.facultydiversity.org/webinars/healthy-collaboration>
3. **NIH list of data sharing policies** – [skim the table to gain understanding of the scope of the issue.] https://www.nlm.nih.gov/NIHbmic/nih_data_sharing_policies.html

Recommended Resources:

- **WU policy.** Washington University Policy on Intellectual Property <https://wustl.edu/about/compliance-policies/intellectual-property-research-policies/intellectual-property/>
- **Collaboration and working in teams:** <https://www.cancer.gov/about-nci/organization/crs/research-initiatives/team-science-field-guide/collaboration-team-science-guide.pdf>
- **Building Successful Research Teams.** <https://www.facultydiversity.org/webinars/researchteams>

Required Reading

1. **Wash U policy.** [skim] Individual (Research) Conflicts of Interest Policy <https://research.wustl.edu/research-conflicts-interest-policy-guidelines/>
2. **Industry payments.** [read] About half of physician directors of cancer centers receive industry payments. Carr et al. *JAMA Intern Med.* 2019;179(11):1595–1597.
3. <https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/2>

Class 5 Feb 21 Collaboration, data ownership, and resource sharing (Hunleth)

Class 6 Feb 28 Conflicts of interest – personal, professional, financial (Waters)

[740204?widget=personalizedcontent&previousarticle=2770816](#)

4. **Reporting COIs.** [read] Mole B. Top cancer expert forgot to mention \$3.5M industry ties – he just resigned. *Ars Technica*.
<https://arstechnica.com/science/2018/09/top-cancer-expert-forgot-to-mention-3-5m-industry-ties-he-just-resigned/>
5. **How funders affect research result reporting.** [skim] Lundh & Bero. The Ties that Bind. *BMJ*. 2017; 356:j176.
<https://www.bmj.com/content/356/bmj.j176.long>

Optional Readings and Recommended Resources:

- NIH Conflict of Interest Information Page.
<http://grants2.nih.gov/grants/policy/coi/index.htm>
- American Association of Universities. Task Force on Research Accountability. Report on Individual and Institutional Conflict of Interest.
http://ccnmtl.columbia.edu/projects/rcr/rcr_conflicts/misc/Ref/AAU_Col.pdf
- Lundh et al. Industry sponsorship and research outcome. *Cochrane Review*. 2017.
<https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.MR000033.pub3/full>
- van Lent M, Overbeke J, Out HJ Role of Editorial and Peer Review Processes in Publication Bias: Analysis of Drug Trials Submitted to Eight Medical Journals. *PLOS One*. 2014; 9(8): 1-8.
<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0104846>
- Krauth D, Anglemeyer A, Philipps R, Bero L. Nonindustry-Sponsored Preclinical Studies. *PLOS One*. 2014; 12(1): 1-10.
<http://www.plosbiology.org/article/info%3Adoi%2F10.1371%2Fjournal.pbio.1001770> **Read only through the end of the discussion section – not the methods/materials**

Required Readings:

1. **WUSTL policy.** [read] Discrimination and harassment.
<https://hr.wustl.edu/items/discrimination-harassment-policy/>
2. **Workplace mistreatment.** [skim] Prevalence of discrimination, abuse, and harassment in emergency medicine residency training in the US. Lall et al. *AMA Netw Open*. 2021;4(8):e2121706
<https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2783236>
3. **Physical safety.** [read] Warning: This lab may cause injury or death.
<https://undark.org/2016/11/02/lab-safety-universities-oversight/>

Optional Readings and Recommended Resources:

- NIH pulls funding. <https://www.science.org/content/article/nih-removed-more-70-lab-heads-grants-after-harassment-complaints>
 - Safety in Academic Field Research.
<https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0102172&type=printable>
 - Safe Science: Promoting a Culture of Safety in Academic Chemical Research (National Academies report).
<https://www.nap.edu/catalog/18706/safe-science-promoting-a-culture-of-safety-in-academic-chemical>
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Class 7

Mar
7

Safe laboratory and research practices and responsibilities as a PI (Waters)

			<ul style="list-style-type: none"> Does science have a bullying problem? https://www.nature.com/articles/d41586-018-07532-5 The Ethical Treatment of Research Assistants. http://jrp.icaap.org/index.php/jrp/article/view/360
Class 8	Mar 14	Animal research (Waters)	<p>Required Readings:</p> <ol style="list-style-type: none"> NIH requirement to account for sex. [read] Policy: NIH to balance sex in cell and animal studies. https://www.nature.com/news/policy-nih-to-balance-sex-in-cell-and-animal-studies-1.15195 General principles of animal research. [read] The 3 Rs. https://www.nc3rs.org.uk/the-3rs. Reporting guidelines. Improving Bioscience Research Reporting: The ARRIVE Guidelines for Reporting Animal Research. [read] Kilkenny et al., PLoS Biol 8(6): e1000412 https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.1000412 Reproducibility. The Interplay of Ethics, Animal Welfare, and IACUC Oversight on the Reproducibility of Animal Studies. [skim] Pritt & Hammer, Pritt SL, Hammer RE. The Interplay of Ethics, Animal Welfare, and IACUC Oversight on the Reproducibility of Animal Studies. Comp Med. 2017 Mar 1;67(2):101-105. https://www.ncbi.nlm.nih.gov/pubmed/28381309 <p>Optional Readings and Recommended Resources:</p> <ul style="list-style-type: none"> WUSTL animal care and use policies. May require WUSTL login. https://research.wustl.edu/topics/animal-care-use/ Americans are divided over the use of animals in scientific research. http://www.pewresearch.org/fact-tank/2018/08/16/americans-are-divided-over-the-use-of-animals-in-scientific-research/ Practical tips are available at the 3 Rs resources website: https://www.nc3rs.org.uk/3rs-resources. NAS Guide for the Care and Use of Laboratory Animals. https://research.wustl.edu/wp-content/uploads/2018/11/guide-for-the-care-and-use-of-laboratory-animals.pdf NIH resources https://olaw.nih.gov/ Nature collection on animal research. https://www.nature.com/collections/mnzcndqhts
Class 9	Mar 21	Responsible authorship and publication, peer review (Hunleth)	<p>Required Readings:</p> <ol style="list-style-type: none"> Wash U policy. [skim] Wash U Authorship Policy. http://www.wustl.edu/policies/authorship.html Defining the Role of Authors and Contributors. [read] http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html Peer review. [read] Lovejoy, Revenson, France. Reviewing manuscripts for peer-review journals: A primer for novice and seasoned reviewers. Annals of Behavioral Medicine http://link.springer.com/article/10.1007/s12160-011-9269-x Co-authorship. [remember, from Week 5] McLaren. Drama-Free Collaborations: How to Develop and Sustain Healthy Partnerships with Co-Authors. NCFDD [join NCFDD using wustl membership] https://www.facultydiversity.org/webinars/healthy-collaboration <p>Recommended Resources:</p>

			<ul style="list-style-type: none"> • Reporting and Publishing Scholarly Work. International Committee of Medical Journal Editors http://www.icmje.org/icmje-recommendations.pdf • Predatory journals: https://bmcmedicine.biomedcentral.com/articles/10.1186/s12916-015-0469-2 • Guide for avoiding plagiarism: https://ori.hhs.gov/sites/default/files/plagiarism.pdf • Peer review (grants). NIH grant reviewer responsibilities https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-115.html
<p>Class 10</p>	<p>Mar 28</p>	<p>Human subjects research and research with vulnerable populations (Hunleth)</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. What is vulnerability? [read] https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-016-0164-6 2. Getting started. [skim] List of considerations for research with children. Note: this list offers important considerations for research with other vulnerable groups as well. https://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-Getting-Started-section-only.pdf 3. Consent guidelines. [skim] Guidelines from the Human Research Protection Office (HRPO) at Washington University p. 31-34 https://hrpo.wustl.edu/wp-content/uploads/2019/01/WU-IRB-Policies-and-Procedures-2019.01.21.pdf <p>Recommended Resources:</p> <ul style="list-style-type: none"> • NIH guidance. NIH on research involving vulnerable persons. Definitions and roles and responsibilities. Example, prisoners: https://humansubjects.nih.gov/prisoners Note: see bottom left corner of page for links to other vulnerable populations. • Certificates of confidentiality (CoC) to protect the privacy of research participants. https://humansubjects.nih.gov/coc/index • Consent. Emanuel E, Grady C, Menikoff J on informed consent. Is longer always better? http://muse.jhu.edu/journals/hastings_center_report/v038/38.3.article.pdf <p>Consent. Grady, C. Enduring and emerging challenges of informed consent. https://www.nejm.org/doi/full/10.1056/NEJMra1411250</p>
<p>Class 11</p>	<p>Apr 4</p>	<p>Societal impact of research and research misconduct (Hunleth)</p>	<p>Required Reading(s):</p> <ol style="list-style-type: none"> 1. A focus on community priorities in research. [read] Williams RL, Willging CE, Quintero G, et al. Ethics of health research in communities: perspectives from the Southwestern United States. <i>Annals of Family Medicine</i> http://www.annfammed.org/content/8/5/433.full.pdf+html 2. Decolonizing science. [read] Liboiron, M. Decolonizing geoscience requires more than equity and inclusion. <i>Nature Geoscience</i> https://www.nature.com/articles/s41561-021-00861-7 3. Global health research ethics and colonialism. [read] Pai, M. Global health still mimics colonial ways. https://theconversation.com/global-health-still-mimics-colonial-ways-heres-how-to-break-the-pattern-121951 <p>Recommended Resources:</p> <ul style="list-style-type: none"> • Full book on Henrietta Lacks. Skloot, R. <i>The Immortal Life of Henrietta</i>

Lacks. Broadway Books. 2010.

- **List of Global Health books** to inform more ethical global health research.
<https://naturemicrobiologycommunity.nature.com/posts/41300-if-you-had-to-read-one-book-on-global-health>

Required Readings:

1. **Choosing a mentor. [skim]**
https://www.training.nih.gov/mentoring_guidelines
2. **Different types of mentoring relationships. [skim]** A Matrix Mentoring Model That Effectively Supports Clinical and Translational Scientists and Increases Inclusion in Biomedical Research.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4811725/>
3. **Understanding and dismantling privilege. [read]** Martinez-Cola, M. Collectors, Nightlights, and Allies, Oh My: White Mentors in the Academy

Optional Readings and Recommended Resources:

- Advisor, Teacher, Role Model, Friend. On Being a Mentor to Students in Science and Engineering. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. National Academy Press; Washington, D.C. 1997.
http://www.nap.edu/openbook.php?record_id=5789
- **Thoughts on Choosing a Research Mentor.** NIH Office of Intramural Research and Training.
https://www.training.nih.gov/mentoring_guidelines
- Are you a good protégé?
<http://chronicle.com/article/Are-You-a-Good-Prot-g-/45755/>
- Resources for Research Ethics Education's website, with readings and discussion questions for mentors and mentees. <http://research-ethics.org/topics/mentoring/index2.php>
- **Nature's guide for mentors:** Lee, et al.
<https://www.nature.com/articles/447791a>
- *Training for mentors.*
<http://www.sciencemag.org/content/311/5760/473.summary?sid=99c2c85f-0d5e-4f8c-aac2-b6c447d2103c>
- **Being a mentee:** <http://chronicle.com/blogs/onhiring/how-to-be-a-better-mentee/31973>
- **Successful and failed mentoring relationships. [read]** Strauss, et al. Characteristics of Successful and Failed Mentoring Relationships.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3665769/>

Class
12

Apr
11

Student/Mentee
and mentor
relationships
(Waters and
Hunleth)

DROP DATES

You may drop for any reason during the course of the semester. However, you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the [MPHS Student Handbook](#). Late withdrawals will appear on your transcript as a withdrawal.

MPHS Academic Policy Guidelines:

Guidelines regarding MPHS course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the [MPHS Student Handbook](#). Please review this document.

MPHS Guidelines for Academic and Non-Academic Transgressions:

By registering for this course you have agreed to the terms of the **MPHS Academic Integrity Policy**, outlined below and in more detail in the [MPHS Student Handbook](#). Please review this policy before submitting your first graded assignment.

Academic Integrity/Plagiarism Policy:

- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. Academic dishonesty includes plagiarism (the use of someone else's ideas, statements, or approaches without proper citation). Academic dishonesty also includes copying information from another student, submitting work from a previous class for a new grade without prior approval from your instructor, cheating on exams, etc. You are responsible for reviewing [WashU's academic integrity resources](#) to become aware of all the actions that constitute academic dishonesty.
- All instances of academic dishonesty will be reported to the Office of the Registrar for investigation and potential disciplinary action. In addition, the instructor will make an independent decision about the student's grade on any assignment in question. The MPHS process regarding academic dishonesty is described in the [MPHS Student Handbook](#)

DISABILITY RESOURCES

It is the goal of Washington University to assist students with disabilities in removing the barriers their disabilities may pose and provide support in facing the challenge of pursuing an education at Washington University.

Washington University recognizes and accepts its professional, legal and moral responsibility to avoid discrimination in the acceptance and education of qualified students with disabilities and to provide reasonable accommodations to such students consistent with the principles embodied in the law. These guidelines apply to students seeking admittance as well as to those who become disabled while they are enrolled.

Washington University makes every effort to insure that all qualified applicants and students can participate in and take full advantage of all programs and opportunities offered within the university. Washington University encourages and gives full consideration to all applicants for admission. Washington University does not discriminate in access to its programs and activities on the basis of age, sex, sexual orientation, race, disability, religion, color or national origin.

To learn more about services provided to students with disabilities, initiate the process of formal documentation and/or to arrange for accommodations, please review the [Disability Resources](#) for the Med School at the start of the course.

MENTAL HEALTH RESOURCES

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

SEXUAL ASSAULT RESOURCES

You can also speak confidentially and learn about available resources by contacting [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314)

362-2404. Additionally, you can report incidents to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

BIAS RESOURCES

The University has a process through which students and staff who have experienced or witnessed bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. For details see: diversityinclusion.wustl.edu/brss/.

Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)

The DEI Training Team designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives.

diversity.med.wustl.edu/training/

The Office of Diversity Programs promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

mddiversity.wustl.edu/

The Diversity and Inclusion Student Council promotes an inclusive campus environment for all School of Medicine students.

sites.wustl.edu/disc/

The Office for International Students and Scholars embraces the university's mission of welcoming promising students from around the world.

wumma.wustl.edu/