RCR ETHICS WORKSHOP

Topics: Authorship & Collaboration, Contracts,

general codes, mentorship

Created by Samantha Dempsey, ciara taylor, Kelly LAAS, and Christine Miller

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RCR Ethics Workshop AGENDA Day 1

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| 08:50 - 09:05 | **Short Presentation + Kickoff** | Presentation: 15 min |
| 09:05 - 09:30 | **Embodying the Problem**Individual + Teams of 2 + Group Share | Activity + Share: 25 min |
| 09:30 - 09:50 | **Brainstorm Activity**Individual + Group Share | Activity + Share: 20 min |

RCR Ethics Workshop AGENDA Day 2

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| 08:50 - 09:00 | **Day 1 Recap + Prototyping Overview** | Presentation: 10 min |
| 09:00 - 09:25 | **Prototyping + Crafting the Story**Group Activity | Activity: 25 min |
| 09:25 - 09:45 | **Storytelling**Group Share | Presentation: 20 min |
| 09:45 - 09:50 | **Closeout + Next Steps** | Presentation: 5 min |

**day 1**

ACTIVITY: Embodying the problem

**PART 1:** INDIVIDUAL ACTIVITY | 10 MINUTES
Read your scenario and consider how you would tackle and overcome the ethical problem presented to you.

**SCENARIO**

In your first semester as a graduate student, you have been lucky enough to get a position in a prestigious research lab. As the newest member of the lab, you are assigned to finish up the work of a former graduate student who had started a complicated project, but graduated before it was completely finished. The former student had run the necessary experiments and started analysis of the data. Using their data and notes, with guidance from your faculty adviser, you finish the project and write up a paper for publication based on the results. When talking with your faculty adviser, he recommends that you should be first author on the paper, and he should be listed as second. When you ask about the former student who started the project, he replies, "Don't worry. If she had cared about this project, she would have finished it before graduating.

What should you do?

Write down your response.

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**REFLECTION**

What surprised you during role playing your individual scenario? How did what you learned relate to how you think about your own personal ethics? What did you learn about yourself or the education system through this exercise?

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**PART 2:** TEAMS OF 2 | 10 MINUTES
Pick a partner from your group. Each of you will take on a different role for the next scenario. Read your scenario and discuss how you would tackle and overcome the ethical problem from the perspective of your new role.

**ROLES**

Student and Mentor

**SCENARIO**

Student Allison and Student Beatrix are both working on the same project with their mentor, Manuela. Allison doesn’t take the work too seriously, is late turning all pieces of the project, and hasn’t contributed as much. Beatrix is committed to the work, spends overtime working and always has their data in a row. However, through poor communication, the professor gives first authorship to Allison, while Beatrix is only mentioned in the acknowledgements. How should the mentor and student Beatrix handle the situation?

**PART 3:** SHARE WITH GROUP | 5 MINUTES

Regroup with the rest of your group members and discuss how you approached your scenario from the perspective of your new role.

ACTIVITY: BRAINSTORM

**PART 1:** INDIVIDUAL ACTIVITY | 5 MINUTES

It’s time to think about the future of ethics for BME students! Your goal is to come up with an ethical experience/ solution for future BME students – this could be a code, toolkit, guidebook or something else to create awareness and encourage communication.

Think about A) what you learned during your role play scenarios and B) how the codes you read for homework could have been better or more helpful. What’s making ethical action difficult right now and how could you make it easier, more enjoyable, clearer, etc.? Brainstorm as many ideas as you can individually. We recommend writing one idea per post-it note. There are no wrong ideas so write down everything that comes to mind within the individual brainstorm timeframe!

Questions to guide your brainstorm:

* What is the barrier to ethical action in relation to your group’s topic?
	+ How might we design solutions that get around this barrier, or make it easier for people to get over?
* Is your ethical experience solution a code, toolkit, guidebook, or something else?
* Is your ethical experience solution to create awareness or communicate?
* How can your ethical experience be interactive?
* Who should be interacting with your ethical experience?
* How many people can participate in your ethical experience?
* Does your ethical experience evolve over time?
	+ If so, how, how often and in what ways?
* Does your ethical experience consist of evaluation?
	+ If so, who or what is being evaluated and how does that play into the larger experience?
* Is there a part of your ethical experience that is fun?
* If your ethical experience was a game, what would it be and what would the rules be? Think about an existing game to draw inspiration from.

**PART 2:** GROUP ACTIVITY | 10 MINUTES

Share all the ideas you brainstormed within your group. Add all the post-it notes to a large easel pad. Each group member votes on 3 of their favorite ideas. The idea with the most votes will be the idea your group prototypes on Day 2!

Write down the idea your team voted on.

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**day 2**

ACTIVITY: PROTOTYPING + CRAFTING THE STORY

**PART 1:** GROUP ACTIVITY | 15 MINUTES

In your group, explore the idea your group voted on through prototyping. Think about the following…

* What is the problem this is solving?
* Who is this for?
* How would you describe it?
* How do students, mentors, and/or other people involved come to know about it?
* How long is it used for?
* What are the outcomes of it being used?
* Who benefits from it? Who may be harmed by it?

**PART 2:** GROUP ACTIVITY | 10 MINUTES

Craft a 2-3 minute story to communicate your idea and prototype. This can be done by creating a poster, story board, sculpture, performance, etc.

Your story should include:

* The topic or problem your group is addressing
* The name of your ethical experience
* Who will use it?
* How it works?
* Outcomes of it being used

ACTIVITY: STORYTELLING

ALL GROUPS | 20 MINUTES

Each group will share the story of their ethical experience with the class!

THANK YOU FOR YOUR FEEDBACK!

We appreciate your taking the time to fill out the following short questionnaire about your workshop experience. All responses are anonymous and confidential. Your feedback will help us evaluate and improve the workshop for future students. Please detach the completed form and leave it on your table.

**1. I particularly liked…**

**2. I would probably change…**

**3. I learned…**

**4. Overall, how would you rate your workshop experience?** (1 = poor | 5 = outstanding)

**1 2 3 4 5**