
University of Arizona Program in Research Integrity Education Monthly Newsletter

A Federally Mandated Compliance Education Program

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This month the Program in Research Integrity Education (P.R.I.E.) newsletter focuses on the Responsible Conduct of Research (RCR) topic of *Plagiarism*. You may find this and other valuable teaching material at WebGURU (Guide to Research for Undergraduates) <http://www.webguru.neu.edu/ethics/plagiarism/>.

We trust you will find this information to be helpful and informative.

PLAGIARISM

If there is one issue with which you are likely at least somewhat familiar, it is plagiarism. That said, although many students have heard the term “plagiarism” most are unclear exactly what plagiarism really is and why the issue is taken so seriously in academe and the scientific profession as whole. In this section, we’ll discuss plagiarism and outline some useful strategies you can implement today in order to prevent problems now and in the future.

Stories of incidents involving plagiarism abound on most college campuses. The development of the internet and the ability afforded by computers and computer technology to copy and paste from written documents has no doubt exasperated the problem of plagiarism. At the same time however, computer technology has proven useful in facilitating the detection of plagiarism, too. A good example of this was described in 2000 in the *Chronicle of Higher Education* in an article written by Julianne Basinger. Then freshman Seth Weitberg was doing research on the internet about education. Seth noticed that the text of a paper allegedly written by Mr. Scott D. Miller, President of Wesley College (Deleware), was markedly similar in content and form to that of a speech written eight years earlier by Claire Gaudiani, President of Connecticut College and e-mailed both Mr. Miller and Ms. Gaudiani concerning his observation. Subsequently, irregularities were also observed in a biography of Mr. Miller that appeared on the Wesley College website.

Links to the original papers and a side-by-side comparison of a number of excerpts from the two papers can be found in the *Chronicle of Higher Education* article.

In a more recent article appearing in the *Chronicle of Higher Education*, Assistant Professor of Political Science Kim Lanegran describes her own poignant brush with plagiarism from the perspective of the victim. Shortly after defending her dissertation, Dr. Lanegran received a telephone call from a doctoral student at another university who had read one of her publications and was interested in whether Dr. Lanegran had written any other papers on the same topic. Excited by the interest of a fellow student in her work, Dr. Lanegran copied her dissertation onto a diskette and mailed it to the student. Three years later, she obtained a copy of the student’s dissertation through inter-library loan and was shocked to discover that much of it was taken word for word from her dissertation and that her work was not credited anywhere in the volume. Subsequently, Dr. Lanegran contacted the student’s graduate school with evidence that the dissertation was plagiarized and the student’s Ph.D. was quietly withdrawn. The incident shook her to her core. She describes the impact of it in her *Chronicle of Higher Education* article as having “nearly defeated me, shaking my faith in academe’s core values as well as my ability to turn my students into honest scholars.”

Plagiarism is defined by the National Science Foundation’s Office of Science and Technology as “the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of others’ research proposals and manuscripts.” Plagiarism is fundamentally an issue relating to intellectual property and is grounded in the fundamental idea that words represent ideas which are a form of intellectual property and that the unique expression of those ideas in

written format belongs to and is owned by the person who expressed them. Consequently, it isn't acceptable to copy phrases (short groups of words), sentences, paragraphs, or whole articles written by another person or group of people.

If indeed someone believes it is necessary to use that person's words in order to accurately and adequately convey the ideas involved, then it is necessary to do two things:

1. place all of the words taken from the original work within quotation marks; and to
2. cite the original published work(s) in your bibliography.

There is a specific format to use when citing other people's original work, no matter the form (technical report, communication, journal article, meeting abstract, etc.) or medium of the communication (book, journal, webpage, personal communication, etc.). The specific format requirements are unique to each scientific/engineering field or discipline and/or technical journal and vary widely even within a field. Today, there are many computer programs available to assist you in preparing correctly formatted bibliographies. Examples of some of the more commonly used programs are:

- [Thomson's Endnote](#);
- [Thomson's Procite](#);
- [Thomson's Reference Manager](#); and
- [Reference Information Manager's Biblioscape](#).

Many colleges, universities, and companies provide students and employees with access to one or more of these bibliographic programs on their computer networks. Consult your Information Systems and/or college/university library personnel to find out whether or not you may have access to one or more of these programs. If not, as a student you may be able to purchase the software either at your bookstore or on-line at a reduced academic rate (with proof that you are currently enrolled full-time as a student in a degree-granting program).

Ignorance Is Not A Valid Excuse for Plagiarism

Sometimes students unwittingly plagiarize. A common mistake many people make when they read something and don't understand what they have read is that they copy down the writer's words with the intent of later changing the language. Unfortunately, later never arrives. Most people simply forget that the words jotted

in their notes aren't their own. In this case ignorance is not bliss nor is it a legitimate excuse for plagiarizing. A better idea is to simply commit to always use your own words when you write anything. If you don't understand something and feel compelled to copy the author's words down, then place them within quotation marks so you know that these words aren't your own and be sure to include the citation for the original work so you won't have to struggle later to try to identify the original source.

If you find that you are having a difficult time expressing your thoughts clearly using your own words, then this is likely a sign that you really don't understand the concept as well as you think that you do. If you don't understand something you are reading, discuss it with your advisor, other teachers, or peers. When you think you understand the concept, write it down in your own words and again consult your advisor, teachers, etc. if you are concerned whether you have expressed the new ideas accurately or not.

Source: WebGURU
(Guide for Research for Undergraduates) -
<http://www.webguru.neu.edu/ethics/plagiarism/>

UNIVERSITY OF ARIZONA RESEARCH SUPPORT SERVICES GROUP (RSSG)

Good Laboratory Practices (GLP)

Good Documentation is Good Science

- ✓ Lab note book pages signed and dated
- ✓ Data checklists signed and dated
- ✓ Data recorded promptly signed and dated
- ✓ Data recorded in ink and legibly
- ✓ Data entries dated and signed or initialed by the person entering the data
- ✓ Any change in entries to be made so as not to obscure the original entry and signed and dated and reason given for correction
- ✓ Keep all raw data records with final report

Documentation should allow investigators to be able to reconstruct the study for legal and regulatory purposes if needed.

Contact for information and guidance for good practices....

Marilyn M. Marshall, SpM, Quality Assurance Officer
Office of the Vice President for Research
621-1469 (p), 621-1429 (f)

News from HIPAA.....



Need to Know?

HIPAA Regulations state that employees who review PHI and have access to medical records must have a “need to know.” Their job descriptions should contain the level of access to confidential information that is necessary to perform their duties.

Although we are curious by nature, remember you can jeopardize your job by looking at information that is not part of your day to day responsibility. Below is a real-life example:

N.J. Hospital Workers Suspended in Clooney Breach

More than two dozen hospital workers have been suspended for four weeks after allegedly looking at George Clooney's confidential medical information when he was admitted to Palisades Medical Center, in North Bergen, New Jersey, for a motorcycle-related injury that resulted in a broken rib and scrapes.

No physicians were among the twenty-seven hospital employees suspended. Also, as many as seven of the suspended employees may have been authorized to view the records. “This is the first I've heard of it,” Clooney said in a statement, “and while I very much believe in a patient's right of privacy, I would hope that this could be settled without suspending medical workers.”

ASSOCIATED PRESS

*N.J. Workers Suspended in Clooney Breach, Modern Healthcare's Daily Dose (Oct. 10, 2007)
(note: registration is required to view this content).*

Jeniece Poole, Privacy Officer
Office of the Vice President for Research
jpoole@email.arizona.edu



Radiation Control



SECURITY OF RADIOACTIVE MATERIALS

Arizona Radiation Regulatory Agency regulations have two provisions relating to the security of radioactive materials.

R12-1-426 Security of Stored Sources of Radiation

A licensee or registrant shall secure from unauthorized removal or access licensed or registered sources of radiation that are stored.

R12-1-427 Control of Sources of Radiation Not in Storage

A licensee shall control and maintain constant surveillance of licensed radioactive material that is in an unrestricted area and is not in storage or in a patient.

In addition, licensees are reminded that they are required to report any stolen, lost or missing radioactive material.

Licensees should review their use and security of radioactive materials, both at fixed locations and at temporary job sites, and determine whether they need to improve security. The following actions should be considered in this review:

1. Control personnel access, including verification of the identities of all personnel entering areas containing large amounts of radioactive materials that could be used for terrorist attacks, especially readily dispersible, high specific activity radioactive materials.
2. Become aware of the presence of any suspicious packages transported by personnel or observed in the vicinity of the facility.
3. Provide heightened control of vehicle access to areas near the materials if your facility could release large quantities of radioactive materials.
4. Limit the potential for theft or sabotage of radioactive materials. Assure material is locked and secure when not in use.
5. Lock unoccupied vehicles that contain radioactive materials. If any radioactive materials should become lost or stolen, call the Arizona Radiation Regulatory Agency at 602-255-4845 during business hours or 602-223-2212 after business hours.

*Adapted from Colorado
Radioactive Materials Review*

Institutional Biosafety Committee



Bulletin



American Biological Safety Association Sponsored Course

➤ January 14 to 18, 2008: ABSA Principles & Practices of Biosafety

Principles & Practices of Biosafety

January 14 to 18, 2008

Sheraton Austin Hotel, Austin, Texas

[Course Fees and Registration](#) ➤

A COMPREHENSIVE, INTERACTIVE 5-DAY COURSE

Principles & Practices of Biosafety will introduce the essential elements of biosafety and provide extensive resource lists for use after the course. Interactive exercises will be used throughout to provide hands-on experience and to encourage networking and problem solving among participants and instructors. Sessions begin at 8am CT each day and end between 5:15 and 5:30pm CT, with a 45-minute lunch break. Friday's session ends at 3:30pm CT.

OBJECTIVES

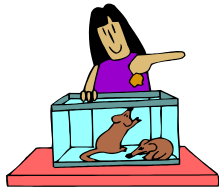
At the end of the course, each participant will be able to:

- Describe potentially hazardous biological materials, the risks associated with their use, and the means to minimize risk and to protect against or prevent release or exposure.
- Discuss ways to provide effective technical expertise in situations involving potentially hazardous biological materials.
- Identify, locate, and efficiently use key biosafety resources.

WHO SHOULD ATTEND.

This course is designed for persons who are entering the profession and those with up to three years experience in biosafety. It is also suitable for persons who supervise biosafety professionals and for those who will benefit from additional knowledge of biosafety as a complement to their primary responsibilities.

University of Arizona – Animal Care



Quality Care for Research Animals



eSirius Implementation Update

After several long delays with the release of eSirius version 10A, University Animal Care has finally begun 'live' testing the Protocol submission and review processes.

Several principal investigators (PIs) across campus have volunteered to submit new and renewal protocols to the Institutional Animal Care and Use Committee (IACUC) for review using *eSirius*. The PI training/test sessions to date have been crucial in pointing out protocol screens needing improvement. Simple changes in text and text color, page instructions and question order have made a huge impact on screen readability and form function.

Over the next two months Linda Musgrave in the IACUC Office along with volunteer IACUC committee members, will test the *eSirius* protocol review and approval processes. The *eSirius* test protocols will follow the same process flow as for a paper protocol, but everything will be performed electronically rather than in paper format.

After successfully completing the *eSirius* testing phase, University Animal Care will begin the final push to go live with the *eSirius* protocol submission process. It is estimated that this will happen sometime in Spring '08.

Please contact Andi Mitchell in the eSirius office at 307-2560 or mitchela@u.arizona.edu if you have any questions about the *eSirius* implementation, would like to see a demonstration of the software, or would like to volunteer to participate in *eSirius* 'live' testing.

Susan E. Wilson-Sanders, D.V.M., M.S.
Director, University Animal Care
(520) 626-1066 Fax: (520) 626-4079
wilson-s@u.arizona.edu

HUMAN SUBJECTS PROTECTION PROGRAM

⇒Highlights⇐

Revisions to an Approved Study*

Last month's article addressed **informational revisions** to an already approved study or consent form. This month's article will review **minor revisions** to an already approved study or consent form.

As a reminder, following the initial review and approval of a study, the need for a change to the consenting documents or study often becomes apparent to the Principal Investigator, study personnel, or study sponsor. This need may arise after the study has started when recruitment, enrollment, or procedural issues are identified.

Review of changes to the study or consent form is required under federal regulations. The Food and Drug Administration (FDA) regulations state that the IRB shall follow written procedures “for ensuring prompt reporting to the IRB of changes in research activity and for ensuring that changes in approved research during the period for which IRB approval has already been given may not be initiated without IRB review and approval except where necessary to eliminate apparent immediate hazards to the human subjects”. [Sec.108(a)(3)] The Department of Health and Human Services (DHHS) regulations have similar wording. [Sec.102(b)(4)(iii)]

Revisions are usually one of three types:

- Informational revisions
- **Minor revisions**
- Major revisions

Minor revisions involve changes to the study that may impact the participants, but do not significantly effect the risks to participants. Examples include increase in sample size, frequency of blood draws, adding non-sensitive questions to a questionnaire, or minor changes to a consent document. A form is used to submit the request. The ***Request for Amendment Form*** to document the changes can be found at <http://www.irb.arizona.edu/system/files/Amendment+Form.doc> on the HSPP website. The completed Request for Amendment Form should have attached copies of documents that are affected by the change (e.g., consent form, recruitment material, questionnaire)

It is important for researchers to understand that federal regulations require IRB approval prior to **minor revisions** made to a study or consent document. Understanding the rationale behind the requirement is the first step towards better protection of study participants and compliance with federal regulations.

See next month’s review of major revisions to changes in the study or consent form.

*Bye, S. (2002). Revisions of an Approved Protocol. In R.J. Amdur and E. A. Bankert (Eds.), Institutional Review Board Management and Function (pp. 289-291). Sudbury, MA: Jones and Bartlett.

Rebecca Dahl, Ph.D.
Director, Human Subject Protection Program
Office of the Vice President for Research
rdahl@email.arizona.edu

OPPORTUNITIES FOR ON-LINE ETHICS TRAINING

Data Management Video Available on ORI Web Site

<http://ori.dhhs.gov/>

A video-based resource for data management is now available on the ORI website. This product contains 10 video vignettes that address data sharing, technology transfer, data storage, data falsification, data ownership, sharing of resources, and collaboration.

These vignettes address several gray areas. When is it appropriate to share data? Are you allowed to share the research protocol with other universities? Under what circumstances is it appropriate to remove lab books from the lab?

After viewing each 10 second video, the learners are presented with a question to see what action they would take in response to the situation. Consequences for each action are given to allow users immediate feedback about their decision making process.

The product was created by Syracuse University with funding from the ORI RCR Resource Development Program.

Contemporary Science, Values and Animal Subjects in Research

<http://ori.hhs.gov/education/products/ncstate/index.htm>

This site, developed at North Carolina State University, is an Office of Research Integrity (ORI) sponsored project. It is intended to be both a learning tutorial and a clearing house. Ethics and the use of animals in research is an enormous topic: this site is an introduction both to the central issues and the information resources available. The format is the same throughout each Tutorial; an essay with numerous links to further websites. Think of the essay as an extended annotated bibliography, with the written text suggesting connections between the online materials. Study Questions found at the end of each Tutorial or section of a Tutorial in Part I: Ethics and Part III: Mini-Lessons are intended either for self study or for group or class/lab use at your institution.

Online Study Guide University of New Hampshire Responsible Conduct of Research

[http://ori.hhs.gov/education/products/unh_round1/
www.unh.edu/rcr/index-2.html](http://ori.hhs.gov/education/products/unh_round1/www.unh.edu/rcr/index-2.html)

Online Research Ethics Course

This course was developed through the Practical Ethics Center at the University of Montana with Office of Research Integrity support during the 2002-03 academic year. Six course sections include: *Session One* (Ethical Issues in Research); *Session Two* (Interpersonal Responsibility); *Session Three* (Institutional Responsibility); *Session Four* (Professional Responsibility); *Session Five* (Animals in Research); *Session Six* (Human Participation in Research).

The following web address contains more information regarding this valuable online course: http://ori.hhs.gov/education/products/montana_round1/research_ethics.html

Ethical Guidelines for Gifts to Physicians from Industry

Free educational modules now available

The American Medical Association's (AMA) national initiative on *The Communication of Ethical Guidelines for Gifts to Physicians from Industry* is now offering four free online modules for CME credit. Each educational module is available in two formats:

- Online self-study for CME credit; and
- Downloadable resources educators can use to build one-hour learning experiences.

These educational modules will help satisfy Accreditation Council for Graduate Medical Education (ACGME) requirements for education on professionalism and industry professional relationships, as well as similar requirements by the American Board of Medical Specialties (ABMS).

For more information, you may visit the following internet web address: <http://www.ama-assn.org/ama/pub/category/8405.html>.

On-Line Module or Short Course in "The Ethics of Research with Human Subjects" *The Least of My Brothers*

Funded by the [National Institutes of Health](#)
(Grant Number 1 T15 AI07601)

The Least of My Brothers is an online module (or short course) in the ethics of research with human subjects. For more details and course information, please access the following internet web address: <http://poynter.indiana.edu/sas/lb/>, or you may also contact Kara Lochridge at: (812) 856-4968, or klochrid@indiana.edu.

Upcoming Conferences/Workshops

January 14-18, 2008

[Course Fees and Registration](#) ➤

Principles and Practices of Biosafety

Sponsored by: American Biological Safety Association
Sheraton Austin Hotel, Austin, TX

February 8, 2008

<http://www.hhs.gov/ohrp/education/conference.html#upcoming>

OHRP – Research Community Forum

Thinking Outside the Box: Addressing the Challenges of Human Subject Research in 2008

Sacramento, CA

April 4, 2008

<http://www.hhs.gov/ohrp/education/conference.html#upcoming>

OHRP – Research Community Forum

From the Past to the Future: Protecting Research Subjects as Times Change

New Orleans, LA

April 17-19, 2008

[First Biennial ORI Conference on Responsible Conduct of Research \(RCR\) Education, Instruction, and Training](#)

Co-Sponsor: Washington University

St. Louis, MO

May 13-16, 2008

Fourteenth Annual *Teaching Research Ethics Workshop*

Indiana Memorial Union, Bloomington, Indiana

See [Teaching Research Ethics Overview](#) for the agenda.

For registration and fee information, see:

<http://poynter.indiana.edu/tre/workshop.shtml>

October 2-3, 2008

Fostering International Research Collaborations

Co-Sponsor: University of Minnesota

Minneapolis, MN

University of Arizona Program in Research Integrity Education staff:

Ruth K. Daniels, Program Coordinator and Editor
of the P.R.I.E. Newsletter rhk@u.arizona.edu

Program telephone number: (520) 626-6282

Words of Wisdom

"To educate yourself for the feeling of gratitude means to take nothing for granted, but to always seek out and value the kind that will stand behind the action. Nothing that is done for you is a matter of course. Everything originates in a will for the good, which is directed at you. Train yourself never to put off the word or action for the expression of gratitude."

— Albert Schweitzer