

University of Florida
College of Public Health & Health Professions
PHC 7427
Ethics in Population Science
Summer A, 2017
G-110
Tuesdays 2:00 p.m. – 6:15 p.m.

Canvas Course Website: <https://lss.at.u.edu/>

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Office Hours: 8 a.m.-5 p.m.
Preferred Course Communications: email

Prerequisites Advanced degree or PhD candidacy or permission of the instructor.

PURPOSE AND OUTCOME

Course Overview

This is an introductory course in ethics for those enrolled in graduate programs in epidemiology, other health-related programs, or research-intensive graduate programs, providing students with exposure to the DHHS- and NIH-mandated curriculum in the Responsible Conduct of Research. Ethical principles and frameworks for analysis will be taught to help students develop their own ethical reasoning. Instruction in standards for accountability, and sanctions for violating those standards, will be given. The dynamic interplay between mandated regulatory standards, professional ethical conduct codes, University policies and personal values will be illustrated through case studies. The course will combine didactics with case studies and will integrate web-based teaching tools.

Relation to Program Outcomes

This is the required ethics course and course in responsible research conduct for PhD and MSE students.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to

1. Discuss at least two ethical theories and their application to research conduct.
2. Describe the federal definition of research misconduct and possible sanctions for misconduct and the UF responsible conduct policies, procedure for reporting misconduct and investigating misconduct.
3. Exhibit highly developed ethical reasoning skills in an analysis of a case of questionable research conduct.
4. Describe questionable research conduct and responsible research conduct in relation to study design, implementation, dissemination of findings and peer review of grants and manuscripts.

Instructional Methods

In-person and asynchronous online components will be used to discuss cases and principles.

Please preread assigned readings before class. They will prepare you for the case-based discussions which will be held in class.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule ALL READINGS SHOWN BELOW ARE REQUIRED.

Date	Topic(s)	Reading or Instructional Material
May 9	PRETEST	Course will begin with a pretest (ungraded – information only)
	Case	Willowbrook and Diversity
	Ethical frameworks	Required Text (Fostering Integrity) Chapters 1 and 2
	Regulations and professional standards of practice and research	<p>http://www.acepidemiology.org/policystmts/EthicsGuide.pdf</p> <p>Last J. (1996). Chapter 3: Professional Standards of Conduct for Epidemiologists. In: Coughlin SS, Beauchamp TL. Ethics and Epidemiology. New York: Oxford University Press.</p> <p>Salerno J, Hlaing WW, Weiser T Striley C, Schwartz L, Angulo FJ, Neslund VS. Emergency response in a global health crisis: epidemiology, ethics, and Ebola application. Annals of Epidemiology. 2016; 26:234-237.</p> <p>Tansey CM, Herridge MS, Heslegrave RJ. A framework for research ethics review during public emergencies. Canadian Medical Association. 2010;182(14):1533-1537.</p> <p>Menikoff J, Kaneshiro J, Pritchard I. The Common Rule, updated. New England Journal of Medicine.2017;376(3): 613-615. DOI: 10.1056/NEJMp1700736</p> <p>The new Common Rule is available here: https://www.gpo.gov/fdsys/pkg/FR-2017-01-19/html/2017-01058.htm</p>
Assignment	2 due next week; Assignment 1 due each week.	
May 16	Research misconduct vs. research with integrity	Required Text (Fostering Integrity) Chapter 7
	Human Subjects Research (Consent, Recruiting, Enrolling)	<p>Ethics in Clinical Research http://clinicalcenter.nih.gov/recruit/ethics.html</p> <p>Required Text (Steneck, 2007) Chapter 1,2 and 3</p> <p>Striley CLW, Callahan C, Cottler LB. Enrolling, retaining, benefiting participants in intervention research. Journal of Empirical Human Research Ethics. 2008; 3(3):19-25.</p>
	Assignments	1 and 2 due.
May 23	Case	Joseph Biederman
	Data management	Required Text (Steneck, 2007) Chapter 6
	Conflict of interest	<p>Required Text (Steneck, 2007) Chapter 5</p> <p>Striley, C.W. (2011). A review of current ethical concerns and challenges in substance use disorder research. Current Opinion in Psychiatry, 24(3), 186-190.</p>
	Privacy	Science January 2015 Vol. 347, Issue 6221 (Selected)
	Cases	Student case presentations
	Assignment	1; 3 if scheduled and 4
May 30	Collaboration	Required Text (Steneck, 2007) Chapter 8
	Changing Science/Genetics	Munro CL & Macrina FL. Chapter 11ce, Technology, and Society. In FL Macrina (Ed). Scientific Integrity, 4 th Ed. Pp. 361- 386.
	Mentoring and	Striley, CW. A Stage Model to Help Promote Mentoring for Responsible Research

	Being a Mentee	Conduct. (2014). Office of Research Integrity Newsletter. June. Cottler LB, Flynn P., et al., (2009). Mentoring: A Guide for Drug Abuse Researchers. Tips for Mentors and Mentees. NIDA Publication 09-5770. Order from: http://drugabuse.gov/mentoringguide/
	Cases	Student case presentations
	Assignments	1; 3 if scheduled
June 6	Case	The Lab
	Authorship and Plagiarism	Macrina FL. Chapter 4: Authorship and Peer Review. From FL Macrina (Ed.) Scientific Integrity, 4 th Ed. Pp. 83-134. Reich ES. Self-plagiarism case prompts calls for agencies to tighten rules. Nature. 2010; 468: 745-
	Peer review and Predatory publishers	Required Text (Steneck, 2007) Chapter 10 Pulla P. In India, elite institutes in shady journals. Science. 2016; 354:1511-1512. Required Text (Steneck, 2007) Chapter 4
	Animal Research	
	Cases	Student case presentations
	Assignments	1; 3 if scheduled and 4
	June 13	Cases Guatemala Anil Potti
Whistleblowing		Sieber JE. The Psychology of Whistleblowing. Science and Engineering Ethics. 1998;4:7-23.
Restitution		Kalichman M. Whistleblowing. Resources for Research Ethics Education. 2001. Available at: https://nationalethicscenter.org/resources/7418 Mervis J. After the fall. Science, 2016; 354:408-412.
Cases		Student case presentations
Assignments		1;3 and 4
	POSTTEST	Posttest (for comparison and course evaluation; not used to compute grade)

Course Materials and Technology

Required:

1) Steneck, N. (2007). ORI **Introduction to the Responsible Conduct of Research**. Washington, DC: Office of Government Printing Office. Free download from multiple web sites, including: <http://ori.hhs.gov/documents/rcintro.pdf>

2) National Academies of Sciences, Engineering, and Medicine. 2017. **Fostering Integrity in Research**. Washington, DC: The National Academies Press. doi:<https://doi.org/10.17226/21896>. Free download from <https://www.nap.edu/catalog/21896/fostering-integrity-in-research>

Recommended:

Macrina FL. **Scientific Integrity**. 4th Edition. Washington, DC: American Society for Microbiology ASM Press. 2014.

All additional readings will be available for download on CANVAS or through a provided internet link.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

Assign-ment #	Requirement	Date Due	Criteria for Grading
	Choose a particular public health problem to complete the assignments. With instructor permission, you can change topics.		
1	Class participation. Students are expected to participate in classroom discussions AND in posting to the class listserv.	NA	Pass = adequate participation
2	Regulations and standards. Student should bring the regulations, professional standards and policies that govern ethical conduct of research and practice in their chosen field, subject and area and that govern their institution and practice setting (if relevant)	By May 16	Pass= Gathered information and brought to class to share
3	Case Presentation. Students should choose a case from their own field and subject of interest for presentation to the class. The case presentation should cover: a timeline of alleged events; all facts known; stakeholders; germane norms, values, regulations and ethical standards; considered and possible solutions	Varies	Pass = Presentation covered all required elements
4	During classroom time, students will work in small groups to analyze cases presented by the instructor. The analyses will be verbally presented in class. Some group sessions will start with a reading quiz.	Bi-weekly	Pass = Students participate in quiz, attend 90% of classes and exhibit developed ethical thinking in discussions

This course is graded Pass/Fail. Pass/Fail grades do not affect GPA points.

For greater detail on the meaning of grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a classroom of scholars and a learning community, the instructor will treat students with respect and expects respect in return. The classroom climate will be supportive, encouraging and open. To this end, no one should be taking calls or texts or using their laptops for other purposes than taking notes while the class is in session, except in the case of emergency. Electronic items must be turned off if they appear to detract from classroom discussion and attention. Please listen attentively; participation is required. When opinions differ, please listen first, and then prepare to comment. If you feel you have been treated disrespectfully by any member of the scholastic community involved in this course, please bring this to the instructor's attention privately for remediation.

Communication Guidelines

Communications on-line or in-person must reflect integrity and respect.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
