

Syllabus

Course

Responsible Conduct of Research (PRVM 853)
Spring 2010

Contact Information

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Overview

This course consists of **multiple topics**. Each topic includes:

- **Background:** Summary of key information about the topic
- **Discussion questions**
- **Cases** for discussion or analysis
- **Resources** for further reading

Required Text

This course includes a required text: Macrina FL (2005): *Scientific Integrity: Text and Cases in Responsible Conduct of Research*. 3rd Edition, American Society for Microbiology Press. (Available by online ordering from the **Mathews Bookstore**, **Powell Books**, or **amazon.com**.)

Topics

1. Research Misconduct
2. Data Management
3. Use of Animal Subjects
4. Use of Human Subjects
5. Conflicts of Interest and Commitment
6. Authorship
7. Publication, etc
8. Collaboration

Required Assignments

Group discussion assignments

The website mentions other requirements such as an individual writing assignment, please ignore this requirement. Your grade will be based on quizzes and participation in the case discussion participation. For the quizzes, I will email everyone the multiple choice quiz, 1 week before it is due.

➔ Two Group Discussion Assignments

For the group assignments, **the course instructor** will divide the participants in this course into groups of 4-6 members and send an e-mail message about a week in advance of the start date to let you know your group, including names and e-mail addresses of others in the group.

You and the other members of your group should then *meet* by e-mail to decide which two of the eleven course topics will be assigned to each member of your group. Although some topics may be assigned to two or more group members, at least one member of your group should be assigned to each topic (unless your group has fewer than 6 members). **Your group should select one group member to be responsible for summarizing the division of assignments to the course instructor.**

The topics for your two assignments should not be the same. For each topic, you should choose one of the *Cases* either (a) linked on the website page for that topic or (b) in the *Scientific Integrity* text for that topic.

Each participant will be responsible for:

- a. taking the lead on **two** case discussions and
- b. participating in the discussions for **all** of the cases.

When you are taking the lead for your topics, you should prepare an initial analysis of the case (including rationale for and against a chosen course of action). **All group members should participate in a discussion of the analysis.** The final analysis should be brief, but clear (no more than 500 words). The group leader should submit the final analysis to the course instructor by the deadline.

Once again, all group members are responsible for taking part in e-mail discussions led by the other members of the group and for **copying the instructor on all e-mail discussion messages.**

- Before beginning case discussions, please review the: **Guidelines for case discussions.** Discussions and analyses of cases should be carried out in accordance with these guidelines.

Credit for the course depends on completion of the course assignments, including readings and e-mail discussions/case analyses.

Here are the relevant dates for the eight modules:

Module	Discussion & Quizzes completed	Final Analysis due
1. Research Misconduct	March 7	March 14
2. Data Management	March 14	March 21
3. Use of Animal Subjects	March 21	March 28
4. Use of Human Subjects	March 28	April 4
5. Conflicts of Interest, etc.	April 4	April 11
6. Authorship	April 11	April 18
7. Publication, etc.	April 18	April 25
8. Collaboration, etc.	April 25	May 2

If you have any questions about this (or any other aspects of the course is not clear), please contact the Dr. Won Choi (wchoi@kumc.edu) as soon as possible.

Core Competencies: Development of instructional objectives is based on the Universal Competencies for public health professionals identified by the *Public Health Faculty/Agency Forum Final Report*, June 1991 and the *Healthy People 2010* goals.

The following Public Health core competencies are addressed in **COURSE NUMBER/COURSE TITLE**

FACULTY MEMBER INSTRUCTIONS: DELETE the competencies that DO NOT relate to your course. DELETE these instructions before passing syllabus out to students.

Analytic/Assessment Skills	
1.	Defines a problem
2.	Determines appropriate uses and limitations of both quantitative and qualitative data
3.	Applies ethical principles to the collection, maintenance, use and dissemination of data and information
4.	Makes relevant inferences from quantitative and qualitative data

5.	Obtains and interprets information regarding risks and benefits to the community
6.	Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues
Policy Development/Program Planning Skills	
7.	Collects, summarizes and interprets information relevant to an issue
8.	Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
Communication Skills	
9.	Communicates effectively both in writing and orally, or in other ways
10.	Solicits input from individuals and organizations
11.	Leads and participates in groups to address specific issues
12.	Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
Communication Skills-Attitudes	
13.	Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives
Cultural Competency Skills	
14.	Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and person of all ages and lifestyle preferences
Attitudes	
15.	Understands the dynamic forces contributing to cultural diversity
Basic Public Health Science Skills-Attitudes	

16.	Develops a lifelong commitment to rigorous critical thinking
17.	Conducts cost-effectiveness, cost-benefit, and cost-utility analyses
Leadership and Systems Thinking Skills	
18.	Promotes team and organizational learning
19.	Contributes to development, implementation, and monitoring of organizational performance standards

University of Kansas Master of Public Health Program Statements

Mission Statement

The mission of the KU-MPH program is to provide teaching, research and service activities that prepare public health practitioners, health care providers, and researchers to develop and apply population-based and individual approaches to maintaining and improving the public's health in the Heartland and the nation.

Confidentiality

Students should not expect that all work they produce in an MPH course is confidential. The KU-MPH program may review course deliverables such as papers, projects, on-line discussion postings and the like with persons other than fellow students in the course and the course instructor. While administering the MPH program, students' work may be shown to KU-MPH faculty and staff, other faculty and accrediting bodies such as the Council on Education in Public Health. Examples of students' work and performance may be used to market the KU-MPH program and KU School of Medicine, and during efforts to secure grant funding to support the MPH program and related faculty research and service projects. Therefore students should not include in their course assignments any sensitive personal information that they wish to keep confidential. Students wishing to discuss a confidential issue with a classmate or the instructor should use telephone calls or personal e-mails for this purpose.

Students with Special Needs

Any student in this course who, because of a disability, needs an accommodation in order to complete course requirements should contact the instructor or the ADA/504 Coordinator (913-588-7813). Students with disabilities requiring accommodation to meet the requirements of this course should contact the instructor within the first week of the semester.

Copyright

We select required readings that we believe will provide the best educational experience. Finding a good textbook cuts down on the number of articles we need to use, although does not eliminate the need for using articles. Most articles that we scan or photocopy and hand out in a live class, are copyrighted. In order to use them in class, we must **pay a fee to the Copyright Clearance Center**. This can be as much as \$2.00 per student per article. At the end of the semester, **we will send you an invoice** to each student for the total amount that we paid in copyright fees per student. We will not be able to submit a grade for you until you have paid your copyright fees.

Additional Notes

This syllabus is subject to change by the instructor. Any changes will be announced.