

EPH 625 – RESEARCH ETHICS, SPRING 2018

3 credits

Tuesday 3:45 to 6:15 pm

Instructor: Seth J. Schwartz, Ph.D., CRB 1083, [SSchwartz@med.miami.edu](mailto:SSchwartz@med.miami.edu)

## COURSE OBJECTIVES

This course will cover ethical issues in research. There are a number of thorny issues that researchers face – some of which are more obvious but others of which are more difficult to spot. These include IRB/ethics board oversight, informed consent, conflicts of interest, research misconduct, reproducibility, and equipoise/therapeutic misconception. We will cover these and other ethical issues – as well as special cases such as ethics in research with vulnerable populations, ethics in online research, and ethics in international research.

### **Holy day policy for absences (University policy)**

A recent Faculty Senate decision has been made for how instructors must handle the situation of religious holidays and attendant missed classes by students. The solution adopted by the Faculty Senate and University Administration is to allow students to take off any religious holiday of his or her choice as a matter of right, but only if the student discloses her or his specific intentions to the faculty member in writing within the first three days of class meeting. Students, at the discretion of the instructor, may be required to make up any assignments or examinations missed due to absences for religious holidays.

### **Department policy on scientific misconduct and plagiarism**

The Department of Public Health Sciences is committed to fostering an environment that supports the promotion of public health values and is conducive to professionalism and ethical standards for the responsible conduct of science and education.

The University of Miami expects all graduate students to adhere to the highest standards of ethics and academic integrity. All forms of academic fraud are strictly prohibited. These include, but are not limited to, plagiarism and/or cheating (whether it be in an examination, dissertation, thesis, research paper, research project, form of creative expression, experimental data, or any other academic undertaking).

Students found to be in violation of these standards are subject to disciplinary actions through the process described in the University of Miami Graduate Student Honor Code ([http://www6.miami.edu/dean-students/pdf/graduate\\_honorcode.pdf](http://www6.miami.edu/dean-students/pdf/graduate_honorcode.pdf)).

### **Plagiarism**

Plagiarism is representing the words or ideas of someone else as one's own. Examples include failing to cite direct quotes properly and failing to give credit for someone else's ideas or materials. If students are unsure whether a particular practice is acceptable, they are urged to discuss the issue with the faculty instructor, the UM Writing Center, or refer to the links provided below:

- [What It Is and How to Recognize and Avoid It](#)

- Indiana University Writing Tutorial Services
- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- Citing Sources and Avoiding Plagiarism: Documentation
  - Duke University Libraries Guide
  - <http://library.duke.edu/research/citing/plagiarism.html>
- What are the differences among quoting, paraphrasing, and summarizing?
  - University of Wisconsin Writer's Handbook
  - <http://www.wisc.edu/writing/Handbook/QuotingSources.html>
- Using Quotations
  - St. Cloud University
  - <http://leo.stcloudstate.edu/research/usingquotes.html>
- Plagiarism tutorial
  - Vaughan Memorial Library, Acadia University
  - <http://library.acadiau.ca/tutorials/plagiarism/>
- Avoiding plagiarism, self-plagiarism, and other questionable writing practices
  - Michigan State University
  - <http://www.cse.msu.edu/~alexliu/plagiarism.pdf>

### PREREQUISITES

There are no prerequisites for this course. It is intended for PhD students, although advanced master's students are also welcome. Master's students should speak with the instructor before signing up for the course.

### LEARNING OBJECTIVES

This course is targeted toward the following learning objectives:

- Mastering the breadth of ethical challenges such as plagiarism, falsification, fabrication, IRB oversight, and conflicts of interest;
- Applying these ethical challenges and potential solutions to one's own field of study;
- Becoming expert in ethical issues related to one's field of study so that one can design a study to investigate these issues; and
- Identifying questionable or problematic research practices in other scholars' work.

### CLASS FORMAT AND ASSIGNMENTS

The class format will be participatory, where students are expected to have completed the readings prior to each session so that we can have an informed discussion. Readings will be posted on Blackboard

by Friday of each week so that students will have the weekend to complete the readings. There is no textbook for the course.

Readings will still be assigned on days when we have guest lecturers. The guest lecturer might not mention all of the topics covered in the readings, but the readings will be important in writing your reaction papers, casebook, and final presentation.

Graded assignments will fall into three general categories:

(1) *Reaction Papers* – each student should submit 3 reaction papers during the semester. These reaction papers provide students with an opportunity to “respond” to the content and readings from a given week of class. More or less, the reaction paper should be 2-3 pages and should explain your thoughts and responses to what was covered in class, how it applies to your specific area of research, and how the ethical issues on this specific topic and in this specific research area can be addressed.

(2) *Casebook* – the casebook will be completed during the course of the semester. Each student should look over the list of topics that will be covered and identify three such topics. For each topic, students should find at least three cases in which the ethical principle in question was violated. For each case, describe what was done (using citations as appropriate), what principles were violated (and how they were violated), and what corrective actions were or should have been taken. Do you agree with the corrective actions that were taken? Did they go far enough? Is the problem continuing to occur? If so, what further corrective actions should be taken? Provide citations as possible and necessary. There is no required length for these entries, but a suggestion might be 3-5 pages per entry (for a total of 12-20 pages total for the casebook).

After each entry (topic) in the casebook has been written up, students should submit that entry to me for review. I will provide feedback. The final casebook should be submitted by April 24<sup>th</sup> and should describe at least 9 cases of ethical violations and associated corrective actions (at least 3 cases for each of 3 topics).

(3) *Final Presentation* – the final paper should be an outline of a potentially publishable manuscript summarizing the ethical issues and potential solutions within your field of study. What are the primary ethical challenges that need to be addressed? What strategies have been used to address these issues, and how can these strategies be improved? How do the ethical issues affect the state of your field? *Feel free to work with your faculty mentor in preparing this presentation, as the goal is to produce an eventual publication for you.*

The final paper will be presented orally in class on April 24<sup>th</sup>.

The grading rubric will be as follows:

Reaction Papers (3 total):	<b>30% (10% each)</b>
Casebook	<b>35%</b>
Final Paper Oral	<b>35%</b>

A	92.6-100%	C	72.6-76.5%
A-	89.6-92.5%	C-	69.6-72.5%
B+	86.6-89.5%	D+	66.6-69.5%

*B* 82.6-86.5%  
*B-* 79.6-82.5%  
*C+* 76.6-79.5%

*D* 62.6-66.5%  
*D-* 59.6-62.5%  
*F* 59.5-0%

TENTATIVE CLASS SCHEDULE:

DATE	TOPIC	READINGS
January 16 <sup>th</sup>	Introduction to Course	
January 23 <sup>rd</sup>	IRB/Ethics Board Oversight	Ford et al. (2015) Tartaro & Levy (2015) Tsan and Nguyen (2015) Wilson et al. (2014)
January 30 <sup>th</sup>	Informed Consent and Participants' Rights (Joey Casanova, HSRO, guest lecturer)	Edlund et al. (2014) Hallinan et al. (2016) Lad & Dahl (2014) Simon et al. (2016)
February 6 <sup>th</sup>	Conflicts of Interest (Lory Hayes, Conflict of Interest office, guest lecturer)	Ancker & Flanagin (2007) Jones et al. (2012) Resnik & Elliott (2013) Shrader-Frechette (2012)
February 13 <sup>th</sup>	Mentor-Student Relationships (Allison Harbin, guest lecturer)	TBA
February 20 <sup>th</sup>	Research Misconduct and Protective Measures	Dubljević et al. (2014) DuBois et al. (2013) Allen and Dowell (2013) Fisher and Partin (2014) Foo and Tan (2014) Giner-Sorolla (2012)
February 27 <sup>th</sup>	Ethics in statistical analysis (HARKing and p-hacking)	Fanelli (2012) O'Boyle et al. (2014) de Gloucester (2013) Lew (2012) Simmons et al. (2011)
March 6 <sup>th</sup>	Equipoise and Therapeutic Misconceptions in Randomized Trials	Henderson et al. (2007) Miller & Brody (2007) Miller & Joffe (2011) Hansson (2006)
March 13 <sup>th</sup>	NO CLASS – SPRING BREAK	

March 20 <sup>th</sup>	Replicability (Paul Braunschweiger, CITI, guest lecturer)	Redman and Caplan (2016) Asendorpf et al. (2013) De Winter & Happee (2013) Goodman et al. (2016)
March 27 <sup>th</sup>	Authorship and Related Issues	Moffatt (2013) Marušić et al. (2011) Sandler & Russell (2005) Smith & Williams-Jones (2012)
April 3 <sup>rd</sup>	Ethics in International Research (Adriane Gelpi, DPHS, guest lecturer)	TBA
April 10 <sup>th</sup>	Ethics in Online and Social Media Research	Bull et al. (2011) Varnhagen et al. (2012) Zimmer (2010) McKee (2013) Wilson et al. (2012)
April 17 <sup>th</sup>	Ethics in Research with Vulnerable Populations	Brabeck et al. (2015) Ellis et al. (2007) Hodge (2012) Hurst (2008)
April 24 <sup>th</sup>	PAPER PRESENTATIONS	

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