EPIB 641/KNES 689Y – Public Health and Research Ethics Spring 2018

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Lecture: Friday 11:00am – 12:50pm   **Office**: 2242 G
Classroom: 1302   **Office Hours**: By Appointment
Credit hours: 1 Credit   **Dates**: January 26th – March 16th, 2018

Course Description: This course is designed to provide an overview and discussion of ethical issues that face public health practitioners and researchers. Students are expected to participate fully in small and large group discussions that are designed to highlight ethical topics of concern to those in public health practice and research.

Course Pre- and Co-requisites: Graduate student in MIAEH, EPIB, or KNES

Required Readings: Required reading assignments will be available on Canvas (https://myelms.umd.edu/login/ldap)

- Birman, D. (2005). Ethical issues in research with immigrants and refugees. *The handbook of ethical research with ethnocultural populations and communities*, 155-178.
- Buchanan, D. R., & Miller, F. G. (2006). A public health perspective on research ethics. *Journal of Medical Ethics*, *32*(12), 729-733
- NIH Video: http://ori.hhs.gov/TheLab/
- Flicker, S., Travers, R., Guta, A., McDonald, S., & Meagher, A. (2007). Ethical dilemmas in community-based participatory research: Recommendations for institutional review boards. *Journal of Urban Health*, *84*(4), 478-493.
- Hudson, K. L., & Collins, F. S. (2015). Bringing the common rule into the 21st century. New England Journal of Medicine, 373(24), 2293-2296.
- Kass, N. E. (2001). An ethics framework for public health. *American journal of public health*, *91*(11), 1776-1782.
- Lang, D. J., Wiek, A., Bergmann, M., Stauffacher, M., Martens, P., Moll, P., ... & Thomas, C. J. (2012). Transdisciplinary research in sustainability science: practice, principles, and challenges. *Sustainability science*, *7*(1), 25-43.
- Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-based participatory research. Health Education & Behavior, 31(6), 684-697.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, *33*(1), 93-96.
- Richards, H. M., & Schwartz, L. J. (2002). Ethics of qualitative research: are there special issues for health services research?. *Family Practice*, *19*(2), 135-139.
- Shewan, L. G., & Coats, A. J. (2010). Ethics in the authorship and publishing of scientific articles.
- Wager, E. (2009). Recognition, reward and responsibility: why the authorship of scientific papers matters. *Maturitas*, *62*(2), 109-112.
- Walther, J. B. (2002). Research ethics in Internet-enabled research: Human subjects issues and methodological myopia. Ethics and information technology, 4(3), 205-216.

Course Learning Objectives:
Upon completing this course, the student will be able to:
1. Conceptualize, identify, and critically analyze ethical issues and solutions surrounding public health practice and scholarship that protect the public.
2. Describe and critique responsible conduct of research with respect to protecting human subjects.
3. Identify sources of scientific misconduct and evaluate alternative strategies to prevent misconduct.
4. Critically analyze the policies, procedures, professional codes and rules of scientifically responsible conduct in your field of practice and/or research.
5. Compare and contrast the various solutions to ethical dilemmas in public health practice and scholarship.
6. Compare basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

Program Competencies Addressed in this Course:
Program competencies for the MA Degree in Kinesiology and for the MPH Degree in Epidemiology and Biostatistics are addressed in this course:
Kinesiology
1. Students will be expected to demonstrate a comprehensive understanding of the interdisciplinary field of Kinesiology and be able to analyze their own research and locate it in relation to the broader field of kinesiology and the aims and objectives of the School of Public Health.
Epidemiology and Biostatistics
2. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.
3. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.

Course Requirements:
Public Health and Research Methods is a blended course of two key concepts. 1. **Research Ethics Principles and Founding Concepts** delivered through lecture and guest lecture (1st hour). 2. **Public Health Ethics Historical and Contemporary Cases** delivered through student lead discussion and analysis (2nd hour). *The success of the course will depend heavily upon active participation by the students--you are strongly encouraged to present your ideas and to listen respectfully to the ideas of others. One hundred percent attendance is expected.*

Assignments:

Complete the CITI training: Students are also required to complete successfully online training for research with human subjects. Collaborative Institutional Training Initiative (CITI https://www.citiprogram.org) Late policy applies. Due **February 9th**.	**15 points**
Student Led Discussion "Case Study Analysis": Students have been separated into two sub groups. During second hour of class, the assigned student leaders will lead a discussion on topic of interest. 1. Submit an article, clip, or media piece for group review by Wednesday 5pm. 2. Draft and bring discussion questions based on submitted review piece 3. Lead a class discussion.	**35 points**
Class Participation: Success of student lead discussion relies on class participation. Interactions with others in the class are critical to learning in this course; your contributions to each week's class will be expected and evaluated. Successful participation includes evidence of completion of readings and posted material prior to class, respectful and thoughtful response to discussion questions, continued and consistent engagement from weeks 1-8 and start to end of class.	**20 points**
Public Health Case Study Analysis: Each student is to submit a "sounding board"	**80 points**

or thought paper on a public health ethical case study of interest. The paper will be submitted through Canvas and turn it in. Late policy applies. Due **March 16th** Additional details on canvas.	

Potential Student Topics (some of many)**:**

- Ethical issues in physical therapy
- Soda Tax / Sugar Tax
- Right to die
- Steroid regulation
- Authorship in research collaborations

- Genetic testing
- Fracking
- Drug safe zones
- Clinical trial research
- State mandate vaccine policy

- Public Health surveillance
- Research compensation
- Bottle water/ water fluoridation
- International research regulation
- LGBTQ health services and payment

Course and University Policies:

Email – The Official University Correspondence:

Verify your email address by going to *www.my.umd.edu*. All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at *www.my.umd.edu* or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: *www.helpdesk.umd.edu* or call 301-405-1400.

Laptop and Classroom Etiquette:

Laptops and other technologies are allowed in lecture **only for note-taking**. Students using laptops and other technologies for purposes other than note-taking will *lose participation points*.
Side conversation and other disruptive behavior are not permitted in lecture nor discussion. Failure to comply will result in loss of participation points and you may be asked to leave the class.

Absence Policy:

In accordance with University policy, if you miss an eligible assignment due to an excused absence (with appropriate documentation) you have up to Five (5) business days to receive and complete the assignment without penalty. In accordance with University Policy, excused absences include:

- Mandatory military obligation
- Illness of the student or illness of an immediate family member
- Participation in university activities at the request of university authorities
- Compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

Whenever feasible, you should contact the instructor in advance. It is your responsibility to work with your classmates to get any notes and other important information.
Eligible assignments missed due to an unexcused absence can be submitted up to 3 days late with penalty. Assignments will not be accepted after three days.

For information regarding the University Absence Policy can be found at
http://www.president.umd.edu/policies/v100g.html

<u>Late work and Missed Assignments</u>:
All assignments are due as stated in the syllabus/Canvas. Any work not turned in by the due date <u>and</u> time will have a 10% deduction for each day it is late *unless* arrangements have been made ahead of the due date with the instructor. Assignments will be accepted up-to 3 days late (30% point deduction). In class participation assignments may not be made up. For a list of assignments eligible for 'late work policy' see assignment descriptions.

<u>Inclement Weather / University Closings</u>:
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (*http://www.umd.edu*) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

<u>Course Evaluations</u>
The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving your experience, the course, curriculum delivery, and course instruction. Your evaluations will help improve this course, help current and future students decide on classes, and help administrators determine merit pay, renewal of contracts, and tenure and promotion decisions. You will receive an email announcing when the evaluation system will open. For information regarding course evaluations, please visit https://www.irpa.umd.edu/Assessment/CourseEval/FacFastFacts.html.

<u>Available Support Services</u>:
If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service (301-314-7693). Their educational counselors can help with time management, reading or math learning skills, note taking, and exam preparation skills. All their services are free to UM students. If you are ill or encountering personal difficulties, please contact your instructor as soon as possible and contact the Student Health Center (301-314-8180) and or the Counseling Center (301-314-7651) for assistance. If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682).

<u>Religious Observances</u>:
The University System of Maryland policy provides that students will not be penalized because of observances of their religious beliefs; students will be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

<u>Academic Integrity</u>:
The University's code of academic integrity is designed to ensure the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:
- ❏ <u>CHEATING</u>: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- ❏ <u>FABRICATION</u>: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ❏ <u>FACILITATING ACADEMIC DISHONESTY</u>: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ❏ <u>PLAGIARISM</u>: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information please see: *http://www.shc.umd.edu/code.html*. Please write the Honor Pledge by hand and sign it on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit *http://www.shc.umd.edu*.

Grading Procedures:

Assignment	Points	Due Date
Citi Training	15	February 9th
Case Study Discussion	35	Ongoing
Class participation	20	Ongoing
Final paper	80	March 16th
Total: 150		

Grading Scale:

LTR.	%	PTS	LTR.	%	PTS
A+	97	≥145	C	73	109
A	93	139	C-	70	105
A-	90	135	D+	67	100
B+	87	130	D	63	94
B	83	124	D-	60	90
B-	80	120	F	≤59	≤88
C+	77	115			

Course Outline / Course Calendar

Week	Dates	Lecture	Assignments*
# 1	1/26	Introduction to ethics in public health and the responsible conduct of research (Dr. Evelyn King-Marshall)	
# 2	2/2	Ethical concerns of community based research (TBD)	Student Discussion
# 3	2/9	Issues in research management at the school, university, and federal Levels (Dr. Dushanka Kleinman & Ms. Dawn Schettino)	CITI Training due Student Discussion
# 4	2/16	Protection of human subjects: discussion of the Institutional Review Board (Dr. James Hagberg)	Student Discussion
# 5	2/23	Ethical challenges in conducting qualitative research (TBD)	Student Discussion
# 6	3/2	Engaging with communities of diverse culture and races/vulnerable subjects (Dr. Craig Fryer)	Student Discussion
# 7	3/9	Considerations in manuscript preparation and authorship (Dr. Brad Hatfield)	Student Discussion
# 8	3/16	Leadership and teams in public health (Dr. Barbara Curbow)	Student Discussion Ethics Paper

Week	Lecture	Peer Discussion
1	**Topic**: Introduction to ethics in public health and the responsible conduct of research **LO**: 1,2,3 **PC**: 1,2,3 **Readings**: Buchanan 2006 & Kass 2001	None...
2	**Topic**: Ethical concerns of community based research **LO**: 1,2,4 **PC**: 1,2,3 **Readings**: Minker 2004 & Flicker 2007	**Group A**: Replication in Research; Genetic Testing **Group B**: Collecting patient sample for medical Research; Religion in Public Health
3	**Topic**: Issues in research management at the school, university, and federal Levels **LO**: 2,3,6 **PC**: 1,2,3 **Readings**: NIH Video	**Group A**: Genomics & Infectious disease ; Ibuprofen linked to male infertility ; State mandate Vaccines **Group B**: Genetic Editing of Human Embryo; Organ Transplant; Food Deserts
4	**Topic**: Protection of human subjects: discussion of the Institutional Review Board **LO**: 2,3,4 **PC**: 1,2,3 **Readings**: Walther 2002 & Hudson 2015	**Group A**: Dietary supplements & sports performance; Computer Modeling and Simulations; Managing Control Group **Group B**: Privately Funded Research; Can science questions answer moral questions; Research compensation (HeLa Cell)
5	**Topic**: Ethical challenges in conducting qualitative research **LO**: 2,3,5 **PC**: 1,2,3 **Readings**: Orb 2001 & Richards 2002	**Group A**: Consent in organ donation; School/ State Mandated Vaccines; Court Ordered C-Section **Group B**: Genetic Services (23 & me); CBPR; Ethical Responsibilities of national sports organizations to protect athletes
6	**Topic**: Engaging with communities of diverse culture and races/vulnerable subjects **LO**: 1,2,3,5 **PC**: 1,2,3 **Readings**: Birman 2005	**Group A**: Social Media and Companies firing for posts; Right to die; Excessive Police Force use / brutality **Group B**: Researching vulnerable populations; Clinical Cancer Research; Loss Aversion
7	**Topic**: Considerations in manuscript preparation and authorship **LO**: 4,5,6 **PC**: 1,2,3 **Readings**: Shewan 2010 & Wager 2009	**Group A**: Concentrated Animal Feeding Operation (CAFO); Sugar Tax/ Soda Tax **Group B**: Public Health issues of human cloning; Immigrants access to HC in America; TBD
8	**Topic**: Leadership and teams in public health **LO**: 3,4,5 **PC**: 1,2,3 **Readings**: Lang 2012	**Group A**: SES and access to Green space; TBD **Group B**: Competing Values and HPV vaccine; Interviewees Rights

* The instructor reserves the right to change readings and assignments when appropriate and with reasonable advance notification.