

College of Public Health & Health Professions
PHC 7427
Ethics in Population Science
Summer A, 2015
Tuesdays 2:00 p.m. – 6:15 p.m.
HPNP G-111

Instructor Information

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Office Hours: By arrangement with instructor. Evening and Saturday hours are available.

Course Overview or Purpose

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.

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

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.

Course Materials

Required: 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/rcrintro.pdf>

All additional readings will be available for download on Sakai or through the internet. ALL READINGS SHOWN BELOW ARE REQUIRED.

Course Requirements/Evaluation/Grading

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

Assignment #	Requirement Choose a particular public health problem to complete the assignments. With instructor permission, you can change topics.	Date Due	Criteria for Grading
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 20	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.	Biweekly	Pass = Students participate in quiz, attend 90% of classes and exhibit developed ethical thinking in discussions

Topical Outline

Date	Topic(s)	Reading or Instructional Material
May 12	Case	Willowbrook and Diversity
	Ethical frameworks	Fuchs, B. & Macrina, F. (2005). Chapter 2: Ethics and the Scientist. In <i>Scientific Integrity</i> , 3 rd Ed. Francis Macrina (ed.) Washington, DC: ASM Press. (NOTE: A 4 th Edition is available, but not yet available at the library).
	Regulations and professional standards of practice and research	http://www.acepidemiology.org/policystmts/EthicsGuide.pdf Last J. (1996). Chapter 3: Professional Standards of Conduct for Epidemiologists. In: Coughlin SS, Beauchamp TL. <i>Ethics and Epidemiology</i> . New York: Oxford University Press. Shamoo, A. & Resnik, D. (2003). Chapter 12: The Scientist in Society, In <i>Authors: Responsible Conduct of Research</i> , New York: Oxford University Press.(Note: there is a new edition, but no equivalent chapter) Required Text (Steneck, 2007) Chapters 1 and 2.
	Assignment	2 due next week; Assignment 1 due each week.
May 19	Research misconduct vs. research with integrity	The Committee on Assessing Integrity in Research Environments. (2002). Chapter 2: Integrity in Research in <i>Integrity in Scientific Research</i> by Washington, DC: National Academies Press.
	Human Subjects Research (Consent, Recruiting, Enrolling)	Excerpts from: Levine, R.J. (1986). <i>Ethics and Regulations of Clinical Research</i> . New Haven: Yale University Press. Required Text (Steneck, 2007) Chapter 3 Striley C.L.W., Callahan C., Cottler L.B. (2008) Enrolling, retaining, benefiting participants in intervention research. <i>Journal of Empirical Human Research Ethics</i> , 3(3):19-25. Gelsinger P. (2002). Jesse's Intent. <i>Bulletin of Medical Ethics</i> , 179:13-20.
	Assignments	1 and 2 due.
May 26	Case	Joseph Biederman
	Data management	Required Text (Steneck, 2007) Chapter 6
	Conflict of interest	Required Text (Steneck, 2007) Chapter 5 Striley, C.W. (2011). A review of current ethical concerns and challenges in substance use disorder research. <i>Current Opinion in Psychiatry</i> , 24(3), 186-190.
	Privacy	Science January 2015 Vol. 347, Issue 6221 (Selected)
	Cases	Student case presentations
	Assignment	1; 3 if scheduled and 4
June 2	Collaboration	Required Text (Steneck, 2007) Chapter 8
	Mentoring	Striley, CW. A Stage Model to Help Promote Mentoring for Responsible

	and Being a Mentee	Research 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 9	Case	The Lab
	Authorship	Required Text (Steneck, 2007) Chapter 9
	Peer review	Required Text (Steneck, 2007) Chapter 10
	Animal Research	Required Text (Steneck, 2007) Chapter 4
	Cases	Student case presentations
	Assignments	1; 3 if scheduled and 4
June 16	Cases Goldberger Guatamalan Study	Excerpts from Terris, M., ed. (1964). Goldberger on Pellagra Baton Rouge: Louisiana State University Press. Cases from 2014 Rob Stein (October 1, 2010). "U.S. apologizes for newly revealed syphilis experiments done in Guatemala". Washington Post. http://www.washingtonpost.com/wp-dyn/content/article/2010/10/01/AR2010100104457.html?hpid=topnews .
	Whistleblowing	Sieber JE. The Psychology of Whistleblowing. Science and Engineering Ethics. 1998;4:7-23. Kalichman M. Whistleblowing. Resources for Research Ethics Education. 2001. Available at: https://nationalethicscenter.org/resources/7418
	Cases	Student case presentations
	Assignments	1;3 and 4

Statement of University’s Honesty Policy (cheating and use of copyrighted materials)

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Class Attendance and Make-up Work

This is an interactive class and students are expected to be present and to participate in all class sessions. Students who know they will need to miss a class session should discuss this with the instructor prior to the date of the class.

Statement Related to Accommodations for Students with Disabilities

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789. From the Crisis Center: **“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.”**

Class Demeanor Expected by the Professor

As a classroom of scholars, 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.