**College of Public Health & Health Professions**

**PHC 7427**

**Ethics in Population Science**

**Spring, 2012**

**Time TBA**

# **HPNP**

#### Instructor Information

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Office Hours: Tuesday 9 -11 am or 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.

#### 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

Steneck, N. (2007). ORI Introduction to the Responsible Conduct of Research. Washington, DC: Office of Government Printing Office. Stock #: 017-023-00214-7

Available for purchase at: <http://bookstore.gpo.gov/collections/ori-research.jsp>

All additional readings will be available for download on Sakai or through the internet.

#### Prerequisites: None.

#### Course Requirements/Evaluation/Grading

This course is graded Pass/Fail.

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| **Assign-ment**  **#** | **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 March 1 | 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; norms, values, regulations and ethical standards germane; options for a solution to the problem which was considered and which might have been considered. | 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. | Biweekly | Pass = Students attend 90% of classes and exhibit developed ethical thinking in discussions |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

#### Topical Outline

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| Week Date | Topic(s) | Reading or Instructional Material |
| 1 | Ethical frameworks | Fuchs, B. & Macrina, F. (2005). Chapter 2: Ethics and the Scientist. In Scientific Integrity, 3rd Ed. Francis Macrina (ed.) Washington, DC: ASM Press. |
| 2 | Regulations and professional standards of practice and research | <http://www.acepidemiology.org/policystmts/EthicsGuide.pdf>  Woodin K.E. & Gambrill, S, eds. (2004). Regulations and Good Clinical Practices (GCPs). Chapter 4 in The CRCs Guide to Coordinating Clinical Research. New York: Thomson Centerwatch.  Shamoo, A. & Resnik, D. (2003). Chapter 12: The Scientist in Society, In Authors: Responsible Conduct of Research, New York: Oxford University Press.  Text Chapters 1 and 2.  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. |
| 3 | Research misconduct vs. research with integrity | The Committee on Assessing Integrity in Research Environments. (2002). Chapter 2: Integrity in Research in Integrity in Scientific Research by Washington, DC: National Academies Press. |
| 4 | Human Research | Excerpts from: Levine, R.J. (1986). Ethics and Regulations of Clinical Research. New Haven: Yale University Press.  Text Chapter 3.  Striley C.L.W., Callahan C., Cottler L.B. (2008) Enrolling, retaining, benefiting participants in intervention research. Journal of Empirical Human Research Ethics, 3(3):19-25. |
| 5 | Data management | Text Chapter 6 |
| 6 | Conflict of interest | Text Chapter 5. |
| 7 | Collaboration | Text Chapter 8. |
| 8 | Mentoring and Being a Mentee | Cohen, N.H. (1999). The Mentee’s Guide to Mentoring. Amherst, MA: HRD Press.  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/> |
| 9 | Authorship | Text Chapter 9. |
| 10 | Peer review | Text Chapter 10. |
| 11 | Animal Research | Text Chapter 4. |
| 12 | Cases: Goldberger and Student Case | Excerpts from Terris, M., ed. (1964). Goldberger on Pellagra Baton Rouge: Louisiana State University Press. |
| 13 | Cases: Willowby, Guatamalan Study and Student Cases… | 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.  Willowby handout, instructor prepared. |
| 14 | Cases: Modern Cases and Student Cases | Excerpts from: Skloot, R. (2010). The Immortal Life of Henrietta Lacks. New York: Crown Publishers, Random House. |
| 15 | Cases: From Headlines and Student Cases | TBA |

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](http://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](http://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.