

**University of Florida
College of Public Health & Health Professions
PHC 7427
Ethics in Population Science
Summer A, 2020**

Virtual Classroom

Canvas Course Website: elearning.ufl.edu

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Preferred Course Communications: email

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

PURPOSE AND OUTCOME

Course Overview

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.

Relation to Program Outcomes

This is the required ethics course and course in responsible research conduct for PhD and MSE students.

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.

Instructional Methods

Asynchronous online components will be used to discuss cases and principles. This requires the use of VoiceThread to allow an interactive group experience necessary to build your skills in ethical decision making and your understanding of the norms/values of science.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule ALL READINGS SHOWN BELOW ARE REQUIRED.

Date	Topic(s)	Reading or Instructional Material
Week of May 11-17	Case – Presented by Professor	Willowbrook and Diversity
	Ethical frameworks – Reading	Required Text (Fostering Integrity) Chapters 1 and 2
	Regulations and professional standards of practice and research – Presentation by Professor	<p>http://www.acepidemiology.org/policystmts/EthicsGuide.pdf</p> <p>Last J. (1996). Chapter 3: Professional Standards of Conduct for Epidemiologists. In: Coughlin SS, Beauchamp TL. Ethics and Epidemiology. New York: Oxford University Press.</p> <p>Salerno J, Hlaing WW, Weiser T Striley C, Schwartz L, Angulo FJ, Neslund VS. Emergency response in a global health crisis: epidemiology, ethics, and Ebola application. <i>Annals of Epidemiology</i>. 2016; 26:234-237.</p> <p>Tansey CM, Herridge MS, Heslegrave RJ. A framework for research ethics review during public emergencies. <i>Canadian Medical Association</i>. 2010;182(14):1533-1537.</p> <p>Menikoff J, Kaneshiro J, Pritchard I. The Common Rule, updated. <i>New England Journal of Medicine</i>. 2017;376(3): 613-615. DOI: 10.1056/NEJMp1700736</p> <p>The new Common Rule is available here: https://www.gpo.gov/fdsys/pkg/FR-2017-01-19/html/2017-01058.htm</p>
Assignment	Assignment 3 is due next week. Assignment 1 can be uploaded whenever the student is prepared to do so. Assignment 2 (postings) should be completed each week.	
May 18-24	Research misconduct vs. research with integrity - Presentation by Professor	Required Text (Fostering Integrity) Chapter 7
	Human Subjects Research (Consent, Recruiting, Enrolling) - Presentation by Professor	<p>Ethics in Clinical Research http://clinicalcenter.nih.gov/recruit/ethics.html</p> <p>Required Text (Steneck, 2007) Chapter 1,2 and 3</p> <p>Striley CLW, Callahan C, Cottler LB. Enrolling, retaining, benefiting participants in intervention research. <i>Journal of Empirical Human Research Ethics</i>. 2008; 3(3):19-25.</p>
	Assignments	1, 2, 3 due.
May 25-31	Case - Presentation by Professor	Joseph Biederman
	Data management - Presentation by Professor	Required Text (Steneck, 2007) Chapter 6

	Conflict of interest - Presentation by Professor	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	<i>Science</i> January 2015 Vol. 347, Issue 6221 (Selected)
	Cases	Student case presentations
	Assignment	1 and 2, if scheduled 4
June 1 - 7	Collaboration - Presentation by Professor	Required Text (Steneck, 2007) Chapter 8
	Mentoring and Being a Mentee - Presentation by Professor	Striley, CW. A Stage Model to Help Promote Mentoring for Responsible 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 and 2
June 8-14	Case – Online interactive educational material	The Lab
	Authorship and Plagiarism - Presentation by Professor	Required Text (Steneck, 2007) Chapter 9 Reich ES. Self-plagiarism case prompts calls for agencies to tighten rules. <i>Nature</i> . 2010; 468: 745-
	Peer review and Predatory publishers - Exercise	Required Text (Steneck, 2007) Chapter 10 Pulla P. In India, elite institutes in shady journals. <i>Science</i> . 2016; 354:1511-1512.
	Animal Research	Required Text (Steneck, 2007) Chapter 4
	Cases	Student case presentations
	Assignments	1 and 2
June 15-21	Cases Guatemala Anil Potti – Presentation by Professor	Paul C, Brookes B. The Rationalization of Unethical Research: Revisionist Accounts of the Tuskegee Syphilis Study and the New Zealand "Unfortunate Experiment". <i>Am J Public Health</i> . 2015 Oct;105(10):e12-9.doi: 10.2105/AJPH.2015.302720. Epub 2015 Aug 13. Rob Stein (October 1, 2010). "U.S. apologizes for newly revealed syphilis experiments done in Guatemala". <i>Washington Post</i> . http://www.washingtonpost.com/wp-dyn/content/article/2010/10/01/AR2010100104457.html?hpid=topnews . Required Text (Fostering Integrity) Appendix D.
	Reproducibility and Replicability in Science - Presentation by Professor	https://sites.nationalacademies.org/sites/reproducibility-in-science/index.htm
	Whistleblowing	Kornfeld DS, Titus SL. Ethics: More research won't crack misconduct. <i>Nature</i> . 2017 Aug 2;548(7665):31. doi: 10.1038/548031a. PMID: 28770833

Restitution - Presentation by Professor	Bouter LM, Hendrix S. Both Whistleblowers and the Scientists They Accuse Are Vulnerable and Deserve Protection. Account Res. 2017;24(6):359-366. doi: 10.1080/08989621.2017.1327814. Epub 2017 May 8. PMID: 28481674 Kalichman M. Whistleblowing. Resources for Research Ethics Education. 2001. Available at: https://nationalethicscenter.org/resources/7418 Mervis J. After the fall. Science, 2016; 354:408-412.
Cases	Student case presentations
Assignments	1 and 2

Course Materials and Technology

Required (both freely available):

1) 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/rcintro.pdf>

2) National Academies of Sciences, Engineering, and Medicine. 2017. **Fostering Integrity in Research**. Washington, DC: The National Academies Press. doi:https://doi.org/10.17226/21896. Free download from <https://www.nap.edu/catalog/21896/fostering-integrity-in-research>

All additional readings will be available for download on CANVAS or through a provided internet link.

Additional Resources

To help find possible cases:

The Scientist, for instance <https://www.the-scientist.com/news-opinion/nature-science-retractions-connected-to-research-misconduct-65735>

Retraction Watch, <https://retractionwatch.com/>

The Office for Research Integrity, https://ori.hhs.gov/content/case_summary

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

Assign-ment #	Requirement	Date Due	Criteria for Grading <u>ALL ASSIGNMENTS MUST BE PASSED TO PASS THE COURSE</u>
1	Case Presentation. Students should choose a case from their own field and subject of interest for	NA	Pass = 80% or higher on assignment.

	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		81 – 100% assigned in VoiceThread for depth and clarity of thinking expressed
2	Reflective Posts and Final Course Reflection. Each student is responsible for preparing a case; each student is responsible for (1) watching the case presentation of each students; (2) comments using VoiceThread to each presentation; (3) returning to each presentation to post again after other students have commented. At the end of the semester, students will be responsible for preparing a reflective piece on what they have been (a) surprised by; (b) challenged by; and (c) argued with. B and C should both be stated in ways that share the student's ethical thinking, showing their ability to use the SFNO model to understand multiple facets of the cases, some potentially in opposition to the norms and values taught in this course.		Pass = Students post at least 2X within each presentation and post their summary paragraph. The professor will also review canvas analytics to oversee student participation.
3	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 22	Pass= Posted.

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

For greater detail on the meaning of grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Work

Please note: Any requests for make-ups will be evaluated by the professor in accordance with UF policy.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a classroom of scholars and a learning community, 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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

Communication Guidelines

Communications on-line or in-person must reflect integrity and respect.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.
