

Course Syllabus

DCS 5206: Research Ethics in Biomedical Sciences

Spring 2007

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| Description: | The constant progress in the biomedical sciences raises important ethical questions scientists and researchers need to address. This course critically examines areas of ethical concern for researchers in the biomedical sciences. Areas include scientific misconduct and professional integrity, mentoring, intellectual property, conflict of interests, authorship and publication, human subjects and research, use of animals in research, genetics, reproductive technologies, etc. Time will also be allocated to discuss cases. |
| Required Course for Tracks: | Elective |
| Prerequisites: | N/A |
| Credit Hour(s): | 2 |
| Objectives: | <ol style="list-style-type: none">1. To gain the ability to identify some of the philosophical, moral, political, legal, and social issues associated with research in the biomedical sciences.2. To develop critical skills for understanding and evaluating arguments, claims, and policies associated with research in the biomedical sciences.3. To develop a sense of professional identity and integrity associated with biomedical research. |
| Text: | Shamoo, A.E., & Resnik, D.B. (2003). <i>Responsible Conduct of Research</i> . New York: Oxford University Press. |
| On Reserve: | <p>Brock, Dan W. (2003). "Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con." In Steinbock, Bonnie, John D. Arras, & Alex John London (Eds.), <i>Ethical Issues in Modern Medicine</i> (6th edition). New York: McGraw Hill.</p> <p>Brody, Baruch (1998). "Reproductive and Fetal Research." In <i>The Ethics of Biomedical Research: An International Perspective</i> (pp. 99-118). Oxford: Oxford University Press.</p> <p>Juengst, Eric (1998). "What Does Enhancement Mean?" In Parens Erik (Ed.), <i>Enhancing Human Traits</i> (pp. 29-47). Washington, DC: Georgetown University Press.</p> <p>Kass Leon R. (2003). "Preventing a Brave New World: Why we Should Ban Human Cloning Now." In Steinbock, Bonnie, John D. Arras, & Alex John London (Eds.), <i>Ethical Issues in Modern Medicine</i> (6th edition). New York: McGraw Hill.</p> <p>Parens, Erik (1998). "Is Better Always Good? The Enhancement Project." In Parens Erik (Ed.), <i>Enhancing Human Traits</i> (pp. 1-28). Washington, DC: Georgetown University Press.</p> <p>Ziman, John. (2002). "New Modes of Knowledge Production." In <i>Real Science, What it Is, and What it Means</i> (pp. 56-82). Cambridge: Cambridge University Press.</p> |

Codes and Regulations:

- The Nuremberg Code (1947)
- Helsinki Declaration (1964)
- Belmont Report (1976)
- Regulations for the Protection of Human Subjects (45 CFR 46) [Code of Federal Regulation] (2004)

Director:

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Location:

D1.100, South Campus

Date/Time:

Thursdays, 4:00-6:00 PM

Course Requirements:

1. Attendance: You are allowed to miss only 3 sessions. Sign in required in each session. Let me know in advance if you cannot attend a session.
2. Active class participation: Active class participation is expected. You should come to class prepared to discuss critically the readings assigned for each week.
3. Short critical response paper: You are expected to write a weekly two page critical response on a case or an issue raised in the readings.
4. Final 12-page paper on the topic of your choice due on **April 19, 2007**. You are welcome to discuss the topic of your paper with me in advance, but I will not review written drafts of the papers prior to submission.

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| Grading: | Attendance/Class Participation | 25% |
| | Short Response Papers | 25% |
| | Final Paper | 50% |

Schedule & Readings

| SESSION | TOPIC AND READINGS |
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| 1. January 11 | Introduction, Syllabus, Requirements, Papers, etc. |
| 2. January 18 | Foundations of Moral Reasoning <ul style="list-style-type: none">• Shamoo & Resnik, "Scientific Research & Ethics", pp. 3-23 |
| 3. January 25 | The Context of Scientific Research <ul style="list-style-type: none">• Ziman, "New Modes of Knowledge Production", pp. 56-82 (on reserve)• Shamoo & Resnik, "The Scientist in Society", pp. 275-290 |
| 4. February 1 | Science and the Industry Shamoo & Resnik, "Collaboration between Academia and Private |

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| | Industry”, pp. 163-178 |
| 5. February 8 | Scientific Misconduct and Professional Integrity <ul style="list-style-type: none"> • Shamoo & Resnik, “Scientific Misconduct”, pp. 93-112 |
| 6. February 15 | Mentoring <ul style="list-style-type: none"> • Shamoo & Resnik, “Collaboration in Research: Authorship, Resource Sharing, and Mentoring”, pp. 59-67 |
| 7. February 22 | Intellectual Property <ul style="list-style-type: none"> • Shamoo & Resnik, “Intellectual Property”, pp. 119-135 |
| 8. March 1 | Conflicts of Interest <ul style="list-style-type: none"> • Shamoo & Resnik, “Conflicts of Interest and Scientific Objectivity”, pp. 139-156 |
| March 8 | Spring Break (no class) |
| 9. March 14 | Authorship & Publication <ul style="list-style-type: none"> • Shamoo & Resnik, “Collaboration in Research: Authorship, Resource Sharing, and Mentoring”, pp. 48-59 Shamoo & Resnik, “Publication & Peer Review”, pp. 68-88 |
| 10. March 22 | Historical Overview & General Principles Involving Human Subjects <ul style="list-style-type: none"> • The Nuremberg Code (1947) (on reserve) • Helsinki Declaration (1964) (on reserve) • Belmont Report (1976) (on reserve) • Regulations for the Protection of Human Subjects (45 CFR 46) [Code of Federal Regulation] (2004) (on reserve) |
| 11. March 29 | Human Subjects and Research <ul style="list-style-type: none"> • Shamoo & Resnik, “The Use of Human Subjects in Research”, pp. 181-208 |
| 12. April 5 | Use of Animals in Research <ul style="list-style-type: none"> • Shamoo & Resnik, “Use of Animals in Research”, pp. 214-229 |
| 13. April 12 | Research on Fetuses & Embryos <ul style="list-style-type: none"> • Brody, “Reproductive and Fetal Research”, pp. 99-118 (on reserve) |
| 14. April 19 | Genetics and Reproductive Technologies <ul style="list-style-type: none"> • Shamoo & Resnik, “Genetics and Human Reproduction”, pp. 233-263 |
| 15. April 26 | Human Cloning <ul style="list-style-type: none"> • Brock, “Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con.” (on reserve) • Kass, “Preventing a Brave New World: Why we Should Ban Human Cloning Now.” (on reserve) |
| 16. May 3 | Enhancement Technologies <ul style="list-style-type: none"> • Parens, “Is Better Always Good? The Enhancement Project,” 1-28 (on reserve) • Juengst, “What Does Enhancement Mean?” 29-47 (on reserve) |

Admin. Contact: Wendy Bishop, MS, Education Coordinator
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Academic Integrity: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of

academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).

General Policies:

Diversity: Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors. They are also expected to exhibit an appreciation for multinational, ethnicity, age, orientation, religion, gender diversity, etc in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Disability: UTSW complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodation due to a documented disability, please contact the Course Director in the beginning of this course. Information received by you is confidential and is only released on a 'need-to-know' basis or with your prior written consent. The instructor will do his/her best to provide accommodations for you and will keep this information confidential.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify the Course Director in writing via email at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences: University Extracurricular Activities (E.G., conferences): Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Special Circumstances: In the event that illness, family emergencies, work or other problems seriously interfere with your ability to meet the requirements of the course, please discuss those circumstances with the Course Director, Dr. Jotterand, as soon as possible. Such problems can and do occur unexpectedly, and we will attempt to accommodate those situations, when unavoidable. Prompt communication concerning special circumstances is essential and must originate from the student to the Course Director (cc: Course Administrator, Wendy Bishop).