

DEPAUL
UNIVERSITY



Designing Empirical Research in Scientific Ethics

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www.ethicsresearch.com

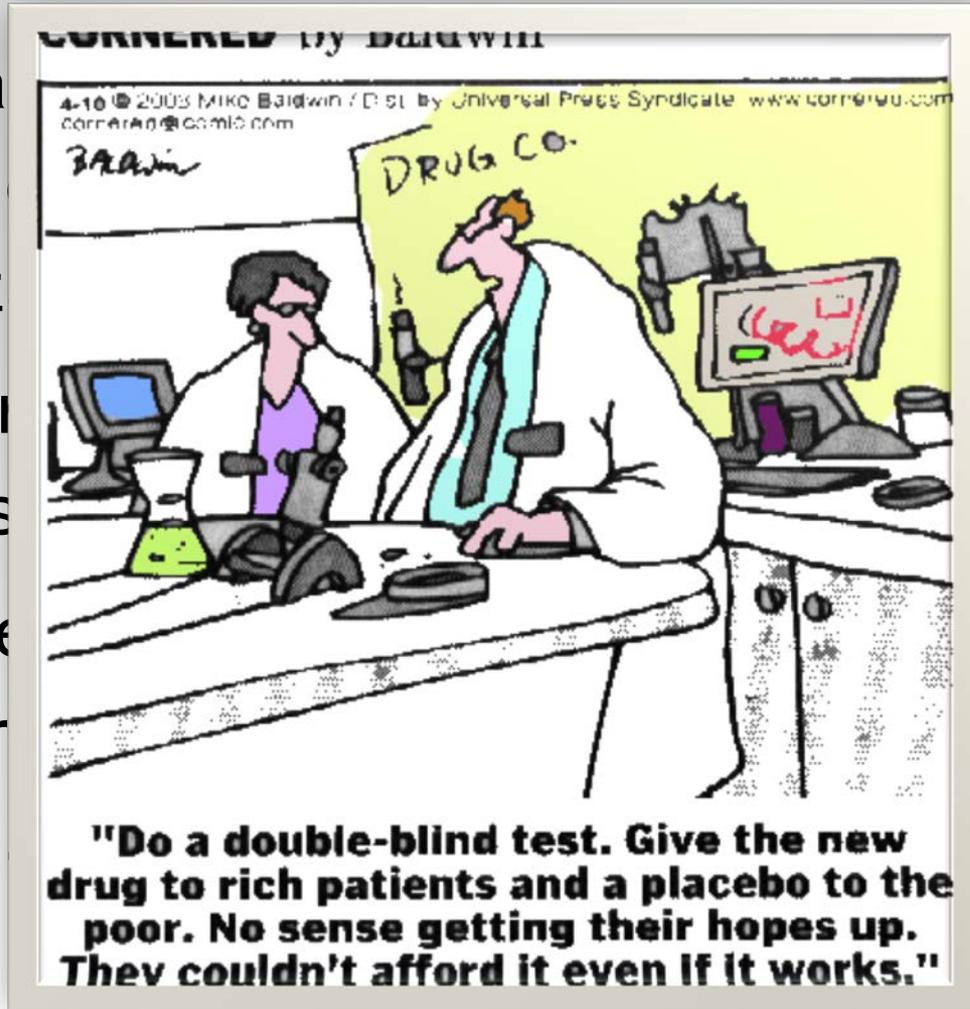
What kind of studies on Research ethics might be of interest?

- What factors motivate participation?
 - Achieving representative population sampling
 - Cross-sectional versus longitudinal sampling



What kind of studies on Research ethics might be of interest?

- What practical research generalizations
- How appropriate practices
- What are and their research



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Yes, these are real...

 **VOLUNTEERS NEEDED FOR A SCIENTIFIC STUDY** 

Investigating whether people can distinguish between scientific research and kidney harvesting scams.
Healthy adults only.

Compensation: \$50
Time Required: 3 hours

For more information please contact:
o hmrc-contact@umich.edu
o IRB: HUM00098428

hmrc-contact@umich.edu
hmrc-contact@umich.edu
hmrc-contact@umich.edu
hmrc-contact@umich.edu
hmrc-contact@umich.edu
hmrc-contact@umich.edu

Study ID: 10

NON-PARTICIPATION IN UNIVERSITY RESEARCH
05/11/10

You are invited to participate in a research project being conducted by Dr. [redacted] about why students do not participate in university research

Information about the research project can be found at:
[redacted]

If you prefer not to participate in university research please tell me why.

Please text a response to: [redacted]
or email:
[redacted]@[redacted]

Ask yourself...

- Why is the question/issue an ethical matter?



See: Pope, K.S., Levenson, H., Schover, L.R. (1979). Sexual intimacy in psychology training: Results and implications of a national survey. *American Psychologist*, 34 (8), 682-689. doi: 10.1037/0003-066X.34.8.682



SEXUAL "LIBERATION" AND ETHICAL STANDARDS

**Don't try to control us !
We can make our own sexual choice decisions.**

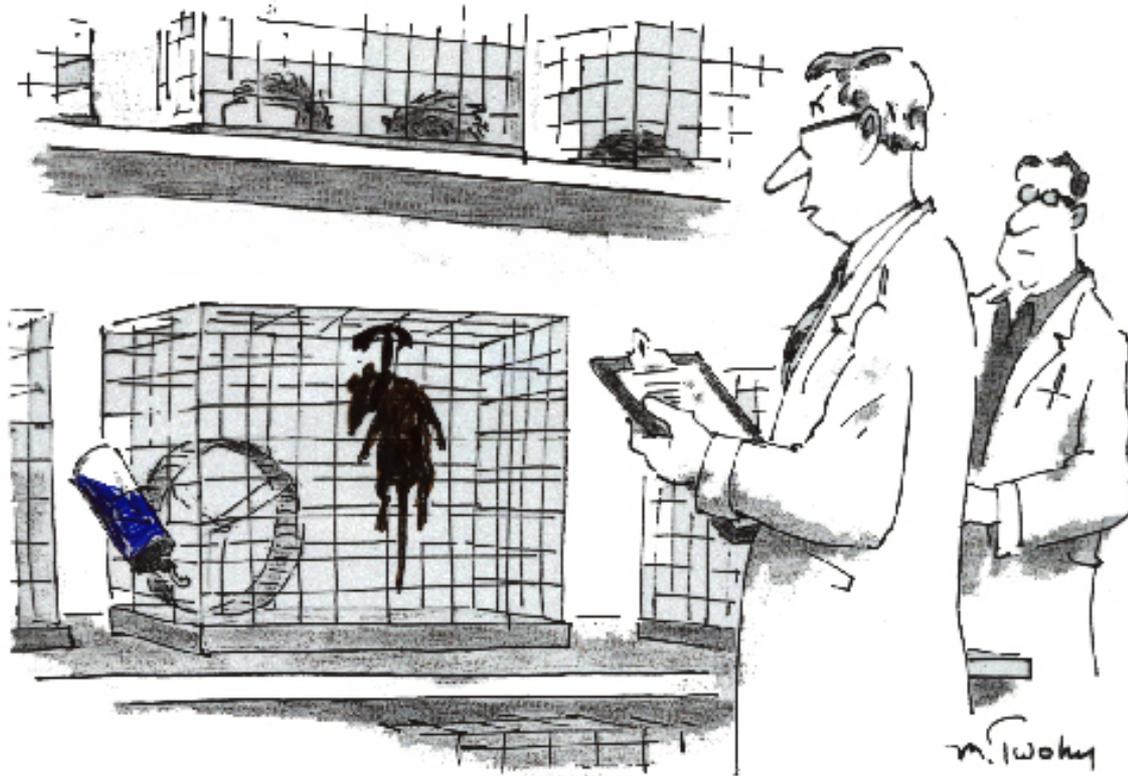
- In 1976–78 – proposed APA ethics code revisions included a prohibition on sexual intimacies between students and their psychologist educators.
- Sexually “liberated” female APA members complained that such a standard amounted to efforts at paternalistic control.
- The APA ethics committee backed down, but some wondered about the actual circumstances and aftermath of such relationships.

Sexual intimacy in psychology training: Results and implications of a national survey

- National survey of the APA Psychotherapy Division (48% return rate; $N=481$):
 - 10% of respondents reported sexual contact as students with their educators.
 - 13% reported entering sexual relationships as educators with their students.
 - 2% believed that such relationships could be beneficial to trainees and educators.
- Gender differences were significant:
 - 16.5% of women, compared with 3% of the men, reported sexual contact as students.
 - 19% of men, compared with 8% of the women, reported such contact as psychology educators.
 - 12% of the males, compared with 3% of the females, reported sexual contact as psychotherapists with their clients.

Pope, K.S., Levenson, H., Schover, L.R. (1979). Sexual intimacy in psychology training: Results and implications of a national survey. *American Psychologist*, 34 (8)

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"Discouraging data on the antidepressants."

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Keith-Spiegel, P. & Koocher, G.P. (2005). The IRB Paradox: Could the Protectors Also Encourage Deceit? *Ethics & Behavior*, 15, 339-350.



**WHY DO INVESTIGATORS HATE IRBS
AND WHAT CAN BE DONE?**

- The Relationship Between Perceived Organizational Justice and Scientific Dishonesty, funded by a cooperative grant from the Office of Research Integrity and NIH. Grant No. R01 NS42454.

IRBs from an Organizational Justice Model

- ❑ Some IRBs exercising appropriate oversight may contribute to deceit on the part of investigators who feel unjustly treated.
- ❑ An organizational justice paradigm provides a useful context for exploring why certain IRB behaviors may lead investigators to believe that they have not received fair treatment.
- ❑ Such feelings may lead to intentional deception by investigators that IRBs will rarely detect.
- ❑ Paradoxically, excessive protective zeal by IRBs may actually encourage misconduct by some investigators.
- ❑ By fostering a climate in which investigators perceive that they receive fair and unbiased treatment, IRBs optimize the likelihood of collegial compliance with appropriate participant protections.

Illustrative Examples

- *An investigator regards her IRB as unresponsive and arrogant. Now she purposely collects most of her research data as “regular educational assignments” carried out in the classroom or as required homework. When a data set looks interesting enough to publish, she submits a protocol requesting use of data already collected for non-research purposes.*
- *An investigator became frustrated because her institution’s IRB takes extended periods of time to render decisions on her protocol submissions, even when they fell into an “exempt” category. In response, she routinely begins data collection before the IRB has rendered a decision.*
- *An investigator has experienced numerous problematic interactions with the IRB, most involving what he perceives as demands for picky changes that compromise the quality of his designs. He now writes, in elaborate detail, content he knows will likely bore readers and make no waves, while omitting or distorting elements of his projects which he believes might cause his IRB to balk. He has used this technique for his last seven proposals, and every one gained approval without question.*

- *An investigator's institution imposes strict requirements for consent and allowable risks that considerably exceed federal guidelines. The investigator believes his proposal will fail to gain approval by this IRB, so he does not seek it. He reasons that he has no moral obligation to obey the dictates of what he regards as "a rigid and anti-scientist authority." As a prolific publisher, he willingly takes the chance that a publication based on a protocol never submitted to the IRB will pass unnoticed.*
- *An investigator felt badly mistreated when, even after two appeals to the IRB, his research proposal could not gain approval without what he and several colleagues with whom he consulted believed were unnecessary and time-consuming changes. He needs another publication to bolster his upcoming tenure review, but the IRB has taken over four months to review his appeals. Despite guilt-ridden qualms, he submits a paper for publication reporting his procedure as conforming to IRB mandates using data he contrived.*

- The Institutional Research Board – Researcher Assessment Tool (IRB–RAT) is available free for downloading at:

<http://www.ethicsresearch.com/freesources/irbmaterials.html>

New research says research is valuable; researchers glad

Associated Press

UW-Madison Chancellor Donna Shalala and researchers are pleased with a new report that reaffirms the value of research that may not pay off until years after taxpayers have paid for it.

Shalala said the report by the National Science Board Commission on the Future of the National Science Foundation reinforced the foundation's commitment to so-called basic research in science and the social sciences.

"You cannot have technology unless you have basic research," said Shalala, who served as a member of the commission.

Politicians and others have questioned much of the research con-

short-term research should be done to solve specific, immediate problems such as AIDS or the economy.

The report said improving the industrial strength of the United States must be a priority, but maintained that changing the National Science Foundation would not accomplish such goals.

"Failures in the marketplace have not been the result of slow transfer of academic science to industry," the report said. "In fact, American firms have been the first to commercialize virtually all innovative products but have lost market share to competitors with shorter product cycles, lower costs and superior quality."

The report called for a national

centering. The foundation doles out about \$2.5 billion for research projects.

The report pleased administrators and professors at UW-Madison, where an estimated 80 percent of the research could be considered basic or long-term.

John Wiley, dean of the graduate school, said the attempt to distinguish between basic research and applied research was "wrong-headed and counterproductive."

"If people 100 years ago had worked only on how to make better horseshoes, who would have done the work leading to cars?" Wiley asked. "You can't have everyone working on today's problems."

Gregory Moses, associate dean for research in the College of Engi-

Koocher, G. P. & Keith-Spiegel, P. (2010). Opinion: Peers nip misconduct in the bud. *Nature*, 466, 438-440.
doi:10.1038/466438a

HOW OFTEN DO SCIENTISTS NOTICE CHEATING AND WHAT HAPPENS WHEN THEY DO?

<http://cheezburger.com/61189>

NIH focuses on FF&P, but there's more...

- We surveyed more than 5,000 names in the NIH CRISP data base.
- 2,599 respondents reported 3,393 accounts of suspected wrongdoing and other errors related to the conduct of research.
- Only 406 of those responding stated that they had no incidents to share.

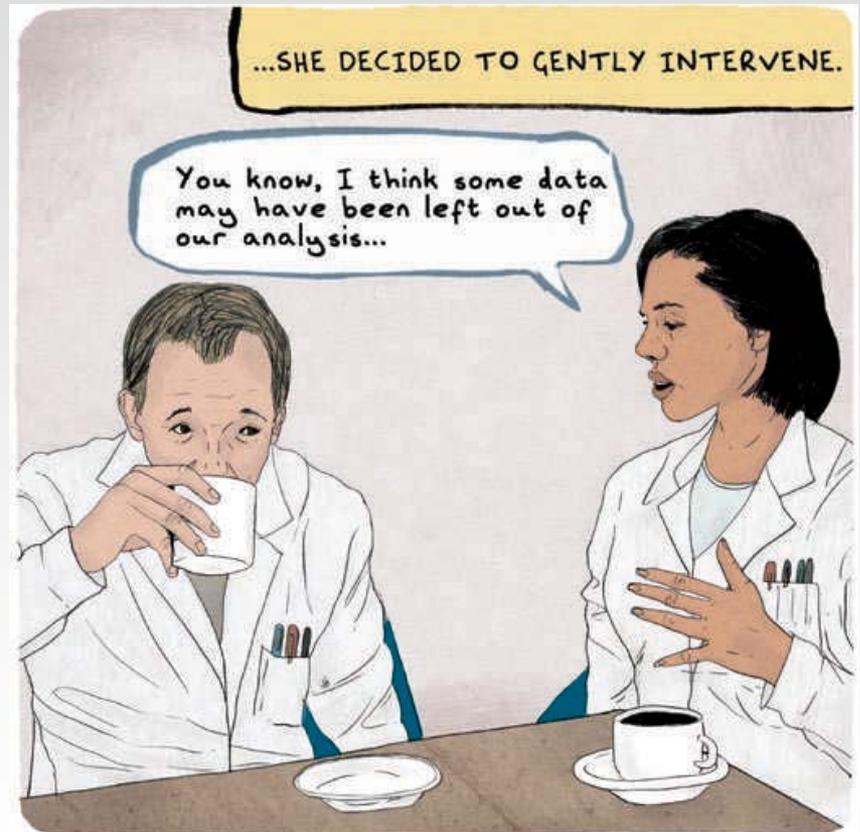
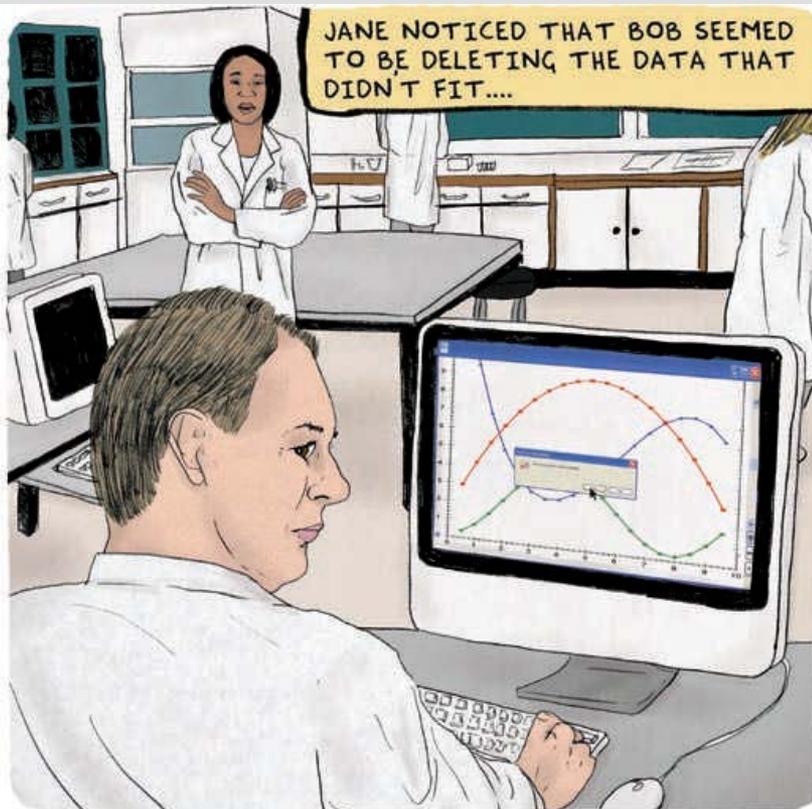
Type	Number of Incidents	Percentage
Fabrication/falsification	608	17.3%
Questionable publication practices (e.g., disputed authorship credits)	601	17%
Plagiarism	462	13.1
Difficult or stressful work environment (e.g., mistreatment of subordinates, sexual harassment or other forms of exploitation)	432	12.3%
Incompetence (e.g., poor research design or inappropriate analysis, insufficient skills relative to the study technique)	420	11.9

Type	Number of Incidents	Percentage
Carelessness (e.g., cutting corners, sloppy record keeping)	334	9.5%
Intentional bias (e.g., rigging a sample or method to favor a certain outcome)	176	5%
Failure to follow the rules of science (e.g., violating human research participant requirements, sidestepping or ignoring IRB directives)	169	4.8%
Inadequate supervision of research assistants	136	3.9%
*Respondents could report more than one type of incident.	Total = 3525	100%

<http://www.ethicsresearch.com/freeresources/rrwresearchwrongdoing.html>

- Funded by a grant from the National Institute of Neurological Disorders and Stroke and the Office of Research Integrity (No. R01 NS049573. Keith-Spiegel, P., Sieber, J., & Koocher, G. P. (2010). Responding to Research Wrongdoing: A User-friendly Guide. Available online at:
http://www.ethicsresearch.com/images/RRW_11-10.pdf

Gentle Alternatives to Whistle Blowing



DILBERT by Scott Adams

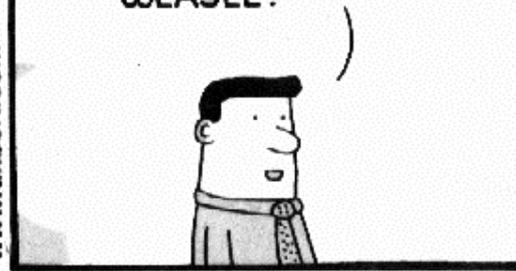
THE EXIT INTERVIEW

WHAT WOULD YOU SAY IS YOUR MAIN REASON FOR LEAVING?



www.dilbert.com
scottadams@aol.com

I CAN'T STAND WORKING FOR AN UNETHICAL WEASEL.



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YEP, PERSONAL PROBLEMS.

I'M GLAD THAT WE COLLECT THIS HELPFUL DATA.



Suggestions based on Cohort 3's interests (last year's Fellows)

- How do understudied or under-reported PPPs (potential participant populations) view research?
 - Consent/assent/permission?
 - Cultural/religious values?
 - Therapeutic misconception?
- Differences in how PPPs and investigators perceive “risk.”
- What actual risks (if any) followed participation in particular research projects.

Cohort 3's interests

- How do PPPs view potential harms attributed by investigators (e.g., stigma)?
- How do the risk perspectives of PPPs align or diverge from those of IRB members?
- What decision making priorities influence PPPs' consent behavior or participation decisions? How do these priorities vary across national boundaries, gender, rural/urban environs, and other key demographics?

Cohort 3's interests

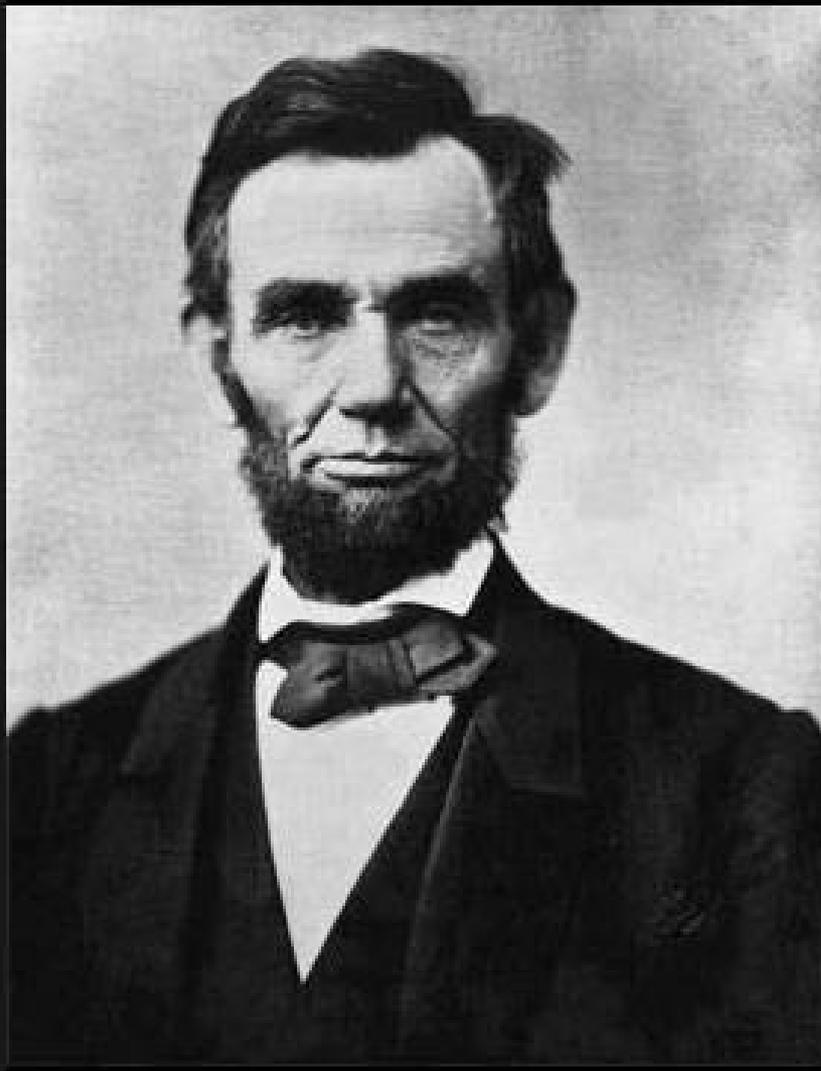
- Which factors have the greatest population salience in communicating information about research participation (e.g., language, communicator variables, delivery mechanism)?
- What salutary effects follow research participation (e.g., enhanced adherence, enhanced self-esteem, nothing good)?
- What benefits or harms follow participation in studies that involve social networking.
- Unintended consequences?

Suggestions based on Cohort 4's interests

- How can we study illegal, risky, or socially disapproved behaviors, while protecting participants?
- What obligations do we have as researchers when participants disclose such behaviors?
- What obligations do we have as researchers when a participant expresses a faulty belief that minimizes their perception of risk from the condition or circumstances you are studying?
{More than simple therapeutic misconception}

Suggestions based on Cohort 4's interests

- What obligations do researchers have with respect to “incidental findings” involving participants or providers.
- Trans-national and trans-cultural issues.
- Use of social networks and telemetry in sensitive research.



“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln