

UPPSALA
UNIVERSITET

UPPSALA UNIVERSITY
RESEARCH ETHICS
FOR MEDICINE &
THE LIFE SCIENCES



Photo: Mikael Wallerstedt



Photo: Uppsala University



Photo: Mikael Wallerstedt

boundless knowledge
THE WORLD AWAITS YOU

www.ethicstraining.crb.uu.se



Photo: Love Godskesen

STEFAN ERIKSSON
is Associate Professor of
Research Ethics and Senior
Lecturer at CRB.

As developer and teacher,
this is what he has to say
about the training:

– I want to help partici-
pants improve their own
skills of reflection and ana-
lysis. I will also try to help
you develop a readiness
to assume responsibility
and accountability for what
happens in your research.
I think that is how we help
the scientific community
protect research integrity
in the long run.



Photo: Mikael Wallerstedt

For information about start dates
and fees, please visit:

www.ethicstraining.crb.uu.se

Research ethics for medicine & the life sciences

Scientists need skills to manage the ethical aspects of their research. There is growing concern about research integrity and a need for formal training in research ethics to meet demands from universities and funding agencies.

To give you the tools to solve ethical dilemmas, we offer a new kind of interactive online research ethics training. You will learn about the history of research ethics and the central guidelines that regulate research, but also how to:

- Deal with publication ethics, competing interests and other issues that can help you manage research collaborations.
- Improve your own capacity to reflect on preconceptions and values in relation to research ethical problems.
- Improve your ability to mobilize a sense of responsibility when you face ethical dilemmas.

Who is it for?

This training is designed for master students, senior researchers and everyone in between. It works for professionals, officials from funding agencies or research ethics committees and anyone else who needs to be aware of and handle research ethics in any form.

“ I think the international atmosphere makes this course a valuable experience in itself.

How does it work?

Around 15 students with different backgrounds meet online, discuss and learn from the literature and lectures, but also from discussing with each other. Each week offers a video-lecture and texts to read. Lectures are followed by an online quiz and readings that should be discussed in a forum where everyone takes part. You will need to post in the forum at the beginning of the week and complete a challenge by the end of every week.

There are three e-meetings, where we meet online to discuss an aspect of research ethics. The course ends with a week's work at your home institution, where you are supposed to apply what you have learned.

This is a 10 week part time (25 per cent) course that gives you 4 credits (equivalent to ECTS).

What former students have to say:

Mirko Ancillotti

Uppsala University

– I think the literature is very interesting. The challenges permits the participants to elaborate and make it relevant for whatever they work with outside of the course.

All the material is available online. The course is very structured, but allows you to plan your time around other work. There is individual feedback on written assignments, and from fellow students in the discussion forum.

“ We are all just people. And as people, we need to be able to assume responsibility when we face research ethical dilemmas.

The discussion forum format allows all participants to express their thoughts. That isn't always true in a class of 30 students.

I think meeting people with different roles in different organizations, from different countries, with different cultures, and different regulatory systems serves to show that at the end of the day: We are all just people. And as people, we need to be able to assume responsibility when we face research ethical dilemmas.

What former students have to say:



Photo: Dina Medhat

Hebatullah Morgan,
American University in Cairo

– I think what makes this course beneficial and enjoyable is the way the material is presented and organized.

The course content is helpful for scientists and researchers who would like to learn about the ethics of biological research. What also makes the course more interesting is the interaction between participants through the discussion forum, and how this discussion is organized so all participants can gain as much knowledge as possible.

Photo: Mikael Wallerstedt



Photo: Dietrich Inthorn

Julia Inthorn,
University Medical Center, Göttingen

– I enjoy the mixture of (meta-) ethical theory, discussing concrete values and thinking about the very hands-on problems that occur in all disciplines.

It is also good to learn about international regulations, and compare standard procedures with other students interculturally.

I like the flexibility of the course and that I can easily work from home and integrate the tasks into my schedule.

Photo: Martin Cejle

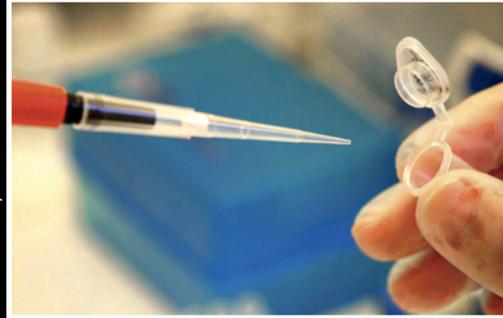


Photo: Private

Sumytra Menon,
National University of Singapore

– This course has a good combination of online lectures, online discussion with your fellow learners on topical issues, and face-to-face interaction during the e-meetings.

The course structure allows some flexibility to learn when convenient for you, although there are also deadlines, which is necessary to keep the course progressing, and I also think quite motivating.

Photo: Mikael Wallerstedt

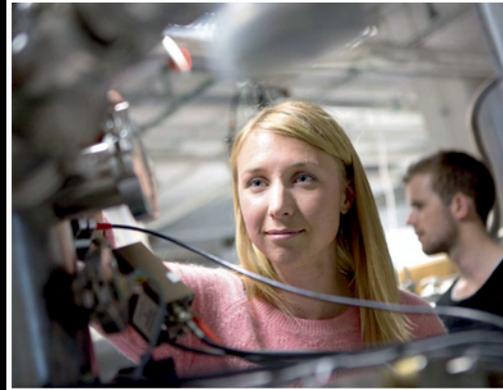


Photo: Tove Godskesen

Michele Farisco
Uppsala University & Biogem Genetic Research Centre

– The topics are intriguing, and the literature is very rich and well integrated. I think the international atmosphere makes this course a valuable experience in itself.

I really appreciated both the contents and the methodology of the course. It is nice to interact with other people, and the lectures and discussions are well organized. Some of the tasks were a lot of fun, and I didn't have time to get bored.

Photo: Magnus Hjalmarsson



Photo: Mikael Wallerstedt





Photo: Mikael Wallerstedt

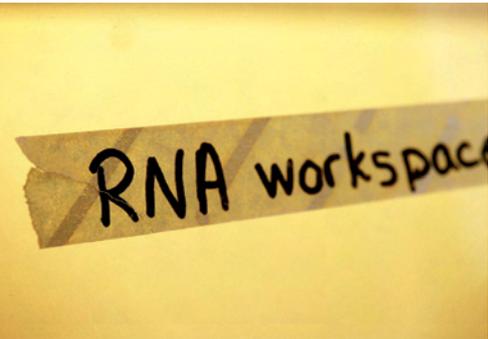


Photo: Martin Celis



Photo: Mikael Wallerstedt



Photo: Mikael Wallerstedt



Photo: Mikael Wallerstedt

What will I learn?

History and development of research ethics

Ethical guidelines are often created in response to research scandals. We discuss the background and some of the most important guiding documents in research ethics today, and the roles they play in different kinds of research contexts.

Human subjects research

Research on human subjects is not always invasive: sometimes researchers collect data or use existing data. What makes clinical research on humans ethical? When should a researcher strive to improve the consent process? And can we put too much emphasis on consent?

The scientist in society

The decision to develop and use the atom bomb created an ethical crisis among scientists. But do scientists have political and social responsibilities? How do we view justice when it comes to distribution of benefits from research that profits from indigenous knowledge?

Scientific and professional values

Is science value free or are values embedded in the scientific endeavor? Are there some core values for scientists? How do we practice good research? What is the role of values such as honesty, skepticism, fairness, collegiality and openness?

Animals as research models

Do humans have a higher moral standing than other animals? Or do we have special capacities that give us special rights? Should the genetic integrity of a species stop us from altering it? Can we move forward with the 3Rs (replacement, reduction, and refinement)?

Collaboration in research

How can we work together in a good way? What are the pitfalls? We give you tools for dealing with authorship disputes, sharing of data and results, and conflicts of interest.

What is scientific misconduct?

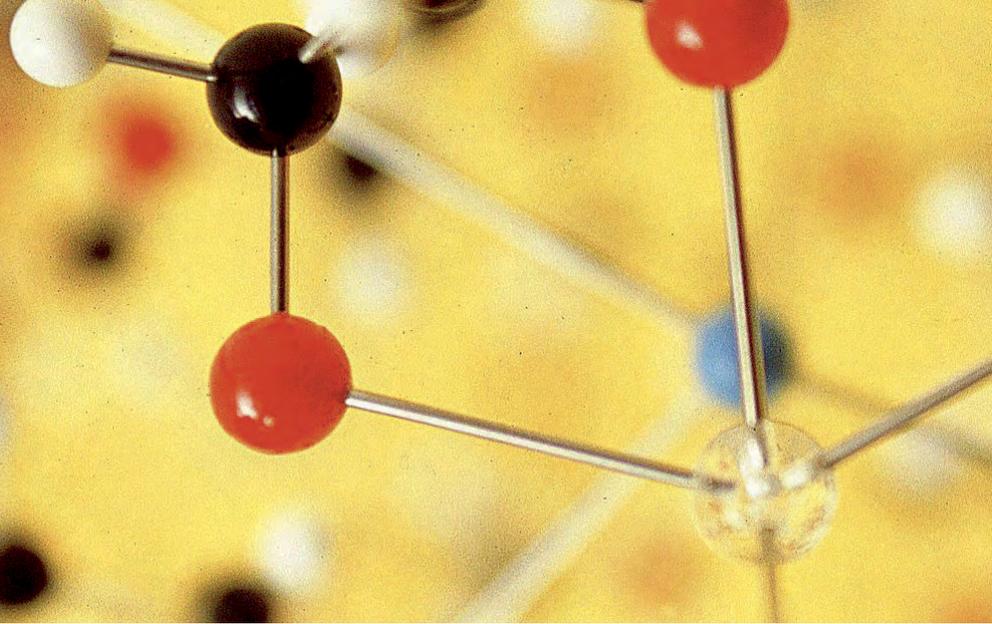
Gift authorship and some other questionable practices are widely accepted, but that doesn't mean they are ok. You will learn about whistleblowing and how not to falsify or fabricate data, alter images, remove outliers, or engage in salami-slicing to increase the number of publications.

Publication ethics

The way we publish and review is rapidly changing. You will learn about the fraud industry that has risen as the number of publications increase. You will also find out how new models for peer-review tries to meet this challenge, what constitutes plagiarism and how to avoid it.

Dual use research

Research on anthrax, smallpox and other biological agents can be used to create biological weapons. Do scientists have a responsibility for research that can be used to harm others? And who has to prove that the research is safe? We discuss dual use dilemmas, biosafety, biosecurity, and the precautionary principle.



Research ethics for medicine & the life sciences

Research ethics and research integrity is not just following regulation. Researchers need to be able to identify ethical problems in their own research. Even in the absence of rules!

This training will develop your own ability to identify ethical aspects of your work, and to do something about them. If you are a professional working with researchers, you will receive the basic tools to identify and assess central ethical aspects in scientists' work.

We also offer some of the practical tools you need: Updated and research-based information, important issues and concepts. We will also provide you with a resource bank of instructions, forms, guidelines and principles.

As a bonus for your own career, you can include research ethics training in your professional profile.

Centre for Research Ethics & Bioethics (CRB)
Uppsala University

www.ethicstraining.crb.uu.se

