

**Plagiarism and Research Ethics**  
**Level 2: Mid-level (200-level courses)**

**Topic:** The Institutional Review Board (IRB) and IRB contacts for the Sisseton Wahpeton College.

**Student Learning Outcomes:** By the end of this module, students will be able to:

- (1) Discuss the history and background of the Institutional Review Board (IRB).
- (2) List and describe the three IRB principles for human subjects research.
- (3) List and discuss applications of the IRB principles: informed consent; assessment of risks and benefits; selection of subjects; and intellectual property.
- (4) List the IRB office contacts for the Sisseton Wahpeton College.

**Time (approximate):**

Instructor Presentation	15 minutes
Student Exercise/Activity	60-90 minutes

**Reading Suggestions:**

Department of Health, Education and Welfare. 1979. *The Belmont Report: Office of the Secretary, Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Washington, DC: The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Available online at <http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>.

## Instructor's Notes and Student Exercise/Activity:

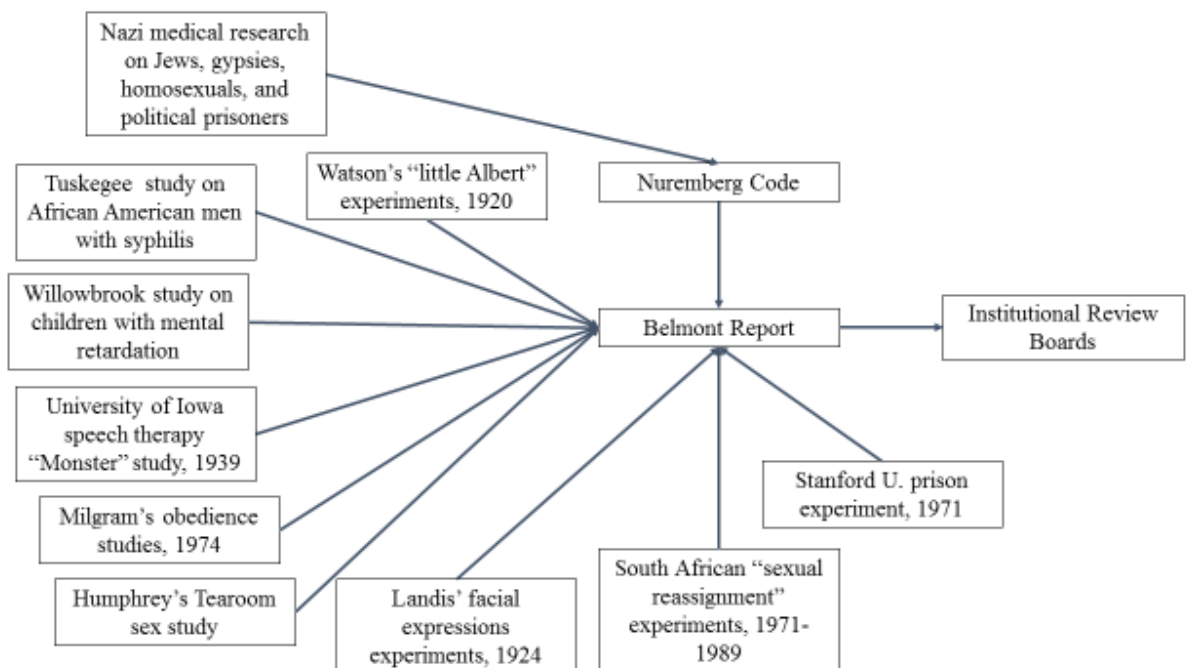
The history of scientific research provides many examples of unethical studies. For example:

The University of Iowa “monster study”: In the late 1930s, Wendell Johnson provided positive speech therapy (e.g., praising speech fluency) to orphan children or negative speech therapy (e.g., belittling children for speech imperfections and telling them they were stutterers) to another group. Many of the second group suffered psychological problems and had lifelong speech problems.

South Africa’s apartheid military, under Aubrey Levin, performed sex change operations on White gay and lesbian soldiers in the 1970s and 1980s, along with chemical castration and electric shock. The experiment intended to eliminate homosexuality from the country’s military service.

The U.S. Public Health Service in Macon County, AL promised free treatment to 400 poor African American men suffering from syphilis. Over the 40-year study starting in 1932, the men did not receive penicillin, the standard treatment of syphilis, nor were they informed of the study design and risks. Many of the men died and suffered syphilis-related illnesses.

During World War II, Nazi physicians conducted a variety of unethical medical experiments on Jews, gypsies, homosexuals, and political prisoners. After the war, these doctors were convicted of crimes against humanity at the Nuremberg War Criminal trials.



Examples such as these led to several codes of research ethics such as the Nuremberg Report and the 1979 Belmont Report. The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research sponsored the Belmont report, out of which came the Institutional Review Boards.

Institutional Review Board (IRB) is a committee found on all college and university campuses where research is conducted. The IRB's job is to review and approve research involving human subjects. The IRB ensures that all human subjects research is conducted in accordance with federal, institutional, and ethical guidelines. Faculty, researchers, and students engaged in human subjects research must receive periodical IRB training and certification.

The IRB bases its work of reviewing and approving human subjects research on three principles:

Respect for persons. People have individual autonomy and have a right to self-determination. They may make decisions to voluntarily participate in research activities. Additionally, persons with diminished autonomy are entitled to protection from being coerced into research participation.

Beneficence. Research must maximize possible benefits and minimize possible harm to subjects and the public. Above all, the research must do no harm (non-maleficence).

Justice. Questions must be asked as to who receives the benefits of the research and who bears its burdens?

Based on these three principles, the IRB works with researchers to address the following concerns.

Informed consent. Researchers must address the following questions: How will participants be informed about the research purposes and procedures? What are the risks and benefits of the research to the subject? Are there alternatives to participation in the study? Will the subject have the ability to ask questions and to withdraw at any time from the study?

Assessment of risks and benefits. Risk suggests that there is actually a possibility of harm; benefits are more tangible and certain.

Selection of subjects. – fairness

Intellectual property. – Who “owns” the data after it has been collected? With whom should the data be shared?

IRB Offices are located on all colleges and universities that engage in research, research institutes, and tribal offices that authorize research. The office responsible to authorize and monitor research for the Sisseton Wahpeton College is the Sisseton-Wahpeton Oyate Local Research Review Board (SWOLRRB). Contact:

Heather Larsen, Research Specialist  
Local Research Review Board  
Education Department  
Sisseton-Wahpeton Oyate of the Lake Traverse Reservation  
P.O. Box 509 Agency Village, C.P.O.  
Sisseton, SD 57262  
Email: HeatherL@swo-nsn.gov  
Phone: 605-698-8411

Dr. Sherry Johnson, Education Director  
Phone: (605) 698-8298  
Email: SherryJ@swo-nsn.gov  
Website: <http://www.swo-nsn.gov/departments/department-of-education/research-office/>

**Exercise #2:** (Students may work in groups to complete the case study.)

You are the leader of a multi-disciplinary team of researchers working on an environmental education project. Other team members include an environmental scientist, an elementary education specialist, a psychologist, and a social scientist. The purpose of the project is to determine the effectiveness of an environmental education program for elementary school children. Your team wants to find out if the program will increase children’s pro-environmental attitudes, knowledge, and behaviors.

You are proposing to conduct the environmental education program with 60 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade boys and girls in the Sisseton School District a “vulnerable population” An

and describe the three IRB principles for human subjects research	IRB principles	describe 1-2 IRB principles	describe all 3 IRB principles	<b>Assessment/Scoring Rubric:</b>
Objective 3. List and discuss applications of the IRB principles	<input type="checkbox"/> Unable to list more than 2 applications of IRB principles	<input type="checkbox"/> Able to broadly list and describe 2 or 3 applications of IRB principles	<input type="checkbox"/> Able to clearly list and describe 3 or more applications of IRB principles	
Objective 4. List the IRB office contacts for SWC	<input type="checkbox"/> Unaware of IRB office contacts for SWC	<input type="checkbox"/> Aware of the IRB office for SWC	<input type="checkbox"/> Able to list IRB office contacts for SWC	

**Model example of Exercise at the “excellent” level:**

(Kalley)

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