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Research Ethics and Good Research Practice, 3 credits

Forskningsetik och god forskningssed, 3 högskolepoäng

Course Code/Codes	70HV086
Subject Area	Transdisciplinary
School/equivalent	School of Health Sciences
Valid from	Autumn semester 2025
Approved	2021-06-22
Revised	2025-02-24
Approved by	Head of School
Translation to English, date and signature	2021-10-29 NARI

1 Course content

- Normative ethical discussions
- Ethical guidelines for research
- Ethical review
- Good research practice and research integrity
- Gender equality and equality as quality aspects in research

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

Knowledge and understanding

- in-depth knowledge of normative ethical lines of reasoning and how these affect the possibilities and limitations of research

- knowledge of current legislation, regulations, guidelines, and recommendations in the field of research ethics
- understanding of the researcher's responsibility to report scientific misconduct and good knowledge of how such reporting is done
- an understanding of, and an ability to account for, grounds for discrimination and their relevance to research and its quality

Competence and skills

- the ability to pursue a normative ethical discussion on research ethical problem areas and guidelines
- the ability to account and argue for what characterises good research practice
- the ability to apply current regulations to various research projects

Judgement and approach

- the ability to problematise boundaries with respect to matters such as disciplinary rectitude, publishing ethics and conflicts of interest
- the ability to reflect and critically discuss equal opportunities and concepts of normality from a research perspective

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Compulsory reading:

ALLEA - All European Academies. The European code of conduct for research integrity. Revised Edition [Internet]. Berlin: ALLEA - All European Academies; 2023. Retrieved from: <https://allea.org/portfolio-item/european-code-of-conduct-2023/>

The Swedish Ethical Review Authority. Guide to the ethical review of research in humans, 2023. Retrieved from: https://etikprovningsmyndigheten.se/en/?_gl=1*1gjzyoa*_up*MQ..*_ga*ODc4NTg5MDIzLjE3MzgxNTc2NDY.*_ga_YV8742F5HE*MTczODE1NzY0My4xLjEuMTczODE1NzY0My4wLjAuMA.*_ga_RC04XC506Q*MTczODE1NzY0My4xLjAuMTczODE1NzY0My4wLjAuMA..

Discrimination Act (SFS 2008:567) [Internet]. Stockholm: Arbetsmarknadsdepartementet; 2008. Retrieved from: <https://www.do.se/globalassets/andra-sprak/discrimination-act-2018.pdf>

International Committee of Medical Journal Editors. Recommendations for the conduct, reporting, editing, and publication of scholarly work in medical journals [Internet]. International Committee of Medical Journal Editors; 2019. Retrieved from: <http://www.icmje.org/icmje-recommendations.pdf>

Johansson I, Lynoe N. Medicine and philosophy: a twenty-first century introduction. Frankfurt: Ontos Verlag; 2008. Chapter 9, Medicine and ethics; pp. 267-344. Chapter 10, Medical research ethics; pp. 345-400. doi: [10.1515/9783110321364](https://doi.org/10.1515/9783110321364)

Mertens DM. Ethics of qualitative data collection. I Flick U, editor. The Sage handbook of qualitative data collection. London: Sage; 2018. pp. 33-48. Retrieved from: <https://methods-sagepub-com.db.ub.oru.se/book/the-sage-handbook-of-qualitative-data-collection>

Publication Policy – Faculty of Medicine and Health (MH). Retrieved from: <https://inforum.oru.se/globalassets/inforum-sv/organisation/fakulteter/mh/dokument/styrdokument-forskning/publication-policy---faculty-of-medicine-and-health.pdf>

Rogg Korsvik T. & Rustad LM. What is the gender dimension in research? Case studies in interdisciplinary research. Lysaker: Kilden Genderresearch.no. Retrieved from: https://kjonnsforskning.no/sites/default/files/what_is_the_gender_dimension_roggkorsvik_kilden_gender_research.no_.pdf

Tannenbaum C, Ellis RP, Eyssel, F, Zou, J, Schiebinger, L. Sex and gender analysis improves science and engineering. *Nature*. 2019 Nov; 575(7781): 137-146. doi: [10.1038/s41586-019-1657-6](https://doi.org/10.1038/s41586-019-1657-6)

Vetenskapsrådet. Good research practice. Stockholm: Vetenskapsrådet; 2017. Retrieved from: <https://www.vr.se/english/analysis/reports/our-reports/2017-08-31-good-research-practice.html>

World Medical Association. WMA declaration of Helsinki: Ethical principles for medical research involving human subjects [Internet]. World Medical Association; 2024. Retrieved from: <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>

Örebro University. Research Integrity and Good Research Practice. Retrieved from: <https://www.oru.se/english/research/research-integrity-and-ethics/>

Additional scientific publications/articles may be added.

Reference literature:

Beauchamp TL, Childress JF. Principles of biomedical ethics. 8. ed. New York, N: Oxford University Press; 2019.

DuBois JM, Antes AL. Five dimensions of research ethics: A stakeholder framework for creating a climate of research integrity. *Acad Med*. 2018 Apr; 93(4):550-555. doi: [10.1097/ACM.0000000000001966](https://doi.org/10.1097/ACM.0000000000001966)

Kitchener K, Kitchener R. Social science research ethics: historical and philosophical issues. In Mertens DM, Ginsberg PE, editors. *The handbook of social research ethics*. Thousand Oaks, Calif.: Sage Publications; 2009. pp. 5-22. doi: [10.4135/9781483348971.n1](https://doi.org/10.4135/9781483348971.n1)

4 Teaching formats

Teaching formats used on the course are:

Lectures, seminars and self-study.

5 Examination

The course is assessed through the following examinations which will be graded separately:

1. Normative ethical reasoning, 0.5 credit (Code: 0100)

Hand-in assignment and seminar with review of a fellow student's assignment. In order to participate in the seminar, the hand-in assignment must be submitted within the specified time. Through this examination the doctoral student must demonstrate in-depth knowledge of normative ethical lines of reasoning and how these affect the possibilities and limitations of research and the ability to pursue a normative ethical discussion on research ethical problem areas and guidelines.

2. Reviewing the ethics application, 1 credit (Code: 0200)

Hand-in assignment and seminar. In order to participate in the seminar, the hand-in assignment must be submitted within the specified time. Through the exam, the doctoral student must demonstrate knowledge of current legislation, regulations, guidelines and recommendations in the field of research ethics as well as the ability to apply current regulations to various research projects.

3. Good research practice, 1 credit (Code: 0300)

Hand-in assignment discussed at seminar. In order to participate in the seminar, the hand-in assignment must be submitted within the specified time. Through this examination, the doctoral student must demonstrate an understanding of the researcher's responsibility to report scientific misconduct and good knowledge of how such reporting is done; account and argue for what characterises good research practice; and problematise boundaries with respect to matters such as disciplinary rectitude, publishing ethics and conflicts of interest.

4. Gender equality and equality as a quality aspect of research, 0.5 credit (Code: 0400)

Active participation in seminar. Through the examination, the doctoral student must demonstrate

understanding and be able to account for discrimination and its relevance to research and its quality, as well as reflect and critically discuss equal opportunities and concepts of normality from a research perspective.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicants admitted to doctoral programmes within the Faculty of Medicine and Health
2. Applicants admitted to doctoral programmes within other faculties at Örebro University.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The course is normally offered in English, but may be offered in Swedish.

Transitional provisions

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