



Sunday, November 17: SBER19

7:00 AM-5:00 PM  
**On-Site Check-In Open**  
*Breakfast on your own.*

Pre-Function Hall C

8:00-8:05 AM  
**Welcome from the Conference Co-Chairs**

Ballroom B



8:05-9:00 AM  
**Keynote Address by Katie Shilton, MLIS, PhD, Associate Professor, College of Information Studies, University of Maryland, College Park: (Re?)building Trust in Pervasive Data Research**

Ballroom B



9:00-9:15 AM  
**Break**

Breakout Session Series A, 9:15-10:30 AM

**A1: Academic Ethics—How Social Science Researchers Operationalize and Exercise Research Ethics** (*Hot Topics Track*)

Room 304

*Alma Castro, Harvard T.H. Chan School of Public Health; Jeremy T. Goldbach, University of Southern California; Lara N. Sloboda, Dana Farber Cancer Institute*

This session will examine how academic SBE researchers understand research ethics as it relates to federal regulations governing human subjects research. Empirical data of academic SBE researchers providing expert opinions on federal regulations will be used to demonstrate how academic SBE researchers come to understand and interpret regulatory language into their IRB submissions. During this session, speakers and attendees will:



- Review the literature on academic research ethics, institutional and organizational theory, and theories on occupations and professions
- Explore data that demonstrate how academic SBE researchers understand and interpret the federal regulations
- Discuss how academic SBE researchers view their work and what perspectives, attitudes, and beliefs they bring when submitting IRB applications

**A2: Clinical Trials in SBER (NIH and OHRP Overview)—Part I** (*Advanced Track*)

Room 312

*Yvonne Lau, OHRP (resource person); Cindy S. Shindlecker, University of Michigan; Wendy J. Weber, National Center for Complementary and Integrative Health, NIH*

NIH has implemented policies designed to improve stewardship, accountability, and transparency of clinical trials, including some research characterized as basic science. SBER IRBs (and their research communities) need to understand the special NIH requirements for clinical trials. The revised Common Rule also imposes additional requirements for projects identified as clinical trials. Before attending this session, attendees should have a basic knowledge of NIH clinical trial policies and 45 CFR 46. During this session, speakers and attendees will:



- Consider the similarities and differences between NIH and OHRP requirements related to SBER clinical trials, including the requirements associated with "basic research"
- Discuss NIH and OHRP requirements related to SBER clinical trials
- Provide examples of SBER studies that fall under these requirements

**Note** Part II of this session will take place on from 3:15-4:30 PM (Session C4).

**A3: Scientific Merit and SBER** (*Advanced Track*)

Room 311

*Julie Slayton, University of Southern California; Matt D. Stafford, Boston Children's Hospital/Harvard Catalyst*

Review for scientific merit is a perennial and often thorny issue. Is assessing scientific merit something IRBs should engage in? What are the differing perspectives regarding this issue? Before attending this session, attendees should have an understanding of SBER methodology and study challenges related to risk assessment, risk mitigation, and informed consent, as well as a working knowledge of 45 CFR 46. During this session, speakers and attendees will:



- Discuss the concept of scientific merit in SBER
- Examine and discuss whether review for scientific merit is an IRB obligation (e.g., what do IRBs need to review and evaluate scientific merit in a study? If it's not the IRB's obligation, should it be conducted by someone else at an institution? Who and under what circumstances?)
- Share strategies for assessing scientific merit and training resources for IRB members

ICON KEY

|  |                  |   |
|--|------------------|---|
| Pre-registration required  | Recorded session | Breakout sessions new for 2019  |
| Sessions span two time periods   | CIP eligible     | Call for Session Proposal   |
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**A4: OHRP's Guidance on the Revised Common Rule—A Question and Answer Session (Basic Track)**

Room 309

Lauren Hartsmith, OHRP; Julie Kaneshiro, OHRP; Ivor A. Pritchard, OHRP

OHRP staff will provide a brief summary of the draft and final guidance they have issued on the revised Common Rule, and attendees will have the opportunity to comment or raise questions about this guidance. During this session, speakers and attendees will:



- Review OHRP's draft and final guidance on the revised Common Rule
- Clarify the policies and interpretations of the revised Common Rule that are proposed in draft guidance or included in final guidance
- Engage in a discussion about the draft or final guidance

**A5: Optimizing Openness in Human Subjects Research: Balancing Transparency and Human Research Protections (Hot Topics Track)**

Room 313

Julie Goldman, Harvard Medical School; Diana Kapiszewski, Georgetown University; Dessi Kirilova, Syracuse University; Anna M. Mitchell, Boston Children's Hospital

Trends toward increased research transparency have heightened the expectation that researchers will share primary data, while recent technological advances have allowed for an increase in the amount of human subjects data that can be safely shared. The goal is to make research data "as open as possible, but as closed as necessary." Various actors in the academic research landscape play a role in this process, with data repositories and IRBs being of primary importance. At the same time, there is little formal interaction among them, and many IRBs might not yet be familiar with these developments or the new solutions that exist for responsible data sharing. This session will give the audience an update on a National Science Foundation funded research project that investigates the gap between modern options for safely sharing sensitive data and IRB practices. Work under the grant aims to establish socio-technical infrastructure to support a sustained dialogue and productive partnerships between data repositories and IRBs, and future work will include other relevant actors (funders and journal publishers in particular). Strong collaboration among these institutions should accelerate the emergence of a new consensus on the sharing and long-term re-use of sensitive data generated through research with human subjects. Speakers will review broad developments in academia, and their research on current IRB practices, and attendees will have an opportunity to discuss how to align model guidance for data management plans and consent scripts related to sharing data in different scenarios. A draft glossary of terms relating to the topic will be provided. During this session, speakers and attendees will:



- Review new developments and challenges in expectations for data sharing and research transparency
- Examine the interaction between data repositories and IRBs in protecting research subjects while facilitating data availability
- Share model study documents (e.g., template consent language that enables appropriate data sharing under different scenarios, data management plan, etc.) for endorsement and/or adoption

**A6: Reviewing Exercise Science Research at Primarily SBERT Institutions (Basic Track)**

Room 310

Summer B. Cook, University of New Hampshire; Michael Leary, Lindenwood University; Meghan Felicia Pronovost, Harvard University

This session will offer IRB administrators, chairs, and members a comprehensive review of issues related to reviewing exercise science research in primarily SBERT institutions. This session will describe key ethical and regulatory issues related to exercise performance, sports nutrition, and related interventions, and differentiate these issues from similar questions encountered in SBERT. Best practices for IRB applications, review processes, risk minimization, data and safety monitoring, informed consent documents, and postapproval monitoring (PAM) will be provided through case study discussions. During this session, speakers and attendees will:



- Describe key ethical and regulatory distinctives of exercise science research relative to SBERT-oriented research
- Review best practices for the review, approval, and documentation of interventions unique to exercise science research
- Identify practical solutions for effective review of exercise science research in the SBERT environment through enhancements to IRB applications, review processes, informed consent materials, PAM, and related human subjects protections

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**A7: Continuing Review or No Continuing Review, That Is the Question** (IRB Policy/Operations Track)

Andrew Hedrick, *The Ohio State University*; Sharon L. Zack, *Westat*

Under the revised Common Rule, continuing reviews are no longer required for minimal risk research. This specifically applies to projects reviewed under expedited authority or by full board, including studies that progressed to long-term follow-up or data analysis (even with identifiers), unless the research is FDA-regulated. Formally, the IRB is still responsible for oversight on research conduct and human subject protections. However, the elimination of the regulatory requirement to conduct continuing review annually has created a challenge for HRPPs that may still want to monitor the status of ongoing projects (e.g., how recruitment is progressing) and maintain an overall picture of their active research portfolio. Without formal, ongoing monitoring of project status, notification that the project is over could be the only time, aside from the initial review, that the IRB hears from an investigator. Without a check-in mechanism, will investigators forget about on-going responsibilities (e.g., human subjects training, reporting incidents, changes to consent forms, unanticipated problems, and changes and additions to previously approved research)? During this session, speakers and attendees will:

- Discuss procedures for determining when projects receive continuing review or a status check-in review (e.g., introducing checklists and forms)
- Review how to roll out changes using new procedures and forms, and educate researchers and research staff
- Share data on investigator satisfaction of the process

Room 302



**A8: May the Revised Common Rule Force Be With You—How to Become a Review Jedi** (Basic Track)

Tonya Ferraro, *Boston Children's Hospital*; Kimberley Serpico, *Harvard T.H. School of Public Health*

Often, IRB review is taught through experience on the job and learning from others. Meanwhile, it is a challenge to navigate the ever evolving intersection of “the grey”: federal regulations, institutional policies, and research landscape. But how do our own backgrounds, skills, and capacities impact our review? Why does “it depend”? And what does it mean to be an efficient and compliant IRB reviewer? During this session, presenters and attendees will:

- Explore the opportunities and challenges of acknowledging personal preferences and biases
- Share creative approaches while staying compliant and being consistent
- Review the IRB Jedi Code

Room 306



10:30-11:00 AM  
Beverage Break

Boylston Street Hallway,  
Level 3

Breakout Series B, 11:00 AM-12:15 PM

**B1: From Flexible to More Flexibility—What's Left to Review?** (Advanced Track)

Rebecca D. Armstrong, *University of California, Berkeley*; Cecilia Brooke Cholka, *University of Nevada, Reno*

At institutions that already implemented extensive flexibility for non-federal minimal risk research, the 2018 regulatory revisions had limited impact in many ways. However, with limited IRB review, navigating whether projects previously triaged to greater than minimal risk could be reviewed at the exempt level pose new challenges for the IRB. Attendees should be familiar with federal requirements and flexibility afforded to institutions who conduct some research that is not formally regulated by the common rule or FDA regulations before attending this session. During this session, speakers and attendees will:

- Explore the range of flexibility for minimal risk research pre- and post- the 2018 regulatory changes
- Learn to differentiate the nuances of proposed projects relative to their institutional policies for triage and review
- Assess the risks to subjects and develop recommendations to minimize risk to subjects while reducing burden on IRBs and principal investigators

Room 311



**B2: The European General Data Protection Regulation (GDPR)—Oversight and Impact** (Hot Topics Track)

Michael A. DiMaio, *Ropes & Gray LLP*; Sara M. Stevenson, *College of Charleston*

GDPR went into effect in May 2018. Although its primary purpose is to moderate intrusions by companies like Google and Facebook, GDPR is also having far-reaching effects on human subjects research conducted in Europe and elsewhere. This session will provide an update on the evolving implementation of GDPR, how research organizations are responding, and what approaches researchers can consider to ensure their work is compliant with and unhindered by the regulation. During this session, speakers and attendees will:

- Describe the most important concepts and provisions of GDPR
- Discuss strategies for how to effectively manage GDPR requirements
- Explain how research projects are being affected

Room 312



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**B3: Informed Consent in SBERT (Basic Track)**

Jennifer B. Dier, University of California, San Diego; Yvonne Lau, OHRP (resource person); Linda E. Petree, The University of New Mexico  
The new informed consent requirements in the revised Common Rule can present a challenge in SBERT. For example, it can be tricky to determine when the key information requirement (46.116(a)(i)) is needed in already simplified consent documents. Adding this information can result in unnecessary redundancy of content and added length to the informed consent process, without added value to the subject experience. This session will offer guidance to IRBs and researchers on this, as well as will discuss using flexibility in implementing other common informed consent regulations relevant to SBERT (e.g., waivers of informed consent, waiver of documentation, electronic consent). During this session, speakers and attendees will:

- Review the informed consent regulations in the revised Common Rule
- Discuss ways IRBs can navigate the key information requirement
- Offer guidance and strategies for IRBs and researchers for satisfying the informed consent regulatory requirements, including documentation waivers, while ensuring an efficient and concise informed consent discussion

Room 306



**B4: Challenges and Opportunities for Small IRB Offices at Small Research Programs (IRB Policy/Operations Track)**

Aimee E. Huard, Great Bay Community College; Sandy Martinez, Central Washington University; Andrea R. McDowell, Seattle University  
IRB professionals at small research programs (fewer than 200 open protocols) usually have limited resources and work alone or with few (one to two) staff. While challenges such as time, budget, and bandwidth may seem constraining, smaller programs often have more possibility for flexibility and responsiveness to researchers due to flatter organizational structures and greater decisional authority. This interactive session will address common constraints that small to mid-sized academic IRBs face and discuss strategies not only for remaining compliant and handling these concerns, but also creating prospects for reducing administrative burden, building relationships, and increasing the IRB's voice on campus. During this session, speakers and attendees will:

- Discuss various challenges facing smaller IRB offices
- Offer strategies and tools from different institutional viewpoints
- Consider benefits and opportunities of a smaller research program
- Network with fellow small-office professionals

Room 313



**B5: Exempt or Not? Don't Get Psyched Out by the Benign Behavioral Intervention Research Exemption (Basic Track)**

Sandra H. Berry, RAND Corporation; Nancy A. Olson, Consultant; Ivor A. Pritchard, OHRP; Michele Russell-Einhorn, Advarra  
This session will review the draft guidance issued by OHRP on the exemption at 104(d)(3) concerning benign behavioral intervention research. It will review what kind of studies fall within the scope of the exemption, and what counts as prospective agreement, including prospective agreement and deception research. During this session, speakers and attendees will:

- Understand the key terms that define the scope of the exemption
- Explore what is meant by "prospective agreement" in the exemption
- Use case studies to further explore concepts

Room 310



**B6: Reliance—SBERT Specific Issues (Hot Topics Track)**

Robleinscky Dominguez, Boston Children's Hospital; Ashley D. Hicks, Tufts University; Carissa Minder, Washington University in St. Louis  
This session will review regulatory considerations, as well as the specific ethical issues that arise when negotiating and executing reliance agreements in SBERT contexts between ceding institutions and central or single IRBs. During this session, speakers and attendees will:

- Discuss issues of local context and institutional knowledge as it pertains to ceding review to another IRB in SBERT studies
- Review what an institution is responsible for when it is not the IRB of record, but remains charged with ensuring proper conduct of the study at their site and without the benefits biomedical research boards often receive from other oversight bodies (e.g., Data and Safety Monitoring Boards, Contract Research Organizations, etc.)
- Outline the issues that arise when ancillary reviews are required outside of IRB review, and learn strategies for handling them
- Learn about the challenges that arise when SBERT and biomedical institutions collaborate in a ceded review arrangement

Room 302



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**B7: Is This "Education Research" Research at All?** (Basic Track)

Jonathan Girard, Harvard University; Meghan Felicia Pronovost, Harvard University

Education research poses unique challenges for IRBs given the often-nebulous nature of the procedures, the inclusion of vulnerable populations, and concerns about impact on the educational experience. In some cases, though, the challenge does not come in reviewing education research, but in determining whether IRB review is needed at all. In conflating entrepreneurship, consultancy, program evaluation, and professional development with human subjects research, education researchers put IRBs in the position to regularly ask, "Is this 'education research' research at all?" Through reviewing cases in which research intersects with a researcher's other academic and professional activities, this session will help attendees identify what activities constitute human subjects research in this field. In making such determinations, the IRB can reduce burden for itself and the research community by ensuring that human subjects regulations are applied only to the appropriate research. During this session, speakers and attendees will:

- Discuss and define regulated research, education research, and activities that often intersect with these (e.g., program evaluation, professional development, community based participatory research, secondary data analysis)
- Identify strategies for sensitively communicating with education researchers about complex regulatory concepts like generalizability and engagement in ways that consider and complement the education researcher's own terminology and field
- Examine situations when human subjects research regulations do and do not apply, focusing on assessment of the education researcher's purpose, motivation, obligations, and role

Room 304



**B8: Understanding and Applying Family Educational Rights and Privacy Act (FERPA) in Higher Education** (Advanced Track)

Casey Mumav, Indiana University; Naline D. Patin, Clemson University

This session will focus on FERPA-related issues and how they apply to research in higher education. The session will address what is and is not FERPA-protected data, how that impacts research, and how to interpret FERPA guidelines. Several scenarios will be presented illustrating common pitfalls in research with FERPA-protected data, and the audience will be encouraged to identify problems and come up with solutions. Before attending this session, attendees should have an understanding of the revised Common Rule and exemption categories, as well as a foundation in human research protections ethics and principles, including the criteria for approval and definitions from DHHS regulations. During this session, speakers and attendees will:

- Review what data is covered by FERPA
- Demonstrate how to safeguard FERPA-covered research
- Share strategies for assisting researchers with FERPA compliance

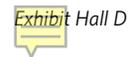
Room 309



12:15-1:30 PM

**Networking Luncheon**

Time to connect...over lunch! Meet peers for conversation and networking. All are welcome!



1:30-2:45 PM

**Plenary Session: Strategies and Solutions for Working With Challenging Principal Investigators (PIs)**

Moderator: Andrew Hedrick, The Ohio State University

Panelists: RoseAnn Fleming, University of Southern California; Jessica R. Williams, University of Kentucky; Julie Slayton, University of Southern California

This panel will discuss strategies found to be effective in ensuring a productive working relationship with PIs in order to facilitate the IRB review process. Through scenarios and strategies presented by the moderator, panelists will discuss best practices and "insider tips" for how IRB staff and members can work in concert to deliver an effective review process, especially with challenging PIs, while maintaining a smooth running HRPP.

Ballroom B



2:45-3:15 PM

**Beverage Break**

Boylston Street Hallway,  
Level 3

Breakout Series C, 3:15-4:30 PM

**C1: Different Minimal Risk Review Models** (IRB Policy/Operations Track)

Cecilia Brooke Cholka, University of Nevada, Reno; Jeffrey M. Cohen, Clarkson University

The revised Common Rule provides clear instructions for the conduct of convened meetings, but offers little guidance when it comes to minimal risk review procedures. This session will present two models for minimal risk reviews: a traditional model with designated reviewers and a model of minimal risk review boards. An effective minimal risk research model decreases researcher burden while maximizing protections for research subjects. This didactic session will outline the benefits of each review model while exploring options for streamlining minimal risk review methods. During this session, speakers and attendees will:

- Discuss minimal risk review regulatory requirements
- Explore different minimal risk review models and identify opportunities to streamline minimal risk review
- Consider minimal risk review models for the revised Common Rule (e.g., limited IRB review)

Room 312



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**C2: Research in K-12 Settings** (Basic Track)

Linda E. Petree, *The University of New Mexico*; Julie Slayton, *University of Southern California*

Research conducted with students in elementary and secondary school settings presents specific considerations for IRBs and researchers. Through interactive case studies, speakers will examine various topics as they relate to research conducted in K-12 schools. During this session, speakers and attendees will:

- Review considerations that affect research in K-12 settings
- Discuss consent considerations (e.g., assent, parental permission, possible alternatives)
- Go over the Family Education Rights and Protections Action, the Protection of Pupil Rights Amendment, and common misconceptions about the IRB's role in ensuring investigator compliance with these laws
- Share scenarios that may be encountered in the classroom (e.g., undue influence as a result of teachers as investigators, incidental subjects, how to respect the rights of students who do not wish to participate)
- Explore the potential benefits of "flex policies" for institutions
- Address other IRB considerations (e.g., privacy and protection of data)

Room 310



**C3: The "Nuts and Bolts" of Running an IRB Meeting Virtually** (IRB Policy/Operations Track)

Jaime A. Arango, *CITI Program*; Nicolaas Bodkin, *Capella University*; Angela L. Bruch, *Capella University*

With online organizations and teleworking on the rise, the work of IRB's work in "virtual" spaces is growing. This session will focus on how to run an effective IRB meeting virtually. During this session, speakers and attendees will:

- Learn a step-by-step approach to running an online meeting
- Understand the management of the IRB meeting using a semi-structured approach to IRB reviews
- Evaluate strengths and weaknesses of the online IRB meeting approach

Room 309



**C4: Clinical Trials in SBER (ClinicalTrials.gov Registration)—Part II** (Advanced Track)

Kate Sasamoto, *University of Michigan*; Wendy J. Weber, *National Center for Complementary and Integrative Health, NIH*

NIH-funded research projects meeting the NIH definition of clinical trials must be registered and results reported on ClinicalTrials.gov. For investigators and institutions that do not typically work with clinical trials, meeting these requirements can be challenging. This session is designed to provide an overview and tips for assisting SBE researchers and institutions with ClinicalTrials.gov responsibilities. Before attending this session, attendees should be familiar with the content presented in A2: Clinical Trials in SBER (NIH and OHRP Overview), or have basic knowledge of ClinicalTrials.gov. During this session, speakers and attendees will:

- Review requirements for registering a study on ClinicalTrials.gov
- Discuss continuing obligations regarding active ClinicalTrials.gov records
- Describe the process for reporting study results on ClinicalTrials.gov

**Note** Part I of this session will take place from 9:15-10:30 AM (Session A2).

Room 304



**C5: Benign Behavioral Interventions (BBI) in Practice** (Hot Topics Track)

Alma Castro, *Harvard T.H. Chan School of Public Health*; Ivor A. Pritchard, *OHRP (resource person)*; Matt D. Stafford, *Boston Children's Hospital/Harvard Catalyst*

This session will focus on how IRBs are defining BBI in Exempt Category 3 and how IRBs are making the determination of whether an intervention meets the Exempt category 3 criteria or not. Sample cases of BBIs in SBER and mixed SBER/biomedical research will be explored. Additionally, IRB decision-making processes for each case will be discussed with the goal of promoting IRB best-practices. Before attending this session, attendees should have working knowledge of the revised Common Rule, its exemption categories, and familiarity with SBER disciplines. During this session, speakers and attendees will:

- Review the definition of BBIs per federal regulations, OHRP, and SACHRP guidance
- Explore real-life examples of SBER involving BBIs that IRBs reviewed, as well as the resulting determination of whether the intervention did or did not meet the BBI definition in Exempt category 3
- Discuss IRB best practices when determining whether research involving BBI in SBER and mixed SBER/biomedical research meets the federal regulatory definition in Exempt category 3

Room 302



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**C6: College Students and Research—Challenges and Issues for IRBs** (*Basic Track*)

Andrea R. McDowell, Seattle University; Julie F. Simpson, University of New Hampshire

A considerable amount of research takes place on college/university campuses involving college students as subjects. This includes research on novel educational strategies and the use of departmental pools of introductory-level students to participate in research studies and other projects for credit (subject pools). This session will review regulatory and legal standards, as well as the specific ethical issues that arise when reviewing research in which college students on campus are subjects, and when they may serve as investigators or study staff. During this session, speakers and attendees will:

- Provide a high level overview of pertinent laws and regulations affecting this population (e.g., the Family Educational Rights and Privacy Act, Title IX)
- Identify the issues that frequently arise when conducting research on a university/college campus, including best practices for addressing ethical issues (e.g., instructors recruiting their own students, students who are minors, etc.)
- Discuss the issues that arise when college students conduct research, either as principal investigator or student investigator
- Outline the issues that arise with the operation of university/college subject pools and best practices for addressing these issues
- Review the role of the HRPP in educating student researchers



**C7: Incentives and Compensation for Subjects in SBER** (*IRB Policy/Operations Track*)

Colleen Kohashi, University of California, Berkeley; Melissa McGee, University of New Hampshire

The federal regulations state that the compensation of subjects must be free from coercion and undue influence. However, it can often be difficult for IRBs to unpack what “appropriate compensation” entails, especially within the realms of traditional vulnerable populations (e.g., minors), non-traditional vulnerable populations (e.g., homeless, undocumented, and college students), and internet-based subjects (e.g., mTurk participants). During this session, speakers and attendees will:

- Outline the considerations and best practices for compensation with various vulnerable subjects groups
- Discuss compensation for Amazon mTurk subjects (i.e., what is reasonable and what are the implications for subject anonymity when disbursing compensation?)
- Share best practices for the use of drawings (lotteries) in research and the intersection of research with state law



**C8: Conflicted Cultures of Compliance—How the Revised Federal Regulations Change Conversations Between Ethnographers and IRBs** (*Hot Topics Track*)

Laura Henderson, Baystate Health System; Montana Miller, Bowling Green State University

This session will clarify and illustrate (with examples relevant to researchers and compliance staff alike) the opportunities and potential pitfalls of the revised regulations as applied to qualitative fields of inquiry such as ethnography, education, anthropology, and oral history. How do we determine which research studies qualify as “research” under the federal definition, and has that changed? What makes an ethnographic or oral history reviewable, what qualifies it as “exempt,” how are we to interpret the revised, more complex categories and meanings of “exempt” under the revised Common Rule, and how should we address the slippery question of what a “reasonable” person would want to know (in order to make an informed decision) when we decide what “key information” belongs in the newly-mandated first-paragraph summary in a consent document? During this session, speakers and attendees will:

- Review the risks and benefits of qualitative research
- Consider different approaches to interpreting the revised Common Rule with respect to ethnographic research
- Explore how a nuanced approach to the “key information” paragraph requirement can be taught/communicated among reviewers and researchers



4:30-5:30 PM

**SBER19 Networking Reception**

Join us to celebrate SBER19 and network with your colleagues. Light refreshments will be served.

Boylston Street Hallway,  
Level 3

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