

## Model IRB Activity Instructor Directions

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Have students prepare an IRB research proposal and upload it to your course management page without including their name. Assign each proposal a number and keep a list of which student is associated with each number. This will give students some practice in strategies to protect privacy and will also protect student privacy as they provide feedback to one another.

Plan to divide your class into groups of three or five. These groups will serve as the “model IRB committee.” The size of the groups depends on your overall course size. In the author’s experience, smaller groups encourage more discussion participation and an odd number of group members eases decision making.

When your groups are established, distribute printed copies of student IRB proposals to the groups or assign the Model IRB Proposal Worksheet Quiz in Canvas. Each group should receive as many proposals as they have group members. That is, if a group has three members, they will need copies of three different proposals. This way, everyone’s proposal will be reviewed by their classmates. Remember to print enough copies for all group members and to avoid giving a group a proposal that was authored by a group member (this can be tricky to do perfectly on the day of the activity, so it is helpful to establish groups and determine ahead of class time which proposals will be assigned to which group).

Once you determine which groups will receive which proposals, distribute the proposals to group members so that they have enough time to read them over before discussion. Also, distribute the Model IRB Reviewer Worksheet or make the link to this quiz available. Since each student will complete this worksheet or quiz for each proposal they review, you may need to post the quiz multiple times (once for each proposal that a student is reviewing). Each group member will receive one reviewer worksheet/one reviewer quiz for each proposal that they are assigned to review. Allow some time for students to review the proposals. One week should be enough time to read and think about all proposals assigned to the group.

On the “model IRB meeting” day, convene class and have students meet with their group. They should be prepared, having read the proposals and having completed their worksheets. Give the students time to discuss the strengths and weaknesses of the proposals. Ultimately, the group will decide whether to “Approve,” “Approve with Revisions,” “Table,” or “Disapprove.” The Model IRB committee will prepare the Model IRB Proposal Evaluation Worksheet as a group and submit it to the instructor by the end of class. The Model IRB decisions should be justified with comments included on the worksheet. Once the instructor has reviewed the IRB Proposal Evaluation Worksheets, they will be given to the proposal authors as feedback.

Please note that each question on this Canvas quiz is set to 1 point value. Most questions are Yes/No and rather than being assessments of the quiz-takers own knowledge, they are

evaluations of the contents of a proposal. Therefore, the final score that a student receives on this quiz should not be interpreted as their own grade. Rather, the score should be interpreted as a rough measure of the quality of the proposal. Higher scores (out of 48 points possible) indicate a higher-quality proposal, and this score may be helpful to students when they are discussing the proposals as a group. The instructor should assign a different grade for completion of this assignment to each student and ensure that their score on this quiz is not included in the final grade calculations.