

Demand and challenge of training in health research ethics in university institutions**Exigencia y reto de la formación en ética de la investigación en salud en las instituciones universitarias****Demanda e desafio da formação ética em pesquisa em saúde em instituições universitárias**Carlos Jesús Canova-Barrios 

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Health research ethics is considered a fundamental pillar of university education. Its purpose is to provide future professionals with the knowledge and skills necessary to address ethical dilemmas in the practice of disciplinary research. As pressure from the "*Publish or Perish*" paradigm increases, essential aspects of health research such as patient privacy, the integrity of research results, and the very purpose of contributing to disciplinary advancement through scientific production are being neglected.⁽¹⁾

Currently, training in research ethics is integrated into socio-humanistic subjects such as Bioethics, but there is little depth within the framework of subjects related to Research Methodology. There have even been reports of training deficits among research subject teachers, and thus, the transfer of this lack of knowledge to professionals in training. Therefore, it is worth considering comprehensive training that not only includes students but also the educators of future researchers: teachers.

In the changing digital and information technology environment, highlighted by the rise of Artificial Intelligence (AI) and the benefits of Open Access, publication in predatory journals is facilitated, allowing both access and dissemination of unreliable information. All of this represents a risk for those responsible for knowledge management (transferring research products into disciplinary practice). Adequate training in research ethics is therefore relevant to minimize the impact of the culture of pressure for productivity and rapid task resolution both for teachers and students.

Unfortunately, today, cases of students purchasing or plagiarizing their final degree projects⁽²⁾ and teachers and researchers purchasing authorships for scientific manuscripts are common⁽³⁾, highlighting the challenge of teaching and conducting research with integrity in a context where productivity prevails.

Therefore, some of the essential research ethics content to address include, but is not limited to:

- Ethics of research involving human subjects (national and international regulatory framework for the protection of human subjects, including the Declaration of Helsinki and the CIOMS International Ethical Guidelines for Health Related Research Involving Human Subjects).^(4,5)
- Ethics of the dissemination of knowledge or scientific publication (multiple and redundant publication, conflicts of participation and authorship of scientific manuscripts, data fabrication and falsification, plagiarism, ghost-writing, publication in predatory journals, citation, article mills).⁽⁵⁾
- Responsible use of AI
- Knowledge of the types of content licenses available
- Ethics in the review and quality assurance of scientific production.⁽⁶⁾

On another note, it has been described that training shortcomings revolve around the disconnection between theoretical learning and practical application, often linked to the teacher's lack of experience. This can generate "ethical stress" in students and affect negatively the security provided to the research participants and the quality/reliability of the findings.

University institutions should strive for comprehensive training for future healthcare professionals, although they often focus only on the healthcare aspects of their future role, without emphasizing other essential components of the professional qualifications.

Based on the above, there is a need for training in health research ethics for teachers, students, and even management staff so that clear and shared guidelines can be established on what to teach and how to ensure quality training. Furthermore, during healthcare training, the completion of a research project (a final comprehensive project, thesis, dissertation, or any other institutional designation) is often included as a requirement for obtaining a professional degree. This is a first step toward putting into practice what has been learned in class. Despite this, many educational institutions do not have a Research Ethics Committee, which encourages the conduct of studies without ethical approval.

It could be said, then, that the comprehensive training of future healthcare professionals and the avoidance of conduct that could endanger potential participants in the research they direct or in which they participate are considered a requirement and a challenge.

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