



YAB Research Ethics Workshop

**Please rename yourself in
the session so we know who
you are:**

Everyone: Name - Country

Interpreters: Name - INT -
Country





The Virtual Scavenger Hunt!

Welcome to the virtual scavenger hunt! We want to know if you can find things around the room you are in that fit the following categories!

- Something blue?
- Something made of wood?
- Something you find interesting?
- Something warm?

Agenda



Introduction



Overview of research ethics



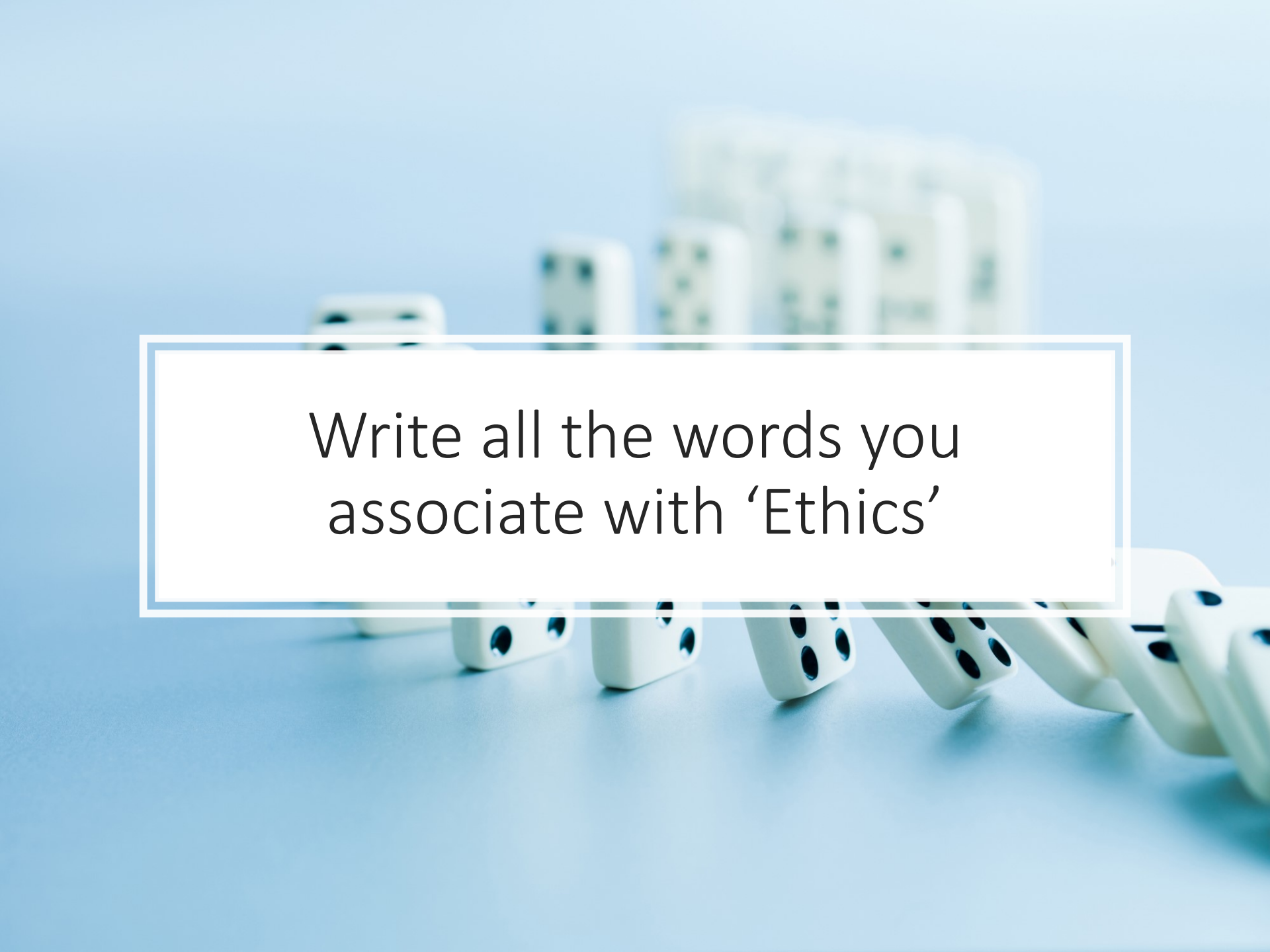
Key ethical considerations in research



Ethical considerations for MAP



Useful links and resources

A row of white dice is arranged on a light blue surface, receding into the background. In the center, a white rectangular box with a thin blue border contains the text. The dice are slightly out of focus, emphasizing the text box.

Write all the words you
associate with 'Ethics'

'Research ethics is a world-wide set of principles governing the way any research involving interaction between the researcher and other humans or human tissue or data relating to humans, is designed, managed and conducted. In preparing a research project, the dignity, rights, safety and well-being of human participants must at all times be considered, respected and safeguarded'

Research Integrity

Maintaining the highest standards of rigour and integrity in all aspects of research

Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards

Supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers

Using transparent, robust and fair processes to deal with allegations of research misconduct should they arise

Working together to strengthen the integrity of research and to reviewing progress regularly and openly

Ethics Guides



**Economic
and Social
Research Council**



**World Health
Organization**



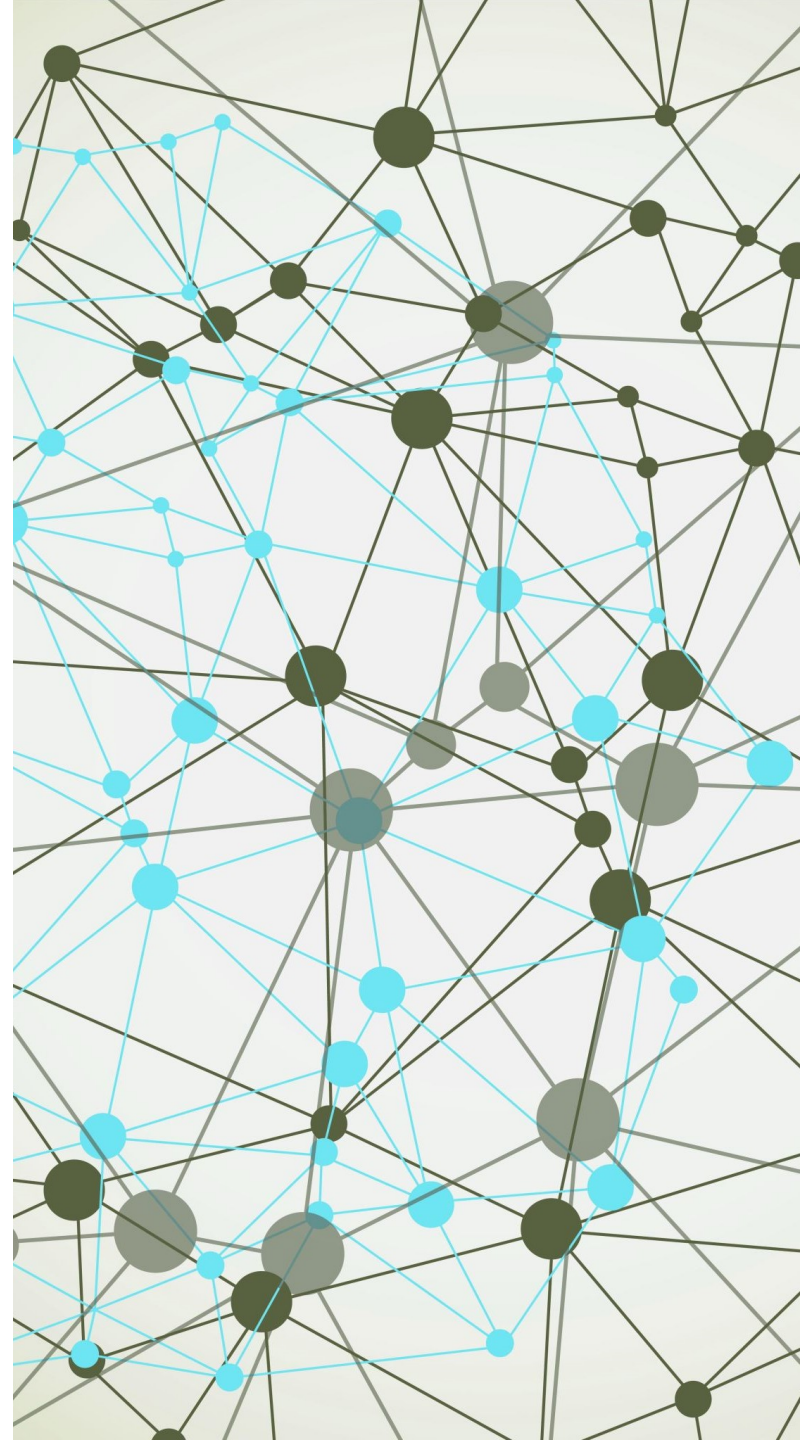
**UNIVERSITY OF
LINCOLN**



**University of
Northampton**

Informed Consent

- Informed Consent is often misinterpreted as merely obtaining an individual's signature on a form (or a “yes” response in a verbal consent process).
- Informed Consent is a *process* of education and decision-making that begins with the very first contact with a potential study subject (i.e., during recruitment).
- People approach volunteering for a study with preconceived ideas and life issues that may impede true informed consent. It is the research team's responsibility to identify and address these issues as part of the Informed Consent process.
- Some potential subjects may adopt a “Give me the form, I'll just sign it” approach. However, the key points about a study should always be reviewed as part of the process.
- Avoid passive acceptance when a potential subject states s/he has no questions. To facilitate understanding, encourage a subject to repeat—in his/her own words—the key points about a study.



Data Management

Researchers must pay careful consideration to the handling, storage, dissemination and archiving of data during and after any research project. It is the responsibility of **the researcher** to ensure that data management is legal/ethical and aligned Data Management Policy and GDPR/DPA Policy and Procedures at University/Organisation.

Researchers will:

- keep clear and accurate records of the research procedures followed and the results obtained
- hold records securely in paper or electronic form
- make relevant primary data and research evidence accessible to others for reasonable periods after the completion of the research (data should normally be preserved for at least 10 years)
- manage data according to the research funder's data policy, best ethical practice and all relevant legislation
- wherever possible, deposit data permanently within a national collection or repository



Safeguarding

- Participants must be clearly informed, in advance, of any situations in which it may be necessary to break confidentiality.
- There is an expectation that researchers must report information salient to child protection and safeguarding of vulnerable adults
- Researchers working with children and vulnerable adults outside the UK must include information about legal duties, and professional or context-specific expectations, around breaking confidentiality in their research context.
- This process should be explained to participants.



Protecting Confidentiality

- Share subject study data only with appropriate study team members.
- Keep signed consent forms and other documents containing identifiable data in a secured location.
- Encrypt and password-protect all identifiable data files – including all audio and/or video recordings.
- Keep memory sticks, laptops and other removable media secured when not in use.
- Keep participant names/study identification codes in a separate, secure location from all other study data.
- Additional confidentiality measures may also apply when studies are subject to the EU General Data Protection Regulation (GDPR), and other countries with their own data protection requirements.



Special Considerations

Special consideration for vulnerable groups:

- Some groups are traditionally considered vulnerable research participants.
- They include minors, pregnant women, and persons with mental disabilities.
- Other groups such as people without literacy, those with limited economic resources, and women who do not have decision-making power regarding their participation in a study may also be vulnerable.
- Vulnerable persons can still participate in a research study; however, they need special protections.



Consider if...

- The research is justified, i.e. is the research likely to add to the existing knowledge base
- It is of sufficient standard - including whether the researchers are qualified to carry out the roles proposed
- The risk it poses to participants is outweighed by the potential benefits of the research?
- The research appears to comply with all statutory and other guidance
- Data management and handling appears to comply with the relevant legislation
- Financial arrangements appear appropriate



Case Study A - Sair

Sair is approached by a researcher who wants to interview her for an for research on employment opportunities for young women in Pakistan. She agrees to participate and sets a date and time for the interview. After the interview begins, Sair realizes that she is not comfortable having this information shared. She tells the researcher that she no longer wants to participate in the interview. The researcher says she has to finish the interview because she agreed to participate.

- a) How would you feel if you were Sair?
- b) Do you think that it is okay that Sair changed her mind about participating in the interview? Why or why not?
- c) Do you think the researcher should pressure Sair to continue the interview because she agreed initially, or should the researcher accept that she has changed her mind? Why?
- d) Should the researcher use the information she got from Sair before Sair withdrew from the interview? Why or why not?

Case Study B - Ruba

Ruba is approached by a researcher who wants to interview her for an for research on her experience with counselling. She provides Ruba with detailed information on the project and consent form. Ruba agrees to participate after reading the information and asking questions. During the interview, Ruba becomes quiet after the researchers asks a question. The researcher repeats the question and Ruba asks the researcher to move to the next question. The researcher agrees but returns to the question later saying that the question is important for the interview.

- a) How would you feel if you were Ruba?
- a) Do you think that it is okay for Ruba to skip the question? Why or why not?
- b) Do you think the researcher should pressure Ruba to answer the question, or should the researcher accept that she does not want to answer and move on? Why?
- c) What should the researcher do to support Ruba?

Fundamental Principles of Research Ethics¹

Respect for persons



Respect for persons entails respecting the dignity of research participants and ensuring their autonomy. In cases where autonomy may be diminished, people should be protected from any exploitation that results due to their vulnerability. This principle is important because adherence to it entails that people will not be merely a means to achieve the research objectives.

Beneficence



Beneficence requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved.

Justice



Justice requires a commitment to ensuring a fair distribution of the risks and benefits of research. Research participants should share in the benefits of the knowledge gained. Therefore, the research participants should be people who are expected to benefit from the knowledge gained through the study.

Respect for communities



Respect for communities means that researchers must respect the values of the community involved in the research and protect the community from harm. This is very important in research which requires community-wide knowledge, values, and relationships and, thus, the community may be impacted by the research process or its outcomes.

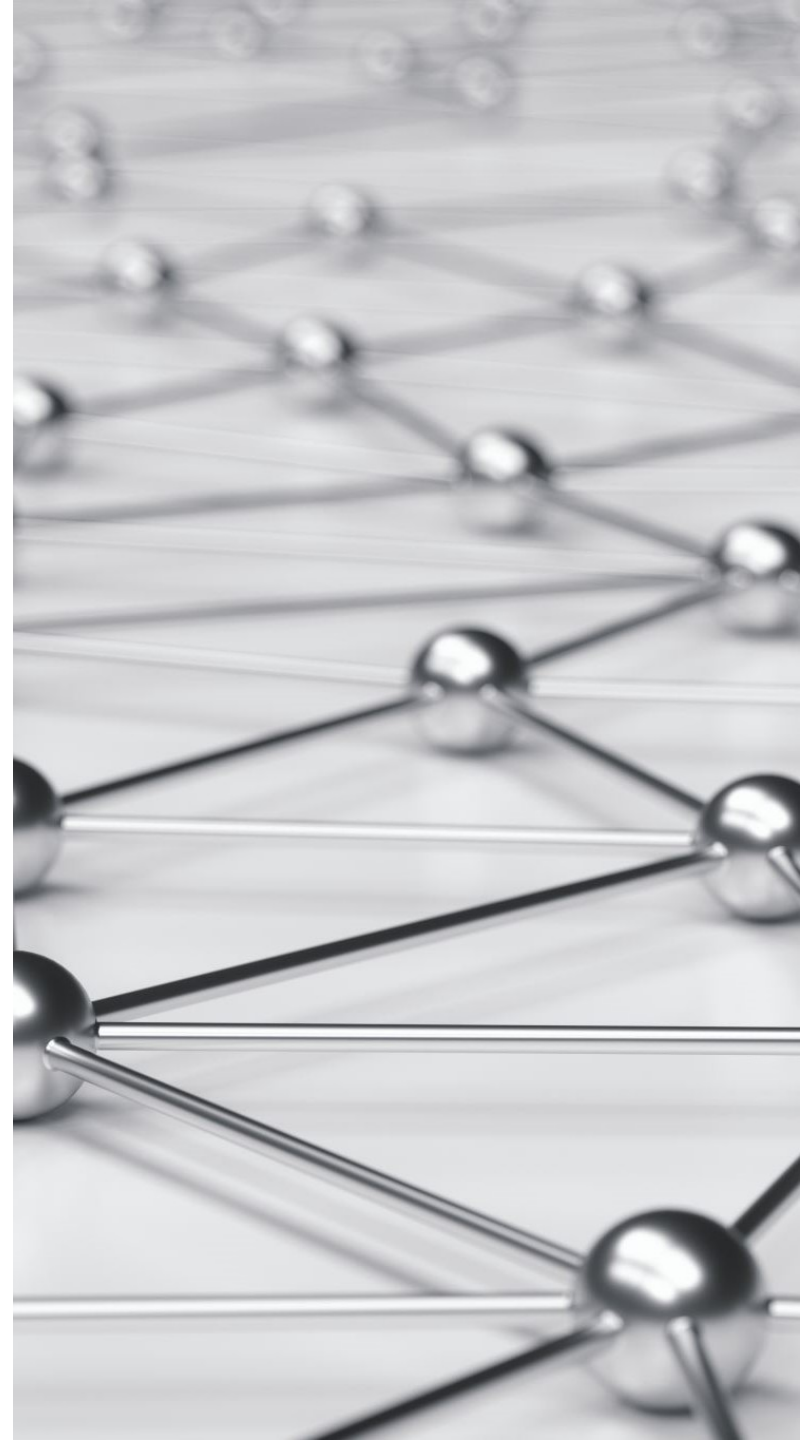
Useful links

British Association of Social Workers Code of Ethics
http://cdn.basw.co.uk/upload/basw_112315-7.pdf

British Educational Research Association (BERA) Ethical Guidelines for Educational Research
<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

British Psychological Society Ethics Guidelines for Internet-mediated Research
<https://www.bps.org.uk/sites/beta.bps.org.uk/files/Policy%20%20Files/Ethics%20Guidelines%20for%20Internetmediated%20Research%20%282017%29.pdf>

Safeguarding [Safeguarding - Culture for Sustainable and Inclusive Peace \(cuspnetwork.org\)](http://www.cuspnetwork.org)





Further Learning

‘Who needs research ethics?’

Complete this [free online quiz](#), available from the Open University to get them to reflect upon their own knowledge about basic research ethical requirements.



Brainstorming Activity

- How do you think the YAB can help you create change?
- How would you like to work with your YAB peers to share learning from the project locally and globally?
- What are different tools and approaches we may want to use? For example, digital stories, photos, vlogs, academic papers, podcasts, etc.

