



# ETHICS

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## Ethics

- Have a look at these website:
  - At UC <http://www.canberra.edu.au/ucresearch>
  - <http://www.canberra.edu.au/ucresearch/ethics/human-ethics-manual>
- It is very important to read all of the National Statement on Ethical Conduct in Human Research (2007 updated 2009)
  - <http://www.nhmrc.gov.au/book/national-statement-user-guide-0>
- You can look at the application form you will fill in and submit to the ethics committee here. You can register and have a practice
  - <https://www.neaf.gov.au/default.aspx>

## Ethics

- Why Ethics?
  - Identify good conduct
  - Protect welfare & rights of research participants
  - Ensure research benefits humanity
  - Build trust in research community

## Ethics

- History
  - Nuremburg trials after World War II
    - Widespread medical experimentation on humans in Nazi concentration camps
  - 1964 Declaration of Helsinki
    - Set standards for medical research
    - Extended to behavioural & social research
    - Implemented by ethics committees

## Ethics

- Some basic ethical principles
  - Integrity/honesty of researchers
    - Commitment to contribute to knowledge
    - Commitment to use appropriate methods
    - Commitment to promote common good & avoid harm

## Ethics

- Some basic ethical principles
  - Respect for persons
    - Recognise, inherent dignity & rights of persons
    - autonomy
    - Special protection due to persons of diminished autonomy eg minors/marginalised

## Ethics

- ethical principles
  - Respect for community
    - **Consider individual rights in context of community constraints**
    - **Weigh value to community with value to individuals**
    - **Avoid harm to communities**
      - Eg Newcastle mining community health study

## Ethics

- ethical principles
  - Beneficence
    - **Maximize benefit minimize harm**
    - **Justice**
      - Distribution of costs & benefits
      - Exclusion/inclusion of participant categories
  - Value
    - **Quality of methods**
    - **Skill of researchers**
    - **Successful outcomes**
    - **merit**

## Ethics

- ethical principles
  - Respect for law
    - Violence to persons
    - Privacy
    - Intellectual property
    - Consumer protection

## Ethics

- Ethics apply to all research involving humans where
  - Use of/collection of personal or collective data
  - Oral or observed testimony
  - Testing of interventions
  - Informed cooperation in documenting local knowledge
  - Identification of individuals occurs at any stage

## Ethics

- Ethics involves balancing
  - Harm vs good to individual
  - Value to community vs welfare of individuals
  - Principle of privacy - use of data for purpose it was given - vs. public interest

## Ethics

- Ethics in practice
  - CONSENT
    - Clearly establish informed & voluntary consent of each participant
      - Consent form
      - Returned survey
      - Recorded agreement for interview
    - No deception

## Ethics

- Consent
  - organisations & individuals
  - Take care of undue coercion/influence
    - Difficult in care/dependency settings - take extra care in hospitals, workplaces
  - Freedom to withdraw consent

## Ethics

- Consent
  - Use of data only for purpose for which it is given
    - De-identified data?
  - You do not need consent
    - Observation in public places
    - Anonymous surveys

## Ethics

- Privacy & confidentiality
  - Freedom from intrusion & surveillance
    - Report using aggregates or pseudonyms
      - Not always possible
    - Respect personal information
  - Natural Justice
    - 'right of reply'

## Equity

- All people have an equal right to benefit from research & the advancement of knowledge.
  - Sex disaggregated data
  - Intersecting analysis



## Equity

- What identities are relevant to research context:
  - Woman/man
  - Gender intersects with
    - Race/ethnicity
    - Income/occupation
    - Caste/status
  - Experience of educated urban middleclass women different from uneducated poor hill-tribe woman
  - Enables targeting of resources to areas of need

**Equity:** use a research framework that allows differences between groups to surface. Beware averages, beware people speaking FOR others. eg Gender Analysis Framework:

### Enquiry

### Issues

Roles/responsibilities What do men & women do? Where? (mobility Patterns) When? (seasonal patterns)	Production (paid, self-employed, subsistence) Reproductive (domestic, child-care, care ill/old) Community (voluntary work of benefit to community, participation in decision-making)
Assets Livelihood assets/opportunities for men/women? Constraints faced by men/ women?	Assets – men and women Human (health, education, skills) Natural (land, labour, plants, water) Social (social networks, local radio, local gov) Physical assets (ICTs, transportation, clinic) Financial assets (income, capital, credit)
Power & decisions What decision-making do men/women do control/participate in/?	Household level Community level
Needs Priorities & Perspectives For men/for women	What are women's/men's/children's practical needs? (eg closer water point) What are women's/men's/adolescent's perspectives on choices, operation, management, maintenance
Adapted from Institute of Development Studies UK	

## Equity

- Build in active accountability to communities likely to be impacted by policy changes
- Include members of target groups/people affected on research reference group
- Who is the research for?
  - Check are we getting it right?
  - Don't expect one voice
  - Look for common interests