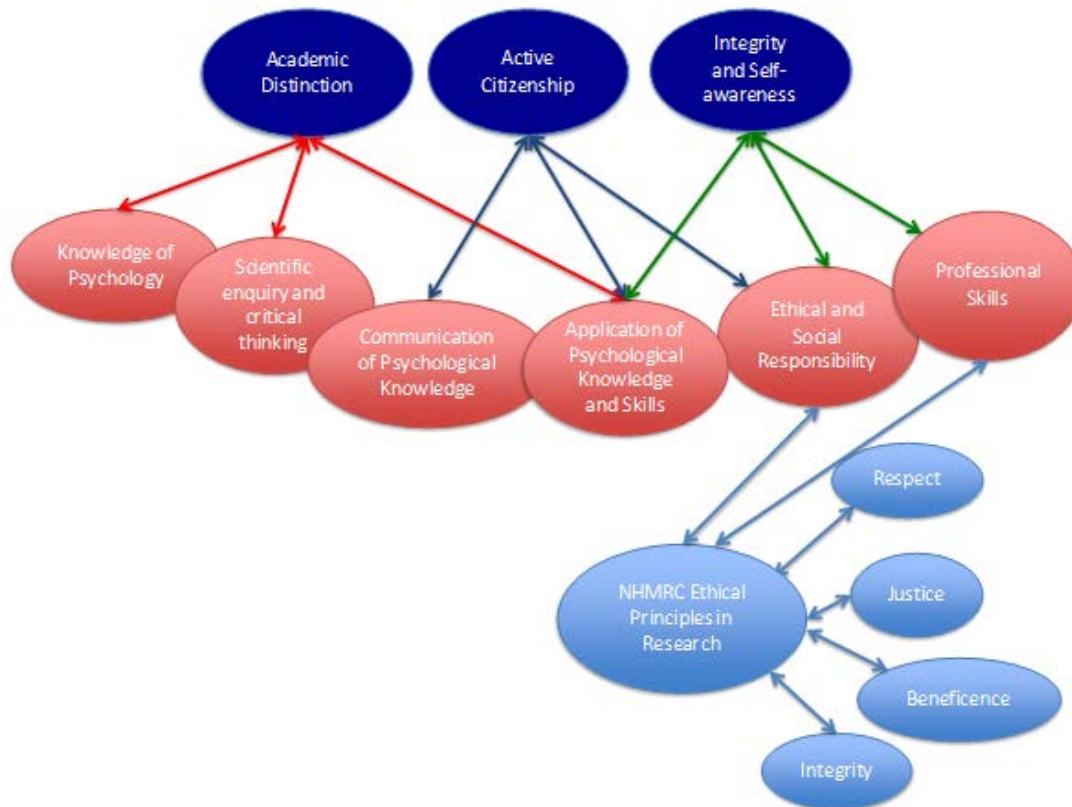


Lecture 1 - Research Ethics

Graduate Attributes



NHMRC Ethical Principles in Research

1. Relationship between researchers and research participants is central to ethical human research
2. Principles shape the relationship as one of trust, mutual responsibility, and ethical equality
3. Respect
 - a. Recognition that each human being has value, and that this value must inform all interaction between people
 - b. Value of human autonomy
4. Research integrity and merit
 - a. Proposed research has merit
 - b. Researchers have integrity
5. Justice
 - a. Involves a regard for the human sameness that each person shares with every other
 - b. Human beings have a deep need to be treated in accordance with such justice
 - c. Distribution justice
 - i. Fair distribution of the benefits and burdens of research
 - d. Procedural justice
 - i. "fair treatment" in recruitment of participants & review of research
 - e. Benefits of research
 - i. Achieved through just means
 - ii. Distributed fairly
 - f. No unjust burdens

6. Beneficence

- a. Assessing and taking account of the risks of harm & the potential benefits of research to participants and to the wider community
- b. Sensitivity to the welfare & interests of people involved in their research
- c. Reflecting on the social and cultural implications of research
- d. Balance of individual and public benefit
- e. Risk, benefit, consent

i. Risk

- 1. A potential for harm, discomfort or inconvenience
 - a. Likelihood that a harm will occur
 - b. Severity of the harm, including its consequences
 - c. Whether risks are justified by the potential benefits of the research
 - d. Determining how risks can be managed
- 2. Harm
 - a. Physical harms
 - b. Psychological harms
 - i. Feeling of worthlessness, distress, guilt, anger or fear
 - ii. Devaluation of personal worth
 - c. Social harm
 - i. Damage to social networks or relationships with others
 - ii. Discrimination in access to benefits, services, employment or insurance
 - iii. Social stigmatisation
 - d. Economic harms
 - i. Impositions of direct or indirect costs on participants
 - e. Legal harms
 - i. Discovery and prosecution of criminal conduct
- 3. Discomfort
 - a. Less serious than harm
 - b. Can involve body/mind
- 4. Inconvenience
 - a. Less serious than discomfort
- 5. Managing risks
 - a. Include mechanisms in the design of their research to deal adequately with any harms that occur
 - b. Must be a process to monitor that the mechanisms are being carried out
 - c. Greater risks
 - i. Risks managed as well as possible
 - ii. Participant clearly understand the risks they are assuming

ii. Consent

- 1. Respect human autonomy
- 2. Justice requires informed consent
- 3. Requires that participation be the result of a choice made by participants
- 4. Consent
 - a. Voluntary
 - b. Based on sufficient information & adequate understanding of both the proposed research and the implications of participation in it
- 5. Informed consent
 - a. Mutual understanding between researchers and participants

- b. Opportunity for participants to ask questions and to discuss the information and their decision with others if they wish
 - c. No coercion or pressure involved
 - i. Must reflect deference to the researcher's perceived position of power, or someone else's wishes
- 6. Capacity for consent
 - a. Lack capacity to consent
 - i. Children & young people
 - ii. People highly dependent on medical care
 - iii. People with cognitive impairment, intellectual disability, mental illness
 - b. Person or appropriate statutory body exercising lawful authority for the potential participant should be provided with relevant information and decide whether he / she will participate
 - c. Decision must not be contrary to the person's best interests
- 7. Requires more than one consent
 - a. Within some communities, decisions about participation may also involve other properly interested parties
 - b. Need to engage with all properly interested parties in planning the research

Milgram Obedience Studies

1. Baumrind's critique
 - a. Loss of dignity, self-esteem, and trust in rational authority
 - b. Lack of informed consent
 - c. Lack of follow-up
2. Milgram's response
 - a. It was the person's choice
 - b. Personal autonomy
 - c. Lead to human bettermind
3. Burger's (2009) 150 volt solution
 - a. Original experiment
 - i. 79% of teachers who went past 150 volts continued all the way to 450 volts
 - b. Terminate the experiment after participants decide what to do at 150 volts
 - i. Avoid exposing participants to intense distress Milgram's participants often experienced
 - c. Debriefing occurred immediately after experiment
 - d. 2-step subject screening process
 - i. Some excluded from study by clinical psychologist
 - e. Repeated reminders that subjects could withdraw at any time
 - f. Low voltage 'sample shock'
 - g. 'Experimenter' not actor, but clinical psychologist
 - h. Approved by ethic board
 - i. Result
 - i. 70% reached 150 voltes
 - ii. No statistical difference between men and women
 - iii. No statistical difference between Burger & Milgram
 - j. Criticism
 - i. Excluded people who would not have obeyed
 1. "might have negative reaction to the experience"
 - ii. Lower sample shock
 1. Assume that shocker generator not really that shocking