

MENU

This activity is designed to help research institutions develop more effective training about human research ethics.

HOW TO PLAY

Imagine that every researcher at your institution must undertake a 1 hour training course about human research ethics.

You're in charge of the course! You decide how best to use that precious hour.

In the boxes of the 'menu', write the number of minutes that your new course will spend on each item. That may be zero. You can also add your own items.

You value researchers' time, so your total minutes cannot exceed sixty.

DINE-IN OR DELIVERY

Will you offer your course at regular facilitated sessions, or will you develop an online course?

Consider costs, upfront and ongoing.

Consider what researchers would prefer.

Consider what is most effective.

Consider efficiency and consistency.

Consider mechanisms for assessment.

AMBIANCE & EXPERIENCE

What's the vibe? What's your vision?

What's this course really for?

What do you hope to achieve?

What can you realistically achieve?

How will people feel after your course?

What will be better after your course?

STARTERS

WELCOME

STANDARD WELCOME AND HOUSEKEEPING, INTRODUCTION OF FACILITATORS

DELUXE WELCOME

SOMEONE SENIOR (E.G. DVC(R)) SAYS THAT ETHICS IS VALUED BY LEADERSHIP

RESEARCH ETHICS HISTORY

AN OVERVIEW OF SEMINAL MOMENTS IN ETHICS HISTORY, UNETHICAL TRIALS, BELMONT REPORT, ETC.

RESEARCH INTEGRITY

INTRODUCTION TO NATIONAL CODES AND GUIDELINES COVERING RESEARCH INTEGRITY

ETHICS CODES

INTRODUCTION TO NATIONAL CODES AND GUIDELINES COVERING HUMAN ETHICS

UNIVERSITY CONTEXT

OUR POLICIES THAT RELATE TO RESEARCH ETHICS AND OUR RESEARCH ETHICS OFFICE

ETHICS & PHILOSOPHY

ETHICS IN THE CONTEXT OF PHILOSOPHY, E.G. DEONTOLOGY, UTILITARIANISM, VIRTUE ETHICS

ADD YOUR OWN

WHAT'S YOUR IDEA?

MAINS

RESEARCH MERIT

SUITABLE METHODS FOR ACHIEVING AIMS, BASED ON LITERATURE, FUNDING, FACILITIES, ETC.

RESEARCH TEAMS

EXPERIENCE, QUALIFICATIONS, APPROPRIATE SUPERVISION, COMPETENCY, TRAINING, ETC.

BENEFIT

EXPECTED BENEFITS - E.G. ADVANCING KNOWLEDGE, INFORMING POLICIES, ETC.

PEER REVIEW

IMPORTANCE OF PEER REVIEW, WHAT COUNTS AS PEER REVIEW, HOW IT FITS INTO ETHICS PROCESS

PARTICIPANTS

AN OPPORTUNITY TO CONSIDER RESEARCH FROM THE PERSPECTIVE OF PARTICIPANTS

VULNERABLE GROUPS

SPECIFIC CONSIDERATIONS RELATING TO POTENTIALLY VULNERABLE GROUPS

INDIGENOUS RESEARCH

SPECIFIC CONSIDERATIONS RELATING TO RESEARCH WITH INDIGENOUS PEOPLE AND COMMUNITIES

JUSTICE

FAIR ACCESS, FAIR DISTRIBUTION, UNFAIR BURDENS, OVER-RESEARCHED GROUPS, PARTICIPANT FATIGUE

INCLUSION / EXCLUSION

CONSIDER JUSTICE WITH RESPECT TO EMPLOYING INCLUSION/EXCLUSION CRITERIA

RECRUITMENT IN GENERAL

THINKING ABOUT RECRUITMENT STRATEGIES, APPROPRIATE FOR COHORTS, INCENTIVES

AVOIDING COERCION

CONSIDER PRE-EXISTING RELATIONSHIPS, POWER IMBALANCES, ETC.

PARTICIPANT INFORMATION

INFORMATION TO INCLUDE IN PARTICIPANT INFORMATION, USING LAY LANGUAGE, ETC.

CONSENT

INFORMED CONSENT, OPT-OUT APPROACH, LIMITED DISCLOSURE, NO CONSENT (WAIVER)

DECLINE OR WITHDRAW

ENSURING PARTICIPANTS CAN DECLINE OR WITHDRAW, AND WHAT TO DO IN THOSE CASES

SECONDARY USE

CONSIDERATIONS FOR RESEARCH USING EXISTING DATA (INCLUDING BIOSPECIMENS)

IDENTIFIABILITY OF DATA

THE SPECTRUM OF IDENTIFIABILITY, CHANGES OVER PROJECT, USING CODES, SMALL POPULATIONS, ETC.

DATA MANAGEMENT

MANAGING DATA OVER LIFE CYCLE INCLUDING SECURITY, ACCESS, RETENTION, FUTURE USE

GAUGING RISK

CONSIDERING THE FULL RANGE OF POTENTIAL RISKS AND HOW TO MINIMISE AND MANAGE THEM

AFTER THE PROJECT

INFORMING PARTICIPANTS OF OUTCOMES, REPORTING, PUBLISHING, DISSEMINATING, ETC.

ADD YOUR OWN

WHAT'S YOUR IDEA?

SHARE PLATES

CASE STUDY

PRESENT A REALISTIC CASE STUDY, AND THEN ASK EVERYONE TO DISCUSS

CONTROVERSIAL TOPIC

PRESENT A CONTROVERSIAL TOPIC IN HUMAN RESEARCH ETHICS AND PROVOKE DEBATE

REVIEW AN APPLICATION

PRESENT A SAMPLE ETHICS APPLICATION AND REVIEW IT TOGETHER

INTERACTIVE VOTING

USE AN ONLINE POLLING TOOL TO LET TRAINING PARTICIPANTS EXPRESS THEIR VIEWS

SIDES

OVERVIEW OF FORMS

THE RANGE OF APPLICATION FORMS AND HOW TO KNOW WHICH ONE TO USE

TEMPLATES & GUIDES

WHERE TO FIND USEFUL GUIDES AND TEMPLATES (E.G. PARTICIPANT INFORMATION SHEETS)

APPLYING & RESPONDING

HOW TO WRITE A QUALITY APPLICATION AND HOW TO RESPOND TO FEEDBACK

OUR COMMITTEE(S)

OUR COMMITTEE (AND OTHER REVIEW MECHANISMS) - COMPOSITION AND SCHEDULE

WORKFLOWS

SUMMARY OF WORKFLOWS, TIMEFRAMES, VARIATIONS, REPORTING REQUIREMENTS

DESSERT

THANKS

STANDARD WRAP-UP, INCLUDING AN INVITATION TO COMPLETE A SURVEY ABOUT THE SESSION

NEXT STEPS

OTHER TRAINING OPPORTUNITIES, RESOURCES, INFORMATION ONLINE, KEY CONTACTS

ASSESSMENT

A QUIZ OR SOME OTHER MECHANISM FOR ASSESSING LEARNING