

Ethics and Research Integrity

Department of Government
London School of Economics and Political Science

1 Review ITS

2 Ethics

3 Course Feedback and Redesign

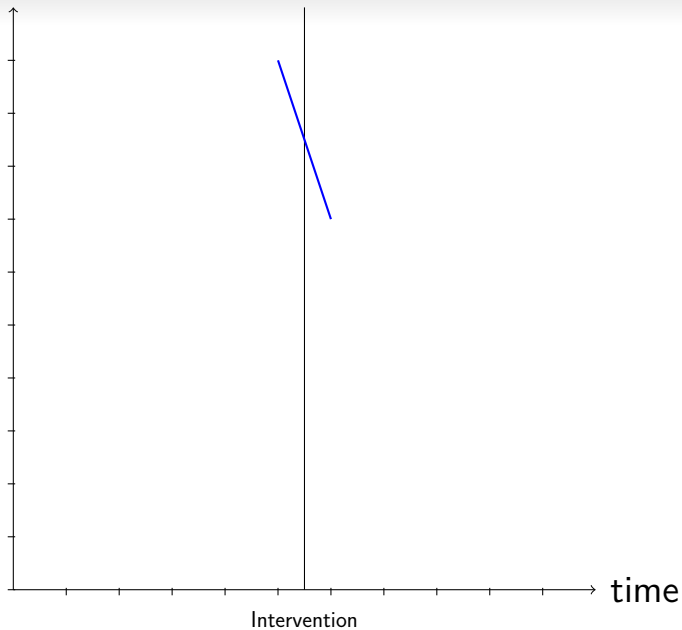
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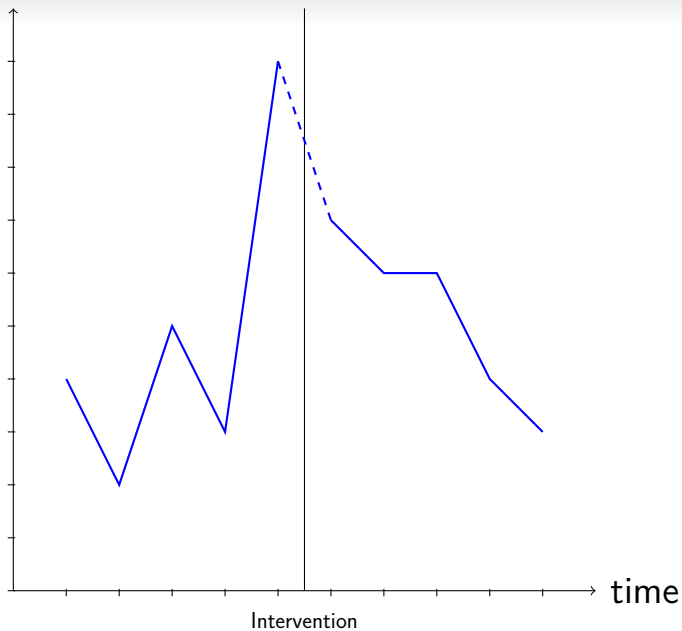
2 Ethics

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How ITS Works

- Identify an exogenous shock in X that might affect Y
- Look at Y before (t) and after ($t + 1$) the shock
- We only observe one manifest outcome at each point in time



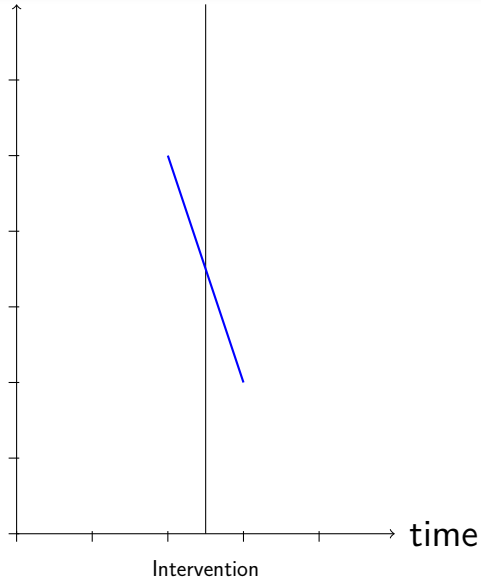


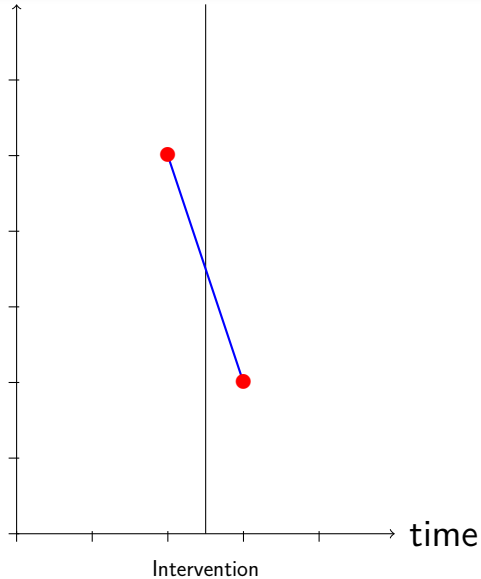
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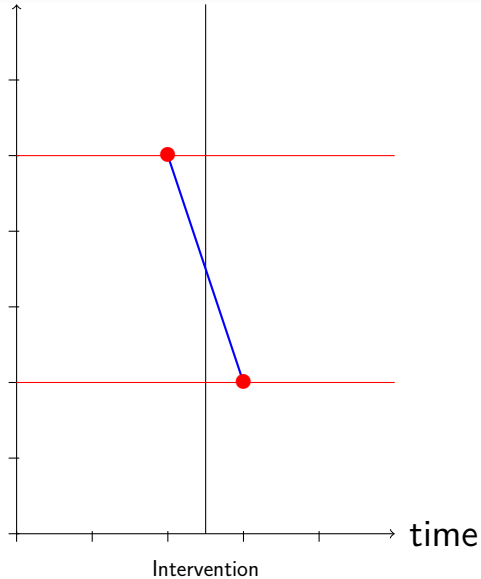
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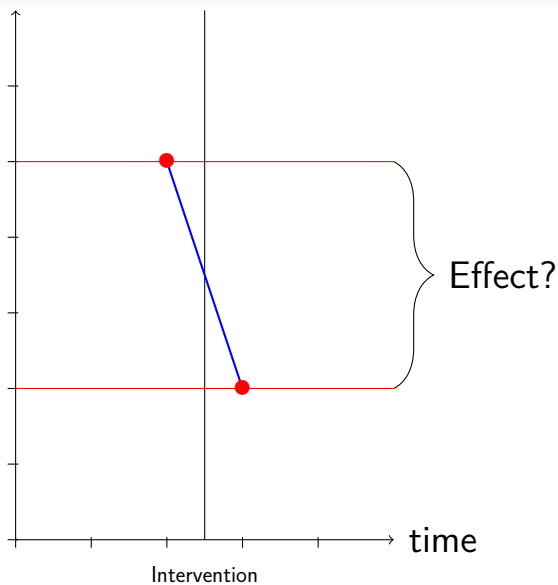
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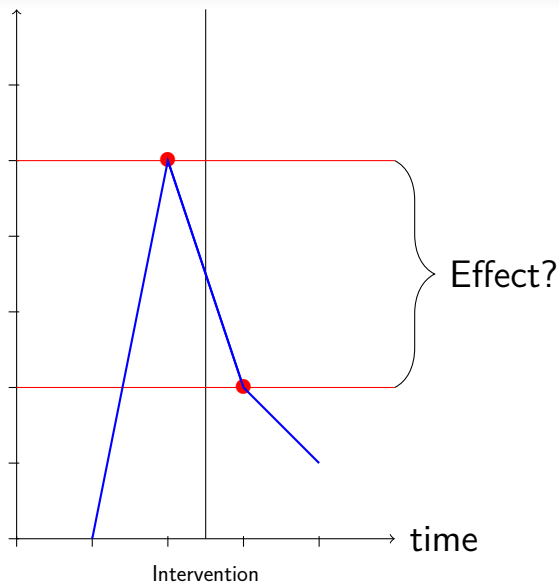
- Identify an exogenous shock in X that might affect Y
- Look at Y before (t) and after ($t + 1$) the shock
- We only observe one manifest outcome at each point in time
- To make a causal inference, we need:
 - $Y_{0,t}$ and $Y_{1,t}$, or
 - $Y_{0,t+1}$ and $Y_{1,t+1}$

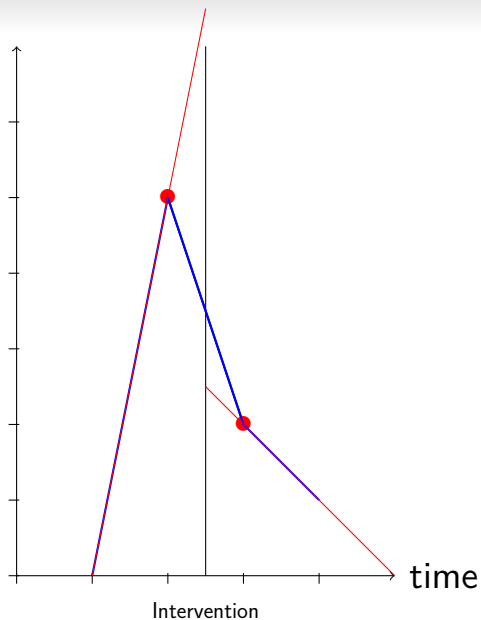


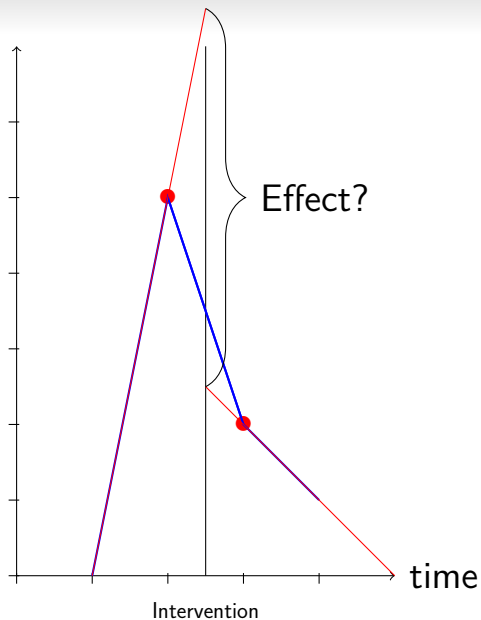












Difference-In-Differences

- How do we know change in Y wasn't due to something else?
 - How do we know $Y_{0,t}$ is a good stand-in for $Y_{0,t+1}$?

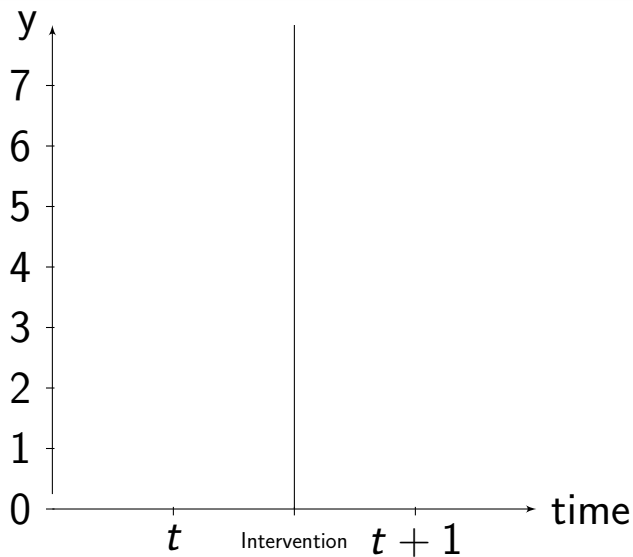
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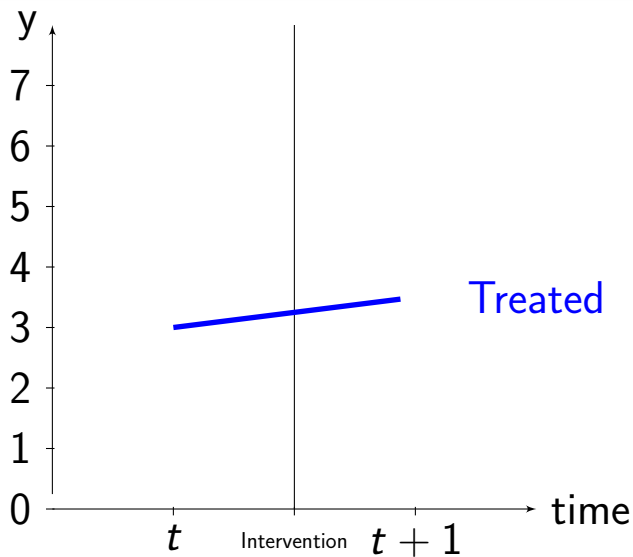
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 - How do we know $Y_{0,t}$ is a good stand-in for $Y_{0,t+1}$?
- Use a comparison case (or cases)!

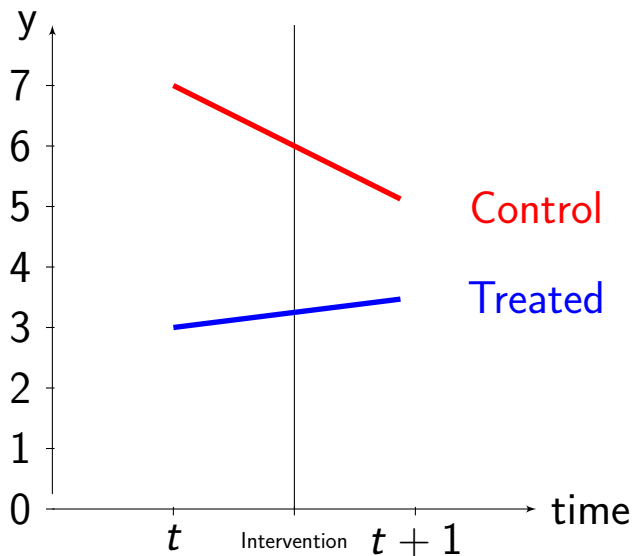
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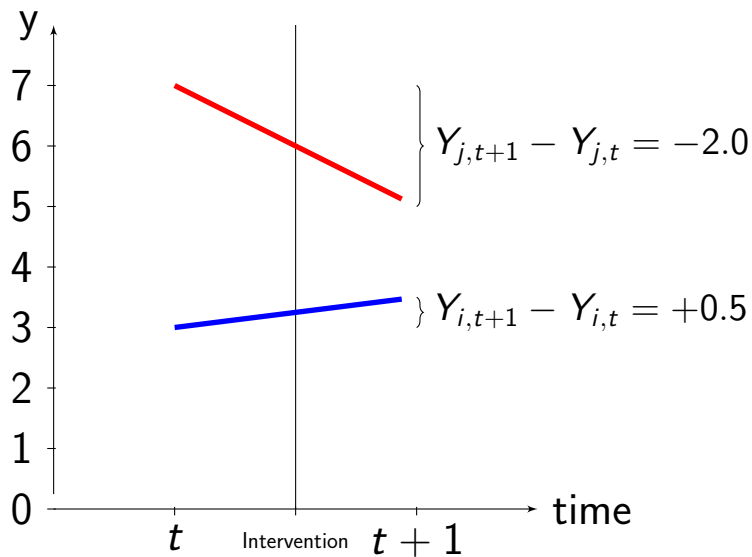
- How do we know change in Y wasn't due to something else?
 - How do we know $Y_{0,t}$ is a good stand-in for $Y_{0,t+1}$?
- Use a comparison case (or cases)!
- Instead of using the pre-post difference in Y_i to estimate the causal effect, use the difference in pre-post differences for two units i and j :

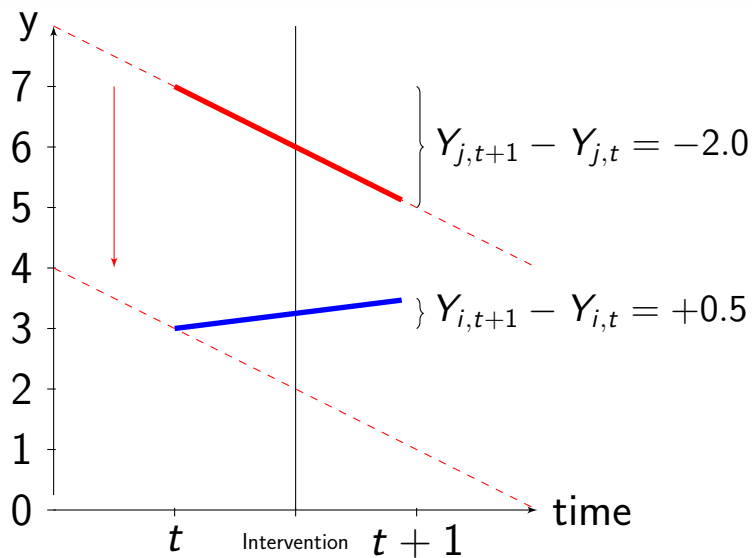
$$(Y_{i,t+1} - Y_{i,t}) - (Y_{j,t+1} - Y_{j,t})$$

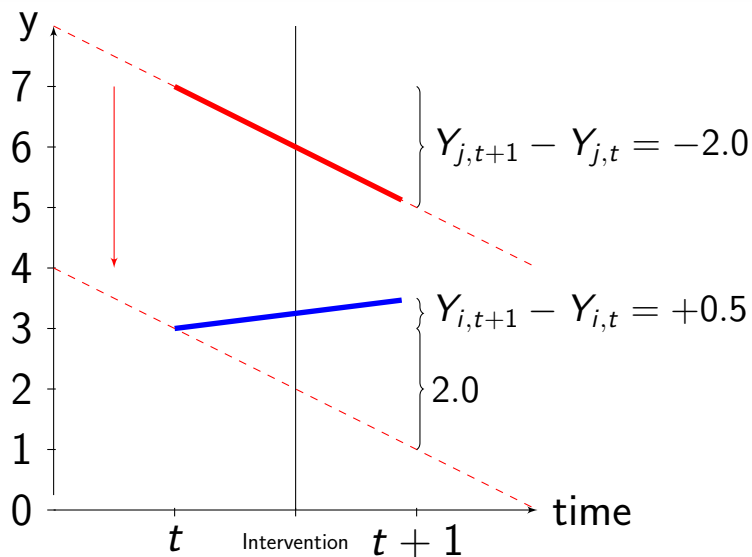


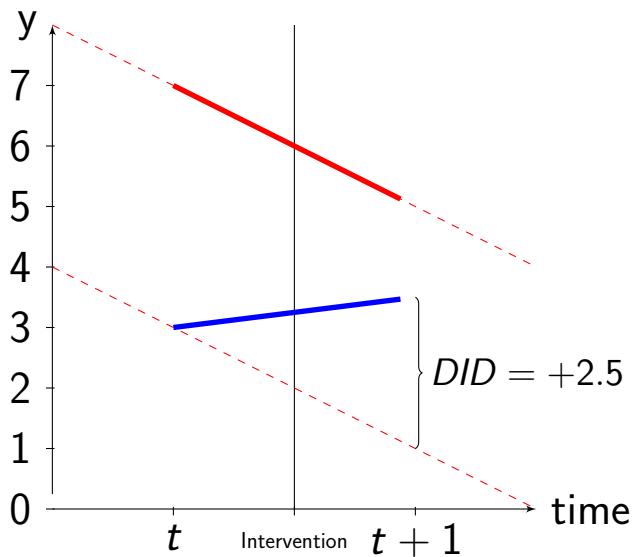












Threats to Validity

- 1 History
- 2 Maturation
- 3 Testing
- 4 Instrumentation
- 5 Instability
- 6 Regression to the mean

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History: Key Moments

- 1 Tuskegee (1932-1972) and Guatemala (1946-1948) Studies
- 2 Nuremberg Code (1947)
- 3 Helsinki Declaration (1964)
- 4 U.S. 45 CFR 46 (1974) and “Common Rule” (1991)
- 5 The Belmont Report (1979)
- 6 EU Data Protection Directive (1995; 2012)
 - UK Data Protection Act (1998)

Helsinki Declaration

- Adopted by the World Medical Association in 1964¹
- Narrowly focused on medical research
- Expanded the Nuremberg Code
 - Relaxed consent requirements
 - Risks should not exceed benefits
 - Institutionalization of ethics oversight

¹<http://www.bmj.com/content/2/5402/177>

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- Do these rules apply to non-experimental research? To non-medical research?

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Social Science Examples

- 1 Milgram Obedience Study (1961)
- 2 Stanford Prison Study (1971)

The Belmont Report

- Commissioned by the U.S. Government in 1979²
- Three overarching principles:
 - 1 Respect for persons
 - 2 Beneficence
 - 3 Justice
- Three policy implications:
 - Informed consent
 - Assessment of risks/benefits
 - Care for vulnerable populations

Informed Consent

- Persons must consent to being a research subject

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- What this means in practice is complicated
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 - What is “informed” consent?
- Cross-national variations
 - Consent forms required in U.S.
 - Not required in UK

Benefits and Harm

- What is a “benefit”?
- What is a “harm”?
- How do we balance the two?

Privacy

- EU Data Protection Directive (1995) and UK Data Protection Act (1998)
- Deals with “personal data”
- Data can be processed when:
 - Consent is given
 - Data are used for a “legitimate” purpose
 - Anonymous or confidential
- Data cannot leave the EU except under conditions

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- 6 End uses/users of research

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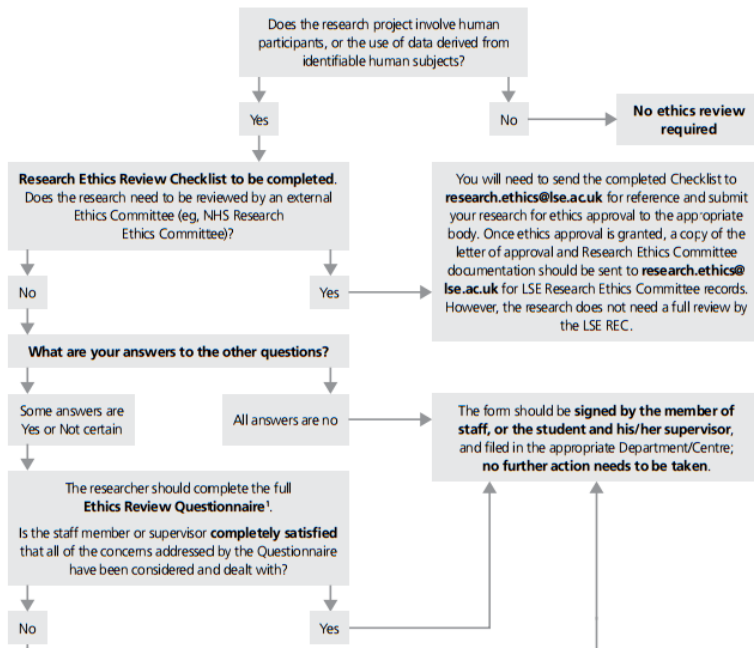
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- 7 Others?

Research Ethics at LSE

- Ethics Code ³
- Research Ethics Policy ⁴
- Levels of review:
 - 1 Staff: Self-certification
 - 2 Students: Supervisor certification
 - 3 LSE Research Ethics Committee
 - 4 External review

³<http://www.lse.ac.uk/intranet/LSEServices/ethics/home.aspx>

⁴<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/resEthPolPro.pdf>



Ethics at LSE

- Complete an LSE Ethics form for your proposed research project

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- What did you like about this course?
- What would you change?

