RESEARCH ETHICS

LIS 570

RESEARCH ASSESSMENT & DESIGN

AGENDA

- **Read handout**
- **Class Admin**
- **Ethics Discussion | Lecture**
- **Break**
- **Research Ethics Discussion + Lecture**

CLASS ADMIN

- I got nothing.

ETHICS

ETHICS ARE HARD TO TALK ABOUT. WHY?

WHAT SHOULD ETHICS / ETHICAL THEORIES ANSWER?

- **What is right / wrong?**

- **How do we make decisions around right / wrong?**

- **What motivates us to act right / wrong?**

    - **To whom / what are we obligated to act rightly / wrongly?**

2 BRANCHES OF ETHICS

- **Normative ethics : Addresses questions about our moral lives - how we should act, and why?**

    - **Should I eat meat? Should there be limits on free speech?**

- **Meta-ethics: Addresses questions about the nature or origin of normative ethics - How do we reason about right / wrong? Can moral judgements be true or false (objective) or are they only ever subjective?**

- **Research ethics (which narrows the question space to be about actions, intentions, and reasoning about research topics) deals with both of these branches.**

- **Deception in social psychology experiments:**

    -

NORMATIVE ETHICS

CONSEQUENTIALISM

- **How or why we act should be determined by…**
  - **Focusing on the consequences of actions** (who will it help, how will it make me feel, etc)
  - **Utilitarianism is the logical end of this ethical framework - how do we achieve the greatest good?**
  - **At the individual level - "Greatest Happiness Principle" (aka hedonism)**
    - **"You ought always to act so as to maximize happiness, i.e., the right act is the act that results in the greatest amount of happiness overall"**
  - **At the collective level - Climate change mitigation strategies of the G7**

DEONTOLOGY

- **How or why we act should be determined by...**

    - **Focusing on moral rules or moral reasoning. Moral codes are universal - they are subject to principles, laws, imperatives, etc.**

    - **(Kant's Categorical Imperatives)**

        - **You are No Exception Principle (YANE): "...in whatever you do, you should act for reasons that could serve as acceptable reasons for everyone." (Sayre-McCord, 5) [If I do it, what if everyone else does too? e.g. littering, stealing...]**

        - **Respect for Persons Principle (RPP): In all action one should respect others as sources of value and never merely as an instrument for one's own purposes. (Sayre-McCord, 7)**

    - **Note when we discuss Research Ethics in particular - these both relate to Justice and Beneficence**

ETHICAL ACTIONS

- How or why we act should be determined by…

- Wait, what constitutes 'act' in an ethical sense?
  - A) The person whom performs the action
  - B) The action
  - C) Consequences of the action

- Deonotology dealt with B - The Action

- Consequentialism dealt with C - Consequences of the action

- Virtue Ethics deals with A - The person whom performs the action

VIRTUE ETHICS

- How or why we act should be determined by...

    - Focusing on ones individual character (in absolute terms)

    - "An action is right insofar as it is the manifestation of a virtuous character trait, where virtuous character traits are those that are present in the fully flourishing human being."

    - The primary question is "How can I live a good life?"

        - For virtue ethics - good life is one that relates to "good character" - such as kindness, courage, generosity, etc

    - Virtue ethics does not provide a clear formula for how to determine an ethical action - it is instead about a "code" or collection ideals that one should strive towards (and this is where intentionality comes in -)

    - The virtues of a running SHOE are made up features (support, comfort, fashion, etc) that enable a person to run well.

    - So too are the virtues of a person that enable them to live well
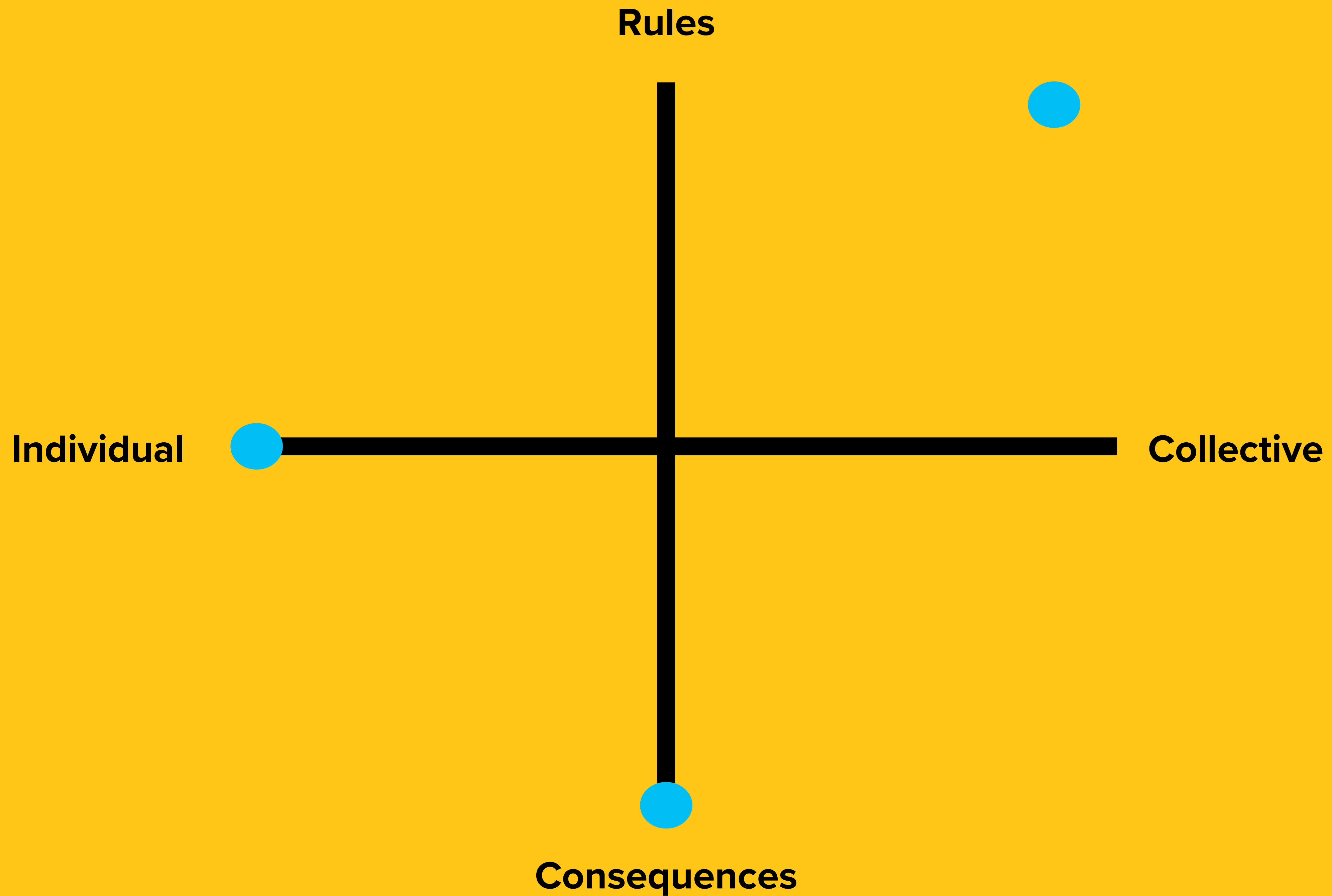
ETHICAL DECISIONS

Rules

Consequences

Individual ▬▬▬▬▬▬▬▬▬▬▬▬▬ **Collective**

Rules

Individual ● ──────────────┼────────────── Collective

Consequences

BREAK

RESEARCH ETHICS

- **Belmont Report (1978)**
    - **Tuskegee Experiments**
- **Three principles of effective research ethics**
    - **Beneficence**
    - **Autonomy**
    - **Justice**
- **Federal Policy for the Protection of Human Subjects (under HHS)**
    - **Common Rule (1981 + 2018): Baseline standard of ethics for any federally funded research institution, researcher or research project**

Principle	What	Requirement
Beneficence	1. Do no harm 2. Balance Risk against likely benefits	Risk Benefit Analysis
Authonomy	Treat people as autonomous agents capable of making their own choices. Understand and document situations that limit autonomy	Informed Consent Procedure
Justice	Choose subject populations justly. Do not exploit individual or collective vulnerabilities (e.g. income, geography, trust, age)	Justify inclusion/ exclusion crtieriera

COMMON RULE

- **Requirements for assuring compliance by research institutions**

- **Requirements for researchers' obtaining, waiving, and documenting informed consent**

- **Requirements for Institutional Review Board (IRB) membership, function, operations, review of research, and record keeping.**

- **Protective classes**
  - **Pregnancy, ability, prisoners, children**

IRB

- **Institutional Review Board**
    - **Upholds common rule**
    - **Subject expert panels (mix of peers and administrators)**
    - **Exempt research**
        - **That which poses little or no harm to participants**
        - **Will not retain or will minimize risk of retaining PII**
    - **Almost all exempt research**
        - **Describes participants, setting, recruitment, procedures for managing data, managing participant privacy, resources requires, and risk/benefit assessment**
        - **Requires research instruments (questionnaire, protocol, informed consent)**

Planning

Designing

Executing

Reporting

Research Questions → Literature Review → Research Design → Collect Data → Analyze Data → Publish Findings

Research Design → Units of analysis → Sample of Population → Instruments → Data Management Plan