

## MACE face to face course

### Session: Research Ethics

This session was used to open up a discussion about research ethics in order to ensure all students work within their national protocols and within the Norwegian protocols where appropriate as the governing institution.

#### *Aims of session:*

- To develop an awareness of what research ethics are
- To consider how to apply national ethical frameworks to this project
- To discuss the issues and grey areas that are inevitable
- To develop awareness of ethics as an ongoing process rather than a checklist.

The following session was delivered:

Section	Content	Resources	Time	Evaluation
Welcome	Welcome to the session introductions, and overview of the content for today.		10 minutes	
Part A: What are ethics	Group discussion and contributions: What are personal ethics - and examples of them? What are professional ethics - and examples of them? What are research ethics - and examples of them? How do these differ from morals and integrity?  Collate ideas and then add to them so a full understanding is developed. Use powerpoint slides as supporting information after the discussion.	Research ethics PPT to be provided after discussion	25 minutes	In discussion

<p>Part B: What comprises research ethics?</p>	<p>Group generate / co-create areas of ethical considerations. Build on and consolidate this with the full list of areas of research ethics.</p> <p>Divide the students into smaller groups to sort the ethical principles cards from - most to least important. They discuss any areas that they do not understand. Discussion of which are most and least important - and the impossibility of certainty.</p>	<p>Research ethics PPT to be provided after discussion</p> <p>Activity cards</p>	<p>45 minutes</p>	<p>In discussion</p>
<p>Part C: How helpful are ethical principles?</p>	<p>Groups are given a list of ethical issues and asked to solve two of them. They discuss what they would do in that situation and use the ethical principles to help guide their actions.</p> <p>Take plenary feedback on one of the two ethical issues that they considered - discussion of answers, use of the ethical principles. Key point that virtually impossible to have any set answers, they are all highly contextual.</p> <p>Discussion of the value of ethical checklists versus running ethics, and ethics as virtues rather than as risk prevention.</p>	<p>Research ethics PPT to be provided after discussion</p> <p>Ethical dilemma sheets</p>	<p>45 minutes</p>	<p>In discussion and through completion of an ethics form.</p>

Close	<p>Review key points from the whole session and give resources:</p> <ul style="list-style-type: none"> <li>• PPT</li> <li>• Code research practice</li> <li>• Ethics code</li> <li>• Lone working policy</li> <li>• GDPR policy</li> </ul> <p>Discuss that an ethics application has already been made and approved, but that the students will also need to write an ethics application applying the overall framework to their study.</p> <p>Address any last questions / observations.</p> <p>Students reassured that they will have time in the week to consider the specific ethical issues that arise in their research on this project.</p>	Online resources	15 minutes	In discussion and through completion of an ethics form.
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### Experiences:

I was pleased to be able to introduce ethics so early on in the programme. The students were all able to draw on previous professional or research experience to inform the discussion. The use of a flipped session, asking for their ideas before presenting ours seemed to give them confidence that they do know something about research. There was lively debate about rules in different organisations and countries, and concern at the fact that there are few clear cut answers. It was important to give them this information early on so that they can apply it to the research they plan to undertake and so we can revisit it with them later in the week. The UK students will also be filling in an ethics form for the team to approve which gives us an opportunity to assess their learning.