ATOIFI ADVENTIST HOSPITAL

Tropical Health Solutions

THS

JAMES COOK UNIVERSITY AUSTRALIA

Day Two: Ethics, Research Activities and Outputs, Timeframes

Workshop Program

- Outstanding questions
- Ethics for research with people
- Revisit SMART Objectives
- Writing research activities
- Planning measurable outputs
- Track timeframes using a Gantt Chart

Feedback

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Human Research Ethics

- "Human research is conducted with or about people, or their data or tissue" NHMRC
- 4 values and 6 principles human research ethics
- Why ethics in research?

All human interaction, including the interaction involved in human research, has ethical dimensions. However, 'ethical conduct' is more than simply doing the right thing. It involves acting in the right spirit, out of an abiding respect and concern for one's fellow creatures…..'ethical conduct in human research' is therefore oriented to something more fundamental than ethical 'do's' and 'don'ts' – namely, an ethos that should permeate the way those engaged in human research approach all that they do in their research.

NHMRC 2007:3 National Statement on Ethical Conduct in Human Research

Values in Research

Autonomy: respecting the right of the individual

Beneficence: doing good

Non–Maleficence: doing no harm

Justice: particularly distributive justice or equity

Ethical Principles

- Informed Consent
- Voluntary Participation
- Confidentiality
- Anonymity
- Do No Harm
- Respect (time, place, right to discontinue, feedback of results etc)

Pacific Research Ethics

1. Relationships
2. Respect
3. Cultural Competency
4. Meaningful Engagement
5. Reciprocity
6. Utility
7. Rights
8. Balance
9. Protection
10. Capacity Building
11. Participation

Responsibilities to yourself and co-workers

- Physical threats or abuse
- Psychological trauma, including what is disclosed during fieldwork
- Potential of compromising situations
- Exposure to risks eg infection, accidents etc

Ethics in the STH study

Discussion Question:

What are possible ethical dilemmas in the STH study and how could we work to attain the highest ethical standards?

Smart Research Objectives

- Specific
- Measurable
- Achievable (or attainable)
- Realistic
- Time-bound

A SMART objective has a better chance of being accomplished than a general objective.

SPECIFIC Objectives

- ✓ **Who:** Who is involved?
- ✓ **What:** What do I want to accomplish?
- ✓ **Where**: Identify a location.
- ✓ **When:** Establish a time frame.
- ✓ **Which:** Identify requirements and constraints.
- ✓ **Why**: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general objective would be, “Improve my fitness." But a **specific** objective would say, *“Go for a fast walk on the airstrip to improve my fitness."*

Measurable Objectives

To determine if your goal is measurable, ask questions such as.....**How much? How many? How will I know when it is accomplished?**

- Establish concrete criteria for measuring progress
- When you measure your progress, you stay on track, reach your target dates, and experience the satisfaction of achieving your objective
- Spurs you on to do more

Measurable? "Go for a 30 minute fast walk on the airstrip at 6am, five times each week to improve my fitness."

Achievable Objectives

Is the objective feasible? Will you be able to achieve it?

- You will find previously overlooked opportunities to achieve your aims and objectives
- You can achieve almost any objective you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.
- Achievements that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Achievable? *“Go for a 30 minute fast walk on the airstrip at 6am, five times each week to improve my fitness."*

Realistic Objectives

- To be realistic, you must work towards an objective which you are both *willing* and *able* to work
- Your objective is probably realistic if you truly believe that it can be accomplished
- Ask if you have accomplished anything similar in the past or ask yourself what do you need to accomplish this objective
- A high objective is frequently easier to reach than a low one because a low objective is less motivating

Realistic? *"Go for a 30 minute fast walk on the airstrip at 6am, five times each week to improve my fitness."*

Time-bound Objectives

- Set a timeframe for the objective: for the next week, in three months, by the end of the year
- Put an end on your objective – this gives you a **clear target** to work towards
- If you don't set a time, the commitment is too vague and you feel you can start at any time
- Without a time limit, there's no urgency to **start taking action now**

Time-bound? *"Go for a 30 minute fast walk on the airstrip at 6am, five times each week to improve my fitness."*

Writing research **Activities**

- Writing research activities is about recording **what needs to happen** to fulfil your objective
- These are the practical steps to take to achieve the objective of the research
- Activities reflect appropriate research methods to help answer the research question/s

Example of STH Project Activities

Objective One: To work with village leaders in Na'au, Abitona, Sifilo, Kwai and Ngongosila in East Malaita to design surveys for their villages to eliminate STH by first week May 2014.

Activities:

- Meet with village leaders in five villages to discuss the existing research protocol and what needs to be changed, including the questionnaire tool (discuss with village leaders how specimens should be handled, discarded and preserved).
- Discuss best time to conduct the surveys and the inclusion of animals in the research (faecal samples only)
- Modify protocol and questionnaire tool to meet needs of each of the five villages
- Meet with leaders of villages to confirm the research protocol and questionnaire survey design.
- Establish a Reference Group to advise throughout the research project (village leaders, hospital representatives, people from other areas, Government water and sanitation people, NGO representative eg World Vision?).

Example of STH Project Activities (2)

Objective Two: To conduct a faecal survey of a minimum of 1000 people in five villages to determine the percentage of people with STH by the end of September 2014

- **Activities:**
- Train people from Malaita to identify STH in the laboratory and conduct surveys in villages
- Source disposable specimen containers, microscope slides, kato katz kits and other laboratory equipment for 1000 people
- Source microscopes for use in the Hospital laboratory and in the villages (Kwai and Ngongosila)
- Source generator, fuel, transport, accommodation, food etc for survey on Kwai and Ngongosila
- Conduct survey on Kwai and Ngongosila end June/beginning July (as this is when specialist available)

Writing Research **Outputs**

Output emerge as a **product** of the research. The products, capital goods and services which result from an intervention

TB example:

- Production of a series of small videos on DVD, in Pijin & East Kwaio language
- An increase in access to TB services and increased treatment completion rates for people with TB in East Kwaio region of Malaita, Solomon Islands.
- Increase in locally relevant TB education resources and equipment for future programs.
- Increase in local experience in developing and evaluating TB education resources
- Report produced on-time and submitted to ARC and for possible publication.

Impact and Outcomes

Impact

Short-term effects produced by an intervention: positive and negative; primary and secondary; directly or indirectly; intended or unintended.

Example: The impact of this workshop will be a change in the level of knowledge about managing research projects

Outcomes

The likely or achieved medium-term and long-term effects of an intervention's outputs. Outcomes are the observable behavioural, institutional and societal changes

Example: Outcomes: by the end of the year there will be research being conducted in East Malaita.

Example: Biodiversity Objective

Biodiversity Objective Two:

"Through a process of action-based learning, to deliver practical training in documenting and recording traditional knowledge about medicinal and food plants through:

- Use of video recording equipment and video recording techniques
- Botanical specimen collection
- Botanical specimen preservation
- Plant identification and classification – using both Kwaio and Western systems
- Reporting and archiving"

Your turn

In groups of 2-3 people, write research activities and outputs for the Biodiversity Research Objective Two:

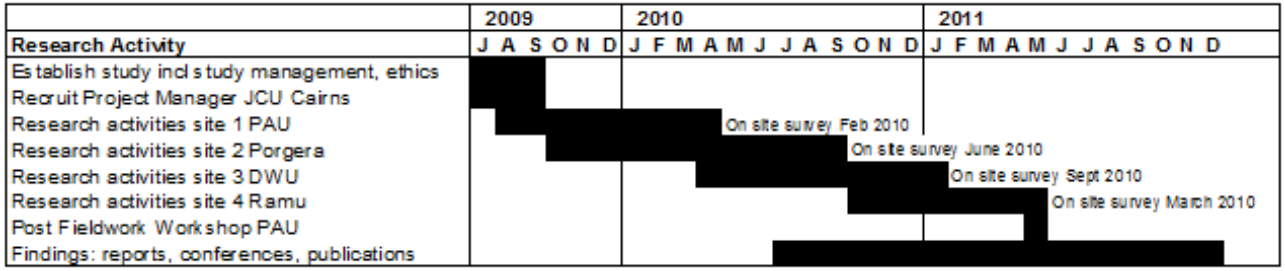
- **Research activities:** steps (methods) you will use
- **Research outputs:** what comes out of the research

Through a process of action-based learning, to deliver practical training in documenting and recording traditional knowledge about medicinal and food plants through:

  - Use of video recording equipment and video recording techniques
  - Botanical specimen collection
  - Botanical specimen preservation
  - Plant identification and classification – using both Kwaio and Western systems
  - Reporting and archiving

Timeframes

- Mapping what we need to do for the research
- Gantt chart: shows tasks to do and timeframes
- List activities you need to complete
- List time you have in blocks e.g. months of the year
- Estimate time it will take to complete activities



Timeframes

	Jun 2010	Jul 2010	Aug 2010	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	Mar 2011	Apr 2011	May 2011
Planning and development												
Prepare draft letter and consent forms for participants	xx											
Develop and pilot questionnaire	xx											
Prepare ethics committee application	xx	xx										
Obtain ethical approval			xx									
Finalise letter and questionnaire				xx								
Recruiting research participants												
50 clients recruited from health service				xx	xx							
Questionnaire mailed to clients				xx	xx							
Participants mail back questionnaires				xx	xx	xx	xx					
Follow-up if questionnaire not returned							xx					

Timeframes

	Jun 2010	Jul 2010	Aug 2010	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	Mar 2011	Apr 2011	May 2011
Data collection and analysis												
Enter qnn data into stats package					xx	xx	xx					
Set up data analysis procedures						xx	xx					
Run data analyses								xx				
Prepare tables from data analyses								xx				
Report writing and dissemination												
Initial draft of full research report								xx	xx	xx		
Presentation at departmental seminar									xx			
Presentation at conference										xx		
Prepare a journal article										xx	xx	xx

Our turn

Create a Gannt Chart to plan this workshop

DAY ONE: What is a research project? Who benefits? Research project aims, goals and objectives; timelines

DAY TWO: Ethics for research; writing research activities (methods) and planning measurable outputs

DAY THREE: Budgeting for research

DAY FOUR: working in research teams and monitoring and evaluation

Day Three: Wednesday

- Budgeting and money management for research