

What our partners say

Answering the question "what would you like students to have considered about ethics to work with you?"

LAYBOURNE, ANNE JAN 08, 2021 06:03PM

Self-care

To seek support if you feel overwhelmed by the work

Check & own your position

Consider your own biases when working in an organisation that hold an ethos and value set, for example feminist/gendered analysis and notions of intersectionality and social justice and take ownership of these

It is easy to get carried away when working with a community or group of people that are beyond your personal experiences. That is why I think it is important to be in the mindset of considering these as you go along! — ANONYMOUS

Clients at the centre

To hold the clients at the heart of all research and to ensure it is their voices that come through

Don't reinforce marginalisation

Understanding that working with vulnerable clients may mean that this cohort of clients often have their boundaries breached so consider how this process is not, inadvertently repeated, through your research, so consider your motivation for this work, how will participants benefit, have you weighed up the benefit versus the intrusion on someone's life

Confidentiality

Ethics is key to our work, not discussing cases where individuals might be identified, confidentiality

Need to make sure that data isn't abused. — ANONYMOUS

Keeping clients safe

Managing data for clients who have presented with external and internal risk, so they may be at risk of serious harm from others, or have challenges in managing painful and distressing experiences, confidentiality and safety is key

Data use

Use of data in the guidance set out by the organisation is key, the data we hold is highly sensitive and all researchers need to be aware of GDPR regulation and accessing data within the set guidelines

Research design

Working within a front-line organisation that engages with a vulnerable client group, how ethical would it be to want to design qualitative research which involves direct contact with victims of violence, you may want to re-consider the design of your research

Unwilling to share

Our volunteers may not want to share their personal experiences.

Safeguarding

Safeguarding when sharing identifying service users datasets, example the charities who accept support will not always wish to be named, many support very vulnerable people

Conflict of interests

Conflicts of Interest - personal, third party influence, other formal roles they may hold

Dissemination

Sharing with care, understanding why onward dissemination is not always appropriate

Awareness of organisational harm

Political awareness, not damaging organisational reputation or Brand - allow us to review any research that will be published

Data management

Understanding appropriate document retention

Data management

GDPR awareness when sharing datasets

Data management

GDPR awareness when collecting personal data for observational studies or when using our datasets: handling, processing and document management

Data management

Be aware when sharing data outside of data owner systems is appropriate

Research Ethics

Students must be aware of university ethics policy

Safeguarding

Even if you don't interact with people directly, you still need to think about your safeguarding responsibilities and how you respond to them

Everyone is individual

It's important to consider individual needs in every situation as they can differ

Safeguarding

Safeguarding issues can be completely different depending on if you are working with children or adults

Avoid reinforcing stigma

Recognise that poverty or marginalisation can carry stigma and shame - be careful not to reinforce these

Don't make assumptions about participants – ANONYMOUS

Respect

Treat people as you would like to be treated, both in the way that you act and listen.

Engagement is a process

Keep people engaged in the process

Lived experience is just as valuable

Recognise that lived experience is equally valuable to education and qualifications

Listening is key

Listen! Listen for both what is said and what isn't said. Listen actively and make sure you have understood what people have meant

Don't rush

Time
