**Ethics in Research: A Science   
Lifecycle Approach**

Presenter: Jaime Flamenbaum

CIHR’s Innovative KT Strategies, Session 2 – August 21, 2014

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Slide template: Bar at top. On the left, Center on Knowledge Translation for Disability and Rehabilitation Research. On the right, A project of SEDL.

Slide 0: (Title)

*Innovative KT Strategies from the Canadian Institutes of Health Research*

Ethics in Research: A Science   
Lifecycle Approach

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Slide 1: Ethics in Research: A Science   
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Slide 2: Canadian Institutes of Health Research

* Created in 2000, CIHR is the Government of Canada's health research investment agency.
* Its mission is to create new scientific knowledge and to enable its translation into improved health, more effective health services and products, and a strengthened Canadian health care system.
* Composed of 13 Institutes, CIHR provides leadership and support to health researchers and trainees across Canada.

Slide 3: Knowledge Translation at CIHR (1)

Knowledge translation is a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system.

Slide 4: Knowledge Translation at CIHR (2)

This process takes place within a complex system of interactions between researchers and knowledge users that may vary in intensity, complexity and level of engagement depending on the nature of the research and the findings as well as the needs of the particular knowledge user.

Slide 5: In February 2013, the Journal of the American Medical Association published an article (February 11, 2013. doi:10.1001/jamainternmed.2013.465) where the author describes his findings while searching for the best “deal” for a relative’s hip replacement.

Slide 6: Identify problem (whether from research or KT perspective)

A box points to the title of the slide with this text: Influence of disciplinary and epistemological lens; influence of socio-political context; priority-setting; agenda-setting; stakeholder engagement; power; voice; agency; assessment of evidence; social responsibility to research...

Image of an infinite sign with arrows pointing describing flow from one side of the image to the other. The words “knowledge creation” are inside the left side of the infinite sign and “knowledge translation” are inside the right side of the infinite sign.

Slide 7: Close up of the “knowledge creation” side of the image in the previous slide with enumerated steps of this process going along the knowledge creation process.

1. Establish partnerships, choice of collaborators; equity; agency; influence
2. Form research question, stakeholders; influencing contexts; framint; theory
3. Design project, resources/capacity; theory; methodology (scientific validity)
4. Seek funding, choice of funder, obligations; public/private
5. REB submission
6. Recruit participants (if necessary)
7. Collect data
   * 1. For 5,6,7- protection of subjects; privacy; informed consent; data stewardship COI; etc.
8. Analyse data, methodological choices (ex: analytical framework); role of collaborators in data interpretation
9. Draw conclusions- implications for individuals, groups and populations (including equity issues) COI
10. Publish results, authorship; choice of venue, publication bias; negative results (blind spot)
11. Toward KT of results, selection of evidence

Slide 9: A close up image of the right side of the image depicted on slide 6. This slide has the words, “Knowledge Translation (based on Graham et al., 2006) in the center. Steps of this process are enumerated along the continuum.

1. Review and select knowledge- KT theory; publication bias; data access; intellectual property; neg. results (blind spot)
2. Adapt knowledge to context- local knowledge; voice; power; agency
3. Access, barriers to use- equity, access issues
4. Apply knowledge (intervention)- Resource allocation; equity; opportunity costs; intellectual property
5. Monitor knowledge use- potential COI, roles, responsibilities
6. Evaluate application of knowledge (intervention) – criteria-setting, potential COI
7. Sustain knowledge use- “ethics of sustainability’ concerns: capacity –building; robustness; opportunity costs…
8. Toward next generation research (based on KT experience)

8b. Toward continued KT- Justification; resource allocation

Slide 10: Contact Information

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Slide 11: Thank you

*This webcast is part of a series produced in cooperation with our colleagues at the Canadian Institutes of Health Research - CIHR*

SEDL’s Center on Knowledge Translation for

Disability and Rehabilitation Research (KTDRR)

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*Please complete the brief evaluation form:*

*http://www.surveygizmo.com/s3/1686113/CIHR-Ethics*

Slide 12: Disclaimer

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