



# Strategies for providing effective, ethical guidance and support to students

Dr Retha Visagie  
Chair: Academic Integrity Committee, Unisa  
Deputy-Chair: URERC, Unisa  
Chair: EthiXPERT Board of Directors  
[Visagrg@unisa.ac.za](mailto:Visagrg@unisa.ac.za)

*NWU, 26 July 2023*



*Reclaiming Africa's Intellectual Futures*

**Define tomorrow.**



# Learning outcomes

1. Reflecting on strategies to enhance the postgraduate student's ethical sensitivity, skills & competence
2. As a supervisor, how could I act as a coast guard for promoting the ethical preparedness of postgraduate students? (being, knowing and doing activities)

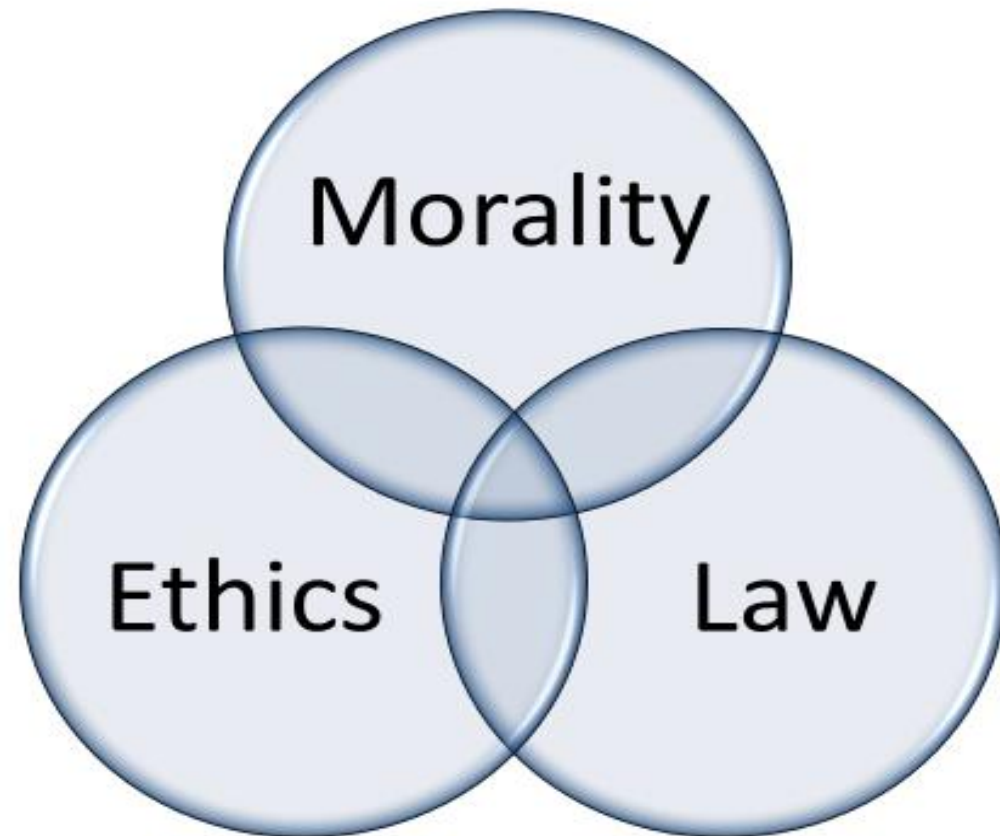
# Introduction

The supervisory support that we give is aligned to:

- How we show up as supervisors in contributing to ethical and rigorous research
- How we show up as a collective
- How we show up as an institution



Research ethics is about ...



Integrity is at the centre ...



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

What are the various dimensions of integrity in the supervisor-postgraduate student relationship?

# Integrity is at the centre ...

- Integrity is a personal quality that goes beyond honesty.
- Personal = morally honourable behaviour internally consistent in actions and principles
- Collective = a group's state of being a united whole, meaning the group norms and conduct operate in harmony.
- Text = Is it logical, comprehensive and free of contradictions that can call into question its veracity? (Collins Dictionary, 2023)
- Institutional = consistent and evolving initiatives to foster responsible research conduct and ensure high-calibre, dependable and reliable research output

## THE SUPERVISOR AS A 'COASTGUARD' IN THE METHODOLOGICAL PREPAREDNESS OF DOCTORAL CANDIDATES

- ◎ The number of doctoral graduates per million in a country is commonly used to indicate a country's progress towards attaining the high-level competence needed for innovation and growth in productivity (Khuluvhe et al., 2021, p. 14).
- ◎ The throughput rate of doctoral candidates is closely associated with their methodological preparedness, for which doctoral supervision is one of the key antecedents.
- ◎ Students and supervisors share the world of supervision

## THE SUPERVISOR AS A 'COASTGUARD' IN THE METHODOLOGICAL PREPAREDNESS OF DOCTORAL CANDIDATES

- A recent study on supervisory qualities amongst 698 doctoral students of all disciplines across 15 Australian universities revealed that these students value “human traits consistent with emotional intelligence and ... the professional aspects of supervision especially in relation to the research process” (Davis, 2019, p. 432).
- Furthermore, the students valued the supervisor’s role in “setting goals and deadlines in the context of realistic expectations and a clear sense of intellectual engagement and support” (Davis, 2019: 447).



# Supervisor-student relationship founded on:

- candidate's perceptions of guidance through the formal research
- process towards completion,
- feedback on submitted work,
- theoretical and methodological advice, scholarly mentoring, and emotional support

Thani, X. C., Wessels, J. S., & Visagie, R. G. (2023). The supervisor as a 'coastguard' in the methodological preparedness of doctoral candidates. *Teaching Public Administration*.  
[https://doi.org/10.1177\\_01447394231180281](https://doi.org/10.1177_01447394231180281)

# Critical strategies

- ⦿ Be knowledgeable as a supervisor
- ⦿ Communication
- ⦿ Advice = grow your students' independent thinking
- ⦿ Direction
- ⦿ Feedback
- ⦿ Mentorship

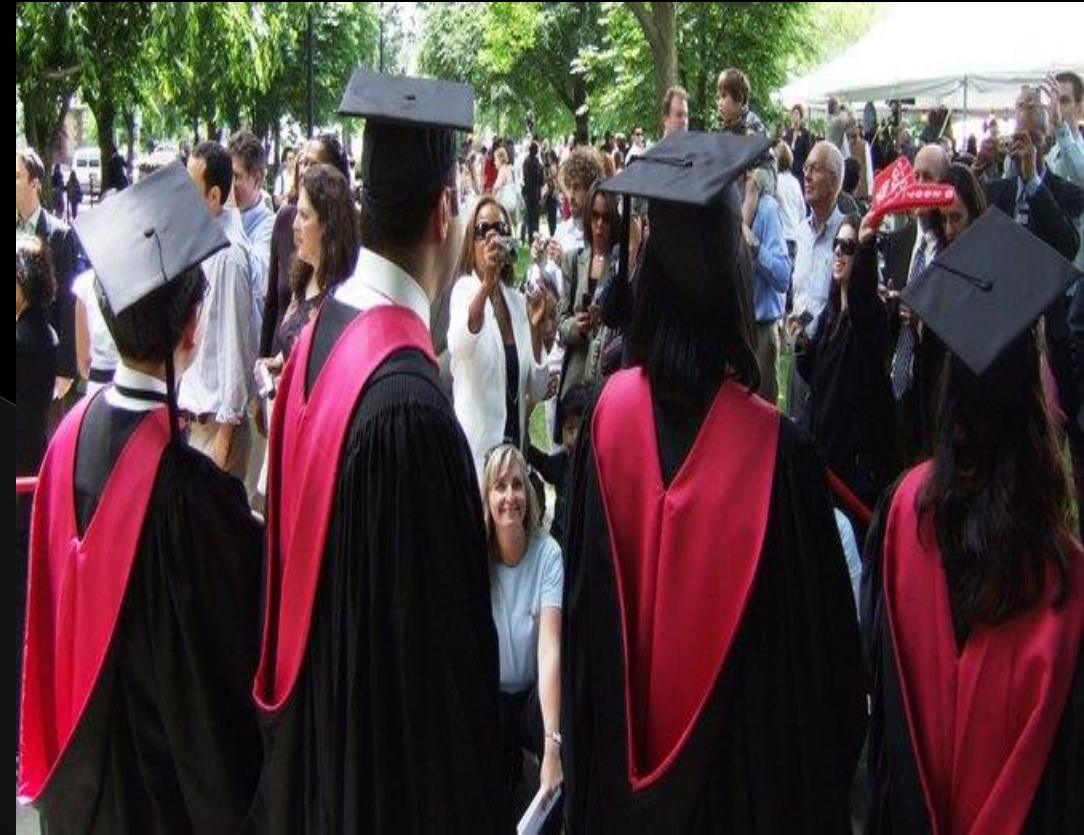
## THE SUPERVISOR AS A 'COASTGUARD' IN THE METHODOLOGICAL PREPAREDNESS OF DOCTORAL CANDIDATES

The functions of real-life coastguards have been well-documented:

- ⦿ regulation to ensure marine safety preparedness for catastrophic threats (be aware of the potential unpreparedness of the student),
- ⦿ conducting emergency search and rescue operations (identify 'at risk' candidates and challenges early),
- ⦿ navigating assistance, and
- ⦿ providing humanitarian and international assistance to vessels (close connection, cooperation and communication)

# Q for reflection

How did your supervisor show up during your Master's and/or Doctoral study to guide you on the ethics of the study?



# Q for reflection

How are you showing up as a postgraduate supervisor to guide your students on the ethics of their research?



# Cannabis study

- Focus of the study is on Policy development
- Student interviewed various groups of individuals, including those that are producing and selling cannabis
- Illegal activity
- Risk threshold increased in the field due to competing roles – researcher vs being a voice for participants
- Concerned and caring supervisor
- Committed and dedicated student



# Reflections of a Master's student

"I feel more rigorous support could be given to students who are facing difficulties arising from evolving study contexts, and that they should be supported by ... where they are potentially able to make significant contributions to social, or scientific developments, even if the going gets tough, and they do not 'possess the correct qualification". Formal qualification can, in some cases be relative and supplemented by life experience. Only through facing and considering the really difficult, and sometimes obscure social contexts, will we make any true progress as a society. Our academic institutions need to be at the forefront of these types of research contexts. But for that, they also need to be prepared to back students. This will take more rigorous and concerted engagement".

# Supervisor reflections

1. When do you talk about research ethics with your postgraduate students?
2. What do you perceive to be critical information about research ethics to share with your students?
3. Do you discuss research ethics when the methodology is considered?
4. How involved are you during the research ethics application process?
5. What do you think your student should know about research ethics?
6. What do you think your students should know about being an ethical researcher?
7. Where does your responsibility as a supervisor begin and where does it end?
8. On a scale from 0 – 10, where 0 indicates no confidence and 10 indicates optimal confidence, how confident are you that you have the necessary RE knowledge, skills and competence to mentor your students?



# Primary role of a Supervisor

- Principal researchers and/or academic supervisors oversee the ethical conduct of research by junior researchers, members of a research team, assistants, students and trainees under their supervision.
- Supervisors must be suitably qualified to provide the necessary guidance to students.
- Supervisors guiding students conducting health research should produce evidence of appropriate research ethics training within the previous three years (see DOH, Ethics in Health Research, 2015, section 2.3.8).

# Responsibilities

- Promoting the ethical conduct of their students
- Continued professional development and staying abreast with new developments
- Ensuring that students understand their responsibilities as researchers
- Facilitating students competency & confidence (training, mentoring, pastoral care, consultation)
- Preparing students to apply for RE (methodology, ethical principles, policies)
- Being familiar with Unisa's policies and SOPs
- Reviewing the quality and completeness of the ethics application
- Conducting an adequate risk assessment and discuss the researcher's safety (distress protocol)

# Responsibilities After REC approval

- ⦿ Promoting discussions of any concerns that might arise & sensitivity to continuing responsibilities
- ⦿ Reporting of adverse events
- ⦿ Ensuring that approval is sought for study amendments / changes to consent forms/ instruments
- ⦿ Submitting reports
- ⦿ Retaining records

# Potential ethical issues throughout the life cycle of a study

Prior to conducting a study:

- ⦿ Examine professional accepted standards/principles
- ⦿ Identify a research problem that will benefit participants
- ⦿ Clear aim and purpose
- ⦿ Seek ethics approval
- ⦿ Gain local permission from the site and consent from the participants
- ⦿ Select a site without a vested interest in the outcome of the study
- ⦿ Negotiate authorship

# Potential ethical issues throughout the life cycle of a study

## Beginning the study

- Do not pressure participants to take part
- Respect norms and cultures or participant groups
- Be sensitive to the needs of vulnerable populations
- Collecting data
- Respect the site and disrupt as little as possible – build trust
- Fair treatment
- Avoid deceiving participants – discuss the purpose and how data will be used
- Respect power imbalances and exploitation
- Do not use participants – gather data and leave
- Avoid collecting harmful information

## Potential ethical issues throughout the life cycle of a study

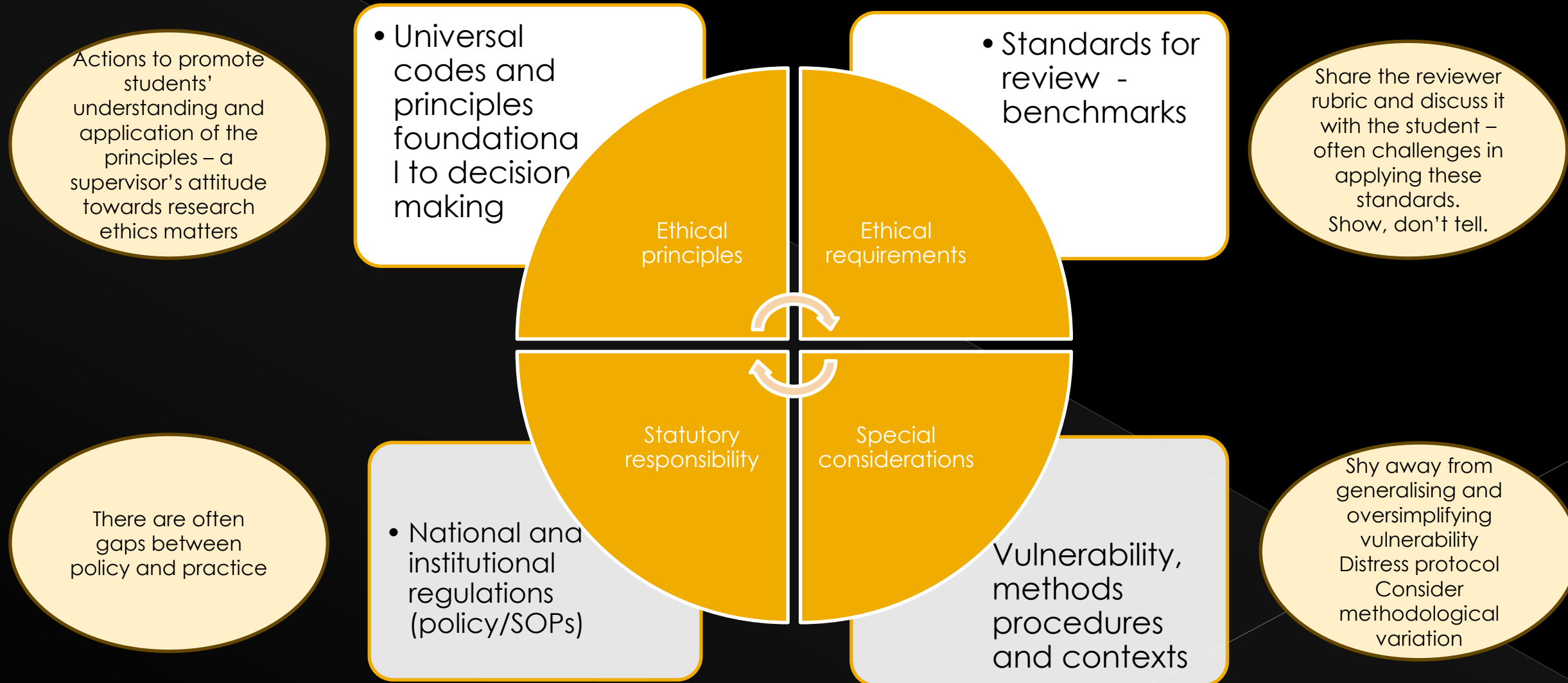
### Analyzing data

- ⦿ Remain neutral – reporting multiple perspectives
- ⦿ Avoid disclosing only positive results
- ⦿ Respect privacy and confidentiality – fictitious names, aliases, aggregated reporting

What should I consider during the various stages of the research study?



# Research Ethics Governances Framework



Actions to promote students' understanding and application of the principles – a supervisor's attitude towards research ethics matters

- Universal codes and principles foundational to decision making

Ethical principles

- Standards for review - benchmarks

Ethical requirements

Share the reviewer rubric and discuss it with the student – often challenges in applying these standards. Show, don't tell.

Statutory responsibility

- National and institutional regulations (policy/SOPs)

Special considerations

Vulnerability, methods, procedures and contexts

There are often gaps between policy and practice

Shy away from generalising and oversimplifying vulnerability. Distress protocol. Consider methodological variation



# National and International 'codes'

## STATEMENT ON ETHICAL RESEARCH AND SCHOLARLY PUBLISHING PRACTICES

JOINTLY ISSUED BY ASSAF, CHE, DHET, NRF AND USAF

Since the global adoption of the Singapore Statement on Research Integrity in 2010 ([www.singaporestatement.org](http://www.singaporestatement.org)), which we jointly subscribe to, adherence to its principles has not improved. In support of ensuring quality research of high integrity in South Africa and globally, we find it impelling to reiterate to the South African research community the fundamental principles of scholarly research and publishing (which we endorse) and appeal to this community to act demonstrably in advancing research integrity. The following principles should inform ethical research and scholarly publishing practices:

- 1. Responsibility:** It is the responsibility of individual researchers, postgraduate students, academic societies, journal publishers and boards, universities, all university staff (including research support services) and all organisations supporting research and knowledge generation, to be aware of and adhere to regulations related to research, to actively maintain academic and research integrity and to report or act upon any unethical practices they may discover. At an institutional level, requisite policies and procedures for monitoring, investigating, censuring and reporting unethical practices, must be developed. The anonymity of those reporting such practices must be protected.
- 2. Ethics and integrity:** Researchers are responsible for their own research, and for research performed under their supervision, and must take due care to ensure the publication only of authentic, accurate and reproducible findings, including findings that do not support their working hypotheses.
- 3. Methodology and data:** Researchers must use appropriate research methods, assess all outcomes critically, maintain a full record of the research including all supporting data, and objectively interpret and report findings.
- 4. Authorship:** All authors who made an intellectual contribution to the research publication, and only those authors, must be included as contributing authors. The sequence of authors should follow discipline-specific practices. All authors must read and approve the final draft prior to submission.
- 5. Acknowledgement of contributions:** As well as acknowledging all authors, researchers must acknowledge all those who made a material contribution to the research or publication but who do not meet authorship criteria. This includes indigenous originators of the knowledge, funders, sponsors, manuscript editors and language reviewers. In addition, all knowledge (published or unpublished) used in the research must be appropriately referenced, cited and acknowledged.
- 6. Peer review:** Peer-reviewers must be sufficiently qualified for the role, and the process of review must be fair, objective, and rigorous, while respecting anonymity and confidentiality where this is applicable. All research publishers and funders of research must avail their peer-review policies to authors.
- 7. Social awareness:** Researchers and institutions must be sensitive to the potential impact of their research on society, marginal groups or individuals, and must consider these when weighing the benefits of the research against any harmful effects, with a view to minimising or avoiding the latter where possible.
- 8. Conflicts of interest:** All possible conflicts of interest, whether financial or personal, must be declared and preferably avoided in research and in other scholarly activities such as peer review, research proposals and public comment.
- 9. Editorials:** In cases where editors or members of editorial boards submit manuscripts to their own journals, editorial handling of the papers concerned must be independent of the author in process terms, up to and including the decision to publish or not, as the case may be.
- 10. Research publishing environment:** Research institutions (including agencies supporting and funding research) must ensure an environment which encourages ethical research practices through education, stewardship, and clear and fair policies and practices that promote research ethics, integrity and compliance. This includes the way in which research funding or research incentives are allocated and spent. Care has to be taken to ensure that the research funding system does not incentivise perverse research and publication practices that compromise research integrity.
- 11. Predatory journals and unethical editorial practices:** Researchers are responsible for avoiding falling victim to predatory publishing or unethical editorial practices. The onus is on an individual or group of researchers, and institutional processes of scrutiny, to ensure that the avenues selected for publishing their research are authentic and credible.
- 12. Quality over quantity:** Researchers are reminded that publishing the outputs of their research in good quality, high-impact journals, is always preferable from a longer term career perspective, to the publication of incremental outputs in low quality journals. 'Salami slicing' of outputs to increase publication numbers should be avoided.



## Singapore Statement on Research Integrity

**Preamble.** The value and benefits of research are vitally dependent on the integrity of research. While there can be and are national and disciplinary differences in the way research is organized and conducted, there are also principles and professional responsibilities that are fundamental to the integrity of research wherever it is undertaken.

### PRINCIPLES

**Honesty** in all aspects of research  
**Accountability** in the conduct of research  
**Professional courtesy and fairness** in working with others  
**Good stewardship** of research on behalf of others

### RESPONSIBILITIES

- 1. Integrity:** Researchers should take responsibility for the trustworthiness of their research.
- 2. Adherence to Regulations:** Researchers should be aware of and adhere to regulations and policies related to research.
- 3. Research Methods:** Researchers should employ appropriate research methods, base conclusions on critical analysis of the evidence and report findings and interpretations fully and objectively.
- 4. Research Records:** Researchers should keep clear, accurate records of all research in ways that will allow verification and replication of their work by others.
- 5. Research Findings:** Researchers should share data and findings openly and promptly, as soon as they have had an opportunity to establish priority and ownership claims.
- 6. Authorship:** Researchers should take responsibility for their contributions to all publications, funding applications, reports and other representations of their research. Lists of authors should include all those and only those who meet applicable authorship criteria.
- 7. Publication Acknowledgement:** Researchers should acknowledge in publications the names and roles of those who made significant contributions to the research, including writers, funders, sponsors, and others, but do not meet authorship criteria.
- 8. Peer Review:** Researchers should provide fair, prompt and rigorous evaluations and respect confidentiality when reviewing others' work.
- 9. Conflict of Interest:** Researchers should disclose financial and other conflicts of interest that could compromise the trustworthiness of their work in research proposals, publications and public communications as well as in all review activities.
- 10. Public Communication:** Researchers should limit professional comments to their recognized expertise when engaged in public discussions about the application and importance of research findings and clearly distinguish professional comments from opinions based on personal views.
- 11. Reporting Irresponsible Research Practices:** Researchers should report to the appropriate authorities any suspected research misconduct, including fabrication, falsification or plagiarism, and other irresponsible research practices that undermine the trustworthiness of research, such as carelessness, improperly listing authors, failing to report conflicting data, or the use of misleading analytical methods.
- 12. Responding to Irresponsible Research Practices:** Research institutions, as well as journals, professional organizations and agencies that have commitments to research, should have procedures for responding to allegations of misconduct and other irresponsible research practices and for protecting those who report such behavior in good faith. When misconduct or other irresponsible research practice is confirmed, appropriate actions should be taken promptly, including correcting the research record.
- 13. Research Environments:** Research institutions should create and sustain environments that encourage integrity through education, clear policies, and reasonable standards for advancement, while fostering work environments that support research integrity.
- 14. Societal Considerations:** Researchers and research institutions should recognize that they have an ethical obligation to weigh societal benefits against risks inherent in their work.

It is part of the **4 Moral Principles** of Ethics

**Autonomy**

- Rights and dignity of research participants
- Protect persons with diminished autonomy

**Beneficence**

- Positive contribution towards the welfare of people

**Non-maleficence**

- Not cause harm to the participants in particular or people in general

**Justice**

- Vulnerable subjects are not targeted for convenience

(Belmont Report, 1979)

Table 2: Belmont Report – Principles & Convictions and Action Guides

Fundamental Principle & Ethical Conviction	Action Guides
<p><b>Respect for persons (dignity and autonomy)</b></p> <p>Researchers must treat participants as autonomous individuals and protect the rights of those with diminished autonomy.</p>	<p>Obtain prior voluntary informed consent.</p> <p>Protect the privacy and confidentiality of participants' personal information.</p> <p>Obtain proxy consent when a research participant lacks the legal or mental capacity to give informed consent.</p> <p>Make a support structure available when research is conducted with vulnerable participants.</p>
<p><b>Beneficence and non-maleficence</b></p> <p>Researchers must maximise the potential benefits of their research and reduce any possible risks or disadvantages to participants.</p>	<p>Conduct a risk-benefit analysis by weighing a study's potential benefits and risks and ensure that the benefits outweigh the risks.</p> <p>Provide participants and gatekeepers feedback on the findings to enhance a study's social value.</p> <p>Ensure the integrity of science by conducting rigorous, transparent and scientifically sound research that avoids bias and conflicts of interest.</p>
<p><b>Justice</b></p> <p>Researchers must ensure that the benefits and burdens of research are fairly distributed among different groups of participants, taking social justice issues into account.</p>	<p>Devise a sampling strategy with appropriate inclusion and exclusion criteria to avoid unjustified targeting or exclusion of specific groups in a study.</p> <p>Ensure that the potential risks of harm and benefits are fairly distributed across potential research populations.</p>

(Amdur & Bankert, 2011)

## **Consider respect for persons/juristic persons**

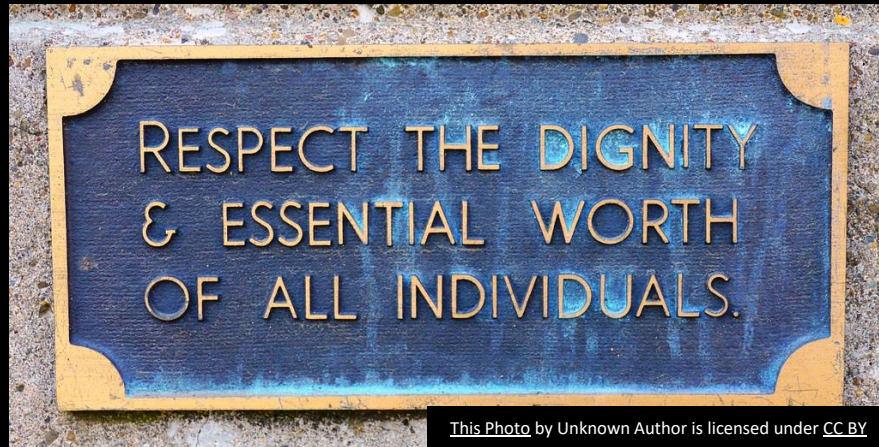
1) Is there a likelihood that the participants or the institution will be identified (consider the title, issues of confidentiality and privacy) and that it would increase the likelihood and/or impact of risk of harm?

An investigation into the approach by the current leadership of the detective service to improve performance of detectives:

**Pretoria Central police station**

Job satisfaction and its impact on employee performance: The struggle to retain a talented workforce and advance service delivery in the **Emergency Management services, Capricorn District Municipality**

Is the topic sensitive? Is the study feasible?



This Photo by Unknown Author is licensed under [CC BY](#)

Consider respect for persons/juristic persons

- 1) Are vulnerable groups targeted?
- 2) How will the researcher negotiate access and recruit the participants?
- 3) How will the researcher obtain prior, voluntary informed consent?
- 4) Does the IFC documentation adheres to the minimum information standards?
- 5) How will data records (written, audio or visual) be secured
- 6) How long will be retained?
- 7) Who will be responsible for storage and/or final disposal?
- 8) What type of personal information is required?
- 9) Will any special information be collected?
- 10) How will confidentiality and privacy be protected?
- 11) Special precautions for focus groups – where are they planned, potential breach of potential confidentiality (is this explained in the consent documents), non-disclosure of personal sensitive information advised

(Adapted from the DoH guidelines, 2015)



Assist the student to consider the risks of harm and the benefits of the study

### Risk tool

1. Are the potential risks of harm reasonable and in relation to the anticipated benefits?
2. How can I assist the student to grow his/her competence in research ethics (literature/training)?
3. Could the research procedures increase risk of harm?
4. Review the data collection instruments (editorial issues; sensitivity of the questions)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

# Five Broad Categories for Assessing Risk of Harm

1. Assess whether a study meets the criteria of health research
2. Assess the potential vulnerability of the targeted group of participants
3. Assess the potential risk of harm related to proposed research procedures/activities
4. Assess the potential researcher-related risks of harm (including fieldworkers and members of the research team)
5. Assess the potential conflicts of interests – including inducements and/or incentives





Principle	Description	Standard
Duty to society	Researchers and research must contribute to the common good and well-being of society (Weinbaum et al., 2019).	Relevance and social value Responsive to societal needs, knowledge, who benefits, post-study beneficitation & resource-sensitive Scientific validity Researcher competence and expertise
Social awareness	Researchers and institutions must be sensitive to the potential influence of their research on society, marginal groups, and individuals.	Adequate and reflexive risk-benefit analysis Non-discrimination Non-stigmatisation
Respect for persons and communities	Researchers are obliged to uphold individual human dignity without compromising collective and communal dignity. Human dignity incorporates the obligation to treat individuals with <i>reverential respect</i> (Tangwa, 2000) solely by being human. Researchers express dignity by treating individuals as autonomous agents, protecting the rights of persons with diminished autonomy, and creating a harmonious balance between individual and collective autonomy in research involving communities, thus acting as culturally sensitive moral agents (Visagie et al., 2019).	Prior, free informed consent <ul style="list-style-type: none"> <li>- Written consent</li> <li>- Verbal consent</li> <li>- E-consent</li> </ul> Privacy, anonymity and confidentiality – increased need for data protection and security  Protection of those with diminished autonomy  Role player engagement  Respect cultural diversity and pluralism

Adapted from: SARIMA (2021) SADC Guide for Responsible and Ethical Research, Unpublished version

Principle	Description	Standard
Maximise research benefits	<p>Researchers, Research Ethics Committees (RECs) and funders must protect the well-being of research participants, communities, animals, and the environment. The benefits of the research ought to outweigh the risks. To this end, research should be designed to maximise potential benefits, minimise potential risks, limit exploitation and stigmatisation of research participants or third parties, and promote social and scientific value of the research.</p>	<p>Independent ethical decision-making Favourable risk-benefit assessment</p>
Equitable distribution of benefits and burdens (justice)	<p>Researchers, RECs, funders and other stakeholders must ensure that the potential benefits and risks of research are equitably distributed amongst members of the society who are likely to benefit from it. Participants must be selected for scientific reasons and not their ease of accessibility.</p>	<p>Fair selection of participants</p> <ul style="list-style-type: none"> <li>- Rationale for selection of population</li> <li>- Scientifically sound</li> <li>- Inclusion criteria</li> <li>- Exclusion criteria</li> </ul>
Fairness	<p>Researchers, RECs and institutions must strive to improve the fairness, efficiency and impact of research collaborations to promote global health, equity and sustainable development.</p>	<p>In adherence to Sustainable Development Goal 17, fairness includes considerations concerning fair opportunity, process, benefit-sharing, costs, and research outcomes.</p>

Adapted from: SARIMA (2021) SADC Guide for Responsible and Ethical Research, Unpublished version

# Standards guiding the review

Introduction to a Framework of Principles for Ethics Review

1. Social & Scientific Value
2. Scientific Validity
3. Fair Participant Selection
4. Researcher Competence
5. Informed Consent
6. Favourable Risk-Benefit Ratio
7. Independent Review
8. Privacy & Confidentiality
9. Vulnerability
10. Incentives & Costs
11. Stakeholder Responsibility & Role-player Engagement

# Reviewing an ethics application

Checklist to ensure that all the reasonable guarantees and safeguards for the ethics of this study have been covered (adapted from Amdur, Kornetsky & Khan, 2011)		YES	NO	N/A
(Place x in box)				
a)	Is the researcher(s) adequately qualified?			
b)	Does he or she/they have a conflict of interest?			
c)	Is there scientific justification for this research?			
d)	Are the objectives likely to be achievable within a given time period?			
e)	Is the scientific design adequate to answer the research question?			
f)	Is the scientific design described and adequately justified?			
g)	Are inclusion and exclusion criteria clearly specified and appropriate?			
h)	If vulnerable groups are included, is this justified?			
i)	Is the choice of participants appropriate for the questions being asked?			
j)	Is participant selection equitable (distributive justice/fairness)?			

# Reviewing an ethics application

k)	Are the methods for recruiting potential participants acceptable?			
l)	Are the rationale and the proposed number of participants reasonable?			
m)	Are the rationale and details of the research procedures accurately described and acceptable?			
n)	Is the location where the procedures will be performed acceptable?			
o)	Are the risks and benefits adequately identified, evaluated and described?			
p)	Is the risk/benefit ratio acceptable for proceeding with the research?			
q)	Is the amount or type of compensation or reimbursement reasonable?			
r)	Have adequate provisions been made to protect the privacy and ensure the confidentiality of participants?			
s)	Are all the elements of informed consent contained in the consent document?			
t)	Is there a systematic well-explicated line of congruence and internal consistency?			

# What should be submitted as part of an ethics application

- ⦿ Acceptance letter of proposal accepted by a HDC
- ⦿ Approved proposal
- ⦿ Gatekeeper permission letter (if appropriate)
- ⦿ Data collection instruments
- ⦿ Informed consent documentation/assent (on Unisa letterhead)
- ⦿ Confidentiality agreements (if appropriate)
- ⦿ Letters of language practitioner/translator (if appropriate)
- ⦿ Declaration

# Conclusion



- Taking your role as a RE guide serious as a supervisor
- Being competent in the application of the generally accepted principles and standards of research ethics
- Use your knowledge and understanding of RE throughout the different phases of the study
- Actively participate in the student's research ethics journey – facilitating 'research ethics imagination'
- Promote compliance with statutes and STADIO policies and practices

# Continued Professional Development

- Training – TRREE (First three modules)

<https://elearning.trree.org/>

- ◉ Macquarie University ethics training in Social Sciences and Humanities

[http://mq.edu.au/ethics\\_training/index.php](http://mq.edu.au/ethics_training/index.php)

This course specifically targets researchers who engage in social science research or RECs. It is generally global in outlook, but does focus on issues particular to Australia)

- ◉ Join the Community of Practice for Research Ethics and Integrity:

[coetzt@unisa.ac.za](mailto:coetzt@unisa.ac.za)

- ◉ Research Ethics Committee Association of Southern Africa (REASA)

Visit: [www.reasa.africa](http://www.reasa.africa)



# Continued Professional Development

- Visit the Global Health Network's e-Learning Centre for various courses in ethics, lab practice, community engagement, and many other health-related areas.  
<https://globalhealthtrainingcentre.tghn.org/elearning/>

- FHI360 Research Ethics Training Curriculum (RETC) 2nd Ed. (2009)

<http://www.fhi360.org/resource/research-ethics-training-curriculum-retc-second-edition>

(This course is for researchers who research human subjects and those who carry out ethical reviews of research)

- Collaborative Institutional Training Initiative (CITI)

<https://www.citiprogram.org/irbpage.asp?language=english>

(This course is targeted towards researchers who research human subjects. It is especially useful for those who wish to apply for US funding and is sometimes a requirement in such cases)

Thank you

Enkosi

Re A Leboga

Dankie