

## *The Joys and Challenges of International Research*



CRC Meeting - 2-21-2011

A growing number of projects (10-15%) that we approve through the College of Education's IRB are for international research placements. Anticipate more growth over the next decade.

Increasingly other countries are utilizing an IRB equivalent type of review. While we base our standards on the Belmont Report and the Common Rule – other countries may be using the Declaration of Helsinki or other ethical guidelines. Important to understand what might be required in the other country as it varies and may be different than our focus e.g. the host country may not have requirements for special populations.

**Adjustment for different cultural contexts**—researchers working in that context should be knowledgeable about that cultural context e.g. informed consent is required but the process may be adjusted based upon cultural context. \*\* maintaining documentation important

**Rapid Ethnographic Assessment** – may be advisable prior to conducting a larger project. This provides researchers with an opportunity to explore what might work within a cultural context typically via focus groups or individual interviews over a span of a couple of weeks.

**Awareness that research practices and procedures may be misunderstood** – periodic checks, focus groups, community discussions as the research is unfolding may help with identifying concerns/misconceptions relevant to the cultural context.

**It may not be possible to translate some words** –such as research, placebo, voluntary, or privacy – consent documents should have back translations and several readers to make sure that the intent or the translation is correct. \*\* value in assessing the participants' understanding of the consent process.

**Beneficence/ Risk**– Accurate understanding of the benefits of the study, individual and community. Also the extent of the researchers' obligations – where is a reasonable line to draw for ancillary care.

**Research and Justice** – Global research dollars being distributed equitably. How are populations chosen? What interventions are later provided to the control group? What care is provided to participants during the study or after the study is complete. What is long-term impact for the community represented?

Questions – ask Anne Robertson or see – Public Responsibility in Medicine and Research (PRIM&R) - <http://www.primr.org/>