

PROPOSITIONS

BETWEEN PROTECTION AND PARTICIPATION

Moral promises and perils in pediatric clinical research

1. Without clinical research, every treatment in clinical practice will be an experiment. (*this thesis*)
2. When obtaining informed consent, paying attention to the motivating and discouraging factors that influence the decision of children and their parents increases the moral and instrumental value of informed consent in pediatric clinical research. (*this thesis*)
3. Logistical burden is an important factor for children and their parents when deciding about research participation. It is therefore imperative that research professionals pay attention to this burden during the design of their protocols and work to minimize it. (*this thesis*)
4. That potential participants expect only safe-and-sound research to be offered to them emphasizes the necessity of prior review of research protocols by research ethics committees. (*this thesis*)
5. Gatekeeping by professionals during recruitment may be understandable, but it is not ethically desirable and professionals should not do it. (*this thesis*)
6. Epidemiological evidence is not provided by figures, but by a clear debate about what these figures can mean. (*paraphrasing Luc Bonneux*)
7. Personal integrity can only be sustained in an environment that promotes it. Establishing and stimulating a sound scientific culture is therefore crucial in upholding and advancing research integrity. (*based on the Netherlands Code of Conduct for Research Integrity, 2018*)
8. Micromanagement by a supervisor removes all productivity, creativity, responsibility and especially courage from the student. (*a compliment to Suzanne and Inez, thank you!*)
9. Medical ethics can start with asking extra-ordinary questions that lead to ordinary answers, or with asking ordinary questions that result in extra-ordinary answers.
10. Teaching medical ethics to medical students sometimes feels like a mission impossible. Luckily medical ethics lecturers have profound Tom Cruise-like qualities.
11. In theory there is no difference between theory and practice. In practice there is. (*Yogi Berra*)