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# Responsible Conduct of Research Quick Reference Guide

For Psychologists

## 1 Collaborative Science

Collaborations take place in a variety of forms, including the borrowing and lending of supplies, resources and equipment between researchers; seeking input from an expert in a different discipline; and partnering with colleagues who have a similar background or field of knowledge for fresh ideas and abilities.

As an antecedent of collaboration, a plan should be compiled which includes goals and direction of the research, a detailed list of the responsibilities of all contributors, credit and ownership details, and the medium of publication. This is to avoid any issues that may arise during the course of the study and ensure the research's optimal success.

<p>✓ <b>The Goal: Proper Procedure</b></p>	<ul style="list-style-type: none"><li>• <b>Similar Fields:</b> A team of psychologists team up with a sociologist to investigate benefits of classical conditioning techniques on underprivileged youth. While the psychologist is an expert in conditioning, both operant and classical, the sociologist has submitted many well noted articles regarding the effect of class on the learning processes of children. This is an example of collaboration at its best!</li></ul>
<p>✓ <b>The Bad: Violations</b></p>	<ul style="list-style-type: none"><li>• <b>Loosely Structured Plan:</b> When a loosely structured plan for collaboration is made, responsibilities and boundaries are unclear, ownership of values are misconstrued, and the goal of the study may be lost.</li><li>• <b>Mismatched Efforts:</b> In a collaborative project, efforts must be equal and responsibilities must be evenly divided. If they are not, research may become lopsided and not show the results in their entirety. For example, in a research project on Wilson's Syndrome there are two lead researchers. One has agreed to do all of the measurements, calculations, and handling of the empirical data. The other has been given the responsibility of supervising assistants and composing data presentation materials. Unbeknownst to the researcher composing the presentation of data, the other has not collected any data. Approaching the deadline of the research, the researcher is now faced with performing all tasks and with the challenge of sharing the ownership of the material published.</li></ul>

APA Ethical Guidelines for Research with Human Subjects

<p>✓ <b>The Goal: Proper Procedure</b></p>	<p>For years, scientists have successfully used animal subjects in research. In many instances, using animals allows for many theories to be examined without experimenting on human subjects. There are many positive examples of animal welfare being ethically observed.</p> <ul style="list-style-type: none"><li>• <b>The Nobel Prize winning discovery of insulin:</b> In 1921, Dr. Frederick Banting and his protégé Charles Best took medical inquiries to new heights. Through their experiments on canine subjects, these two pioneers of medicine were able to isolate insulin from the pancreas. This discovery was groundbreaking. Around the world, the quest was on to improve on their discovery. For diabetics, this discovery offered them a restored quality of life and increased longevity. Although studies initially began on dogs, those used, were positive for diabetic traits and were therefore offered treatment as well. (NobelMediasIA, 2009).</li><li>• <b>Human Understanding and Learning:</b> It is known that chimpanzees and other primates are genetically similar to humans. For years, scientists have substituted human subjects for primate ones in an attempt to cure diseases and rationalize the treatment of disease. Studies conducted on primate subjects offers the promising hope for a vaccine for the HIV virus, as well as other infectious diseases like Malaria, and Dengue fever. Animal experimentation continues to find new ways to treat and manage chronic diseases including aplthorax of cancers. Isolating genes that are noted initiators of cancers can be solely attributed to this practice. The downside of animal experimentation is the inherent suffering of the subjects. Nevertheless, if experimentation is in compliance with the Animal Welfare Act, it can be beneficial to all, explicitly in the case of behavioral studies where physical suffering in subjects is minimized. Observing primates may prove to be one of the only ways to investigate new ways to implement behavioral augmentation techniques before they are used on humans. In this respect the concepts of cognition, rehabilitation, and development may continue to show areas for hope, particularly for parents with children who are affected in these areas (University of Washington, 2011).</li></ul>
<p>✓ <b>The Bad: Violations</b></p>	<ul style="list-style-type: none"><li>• <b>Primate Testing:</b> It is estimated that 52, 279 primates are experimented on in the United States. An additional 436,76 are estimated to be kept in laboratories for the purposes of breeding and conducting. With the total number of primates reaching nearly 100,000, it is impossible to say that all subjects are treated humanely or ethically, as outlined in a timely fashion. According to all creatures.org, there are discrepancies in reporting births, disease, and deaths of primates from research facilities. At the University of California Davis facility alone, at least 100 deaths were overlooked in their report of necropsies (Buckie, 2002).</li></ul>



<p>✓ <b>The Goal: Proper Procedure</b></p>	<ul style="list-style-type: none"><li>• <b>Responsible Authority:</b> Those responsible for research must be the moral discipline that is required to be explained. Participants must be told if they have been deceived and given reasons why. They must be asked if they have any questions and those questions should be answered honestly and as fully as possible. Debriefing should take place as soon as possible and be as full as possible; experimenters should take reasonable steps to ensure that participants understand debriefing. The purpose of debriefing is to remove any misconceptions and anxieties that the participants have about the research and to leave them with a sense of dignity, knowledge, and a perception of time not wasted" (Harris, 1998). The aim of the debriefing is not just to provide information, but to help the participant leave the experimental situation in a similar frame of mind as when he/she entered it (Aranson, 1988). Protection of Participants: Researchers must ensure that those taking part in research will not be caused distress. They must be protected from physical and mental harm. This means you must not embarrass, frighten, offend or harm participants. Normally, the risk of harm must be no greater than in ordinary life, i.e. participants should not be exposed to risks greater than or additional to those encountered in their normal lifestyles. The researcher must also ensure that if vulnerable groups are to be used (elderly, disabled, children, etc.), they must receive special care. For example, if studying children, make sure their participation is brief as they get tired easily and have a limited attention span. Researchers are not always accurately able to predict the risks of taking part in a study and in some cases, a therapeutic debriefing may be necessary if participants have become distressed during the research (as happened to some participants in Zimbardo's prisoners/guards study). Deception: This is where participants are misled or wrongly informed about the aims of the research. Types of deception include (i) deliberate misleading, e.g. using confederates, staged manipulations in field settings, deceptive instructions; (ii) deception by omission, e.g., failure to disclose full information about the study, or creating ambiguity. The researcher should avoid deceiving participants about the nature of the research unless there is no alternative – and even then this would need to be judged acceptable by an independent expert. However, there are some types of research that cannot be carried out without at least some element of deception. For example, in Milgram's study of obedience, the participants thought they were giving electric shocks to a learner when they answered a question wrong. In reality, no shocks were given and the learners were confederates of Milgram. This is sometimes necessary in order to avoid demand characteristics (i.e. the clues in an experiment which lead participants to think they know what the researcher is looking for). Another common example is when a stooge or confederate of the experimenter is used (this was the case in both the experiments carried out by Asch). However, participants must be deceived as little as possible, and any deception must not cause distress. Researchers can determine whether participants are likely to be distressed when deception is disclosed, by consulting culturally relevant groups. If the participant is likely to object or be distressed once they discover the true nature of the research at debriefing, then the study is unacceptable. If you have gained participants' informed consent by deception, then they will have agreed to take part without actually knowing what they were consenting to. The true nature of the research should be revealed at the earliest possible opportunity, or at least during debriefing. Some researchers argue that deception can never be justified and object to this practice as if (i) violates an individual's right to choose to participate; (ii) is a questionable basis on which to build a discipline; and (iii) leads to distrust of psychology in the community. Confidentiality: Participants, and the data gained from them must be kept anonymous unless they give their full consent. No names must be used in a lab report. What do we do if we find out something which should be disclosed (e.g. criminal act)? Researchers have no legal obligation to disclose criminal acts and have to determine which is the most important consideration: their duty to the participant vs. duty to the wider community. Ultimately, decisions to disclose information will have to be set in the context of the aims of the research. Withdrawal from an Investigation: Participants should be able to leave a study at any time if they feel uncomfortable. They should also be allowed to withdraw their data. They should be told at the start of the study that they have the right to withdraw. They should not have pressure placed upon them to continue if they do not want to (a guideline flouted in Milgram's research). Participants may feel they shouldn't withdraw as this may 'spoil' the study. Many participants are paid or receive course credits, they may worry they won't get this if they withdraw. Even at the end of the study the participant has a final opportunity to withdraw the data they have provided for the research.</li></ul>
<p>✓ <b>The Bad: Violations</b></p>	<ul style="list-style-type: none"><li>• <b>Low Publishable Value:</b> Treat and the possibility of publication of work. There is a tendency to publish the work that is most likely to be published. This is a violation of the ethical standards of research.</li><li>• <b>Failure to Report:</b> Researchers should report all results, both positive and negative. They should not only report the results that are significant, but also the results that are not significant. This is a violation of the ethical standards of research.</li></ul>
<p>✓ <b>The Bad: Violations</b></p>	<ul style="list-style-type: none"><li>• <b>Deception:</b> Deception is a violation of the ethical standards of research. It is the deliberate misleading of participants about the nature of the research. This is a violation of the ethical standards of research.</li></ul>

APA ethical guidelines for experiments. Which of the following is not one of the APA's guidelines for ethical research. APA ethical guidelines for research with animal subjects. APA ethical guidelines. APA ethical guidelines for human research quizlet. APA ethical guidelines for animal research quizlet. APA ethical guidelines for animal research. All of the following are APA ethical guidelines for researchers except.

Subjects' right to confidentiality and the right to withdraw from the study at any time without any consequences. After the research is over the participant should be able to discuss the procedure and the findings with the psychologist. They must be given a general idea of what the researcher was investigating and why, and their part in the research should be explained. Participants must be told if they have been deceived and given reasons why. They must be asked if they have any questions and those questions should be answered honestly and as fully as possible. Debriefing should take place as soon as possible and be as full as possible; experimenters should take reasonable steps to ensure that participants understand debriefing. The purpose of debriefing is to remove any misconceptions and anxieties that the participants have about the research and to leave them with a sense of dignity, knowledge, and a perception of time not wasted" (Harris, 1998). 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June 1, 2003 with amendments effective June 1, 2010 and January 1, 2017. Copyright © 2017 American Psychological Association. All rights reserved. Introduction and Applicability The American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A-E) and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical. This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, Internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code. Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct. The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record. The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time. In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If there are no circumstances may this standard be used to justify or defend violating human rights. 1.04 Informal Resolution of Ethical Violations When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.) 1.05 Reporting Ethical Violations If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.) 1.06 Cooperating with Ethics Committees Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation. 1.07 Improper Complaints Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation. 1.08 Unfair Discrimination Against Complainants and Respondents Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not



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