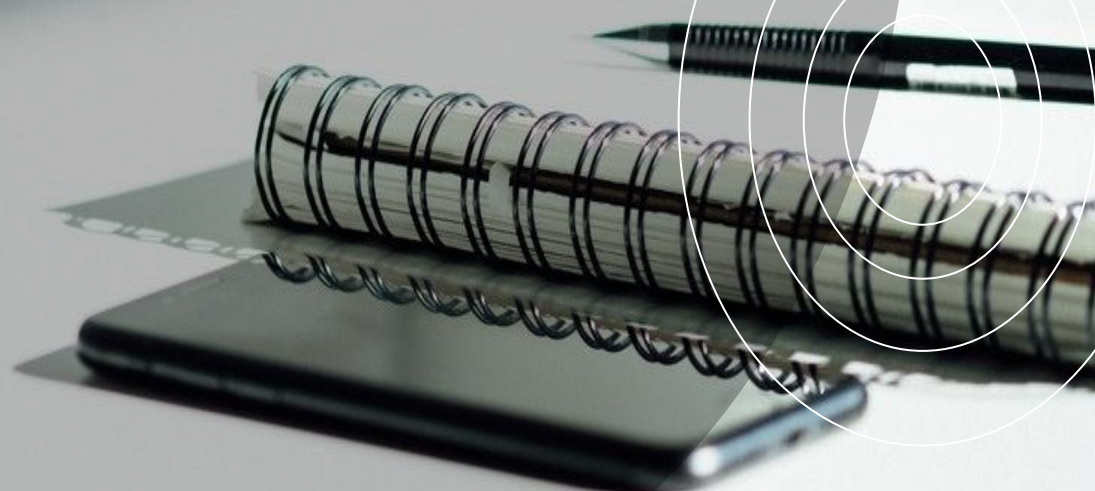


PSY443

History of Psychological Testing

Ethical Issues



ETHICAL REVIEW

- Ethical review
- **Institutional Review Boards - IRBs (psyc research)**
- Ethical review boards
 - e.g., University Social and Human Sciences Ethics Board
- Animal Experiments Center Ethics Board

ETHICAL DILEMMAS

- Researchers must make ethical decisions at every step
- Ethical issues and problems
- Conflicting ethical decisions
- Ethical standards and regulations help guide decision-making
- e.g., APA Ethical Code, Turkish Psychological Association Ethical Guidelines...

RESEARCHER'S ETHICAL RESPONSIBILITIES

1. Researcher's competence,
 - Justice and Equality
 - Truth and Transparency
 - Do Not Harm
 - Professional Responsibility
2. Using research resources honestly,
3. Acknowledging contributors clearly,
4. Considering the consequences of the research for individuals and society.

CONFIDENTIALITY

Strict guidelines exist in research-developed

Basic measure: “lock up the data and personal information”

Particularly important re issues, e.g.,

- Divorce
- Domestic violence

Responses must be kept anonymous.

- T.C. citizenship number
- Student number

BENEFICENCE

Maximising benefits from research


Minimising the harm to participants

- Psychological
 - Physical
 - Stress
 - Compensation to Ss
 - Privacy & confidentiality*
- In sum: risk-benefit analysis



INFORMED CONSENT

- Based on the *autonomy* principle.
- Ss are free to decide whether or not they want to participate
- Informed consent
 - *the provision that potential participants are provided with all relevant information that may influence their decision.*
- INFORMED CONSENT FORM

 University of Western Sydney
Locked Bag 1797, Penrith DC NSW 1797
<http://marcs.uws.edu.au>

QUESTIONNAIRE

Please complete the following details about your child and sign the consent form below
(Please disregard school related questions if your child is younger than 5 and does not attend school).

Child's Family Name _____
First Name _____
Date of Birth _____
Sex: M F
School Year: K 1 2 3 4 5 6
School & Teacher's name: _____
Does your child speak any languages other than English? Yes No

If YES:

- Which language(s)? Please indicate: _____
- At what age did your child begin to learn this language? _____
- Is your child still learning this language? Yes No
- If YES, where is your child learning this language?
 - School
 - Home
 - Community Centre
 - Other
- Has your child learnt to play a musical instrument? Yes No
- If YES, at what age did (s)he begin to learn this instrument? _____
- Does your child have any hearing problems? Yes No
- Does your child have normal or corrected vision? Yes No

PARENTAL CONSENT STATEMENT

Any information that is obtained in connection with this study and that can be identified with you or your child will remain confidential and will be disclosed only with your permission or except as required by law. We plan to present the results of the study at conferences and publish them in scientific journals.

Your decision whether to or not to permit your child to participate will not prejudice you or your child's future relations with the University of Western Sydney. If you decide to permit your child to participate, you are free to withdraw your consent and to discontinue your child's participation at any time without prejudice.

Note: This study has been approved by the University of Western Sydney Human Research Ethics Committee. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Research Ethics Officers (Tel: 02 4570 1136). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

You are making a decision whether or not to permit your child to participate. Your signature indicates that you have decided to permit your child to participate having read the information above.

Your child's name _____
Signature of parent/guardian: _____
Parent's/Guardian's name _____
Date _____

INFORMED CONSENT

Participants agree to participate after being informed about

- Purpose of the study
- Potential risks and benefits
- Rights to refuse or terminate participation

Importance increases with increasing risks to participants

INFORMED CONSENT

- General information about the study - duration, subject, purpose, and who conducts it - must be given accurately, without deception or coercion
- Barriers to participation
- Answering participants' questions
- Right to withdraw from the study at any time without penalty or need to provide a reason
- No pressure - participation must be voluntary
- For children or mentally disabled individuals - consent from legal guardians

SPECIAL POPULATIONS

Increased ethical sensitivity when participants are:

- Younger than 18
- Hospitalized
- Incarcerated

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Your child's name _____

Signature of parent/guardian: _____

Parent's /Guardian's name _____

Date _____

DECEPTION

- By nature, an ethical violation...
- Withholding or giving false information about the research topic or content
- A necessary strategy, but...
 1. We cannot deceive participants to make them join!
 2. We cannot cause stress through deception!
 3. **Post-research debriefing!!!**

DECEPTION

Two possibilities

- Mislead participants about the nature of the study
- Fail to fully disclose all aspects of the study

Methodological reasons

DECEPTION

Withholding certain information

Too much information may invalidate the study

Famous example: the Milgram study

- Ss were told they participated a memory and learning study
- But it was a study on obedience.

Remedy: debriefing

DECEPTION

Withholding certain information

Too much information may invalidate the study

Famous example: **THE MILGRAM STUDY**

- Ss were told they participated a memory and learning study
- But it was a study on obedience

Informed consent reduces stress considerably in studies of stress or other “risky” factors (Gardner, 1978; Dill, et al., 1982)

Some, though, believe that deception is exaggerated (e.g., Bröder, 1998)

Remedy: **debriefing** after the study

DEBRIEFING

After the study, inform participants about...

- The research questions being addressed
- Why deception, if used, was necessary

DEBRIEFING

After the completion of the study

If a stress study → wait till the Ss calm down

Milgram's obedience study

- Milgram did a good job there this time.
- He provided great details to his Ss and told them that they behaved like most people would.