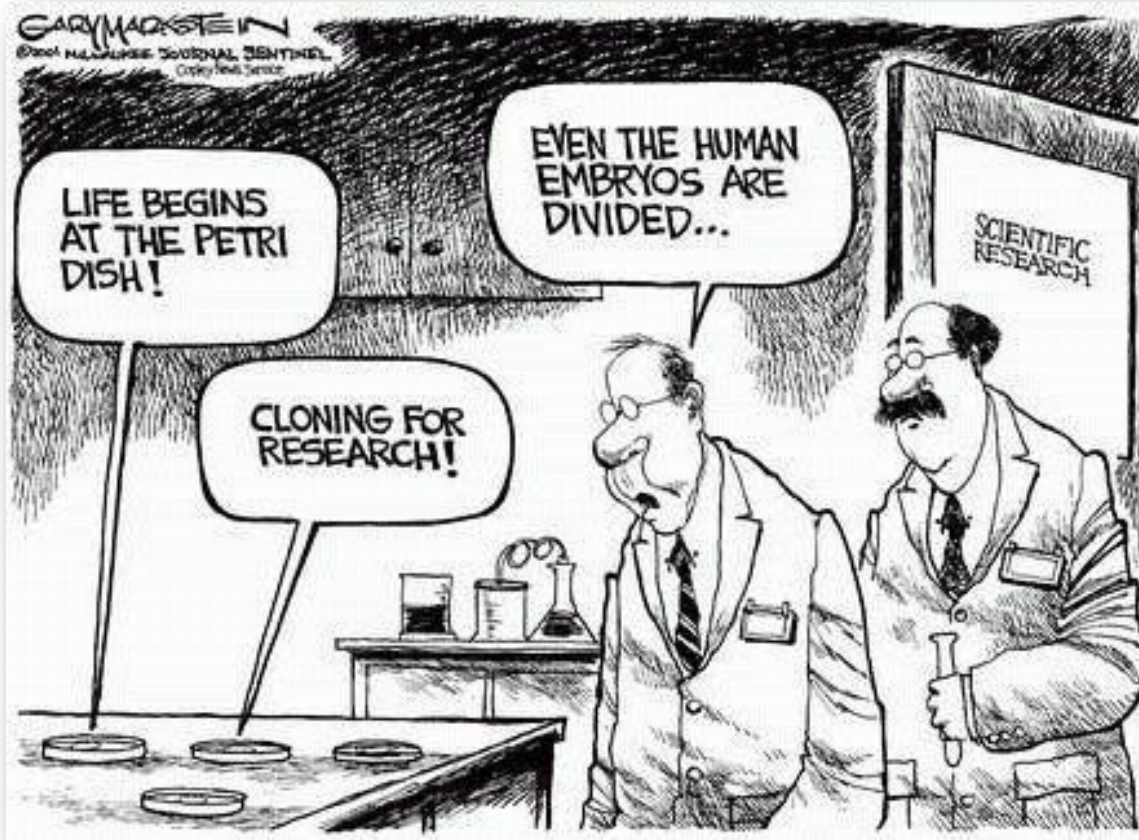


# PSY205 RESEARCH METHODS-I

## *ETHICAL ISSUES*



Assist. Prof. Sena DOĞRUYOL

# 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



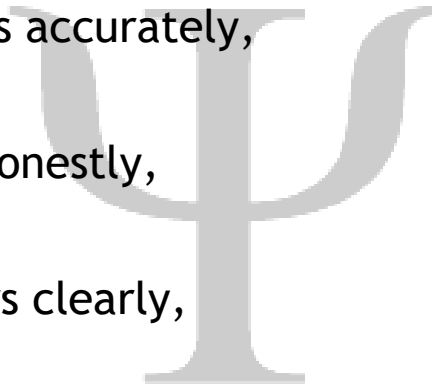
# ETHICAL DILEMMAS

- 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...

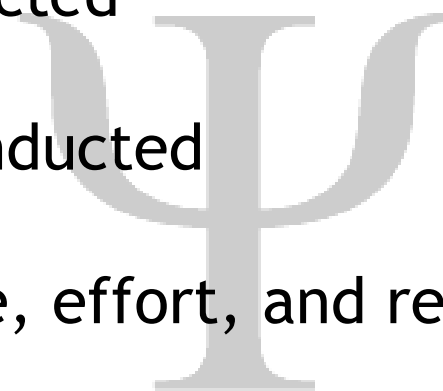


# RESEARCHER'S ETHICAL RESPONSIBILITIES

- Researcher's competence,
- Reporting research findings accurately,
- Using research resources honestly,
- Acknowledging contributors clearly,
- Considering the consequences of the research for individuals and society,
- Addressing societal concerns (Diener & Crandall, 1978).



# RISK/BENEFIT RATIO

- Should a study be conducted or not?
  - Harms when conducted
  - Costs when not conducted
  - Is it worth the time, effort, and resources?
  - Is it worth taking risks?
  - Will it provide short-term benefits?
- 

# IDENTIFYING RISKS

- Physical injury
- Social/relational harm
- Stress
- Stress from misunderstandings
- Breach of confidentiality??
- Examination of individual risks to participants (excluding everyday risks)
- Example dilemma: Studies on abuse?

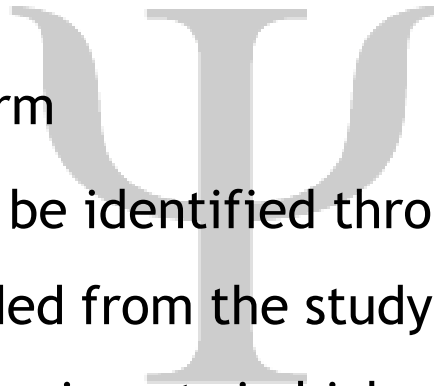


# NO RISK

- Exempt from review
- Research studying normal educational practices
- Use of educational tests - *cognitive tests such as aptitude and achievement measures*
- Surveys and observation of public behavior, *except* in cases in which subjects might be identified and/or sensitive behavior is being studied
- Archival research using existing data

# MINIMAL RISK (?)

- The least risky method should be preferred
- Confidentiality must be ensured
- Managing stress and harm
- Participants at risk can be identified through preliminary assessments and excluded from the study
  - e.g., instead of experiments in high-risk situations, non-manipulative methods like surveys and observations can be used





# MINIMAL RISK RESEARCH

- Standard psychological measures and voice recordings that do not involve any danger to subjects
- Studies of cognition and perception that do not involve stress
- Full informed consent is generally not necessary, but debriefing and other ethical concerns are important



# FULL REVIEW RESEARCH

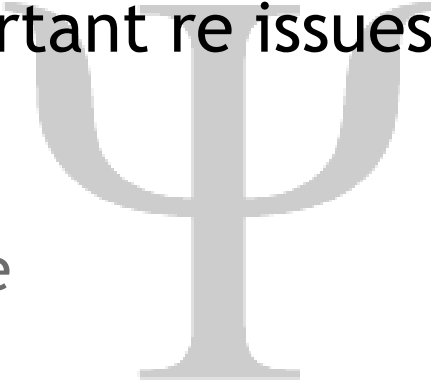
- Research that may involve (*asgari düzeyden fazla risk olduğunda...*)
  - physical stress
  - psychological stress
  - invasion of privacy
  - measures of **sensitive information** in which subjects might be identified.
- Requires full review by an IRB; special ethical procedures may be imposed

# BENEFICENCE

- Maximising benefits from research
- Minimising the harm to participants
  - Psychological
  - Physical
  - Stress
  - Compensation to Ss
  - Privacy & confidentiality\*
- In sum: risk-benefit analysis




# CONFIDENTIALITY

- Strict guidelines exist in research-developed
  - Basic measure: “lock up the data and personal information”
  - Particularly important re issues, e.g.,
    - Sexual behaviour
    - Divorce
    - Domestic violence
    - Substance abuse
  - Responses must be kept anonymous.
    - Social Security or Passport Numbers
    - T.C. citizenship number
    - Student number
- 

# 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.

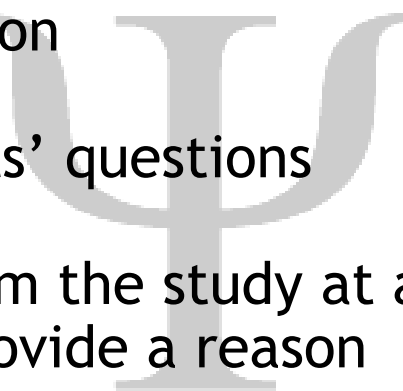
You are making a decision whether or not to permit your child to participate. Your signature indicates that you have decided to permit your child to participate having read the information above.

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

# INFORMED CONSENT

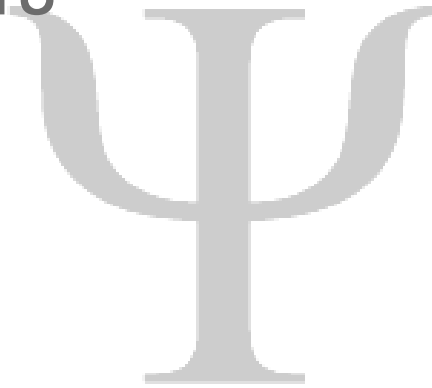
- Participants agree to participate after being informed about
  - Purpose of the study
  - Potential risks and benefits
  - Rights to refuse or terminate participation
- Importance increases with increasing risks to participants

# 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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Parent's /Guardian's name \_\_\_\_\_

Date \_\_\_\_\_

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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

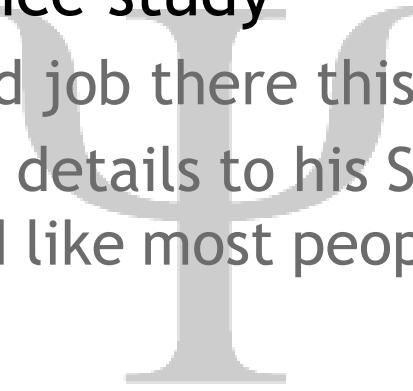
# DEBRIEFING

- 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.





# Public Announcement

## WE WILL PAY YOU \$4.00 FOR ONE HOUR OF YOUR TIME

### Persons Needed for a Study of Memory

\*We will pay five hundred New Haven men to help us complete a scientific study of memory and learning. The study is being done at Yale University.

\*Each person who participates will be paid \$4.00 (plus 50c carfare) for approximately 1 hour's time. We need you for only one hour: there are no further obligations. You may choose the time you would like to come (evenings, weekdays, or weekends).

\*No special training, education, or experience is needed. We want:

Factory workers	Businessmen	Construction workers
City employees	Clerks	Salespeople
Laborers	Professional people	White-collar workers
Barbers	Telephone workers	Others

All persons must be between the ages of 20 and 50. High school and college students cannot be used.

\*If you meet these qualifications, fill out the coupon below and mail it now to Professor Stanley Milgram, Department of Psychology, Yale University, New Haven. You will be notified later of the specific time and place of the study. We reserve the right to decline any application.

\*You will be paid \$4.00 (plus 50c carfare) as soon as you arrive at the laboratory.

TO:  
PROF. STANLEY MILGRAM, DEPARTMENT OF PSYCHOLOGY,  
YALE UNIVERSITY, NEW HAVEN, CONN. I want to take part in  
this study of memory and learning. I am between the ages of 20 and  
50. I will be paid \$4.00 (plus 50c carfare) if I participate.

NAME (Please Print) .....

ADDRESS .....

TELEPHONE NO. .... Best time to call you .....

AGE ..... OCCUPATION ..... SEX .....

CAN YOU COME:

WEEKDAYS ..... EVENINGS ..... WEEKENDS .....

# ROLE PLAYING

- Asking Ss how they would respond in a given situation
- Full description of what the study is about is given
- Defects
  - Transparent hypothesis
  - **Demand characteristics** - features of a study that may give away the hypothesis to participants
  - Real life vs. role-playing behaviour: subject to criticism
- Ecological validity: - *sonuçlar gerçek dünyayı ne kadar yansıtıyor?*
  - e.g., Milgram's study
  - Psychiatrists were not sure

# SIMULATION

- Most famous: Zimbardo (1973)
  - Ethical problems
  - Stopped on the 6th day
  - Most simulation studies are OK



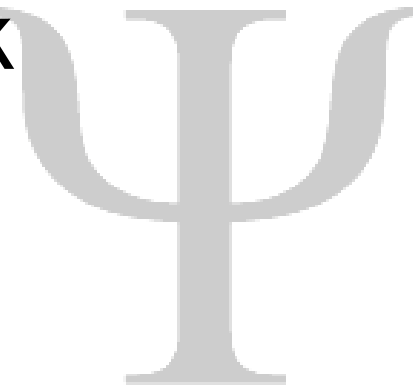
# THE BELMONT REPORT

- *Belmont Raporu: «Araştırmaların İnsan Deneklerini Korumaya Yönelik Etik İlkeler ve Kılavuzlar, Biyomedikal ve Davranışsal Araştırmaların İnsan Deneklerini Koruma Ulusal Komisyonu Raporu»*
- The backbone of current ethical guidelines for medical and psychological research (1979)
- Defines basic principles and applications
- Three basic principles:
  - Beneficence
  - Respect for persons (autonomy)
  - Justice
- Now, APA...

<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

# BACK TO THE ETHICS CODES

1. No risk
2. Minimal risk
3. Full review



# ETHICS & ANIMAL RESEARCH

○ Animals are also used in psych research

○ Why?

- Control of environmental factors
- Same animals
- Physiological and genetic changes observed in shorter time

○ Psychology

- Rats, mice and birds



# ETHICS & ANIMAL RESEARCH

- Plous (1996a; 1996b) studied attitudes towards using animals in education and research
- Q: Do you support the use of animals in psychological research and education?
  - Psychologists and students were similar
  - 72% support, 18% oppose and 10% unsure
- Q: Do you believe animals are treated humanly?
  - 12% “No”, 44% “unsure”
- Research with rats and pigeons viewed more favourably

# ANIMAL RESEARCH

- So... a continuing controversial issue
- Laws and regulations must be followed
- Researchers are responsible for being competent in this area
- Experts must be consulted
- Risk-benefit analysis



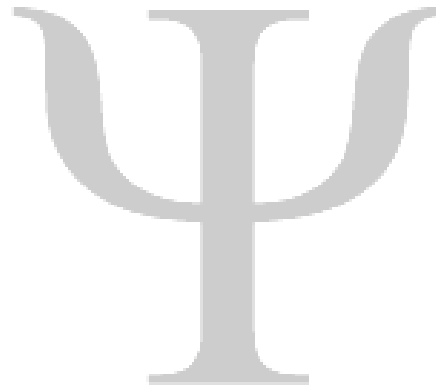
# ETHICAL ISSUES IN REPORTING RESEARCH

- Plagiarism
- Proper citation
- Determining authors
- Deciding the order of authorship



# PLAGIARISM (İNTİHAL)

- Misrepresentation of others' work as your own
- Proper citation must be given
- Even a paragraph or sentence



## Original source (text)

From time to time this submerged or latent theater in *Hamlet* becomes almost overt. It is close to the surface in Hamlet's pretense of madness, the "antic disposition" he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother's room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. Similarly, when he leaps into the open grave at Ophelia's funeral, ranting in high heroic terms, he is acting out for Laertes, and perhaps for himself as well, the folly of excessive, melodramatic expressions of grief.

Almost all of Shakespeare's *Hamlet* can be understood as a play about acting and the theater. For example, in Act 1, Hamlet adopts a pretense of madness that he uses to protect himself and prevent his antagonists from discovering his mission to revenge his father's murder. He also presents truth by means of a show when he compares the portraits of Gertrude's two husbands in order to describe for her the true nature of the choice she has made. And when he leaps in Ophelia's open grave ranting in high heroic terms, Hamlet is acting out the folly of excessive, melodramatic expressions of grief.



***Any questions??***