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5 ethical principles in research pdf

Not so long ago, academics were often wary about instilling the ethical dilemmas they faced in their research and academic work, but this environment is changing today. Psychologists at the academy are more likely to seek advice from their colleagues on issues ranging from supervising graduate students to how to deal with sensitive research data, says George Mason University psychologist June Tangny, Ph.D. There has been a real change in the past 10 years in people talking more frequently and more openly about the ethical dilemmas of all sorts explained. In fact, researchers face a set of ethical requirements: they must meet professional, institutional and federal standards for conducting research with human participants, often supervising students who teach them as well and must arrange authorship issues, to name a few. Here are five recommendations made by the APA's Science Directorate to help researchers stay away from ethical imperatives: 1. Discussing intellectual property openly academe's competitive publishing or doom can be a recipe for trouble when it comes to who gets credit for authorship. The best way to avoid differences about who should get credit and in what order is to talk about these issues at the beginning of a business relationship, although many people often feel uncomfortable about such topics. It's almost like talking about money, Explains Tangny. People don't want to seem to be greedy or arrogant. The APA Code of Ethics provides some guidelines: it states that college consultants discuss publishing balance with students as soon as possible and throughout the search and publication process as appropriate. When researchers and students develop these understandings in writing, they have a useful tool to constantly discuss and evaluate contributions as research progresses. However, even the best plans can lead to conflicts, which often occur because people view the same situation differently. While authorship should reflect the contribution, says APA Ethics Director Stephen Behnke, JD, Ph.D., we know from social science research that people often overestimate their contributions to the project. We often see it in authorship situations. In many cases, the parties sincerely believe that they are right. The Association's Code of Ethics states that psychologists only attribute to the work they have already done or contributed significantly, and that published credit should accurately reflect relative contributions: the mere possession of an institutional position, such as the head of the department, does not justify the credit of authorship, as the law says. The committee's work is focused on the work of the Committee and the committees that are currently reviewing the work of the Committee. The same rules apply to students. If they make a substantial contribution to the conceptualization, design, implementation, analysis or interpretation of reported research, they should be As authors. Contributions that are primarily technical do not justify authorship. In the same vein, advisers should not expect their work to be made by virtue of office. Matthew McGee, Ph.D. from the University of Minnesota, says his department of psychology has developed a procedure to avoid vague authorship issues. We actually have a formal process here in which students make proposals for anything they do in the project, he explains. This process allows students and faculty to speak more easily about the responsibility of research, distribution and authorship. Psychologists should also be aware of situations where they can access confidential ideas or research, such as reviewing journal manuscripts or research grants, or listening to new ideas during an informal presentation or conversation. While it is unlikely that reviewers will be able to purge all the information in an interesting manuscript of their thinking, it is still immoral to take those ideas without giving credit to the creator. Gerald B. Koshier, editor of the Journal of Ethics and Behavior and co-author of Ethics in Psychology: Standards and Professional Situations (Oxford University Press, 1998), says: If you are a grant reviewer or reviewer of the journal's manuscripts [who] sees someone's research [which] has not yet been published, you owe that person a duty of confidentiality and anonymity. Researchers also need to fulfill their ethical obligations once their research is published: if authors learn of errors that change the interpretation of search results, they are morally obligated to correct errors immediately in correction, regression, erratum or other means. To be able to answer questions about the authenticity of the study and allow others to reanalyze the results, the authors must archive preliminary data and accompanying records for at least five years, recommended psychologist and University of Minnesota researcher Matthew McGee, Ph.D. storing all your data. Don't destroy it. Because if someone charges that you did something wrong, you can come back. It sounds simple, but this can be a difficult area, says Susan Knap, deputy publisher of the U.S. Press Agency. The APA 8.05 publication guide contains some general tips on what to keep and suggestions on what to consider in data sharing. The APA Code of Ethics requires psychologists to publish their data to others who wish to verify their findings, provided that the confidentiality of participants is protected and as long as legal rights relating to proprietary data do not prevent their release. However, the Code also notes that psychologists who request data in these circumstances can only use shared data for reanalysis; for any other use, a written agreement must be obtained in advance. 2. Be aware of the multiple roles that the APA Code of Ethics says that psychologists should avoid relationships that can reasonably impair their professional performance or can exploit or harm others. But he also notes that many kinds of multiple relationships are not immoral -- as They also don't reasonably expect to have negative effects. However, psychologists should think carefully before engaging in multiple relationships with any person or group, such as employing students or clients as participants in research studies or investigating the effectiveness of a company's equity product. For example, when hiring students from your 101st psychology course to participate in an experiment, make sure you make it clear that participation is voluntary. If participation is a requirement of the course, be sure to note this in the class curriculum, ensuring that participation is of educational value, for example, by providing a comprehensive extraction to enhance students' understanding of the study. The 2002 Code of Ethics also provides for standard 8.04b to give students fair alternatives to participate in research. Perhaps one of the most common multiple roles for researchers is being a mentor and laboratory supervisor for students who also teach them in the classroom. Psychologists need to be particularly careful that they do not abuse the power difference between them and students, experts say. They should not, for example, use their influence as professors to force students to undertake additional research tasks. By determining the nature and structure of the supervisory relationship before starting supervision or guidance, both parties can avoid misunderstandings, says Tangny University's George Mason. It is useful to create a written agreement that includes the responsibilities of both parties as well as considerations of authorship, intensity of supervision and other key aspects of the post. While this is the ideal situation, in practice we do much less than we have to do, notes. Part of it is the lack of insight into the introduction to how a project or research study will unfold.10 That's why experts also recommend that supervisors prepare specific ways in time to give students feedback and keep a record of supervision, including meeting times, issues discussed and assignments. If psychologists find that they are in multiple relationships that may be harmful, they are morally mandated to take steps to resolve them in the best interests of the person or group while complying with the Code of Ethics. 3. Following the rules of informed consent when done correctly, the approval process ensures that individuals voluntarily participate in the research with full knowledge of the risks and related benefits. The federal standard is that a person must have all information that may reasonably affect his willingness to participate in a form that can be understood and understood, says Koshier, dean of the Simmons School of Health Studies. The APA Ethics Act states that psychologists conducting research should inform participants: the purpose of the research, the expected duration and procedures. The rights of participants to refuse to participate and withdraw from the search as soon as they began, as well as the expected consequences of doing so. Reasonably anticipated factors that may affect their willingness to participate, such as potential risks, discomfort or adverse effects. Any potential research benefits. Confidentiality limits, such as encoding, disposing, sharing and keeping data, and when confidentiality should be breached. Incentives to participate. Participants can contact questions. The experts also suggest covering the likelihood of harm or benefit in terms of the size and duration of participation, emphasizing that their participation is voluntary and that alternatives to treatment are discussed, if such participation is relevant to research. Keep in mind that the code of ethics contains specific mandates for researchers conducting experimental treatment research. Specifically, individuals should be informed of the experimental nature of treatment, the services that will or will not be available to control groups, how participants in treatments and control groups will be assigned, available treatment alternatives and compensation or cash costs to participate. If research participants or clients are not qualified to assess the risks and benefits of participation themselves -- for example, minors or people with cognitive disabilities -- the person who gives permission must have access to the same information, Koshier says. Remember that the signed consent form does not mean that the information process can be overlooked, ethics experts say. In fact, the APA Code of Ethics stipulates that psychologists can skip informed consent in only two cases: when federal or institutional law or regulations allow, or when research is not reasonably expected to narrow or harm participants, it involves one of the following: the study of normal educational practices, curricula, or classroom management methods in educational environments. Anonymous questionnaires, natural observations, or archival research in which disclosure of respondents' responses does not display the risk of criminal or civil liability or damage to their financial status, employability or reputation, for which confidentiality is protected. Study factors related to the effectiveness of work or organization conducted in regulatory settings where there is no risk to the employment of participants, and confidentiality is protected. If psychologists are prevented from obtaining full approval at the outset - for example, if the protocol includes deception, recording of automatic conduct or the use of the Confederacy - they should be sure to provide full debriefing after data collection and provide an opportunity for people to repeat their consent, and advise experts. The law also stipulates that psychologists must make reasonable efforts to avoid providing excessive or inappropriate financial, inappropriate or inappropriate inducements to participate in research when such inducements are likely to force participation. 4. Respect confidentiality and privacy to uphold the rights of individuals in Privacy is a central principle in the work of every doctor. However, many privacy issues are not specific to the research population, wrote Susan Volkman, Ph.D., in Ethics in Research with Human Participants (APA, 2000). For example, researchers need to devise ways to ask if participants are willing to talk about sensitive topics without putting them in awkward situations, experts say. This may mean that they provide an increasingly detailed set of interview questions so that participants can stop if they feel uncomfortable. Because research participants are free to choose how much information about themselves they will disclose under what circumstances, psychologists should be careful when hiring study participants, says Sangita Venter, Ph.D., director of the Office of Research Ethics at the APA's Directorate of Science. For example, it is not appropriate to obtain contact information from support group members to request their participation in the search. However, you can give your group-facilitated colleague a message to distribute explaining your research studies and providing a way for individuals to contact you, if they are interested. Other steps that researchers should take include: discussing the limits of confidentiality. Provide participants with information on how their data is used, what will be done with status materials, photos, audio recordings and video recordings, and secure their consent. Learn about federal and state law. Learn about inter and the federal law and Theya, which may apply to your research. For example, the Education Act 1994, the 2000 targets, prohibits children from asking children about religion, sex or family life without parental permission. Another example is that while most states only require licensed psychologists to comply with mandatory reporting laws, some laws also require researchers to report abuse and neglect. That's why it's important for researchers to plan situations where they may be aware of such reported crimes. In general, research psychologists can consult a doctor or legal department in their institution to determine the best course of action. Take practical security measures. Be sure to store confidential records in a secure area with limited access, and consider stripping them of identification information, if possible. Also, be aware of cases where confidentiality can be inadvertently violated, such as holding secret conversations in a room that is not soundproof or putting the names of participants on invoices paid by accounting departments. Consider sharing data before you start searching. If researchers plan to share their data with others, they should note this in the approval process, determine how they share it and whether the data will be anonymous. For example, researchers may find it difficult to share the sensitive data they collected in a study of adults with serious mental illnesses because they failed to request permission for participants to share the data. Or development data. A video may be a valuable resource for sharing, but unless the researcher asks permission at that time to share the videos, it would be unethical to do so. When participating, psychologists should use applicable techniques when possible to protect coding, such as encoding data to hide identities. But be aware that it may be almost impossible to hide identity altogether, especially if your data includes video or audio recordings or can be linked to larger databases, says Mary Pollock, Ph.D., assistant executive director at the APA's Science Directorate. Understanding the limits of the Internet. Since web technology is constantly evolving, psychologists need to be smart technology to conduct online research and be cautious when exchanging confidential information electronically. If you don't whizz the internet, get help from someone who is. Otherwise, it may be possible for others to take advantage of the data that you think is properly protected. 5. Making use of ethical resources, one of the best ways in which researchers can avoid and solve ethical dilemmas is to know both their ethical obligations and what resources are available to them. Researchers can help themselves make ethical issues stand out by reminding themselves of the basic pillars of professional research and ethics, Pollock says. These basics include: the Belmont Report. The National Commission for the Protection of Human Materials for Biomedical and Behavioral Research was issued in 1979, and the report provided the ethical framework for research regulations that followed human participation, and continues to serve as the basis for legislation to protect human participants (see further reading). The Association's Code of Ethics, which provides general principles and guidance for research activities. Moreover, despite the sometimes strained relationship researchers can have with institutional review boards (IRBs), these groups can often help researchers think about how to address potential dilemmas before starting projects, Panicker says. But psychologists must first provide IRBs with the information they need to properly understand a research proposal. Be sure to provide IRB with detailed and comprehensive information about the study, such as the approval process, how to hire participants and how to protect confidential information, Pollock says. The more information you give to the IRB, the better its members will be educated about behavioral research, and the easier it will be for them to facilitate your research. As vulgar as it may be, Panicker says, thinking positively about your interactions with IRB can help facilitate the process for both researchers and IRBs to review their work. Work.

