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Apa ethical guidelines for human research psychology

Download guide (PDF, 256KB) Improving scientific knowledge in the United States requires enhanced science, technology, engineering, and mathematics (STEM) education at the middle and high school level. Including an element of practical research experience in the curriculum of the sciences is an important part of education in all STEM disciplines, including psychology. Research activities allow students to understand the principles and methods of scientific research in psychology. While participating in research-based activities at the high school level can be entirely educational in nature (that is, they do not create new knowledge), such activities serve to improve scientific knowledge. In addition to enriching educational experience, participating in research also enhances critical thinking, creativity and original thinking. Participating in research also increases knowledge of the scientific process and introduces students to study career options. Moreover, it provides an opportunity for students to gain first-hand experience of potential ethical studies with human participants. These guidelines were adopted by the American Psychological Association's Board of Representatives on August 1, 2012 and are scheduled to expire on August 1, 2022. After this date, users are encouraged to contact the APA General Department of Science to determine if this material is still valid. Download ethical principles (PDF, 256KB) Basic ethical principles that protect participants from human research Before starting research projects, it is important for teachers acting as research supervisors and high school students to understand and respect basic research ethics principles with participants. Experimenting and research with human participants has and continues to make tremendous contributions to improving people's lives. However, there have also been some reports of unscrupulous research practice and abuse of people participating in human research. It was in response to reports of such abuse in the early 1970s that the U.S. government established the National Commission on the Protection of Human Subjects of Biomedical and Behavioral Research. In 1979, the Commission published the Belmont Report which outlined three ethical principles meant to guide research conducted with humans. A. Respect for people - individuals should be treated as independent agents, and individuals with diminished independence enjoy special protection. B. Beneficence - individuals should not be exposed to unnecessary harm or risk, and any benefits should be maximized. C. Justice - individuals should be exposed to fair and fair procedures, and reasonable distribution of costs and benefits. Each of these principles when translated in research settings sets certain obligations on researchers. The principle of respect for the person requiring voluntary notice consent must be taken from The principle of beneficence requires maximizing potential benefits and minimizing the potential harm associated with participating in research. And finally, the principle of justice focused on selecting study participants ensures that certain classes of people (e.g., welfare people, people of specific racial and ethnic minority groups, or those limited to organizations) are not systematically selected just because of their easy availability, their compromised location, or their controllability, rather than for reasons directly related to the problem being studied. Federal regulations protecting people study participants High school students who want to conduct research with human participants should also be aware of U.S. government regulations regarding the protection of people participating in human research. Typically, individuals conducting research with human participants at colleges and universities are required to comply with the Department of Health and Human Services, Office of Protection of Human Research (OHRP) Federal Regulation Code Title 45, section 46 (45 CFR 46). These regulations are designed to ensure that the rights and welfare of people involved in human research are protected. High school students who are working on research projects for exhibitions or publishing science fairs are often required to comply with the requirements of science fair sponsors or publishing magazines, based on U.S. government standards and regulations. In addition, high school students and their teachers need to be aware of the district's policies and procedures for research conducted by high school students, and involve other students as participants. American Psychological Association Human Research Committee Because psychological research with participants is essential to understanding human behavior and perception, the American Psychological Association (APA) has established the Committee for Human Research (CHR), a committee tasked with developing policies that help protect the rights and well-being of study participants people. Finally, CHR developed the guidelines, described below, for high school students conducting research with participants. These guidelines were developed in accordance with the federal government's mandatory rules and regulations, as well as the APA Code of Ethics, specifically in relation to Standard 8, in relation to research and publishing. The difference between The Guide and the Standard It is important to recognize that this document constitutes a guide, serving a purpose other than the standard. Standards, unlike guidelines, require mandatory compliance and may come with enforcement mechanisms. This document means aspiration in purpose, and to provide recommendations for the professional conduct of the specified activities. These guidelines do not is mandatory, complete, or definitive and should not be prioritized over the judgments of competent individuals in the addressed topic. Guidelines on the ethical behavior of behavior projects involving human participants of CHR high school students recommend that students and teachers review the following guidelines when conducting research with study participants: Before starting a research project, students and teachers inform themselves of the ethical foundation of research with participants in human research and relevant U.S. government regulations to protect the rights and well-being of people participating in human research. Before starting a research project, students are familiar with the relevant research materials. This includes previous and current research articles related to the topic of student research. At best, students find, evaluate, and summarize appropriate scientific literature. Before starting a research project, students find a well-known supervisor who is expected to be primary responsible for all aspects of the research project. Specifically, the supervisor is: Responsible for the behavior of the student researcher. It is expected to become acquainted with relevant research materials on the student's chosen area. If a well-organized supervisor cannot be found at the student's own school, then the student can seek supervision from a well-functioning individual at another academic organization. Students must submit a written proposal containing the following factors: A general and specific report on the purpose of the research project Research design and analysis plan Clear procedures and justification for the selected method Population is being studied, including describing safeguards in place to protect the rights and well-being of vulnerable participants. The process of getting informed consent from potential participants, and in the case of minors, the permission of their parent or legal guardian and consent from potential under-18 participants as required by federal regulations governing human research, including the following factors: Explanation of the purpose of the study, commitment to the expected time of the participants, and description of the procedure in such a way that all potential study participants and parents/guardians can understand. Describe any expected benefits from participating. Describe any foreseeable risks of harm or discomfort when participating. In the event that study participants are students, they should not be exposed to any risk greater than the usual risks of daily life at school. Although students should not conduct research that causes foreseeable risks of physical, psychological or social harm to participants, procedures should be included to point out what will be done to detect and remedy harm. Mark it is clear that participation is voluntary, that study participants may be able to participate at any time, and refusal to participate will not involve punishment. The opportunity to retreat with minimal discomfort and stigma, especially with group activities should be provided. In any case, potential participants will face excessive mockery, coercion, or group pressure. Furthermore, students should not be publicly identified if they choose or refuse to participate. Describe how security will be maintained. The confidentiality of the information collected needs to be preserved and maintained. This includes regular conversations, social media and publishing. In most studies, the purpose is to learn a principle of human behavior, not specific information about any particular person. For this reason, data should be collected anonymously to protect the privacy of study participants. Study participants must be notified if it may be difficult or impossible to maintain adequate security of the information collected and selected not to participate. Only with the full consent of the participant can the student researcher disclose identifying information about the study participant. List a person's name and contact information that can be contacted for answers to questions about research projects, the rights of study participants and/or research-related injury reports. Once the procedure is completed, misperceptions about research intentions or procedures should be corrected through an interview session, especially in projects using deception, if appropriate. Describe how the data will be analyzed and stored. Administrators and secondary teachers are encouraged to establish student/teacher/administrator committees to examine all research proposals and review their merit and procedures, including benefits and risks and announced forms and approval processes. The committee will act in the same way as the Organization Evaluation Council (IRBs), convened at colleges and universities to provide research oversight to human participants and to ensure that such research is consistent with relevant federal regulations and institutional policies to protect people participating in human research. To ensure that security is maintained, the data collected in the research project must be protected by the teacher or appropriately destroyed. Students, teachers, and research supervisors are encouraged to consult with the Human Research Committee at the American Psychological Association. The Human Research Committee can explain and give advice on compliance with these guidelines. In the event that school facilities are unable to support advanced research by at-level students, the Human Research Commission will endorse the appropriate arrangements for students. The Human Research Committee can be contacted through the APA Directorate of Science at 750 First Street NE, Washington, DC 20002 or by email. The encouraged a copy of these guidelines in a location where students can easily access them. Guidelines on ethical behavior of behavior projects involving human participants by high school students were developed by the American Psychological Association Commission on Human Research in 2010-2012. The committee members are Thomas Eissenberg, Ph.D., Miriam Kelly, Ph.D., Daniel Marson, J.D., Ph.D., Vivian Ota Wang, Ph.D., Barbara Stanley, Ph.D., Mieke Verfaellie, Ph.D., Frank Wong, Ph.D. and Sangeta Panicker, Ph.D. (Liaison Officer). The committee also recognizes the contributions of Sheryl Freedman, MA, The Representative of Psychology Teachers at High Schools (TOPSS) and Jenna McGwin, MS (APA Research Ethics Program Associate). Questions about these guidelines should be made to the American Psychological Association, General Department of Science, Office of Research Ethics, 750 First St. NE, Washington, D.C. 20002, or by email. Contact the General Department of Science