

CHAPTER 2: DEVELOPING A GOOD RESEARCH IDEA AND CONDUCTING AN ETHICAL PROJECT

Activities/Assignments

Developing a Research Idea. The textbook lists several sources for developing a research question (e.g., everyday occurrences, past research, classroom lectures). Have students answer the following questions in preparation for perhaps a final research proposal.

1. What areas of psychology interest you the most?
2. Find information on that topic in your Introductory Psychology textbook, and list some references on that topic.
3. Find one of those references in the library and summarize the article (see p. 28 for a sample)
4. Try to come up with a research question on this topic.

Surveying the Psychological Literature. Abramson et al. (1999) present a good exercise designed to help students use library databases, interlibrary loan, microfilm, etc.

Abramson, C. I., French, D. P., & Locy, S. M. (1999). Learning to use the contemporary library: A laboratory exercise. In L. T. Benjamin, B. F. Nodine, R. M. Ernst, & C. B. Broeker (Eds.), *Activities handbook for the teaching of psychology, Vol. 4* (pp. 3-8). Washington, DC: American Psychological Association.

Internet Resources. Students often wish to use Internet resources for their papers and could use practice evaluating these resources. Direct students to a reputable website containing psychological information (e.g., www.apa.org/monitor) and have them evaluate an article based on the information in Table 2-3.

Summarizing a Research Article. Have students read a relatively easy article and summarize it using the sample on p. 28 as a guide. Remind students to summarize on one side of a sheet of paper.

Deception. A discussion of deception may be more powerful if students have experienced deception themselves. Beins (1993) describes an activity that utilizes the Barnum effect. Students are given a fake personality inventory and a subsequent interpretation that is identical for all students. Students then rate the validity of the personality test. Beins found that generally, students found the test to be accurate in describing their personality. During “debriefing,” Beins

reported that students initially experienced discomfort when they were informed of the deception, but that they found the demonstration effective in learning firsthand about the effects of deception on participants.

Beins, B. C. (1993). Using the Barnum effect to teach about ethics and deception in research. *Teaching of Psychology, 20*, 33-35.

Research Synopses. In small groups during class or as an individual assignment, students can read through the research synopses in the Ethical Dilemmas handout and identify any potential ethical risks associated with each scenario. Then, students can pretend to be a member of the IRB and decide whether they would approve of the study and why. Note that all of these are published studies; students often have very strong feelings about the ethics of some of these studies!

1. Potential ethical violations in the Zimbardo study:
 - a. Potential breach of confidentiality (police officers “arrested” participants at home while neighbors watched).
 - b. Psychological harm to participants
 - c. Physical harm to participants
 - d. Feeling as though they were not allowed to leave
 - e. Informed consent likely did not include these issues
2. Potential ethical violations in the Pennebaker study:
 - a. Confidentiality – how did the researchers get access to the medical records?
 - b. Psychological harm due to remembering traumatic events
3. Potential ethical violations in the Middlemist, Knowles, and Matter study:
 - a. Invasion of privacy? The men did not know they were in a study and were being watched.
 - b. Psychological harm was possible if participants did find out they were being watched.
4. Potential ethical violations in the Crocker, Cornwell, and Major study:
 - a. Not a full debriefing – one aspect of the deception was kept from participants
 - b. Psychological harm possible for participants receiving negative feedback from the evaluator

The Institutional Review Board: Role-Playing. Rosnow (1990) describes a role-play activity in which students find journal articles containing studies that they find ethically questionable. During class, students summarize the study and describe the potential ethical violations. Then, students role-play the study author and allow classmates to ask them questions while arguing the merits of the study. Students also evaluate the costs of *not* doing the research.

Rosnow, R. L. (1990). Teaching research ethics through role-play and discussion. *Teaching of Psychology, 17*, 179-181.

Cost-Benefit Analysis. Bragger and Freeman (1999) describe an activity in which five studies are presented in class and students must conduct a cost-benefit analysis of each study (including costs and benefits of not doing the research). The second part of the activity involves students doing *t*-tests on data collected in class, which can be useful for students with a statistics background.

Bragger, J. D., & Freeman, M. A. (1999). Using a cost-benefit analysis to teach ethics and statistics. *Teaching of Psychology, 26*, 34-36.

Ethics Training. It can be instructive for students to go through the process of online ethics training; many institutions require this certification as a prerequisite for conducting research. The tutorial can be found at <https://www.citiprogram.org/>. Note that students must register before being able to go through the tutorial, but it's free and they get a certificate at the end that they can print out.

The Ethical Use of Animals in Research. Herzog (1999) presents four case studies involving animal research. Students are divided into small groups and role-play IRB members who must either approve or reject the research proposals. Herzog reports that students evaluate the exercise extremely positively, and it generates a great deal of discussion in my own research methods course.

Herzog, H. A. (1999). Discussing animal rights and animal research in the classroom. In M. E. Ware & C. L. Brewer (Eds.), *Handbook for teaching statistics and research methods* (pp. 148-153). Mahwah, NJ: Lawrence Erlbaum.

Plagiarism. As noted in the textbook, students often claim that they are unaware of what constitutes plagiarism. The following websites may help your students to better understand plagiarism.

<https://www.indiana.edu/~istd/>

http://library.apsu.edu/guides/1_3_20.htm

<http://www.uottawa.ca/plagiarism.pdf>

<http://blog.simplek12.com/education/avoid-plagerism/>

Article Review. The Article Review for Chapter 2 comes from Shanab and Yahya (1977). This experiment represents a replication of the Milgram obedience experiments. The replication was conducted in a different culture and with children instead of adults.

Shanab, M. E., & Yahya, K. A. (1977). A behavioral study of obedience in children. *Journal of Personality and Social Psychology, 35*, 530-536.

Ethical Dilemmas

For each of the research synopses, answer these questions:

- ❑ Identify any potential ethical problems. Be sure to explain WHY these are ethical problems.
- ❑ Pretend you are a member of an IRB. Would you approve of this study? Why or why not?

1. Male college students were randomly assigned the role of prisoner or guard in a fake prison. Zimbardo was interested in seeing if prisoners and guards were “certain types of people,” or if somehow the role of prisoner or guard elicits certain behaviors. Prisoners were “arrested” at their homes by real police officers while neighbors looked on. They were brought to the police station, fingerprinted, and deloused. They were to spend two weeks locked up in the basement of the psychology building at Stanford University. The experiment was ended after 6 days. Some of the experiences of the prisoners in those six days included:
 - Being forced to do pushups and other calisthenics for hours out of the day.
 - Being woken up at night for “head counts.”
 - Sleeping without blankets at night.
 - Spending the night in solitary confinement (a closet) due to not eating sausages that had rolled around on the floor.
 - Being forced to urinate and defecate in a bucket in their cell rather than in a restroom.
 - Being told that they could not leave.

Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford prison experiment. *Cognition*, 2, 243-256.

2. A growing number of studies have found that writing about trauma contributes to physical well-being. In a typical experiment, participants write about a traumatic event for an hour a day, 3-4 days in a row. Topics have included rape, incest, deaths of loved ones, etc. The actual writing process is very stressful for participants; about half cry. The author obtained access to the students’ medical records and found that participants who write about the trauma experience fewer subsequent visits to the health center relative to control participants.

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8, 162-166.

3. In this study, a men's lavatory was set up so that confederates could invade a participant's personal space. In the restroom, there were three urinals. In the close distance condition, a confederate appearing to urinate was stationed at the middle urinal, and a "Don't use" sign accompanied by a bucket and a sponge was placed on the rightmost urinal. In the moderate distance condition, the confederate stood at the rightmost urinal and the bucket and sign were placed in front of the middle urinal. In the control condition, there was no confederate in the lavatory.

The researchers were interested in the time it took to initiate urination, as well as how long the participants would urinate. An observer was hidden in one of the toilet stalls. The observer used a "periscope" embedded in some books on the floor to check on urination. The periscope allowed the observer to see the stream of urine. The observer started two stopwatches when a participant stepped up to the urinal, stopped one when urination began, and stopped the other when urination was terminated.

The results showed that when a confederate was close, participants took longer to urinate and urinated for less time compared to participants in the other conditions.

Middlemist, R. D., Knowles, E. S., & Matter, C. (1976). Personal space invasions in the lavatory: Suggestive evidence for arousal. *Journal of Personality and Social Psychology*, 33, 541-546.

4. In this experiment, 27 overweight and 31 normal weight college women received either positive or negative social feedback from a male evaluator. Relative to other groups, overweight women who received negative feedback attributed the feedback to their weight but did not blame the evaluator for his reaction. The findings are discussed in terms of low self-esteem and attributions. During debriefing, women were not told that they were chosen for the study based on their weight (the researchers thought that this information would be too upsetting, especially for overweight participants).

Crocker, J., Cornwell, B., & Major, B. (1993). The stigma of overweight: Affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 64, 60-70.

Chapter 2: Developing a Good Research Idea and Conducting an Ethical Project

Article Review

Read the following article and answer the questions that follow:

Shanab, M. E., & Yahya, K. A. (1977). A behavioral study of obedience in children. *Journal of Personality and Social Psychology*, 35, 530-536.

1. According to your text, “You find a research idea when you identify a gap in the current knowledge base...” (p. 14). What was the gap in the knowledge base, according to the authors?

ANSWER: (1) Few studies on obedience to authority have been conducted in diverse cultures; (2) Few studies on obedience to authority have had a control group that wasn't exposed to the control of the authority; (3) Few studies on obedience to authority have examined gender differences; (4) No studies have examined obedience to authority in children.

2. Your textbook lists several sources of research ideas (see pp. 16-19). Which source apparently seems to have been the source of the research described in this article? How do you know?

ANSWER: It appears as though past research (specifically, Milgram's obedience experiments) was the impetus for this research question. Milgram is mentioned in the first sentence of the article.

3. No mention in the article was made of an informed consent, but based on the description of the method, do you think the informed consent followed all of the guidelines listed in Table 2-4 on p. 34? Why or why not?

ANSWER: (1) It is unlikely that participants were told they had the right to decline or discontinue their participation (one of the prompts listed on p. 532 is “You have no other choice but to continue”). (2) It is unlikely that participants were told that the experiment might cause discomfort, as that might affect the success of the deception.

4. In what ways was deception used in this research? Was the deception justified, in your opinion? Why or why not?

ANSWER: (1) The children thought that they were painfully shocking another person when they really weren't. (2) As to whether the deception was justified, answers will vary.

5. Would the participants in this study be considered participants at risk or participants at minimal risk? Why?

ANSWER: These are participants at risk due to the emotional distress many of them likely experienced. In addition, because they are children, they constitute a vulnerable population.

6. If you were a member of an IRB, would you find this experiment ethical as described? Why or why not?

ANSWER: Answers will vary.

Test Bank

Multiple Choice

1. Joanna, a budding undergraduate researcher, is interested in studying whether people see bright lights after they die. Why is this a poor research idea?
 - a. Everyone already knows that people see bright lights after they die.
 - b. It is too big of an idea for an undergraduate to tackle.
 - c. This project is not testable.
 - d. None of the above.

ANSWER: c (p. 14)

2. Good research ideas
 - a. Are testable.
 - b. Have a high likelihood of success.
 - c. Both (a) and (b) are correct.
 - d. None of the above.

ANSWER: c (pp. 14-15)

3. How can researchers increase their chances of success in their research projects?
 - a. They should only conduct experiments in a laboratory setting.
 - b. They should only conduct experiments, but in both a laboratory and field setting.
 - c. They should decrease the testability of their projects.
 - d. Their project should come as close as possible to approximating reality.

ANSWER: d (p. 15)

4. If a research idea just “pops” into your mind unexpectedly, you have gotten your research idea through
 - a. serendipity.
 - b. past research.
 - c. inspiration.
 - d. a systematic source.

ANSWER: c (p. 16)

5. Sources for research ideas that present themselves in an unpredictable manner are known as
 - a. nonsystematic sources.
 - b. systematic sources.
 - c. theories.
 - d. research articles.

ANSWER: a (p. 16)

6. _____ refers to those situations where we look for one phenomenon but find something else.
- Validity
 - Reliability
 - Testability
 - Serendipity

ANSWER: d (p. 16)

7. Which of the following is NOT a nonsystematic source of research ideas?
- Serendipity
 - Everyday occurrences
 - Inspiration
 - Past research

ANSWER: d (p. 16)

8. Skinner came up with the idea of extinction curves when his pellet dispenser unexpectedly malfunctioned. This represents which source of research ideas?
- Inspiration
 - Serendipity
 - Everyday occurrence
 - Theory

ANSWER: b (p. 16)

9. For Albert Einstein, many of his ideas just popped into his head while he was sailing. This represents which source of research ideas?
- Serendipity
 - Theory
 - Everyday occurrence
 - Inspiration

ANSWER: d (p. 16)

10. Brad got the idea to do research on why young couples break up after his roommate experienced a painful break-up. This represents which source of research ideas?
- Everyday occurrence
 - Serendipity
 - Theory
 - Inspiration

ANSWER: a (p. 17)

11. Sources for research ideas that are thoroughly examined and carefully thought out are known as

- a. everyday occurrences.
- b. inspiration.
- c. systematic sources.
- d. nonsystematic sources.

ANSWER: c (p. 18)

12. Which of the following is NOT a systematic source of research ideas?

- a. Theory
- b. Everyday occurrences
- c. Classroom lectures
- d. Past research

ANSWER: b (p. 18)

13. Tara read several journal articles that examined the topic of cognitive dissonance theory and then came up with her own research idea that extended that theory. This represents which source of research ideas?

- a. Classroom lecture
- b. Everyday occurrence
- c. Serendipity
- d. Past research

ANSWER: d (p. 18)

14. Whitney decided to do an undergraduate research project on the bystander effect after learning about the phenomenon in her social psychology course. This represents which source of research ideas?

- a. Serendipity
- b. Inspiration
- c. Classroom lecture
- d. Everyday occurrence

ANSWER: c (p. 19)

15. What is the first step in conducting a search of the literature?

- a. Obtaining relevant publications
- b. Doing a computerized search of the literature
- c. Integrating the results of the literature search
- d. Selecting the index terms

ANSWER: d (p. 20)

16. What is the last step in conducting a search of the literature?

- a. Obtaining relevant publications
- b. Doing a computerized search of the literature
- c. Integrating the results of the literature search
- d. Selecting the index terms

ANSWER: c (p. 21)

17. Where should you look if you needed to know synonyms for your key terms in a literature search?

- a. Thesaurus of Psychological Index Terms
- b. PsycINFO
- c. Google Scholar
- d. Psychological Abstracts

ANSWER: a (p. 21)

18. Which of the following ways are recommended in your text for obtaining relevant publications?

- a. Making photocopies from publications found in your library
- b. Using interlibrary loan
- c. Request a reprint from the author
- d. All of the above.

ANSWER: d (pp. 23-24)

19. In summarizing journal articles, which of the following guidelines is NOT recommended?

- a. Include complete reference information in APA format.
- b. Retype the reference section from the article.
- c. Summarize the conclusions reached by the author.
- d. All of the above are recommended guidelines for summarizing journal articles.

ANSWER: b (p. 27)

20. The medical experiments during World War II were

- a. conducted on healthy volunteers in order to test the effectiveness of new drugs.
- b. instrumental for our current understanding of surgical techniques.
- c. ethical because a full debriefing was provided for each participant.
- d. unethical because the participants had no choice regarding whether they wanted to participate.

ANSWER: d (p. 31)

21. What is the Nuremberg Code?

- a. An example of a research study in which participants were not provided with an informed consent.

- b. An example of a research study in which participants were not provided with a debriefing.
- c. An example of a research study in which participants were not allowed to discontinue their participation at any time.
- d. An ethics code that resulted from the trials of Nazi doctors.

ANSWER: d (p. 31)

22. Which of the following is NOT part of the Nuremburg Code?
- a. Participants should consent to participate in research.
 - b. Risks should be avoided whenever possible.
 - c. Projects should be conducted by scientifically qualified personnel.
 - d. Deception in research is unethical and should be avoided.

ANSWER: d (p. 31)

23. In the Willowbrook hepatitis project,
- a. mentally retarded individuals were purposely infected with hepatitis in order to understand how the disease develops.
 - b. mentally retarded individuals with hepatitis were denied treatment so that researchers could understand the course of hepatitis in untreated individuals.
 - c. mentally retarded individuals with hepatitis were randomly assigned to receive one of three treatments in order to compare the effectiveness of the different treatments.
 - d. participants were fully informed about the nature of the research project and had the right to discontinue their participation at any time.

ANSWER: a (p. 31)

24. Why was the Willowbrook hepatitis project considered unethical?
- a. The participants were not protected against risks.
 - b. The project was not conducted by scientifically qualified personnel.
 - c. The lack of deception caused the results to be invalid.
 - d. All of the above.

ANSWER: a (p. 31)

25. In the Tuskegee syphilis project,
- a. African American men were purposely infected with syphilis in order to understand how the disease progresses.
 - b. African American men with syphilis were recruited to be in a study designed to test the effectiveness of current treatments for syphilis.
 - c. Researchers were interested in understanding how syphilis operated in untreated individuals and so did not allow their sample of infected African American men to receive available treatment.
 - d. Researchers provided a full debriefing for their participants.

ANSWER: c (p. 31)

26. Why was the Tuskegee syphilis project considered unethical?
- Participants were not told the real purpose of the study.
 - There were excessive risks for the participants.
 - Participants did not have the right to discontinue participation.
 - All of the above.

ANSWER: d (p. 31)

27. In the Milgram obedience experiments,
- participants thought they were shocking another participant at very high, painful shock level.
 - Nazi doctors ordered prisoners of war to submit to various unethical medical experiments.
 - doctors ordered patients to refuse medication for their hepatitis.
 - doctors ordered patients to refuse medication for their syphilis.

ANSWER: a (p. 32)

28. The Milgram obedience experiments had ethical problems because
- Milgram failed to debrief his participants.
 - the project was not conducted by scientifically qualified personnel.
 - the participants were under extreme emotional distress.
 - the participants did not know they were in a study.

ANSWER: c (p. 32)

29. Which of the following experiments did NOT lead to the development of ethical guidelines by the APA?
- Milgram obedience experiments
 - Willowbrook hepatitis project
 - Zajonc social facilitation project
 - Tuskegee syphilis project

ANSWER: c (pp. 31-32)

30. Which ethical guidelines does deception violate?
- Full debriefing
 - Informed consent
 - Gaining IRB approval
 - All of the above.

ANSWER: b (p. 33)

31. Under which of the following circumstances would deception be allowed in a research project?
- Deception is allowed when the research project will involve significant risk, such that otherwise, few people would volunteer to be in the study.
 - Deception is allowed when a full debriefing will not be used.
 - Deception is allowed when participants are not permitted to withdraw their data from the study.
 - Deception is allowed when the results of a study would be contaminated by participants' knowledge of the experiment.

ANSWER: d (p. 35)

32. The informed consent contains all of the following EXCEPT:
- a statement about the deception used in the research.
 - a sentence stating that participants are free to leave the experiment at any time.
 - a line for the participant's signature.
 - a list of any risks associated with the study.

ANSWER: a (p. 34)

33. Which of the following circumstances would be exempt from having to acquire informed consent?
- A researcher compares the effectiveness of two different drugs to treat depression.
 - A researcher compares the self-esteem of boys versus girls in an inner-city elementary school.
 - A researcher compares the aggression of college students who watch either violent or nonviolent television programs.
 - A teacher compares active versus passive learning strategies in two sections of her Abnormal Psychology course.

ANSWER: d (p. 34)

34. Which of the following best describes the APA guideline regarding inducements for research participation?
- It is unethical to pay people to participate in research.
 - Researchers should avoid excessive inducements to participate in research.
 - Research participation should be a course requirement for college students in introductory psychology classes.
 - Researchers cannot, under any circumstances, offer professional services as an inducement for research participation.

ANSWER: b (p. 35)

35. What is the term for participants who are placed under some type of emotional or physical risk?
- Participants at minimal risk

- b. Participants at risk
- c. Participants at no risk
- d. Subjects

ANSWER: b (p. 37)

36. What is the term for participants who are not placed under physical or emotional risk?
- a. Participants at minimal risk
 - b. Participants at risk
 - c. Participants at no risk
 - d. Subjects

ANSWER: a (p. 37)

37. All of the following may be considered to be vulnerable populations EXCEPT:
- a. people for whom English is a second language.
 - b. children.
 - c. patients with mental disorders.
 - d. college students.

ANSWER: d (p. 38)

38. Which of the following occurs LAST in the research process?
- a. IRB approval
 - b. Informed consent
 - c. Debriefing
 - d. Identification of vulnerable populations

ANSWER: c (p. 38)

39. What is the main goal of the debriefing session?
- a. To gain IRB approval
 - b. To identify at risk participants
 - c. To explain the nature of the experiment and remove any harmful effects
 - d. To deceive participants as to the true nature of the experiment

ANSWER: c (p. 38)

40. Any deception involved in the experiment is explained to participants
- a. in the informed consent.
 - b. in the debriefing session.
 - c. before they agree to participate in the experiment.
 - d. during the experimental session.

ANSWER: b (p. 38)

41. Which of the following is NOT one of the recommendations given in the textbook regarding debriefing sessions?
- The researcher should repeat all guarantees of confidentiality and anonymity.
 - The researcher should send an explanation of the results at a later date rather than conducting the session right after the experiment.
 - The researcher should alleviate any discomforts faced by participants during the experiment.
 - All of the above are recommendations for the debriefing session.

ANSWER: b (p. 39)

42. Which of the following is NOT one of the APA guidelines regarding the humane care and use of animals in research?
- Psychologists should only subject animals to pain when there are no alternative procedures.
 - Psychologists should perform surgical procedures under appropriate anesthesia.
 - All individuals who come in contact with animals should be trained in the appropriate care and handling of the animals.
 - Psychologists are not permitted to use primates for research purposes.

ANSWER: d (p. 40)

43. What is an IRB?
- A committee responsible for determining whether a proposed research project conforms to ethical standards.
 - A committee responsible for determining whether a proposed research project is scientifically sound.
 - A government panel responsible for evaluating grant proposals.
 - A judicial committee responsible for evaluating plagiarism cases.

ANSWER: a (p. 41)

44. A committee responsible for determining whether a proposed research project conforms to ethical standards is known as a(n)
- Ethical Research Committee.
 - Committee for the Ethical Treatment of Participants.
 - Institutional Review Board.
 - Governmental Oversight Committee.

ANSWER: c (p. 41)

45. Which of the following is FALSE regarding ethical conduct by researchers?
- Research with animals needs to undergo ethical review by an IRB.
 - Research conducted by student researchers does not need to undergo ethical review by an IRB.
 - Even research categorized as minimal risk should be reviewed by an IRB.

- d. Research involving deception should undergo ethical review by an IRB.

ANSWER: b (p. 41)

46. Ethical responsibilities by participants in research studies include all of the following EXCEPT:

- a. Participants should not ask questions of the researcher, especially during the informed consent procedure.
- b. Participants should not discuss the experiment with others who may be participants in the future.
- c. Participants should take the research seriously and cooperate with the experimenter.
- d. Participants should be on time for their research appointments.

ANSWER: a (p. 42)

47. Using someone else's work without giving credit to the original source is known as

- a. debriefing.
- b. plagiarism.
- c. the Nuremberg Code.
- d. fabrication of data.

ANSWER: b (p. 44)

48. Which of the following would be considered plagiarism?

- a. The exact words from a source are put in quotes with the author's last name, year of publication, and page number of the quote indicated.
- b. A paragraph from a source is used and the writer rearranges a few words in each sentence so that quote marks are unnecessary.
- c. A writer summarizes an article in her own words and uses a parenthetical reference with no quote marks.
- d. All of the above would be considered plagiarism.

ANSWER: b (p. 44)

49. Which of the following ethical violations occurs AFTER data has already been collected?

- a. Lying with statistics
- b. Plagiarism
- c. Citing references incorrectly
- d. All of the above.

ANSWER: d (pp. 44-46)

50. Suppose you wish to summarize information from a published journal article. You do so by essentially keeping the same sentence structure and terminology of the original article,

but you change a few words here and there and omit some phrases. According to your textbook, this is

- a. acceptable for student papers but not for professional scientists.
- b. considered plagiarism.
- c. acceptable paraphrasing as long as you use a parenthetical citation like this: (Johnson, 2013).
- d. considered a secondary citation.

ANSWER: b (p. 44)

51. Researchers must reference every statement of fact and every idea or opinion not their own UNLESS

- a. The information came from a secondary source.
- b. The information came from a primary source.
- c. The information came from an internet source.
- d. The information is part of common knowledge.

ANSWER: d (p. 44)

52. What is the single greatest reason regarding why researchers engage in plagiarism?

- a. Pressure to publish
- b. Not understanding what plagiarism is
- c. Sociopathic tendencies
- d. All of the above.

ANSWER: a (p. 45)

53. British psychologist Cyril Burt's research on twins has become famous as an example of

- a. plagiarism.
- b. lying with statistics.
- c. fabricating data.
- d. citing his references incorrectly.

ANSWER: c (p. 46)

54. When a researcher either deliberately alters or creates research data, he or she has engaged in

- a. lying with statistics.
- b. plagiarism.
- c. fabricating data.
- d. citing references incorrectly.

ANSWER: c (p. 45)

55. After Paul collects his data, he conducts a number of analyses and only presents the results that support his hypothesis, ignoring results that run contrary to his hypothesis. Paul is guilty of
- plagiarism.
 - lying with statistics.
 - incorrectly citing his references.
 - putting his participants “at risk.”

ANSWER: b (p. 46)

56. A secondary source refers to an article
- read by a researcher and cited in his/her manuscript.
 - consulted by a researcher as background but not actually cited in his/her manuscript.
 - discussed in another reference and the reader does not have access to the original article.
 - that has been plagiarized from another source.

ANSWER: c (p. 47)

57. According to the APA Ethical Standards on publication credit,
- faculty advisors should be listed as principal authors on any articles published with students, even if the article is based on a student’s doctoral dissertation.
 - the department chair should be listed as a co-author on any publications from faculty in that department.
 - all contributions to an article, whether major or minor, should result in authorship credit.
 - psychologists should take authorship credit only for work to which they have substantially contributed.

ANSWER: d (p. 48)

Short Answer/Essay

- Describe what is meant by a research idea being testable.
- Describe some ways to increase your likelihood of success with your research project.
- Describe and give examples of several nonsystematic sources of research ideas.
- Describe and give examples of several systematic sources of research ideas.
- Briefly summarize the four steps in conducting a search of the literature.

6. Briefly describe how to summarize a journal article in one page. What information should you include in such a summary?
7. Briefly describe the medical experiments during World War II. What ethical principles did these experiments violate?
8. Briefly describe the Willowbrook hepatitis project. What ethical principles did this study violate?
9. Briefly describe the Tuskegee syphilis project. What ethical principles did this study violate?
10. Briefly describe the Milgram obedience studies. What ethical principles did these experiments violate?
11. Briefly describe the guidelines spelled out in the Nuremberg Code.
12. Explain why deception may be necessary in some studies.
13. Briefly describe the components of the informed consent document.
14. Under what circumstances are participants considered “at risk?” Under what circumstances are participants considered “at minimal risk?”
15. Identify examples of “vulnerable populations” and the safeguards that must be implemented for these individuals.
16. Describe several guidelines for effective debriefing and explain why a debriefing session is necessary.
17. Describe the animal research controversy. Why do some researchers advocate using animals in research? Why are some animal-rights activists opposed to using animals in research?
18. Describe some of the APA guidelines regarding the humane care and use of animals in research.
19. Describe the purpose of the IRB.
20. Describe some of the responsibilities of research participants.
21. Define plagiarism and give some examples. Explain why scientists plagiarize.
22. What does “fabrication of data” mean? Why would scientists engage in this behavior and what are the consequences to other researchers and the public in general?

23. Briefly describe how it is possible for researchers to lie with statistics.
24. Explain what a secondary source is, including how to cite a secondary source in an APA formatted paper.