

Lecture 14: Ethics

Wednesday, October 18, 2023

Your Teaching Fellows:

003/004:	Zahra Abolghasem	Bronwen Grocott
	Vasileia Karasavva	Ni An
010:	Thalia Lang	Malina Lemmons
	Ruoning Li	Irene Wen

Lectures: MWF 12:00 PM – 1:00 PM (003); 1:00 PM – 2:00 PM (004); 2:00 PM – 3:00 PM (010)

Office hours: Tuesdays 2:00 PM – 4:00 PM

Factorial designs – Aggression

		Gender		<i>Marginal mean of violence</i>
		Women	Men	
Game violence	DBD	5.05	7.01	6.03
	PGA Tour	4.61	4.60	4.60
<i>Marginal mean of gender</i>		4.83	5.80	

Simple Main Effect of Game Violence within Women:

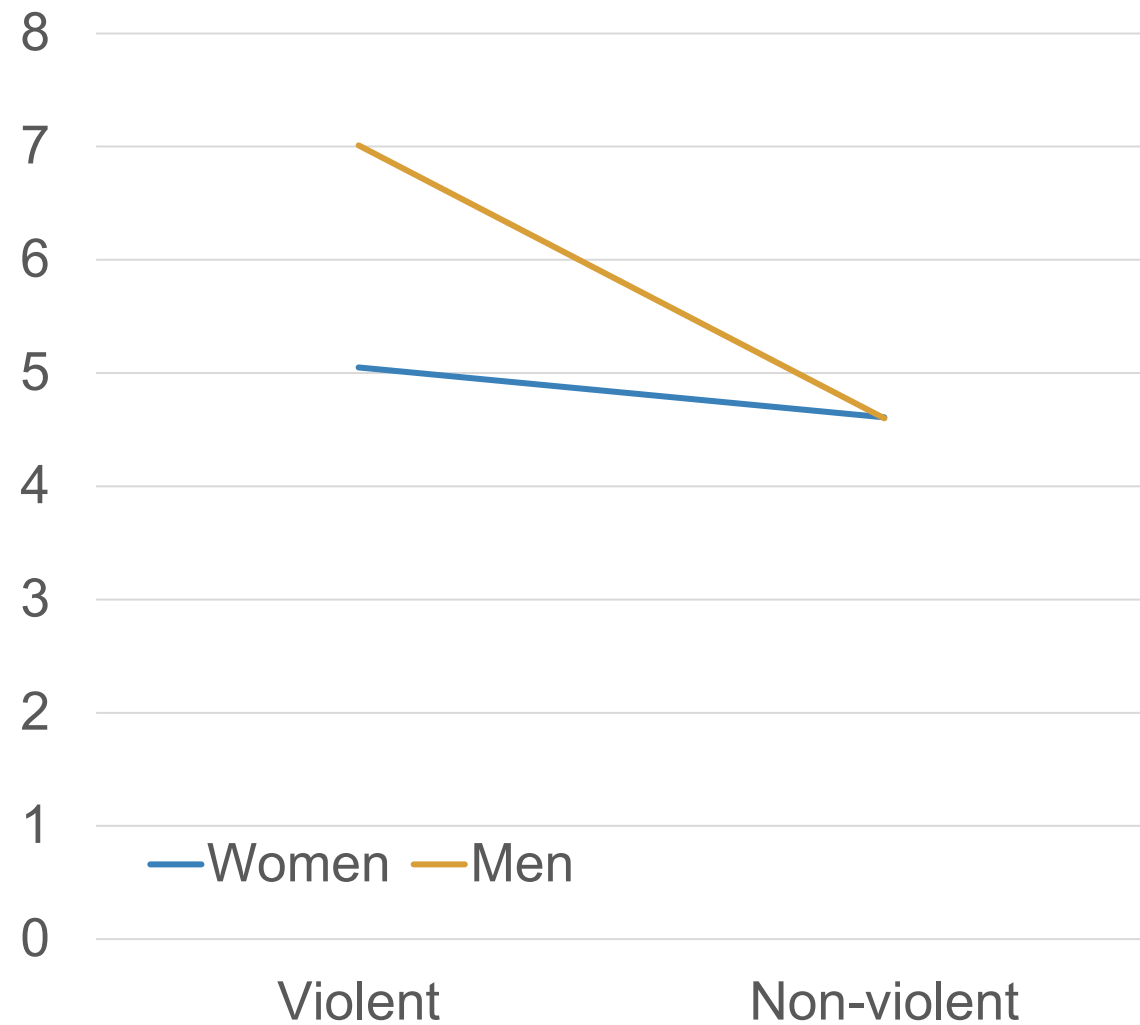
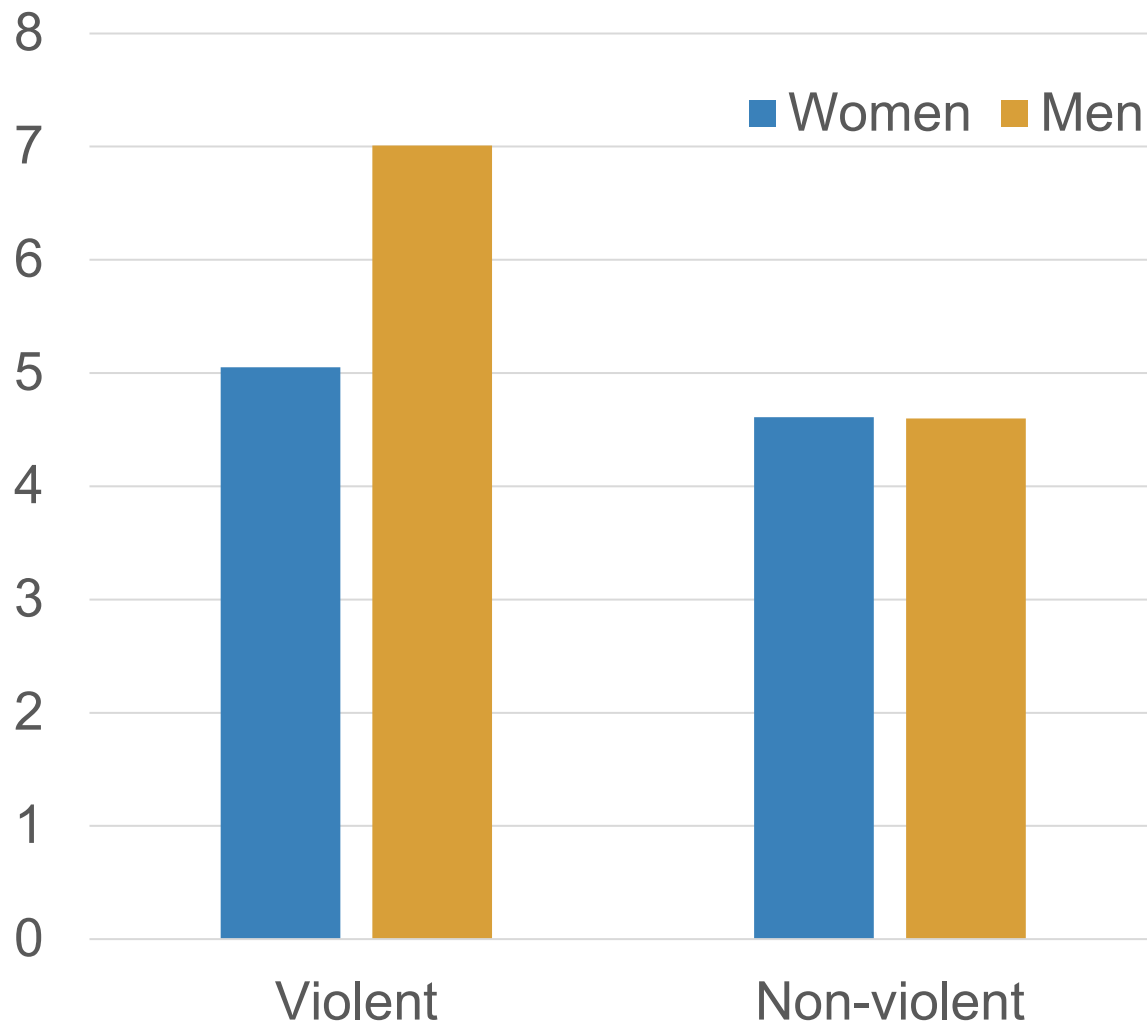
Women were about as aggressive after playing a violent video game versus a non-violent video game

Simple Main Effect of Game Violence within Men: Men

were more aggressive after playing a violent video game than a non-violent video game

Factorial designs – Aggression

3

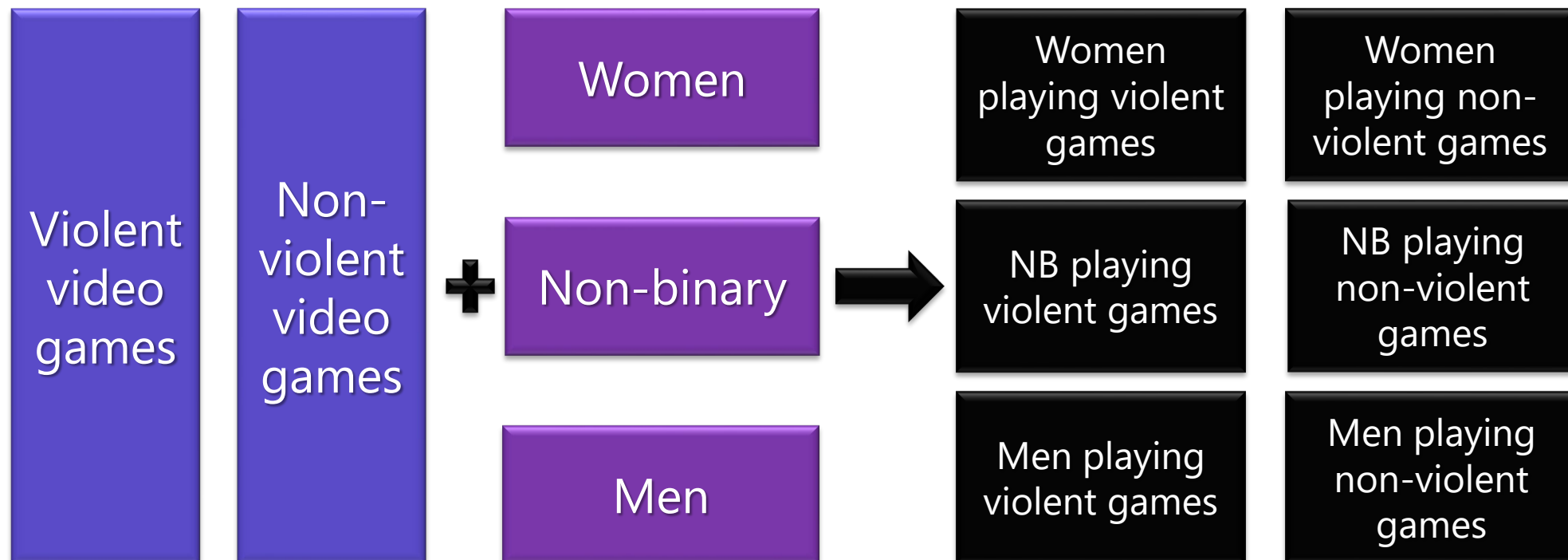


Factorial designs – Aggression

- Results of aggression study is example of interaction
 - **The effect** of game violence on aggression is **different** *depending on* whether the participant is a man or a woman
 - If I am primarily interested in the relationship between game violence and aggression in this study
 - What is the “Moderator” or “moderator variable”?

Factorial designs

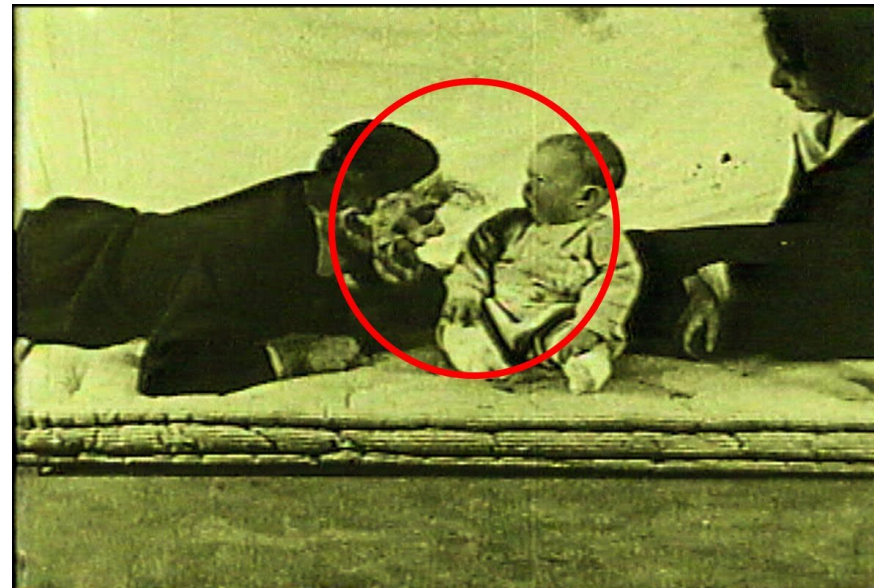
- All of the above are **crossed factorial designs**
 - Crossed factorial designs = researchers study all possible conditions



Factorial designs

- The alternative is to use **nested factorial designs**
 - Nested factorial designs = one IV is nested within the other IV, preventing full crossing





Learning objectives

- By the end of this class, you should be able to:
 - Identify research considered minimal risk
 - Describe the basic procedures for ethical clearance of research (both human and animal) at UBC
 - Explain when a researcher would want to conceal the true hypothesis from participants and why
 - Use the principles of the Belmont Report to evaluate the ethical issues of research using systematic observation, deception, or animals

Consider this study...

- Hypothesis:
 - Being exposed to biological theories of crime leads people to be more lenient when assessing perpetrators

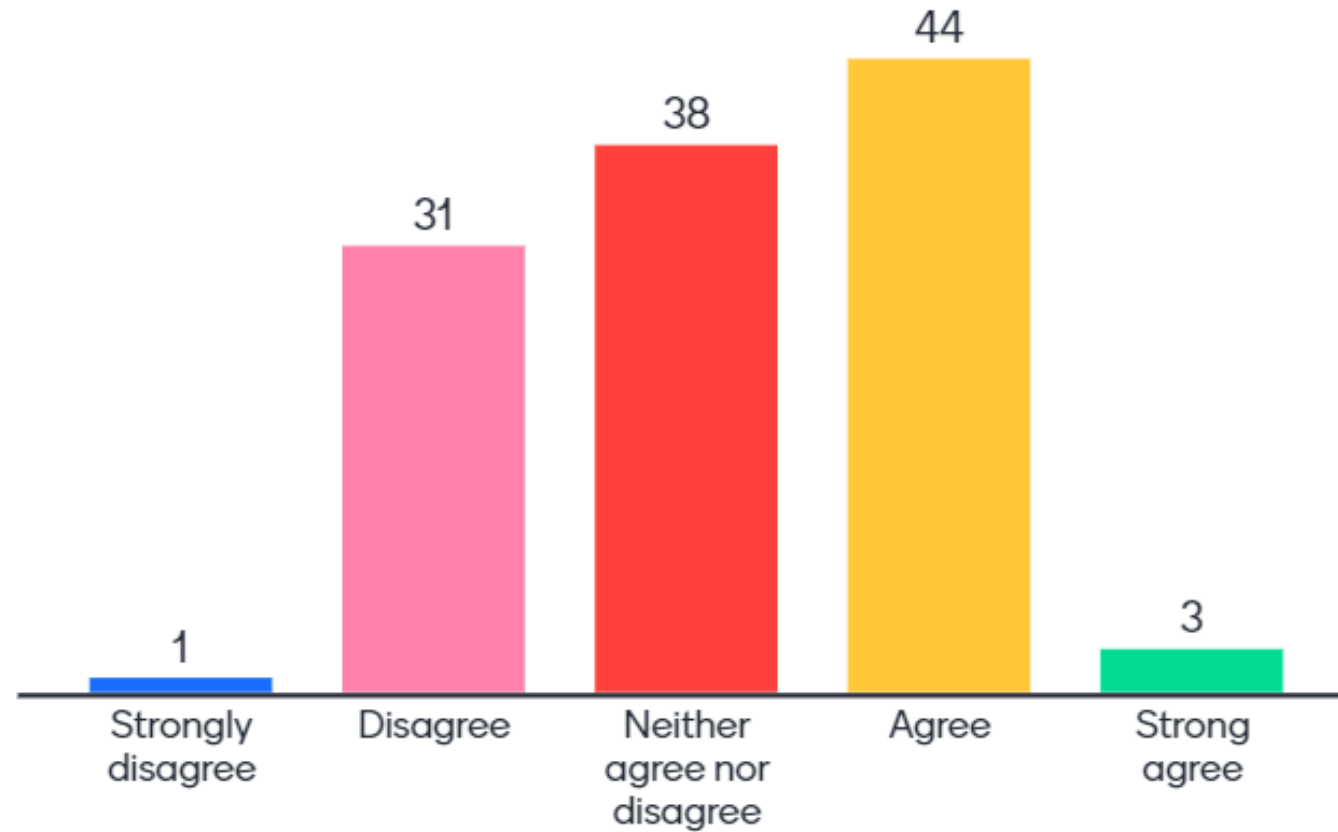
- IV: Theories of crimes:
 - Biological theories of crime
 - Sociocultural theories of crime
 - Control (random article on general behaviour)

Dependent Variable

- Operational definition:



This study's method is ethically problematic



What if it had to do with...

Childhood aggression

Perceptions of obesity

Sexual violence

Specific mental illnesses

Murder

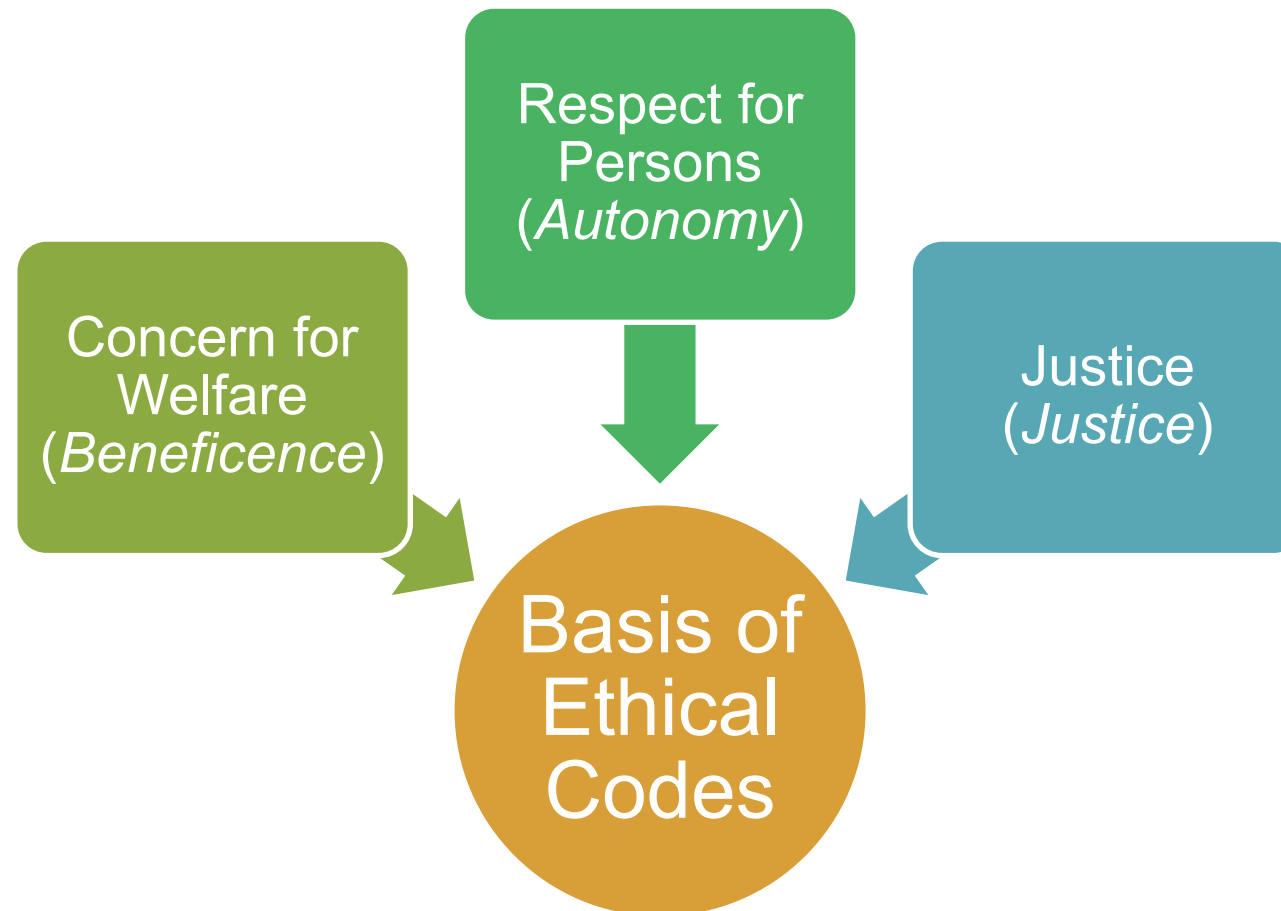
Intelligence

This design was (or was not) ethically problematic because...

Why go through this Ethics Review Process?

- University requirement for professional accreditation
- Sign when submit article for publication
 - “Data were collected in accord with the ethical guidelines of the APA”
- Principles are consistently applied
- *Take the perspective of trusting participant*

Ethical principles of TCPS (& Belmont Report)

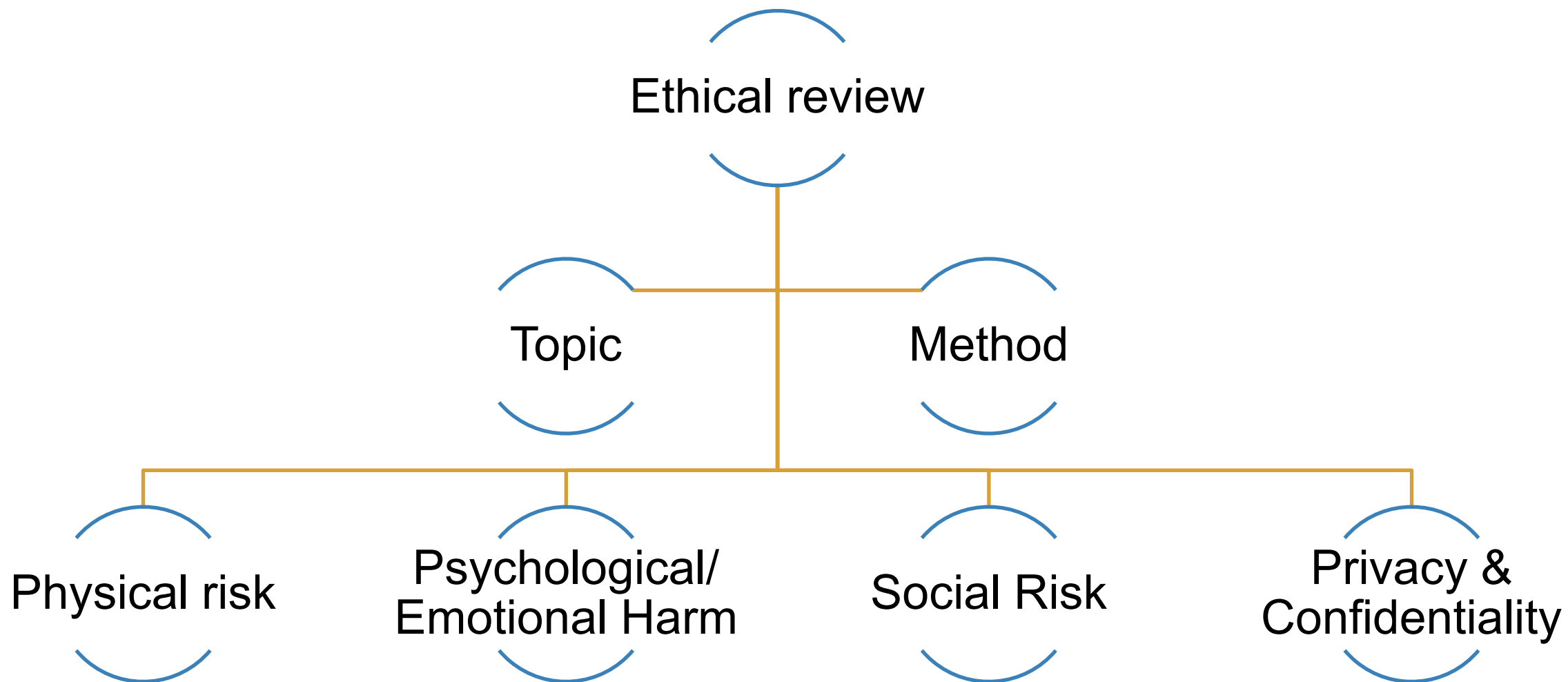


Concern for Welfare (Beneficence)

- Concern for Welfare (Beneficence)
 - Risk-benefit analysis



Concern for Welfare (Beneficence)



Concern for Welfare (Beneficence)

- Things to consider:
 - Is the participants' experience far different and riskier from everyday experiences?
 - Exemptions:
 - Evaluations: Program evaluation, evaluating a teaching method (within reason)
 - Studies that do not involve interaction with participants: Archival research

Concern for Welfare (Beneficence)

- Physical harm?
- Psychological/Emotional harm?
- Social risk?
- Privacy & Confidentiality



Concern for Welfare (Beneficence)

- So how would you make this study minimal risk? What changes would you make?

Physical harm?

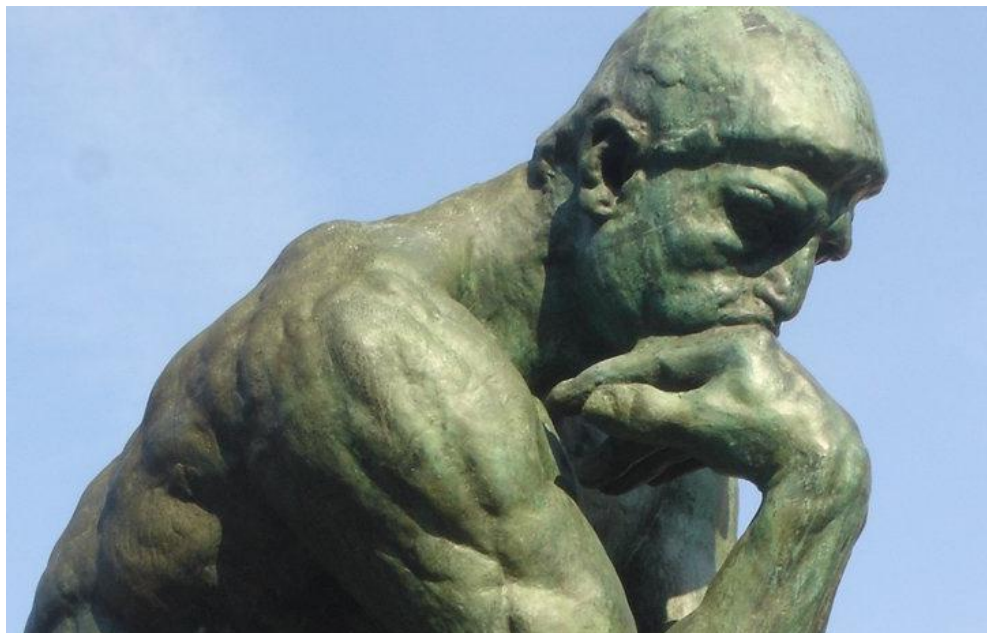
Psychological/Emotional harm?

Social risk?

Privacy & Confidentiality

Respect for Persons (Autonomy)

- Respect for Persons (Autonomy)
 - Must treat participants as autonomous people who are able to make deliberate decisions regarding participation



Respect for Persons (Autonomy)



"Please stop making
me drink things...I just
want my HSP credit..."



Respect for Persons (Autonomy)

- Demand characteristics
 - Cues that inform a participant how to behave
 - Unintentional
 - Unwanted
 - Undermines internal validity of the study



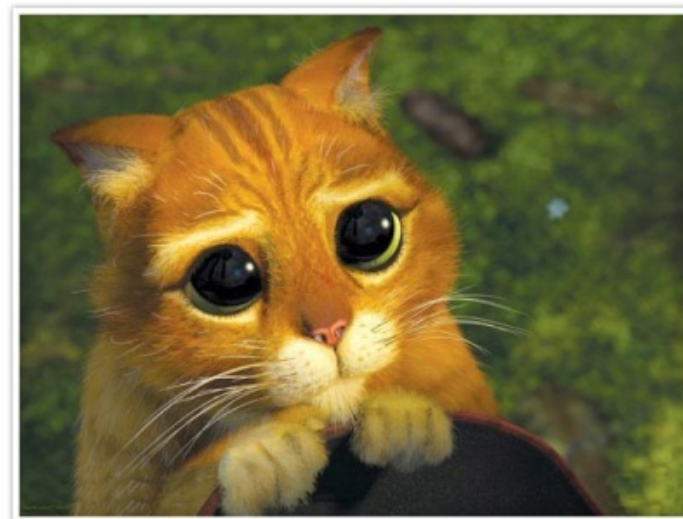
**TO CATCH THE SQUIRREL, YOU MUST
BECOME THE SQUIRREL.**

Respect for Persons (Autonomy)

- Deception:
 - Sins of commission
 - Lying
 - Misleading participants to believe things about the experiment or themselves, that are not true
 - Sins of omission
 - Leaving out some of the details
 - *Would this detail make participants not want to participate?
- Examples?

Respect for Persons (Autonomy)

- Debriefing
 - Explain the purposes of the research to the participants at the end of the study
 - APOLOGISE
 - Why was deception necessary?
 - DON'T TELL ANYBODY PLEASE PLEASE PLEASE, PRETTY PLEASE



Justice

- Justice: Fairness and sound rationale in participant recruitment
 - One population should not bear all the risks of research
 - Especially to protect disempowered and socially vulnerable populations

