

Ollscoil na hÉireann, Gaillimh
National University of Ireland, Galway

Semester II Examinations, 2003/2004

Exam Code(s)	<u>3BA7</u>
Exam(s)	<u>Bachelor of Arts, Psychology</u>
Module Code(s)	<u>PS326</u>
Module	<u>Professional Skills and Ethical Issues 2</u>
Paper No.	<u> </u>
Repeat Paper	<u> </u> Special Paper <u> </u>
External Examiner(s)	<u>Professor Ray Fuller</u>
Internal Examiner(s)	<u>Professor Jack James</u>
	<u>Dr. Todd Morrison</u>

Instructions:

Students have **2 hours** to complete the examination. For PART A, they are required to answer THREE of the six questions (each question is worth FIVE marks). For PART B, they are required to answer TWO of the three questions (each question is worth TEN marks). Finally, for PART C, they are required to answer ONE of the two questions (the question is worth TWENTY marks).

Duration	<u>2 hrs</u>
No. of Answer Books	<u>1</u>

Requirements:

Handout	<u> </u>
MCQ	<u> </u>
Statistical Tables	<u> </u>
Graph Paper	<u> </u>
Log Graph Paper	<u> </u>
Other Material	<u> </u>

No. of Pages	<u>1 + 3</u>
Department(s)	<u>Psychology</u>

Ollscoil na hÉireann, Gaillimh

NATIONAL UNIVERSITY OF IRELAND, GALWAY

Third Arts, Second Semester Examination, 2003/2004

Psychology

PS326 Professional Skills and Ethical Issues

Professor Ray Fuller
Professor Jack James
Dr. Todd Morrison

Time allowed: Two hours

Instructions

You have 120 minutes to complete this examination. For PART A, you are required to answer THREE of the six questions (each question is worth FIVE marks). For PART B, you are required to answer TWO of the three questions (each question is worth TEN marks). Finally, for PART C, you are required to answer ONE of the two questions (the question is worth TWENTY marks). Please note that your answers will be graded in accordance with their thoroughness, analytic complexity, and manner of presentation. Thus, do not answer any of the questions in point form! In addition, use the number of marks accorded the questions as a guideline for their approximate length – i.e., fairly brief answers should be given for Part A; somewhat longer answers should be provided for Part B; and so forth).

PART A (Answer THREE questions):

1. Explain why Paul Cameron, author of "Molestations by homosexual foster parents: Newspaper accounts versus official records (2003)," may be criticized for engaging in *passive deception*.
2. In what way can Bickman and Zarantonello's (1978) study, "The effects of deception and level of obedience on subjects' ratings of the Milgram study," be used to support advocates of deception?
3. Outline THREE limitations to the arguments forwarded by Diana Baumrind in her article, "Research using intentional deception: Ethical issues revisited."
4. What are the THREE main questions that individuals must consider when evaluating the ethicality of deception?
5. Discuss THREE "damaging" effects of political correctness, paying particular attention to the work of J. Philippe Rushton.
6. Karen M. Ruggiero's academic misconduct has obvious implications for her career. However, it also has repercussions for other academics and for the discipline of psychology itself. Review THREE of the broader consequences of Dr. Ruggiero's fabrication of data.

Please turn to page 2.

PART B (Answer TWO questions):

1. Discuss the model of ethical decision-making distributed in class, and outline one of its limitations.
2. Dr. McLeod wishes to conduct an experiment investigating the relationship between induced hearing deficits and paranoia. Given concerns that the study may be unethical, a colleague recommends that Dr. McLeod perform a cost-benefit analysis to determine whether he should proceed with his study. Based on material presented in class, what are some of the limitations associated with using this method to determine the "suitability" of research?
3. Outline FOUR ethical issues that may arise when lecturers supervise students and/or when the two groups engage in collaborative research.

Part C (Answer ONE question):

1. The following abstract details a replication of Milgram's research that was conducted using children/adolescents as participants.

Using Milgram's original test of obedience, 192 Jordanian subjects were tested in a 2 x 2 x 3 design in which sex, two kinds of punishment instructions, and three levels of age groups (6-8, 10-12, and 14-16 years) were combined factorially. The instructions issued to the experimental group were identical to those used in Milgram's paradigm in that teacher subjects were asked to administer shock to confederate learners each time the latter made a mistake in a paired-associate task and to increase the shock level with each additional mistake. The subjects in the control group were given a free choice of delivering or not delivering shock each time the learner made a mistake. The results showed that 73% of all experimental subjects, as opposed to 16% of the control subjects, continued to deliver shock to the end of the shock scale. Neither age nor sex differences in obedience rate were found. However, significantly more obedient females than males reported that they punished the learners because they were obeying orders (Shanab & Yahya, 1977).

Using your knowledge of Milgram's paradigm (and the controversy surrounding it), provide THREE arguments in support of this research, and THREE arguments critical of it.

2. Rosnow and Rosenthal (1997) report that:

A generation or more ago, behavioural and social researchers were as yet unencumbered by the tough ethical questions that confront new researchers today. [The current] generation of researchers has been handed an "ideology of limits" – laid down in self-imposed and legally mandated constraints, and overseen by the Institutional Review Boards that peer over [their] shoulders (p. 131)

Please turn to page 3.

However, others such as Baumrind and Kelman likely would argue that if heightened sensitivity to participants' well-being contributes to an "ideology of limits" then that ideology is a burden psychologists must be willing to bear.

Discuss THREE advantages and THREE disadvantages associated with psychology's greater awareness of ethical issues.