

Educational Research and Evaluation (EDRE) CGSP Ethics and Academic Integrity Requirement

Students in EDRE are required to complete the SOE Ethics training module (directions to join site on SOE webpage). Upon completion of the module, student will print the certificate and provide this to the advisor as verification. This module covers the topics of plagiarism, citation practices, authorship, reporting misconduct and the Honor Code. Students also complete the IRB training and provide the certificate of completion to the advisor. Upon receiving both of these certificates, the advisor conducts a meeting with each student to discuss the professional ethical issues as outlined below.

Verification for completion of the full requirement is indicated by the advisor on the POS as the date that all three of these activities have been met (SOE module, IRB training, and advisor meeting).

Ethical Standards in Teaching, Supervising, Mentoring, and Professional Activities: Guidelines for Advisors

This document is intended for use by advisors with their advisees and includes ethical standards that focus on teaching, supervising, mentoring, and professional activities. It draws on the standards that are presented in the *Code of Ethics* of the American Educational Research Association and the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association. Advisors should schedule an adequate amount of time to discuss these ethical standards with each of their advisees prior to the qualifying examination. Also, advisors may find it useful to supplement the discussion of these standards with illustrative examples, as needed. During the qualifying examination, members of the advisory committee will evaluate the advisee on her or his knowledge of these ethical standards.

1) Teaching

Education researchers who serve as teachers, trainers, or administrators of education and training programs perform their responsibilities conscientiously, competently, and with integrity. They model and foster ethical behavior for their students and trainees. (Standard 18, *Teaching, Training, and Administering Education Programs*; AERA, 2011, p. 154)

a) Competence in Teaching and Training

Education researchers who are responsible for teaching and training perform these responsibilities with appropriate skills and knowledge or are receiving appropriate training. (Standard 18.01 (a), *Teaching and Training*; AERA, 2011, p. 154)

b) Teaching, Supervising, and Evaluating Students, Supervisees, and Teaching Assistants

Education researchers provide accurate information at the outset about their courses, particularly regarding the subject matter to be covered, bases for evaluation, and the nature of course experiences. (Standard 18.01 (b), *Teaching and Training*; AERA, 2011, p. 155)

Education researchers provide proper training and supervision to their teaching assistants and other teaching trainees and take reasonable steps to ensure that such persons perform these teaching responsibilities responsibly, competently, and ethically. (Standard 18.01 (d), *Teaching and Training*; AERA, 2011, p. 155)

Education researchers provide proper training and supervision to their students, supervisees, and employees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically. (Standard 20 (a), *Supervision*; AERA, 2011, p. 155)

Education researchers delegate to their students, supervisees, and employees only those responsibilities that such persons, based on their education, training, or experience, can reasonably be expected to perform either independently or with the level of supervision provided. (Standard 20 (b), *Supervision*; AERA, 2011, p. 155)

Education researchers fairly evaluate the performance of their students, supervisees, and employees and communicate that evaluation fully and honestly. (Standard 20 (c), *Supervision*; AERA, 2011, p. 155)

Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (Standard 7.03 (a), *Accuracy in Teaching*; APA, 2010, p. 9)

When engaged in teaching or training, psychologists present psychological information accurately. (Standard 7.03 (b), *Accuracy in Teaching*; APA, 2010, p. 9)

In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision. (Standard 7.06 (a), *Assessing Student and Supervisee Performance*; APA, 2010, p. 10)

Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements. (Standard 7.06 (b), *Assessing Student and Supervisee Performance*; APA, 2010, p. 10)

c) Avoiding Teaching-Related Conflicts of Interest

Education researchers make decisions concerning textbooks, course content course requirements, and grading solely on the basis of educational criteria without regard for financial or other incentives. (Standard 18.01 (c), *Teaching and Training*; AERA, 2011, p. 155)

d) Maintaining Appropriate Relationships with Colleagues (for Students and Supervisees)

Education researchers do not permit personal animosities or intellectual differences with colleagues to foreclose students' or supervisees' access to these colleagues or to interfere with student or supervisee learning, academic progress, or professional development. (Standard 18.01 (e), *Teaching and Training*; AERA, 2011, p. 155)

e) Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirements in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a comprehensive manner or posing a threat to the students or others. (Standard 7.04, *Student Disclosure of Personal Information*; APA, 2010, p. 9)

2) Mentoring

Education researchers who serve as mentors perform their responsibilities conscientiously, competently, and with integrity. They model and foster ethical behavior for their mentees. (Standard 19, *Mentoring*; AERA, 2011, p. 155)

Education researchers are committed to their mentees' welfare and progress and act in their mentees' best interests. (Standard 19 (a), *Mentoring*; AERA, 2011, p. 155)

Education researchers inform their mentees about the ethical dimensions of their work and support them in performing their professional activities in ways consistent with the highest ethical standards. (Standard 19 (b), *Mentoring*; AERA, 2011, p. 155)

3) Human Relations, Including Professional Activities

a) Avoiding Harm

Education researchers take reasonable steps to avoid harm to others in the conduct of their professional work. When unanticipated negative consequences occur, education researchers take immediate steps to minimize harm, including, if necessary, terminating the work. (Standard 5, *Avoiding Harm*; AERA, 2011, p. 147)

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable. (Standard 3.04, *Avoiding Harm*; APA, 2010, p. 6)

b) Unfair Discrimination

Education researchers do not engage in discrimination in their work based on race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; marital, domestic, or parental status; or any other applicable basis proscribed by law. (Standard 6, *Nondiscrimination*; AERA, 2011, p. 147)

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law. (Standard 3.01, *Unfair Discrimination*; APA, 2010, p. 5)

c) Exploitative Relationships

Whether for personal, economic, or professional advantage, education researchers do not exploit persons over whom they have direct or indirect supervisory, evaluative, or other authority, such as students, supervisees, employees, or research participants. (Standard 7 (a), *Nonexploitation*; AERA, 2011, p. 147)

Education researchers do not directly supervise or exercise evaluative authority over any person with whom they have a romantic, sexual, or familial relationship, including students, supervisees, employees, or research participants. (Standard 7 (b), *Nonexploitation*; AERA, 2011, p. 147)

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (Standard 3.08, *Exploitative Relationships*; APA, 2010, p. 6)

d) Harassment

Education researchers do not engage in harassment of any person, including students, supervisees, employees, or research participants based on factors such as race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; or marital, domestic, or parental status. Harassment consists of a single intense and severe act or of multiple persistent or pervasive acts which are demeaning, abusive, offensive, or create a hostile professional, workplace, or educational environment. Harassment may include unnecessary, exaggerated, or unwarranted attention or attack, whether verbal or nonverbal. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature. (Standard 8, *Harassment*; AERA, 2011, p. 148)

e) Conflicts of Interest

Education researchers avoid where possible or otherwise disclose and manage conflicts of interest and the appearance of conflicts of interest. Conflicts of interest arise when education researchers' personal, professional, or financial interests prevent them from performing their professional work in an unbiased manner. In research, teaching, practice, and service, education researchers are alert to situations that might cause a conflict of interest and take appropriate action to prevent conflict or otherwise disclose and manage it. (Standard 10, *Conflicts of Interest*; AERA, 2011, p. 148)

Irrespective of their personal or financial interests or those of their employers or clients, education researchers adhere to scientific, scholarly, and professional standards in (1) the collection, analysis, or interpretation of data; (2) the reporting of research; (3) the teaching, professional presentation, or public dissemination of education research knowledge; and (4) the identification or implementation of appropriate contractual, consulting, or service activities. (Standard 10.01, *Adherence to Professional Standards*; AERA, 2011, p. 148)

Education researchers disclose relevant sources of financial support and relevant personal or professional relationships that may have the appearance of or potential for a conflict of interest to an employer or client, to the sponsors of their professional work, and to the public in written and verbal reports. (Standard 10.02, *Disclosure*; AERA, 2011, p. 148)

Education researchers do not use or otherwise seek to gain from information or material received in a confidential context (e.g., knowledge obtained from reviewing a manuscript or serving on a proposal review panel), unless they have authorization to do so or until that information is otherwise made publicly available. (Standard 10.03 (a), *Avoidance of Personal Gain*; AERA, 2011, p. 148)

Education researchers do not seek to gain from confidential or proprietary information or material in an employment or client relationship without permission of the employer or client. (Standard 10.03 (b), *Avoidance of Personal Gain*; AERA, 2011, p. 148)

In their workplace, education researchers take appropriate steps to avoid conflicts of interest or the appearance of conflicts and carefully scrutinize potentially biasing affiliations or relationships. In research, teaching, practice, or service, such potentially biasing affiliations or relationships include, but are not limited to, situations involving family, business, or close personal friendships or people with whom education researchers have had strong conflict or disagreement. (Standard 10.04, *Decision Making in the Workplace*; AERA, 2011, p. 148)

In professional activities outside of their workplace, education researchers who have biasing affiliations or relationships abstain from engaging in deliberations and decisions that allocate or

withhold benefits or rewards from individuals or institutions. These biasing affiliations or relationships are: (1) current or prospective employment at an organization or institution that could be construed as benefiting from the decision; (2) current service as an officer or board member of an organization or institution that could be construed as benefiting from the decision; (3) current or prospective employment at the same organization or institution where an individual could benefit from the decision; (4) having a spouse, domestic partner, or known relative who as an individual could benefit from the decision; (5) having a current business or professional partner, research collaborator, employee, supervisee, or student who as an individual could benefit from the decision. (Standard 10.05, *Decision Making Outside of the Workplace*; AERA, 2011, pp. 148-149)

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation. (Standard 3.06, *Conflict of Interest*; APA, 2010, p. 6)

f) Multiple Relationships

A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical. (Standard 3.05 (a), *Multiple Relationships*; APA, 2010, p. 6)

If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code. (Standard 3.05 (b), *Multiple Relationships*; APA, 2010, p. 6)

When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (Standard 3.05 (c), *Multiple Relationships*; APA, 2010, p. 6)

References

- American Educational Research Association. (2011). Code of ethics. *Educational Researcher*, 40, 145-156.
- American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.