

Module Two: Ethics and APA Style

Introduction to Clinical Psychology
PSY 445
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A Question to Begin

- ☐ What do we owe our clients?

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- ☐ What is ethics?
- ☐ Why do we have an ethics code?
- ☐ 2014 American Psychological Association's Ethical Principles of Psychologists and Code of Conduct
 - General Principles
 - ☐ Not enforceable—aspirational
 - Standards
 - ☐ Enforceable standards of behavior

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ETHICAL ISSUES

the American Psychological Association's ethical guidelines are based on the following principles:

Competence

Integrity

Professional and
Scientific Responsibility

Respect for People's
Rights and Dignity

Concern for Other's
Welfare

Social Responsibility

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APA Ethical Standards

- ☐ Resolving ethical issues
- ☐ Competence
- ☐ Human Relations
- ☐ Privacy and Confidentiality
- ☐ Advertising and Other Public Statements
- ☐ Record Keeping and Fees
- ☐ Education and Training
- ☐ Research and Publication
- ☐ Assessment
- ☐ Therapy

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Ethical Standards

- ☐ 2.01 Boundaries of Competence
- ☐ 3.04 Avoiding Harm
- ☐ 3.05 Multiple Relationships
- ☐ 3.08 Exploitative Relationships
- ☐ 4.01 Maintaining Confidentiality
- ☐ 4.05 Disclosures
- ☐ 6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

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Ethical Standards

- ☐ 6.04 Fees and Financial Arrangements
- ☐ 6.05 Barter with Clients/Patients
- ☐ 8.01 Institutional Approval
- ☐ 8.02 Informed Consent for Research
- ☐ 8.06 Offering Inducements for Research Participation
- ☐ 8.11 Plagiarism
- ☐ 9.01 Bases for Assessments
- ☐ 9.03 Informed Consent in Assessments
- ☐ 9.04 Release of Test Data

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Ethical Standards

- ☐ 9.06 Interpreting Assessment Results
- ☐ 9.07 Assessment by Unqualified Persons
- ☐ 9.08 Obsolete Tests and Outdated Test Results
- ☐ 9.10 Explaining Assessment Results
- ☐ 10.01 Informed Consent to Therapy
- ☐ 10.04 Providing Therapy to Those Served by Others
- ☐ 10.05 Sexual Intimacies with Current Therapy Clients/Patients

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Ethical Standards

- ☐ 10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients
- ☐ 10.07 Therapy with Former Sexual Partners
- ☐ 10.08 Sexual Intimacies with Former Therapy Clients/Patients
- ☐ 10.10 Terminating Therapy

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ETHICAL ISSUES

- ▣ therapists are obliged to:
 - not violate client confidentiality (exceptions: threats or instances of child abuse)
 - practice within their area(s) of expertise
 - maintain adequate records
 - clarify their responsibilities to their clients
 - clearly label unvalidated treatments as experimental

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ETHICAL ISSUES

- ▣ researchers must recognize the following ethical issues:
 - some research can never be done because it is ethically unacceptable
 - all research must be judged on the basis of risk/benefit analysis
 - all research participants must give informed consent

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ETHICAL ISSUES

- researchers must consider the stressors placed on participants with mental disorders
- researchers must also maintain confidentiality about the identities of their participants

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Institutional Review Board

- ☐ A brief history
 - Tuskegee Syphilis Study
 - Milgram Obedience Studies
 - Stanford Prison Study
- ☐ The Belmont Report
- ☐ Purpose of IRB
- ☐ IRB Procedures at WKU
 - Form located at:
 - ☐ <http://www.irbnet.org/>
 - ☐ Complete form

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IRB

- ☐ Most studies at WKU are expedited
 - Anonymous surveys
- ☐ Those that involve greater than minimum risk and/or vulnerable populations are reviewed by the full board
 - Greater than minimum risk
 - Vulnerable populations

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Making Ethical Decisions

- ☐ Identify the Problem or Dilemma
 - Four Bin Approach
 - ☐ Legal bin
 - Questions that relate to federal laws and laws and regulations of the jurisdiction
 - ☐ Clinical bin
 - Questions that relate to the best treatment or assessment interests of the individual with whom you are working
 - ☐ Ethical bin
 - Questions related to APA Ethics Code

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Making Ethical Decisions

- ❑ Risk Management bin
 - Questions that relate to how a particular course of action increases or decreases a psychologist's exposure to liability
- ❑ Also add Moral bin
 - Questions that relate to how behaviors resonate with a therapist's sense of right and wrong
- ❑ Important because each different area requires different expertise
 - Legal: lawyer; clinical: psychologist; ethical: APA Ethics Office; risk management: insurance carrier

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Making Ethical Decisions

- ❑ Identify the potential issues
 - Rights, responsibilities, and welfare
- ❑ Review the Relevant Ethics Code
 - Primary and relevant standards
 - APA and other ethics codes
- ❑ Know Applicable Laws and Regulations
 - Regardless of how much it is in the legal bin

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Making Ethical Decisions

- ❑ Consult with Colleagues
 - Especially your supervisor
 - Even on issues that are not in the clinical bin
- ❑ Consider Possible and Probable Courses of Action
 - This works well with consultation
 - Brainstorm

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Making Ethical Decisions

☐ Enumerate the Consequences

- What do you think will happen?
 - ☐ Best possible consequence for each outcome
 - ☐ Worst possible consequence for each outcome

☐ Make a Decision

- And be sure to document, document, document

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Ethical Dilemma

- ☐ Kent C. Detrees, a clinical master's student at Very Big University completes learning disability evaluations as part of his master's training. He meets one time with an undergraduate student, Viola Fuss, and completes a clinical interview with her. The next night, a Friday night, he goes to the local watering hole, the Horseshoe Road Inn, and spies Viola among the crowd. After a few drinks, they hook up. On Monday, Kent refers Viola to another graduate student, Otto Delupe, to complete the assessment. Kent and Viola date for about six weeks and then break up and go their separate ways. Assume you are Kent's supervisor and hear about this after the break-up. What are the ethical considerations in this situation?

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Overview of APA Style

- ☐ Writing Clearly
- ☐ Avoiding Grammatical Problems
- ☐ Reporting Numbers
- ☐ Citing and Referencing
- ☐ Organization
- ☐ Conference Presentations

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Writing Clearly

1. Organized & orderly presentation of ideas
 - a. Prepare an outline
2. Clear & logical communication
 - b. Use paragraph & section transitions
3. Economy of expression
 - c. Avoid wordiness & redundancy

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Writing Clearly

- | <u>Wordy</u> | <u>Better</u> |
|--|-------------------------------------|
| <input type="checkbox"/> At the present time | <input type="checkbox"/> Now |
| <input type="checkbox"/> The present study | <input type="checkbox"/> This study |
| <input type="checkbox"/> For the purpose of | <input type="checkbox"/> For or To |

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Writing Clearly

- ☐ Omit redundant words
 - *Absolutely* essential
 - *A total of* 108 participants
 - Has been *previously* found

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Writing Clearly Practice

☐ Wordiness

1. There were several students who completed...
2. The reason is because...

☐ Redundancy

1. They were both alike
2. Four different groups saw...

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Writing Clearly

☐ Avoid writing long paragraphs

- Each page should have 2-3 paragraphs

☐ Vary sentence style

- Watch out for run-on sentences and sentence fragments

☐ Do not use contractions

- It is vs. it's
- (note the difference between its and it's)

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☐ Define acronyms the first time you use them

- Acceptance and Commitment Therapy (ACT)

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Writing Clearly

- ❑ Paragraphs should have more than one sentence.
- ❑ Professions ending in “ist” are singular
 - Acupuncturist/Psychologist = singular (one person)
 - Acupuncturists/Psychologists = plural (many people)

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Avoiding Grammatical Errors

- ❑ Subject verb agreement
 - If subject singular then verb is singular

Incorrect:

The heart rates, as well as the breathing rates, increases with exercise.

Correct:

The heart rates, as well as the breathing rates, increase with exercise.

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Avoiding Grammatical Errors

- ❑ Pronouns, Pronouns, Pronouns
- ❑ Pronouns must agree in number (i.e., singular or plural) with the noun they replace
- ❑ Special uses of “they”
 - Use the word “they” to refer to a person who also uses “they” as their pronoun.
 - use “they” as a “generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage.”

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Avoiding Grammatical Errors

- Ways to avoid problems using “they”
 - Rephrasing:
 - When **an individual** attends psychotherapy, **that person** can improve emotional regulation.
 - Using plural nouns and plural pronouns
 - **Therapists** who are too much like **their** clients can lose their objectivity.
 - Replacing the pronoun with an article
 - A **researcher** must apply for **the** grant by May 1.

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Avoiding Grammatical Errors

- Dropping the pronoun
 - The **researcher** must avoid letting **biases** and expectations influence the results of the study.
- do not use “he” or “she” alone as singular pronouns
- do not use “(s)he” or “s/he” or alternate “he” and “she” when using singular pronouns
- use “he or she” and “she or he” sparingly.

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Common Grammatical Errors

- **Then**: adverb meaning “at that time”
 - I was at work **then**.
 - She went to the bank **then** to lunch.
- **Than**: conjunction used to compare
 - He is smarter **than** I.
 - Modern racists scored higher **than** aversive racists.

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Common Grammatical Error

□ *Effect*: noun or verb

- (*Noun*): The amount of practice had a significant **effect** on reaction time.
- (*Verb*): I **effected** a change in the grading policy.

□ *Noun*: Use cause and effect rule

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Common Grammatical Errors

□ *Affect*: Noun or verb

- (*Noun*): The patient maintains a flat **affect**.
- (*Verb*): The amount of practice **affected** reaction time.

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Common Grammatical Errors

□ Distinguishing between *that* and *which*

- *That*: restrictive clauses

Example: The vehicles **that** achieved speeds above 60 were classified as "high Machs."

- *Which*: nonrestrictive clauses

Example: The animals, **which** performed well in the first experiment, were not proficient in the second experiment.

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Common Grammatical Errors

- ❑ Distinguishing between *while* and *since*
 - *While*: describe simultaneous event
Example: The participants exercised *while* listening to music.
 - *Since*: refer to a subsequent event
Example: *Since* the original study, many others have been published.

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Common Grammatical Errors

<u>Singular</u>	<u>Plural</u>
❑ Datum	❑ Data
❑ Phenomenon	❑ Phenomena
❑ Stimulus	❑ Stimuli
❑ Analysis	❑ Analyses
❑ Hypothesis	❑ Hypotheses
❑ Diagnosis	❑ Diagnoses
❑ Psychologist	❑ Psychologists

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Reporting Numbers

- ❑ Use words for numbers below 10
 - That do not represent precise measurements
Example: There are *six* board members at the meeting.
- ❑ Use numerals for all numbers 10 and above
Example: The United Nations has *192* nation members.

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Exceptions to Numbers Rule

- ☐ When starting a sentence with a number, use words
 - Eighty people signed the petition.
 - But, try to avoid beginning a sentence with a number
- ☐ When reporting percentage, use #%.
 - President Trump has a 33% approval rating.
- ☐ When describing ages, use numerals
 - The 6-year-olds were high performers.

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Exceptions to Numbers Rule

- ☐ When describing sample size, use numerals
 - A sample of 8 children and 25 women...
- ☐ When reporting statistics, use numerals
 - The group mean is 8.61.
- ☐ When numbers above and below 10 are being compared, use numerals
 - Participants either saw 7 or 13 television commercials.

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- ☐ The child was 6 years old.
- ☐ The 6-year-old child was here.
- ☐ Incorrect:
 - The 6-year old child was here.
 - The child was 6-years-old.
 - The child was 6 years-old.

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Reporting Statistics

- Report numbers as numerals
- Statistical abbreviations are *Italicized*

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Reporting Statistics

- Commonly used abbreviations
 - *M* Mean
 - *SD* Standard deviation
 - *df* Degrees of freedom
 - *N* Total number of participants
 - *p* Probability value
 - *r* Correlation
 - *t* T-value
 - *F* F-value

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Reporting Results

- Report the abbreviation for the test
- The degrees of freedom in parentheses
- Calculated value of the statistics test
- The probability level

e.g., Results of an independent samples *t*-test indicated that those who recalled the poster (*M* = 11.40; *SD* = 8.85) had a higher SFQ score than those who did not recall the poster (*M* = 7.31; *SD* = 3.86), *t* (50) = -2.30, *p* = .026.

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Statistics Table

TABLE 13.1 Statistical Abbreviations and Examples of Correct APA Format for Reporting Test Results

STATISTICAL ABBREVIATION	STATISTICAL TEST	EXAMPLE OF CORRECT APA REPORTING FORMAT
r	Pearson's product-moment correlation coefficient	$r(20) = .89, p < .01$
t	t test	$t(18) = 3.95, p < .001$
χ^2	χ^2 test	$\chi^2(1) = 4.13, p < .05$
F	ANOVA	$F(2, 24) = 5.92, p < .01$

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Citing & Referencing

- ❑ Any information from another source, whether quoted or simply reported, must be cited and referenced!
- ❑ All sources cited need to appear in the reference list!
- ❑ The reference list only contains works cited in the paper
- ❑ Do not directly quote; paraphrase

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Citation Style - One Author

- ❑ This is how you indicate references in the body of your text
- ❑ Surname of author & the date of publication inserted into text at appropriate point
 - Cortina (2007) found that...
 - A recent study of racial incivility (Cortina, 2007) suggests...
 - Employee incivility may be a mask for expressing racial bias (Cortina, 2007).

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Citation Style: Multiple Authors

- ❑ Two authors: always cite both authors every reference
 - Takanawa and Tucker (2000) found that...
 - First born children are the smartest (Takanawa & Tucker, 2000)
- ❑ Three or more, cite the first author followed by et al.
 - A study conducted by Griffin et al. (2014)...
 - Last born children are more manipulative than other children (Griffin et al., 2014).

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- ❑ The authors found that "sport fandom was so intrinsic to a person's identity that the person was despondent when the sport was out of season" (Grieve et al., 2019, p. 24).
- ❑ "Once in a while a child comes along that infuriates us all. This child is oblivious to the intellectual capacity with which he or she operates. The child finds that everything done comes with ease" (Freud, 1941, pp. 417-418).

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Reference Style

- ❑ This is how you cite references in the Reference Section
- ❑ When in doubt, Reference the APA *Publication Manual*
- ❑ References are typed in alphabetical order by the first author's last name
- ❑ Sections of a Reference
 - Author name(s)
 - Publication date
 - Article title
 - Journal/publication information
 - DOI information

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Reference Style

- Double Spaced
- Title of journal (book) and volume are *italicized*
- Reference in *hanging indent* paragraph format

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Common References

□ *Journal Article*

- Griffin, P. R., & Quagmire, G. F. (2002). Symbiotic alcoholism: A meta-analytic study. *Journal of Personality*, 65(4), 551-569. <https://doi.org/10.1037/0022-006X.65.4.551>
- In the Reference section, list all authors out to 19. After 19, put an ellipses (...) and then list the final author.
- Be sure to include the digital online identifier (doi) with all journal references.

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Common References

□ *Book: one author, first edition*

- Brown, C. L. (2005). *The psychology of love*. Petersberg Press.

□ *Book: multiple authors, second or later edition*

- Goldman M. R., & Goldman, M. B. (1999). *Living with hypochondria: A systematic approach* (3rd ed.). Mayfield Press.

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Common References

□ Edited Book

- Swanson, J. T., & Tucker, T. S. (Eds.). (2003). *Introduction to modern broadcasting*. Pawtucket.

□ Chapter or Article in an Edited Book

- Griffin, L. A. (2000). Raising a child with an antisocial and aggressive personality. In H. L. Pick, R. Lee, & A. T. Tyler (Eds.), *Dealing with difficult children* (pp. 154 - 189). Pemberley Publishing.

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Common References

□ Magazine

- Griffin, P. P. (2005, March 18). What really grinds my gears. *Sports Illustrated*, 37(9), 14-15.

□ Internet article based on print source

- Griffin, P. R., & Quagmire, G. F. (2002). Symbiotic alcoholism: A meta-analytic study. *Journal of Personality*, 65, 551-569. <https://doi.org/12.456/7890>

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Common References

□ Article in internet-only journal

- Brown, C. T. (1999). Cultivating positive emotions. *American Psychology*. <https://doi.org/24.680/1357>

□ If DOI is not available, use the article's URL.

□ Dissertation, Capstone, or Thesis

- Sonntag, R. (2020). *Acupuncture use in menopausal women with chronic depression: A scoping review* [Unpublished doctoral capstone project]. Five Branches University.

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Common References

☐ Papers and Presentations at Conferences:

- Havard, C. T., Grieve, F. G., & Lomenick, M. E. (2019, November 4-6). *Marvel, DC, and sport: Investigating rivalry in the sport and comic settings* [Poster presentation]. Sport Marketing Association 29th Annual Meeting, Chicago, IL.

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Typing & Word Processing

- ☐ Double-spaced
- ☐ 12 point font (Courier, Times Roman)
- ☐ 1 inch margins
- ☐ Justify to the left margin
- ☐ 1 space after punctuation marks, 2 spaces after sentences
- ☐ Number all pages of the manuscript at top right of page

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The Use of Headings

☐ 5 levels of heading

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	Flush Left, Bold Italic, Title Case Heading Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	Indented, Bold Italic, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.

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Conference Presentations

☐ Oral Presentations

- Pay attention to time limit
- Appropriate to omit details
- Decide on a limited number of significant ideas
- Use clear, simple language
- Use of visual aids
- Practice!!

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Conference Presentations

☐ Poster Presentations

- Allow for more interaction
- Similar topics are presented at the same time
- Common poster dimensions
 - ☐ 3.5 feet high x 3 feet wide
- Only use relevant information
- Template vary

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APA References

☐ *APA Publication Manual*

☐ APA Online Reference

- <http://www.apastyle.org/>

☐ Purdue Owl

- <http://owl.english.purdue.edu/owl/resource/560/01/>

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