



Ethics Assessment in Different Fields

Psychology

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Ethical Assessment of Research and Innovation: A Comparative Analysis of Practices and Institutions in the EU and selected other countries

Deliverable 1.1

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1. Basic description of the field

Psychology¹ is a discipline studying knowledge about the mental activities and behaviour according to the environmental surroundings. Psychology, as a basic science is the foundation of applied psychology. Applied psychology makes use of psychological principles and theories in areas such of mental health and education.

Psychology as a discipline was founded by F. Galton (*Inquiries into Human Faculty, 1883*). However, this discipline gave rise to various different schools of thought, such as behaviourism (*J.B Watson*). Furthermore, psychoanalysis was founded by Sigmund Freud, which gave rise to a sub-discipline known as clinical psychology that falls within the applied psychology. There are various sub-disciplines within psychology, which must be distinguished whether they belong to basic psychology or applied psychology.

Sub-disciplines of basic psychology include:

- “*Abnormal psychology*” deals with psychopathology and abnormal behaviour.
- “*Biopsychology*” can be thought of as being a combination of basic psychology and neuroscience as it analyses the brain’s influence on behaviour.
- “*Cognitive psychology*” is a sub-discipline that addresses the way people reflect, perceive, remember and learn. This sub-discipline is part of cognitive science and relates to neuroscience.
- “*Neuropsychology*” studies the structure and function of the brain and relates to neuroscience too.
- “*Comparative psychology*” addresses the study of animal behaviour.
- “*Developmental psychology*” addresses the development of the human mind and behaviour from childhood to adulthood and deals for instance with Alzheimer’s disease.
- “*Experimental psychology*” is an area that uses scientific methods to research the mind and behaviour.
- “*Psychophysics*” addresses the relation between physical stimuli, the sensibility of an organism or organ to react to the internal or external environment, and sensations and perceptions.
- “*Mathematical psychology*” is a way to approach psychological research based on mathematical perceptions of the cognitive and motoric processes.
- “*Evolutionary psychology*” addresses psychological traits and processes such as memory or perception in time, within the evolution of the human beings.
- “*Personality psychology*” studies patterns of thoughts, feelings and behaviour of specific people, patterns that characterize them.
- “*Social psychology*” addresses group behaviour, social perception leadership and aggression.
- “*Sports psychology*” deals with the way in which psychology influence athletic performance and physical activity.

¹ Gréco, Pierre, “Psychologie”, Encyclopædia Universalis [en ligne], consulté le 15 Avril 2015.
<http://www.universalis-edu.com/encyclopedie/psychologie/>

Applied psychology sub-disciplines include, the following:

- “*Clinical psychology*” mentioned before, addresses mental illness, abnormal behaviours and deals with their treatment.
- “*Counselling psychology*” aims to provide treatment to their patients.
- “*Health psychology*” focuses on promoting health and tries to prevent and treat diseases and illnesses. Health psychology addresses the way people cope or recover from an illness as well.
- “*Educational psychology*” addresses the study of how people learn and how to improve their learning capacities to favour their well-being. Educational psychology is closely linked to “school psychology,” which deals with children and their emotional, social and academic issues at school.
- “*Human Factors psychology*” addresses ergonomics, workplace safety, human error, human capability and human-computer interaction for instance.
- “*Industrial-Organisational psychology*” applies psychological principles and theories to organisations, with the aim of increasing workplace productivity and increasing the well-being of employees.

2. Values and principles

Values can be considered to be beliefs shared by the members of a culture; these values can be found in the articulation of principles. Values and principles can change throughout time as society changes as well. The interest in these values and principles is what we call ethics.

Throughout the discipline of psychology there are commonly accepted principles. These principles can be found in the different international and national ethics codes of psychology, as there is no specific international legislative framework in the field of psychology. Most countries have a Code of Ethics for Psychologists, which underlines the principles that should be respected in being a psychologist, as well as Codes or Declarations related to research in the field of psychology.

The shared moral framework of ethical standards is based on the following main values:

- Human dignity
- Caring about the well-being of people
- Integrity in relationships
- Responsibility

2.1 The value of human dignity, the principle of respect of the person and person’s rights

The “Universal Declaration of Ethical Principles for Psychologists” of the International Union of Psychological Science (IUPsyS) first refers to the principle of “respect for the dignity of persons and people.”² This being an international document, even though it is not

² Universal Declaration of Ethical principles for psychologists of the International Union of Psychological Science (IUPsyS). <http://www.sagepub.com/cac6study/pdf/UniversalDeclaration.pdf>

binding, sets out the value of Human Dignity, which is universally accepted across “*geographical and cultural boundaries, and across professional disciplines*” as mentioned in the proposed third draft in 2008.

Human Dignity is a value that recognizes the respect of people’s rights regardless of social difference, ethnic origin, gender or other characteristics, as it is a quality that is inherent in all human beings. One usually refers to Immanuel Kant for what is meant by this concept.³ Kant distinguishes human beings, that have dignity, and objects, that have a price. The human can be treated as an end in himself, but not as a solely as a means to an end. Moreover, Human dignity being an inherent value of each human being, means that human beings are all worthy of equal moral consideration.

One can consider that Human dignity has two aspects; Human dignity is a quality of an individual, and at the same time, a quality of all individuals.⁴ One cannot make use of an argument on the sole basis of a certain practice being (or not) damaging to my individual dignity, human dignity must be regarded at the same time as a quality that is inherent to all humans, to humanity.

Furthermore, Nordenfelt in his article “*The varieties of dignity*” distinguishes four types of dignity: dignity known as “*Menschenwürde*” (universal human dignity) is a quality of the human being that cannot go lost as long as the person exists, dignity of merit that depends on social rank, dignity of moral or existential stature is linked to the deeds of a person (dignity as a virtue), therefore this kind of dignity can go lost through immoral deeds, finally the dignity of identity, this dignity is linked to the person’s integrity, so it can change in regard to change to the person physical and psychological integrity. In this case, dignity can go lost if a person has dementia, therefore the scientist carrying out studies involving people with dementia must ensure to maintain their dignity. However, human dignity should be understood as a universal concept (“*Menschenwürde*”).⁵

From this concept of Human Dignity can be deduced other principles and rights that belong to individuals, such as the principle of autonomy, the requirement of a free and informed consent, respect of privacy, protection of confidentiality, and for instance the principles of fairness and justice⁶. These other rights are deduced from a more general value that is Human Dignity.

³ McCormick, Matthew, “Immanuel Kant: Metaphysics”, Internet Encyclopedia of Philosophy.
<http://www.iep.utm.edu/kantmeta/>

⁴ If we take the example of the French court matter “*Lancer de nain*”, the city hall requested to shut down a circus that employed small people to be thrown through the air to entertain their spectators. However, one of the small people that was participating in this activity, requested that he should have the right to make us of his quality of being a small person to exercise his profession at the circus. However, the French courts decided that this would be contrary to the dignity of the other small people. In this case, it shows that one can’t assert one’s dignity over the one of a same community. CE du 27 octobre 1995, Commune de Morsang-sur-Orge, « *Par l’arrêt Commune de Morsang-sur-Orge, le Conseil d’État a considéré que le respect de la dignité de la personne humaine devait être regardé comme une composante de l’ordre public.* ».
http://www.lexinter.net/JPTXT2/arret_commune_de_morsang_sur_orge.htm

⁵ Nordenfelt, L., “*The varieties of dignity*”, *Health Care Anal*, 12 (2), June 2004, pp. 69-81; discussion 83-89.
<http://www.ncbi.nlm.nih.gov/pubmed/15487812>

⁶ Example of the principle of beneficence and non-maleficence of the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/>: “*Principle D: Justice. Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the*

Moreover, there are more specific values in the field of psychology, such as competent caring, integrity in relationships and responsibility.

2.2 Caring about the Well-Being of People

There is the value of caring for the well-being of people, which is to be found in the “Universal Declaration of Ethical principles for psychologists” of the IUPsyS. The second principle of this Declaration refers to “Competent Caring for the Well-being of Persons and Peoples”.

This principle is to be understood as the concept of encouraging the well-being of people in the field of research and application of psychology. This principle encourages working towards the benefit of people’s well-being and doing them no harm. This relates to the principles of beneficence and non-maleficence (Beauchamp & Childress) in the Anglo-Saxon approach.⁷ The idea behind this principle is to protect the welfare of the people by for instance assessing the risks to be encountered by the participants in the research. This principle also requires that psychologists have the necessary knowledge and skills, as well as the ability to create interpersonal relationships reducing the harm and increasing the benefits for the patients.

2.3 Integrity in relationships

The third value applied in the field of psychology is the one of “integrity.” What is referred to here is professional integrity of psychologist, which is necessary for the advancement of the science and the maintenance of the confidence of the public. The value of integrity is based on truthfulness and honesty. The principles that are derived from this value are those of giving accurate information as well as the disclosure of information balanced with ethical considerations, managing potential biases and avoiding conflicts of interest to not to harm people. Furthermore, a principle to be respected is the confidentiality of people’s information, as well as the protection of their safety.

2.4 Responsibility

In the field of psychology, the professional and scientific responsibilities to society are important. It is about contributing to the knowledge about human behaviour and to improve

contributions of psychology and to equal quality in the processes, procedures and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence and the limitations of their expertise do not lead to or condone unjust practices.”

⁷ Example of the principle of beneficence and non-maleficence of the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/> : “*Principle A. Beneficence and Non-maleficence. Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. ...*”

the condition of individuals, groups, communities and society. This principle is found in the “Universal Declaration of Ethical principles for psychologists” of the IUPsyS.

3. Ethical issues

Based on the definition of the American Psychological Association (APA), psychology has “boundless applications in everyday life” and “some psychologists do basic research, developing theories and testing them through carefully honed research methods involving observation, experimentation and analysis. Other psychologists apply the discipline’s scientific knowledge to help people, organisations and communities function better.”⁸

So on the one hand there is the aspect of research on human beings, and on the other hand the application of developed theories on people or communities to help them. Within the everyday practice of psychology, as well as the research in the field of psychology, ethical issues may occur that are specific to the field of psychology, or that are more general and could be applied to other scientific fields.

General ethical issues that occur in the field of psychological research on human beings and elsewhere:

To start with, the requirement of informed and free consent is an ethical issue, especially when vulnerable people are concerned, such as children in developmental psychology (parental permission and assent) or adults unable to consent in the case of a mental illness. Moreover, in the field of psychology people in a difficult life situation can be more specifically vulnerable when it comes to research in this field. In regard to the issue of consent, the consent of indigenous communities can be problematic when individuals participate in a research where permission of a gatekeeper is required.

Secondly, privacy, as an ethical issue in the field of psychology is considered problematic as the information revealed can expose not only the person’s identity, but also their personality. The ethical dilemma is the one of weighing the value of the data with the degree of intrusion the person’s life. Another issue could be related to sensitive topics such as sexual behaviour, violent behaviour, mental health, gender and ethnic status, political opinions, etc. The issue of privacy can be assured by the respect of confidentiality, anonymisation of data and use of non-identifying information.

Moreover, how to assess the degree of harm can be problematic. This can be called the issue of minimal risk, assessing the harm and the discomfort that the participants may encounter in a research project.

Furthermore, there is the issue of “Deception”, which is an issue that is not unique to research on human beings in the field of psychology. Deception is an ethical issue, as the idea of deceiving participants in research seems inappropriate and can seem necessary at the same time. The reason for this is that certain types of research can be complicated if the participants know that they are being studied, this can make certain finding impossible, as individuals can modify their psychological processes. A difference should be made between withholding information and deliberately falsely informing the participants of the purpose of

⁸ <http://www.apa.org/about/>

the research. Psychologists should seek to give full information if possible, and the idea could be to take into account the participants reaction if the deception was to be revealed. In this case, one should avoid discomfort, objections, and psychological harm to the participants.

Also, there is the issues of debriefing. After a study, the researcher will inform participants about the research and harmful effects and explain any possible deception. In practice, this could be an ethical issue, as a verbal description may not be sufficient to avoid harmful effects after the study. As this research is linked to the psychological integrity, if a negative mood was induced, a positive mood should be induced at the end of the study for instance.

At the end of a research project, there might be findings of evidence of psychological or physical problems that the participant does not know about. The ethical problem that arises is whether or not the investigator has the responsibility to inform the person and whether the right not to know of the participant must be respected. There is a conflict of the reasonable duty of the researcher and the autonomy of the participant.

Finally, at a more global level, the issue of benefit sharing is an ethical problem that needs to be taken into account.

Specific ethical issues in the field of psychological research on human beings:

The blurring of boundaries between interventional research and psychological research can be a problem. The administration of drugs and intrusive techniques, such as hypnotherapy can be considered to be a physical and a psychological intrusion.

One of the specific ethical issues in the field of psychological research on humans is related to neuroscientific techniques, such as Deep Brain Stimulation (DBS), Transcranial Magnetic Stimulation (TMS) and Transcranial Current Stimulation (TCS). The ethical issues that related to these technologies are referred to as neuroethics. Within neuroethics, the main ethical issue is one of safety as well as the ethical issues of neuroenhancement⁹.

Let's take the example of the use of the "Deep Brain Stimulation" (DBS) technology which is used to treat neurological disorders such as Parkinson's, and also used in research for psychiatric disorders such as depression. This technology highlights the difficulty of balancing risks and benefits, while ensuring the autonomy of a patient. The informed consent process must be applied carefully when it comes to vulnerable people.¹⁰ DBS is a neuroscientific technique that is dealt with within neuroethics.

General ethical issues in the field of psychological research on animals:

When it comes to ethical issues in the field of psychological research on animals, there is the problem of harm and distress caused to animals.

⁹ This refers to the use of drug medication to enhance certain brain processes in healthy persons who do not have any mental illness.

¹⁰ Schermer, Maartje, "Ethical Issues in Deep Brain Stimulation", *Front Integr Neurosci.*, 2011; 5, p. 17. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096836/>

4. Organisations

To start with, there are a number of professional organisations at the national, European and international level.

At the national level, there is for instance the American Psychological Association (APA) and the British Psychological Society (BPS).

The American Psychological Association (APA)¹¹ is the largest scientific and professional organisation of psychologists in the US and in Canada that issued the first “Ethical Standards of Psychologists” in 1953. These were revised in 1981. The APA not only has its own ethical standards but has also put an Ethics committee in place.¹² This Ethics committee refers to the “Ethical Standards of Psychologists” and can receive, initiate and investigate complaints from members of the association concerning unethical conduct.¹³ The “Ethical principles of psychologist and Code of conduct”¹⁴ of the APA sets forwards the following general principles:

- Beneficence and non-maleficence
- Fidelity and Responsibility
- Integrity
- Justice
- Respect for People’s Rights and Dignity.

The British Psychological Society (BPS)¹⁵ is the representative body for psychologists and psychology in general in the UK. The BPS promotes the application of psychology for the public good. The BPS’s Ethics Committee promotes the ethical practice of psychology and has issued principles for ethical assessment that are to be found in “Code of Conduct, Ethical Principles, & Guidelines”¹⁶ of 2001. This Code puts forward various topics. To start with, part of this Code is about the conduct of psychologist, and deals with guidelines concerning advertising the services offered by psychologists too. Furthermore, this “Code of Conduct, Ethical Principles & Guidelines” also mentions ethical principles for conducting research with human participants, as well as guidelines for psychologists working with animals.

When it comes to the ethical principles for conducting research with human participants, the ethical principles addressed relate to the following topics: consent, deception, debriefing, withdrawal from the investigation, confidentiality, protection of participants, observational research, giving advice and colleagues. These principles stress the importance of obtaining priori to research informed consent as to protect the welfare and dignity of the participants and that fact that payment of participants must not induce participants to risk harm beyond what they risk in everyday life. When it comes to the issue of deception, one cannot withhold information as to mislead participants if these are likely to object when debriefed. Information must be given prior to the research as well as afterwards. Furthermore, confidentiality is a principle to be respected, as well as the responsibility to protect

¹¹ American Psychological Association (APA). <http://www.apa.org/about/index.aspx>

¹² APA. <http://www.apa.org/about/governance/bdcmte/ethics-committee.aspx>

¹³ APA. <http://www.apa.org/ethics/code/committee.aspx#PII1>

¹⁴ APA. <http://www.apa.org/ethics/code/principles.pdf>

¹⁵ British Psychological Society (BPS). <http://www.bps.org.uk/>

¹⁶ BPS, Ethical Principles, & Guidelines 2001. <http://insight.glos.ac.uk/researchdevelopment/documents/appendix%205.pdf>

participants from physical and mental harm. Participants must be free to withdraw from the investigations at any time.

In France, there is the “Société Française de Psychologie”(SFP),¹⁷ it was the second academic society of psychologists founded after the APA, and is a member of the IUPsyS. The SFP assists in the development of the fundamental and applied knowledge in psychology, promotes scientific psychology, encourages exchange within the research community, and contributes to the training of practitioners.

As to the existence of an Ethics code, the so-called ”Code de Déontologie des Psychologues”¹⁸ was signed in 1996 (revised in 2012) by the SFP (Société Française de Psychologie) the AEPU (Association des Enseignants de Psychologie des Universités)¹⁹ and the ANOP (Association Nationale des Organisations de Psychologues).²⁰ Furthermore, it has been adopted by 28 organisations of psychologists.

In France there is the “Commission National Consultative de Déontologie des Psychologues”(CNCDP).²¹ The CNCDP is a consultative commission that gives advice on problems related to the deontology of psychologists. The CNCDP respects the Ethics code of 1996 (Code de déontologie des psychologues).

The “Comité National Français de Psychologie Scientifique” (CNFPS)²² is in charge of representing the French scientific psychology within the IUPsyS. This committee is made up of researchers and professors from different sectors of psychology and whose scientific reputation is guaranteed by the Academy of Sciences.

Moreover, there is the “Société Française de Psychothérapie Psychanalytique de Groupe” (SFPPG),²³ a professional organisation, that unites, clinicians and research implementing psychoanalysis. The SFPPG develops the exchange between its members to promote clinical and theoretical research in the field of psychoanalytic and encourages study days, research groups and seminars, so play an important role in regard to training too.²⁴

These are only few examples of a vast landscape of organisations in France.

At the European level, there is the European Federation of Psychologist’s Associations (EFPA);²⁵ the members of this federation are the National Psychology Associations from

¹⁷ Société Française de Psychologie(SFP). <http://www.sfpsy.org/spip.php?rubrique1>

¹⁸ Code de déontologie des psychologues de mars 1996, révisé en février 2012. <http://www.sfpsy.org/IMG/pdf/Code-deonto2012.pdf>

¹⁹ Association des Enseignants-Chercheurs de Psychologie des Universités (AEPU). <http://www.aepu.fr/>

²⁰ Association Nationale des Organisations de Psychologues (ANOP) is a gathering of unions and associations in the field of psychology.

²¹ Commission National Consultative de Déontologie des Psychologues(CNCDP). <http://www.cncdp.fr/>

²² Comité National Français de Psychologie Scientifique (CNFPS). <http://aramis.obsppm.fr/cofusi/rap/2013/Psychologie-CNFPS-IUPsyS.pdf>

²³ Société Française de Psychothérapie Psychanalytique de Groupe (SFPPG). <http://www.sfppg.fr/la-sfppg/>

²⁴ The “Fédération des Associations de Psychothérapie Analytique de Groupe” (FAPAG) was created after a meeting of the SFPPG. For further information: <http://www.carnetpsy.com/article.php?id=1484&PHPSESSID=gafjuplmpith1hur66b30p28s3>

²⁵ European Federation of Psychologist’s Associations (EFPA). <http://www.efpa.eu/>

European countries. This federation provides a European forum of cooperation in the fields of academic training, psychology practice and research and aims to promote and improve psychology as a profession and a discipline, encouraged training and research in this field.

The EFPA has its own ethics boards that deals with the teaching of ethics in psychology training, supervision and ethics but that has also issued an ethics code, the “Meta-Code of EFPA”²⁶ in 1995 which was revised in 2005. The ethical principles set out in this Code are the following:

- Respect for a Person's Rights and Dignity (Privacy and confidentiality, informed consent and freedom of consent, self-determination and autonomy.)
- Competence (Ethical awareness, limits of competence, limits of procedures, continuing development).
- Responsibility (promotion of high standards, avoidance of harm, continuity of care.)
- Integrity in the science (Recognition of professional limitations, honesty and accuracy.)

At the international level, there is the International Union of Psychological Science (IUPsyS) and the International Association of Applied Psychology (IAAP).

The International Union of Psychological Science (IUPsyS)²⁷ was established in 1889 and represents psychologists worldwide. In 2002, the General Assembly of this professional association approved a motion to create an Ad Hoc Joint Committee in charge of developing a universal declaration of ethical principles for psychologists. This initiative gave rise to the “Universal Declaration of Ethical Principles for Psychologists”²⁸. The main principles referred to are the following:

- Respect for the Dignity of Persons and Peoples
- Competent Caring for the Well-Being of Persons and Peoples
- Integrity
- Professional and Scientific Responsibilities to Society

The International Association of Applied Psychology (IAAP)²⁹ is the oldest international association of psychologists. The Assembly of the IUPsyS has adopted the “Universal Declaration of Ethical Principles for Psychologists” which the IAAP refers too, as well as to a book “Values and Ethics for the 21st Century”.³⁰

Other organisations include:

- Federation of Associations in Behavioural & Brain Sciences (FABBS)³¹
- International Council of Psychologists (ICP)³²
- Global Chinese Positive Psychology Association³³

²⁶ Meta-Code of EFPA. <http://ethics.efpa.eu/meta-code/>

²⁷ International Union of Psychological Science (IUPsyS). <http://www.iupsys.net/>

²⁸ Universal Declaration of Ethical Principles for Psychologists (IUPsyS). <http://www.sagepub.com/cac6study/pdf/UniversalDeclaration.pdf>

²⁹ International Association of Applied Psychology (IAAP). <http://www.iaapsy.org/>

³⁰ BBVA, *Values and Ethics for the 21st Century*, is the fourth in the series published annually by the community OpenMind. <https://www.bbvaopenmind.com/en/book/values-and-ethics-for-the-21st-century/>

³¹ <http://www.fabbs.org/>

³² <http://www.icpweb.org/#!about-icp/cjg9>

- International Association for Cross-Cultural Psychology (IACCP)³⁴
- International Council for Science (ICSU)³⁵
- International Council for Social Sciences (ISSC)³⁶
- International Society for Developmental of Psychobiology (ISDP)³⁷
- Psi Chi: The International Honor Society in Psychology.³⁸
- European Federation of Psychology Students' Associations
- European Association for Aviation Psychology (EAAP)
- European Association for Research on Adolescence (EARA)
- European Association for Research on Learning and Instruction (EARLI)
- European Association of Developmental Psychology (EADP)
- European Association of Personality Psychology (EAPP)
- European Association of Psychology and Law (EAPL)
- European Association of Social Psychology (EASP)
- European Association of Work and Organizational Psychology (EAWOP)
- European Community Psychology Association (ECPA)
- European Federation of Psychology Teachers' Associations (EFPTA)
- European Federation of Sport Psychology (FEPSAC)
- European Health Psychology Society (EHPS)
- European Social and Affective Neuroscience (ESAN)
- European Society for Cognitive Psychology (ESCoP)
- European Society for Traumatic Stress Studies (ESTSS)
- Experimental Psychology Society (EPS)
- Network of European Psychologists in the Educational System (NEPES)

Academies of Psychology:

- The International Academy for Investigative Psychology. <http://www.ia-ip.org/>
- American Academy of Clinical Psychology. <http://www.aacpsy.org/>
- Ottawa Academy of Psychology. <http://www.ottawa-psychologists.org/>
- Academy of Psychological Clinical Science in the US and Canada. <https://www.acadpsychclinicalscience.org/>
- Academy of Medical Psychology (AMP), US. <http://www.amphome.org/>
- Institute of Psychology (IP) of the Chinese Academy of Sciences (CAS). <http://english.psych.cas.cn/au/>
- National Academy of Psychology (NAOP). India. <http://www.naopindia.org/>

Other ethics codes of organisations:

³³ <http://www.globalcippa.org/en/>

³⁴ <http://iaccp.org/>

³⁵ <http://www.icsu.org/>

³⁶ <http://www.worldsocialscience.org/>

³⁷ <http://www.isdp.org/>

³⁸ <http://www.psichi.org/>

- International Association for Educational and Vocational Guidance (IAEVG) 1995. IAEVG Ethical Standards. <http://www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=2>
- International Association of Marriage and Family Counselors (IAMFC). Ethical code of IAMFC. <http://www.iamfconline.org/public/department3.cfm>
- International School Psychology Association (ISPA). Code of Ethics of the ISPA. <http://spi.sagepub.com/content/18/4/291.short>
- International Society for Coaching Psychology (ISCP). Code of Ethics of the ISCP. <http://www.isfcp.net/ethics.htm>
- International Society of Sports Psychology Code of Ethics. http://www.issponline.org/p_codeofethics.asp?ms=3
- International School Psychology Association Ethics. <http://www.nasponline.org/standards/ProfessionalCond.pdf>

For other organisations across the world, see Appendix A.

5. Institutionalisation

In France, the law in force is the law “Huriet-Sérusclat”³⁹ of 1988 that has in stored an ethics committee, the so called Committee of protection of persons (Comité de protection des personnes, CPP). This committee evaluates biomedical research on human beings and not yet research in the field of psychology. However, the law “Jardé”⁴⁰ that hasn’t yet entered into force will extend the ethics assessment to research in the field of psychology. This assessment would be more an assessment as to the compliance of the laws in France than an ethics assessment.

In the UK, there’s the Department of Psychology Ethics Committee (PEC).⁴¹ The PEC doesn’t replace the Ethics Committees in Cambridge, which are the Psychology Research Ethics Committee (PREC)⁴² and the NHS Research Ethics Committee (REC).⁴³ The PEC filters out the undergraduate and graduate research projects.

In the Netherlands, universities also have their own ethics review board, such as the Faculty of Social and Behavioural Sciences University of Amsterdam.⁴⁴

6. International frameworks and protocols

To the author’s knowledge, there is no existing framework or protocols, set of principles or procedures for ethics assessment in psychology or any of its sub-disciplines. However, what

³⁹ Loi n° 88-1138 du 20 décembre 1988 relative à la protection des personnes qui se prêtent à des recherches biomédicales. <http://legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000508831>

⁴⁰ LOI n° 2012-300 du 5 mars 2012 relative aux recherches impliquant la personne humaine. <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000025441587>

⁴¹ Department of Psychology Ethics Committee (PEC). http://www.psychol.cam.ac.uk/ethics_committee

⁴² Cambridge Psychology Research Ethics Committee (PREC). <http://www.bio.cam.ac.uk/psyres>

⁴³ NHS Research Ethics Committees (RECs). <http://www.hra.nhs.uk/about-the-hra/our-committees/research-ethics-committees-recs/#sthash.jpMdAhwz.dpuf>

⁴⁴ Faculty of Social and Behavioural Sciences University of Amsterdam <https://www.lab.uva.nl/ce/>

exists is for instance the “Universal Declaration of ethical principles for psychologists”⁴⁵ (IUPsyS) and the “Meta-Code” of the EFPA⁴⁶ as mentioned before.

The reason for this is the fact that ethics assessment was a reaction to the experiments done by the Nazis on Jewish people and stigmatised populations. Therefore, the international frameworks (Nuremberg 1947, Helsinki Declaration 1964 etc.) focus on the ethics assessment in biomedical research.

7. Other issues

An issue in the field of psychology is “indigenous psychologies” - indigenous psychologies question Western-dominated psychological research.⁴⁷ These are described as “as a set of approaches to understanding human behaviour within the cultural contexts in which they have developed and are currently displayed. They can also be seen as attempts to root psychological research in the conceptual systems that are indigenous to a culture, including the philosophical, theological, and scientific ideas that are part of the historical and contemporary lives of people and their institutions”.⁴⁸

Furthermore, new issues, such as safety concerns are arising when it comes to impact assessment in neuro-imaging.⁴⁹

8. Journal and conference series

Journals:

- International Journal of Law and Psychiatry⁵⁰. The Official Journal of the International Academy of Law and Mental Health. Editor in chief: David Weisstub. Article : “Psychologists Abandon the Nuremberg Ethic: Concerns for Detainee Interrogations” by Kenneth S. Pope, Ph.D., ABPP and Thomas G. Gutheil, M.D. This article was published in International Journal of Law and Psychiatry, vol.32, #4, pp.

⁴⁵ Universal Declaration of Ethical Principles for Psychologists (IUPsyS). <http://www.sagepub.com/cac6study/pdf/UniversalDeclaration.pdf>

⁴⁶ Meta-Code of EFPA. <http://ethics.efpa.eu/meta-code/>

⁴⁷ See “Special issue on the indigenous psychologies, preface, 2006”. Reprinted from Wedding, D., & Stevens, M. J. (Eds). (2009). Psychology: IUPsyS Global Resource (Edition 2009) [CD-ROM]. International Journal of Psychology, 44 (Suppl. 1), section on Indigenous Psychologies. <http://resources.iupsys.net/iupsys/index.php/iupsysresources/227-philippines-articles/7993-special-issue-on-the-indigenous-psychologies-preface-2006>

⁴⁸ Ibid.

⁴⁹ Hüsing, Bärbel, Lutz Jäncke, Brigitte Tag, “Impact Assessment of Neuroimaging”, 2006 vdf Hochschulverlag AG an der ETH Zürich, Zürich. <http://www.psychologie.uzh.ch/fachrichtungen/neuropsy/NeuroimagingOA.pdf>

⁵⁰ International Journal of Law and Psychiatry. <http://www.journals.elsevier.com/international-journal-of-law-and-psychiatry/most-downloaded-articles/>

161-166; May-June, 2009. doi:10.1016/j.ijlp.2009.02.005..
<http://kspope.com/nuremberg.php>

- “Ethical Human Psychology and Psychiatry”, An International Journal of Critical Inquiry, Editors: Brian Kean, PhD; James A. Tucker, PhD; Leighton Whitaker, PhD, ABPP. <http://www.springerpub.com/ethical-human-psychology-and-psychiatry.html>
- American Psychologist⁵¹, is the official journal of the American Psychological Association (APA). Editor: Norman B. Anderson, PhD. Articles: “Ethics of Practice: The Beliefs and Behaviors of Psychologists as Therapist” by Kenneth S. Pope, Barbara G. Tabachnick and Patricia Keith-Spiegel. <http://www.kspope.com/ethics/research4.php> “Ethical Dilemmas Encountered by Members of the American Psychological Association: A National Survey” by Kenneth S. Pope and Valerie A. Vetter. <http://kspope.com/ethics/ethics2.php>
- British Medical Journal (BMJ)⁵². Article: “Contrasting Ethical Policies of Physicians & Psychologists Concerning Detainee Interrogations”, by Kenneth S. Pope, Ph.D., ABPP (Independent Licensed Psychologist) and Thomas G. Gutheil, M.D. (Professor of Psychiatry). This article was published in British Medical Journal. Cite this as: BMJ 2009, 338:b1653. <http://kspope.com/detainee/interrogation.php>
- Ethics & Behavior (Ethics Behav)⁵³. Published by Taylor and Francis Group. ISSN (printed): 1050-8422. ISSN (electronic): 1532-7019. Article: “Disability, Accessibility, and Ethics in Psychology: 3 Major Barriers” by Kenneth S. Pope, Ph.D., ABPP. <http://kspope.com/ethics/accessibility.php>
- General Hospital Psychiatry (Psychiatry, Medicine and Primary Care)⁵⁴. Article : “The Ethics of Research Involving Memories of Trauma” by Kenneth S. Pope. <http://kspope.com/ethics/editorial.php>
- Indian journal of medical ethics. Article: “Ethics in the practice of clinical psychology” by Rathna Isaac. <http://www.issuesinmedicaethics.org/index.php/ijme/article/view/413/748>
- Journal of Consulting and Clinical Psychology. Editor: Arthur M. Nezu <http://www.apa.org/pubs/journals/ccp/index.aspx>
- Professional Psychology: Research and Practice. Editor: Ronald T. Brown, PhD <http://www.apa.org/pubs/journals/pro/>
- Journal of clinical psychology⁵⁵. Edited By: Timothy R. Elliott (Editor) and Barry A. Farber. Article: “The Art of Assessment in Psychology: Ethics, Expertise, and Validity” by James A. Cates. <http://mbh.hku.hk/icourse/documents/backup/MSBH7002%20-%20Cates%201999.pdf>
- Several articles on ethics have appeared in “Teaching of Psychology”⁵⁶ (Adair, Lindsay & Carlopio 1983, Britton, Richardson, Smith & Hamilton 1983, Dalton 1984, Handelsman, Rosen & Arguello 1987, Korn 1984). A specific article on “teaching of ethics in psychology” is the one of Abeles in 1980 and of Thomas V. McGovern 1988.

⁵¹ American Psychologists. <http://www.apa.org/pubs/journals/amp/index.aspx>

⁵² British Medical Journal. <http://www.bmj.com/thebmj>

⁵³ Ethics and behavior. <http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=1050-8422>

⁵⁴ General Hospital Psychiatry. <http://www.journals.elsevier.com/general-hospital-psychiatry/>

⁵⁵ Journal of clinical psychology. [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1097-4679](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-4679)

⁵⁶ Journal teaching of psychology. <http://teachpsych.org/top/index.php>

Conferences:

- European Conference on Ethics and Psychology. 13 March 2015.
<http://www.ethicsopp2015conference.pt/en/>
- Lithuanian Congress of Psychology. 9 May 2015.
<http://www.psichologusajunga.lt/index.php?p=39&lng=lt>
- 63rd Annual Conference of the Psychologist of Serbia: Professional identity of psychologists and interdepartmental collaboration. 27-30 May 2015.
<http://www.dps.org.rs/63rd-annual-conference>
- 14th European Congress of Psychology. Milan, Italy, 7-10 July 2015.
<http://www.ecp2015.it/>
- Division 42 of APA. Forensic Psychology Conference: Psychological Assessment, Ethics and Expert Testimony. 1-3 May 2015.
<http://www.apa.org/news/events/2015/forensic-conference.aspx>

9. Key publications

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- Banyard, Philip, and Cara Flanagan, *Ethical issues and guidelines in psychology*, Routledge, 2005
- Bersoff, D. (ed.), *Ethical conflicts in psychology*, 4th Edn, American Psychological Association, Washington, DC, 2008.

- Francis, R.D., *Ethics for psychologists*, British Psychological Society, Leicester, 1999.
- Koocher, G., & P. Keith-Spiegel, *Ethics in psychology*, 2nd edn, Oxford University Press, Oxford, 1998.

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Definition of Psychology. [http://en.wikipedia.org/wiki/Basic_science_\(psychology\)](http://en.wikipedia.org/wiki/Basic_science_(psychology))

Definition of Psychology. <http://www.larousse.fr/encyclopedie/divers/psychologie/84093>

Drotar, Dennis, “Contemporary Directions in Research Ethics in Pediatric Psychology: Introduction to the Special Section”, *Journal of Pediatric Psychology*, 26(10), 2011, pp.1063-1070.

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Gréco, Pierre, “Psychologie”, Encyclopædia Universalis [en ligne], consulté le 15 Avril 2015. <http://www.universalis-edu.com/encyclopedie/psychologie/>

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McGovern, Thomas V., (Virginia Commonwealth University), “Teaching the Ethical Principles of Psychology”, *Teaching of Psychology*, Vol. 15, No.1, February 1988, pp. 22-26.

McLeod, S. A., “Psychology Research Ethics”, 2007. <http://www.simplypsychology.org/Ethics.html>

Tavris, Carol, Carole Wade, *Introduction a la Psychologie. Les Grandes Perspectives*, de Boeck, 1997.

APPENDIX AAmericas:⁵⁷

- Caribbean Alliance of National Psychological Associations (CANPA)
- Interamerican Society of Psychology (SIP)
- Latin American Health Psychology Society
- Latin American Society of Psychology Students
- Union of Latin American Psychological organizations (ULAPSI)

Austria⁵⁸:

- Association of Austrian Professional Psychologists
- Austrian Psychological Society
- Federation of Austrian Associations of Psychologists
- Student's Association in the Austrian Psychological Union
- Austria Society for Cognitive Science
- Austrian Aviation Psychology Association
- Austrian Neuropsychological Society
- Austrian Professional Association of Psychologists
- Society for Critical Psychology

Asia⁵⁹:

- Asian South Pacific Association of Sport Psychology
- Regional Associations in Asia: ARUPS
- Regional Associations in Asia: Asian Psychology Association

Brazil⁶⁰:

- Brazilian Society of Psychology (SBP)

⁵⁷Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/regional-tour/americas>

⁵⁸ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/a-/austria>

⁵⁹ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/regional-psychology-organizations-in-asia>

⁶⁰ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/b-/brazil>

- Federal Council of Psychology (CFP)
- National Association for Research and Graduate Studies in Psychology (ANPEPP)
- National Forum of Organizations of the Brazilian Psychology (FENPB)
- Brazilian Association for Health Psychology (ABPSA)
- Brazilian Association for Psychotherapy (ABRAP)
- Brazilian Association of Developmental Psychology (ABPD)
- Brazilian Association of Educational and School Psychology (ABRAPEE)
- Brazilian Association of Juridical Psychology (ABPJ)
- Brazilian Association of Political Psychology (ABPP)
- Brazilian Association of Professional Orientation (ABOP)
- Brazilian Association of Psychology and Behavioral Medicine (ABPMC)
- Brazilian Association of Psychology Education (ABEP), Brazil
- Brazilian Association of Rorschach and Projective Methods (ASBro)
- Brazilian Association of Scientific Psychology Editors (ABECIPsi)
- Brazilian Association of Social Psychology (ABRAPSO)
- Brazilian Association of Sport Psychology (ABRAPESP)
- Brazilian Federation of Psychodrama (FEBRAP)
- Brazilian Institute of Psychological Evaluation (IBAP)
- Brazilian Society of Hospital Psychology (SBPH)
- Brazilian Society of Neuropsychology (SBNp)
- Brazilian Society of Psychology and Acupuncture (SOBRAPA)
- Brazilian Society of Work and Organizational Psychology (SBPOT)
- National Coordination of Psychology Students (CONEP)
- National Federation of Psychologists (FENAPSI)

China⁶¹:

- Chinese Psychological Society
- Chinese Association of Mental Health

⁶¹Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/c-/china>

- Chinese Social Psychology Society

France⁶² :

- Federation of French Psychologists
- French National Committee of Scientific Psychology
- French Psychological Society (SFP)
- ANOP Association Nationale des Organisations de Psychologues
- Association des Conseillers d'Orientation Psychologues
- Association des Enseignants en Psychologie des Universités
- Association Française des Psychologues Scolaires
- Association Nationale des Psychologues de l'Enseignement Catholique
- Ecole de Psychologues Praticiens
- Syndicat National des Enseignements du Second Degré

Germany⁶³ :

- Federation of German Psychologists' Associations
- Association of German Professional Psychologists
- German Psychological Society (DGPs)
- German Association for Pastoral Psychology
- German Association of Sport Psychology
- German Cognitive Science Society
- German Differential Psychology Society
- German Peace Psychology Association
- German Society for Analytic Psychology
- German Society for Medical Psychology
- German Society for Medical Psychology and Psychopathology
- German Society for Music Psychology
- German Society for Transpersonal Psychology and Psychotherapy

⁶² Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/d-f/france>

⁶³ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/g-i/germany>

India⁶⁴:

- National Academy of Psychology
- Community Psychology Association of India
- Indian Academy of Applied Psychology
- Indian Association of Clinical Psychologists
- Indian Psychoanalytical Society
- Indian Psychological Association
- Indian School Psychology Association
- International Association of Holistic Psychology
- Madras Psychological Society
- National Association of Psychological Science
- Pondicherry Psychology Association
- Sports Psychology Association of India (SPAI)

Netherlands⁶⁵:

- Dutch Association of Psychologists (NIP)
- Dutch Association for Neuropsychology

Oceania:⁶⁶

- Asian South Pacific Association of Sport Psychology

Poland⁶⁷:

- Polish Psychological Association
- Association of Forensic Psychologists in Poland
- Association of Transport Psychologists in Poland
- Committee of the Psychological Sciences of the Polish Academy of Sciences
- Polish Association of Organizational Psychology

⁶⁴ Psychology Resources Around the World.

<http://resources.iupsys.net/iupsys/index.php/national-tour/g-i/india>

⁶⁵ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/n-o/netherlands>

⁶⁶ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/regional-psychology-organizations-in-oceania>

⁶⁷ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/p-r/poland>

- Polish Association of Practicing Psychologists
- Polish Association of Psychologists and Therapists
- Polish Society of Clinical Psychology
- Polish Society of Social Psychology

Saudi Arabia⁶⁸ :

- Saudi Educational and Psychological Association

Serbia⁶⁹:

- Psychological Association of Serbia

South Africa⁷⁰:

- National Research Foundation of South Africa (NRF)
- Psychological Society of South Africa
- Health Professions Council of South Africa - Psychology Board
- Society for Industrial Organizational Psychology in South Africa
- South African Clinical Neuropsychological Association (SACNA)
- South African National Association of Practicing Psychologists (SANAPP)

Africa⁷¹:

- Pan-African Psychology Union

Spain⁷²:

- Spanish Psychological Association
- Spanish Federation of Psychological Associations
- Iberoamerican Association of Clinical and Health Psychology
- Motivation and Emotion Association
- Other Spanish Associations (in progress)
- Spanish Association of Behavioral Psychology

⁶⁸ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/s-/saudi-arabia>

⁶⁹ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/s-/serbia>

⁷⁰ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/s-/south-africa>

⁷¹ Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/regional-psychology-organizations-in-africa>

⁷² Psychology Resources Around the World. <http://resources.iupsys.net/iupsys/index.php/national-tour/s-/spain>

- Spanish Association of Behaviour Therapy
- Spanish Association of Cognitive Psychotherapy
- Spanish Association of Methodology and Behavioral Science
- Spanish Association of Orientation and Psychopedagogics
- Spanish Association of Psychotherapy
- Spanish Forensic Psychology Association
- Spanish Primatology Association

Zimbabwe⁷³:

- Zimbabwe Psychological Association
- National Overview⁷⁴

⁷³ Psychology Resources Around the World.

<http://resources.iupsys.net/iupsys/index.php/iupsysresources/287-zimbabwe-articles/3793-zimbabwe-zimbabwe-psychological-association>

⁷⁴ National Overview Zimbabwe. <http://resources.iupsys.net/iupsys/index.php/iupsysresources/287-zimbabwe-articles/582-zimbabwe-national-tour-dhammadpala-jordan-2007->