Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standard 91848

Standard title: Examine ethical issues in psychological practice

Credits: 3

Resource title: “You must continue!”

**Resource reference:** Psychology 2.5B Version 1

This resource:

* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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| Date version published by Ministry of Education | January 2017To support internal assessment from 2017 |
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| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. Teachers may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to make a comprehensive judgement on The Milgram Experiment from the point of view of an ethics committee. They will need to apply their knowledge of the New Zealand Code of Ethics to the study. They will need to research The Milgram Experiment. Teachers may want to guide students in their research.

Students will prepare a statement about the ethics of Milgram’s research. Students will work individually on this task.

Prior to this activity you will have taught students about ethical guidelines in psychological practice. You will have covered the need and purpose of having guidelines and studied the New Zealand Code of Ethics and how it should be applied. You should give examples of issues of compliance in psychological studies excluding The Milgram Experiment.

**Conditions**

Where a group approach is used, the teacher needs to ensure that there is evidence that each student has met all aspects of the standard. It is suggested that this task is completed individually.

As a guide, assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.

You may want to give students guidance on the appropriate style and format for their findings. This achievement standard does not actually assess format or style.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

Access to the Internet and to relevant primary and secondary sources of information.

**Additional information**

The Code of Ethics for Psychologists working in Aotearoa/New Zealand, 2002 has four parts as set out below:

1. Respect for the Dignity of Persons and Peoples
2. Responsible Caring
3. Integrity in Relationships
4. Social Justice and Responsibility to Society

The Code of Ethics is published by the New Zealand Psychological Society to guide ethical practice and safeguard individual and community wellbeing. The code can be found on this site <http://www.psychology.org.nz/>.

The Code of Ethics acknowledges importance, relevance and legal standing of The Treaty of Waitangi in Principle One: Clause Three with the following statement: *“Psychologists practising in New Zealand recognise that the Treaty of Waitangi sets out the basis of respect between Māori and non-Māori in this country.”*

**Other resources**

The Milgram Experiment is widely recognised as one of the key psychological studies in the field of psychology. There are a number of primary and secondary sources that summarise the experiment and provide students with ways to aid their learning. For example, [http://www.simplypsychology.org/milgram](http://www.simplypsychology.org/milgram.html). There are primary sources of information that include the original video footage, widely available on sites such as YouTube. Additionally, reprints of the original study (published in THE JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, Vol. 67, No. 4, 1963) are freely available on the internet. For example: <http://www.columbia.edu/cu/psychology/terrace/w1001/readings/milgram.pdf>

Further information about the Milgram experiment is widely available. Teachers should provide students with access to a variety of primary and secondary sources that can enhance their understanding of this experiment.

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Student instructions

**Introduction**

This assessment activity requires you to examine the ethical issues in psychological practice using the study into obedience by Stanley Milgram and present your findings.

You will be assessed on how comprehensively you examine ethical issues in psychological practice.

Teacher note: Insert due dates and time frames.

**Task**

You are a part of an ethical committee that has been set up to investigate experimental psychological research.

You will need to research the famous study into obedience by Stanley Milgram and be familiar with the New Zealand Code of Ethics.

Some of the people who took part in Milgram’s experiment have made complaints to the Ethics Committee saying that the experiment was unethical. It is up to you to review the ethical guidelines set out in the Code of Ethics for Psychologists Working in Aotearoa/New Zealand to determine the ethical issues and decide which, if any, ethics guidelines have been broken.

You are required to evaluate any issues of compliance in the study and make suggestions as to how to address these issues.

Prepare a press report that your committee will deliver about their decision on Milgram’s study. You will need to include the following information:

* examples of key issues of how Milgram’s study complies with and/or breaches the ethical guidelines
* specific details from the study and specific principles from the Code of Ethics for Psychologists Working in Aotearoa
* any defence that Milgram could make about whether ethical breaches occurred
* suggested improvements to psychological practice that could ensure ethical compliance in Milgram’s experiment
* the implications of these improvements
* psychological studies or theories to support the judgements.

**Assessment schedule: Psychology 91848 – “You must continue!”**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student examines ethical issues in psychological practice by:* explaining the key issues of compliance with ethical standards and the application of these to Milgram’s research.

**For example (partial evidence):***Milgram’s study breaches the Code of Ethics, in particular Principle 2: Responsible Caring and the value statement 2.6 that states that the mental and physical wellbeing of participants should be protected. Milgram’s study breaches this principle as the participants’ mental wellbeing was not protected. The ‘teachers’ were made to ‘shock’ the learner and would have experienced distress from being made to do this and by being told they ‘must continue’.**The examples above are indicative samples only* | The student examines, in depth, ethical issues in psychological practice by:* explaining in detail the key issues of compliance with ethical standards in Milgram’s research
* considering different viewpoints on these issues. This may include descriptions of psychological theories or studies from published works.

**For example (partial evidence):***Milgram’s study breaches the Code of Ethics, in particular Principle 2: Responsible Caring and the value statement 2.6 that states that the mental and physical wellbeing of participants should be protected. Milgram’s study breaches this principle as the participant’s mental wellbeing was not protected. The ‘teachers’ were made to ‘shock’ the learner and would have experienced distress from being made to do this and by being told they ‘must continue’.**An argument in defence of Milgram in relation to this breach of Responsible Caring is that the participants were reunited with the ‘electrocuted’ confederates and reassured that no electric shock had actually been given. One year later, the participants were assessed by a psychiatrist. 84% stated that they were glad that they had participated in the experiment. He could not predict the emotional distress that some participants experienced, so our committee thinks that researchers should always consider the worst case scenario and seek to prevent that from happening.**The examples above are indicative samples only* | The student comprehensively examines ethical issues in psychological practice by:* evaluating the key issues of compliance with ethical standards
* suggesting, in the evaluation, improvements to psychological practice to enable compliance
* considering the implications of these improvement.

**For example (partial evidence):***An improvement that we suggest for Milgram’s study to make to ensure compliance with the Principle of Responsible Care and protecting the wellbeing of participants is to appoint an independent agency to watch the experiment, with instructions to remove participants as soon as they are showing signs of distress. The agency would need to be monitoring the participants fairly closely and could perform interviews.**Using an independent agency could have perhaps vastly changed the outcome of the study. The implications of this maybe that harm is reduced, however it may also affect the validity of the results.**The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.