

PROVA DE INGLÊS

Indique a melhor resposta às questões 1 a 10 com referência ao texto. Cada questão tem somente UMA resposta válida.

Q1. Por que a palavra ‘research’ é escrita com um hífen (re-search) no terceiro parágrafo da Introdução?

- A. porque esta é a ortografia correta para um tipo mais científica de pesquisa
- B. porque ‘re’ é uma abreviação que indica ‘em relação a’
- C. para enfatizar o sentido de ‘procurar de novo’ fornecido pelo prefixo re-
- D. para indicar que os princípios básicos da ética de pesquisa precisam ser revistos

Q2. Os dois adjetivos ‘patient’ e ‘careful’ no terceiro parágrafo da Introdução têm sentidos semelhantes. Qual das palavras/frases portuguesas seguintes poderiam ser utilizadas para melhor comunicar o sentido de ambas as palavras neste contexto?

- A. passivo
- B. metuculoso
- C. relativo à saúde
- D. inofensivo

Q3. A frase ‘fishing expedition’ no quarto parágrafo da Introdução quer dizer

- A. pesquisa na área de engenharia de pesca
- B. um estudo de campo
- C. um tipo de pesquisa onde o pesquisador sai em busca de qualquer resultado interessante
- D. um estudo experimental que requer muitos equipamentos técnicos

Q4. A palavra ‘these’ no segundo parágrafo de Seção II se refere a

- A. pesquisadores
- B. pesquisa exploratória
- C. resultados definidos
- D. hipóteses

Q5. Segundo a Seção II, qual das seguintes seria uma das vantagens de ‘experimental research’?

- A. É capaz de fornecer conclusões mais robustas quanto às relações de causalidade
- B. É mais focada em hipóteses implícitas
- C. Evita a necessidade de criar situações artificiais
- D. Existem mais normas éticas e regulações governamentais aplicáveis a esta área de pesquisa

Q6 De acordo com a introdução à Seção III,

- A. os princípios éticos seguidos hoje e antigamente foram temporariamente suspensos durante a segunda guerra mundial
- B. os princípios éticos estabelecidos hoje em dia podem mudar no futuro
- C. a concorrência comercial é um tipo de guerra na qual os princípios éticos não devem se aplicar
- D. não é possível conduzir uma pesquisa de uma forma ética se o pesquisador não tiver um amor para com o assunto

Q7 Na frase “Due care must be taken by supervisor and researcher alike” em item d) da Seção III, as palavras ‘by supervisor and researcher alike’ poderiam ser substituídas por qual das seguintes alternativas sem significativamente alterar o sentido da frase?

- A. as supervisor and researcher see fit
- B. by both supervisor and researcher
- C. by supervisors, researchers and others
- D. if supervisor and researcher agree

Q8 Segundo item h) da Seção III,

- A. participantes não podem desistir de participar em projetos de pesquisa sem incorrer consequências graves
- B. participantes só devem ser recrutados se eles já têm alguma formação científica
- C. participantes devem ser informados que eles têm o direito de desistir de participar na pesquisa em qualquer momento
- D. é proibido a participação de alunos ou subordinados do próprio pesquisador em projetos de pesquisa na área da psicologia

Q9 Item i) da Seção III trata

- A. da necessidade de consultar com colegas antes de começar qualquer projeto de pesquisa
- B. do uso de drogas em pesquisa na área de psiquiatria
- C. de casos nos quais o pesquisador quer envolver uma pessoa na pesquisa sem pedir consentimento
- D. de um questionamento da aplicabilidade das regulações vigentes em relação ao consentimento informado

Q10. Segundo item k) da Seção III, pesquisadores

- A. não deveriam oferecer nenhum incentivo de uma maneira que pretende intimidar ou coagir
- B. não deveriam oferecer nenhum incentivo financeiro aos participantes
- C. não deveriam oferecer serviços que podem colocar o bem-estar do participante em risco
- D. podem oferecer um incentivo financeiro de qualquer valor aos participantes

THE ETHICS OF RESEARCH METHODOLOGY

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I. Introduction

1. This paper covers only the elementary aspects which “must be known” before writing even a simple research paper or conducting major or minor student research projects. It is imperative that all types of organizations have a systematic supply of information and the tools of analysis for making sound decisions which involve minimal risk. Hence, research methodology plays a paramount role.

2. A simple definition of research would be that it involves searching, searching, searching and searching again. But this does not satisfy the novice researcher.

3. Research is the systematic and objective process of gathering, recording and analyzing data for decision making. Research means to search again. It connotes patient study and scientific investigation, wherein the researcher takes another, more careful look at data to discover all that can be known about the subject under study. Applied research facilitates managerial decision-making and reduces uncertainty. It is an amalgamation of techniques and procedures that helps the researchers to know and understand the phenomena in focus.

4. Another appropriate definition would be that research is neither an existing bag of techniques nor a fishing expedition nor an encyclopedic gathering of assorted facts; rather it is a purposeful investigation, which provides a structure for decision-making.

5. There are three main parts to research investigation:

- The implicit questions posed (why?)
- The explicit answers proposed (what?)
- Collection, analysis, interpretation of the information leading from the question to an answer (how?).

II. Basis of Research Methodology

1. There are two basic types of research: exploratory and conclusive research.

2. Exploratory research gives rise to hypotheses and these have to be tested for definite results. Hence, this kind of research is exclusively used for the testing of hypotheses generated by exploratory research. This research can be classified as:

A. Descriptive Research: which is designed to describe something: e.g. the characteristics of users of a given product, or the degree to which the product used varies with income, age, gender or other characteristics. Descriptive studies vary in the degree to which specific hypotheses can serve as a guide. They allow both implicit and explicit hypotheses to be tested, depending upon the research problem.

B. Experimental Research: in this kind of research, one or more variables are manipulated under conditions. This permits the collection of data that shows the effects. Experiments will create artificial situations so that a researcher can obtain the particular data needed and can measure the data accurately. Experiments provide more control over the factors they are studying. Hence, if they can control the factors which are present in a given situation, they can obtain more conclusive evidence of cause and effect relationships between the two.

III. Ethics in Research

The truism that “everything is fair in love and war” is applicable neither to business nor to research. The present section thus addresses the issue of research ethics. Research ethics emerged out of World War II and are still being developed. What is acceptable today may not be a decade or so from now. The following codes of ethics should therefore be followed:

a) Boundaries of Competence:

I. Researchers provide services, teach and conduct research only within the boundaries of their competencies, based on their education, training, supervised experience or appropriate professional experience.

II. Researchers provide services, teach or conduct research in new areas or those involving new techniques only after first undertaking appropriate study, training, and supervision.

III. In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect patients, clients, students, research participants and others from harm.

b) Maintaining Expertise:

Research scholars who engage in assessments, therapy, teaching, consultation or other professional activities maintain reasonable levels of awareness of current scientific and professional information in their fields of activity and undertake ongoing efforts to maintain competence in the skills they use.

c) Planning Research:

Research requires meticulous planning and proper follow-up:

I. Research scholars design, conduct and report research in accordance with recognized standards of scientific competence and ethics

II. Research scholars plan their research so as to minimize the possibility that results will be misleading

III. In planning research, psychologists consider its ethical acceptability according to an ethics code. If an ethical issue is unclear, psychologists seek to resolve the issue through consultation with institutional review boards, peer consultation or other appropriate mechanisms.

IV. Research scholars take reasonable steps to implement adequate protections for the rights and welfare of human participants other persons affected by the research and the welfare of animal subjects.

d) Responsibility:

Due care must be taken by supervisor and researcher alike:

I. Research scholars conduct research completely and with due concern for the dignity and welfare of the participants

II. Research scholars are responsible for the ethical propriety of research conducted by them or by others under their supervision or control

III. Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared

IV. As part of the process of development and implementation of research projects, psychologists consult those with expertise concerning any special population under investigation or most likely to be affected

e) Compliance with Laws and Standards

Research scholars plan and conduct research in a manner consistent with current Federal and State legislature and regulations as well as the professional standards governing the conduct of research and particularly those standards governing research with human participants.

f) Institutional Approval

Research scholars obtain from host institutions or organizations appropriate approval prior to conducting research and they provide accurate information about their research proposal or a full Pilot study, before going ahead with major research

g) Research Responsibilities

Prior to conducting research, psychologists enter into an agreement with participants to clarify the nature of the research and the responsibilities of each party

h) Informed consent to Research:

Psychologists must follow certain norms:

I. Research scholars use language that is reasonably understandable by research participants in obtaining their appropriate informed consent

II. Using language that is reasonably understandable to participants, psychologists inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; and they inform participants of significant factors that may be expected to influence their willingness to participate

III. When research scholars conduct research with individuals such as students or subordinates, psychologists take special care to protect the prospective participants from the adverse consequences of declining or withdrawing from participation.

IV. When research participation is a course requirement or an opportunity for extra credit, the prospective participants are given the choice of equitable alternative activities.

i) Dispensing with Informed consent

Before determining that planned research does not require the informed consent of research participants, psychologists consider applicable regulations and consult with colleagues as appropriate.

j) Informed consent for research Filming or Recording:

Research scholars obtain informed consent from research participants regarding filming or recording them in any form, unless the research involves simple naturalistic observations in a public place and it is not anticipated that the recording will be used in a manner that could lead to personal identification or cause harm.

k) Offering incentives to Research Participants:

Incentives or inducements are acceptable but there should be no element of fear:

I. In offering professional services as an inducement to obtain research participation, psychologists should make clear the nature of the services as well as the risks, obligations and limitations, especially when dealing with patients or clients

II. Psychologists should not offer excessive or inappropriate financial or other inducement to obtain research participants, particularly when this might tend to coerce participation.

GABARITO

1	C
2	B
3	C
4	D
5	A
6	B
7	B
8	C
9	C
10	A