**PDF**

**1. Discuss intellectual property frankly**

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**to who gets credit for authorship (/gradpsych/2006/01/cover-credit) . The best way to avoid**

**disagreements about who should get credit and in what order is to talk about these issues at**

**the beginning of a working relationship, even though many people often feel uncomfortable**

**about such topics.**

**"It's almost like talking about money," explains Tangney. "People don't want to appear to be**

**greedy or presumptuous."**

**APA's Ethics Code (/ethics/code) offers some guidance: It specifies that "faculty advisors discuss**

**publication credit with students as early as feasible and throughout the research and**

**publication process as appropriate." When researchers and students put such understandings**

**in writing, they have a helpful tool to continually discuss and evaluate contributions as the**

**research progresses.**

**However, even the best plans can result in disputes, which often occur because people look**

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**The same rules apply to students. If they contribute substantively to the conceptualization,**

**design, execution, analysis or interpretation of the research reported, they should be listed as**

**authors. Contributions that are primarily technical don't warrant authorship. In the same vein,**

**advisers should not expect ex-officio authorship on their students' work.**

**Matthew McGue, PhD, of the University of Minnesota, says his psychology department has**

**instituted a procedure to avoid murky authorship issues. "We actually have a formal process**

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**process allows students and faculty to more easily talk about research responsibility,**

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**Psychologists should also be cognizant of situations where they have access to confidential**

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**"If you are a grant reviewer or a journal manuscript reviewer [who] sees someone's research**

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**says Gerald P. Koocher, PhD, editor of the journal Ethics and Behavior and co-author of "Ethics**

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**Researchers also need to meet their ethical obligations once their research is published: If**

**authors learn of errors that change the interpretation of research findings, they are ethically**

**obligated to promptly correct the errors in a correction, retraction, erratum or by other means.**

**To be able to answer questions about study authenticity and allow others to reanalyze the**

**results, authors should archive primary data and accompanying records for at least five years,**

**advises University of Minnesota psychologist and researcher Matthew McGue, PhD. "Store all**

**your data. Don't destroy it," he says. "Because if someone charges that you did something**

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**The APA Ethics Code requires psychologists to release their data to others who want to verify**

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**However, even the best plans can result in disputes, which often occur because people look at the same situation differently. "While authorship should reflect the contribution," says APA Ethics Office Director Stephen Behnke, JD, PhD, "we know from social science research that people often overvalue their contributions to a project. We frequently see that in authorship-type situations. In many instances, both parties genuinely believe they're right." APA's Ethics Code stipulates that psychologists take credit only for work they have actually performed or to which they have substantially contributed and that publication credit should accurately reflect the relative contributions: "Mere possession of an institutional position, such as department chair, does not justify authorship credit," says the code. "Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement."**

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