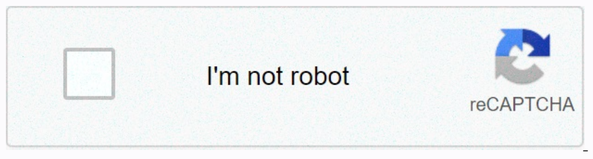

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Building the framework worksheet

the three primary ethical principles expressed in the Belmont ReportOrder ID5356363773TypeEssayWriter LevelMastersStyleAPASources/References4Perfect Pages to order5-10 Pages Identify and discuss the three primary ethical principles expressed in the Belmont report on which the standards of ethical conduct are based in research and analyze those procedures that each researcher must incorporate in order to comply with these principles. 1 pageQUALITY OF RESPONSENO RESPONSEPOOR / UNSATISFACTORYSATISFACTORYGOODEXCELLENTContent (worth up to 50% of the total points)Zero points: Student failed to submit the final document.20 points out of 50: The essay illustrates a poor understanding of the relevant material by failing to address the relevant content or to address it incorrectly; not identifying or misrepresenting/defining key concepts/ideas; ignoring or misrepresentation of important points/claims and the reasoning behind them; and/or use incorrect or incorrect terminology; and elements of the answer are missing.30 points out of 50: The essay illustrates a rudimentary understanding of the relevant material by mentioning the relevant content, but not fully explaining it; identifying some of the key concepts/ideas, although not fully or accurately explaining many of them; terminology, but sometimes incorrect or inappropriate; and/or include some important claims/points, but failed to explain the reasoning behind them or do so incorrectly. Elements of the required response may also be missing.40 points out of 50: The essay illustrates a solid knowledge of the relevant material by correctly addressing most of the relevant content; identifying and explaining most key concepts/ideas; the use of the correct terminology; to explain the reasoning behind most key points/claims; and/or where necessary or useful, substantiate some points with accurate examples. The answer is complete.50 points: The essay illustrates exemplary understanding of the relevant material by addressing the relevant content thoroughly and correctly; identifying and explaining all key concepts/ideas; using the correct terminology outlining the reasoning behind the main points/claims and substantiate, if necessary/useful, points with some accurate and enlightening examples. There are no aspects of the required answer. Use of resources (with a value of up to 20% of the total points). Zero points: Student cannot contain citations and/or references. Whether the student did not submit a final paper.5 out of 20 points: Sources are rarely cited in support of statements and/or the format of quotes are not recognizable as APA 6th Edition format. There are large in the formation of references and quotations. And/or there is a great dependence on very doubtful. Student fails to provide an adequate synthesis of research for paper.10 out of 20 points: References to learned sources are occasionally given; many statements seem baseless. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. There are significant errors of formation in the references and quotations. And/or there is a significant use of highly questionable sources.15 out of 20 points: Credible Learned sources are used effectively support claims and are, for the most part, clearly and freely represented. APA 6th Edition is used with only a few minor errors. There are minor errors in reference and/or citations. And/or there is some use of questionable sources.20 points: Credible learned sources are used to give compelling evidence to support claims and are clearly and freely represented. APA 6th Edition format is used accurately and consistently. The student used in the development of the assignment above the maximum required references. Grammar (up to 20% of total points)Zero points: Student failed to submit the final document.5 points out of 20: The document does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are incoherent or incomprehensible; organisation is lacking; and/or numerous grammatical, spelling/punctualities 10 indicates 20: The document is often unclear and difficult to follow because of some inappropriate terminology and/or vague language; ideas can be fragmented, wandering and/or repetitive; poor organisation; and/or a grammatical, spelling, punctuation 15 points out of 20: The paper is usually clear due to the correct use of terminology and minimal vagueness; no tangents and no repetition; reasonably good organisation; near-perfect grammar, spelling, punctuation and word use.20 points: The paper is clear, concise and a pleasure to read due to the correct and accurate use of terminology; total coherence of thoughts and presentation and logical organization; and the essay is flawless. Structure of paper (worth 10% of total points)Zero points: Student fails to develop the last paper.3 points out of 10: Student needs better formatting skills. The paper leaves important structural elements needed for and APA 6th edition paper. The layout of the paper has major flaws. The paper does not meet the requirements of the 6th edition of the APA.5 points out of 10: The appearance of the final paper shows that the student is limited in being able to make the paper. There are significant errors in the formatting and/or total omission of important parts of an APA 6th edition paper. It can include the omission of the front page, abstract and page numbers. In addition, the page formatting problems with spacing or paragraph formation. The font size may not meet the size requirements. The The also writes significantly too large or too short of and paper7 points out of 10: Research paper presents an above-average use of formatting skills. The paper has small errors in the paper. These can be minor errors or omissions with the front page, abstract, page number, and headers. There may also be slight formatting problems with the document spacing or font In addition, the paper may exceed the specific number of written pages required for the assignment or lower.10 points: Student offers a paper with a high caliber, formatted paper. This includes an APA 6th edition front page, abstract, page number, headers and is double distributed in 12' Times Roman Font. In addition, the paper meets the specific number of required written pages and does not exceed or below the specified length of the paper. Do you have another essay/assignment/Class Project/Homework related to this? Click here now [CLICK ME] and Have It Done by Our PhD Qualified Writers! PLACE THE ORDER WITH US TODAY AND GET A PERFECT SCORE!!! Good clinical practice Guidance and pragmatic clinical trials: Balancing the best of both worlds. Mentz RJ, Hernandez AF, Berdan LG, Rorick T, O'Brien EC, Ibarra JC, Curtis LH, Peterson ED. Mentz RJ, et al. Circulation. 2016 1;133(9):872-80. doi: 10.1161/CIRCULATIONAHA.115.019902. Circulation. 2016. PMID: 26927005 Free PMC article. Review. On 30 September 1978, the National Commission for the Protection of Human Subjects of Biomedical and Behavioural Research submitted its report The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. The report, named after the Belmont Conference Center at the Smithsonian Institution where the discussions that resulted in its formulation began, sets out the fundamental ethical principles underlying the acceptable conduct of research involving human subjects. These principles, respect for individuals, benevolence and justice, are now accepted as the three essential requirements for ethical research involving human subjects. Respect for individuals includes recognition of the personal dignity and autonomy of individuals, and special protection of persons with reduced autonomy. Beneficence entails an obligation to protect individuals from harm by maximizing the expected benefits and minimizing potential risks of harm. The Justice Department demands that the benefits and burdens of the investigation be shared fairly. The report also describes how these principles apply to research. In particular, the principle of respect for individuals underlies the need to obtain informed consent; the principle of benevolence underlies the need to carry out a risk-benefit analysis and minimise risks; and the principle of justice requires that subjects be selected fairly. As was mandated by Congress levy to the the report also provides a distinction between practice and research.. The text of the Belmont report is therefore divided into two parts: (1) boundaries between practice and research; and (2) fundamental ethical principles. The full text of the Belmont report, which describes each of the three principles and their application, is contained in the handbook in Appendix 6; follows a summary. Boundaries between practice and research Although recognizing that the distinction between research and therapy often blurs, the practice is described as interventions designed solely to improve the well-being of an individual patient or client and which have a reasonable expectation of success. The purpose of medical or behavioral practice is to provide diagnosis, preventive treatment or therapy to certain individuals. The Commission distinguishes research as indicating[ing] of an activity designed to test a hypothesis, to draw conclusions and thereby to develop or contribute generalizable knowledge (e.g. expressed in theories, principles and statements of relationships). Research is usually described in a formal protocol that includes an objective and a set of procedures designed to achieve that goal. The report recognises that experimental procedures do not necessarily constitute research and that research and practice can take place at the same time. It proposes that the safety and effectiveness of such experimental procedures should be examined early and that institutional monitoring mechanisms, such as medical practice committees, can ensure that this need is met by requiring that important innovation[s] be included in a formal research project. Application of the ethical principles Respect for persons. Required by the moral principle of respect for individuals (see definition, above), informed consent contains three elements: information, understanding and voluntary. First, subjects should be given sufficient information as to whether or not to participate, including the research procedure(s), their purposes, risks and expected benefits, alternative procedures (involving therapy) and a statement in which the subject offers the possibility of participating or not participating in the study and withdrawing from the study at all times. In response to the question of what is adequate information, the report proposes that a reasonable volunteer standard be used: the size and nature of the information should be such that individuals, knowing that the procedure is not necessary for their care or perhaps fully understood, can decide whether they wish to participate in the addition of knowledge. Even when a direct benefit is expected for them, the subjects understand the scope of risk and the voluntary nature of participation. Incomplete disclosure is only justified if it is clear (1) the objectives of the investigation cannot be achieved if full disclosure is made; (2) the undisclosed risks are minimal; and (3) if necessary, the subjects will be debriefed and the study results will be provided. Secondly, the subjects should be able to understand the information given to them. The provision of information should be adapted to the ability of the subject to understand it; to ensure that subjects understand it can be justified. In the same way as individuals with a limited ability to understand, they should be given the opportunity to participate or not (to the extent that they are able to do so), and their objections should not be overridden unless the research means that they receive therapy which is not available outside the scope of the study. [See discussions on this issue in other parts of the guide, including Chapter 6, Special Classes of Topics.] Each of these persons should be considered on its own terms (e.g. minors, persons with reduced mental capacity, terminally ill and comatose). Respect for individuals also requires third-party consent to further protect them from harm. Finally, voluntary consent should be given to participate. The conditions under which an agreement to participate must be free from coercion and undue influence. IPAs should be particularly sensitive to these factors when it comes to particularly vulnerable persons. Charity. Closely related to the principle of benevolence (see definition, above), risk/benefit assessments are involved in the probable and greatest of potential harm and expected benefits. The report breaks down the treatment of these issues into defining the nature and scope of the risks and benefits and systematically assessing the risks and benefits. All possible damage, not just physical or psychological pain or injury, should be considered. The principle of benevolence requires both the protection of individual subjects from risk of harm and the consideration of not only the benefits to the individual, but also the societal benefits that can be obtained from the research. In order to determine whether the balance between risks and benefits results in a favourable relationship, the decision should be based on a thorough assessment of information relating to all aspects of research and the systematic consideration of alternatives. The report recommends close communication between the IRB and the investigator and IRB insist on precise answers to direct questions. The IRB must: (1) the validity of the assumptions of the investigation (2) distinguish between the nature, probability and extent of the risk... with as much clarity as possible; and (3) determine whether the researcher's estimates of the likelihood of injury or benefits are reasonable, as assessed by known facts or other other Studies. In making the risk-benefit assessment, there are five basic principles or rules: (1) brutal or inhumane treatment of human subjects is never morally justified; (2) risks should be minimised, including avoiding the use of human subjects where possible; (3) LYOs should be rigorously insistence on sufficient justification for investigations with significant risk of serious impairments (e.g. direct benefit to the subject matter or apparent voluntary participation; (4) It is necessary to demonstrate that it is appropriate to involve vulnerable population groups; and (5) the proposed process of informed consent should make relevant risks and benefits thoroughly and fully public. Justice. The principle of justice dictates that the selection of research subjects must be the result of fair selection procedures and must also lead to fair selection results. The accuracy of subject selection relates to both the subject as an individual and to the subject as a member of social, racial, sexual or ethnic groups. With respect to their status as individuals, subjects should not be selected either because they are favored by the researcher or because they are held in contempt (for example, involving unwanted persons in risky research). Furthermore, social justice indicates a preferred order in the selection of classes of subjects (e.g. adults for children) and that some classes of potential subjects (e.g. institutionalised intellectually impaired or detainees) may be involved as research subjects, or not at all under certain conditions. Researchers, institutions or IPRs may consider principles of distribution law relevant to determine the suitability of the proposed methods of selecting research subjects that may lead to unfair burden sharing and benefits of research. Such considerations may be appropriate to prevent the injustice that results from social, racial, sexual and cultural prejudices institutionalized in society. Subjects should not be selected simply because they are readily available in institutions where research is conducted, or because they are easily manipulated due to their illness or socioeconomic condition. It is necessary to ensure that institutionalised individuals who are already burdened in many ways by their weaknesses and environments become overloaded. Non-therapeutic studies involving risks should use other less burdened populations, unless the study directly relates to the specific circumstances of the class concerned. by the ohrp ohrp ohrp website