

# TRI-COUNCIL POLICY STATEMENT (TCPS) 2 CORE PRACTICE EXAM (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR  
THE FULL VERSION STUDY GUIDE

<https://tcps2core.examzify.com>



**Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.**

**ALL RIGHTS RESERVED.**

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

# Table of Contents

|                             |    |
|-----------------------------|----|
| Copyright .....             | 1  |
| Table of Contents .....     | 2  |
| Introduction .....          | 3  |
| How to Use This Guide ..... | 4  |
| Questions .....             | 5  |
| Answers .....               | 8  |
| Explanations .....          | 10 |
| Next Steps .....            | 16 |

SAMPLE

# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

## 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

## 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

## 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

## 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

## 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

## 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

## Questions

SAMPLE

- 1. Which statement about the underlying value of TCPS 2 is correct?**
  - A. Autonomy
  - B. Respect for human dignity
  - C. Do no harm
  - D. All persons are created equal
- 2. Does providing a secure online survey link guarantee complete confidentiality of responses?**
  - A. Yes
  - B. No
  - C. It depends
  - D. Not applicable
- 3. What redress options exist for participants who believe they were harmed by research?**
  - A. Formal complaint processes with the REB or research ethics office, potential review of consent, and remediation options.
  - B. No recourse beyond leaving the study.
  - C. Only financial compensation from the sponsor is available.
  - D. The participant can seek court action as the first option.
- 4. Which statement best describes the status of a Research Ethics Board (REB)?**
  - A. A committee accountable in all respects to the institution that created it.
  - B. A committee independent in all respects from the institution that created it.
  - C. A committee accountable to the institution that created it with respect to its operations, but independent with respect to its decisions on research proposals.
  - D. A committee that operates under government control.
- 5. Consent may be obtained in ways other than in writing.**
  - A. False
  - B. Not required
  - C. True
  - D. Not sure

- 6. What is the role of debriefing in TCPS 2 studies involving deception?**
- A. Reveal true purpose, clarify any misconceptions, discuss risks and benefits, and address participant concerns.
  - B. Conceal the true purpose to protect participants.
  - C. Focus solely on compensating participants after the study.
  - D. Debriefing is optional and unregulated.
- 7. Chapter 9 guidance may apply to non-Indigenous communities.**
- A. True
  - B. False
  - C. It may apply
  - D. Not specified
- 8. Which statement best describes the general principles of consent?**
- A. Voluntary, informed, ongoing.
  - B. Informed, ongoing, documented.
  - C. Voluntary, informed, free.
  - D. Voluntary, informed, documented.
- 9. Which of the following best describes the primary role of the community member on an REB?**
- A. To bring diversity to the REB.
  - B. To provide an independent perspective on the proposed research.
  - C. To represent the research participant perspective.
  - D. To ensure not all REB members are academics.
- 10. Some Indigenous community research projects can meet the criteria for minimal risk and be evaluated in delegated review.**
- A. Yes
  - B. No
  - C. Sometimes
  - D. Not applicable

## **Answers**

SAMPLE

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

SAMPLE

## **Explanations**

SAMPLE

**1. Which statement about the underlying value of TCPS 2 is correct?**

- A. Autonomy
- B. Respect for human dignity**
- C. Do no harm
- D. All persons are created equal

*TCPS 2 is grounded in recognizing the inherent worth of every person and treating participants with dignity. This respect for human dignity underpins how researchers approach autonomy, consent, and protections for those who may be vulnerable, ensuring people are treated as capable of making their own decisions and are shielded from exploitation. That makes the statement about respect for human dignity the best fit. Autonomy is a part of respecting persons, but it's not the overarching value by itself—it's one aspect of the broader commitment to dignity and rights. Do no harm reflects welfare and safety considerations, but it doesn't alone capture the foundational value that TCPS 2 aims to uphold. All persons are created equal speaks more to fairness and justice, which are important, but the fundamental emphasis in the policy is on recognizing and upholding each person's dignity.*

**2. Does providing a secure online survey link guarantee complete confidentiality of responses?**

- A. Yes
- B. No
- C. It depends**
- D. Not applicable

*Confidentiality isn't guaranteed by simply giving someone a secure online survey link. A secure link helps protect data in transit, but many other factors determine whether responses remain confidential. The best answer reflects that it depends on how the study handles data overall: what information is collected, whether data are de-identified, how data are stored and who can access them, the security of the survey platform, how data are transmitted and stored, and what is described in the participant consent and data management plan. Even with encryption and secure access, risks like potential re-identification, data breaches at the platform or server, and whether IP addresses or other identifiers are collected can affect confidentiality. So, you cannot guarantee complete confidentiality just from providing a secure link; it depends on the broader data-security and privacy practices in place.*

### 3. What redress options exist for participants who believe they were harmed by research?

- A. Formal complaint processes with the REB or research ethics office, potential review of consent, and remediation options.
- B. No recourse beyond leaving the study.
- C. Only financial compensation from the sponsor is available.
- D. The participant can seek court action as the first option.

*When harm or concerns arise in research, the focus is on formal, recognized channels that protect participants. The primary route is to raise the issue with the Research Ethics Board (REB) or the institution's research ethics office. This independent body reviews what happened, checks whether the informed consent process and participant protections were adequate, and determines steps to remedy the situation. Remediation can include a range of actions, such as revising consent materials or the consent process to ensure future participants are better informed, stopping or modifying the study procedures, and offering appropriate supports to the harmed participant—like medical care, counseling, or other services. Institutions may also have policies that outline compensation or other remedies if harm occurred, aligned with legal and policy requirements. The key point is that redress is pursued through established ethical-review channels that are designed to protect participants and uphold research integrity, rather than immediate legal action or other ad hoc options. Other options aren't the standard first routes. Leaving the study doesn't address the harm, and financial compensation from a sponsor is not guaranteed or universally available. Pursuing court action as the initial step bypasses the ethical oversight process that exists to safeguard participants and ensure appropriate remedies.*

### 4. Which statement best describes the status of a Research Ethics Board (REB)?

- A. A committee accountable in all respects to the institution that created it.
- B. A committee independent in all respects from the institution that created it.
- C. A committee accountable to the institution that created it with respect to its operations, but independent with respect to its decisions on research proposals.
- D. A committee that operates under government control.

*The key idea is balancing accountability with independence. A Research Ethics Board (REB) is established by an institution and is responsible for how it operates—its policies, procedures, membership, training, and record-keeping—so the institution can oversee its functioning. Yet when it comes to evaluating and making decisions on research proposals, the REB must act independently of the institution to prevent bias or pressure from researchers or sponsors. This independence ensures that decisions about participant protections, risk/benefit assessments, consent requirements, and privacy safeguards are based on ethical principles, not institutional interests. So, the correct description is that the REB is accountable to the institution for its operations but independent in its decisions on research proposals. It isn't fully under government control, and it isn't independent in all respects from the institution, nor is it accountable in every respect to the institution for its decisions about proposals.*

## 5. Consent may be obtained in ways other than in writing.

- A. False
- B. Not required
- C. True**
- D. Not sure

Consent can be given through methods other than a written form. In TCPS 2, the critical requirement is that participants are informed, understand what participation involves, and voluntarily agree to participate with a way to withdraw. Documentation of consent can be written, oral, or another appropriate record, depending on the study's risks and context. For example, researchers may obtain oral consent for interviews (sometimes with a witness or audio record) or use implied or opt-in consent in low-risk settings. The ethics board reviews whether the chosen method adequately protects participants and records consent when needed. So, consent may indeed be obtained in ways beyond writing.

## 6. What is the role of debriefing in TCPS 2 studies involving deception?

- A. Reveal true purpose, clarify any misconceptions, discuss risks and benefits, and address participant concerns.**
- B. Conceal the true purpose to protect participants.
- C. Focus solely on compensating participants after the study.
- D. Debriefing is optional and unregulated.

Debriefing after deception is about openly informing participants what really happened and addressing any impact the deception may have had. In TCPS 2, deception is allowed only when necessary and when the overall risk is not greater than acceptable. The debriefing step ensures respect for persons and welfare by: revealing the true purpose of the study, clarifying any misconceptions, explaining why deception was used, and discussing the actual risks and benefits. It also provides a space for participants to ask questions, voice concerns, and receive any needed support or referrals. This process helps restore trust and ensures participants leave the study with an accurate understanding of what occurred. The other options would conceal information, reduce the process to compensation, or treat debriefing as optional, which TCPS 2 does not permit.

## 7. Chapter 9 guidance may apply to non-Indigenous communities.

- A. True
- B. False
- C. It may apply**
- D. Not specified

The idea being tested is that guidance created for Indigenous research contexts can still be relevant in broader settings, depending on the situation. Chapter 9 is designed with Indigenous communities in mind, outlining how researchers should engage, obtain consent, share benefits, and honor governance and data sovereignty. But many of the ethical considerations it highlights—respect for communities, meaningful engagement, transparency, and careful handling of data—are universal principles that can apply to research involving non-Indigenous communities as well. So it isn't a blanket rule that Chapter 9 applies in every case, nor is it entirely irrelevant outside Indigenous contexts. The most accurate choice recognizes that the guidance may be applicable in certain situations, especially when the research touches on Indigenous issues, involves Indigenous communities or knowledge, or benefits from applying these respectful, community-centered practices more broadly. In other contexts, some Indigenous-specific requirements may not fit, but the overarching ethical concepts can still inform good practice.

**8. Which statement best describes the general principles of consent?**

- A. Voluntary, informed, ongoing.**
- B. Informed, ongoing, documented.
- C. Voluntary, informed, free.
- D. Voluntary, informed, documented.

*Consent is built on three essential aspects: voluntary participation, being informed, and ongoing engagement. Voluntary means individuals choose to participate freely, without any pressure, coercion, or undue influence, and they should feel free to withdraw at any time. Informed means they receive clear details about what the study involves, including its purpose, procedures, potential risks and benefits, and alternatives, and they understand this information before agreeing. Ongoing means consent isn't a one-time checkbox; researchers should check in with participants as the study progresses, disclose new information that might affect a participant's decision, and allow withdrawal at any point without penalty. While documenting consent is important in practice, the core idea centers on these three elements, with ongoing consent especially crucial when circumstances or risks evolve.*

**9. Which of the following best describes the primary role of the community member on an REB?**

- A. To bring diversity to the REB.
- B. To provide an independent perspective on the proposed research.
- C. To represent the research participant perspective.**
- D. To ensure not all REB members are academics.

*The main idea here is that a community member on an REB brings the voice of people outside the academic or clinical world into the ethics review. Their role is to represent the public and the perspectives of those who might participate in research, ensuring that what is proposed respects participants' rights, welfare, and values. This perspective matters for several reasons. A lay member can spot issues that experts might miss, such as whether consent materials are clear and understandable, whether the risks and burdens are reasonable in relation to the potential benefits, and whether recruitment practices are respectful and appropriate for the community. They help the board step back from technical detail and consider how real people would experience enrollment, information, and privacy in everyday terms. That external viewpoint supports participant protection and helps maintain public trust in the research process. While diversity, independence, and avoiding exclusive academic representation are all important considerations for a balanced REB, none of these alone captures the core function of a community member as well as representing the participant/public perspective to safeguard people who may be involved in the research.*

**10. Some Indigenous community research projects can meet the criteria for minimal risk and be evaluated in delegated review.**

**A. Yes**

**B. No**

**C. Sometimes**

**D. Not applicable**

*Delegated review can apply to research when the risk to participants is minimal. In TCPS2, minimal risk means the potential harm or discomfort is no greater than what people encounter in daily life or routine medical care, and the study can be reviewed by a chair or designated reviewer (or a small subcommittee) rather than the full ethics board. Some Indigenous community research projects can fit this situation because they are designed to be low risk—for example, involving surveys or interviews on non-sensitive topics with proper informed consent and strong privacy protections. When the study also respects culturally safe practices and data governance expectations (such as community engagement and appropriate stewardship of data), it can be assessed through delegated review instead of the full committee. So, it is possible for these projects to meet minimal-risk criteria and be evaluated via delegated review.*

SAMPLE

## Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://tcps2core.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE