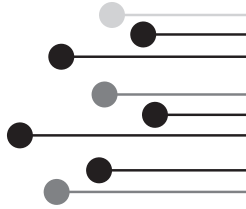# Ethics

Introduction

In this chapter, we'll dive into the considerations social science research-ers must make when working with human subjects. These considerations arise from a long history of developing ethical codes for our disciplines, some of which were the result of debates in cases where researchers may have conducted unethical research. As a result, there are standards and processes to ensure we do not harm the people we are studying. Our ethical decisions may be the single most important choices we make as researchers and should be carefully considered.

At the end of this chapter, you'll take the research topic that you devel-oped in Chapter 1 (The Basics of Research Design) and develop both a com-prehensive preliminary assessment of risk to your future human subjects and your plan to minimize these risks (integrating ethics with your project).

At the end of Chapter 2, you will be asked to complete a Self- or Peer-Assessment related to Activities 2.5, 2.6, and 2.7.

Chapter Learning Objectives

Students will be able to do the following:

- Explain what ethics are and why they are important, as well as provide examples of ethical codes

- Describe the responsibilities researchers have to the people we study, to scholarship and science, and to the public at large

- Explain how ethical dilemmas occur despite ethical codes and think through complex ethical dilemmas

- Identify, describe, and problem solve for potential problems concerning recruitment

- Identify, describe, and problem solve for potential problems concerning population and positionality

- Identify, describe, and problem solve for potential problems concerning risk assessment and management

- At the end of Chapter 2, you will be asked to complete a Self- or Peer-Assessment related to the last activity.

Activity 2.1: Personal Ethics Self-Evaluation (Personal Reflection)

This activity will help you reflect on the meaning of the word *ethics*.

What do you think ethics are, and why do you think they are important?

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Activity 2.2: Operationalizing the AAA Code of Ethics

Background: Professional standards tend to be broadly applicable to a wide range of contexts. They cannot anticipate all specific circumstances in which researchers will work but rather seek to guide a process by which professionals can think about their research and encourage professionals to hold themselves accountable to their professional associations and their participants.

Connection: Researchers are held accountable in defining the particulars of their research project, from inception to completion. It's important that you know how to apply the professional code of ethics for your field.

Building on Activity 1.5, this activity will help you construct and justify operational terms, actively unpacking important language in the American Anthropological Association (AAA) Code of Ethics.

Key Terms and Concepts

- Ethical codes

- Professional standards

- Operational definitions

Instructions

In the area provided, use the prompts to operationalize the AAA Code of Ethics statements, followed by your justification (reasoning).

Common Mistakes

Common mistakes students make when operationalizing terms:

- *Insufficient clarity:* The statement or term isn't fully operationalized—it remains vague.

- *Insufficient attention to bias:* The operational description is based on the researcher's assumptions, rather than considering how their biases may be incorrect.

- *Insufficient flexibility:* The operational description is so narrow that it would not apply to a range of research circumstances.

Ask Yourself

- What do I think is the best way to approach this task?

- Am I monitoring my understanding? Have I backed up to reread a section to better understand content?

Sample Problem

"No code or set of guidelines can anticipate unique circumstances or direct actions in specific situations."

Term: Unique circumstances

Example

Operationalized term: Unique circumstances are facts or conditions particular to my specific research question, field site, and population studied.

Justification: Each researcher's question is crafted, and the study population and place are selected for a specific purpose, which can vary across disciplines and problems studied. These specific facts and conditions for each research project can make different researchers choose different actions in response to ethical dilemmas they face.

Non-example

Operationalized term: Unique circumstances are whatever I'm researching.

Justification: Researchers are focused on their research question. So ethics is different based on every researcher.

Problem 1

"Anthropological researchers must be open about the purpose(s), potential impacts, and source(s) of support for research projects with funders, colleagues, and persons studied or providing information, and with relevant parties affected by the research."

Term: Open

Operationalized term:

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Justification:

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Problem 2

"Among the most serious harms that anthropologists should seek to avoid are harm to dignity, and to bodily and material well-being, especially when research is conducted among vulnerable populations."

Term: Harm to dignity

Operationalized term:

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Justification:

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Activity 2.3: Exploring Relationships of Responsibility

Background: In its code of ethics, the AAA outlines a number of considerations for researchers, particularly those of openness and honesty with a number of entities and the importance of using findings in appropriate and timely ways. While researchers' most significant responsibilities are to the people they study, we're also responsible to scholarship and science and to the public as a whole.

Connection: Our responsibilities to scholarship ensure that we facilitate rather than impede the advancement of the social sciences as a whole, our discipline, and the work of our colleagues. The single most important responsibility we have to the public at large is to understand the potential harm that may come from our products we disseminate and to make our results available in ways that minimize harm.

This activity will help you look for complementary and conflicting researcher responsibilities.

Key Terms and Concepts

- Human subjects

- Intellectual property

- Informed consent

- Ways to reciprocate trust

- Interested parties: funders (the organizations funding your research), academic supervisors and organizations (your university, your supervisory faculty member), colleagues (others who study what you're studying), the public, and your participants and people who would be directly impacted by your research

Instructions

Based on the case studies provided, fill in the Researcher Responsibilities Graphic Organizer (at the end of the chapter) to describe the responsibilities a researcher has to the interested parties, including at least two complementary and two conflicting responsibilities (and identify which groups' needs are in conflict).

Common Mistakes

Common mistakes students make when identifying complementary and conflicting responsibilities:

- *Insufficient clarity:* Students do not identify which groups are attached to which responsibilities—and therefore where the conflict lies.

Ask Yourself

- Do I need to ask any clarifying questions?

Sample Problem

You are doing thesis research on the health of immigrant mothers in a neighborhood in a large city that has high poverty rates and high maternal mortality rates. You are trying to understand the challenges facing women's health, especially during pregnancy, and how women have learned to cope with fewer resources in health care, nutrition, and other basic needs. You are working on a smaller piece of a larger project on health disparities in the community, under the funding and supervision of your thesis adviser, who is funded by a grant from the National Institutes of Health. The county's Department of Public Health plans to use your findings to advertise well-woman and prenatal care to women, but you're finding that some of the women avoid the county's help because they feel that it isn't very sensitive to their cultural needs and traditions. You worry you'll be viewed as someone trying to get them to take certain actions, rather than as a researcher independent of the government.

Example

Researcher Responsibilities Graphic Organizer		
Identified Interested Parties	**Complementary Responsibilities**	**Conflicting Responsibilities**
• My participants (expectant moms) • Women in the community/field site • My thesis adviser • National Institutes of Health • County's Department of Public Health	• Understanding women's health care needs and choices • Contributing data to the larger project	• Being sensitive to women's desires to not have county involvement (some women in the community/participants) versus • Working with the county's Department of Public Health to improve rates of using county prenatal programs (some other women in the community/ participants and the county's Department of Public Health)

Non-example

Researcher Responsibilities Graphic Organizer		
Identified Interested Parties	**Complementary Responsibilities**	**Conflicting Responsibilities**
• My participants • Funder • County	• Understanding women's health care needs and choices • Getting the project done	• Getting women to trust me versus • Getting women to trust the county

Problem

Your senior capstone project is on the experiences of students with children at your university. You don't have any funding from outside sources, but your university's administration has told you and your project adviser that they really hope that you find that the resources they offer (e.g., onsite child care and breastfeeding rooms) are being used and appreciated by students. What you're finding, however, is that many student parents face big challenges in accessing their education, including professors who don't understand their needs and institutional resources being insufficient (e.g., childcare has a waiting list, breastfeeding rooms require a lot of walking across campus). You want to make a good impression, and the university's administration has said they'd like to meet with you and your adviser about the project and feature it in the campus newspaper.

(Use the worksheet at the end of the chapter to complete this problem.)

Activity 2.4: Ethical Dilemmas

Background: There are gaps between professional standards and personal ethics. These dilemmas are built into the nature of social science research itself and have to do with positive goals that conflict with each other by their very nature in certain contexts. Researchers must make decisions regarding ethical dilemmas and justify these decisions based on their discipline's code of ethics.

This activity will help you make and justify decisions regarding ethical dilemmas based on case examples using the AAA Code of Ethics.

Key Terms and Concepts

- Moral relativism

- Activism

- Cultural relativism

- Vulnerable populations

- Intellectual property

- Responsibilities to interested parties

- Ways to reciprocate trust with participants and host communities

- Conflicting "goods"

Instructions

Using the prompts and case examples,[1] make decisions regarding ethical dilemmas and justify your decisions using the AAA Code of Ethics.

Common Mistakes

Common mistakes students make when making ethical choices and justifying their decisions:

- Not carefully reading the case example (or, in the case of a "live" ethical dilemma, not observing all the specific details of the issue)

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[1] Case examples were taken and slightly abbreviated and modified from Jacobs, Sue-Ellen. N.d. "Cases and Solutions." In *American Anthropological Association Ethics Handbook.* Accessed July 22, 2018. http://www.americananthro.org/ LearnAndTeach/Content.aspx?ItemNumber=12912&RDtoken=38123&amp&navItemNumber=731;userID=5089.

- Not carefully considering potential negative outcomes for various parties

- Not being creative about ways to meet multiple "goods" or resolve conflicts between community members' or participants' needs

- Being insufficiently clear and detailed in the justification of ethical decisions

Ask Yourself

- How do I take notes or call out important terms or concepts while reading?

Sample Problem

Mary Jones had spent three years working as an applied medical anthropologist in an urban Black community in the United States. In order to provide the social science communities with some data on her project, she wrote a series of articles to be published in relevant professional journals. The data included sensitive materials concerning specific health problems faced by members of the community, as well as strategies used to improve health care delivery by the local community. Before submitting her articles for publication, Jones asked specific individuals from the community health center who had been part of the applied project to read the papers for comments and criticism and set up a meeting for discussion of the contents of the manuscripts. The discussion began with several individuals complimenting Jones on her accurate characterization of the local situation and the sensitive way in which she addressed their health care problems and ways they chose to solve some of these. Then an elder asked Jones why she had not given the accurate name of the community health center where much of this activity took place. Immediately, someone else asked why she had not given the accurate name of the town where the center was located. A third person asked why there were no names given for the people who were involved in the "struggle to improve health care for our people." Jones countered with explanations regarding anthropological conventions that specified the use of pseudonyms in certain types of anthropological reporting, specifically if there was any chance that individuals or a community might be harmed. She provided some examples of instances in a nearby town where people had been harmed because the actual name of the town and the names of people there had been published in a scientific report. The participants at the meeting told her that she should use her own judgment in the final analysis, but they felt that at least she should name some of the people who had helped Jones and her students during their three years of work.

Jones's dilemma: Should she defer to the community health center members' desire that she publish the name of the health center, the town in which the health center was located, and/or the names of individuals who had asked or given permission for their names to be published (during the meeting described)? Or should she retain the use of pseudonyms throughout her papers?

Example

Decision: Jones should adhere to the usual anthropological ethical codes regarding anonymity in her report, but she should acknowledge key informants who provided her with a lot of time and support in an acknowledgment section (separate from the report).

Justification: The need for anonymity is especially important because Jones noticed that another group of people nearby were harmed by using their real names under similar circumstances. At the same time, it is important for her to recognize the feelings of the community members that they were insufficiently thanked for their assistance and knowledge that they shared. By separating their names from the information in the report and not publishing the name of the town and health center, Jones finds a compromise between her concerns for anonymity and for properly reciprocating with her participants.

Non-example

Decision: Jones should defer to the health center members' desire that she publish the names of the health center, the town, and the individuals who gave permission for her to use their real names.

Justification: The participants should be able to have things done the way they want because Jones wouldn't even have a study if they didn't cooperate and agree to be part of her work. They are adults and can accept responsibility for their own decisions, like using their real names.

Problem

Jerry Vaughn contracted with a federal agency to conduct a social impact assessment of proposed topographic changes in an aboriginal habitat in a far north region of North America. The contract contained no stipulations regarding ownership of data. In order to determine the potential impacts on the culture of peoples living in that region, Vaughn engaged in participant observation (keeping a detailed field notebook of the same); conducted in-depth personal interviews; and took more than one thousand photographs of people working, socializing, and enjoying other everyday and special activities. This work was carried out over a one-year period. Vaughn was paid 75 percent of his contracted salary and other expenses before the fieldwork. Vaughn then wrote a 150-page report detailing the areas of social life that would be adversely affected if the plans were implemented. He further noted that if the plans were implemented as proposed, there could be no mitigations that could prevent the people's culture from being totally altered. Because of these severe conclusions, the agency director instructed Vaughn to turn over his entire research record so that the agency could solicit another opinion on the matter. Furthermore, the director told Vaughn that unless he would turn over the record, no further payment would be made to him.

Vaughn's dilemma: Should he turn over the interview materials, the photographs, and his field notes, all of which contained sensitive and personal information? Should he turn over only part of his record? Or should he refuse to turn anything over to the agency?

Decision:

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Justification:

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Activity 2.5: Research Design Decisions: Recruitment

Background: We must make decisions regarding ethical dilemmas and justify these decisions based on a professional code of ethics. Researchers must strategize about how to recruit participants and how ethical issues are embedded in selecting participants in their research projects, as well as how such problems might be alleviated.

This activity will help you strategize about the way you will recruit participants (i.e., advertise your research project to potential participants), ethical issues that your recruitment plan could pose, and how you might alleviate these problems.

Instructions

Either independently or in small groups of three to four, answer the questions using the formal statement you wrote in Activity 1.7b (the description of your project question, your population and justification, and your chosen field site and justification).

Common Mistakes

Common mistakes students make when strategizing recruitment techniques:

- Underestimating the difficulty of finding willing participants

- Not carefully considering how recruitment techniques might exclude some people from participating or skew results through selection bias

Ask Yourself

- If I don't understand, do I know some strategies to use to improve my understanding?

Step 1

Considering your target population or community for your research project, brainstorm potential methods (techniques, strategies) for advertising to them or otherwise recruiting them to participate. Provide a list or mind map in the space here.

Step 2

Considering your ideas from your brainstorm, select the techniques you think will be most successful. List two in the Recruitment Graphic Organizer (at the end of the chapter) and explain why you think they will be successful, as well as the details of how you'd do them (resources you need to make it work: money, skills, permissions from organizations, etc.).

(Use the worksheet at the end of the chapter to complete this problem.)

Step 3

Can you foresee any ethical problems in recruitment? How would you propose to alleviate these? Fill in the Recruitment and Ethics Graphic Organizer (at the end of the chapter) to explore how your recruitment methods might lead to bias, exclusion of some people, or other ethical issues and how you can address these problems.

(Use the worksheet at the end of the chapter to complete this problem.)

Activity 2.6: Research Design Decisions: Positionality

Background: When making decisions about recruitment, researchers are also deciding ways in which potential participants might be included or excluded from the study. This can pose ethical issues, as well as create selection bias, that researchers have to consider and then plan for in order to reduce negative impacts in their study and the population or community in which they are doing fieldwork.

Aside from recruitment, researchers have to be aware of their positionality—the ways in which their own attributes (such as gender, ethnicity, age, and education) impact the way they will interact with their participants and the population or community they are studying.

This activity will help you consider characteristics about yourself that might impact the ways in which your participants interact with you and take steps to address potential ethical and logistical issues arising from these differences, particularly ways in which you might have more power than your participants.

Instructions

Either independently or in small groups of three to four, answer the questions using the formal statement you wrote in Activity 1.7b (the description of your project question, your population and justification, and your chosen field site and justification).

Common Mistakes

Common mistakes students make when critically addressing their positionality:

- Failing to fully assess ways in which they have privilege and how this might differ from their participants

- Failing to adequately critically and creatively reflect on how they might be viewed by people different from themselves

- Insufficient clarity in planning to address imbalances of power and/or ways in which their personal attributes might negatively impact or bias their research

Ask Yourself

- If I don't understand, do I know some strategies to use to improve my understanding?

Problem 1

Are there any points of vulnerability in your population? These might include minors; the elderly; pregnant women; low-income persons; minority groups or persons who face persecution, discrimination, or prejudice; persons who may have concerns of being exploited or legally reprimanded (illegal immigrants, for example); and non-English speakers. Remember, your study population is not just your participants (who are representatives of your entire study population or community). In the Vulnerability Graphic Organizer (at the end of the chapter), identify up to two points of vulnerability in your population and how you will address potential ethical dilemmas or risks to your participants arising from that specific vulnerability.

(Use the worksheet at the end of the chapter to complete this problem.)

Problem 2

Consider your positionality—how are you positioned vis-à-vis your participants? Are you an outsider coming into a community? Are you in a position of more or less power than them? How will this impact your research? How might it challenge participation and/or your ability to objectively collect and assess data? (Point to ponder: Do you think objectivity is desirable in your research? Is it possible? Why or why not?) In the Positionality Graphic Organizer (at the end of the chapter), identify two issues related to positionality and how you will address potential ethical dilemmas and logistical issues (bias, gaining trust and participants, etc.) that may arise.

(Use the worksheet at the end of the chapter to complete this problem.)

Activity 2.7: Research Design Decisions: Risk Assessment and Management

•••

Background: Researchers must also conduct a risk assessment and consider management strategies to address potential issues of risk, both to participants and to themselves.

This activity will help you conduct a risk assessment and management exercise, preparing you to be able to fill out important parts of a human subjects protocol, the document that is reviewed by an institutional review board.

Instructions

Students should reflect on the research question they formulated in Activity 1.7 using the descriptions of each form of risk, assessing their project for risks and developing mitigating strategies. Using the Risk Assessment Graphic Organizer (at the end of the chapter) and the prompts provided, independently or in discussion with a small group of three to four colleagues, identify possible risks, first to your participants and then to yourself, and describe how you think you might alleviate, reduce, or respond to the risks your research entails. To identify trouble spots, use your group to reflect creatively on your research, describing how they might feel as your participant and as yourself. Remember that your participants may not face all types of risk.

- *Psychological-emotional risks:* Negative feelings and issues related to mental health, ranging from mild (boredom) to moderate (feelings of sadness) to severe (triggering episodes in people with PTSD by asking about their trauma)

- *Social risks:* Negative interactions and consequences to relationships, ranging from mild (provoking short-term disagreements between members of a family) to moderate (a friendship failing) to severe (excommunication of a member from a church)

(Continued)

(Continued)

- *Economic risks:* Negative impacts to participants' ways of making a living, ranging from mild (taking a day off work to participate) to moderate (losing some clients due to a boycott) to severe (losing their job)

- *Physical risks:* Anything that can injure participants or make them ill, including violence or risks to patients in medical-related studies

- *Legal risks:* Resulting civil or criminal actions taken against participants, usually because their activities are brought to light through participation in the study. These range from moderate (a misdemeanor for unlicensed food vending) to severe (deportation of an undocumented immigrant)

Common Mistakes

Common mistakes students make when assessing and alleviating risk:

- Insufficiently using empathy and creativity to put themselves in their participants' shoes

- Confusing types of risk (i.e., confusing psychological-emotional with social)

- Insufficient clarity in their plans to alleviate risk to their participants

Ask Yourself

- How can I approach this task? Am I using prior instructor or peer feedback on my processes and/or strategies?

Problem 1

(Use the worksheet at the end of the chapter to complete this problem.)

Problem 2

(Use the worksheet at the end of the chapter to complete this problem.)

CHAPTER 2 REFLECTION

1. Did your approach to these activities involve a series of actions or steps you determined to complete each one? How did you determine the sequence of steps?

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_____

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_____

2. How did you determine which strategy would be most helpful to complete each activity?

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3. What is the "muddiest" point in this chapter? In other words, what is least clear to you? Or, what questions do you still have?

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ACTIVITY 2.3

Researcher Responsibilities Graphic Organizer

Identified Interested Parties	Complementary Responsibilities	Conflicting Responsibilities

ACTIVITY 2.5

Step 2

Recruitment Graphic Organizer		
Recruitment Method	**Justification**	**Resources Needed**

Step 3

Recruitment and Ethics Graphic Organizer		
Recruitment Method	Potential Issues of Bias, Exclusion, or Other Ethical Problems	Plans to Resolve Ethical Problems

Step 3

Recruitment and Ethics Graphic Organizer		
Recruitment Method	Potential Issues of Bias, Exclusion, or Other Ethical Problems	Plans to Resolve Ethical Problems

GRADING YOUR COLLEAGUES: GROUP MEMBER EVALUATIONS

If you worked with a small group, use the following template for grading your group members.

Group member name:

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

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SMALL GROUP ACTIVITY REFLECTION

1. What was the best piece of advice you received from a fellow group member?

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2. What do you feel was the best piece of advice you gave to a fellow group member?

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3. What are you still unsure about regarding recruiting participants? What do you feel you still need help with?

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ACTIVITY 2.6

Problem 1

Vulnerability Graphic Organizer	
Points of Vulnerability in My Study Population	**How I Will Address This Point of Vulnerability**

Problem 2

Positionality Graphic Organizer		
Aspect of Positionality	Potential Ethical or Logistical Issue Arising from This Aspect of Positionality	Plan to Resolve Issue

GRADING YOUR COLLEAGUES: GROUP MEMBER EVALUATIONS

If you worked in a small group, use the following template for grading your group members.

Group member name:

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Group member name:

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
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Group member name:

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SMALL GROUP ACTIVITY REFLECTION

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2. What do you feel was the best piece of advice you gave to a fellow group member?

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3. What are you still unsure about regarding your positionality? What do you feel you still need help with?

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ACTIVITY 2.7

Problem 1

Risk Assessment Graphic Organizer		
Type of Risk	**Risks Participants Face**	**Strategies for Alleviating Risks**
Psychological-emotional		
Social		
Economic		
Physical		
Legal		

Problem 2

What risks do you face when conducting your proposed research study? How will you alleviate these risks?

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INDIVIDUAL ACTIVITY REFLECTION

1. What was most challenging about this activity?

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2. How did I approach this task? Did I use prior instructor or peer feedback on my processes and/or strategies?

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3. Did I check my work for coherence, accuracy, and completion?

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_____

GRADING YOUR COLLEAGUES: GROUP MEMBER EVALUATIONS

If you worked in a small group, use the following template for grading your group members.

Group member name:

_____

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
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Group member name:

_____

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

Group member name:

_____

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

SMALL GROUP ACTIVITY REFLECTION

1. What was the best piece of advice you received from a fellow group member?

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2. What do you feel was the best piece of advice you gave to a fellow group member?

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3. What are you still unsure about regarding risk and risk mitigation? What do you feel you still need help with?

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SELF- OR PEER-ASSESSMENT FOR CHAPTER 2

This activity will help you evaluate the quality of your own (or a colleague's) ethics-related planning for a research project, based on Activities 2.5, 2.6, and 2.7. This rubric also provides you with a clear description of mastery for Chapter 2 skills.[2]

Instructions

For each criterion, in the "Student's Assessment" box, indicate the level of mastery that most describes your work, and then in the box that follows, provide justification based on excerpts or examples from your own work (i.e., "see sentences 2–3").

Criterion: Ethical Self-Awareness			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Discusses in detail/analyzes assumptions and biases and resolves issues with depth and clarity.	Discusses in detail/analyzes assumptions and biases and resolves issues with clarity (though without depth).	States assumptions and biases without detailed analysis and attempts to resolve issues (though without depth or clarity).	States assumptions and biases or attempts to resolve issues, but not both.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Understanding Ethical Concepts			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Uses appropriate key terms for ethical concepts. Accurately uses the concepts to respond to ethics-related questions and tasks.	Mostly uses appropriate key terms for ethical concepts. Mostly accurately uses the concepts to respond to ethics-related questions and tasks (may have some inaccuracies).	Sometimes uses appropriate key terms for ethical concepts. Sometimes accurately uses the concepts to respond to ethics-related questions and tasks (may have substantial inaccuracies).	Attempts to occasionally use appropriate key terms for ethical concepts but is mostly inaccurate or is sometimes incomplete. Attempts to respond to ethics-related questions or tasks but often misuses the concepts, with many substantial inaccuracies.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Ethical Issue Recognition			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Recognizes ethical issues when presented in complex, multilayered (grey) context *and* recognizes cross-relationships between ethical issues.	Recognizes ethical issues when presented in complex, multilayered (grey) context *or* recognizes cross-relationships between ethical issues.	Recognizes basic and obvious ethical issues and grasps (incompletely) the complexities or interrelationships among the issues.	Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

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[2] Based on AAC&U's VALUE Ethical Reasoning Rubric.

Criterion: Application of Disciplinary Ethical Perspectives			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Accurately applies ethical perspectives (including disciplinary ethical codes and responsibilities to various interested parties) to ethical questions related to the student's own research. Considers the full implications of applying such perspectives.	Accurately applies ethical perspectives (including disciplinary ethical codes and responsibilities to various interested parties) to ethical questions related to the student's own research. Does not fully consider the implications of the applications.	Independently applies ethical perspectives (including disciplinary ethical codes and responsibilities to various interested parties) to ethical questions related to the student's own research with some accuracy and some inaccuracy.	Is unable to independently apply ethical perspectives (including disciplinary ethical codes and responsibilities to various interested parties) to ethical questions related to the student's own research with accuracy.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Evaluation of Ethical Decisions			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Clearly states a decision or position and effectively defends it with clear justification. Provides consistently feasible ways to mitigate various forms of bias, risk, and ethical dilemma.	Clearly states a decision or position and attempts to defend it, but justification is ineffective. Provides mostly feasible ways to mitigate various forms of bias, risk, and ethical dilemma.	Clearly states a decision or position but cannot identify ways to justify the decision or position. Provides occasionally feasible ways to mitigate various forms of bias, risk, and ethical dilemma.	Does not clearly state a decision or position (is vague or incomplete). Does not provide feasible ways to mitigate various forms of bias, risk, and ethical dilemma.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			