

Chapter 2

The Value of Values and Ethics

Social Work Research and Evaluation

CHAPTER SUMMARY

The history of social work ethics, particularly with research, is intricately entwined with biomedical and behavioral research ethics and the 20th century human rights movement. Central principles across medical to social science, and social work disciplines involve a stream of historical events, some human rights atrocities. These events led to legal mandates and regulations that guide the design and implementation of research and evaluation. Core principles that transcend disciplines include the common principles or rules. First and foremost, research participants' welfare and rights supersede scientific aims. Participants' rights and well-being must not be violated during the course of a research study. Potential participants have the rights to be fully informed about the study's purpose of methods, the potential risks and benefits of participation, and the availability of alternative treatments. Informed consent procedures should document these protections in a most often written statement to participants. Social workers can use an ethical decision-making process for research and evaluation, which includes identify the research question/s, weigh design options, choose a study plan, implement the plan, and monitor the process and outcomes.

CORE COMPETENCIES IN THIS CHAPTER

Competencies in bold are addressed significantly in this chapter.

Professional Identity	Ethical Practice	Critical Thinking	Diversity in Practice	Human Rights & Justice
Research Based Practice	Human Behavior	Policy Practice	Practice Contexts	Engage, Assess, Intervene, Evaluate

CHAPTER OBJECTIVES

- Increase knowledge of values and ethics in social work research and evaluation.
- Engage in critical thinking and ethical decision-making in social work research and evaluation.
- Increase awareness of diversity issues in social work research and evaluation.
- Increase knowledge of the historical underpinnings of human rights and social justice in the development of research ethics, standards, and guidelines.
- Demonstrate an ability to articulate core ethical principles involved in conducting research and evaluation.

SUGGESTED DISCUSSION PROMPTS

1. Why is knowledge of research ethics history important (if at all) to conducting social work research today?
2. To what extent are human rights and social justice values represented in research ethics?
3. How might bias and insensitivity compromise a research study and how might it be avoided?
4. What are some ways critical thinking skills can facilitate or hinder ethical decision-making processes in social work research activities?
5. Why is it important (if at all) to understand the historical human rights underpinnings of human rights abuse in the development of research ethics?

SUGGESTED CHAPTER ACTIVITIES AND ASSIGNMENTS

1. This activity is for in class discussion or on-line discussion forum. Have students view the research ethics timeline in chapter 2. Have students discuss which of the core ethical standards, such as informed consent, voluntary participation, risks versus benefits, protection from harm for historical studies, such as the Tuskegee Syphilis Study.
2. Have students review the informed consent form in the appendix of chapter 2. Have students critique the form as to how well each of the core ethical standards were described, such as informed consent, voluntary participation, risks versus benefits, protection from harm for historical studies.
3. Using the informed consent form found in the appendix of chapter 2. Have students work in dyads to read the informed consent and request participation. Students should take turns to be the interviewer and interviewee. After the exercise is complete, have students report about their experience to the large groups.

SUGGESTED TEACHING TIPS

Students are often intrigued about finding out about the history of research ethics. Highlighting research studies that human rights abuse, such as the Tuskegee Syphilis Study, often engages students in the process. Showing a short documentary of the study may create interesting classroom dialogue.

ASSESSMENT FOR IN-CLASS USE

The following assessment has been created for in-class use. This assessment may be available through Pearson's MyTest website—allowing for easy access for creating your own tests. This assessment may also be offered in a Blackboard/Angel/D2L/WebCT package. *Please contact your local Pearson sales representative to learn about the options available. Visit, <http://www.pearsonhighered.com/relocator>.*

Multiple Choice Questions

Difficulty: 1 = Easy; 2 = Medium; 3 = Challenging

Choose the **BEST** possible answer for each of the following.

1. Values can be defined as:
 - a. Beliefs, preferences, or assumptions about what is desirable for people
 - b. Observations about the world and people which have been verified or capable of verification
 - c. Ethical principles
 - d. Importance of integrity

*Answer: A
Difficulty: 1
Competency: Ethical Practice*

2. Which of the following is a central aspect of most social work practice and provides protection of participants personal information:
 - a. Values
 - b. Ethics
 - c. Confidentiality
 - d. Morals

*Answer: C
Difficulty: 1
Competency: Ethical Practice*

3. The first international code of ethics for social work was developed by _____.
 - a. NASW (National Association of Social Workers)
 - b. ACA (American Counseling Association)
 - c. AMA (American Medical Association)
 - d. IFSW (International Federation of Social Workers) & IASSW (International Association of Schools of Social Work)

*Answer: D
Difficulty: 1
Competency: Human Rights and Social Justice*

4. If a social worker experiences a conflict of interest while conducting a research study, the social worker should:
- Resolve the issue in a manner in which the interests of participants are the primary concern
 - Continue the research study without addressing the conflict of interest
 - Solve the issue the easiest way, even if it means the participants may suffer
 - Have someone else resolve the conflict

Answer: A
Difficulty: 1
Competency: Ethical practice

5. The purpose of this unethical research study was to observe the natural course of syphilis and racial differences in human health outcomes:
- Nazi Experiments
 - Tuskegee Study
 - The Milgram Experiments
 - Willowbrook Hepatitis Studies

Answer: B
Difficulty: 1
Competency: Ethical Practice

6. Respect for persons, beneficence, justice, trust, fidelity and scientific integrity are the five widely accepted ethical principles that were derived where?
- The National Research Act
 - The Declaration of Helsinki
 - The Belmont Report
 - The Hippocratic Oath

Answer: C
Difficulty: 2
Competency: Ethical Practice

7. An ethical principle in which there is an obligation of researchers to promote good and do no harm is called:
- Beneficence
 - Respect
 - Justice
 - Values

Answer: A
Difficulty: 1
Competency: Ethical Practice

8. This is often referred to as the Common:
- NASW Code of Ethics
 - National Research Act
 - Declaration of Human Rights
 - Code of Federal Regulations (45 CFR 46)

*Answer: D
Difficulty: 3*

Competency: Human Rights and Social Justice

9. If a researcher can not identify a respondent by the specific information that has been supplied, then the respondent has:
- Confidentiality
 - Anonymity
 - Privacy
 - Protection

*Answer: B
Difficulty: 1*

Competency: Ethical Practice

10. This document demonstrates voluntary participation and includes the purpose, procedures, topics, possible harm, incentives and remuneration:
- Informed Consent
 - Records Release Consent Form
 - Study Purpose
 - Debriefing Statement

*Answer: A
Difficulty: 1*

Competency: Ethical Practice

11. If a social worker is designing a study, he/she must ensure that the study is designed and carried out in a manner that:
- The risks outweigh the benefits
 - The risks and benefits are equal
 - There are no benefits
 - The benefits outweigh the risks

*Answer: D
Difficulty: 1*

Competency: Ethical Practice

12. The first step in the ethical decision making process is to:
- Weight options
 - Identify the research question/s
 - Choose a study plan
 - Study purpose

*Answer: B
Difficulty: 2*

Competency: Critical Thinking

13. This guides decision making, regulates professional behavior, protects the rights and welfare of clients, & sets standards for research and evaluation:
- Declaration of Human Rights
 - NASW code of ethics
 - Hippocratic Oath
 - Code of Federal Regulations

Answer: B
Difficulty: 1
Competency: Ethical Practice

14. _____ is a systematic, objective inquiry that applies the science or research method to examine social problem to generate new knowledge:
- Social Work Research
 - Practice Evaluation
 - Program Evaluation
 - Biomedical Research

Answer: A
Difficulty: 1
Competency: Professional Identity

15. The systematic, ongoing, and more or less objective determination of whether practitioners are achieving their objectives and goals of practice is termed as:
- Social Work Research
 - Practice Evaluation
 - Program Evaluation
 - Biomedical Research

Answer: B
Difficulty: 1
Competency: Diversity in Practice

16. If a social worker is attempting to obtain informed consent for a research study, and a participant is unable to give consent, then the social worker should:
- Not include the participant in the study
 - Have a friend or family member sign the consent
 - Take a verbal consent
 - Obtain written consent from a designated guardian while also obtaining assent from the participant

Answer: D
Difficulty: 2
Competency: Ethical Practice

17. This unethical experiment used live humans for freezing/hypothermia experiments in which participants were placed naked in below-freezing water::
- The Tuskegee Study
 - Nazi Experiments
 - Milgram Experiments
 - Willowbrook Hepatitis Study

Answer: B
Difficulty: 1

Competency: Human Rights and Social Justice

18. A series of social psychology experiments to explore the role of obedience to authority regardless of consequences was conducted by?
- Dr. Stanley Milgram
 - Dr. Henry K. Beecher
 - Peter Buxtun
 - Nazi Physicians

Answer: A
Difficulty: 1

Competency: Human Rights and Social Justice

19. This federal law was the outcome of the governmental hearings on the Tuskegee study:
- The Belmont Report
 - Code of Federal Regulations
 - National Research Act
 - Declaration of Human Rights

Answer: C
Difficulty: 1

Competency: Ethical Practice

20. If a study participant discloses any thought, intent or plan to harm oneself, the social worker has _____:
- Duty to warn
 - Privacy
 - Child Maltreatment Reporting
 - Informed Consent

Answer: A
Difficulty: 2

Competency: Ethical Practice

21. Service, social justice, dignity, worth of the person, importance of human relationships, integrity, and competence are the six core professional values in:
- Declaration of Human Rights
 - NASW Code of Ethics
 - The International Code of Ethics
 - Hippocratic Oath

Answer: B
Difficulty: 2

Competency: Critical Thinking

22. This is an ethical principle in which significant value is placed on the self determination of the participants:
- a. Justice
 - b. Beneficence
 - c. Respect for persons autonomy
 - d. Trust

Answer: C

Difficulty: 1

Competency: Diversity in Practice

23. A social worker should weigh the consequences of their research design by following ethical guidelines for participant protection and consulting _____.
- a. The Institutional Review Board (IRB)
 - b. A co-worker
 - c. Supervisor
 - d. Fellow Social Worker

Answer: A

Difficulty: 2

Competency: Ethical Practice

24. In contrast to biomedical research, it is more common in social work research to use the term _____ opposed to the term *human subject*.
- a. Individual
 - b. Client
 - c. Subjects
 - d. Participants/Respondents

Answer: D

Difficulty: 1

Competency: Diversity in Practice

25. This federal policy infused the principles of Nuremberg and was the first United States federal policy for the protection of human subjects:
- a. Universal Declaration of Human Rights
 - b. NASW Code of Ethics
 - c. National Institute of Health Federal Policy for Protection of Human Subjects
 - d. The Declaration of Helsinki

Answer: C

Difficulty: 2

Competency: Ethical Practice

Essay Questions

1. Analyze the role of values and ethics and how they inform the research and evaluation process.
2. Please describe the historical events and the rise of human rights and ethical standards. While describing these events, please highlight what factors you perceived hindered or facilitated the establishment of human rights protections?
3. Please describe the culturally competent research and practice literature identifies common steps to building diversity awareness knowledge and skills and apply it to a case example (factual or fictional).
4. Using the sample informed consent form from the chapter, please critique the form for how well it described the following: voluntary participation, privacy and confidentiality, risks versus benefits, informed consent, and diversity and cultural sensitivity. Please provide suggestions on how any limitations can be improved.
5. Describe the six steps in the ethical design-making model for research. Apply these steps to an example of conducting research with a study of individuals with serious mental illness from diverse racial/ethnic backgrounds.

GET CONNECTED WITH MYSOCIALWORKLAB FOR CHAPTER 2

MySocialWorkLab is a dynamic website that provides a wealth of resources geared to help students develop and master the skills articulated in CSWE’s core competencies—and improve their grades in their Social Work courses.

Learning Experiences with MySocialWorkLab

The following chart provides suggested activities students can do to enhance their understanding and mastery of the skills and competencies learned in this chapter.

Core Competency Videos	Skill Addressed	Type of assessment available in the Lab
Core Competency Video on Ethical practice: “Recognizing Personal Values”	Ethical Practice	2 multiple choice questions related to the video
Core Competency Video on Human rights and justice video: “Social and Economic Justice: Understanding Forms of Oppression and Discrimination.”	Human rights and justice	2 multiple choice questions related to the video
Core Competency Video on Critical thinking: “Applying Critical Thinking”	Critical Thinking	2 multiple choice questions related to the video
Core Competency Video on Diversity in practice: “Building Self Awareness”	Diversity in practice	2 multiple choice questions related to the video

Additional Assignments

1. Go the Office of Research Protections website education materials at: <http://www.youtube.com/user/USGOVHHS#g/c/5965CB14C2506914>. Review one of the available videos. In class or online discussion forum, discuss with your classmates your impressions of the video.

2. Complete the OHRP Human Subjects Assurance training: <http://137.187.172.153/CBTs/Assurance/login.asp> . Have student provides certificates for completion to the instructor.

Creating an Assignment using the MySearchLab Tool

By using the MySearchLab component of MySocialWorkLab, students can access a variety of search engines, resources, and articles that can help them develop their understanding as well as their research abilities. Have students research one or more of the following key terms. A suggested assignment follows.

The following are key terms and concepts found within this chapter.

- Values
 - Ethics
 - Ethical dilemma
 - Ethical decision-making model
 - Voluntary Participation
 - Anonymity
 - Risks
 - Benefits
 - Protection from Harm
 - Tuskegee Syphilis Study
 - Institutional Review Board
 - Code of Federal Regulations-Title 45
 - Nuremburg Code
 - Belmont Report
 - Declaration of Helsinki
 - Human Rights Violations
1. Choose 2 key concepts/terms. Cite the first two articles/websites that appeared for these key concepts/terms. Cite both search engines. Use proper APA Referencing.
 2. Scan through one article under each search engine for one of the above key concepts/terms. What did you learn? How does it relate to the definitions described in this chapter? How does it compare to your own perspectives? Write a one-page essay about the key concept/term you chose.

Flashcard and Assess Yourself Components on MySocialWorkLab

In the chapter section of MySocialWorkLab students can access an online flashcard program to help them learn the key concepts and terms found within this chapter.

Chapter and Competency Based Assessment on MySocialWorkLab

In the chapter section of MySocialWorkLab students can access licensing-styled practice and exam questions based on the content of the book. Additionally, there are hundreds of competency-based licensing-styled questions in the **Core Competency Assessment** section of MySocialWorkLab. Feel free to assign any or all of these assessment components to help students:

1. Review and apply their knowledge of the chapter to various situations; and
2. Gain familiarity to licensing exam styled questions.

ADDITIONAL RESOURCES

Books

- Jones, J.H. (1993). *Bad blood: The Tuskegee experiment*. New York: The Free Press.
- Humphries, B. (2008). *Social work research for social justice*. New York: Palgrave MacMillan.
- Lifton, R. (1986). *The Nazi doctors: Medical killing and the psychology of genocide*. New York: Basic Books.
- Milgram, S. (2009). *Milgram experiment: An experimental view*. New York: Perennial Classics.
- Reamer, F.G. (1995). *The philosophical foundations of social work*. New York: Columbia University Press.

Journals

- Beecher, H.K. (1966). Ethics and clinical research. *New England Journal of Medicine*, 274(24), 1354-1360.
- Beers, C. (1908). *A mind that found itself: A memoir of madness and recovery*. West Valley City, UT: Waking Lion Press.
- Blass, T. (Ed.). (2000). *Obedience to authority: Current perspectives on the Milgram paradigm*. Philadelphia, PA: The Psychology Press.
- Coller, B.S. (2006). The physician-scientist, the state, and the oath: Thoughts for our times. *The Journal of Clinical Investigation*, 116(10), 2567-2570.
- Thyer, B. A., & Myers, L. L. (1999). On science, antiscience, and the client's rights to effective treatment. *Social Work*, 44(2) 21-32.
- Veysman, B. (2005). Physician, know thyself. *BMJ*, 331, 1529-1530.

Websites

- Clinton, B. The White House. *Remarks by the president in apology for study done in Tuskegee. The White House, Office of the Press Secretary.*
[<http://clinton4.nara.gov/textonly/New/Remarks/Fri/19970516-898.html>]
- This web page has the text of the President Clinton's formal apology for America's part in the Tuskegee Study.
- International Federation of Social Workers [IFSW]. International Federation of Social Workers. *Ethics in social work, statement of principles.* [<http://www.ifsw.org/f38000032.html>]
- This website has the text of the IFSW's international code of ethics for social work.
- National Association of Social Workers. *Code of ethics.*
[<http://www.naswdc.org/pubs/code/code.asp>]
- This is the official website of the National Association of Social Worker's Code of Ethics.
- United States Department of Health and Human Services. *Regulations and ethical guidelines: Part 46: Protection of Human Subjects.*
[<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>]
- This is the weblink for the UDHHS Regulations and ethical guidelines.