

Developmental Trajectory of Personal Values, Integrity, and Professional Ethics

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Overview

- What is sociomoral development and how is it related to personal values, integrity and ethics?
- What are the developmental trends in sociomoral development?
- What are some of the ways in which faculty can introduce character education into the classroom curriculum in order to help shape students to become “morally serious people”?

AAC&U *Greater Expectations* Report (2002)

- The Association of American Colleges and Universities concept of “*responsible learners*”
 - Students who “appreciate others, while also assuming accountability for themselves, their complex identities, and their conduct.”
 - “By weaving moral reasoning into the social fabric of life and work, they help society shape its ethical values, and then live by those values” (p.23).

Sociomoral Development



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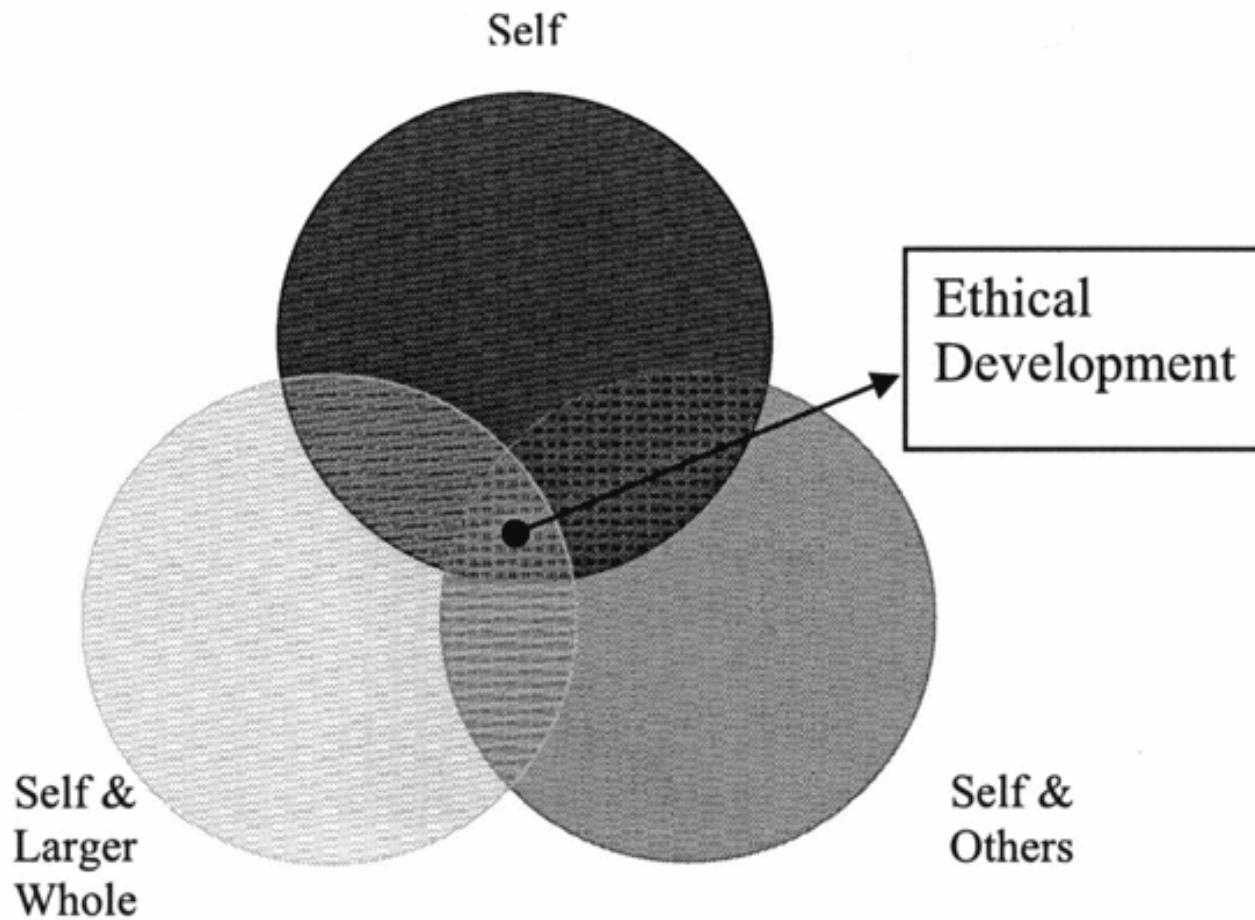
Sociomoral Development

- Morals = principles of right and wrong behavior
- Ethics = the discipline dealing with what is good and bad and with moral duty and obligation
- Ethics reflect the cultural values and mores of the society in which they are formulated.
- Ethics address in one way or another the issues of respect, rights, confidentiality, informed consent, diversity, well-being of consumers, competency, professional boundaries, conflict of interest, honesty, and responsibility to society.

Sociomoral Development

- Sociomoral development refers to the growing capacity to relate emotionally, ethically, and intellectually to the external world.
- Encompasses social and personal development.
- Refers to age-appropriate cognitive capacities to perceive, wrestle with, and logically resolve the complexities of the moral aspects of life and real-life moral contexts.

Components of Sociomoral Development



Components of Sociomoral Development: Identity

- Sociomoral development begins with knowing one's self.
- We must know what is important to us, what our worldview is, and how our cultural backgrounds, personal histories and personal values influence that worldview.
- How we view the world and ourselves within it shapes our responses to choices and decisions that confront us.

Components of Sociomoral Development: Relationship

- Sociomoral development involves learning about relationships between self and others.
- How will my action impact someone else and why should I care about that impact?
- Exploring how we interact with others and our beliefs about the value of those interactions is an essential component of promoting ethical development.

Components of Sociomoral Development: Accountability

- Ethical decisions and behaviors impact larger wholes beyond the individual, in what may be termed civic responsibility.
- Families, communities, organizations, institutions, corporations, and nations can be either positively or negatively impacted by the actions of individuals.
- Sociomoral development must include the concepts of accountability and responsibility.

Chickering's Model of Sociomoral Development

- Based on Eric Erikson's developmental theory, Kohlberg's and Gilligan's theories of moral development, and Eisenberg's theoretical perspective on prosocial behavior
- Chickering proposed seven vectors of sociomoral development that align with the development of traditional-aged college students.

Chickering's Model of Sociomoral Development

1. Developing Competence
2. Managing Emotions
3. Developing Autonomy
4. Establishing Identity
5. Developing Interpersonal Relationships
6. Developing Purpose
7. Developing Integrity

1. Developing Competence

- Intellectual competence
 - knowledge acquisition & critical thinking skills
 - capacity for analysis, synthesis, evaluation, & creation of ideas
- Physical and manual competence
 - Athletic and artistic achievement
- Social/interpersonal competence
 - Listen, cooperate, communicate

2. Managing Emotions

- Increasing awareness of one's feelings
 - aware of range and variety of impulses
 - integration of feelings, which allows flexible control and expression
 - tries to find new modes of expression
 - assess consequences
 - know how to handle different feelings
 - define what will be expressed to whom

3. Developing Autonomy

- At this stage, students develop increased emotional independence, self-direction, problem-solving ability, persistence, and mobility
- Students recognize and accept the importance of interdependence.

4. Establishing Identity

- A positive identity includes
 - comfort with body and appearance
 - comfort with gender and sexual orientation
 - a sense of one's social and cultural heritage
 - a clear concept of self and comfort with one's roles and lifestyle
 - a secure sense of self in light of feedback from significant others
 - self-acceptance and self-esteem
 - personal stability and integration

5. Developing Interpersonal Relationships

- Increased tolerance for and acceptance of differences between individuals
- Increased capacity for mature and intimate relationships
- More reciprocal and empathetic

6. Developing Purpose

- This vector consists of developing clear vocational goals, making meaningful commitments to specific personal interests and activities, and establishing strong interpersonal commitments.
- Direction for one's life through assessment and clarification of interests, educational and career options, and lifestyle preferences
- Integrated with sense of identity

7. Developing Integrity

- Students progress from rigid, moralistic thinking to a more humanized, personalized value system that acknowledges and respects the beliefs of others. Values and actions become congruent.
- Defining set of values to guide actions
 - humanizing of values
- Shift from literal doctrine set of beliefs to awareness of relativity of values
 - personalizing of values

7. Developing Integrity

- Personal code -personal assessment & direction serving as guide to behavior
 - congruence between beliefs and behavior
- Congruence between values and actions
- Viewing values from post-conventional level of morality (Kohlberg's final stage of moral development—guided by universal moral principles, not the laws of society)

Developmental Trajectory Through Vectors

- Chickering posits that students progress through the first three vectors simultaneously during the freshman and sophomore years.
- Students generally progress through the fourth vector during their sophomore and junior years.
- Students progress through the last three vectors simultaneously during their junior and senior years.

Vectors and Social Norms

- Chickering's vectors depend largely on social norms.
- Vectors are dynamic since social values change through time.
- Social values are different around the world.
- Closely aligned with Dewey's progressivist approach to education—moral development is impacted by the social culture of schools

Character Education

- Character education has been a vital part of US school curricula.
- In 1901, the National Education Association endorsed character training in the schools.
- “The fundamental consideration in any system of schools is the development of moral character”.

Maryland Value Education Commission Character Objectives

1. Personal integrity and honesty rooted in respect for the truth, intellectual curiosity, and love of learning
2. A sense of duty to self, family, school, and community
3. Self-esteem rooted in the recognition of one's potential

Maryland Value Education Commission Character Objectives

4. Respect for the rights of all persons regardless of their race, religion, gender, age, physical condition, or mental state
5. A recognition of the right of others to hold and express differing views, combined with the capacity to make discriminating judgments among competing opinions

Maryland Value Education Commission Character Objectives

6. A sense of justice, rectitude, and fair play, and a commitment to them
7. A disposition of understanding, sympathy, concern, and compassion for others
8. A sense of discipline and pride in one's work and respect for the achievement of others

Maryland Value Education Commission Character Objectives

9. Respect for one's property and the property of others, including public property
10. Courage to express one's convictions

What Works in Character Education: Strategies

- Strategies that promote positive youth development (Berkowitz & Bier, 2003).
- Character Education Partnership National Forum in Washington, D.C.
- Results from 66 studies representing 33 programs that fall under the rubric of educating for positive youth development and that have evidence of being effective.

What Works in Character Education: Strategies

- Strategies that promote positive youth development:
 - Student-centered peer discussions
 - Interactive strategies, such as class meetings, student governance, and peer tutoring that contribute to perspective-taking experiences
 - Problem-solving and decision-making training

What Works in Character Education: Strategies

- Strategies that promote positive youth development (cont):
 - Direct training of social, emotional, and personal management skills (such as conflict resolution or anger management)
 - Cooperative learning
 - Self-management skills training and awareness
 - Parent-training and involvement

What Works in Character Education: Outcomes

- Outcomes for programs utilizing previous strategies:
 - Improved sociomoral cognition
 - Prosocial behavior and attitudes
 - Development of problem-solving skills
 - Reduction of violence and aggression
 - Decrease in substance abuse
 - Development of emotional competency

What Works in Character Education: Outcomes

- Outcomes for programs utilizing previous strategies (cont):
 - Moderation of risk attitudes
 - Improved school behavior
 - Increased academic achievement and academic goal setting
 - Improved self-expectations and motivation

What Works in Character Education: Barriers

- Current traditional-aged college students are part of Generation Y
 - aka the *millennials* or *internet generation*
- Students are focused more on successful end results, and less on the process or human interactions involved in obtaining the end results

What Works in Character Education: Barriers

- The face of friendship is different for today's college students as there is decreased person-to-person contact
 - Friendships develop on “Facebook”, “MySpace” and other virtual contact settings that inhibit intimate conversation
 - 75% of students have a “Facebook” account
 - 34% use websites as their primary source of news
 - 15% are logged on 24/7

What Works in Character Education: Recommendations

- Articulated philosophy statement that includes the desired character goals of the school and the shared vision of the school's purpose
- A committed staff that has been adequately trained (and who are adequately supported in an on-going manner) to implement the program fully and faithfully
- Student empowerment strategies such as peer conflict resolution, student governance, and collaborative problem solving

What Works in Character Education: Recommendations

- Opportunities for service to others, such as service learning, community service, and school-based responsibilities
- Developmental discipline, i.e., discipline strategies focused on the long-term improvement of student character and skills rather than the use of punitive behaviors to bring about immediate cessation of the undesirable behavior

What Works in Character Education: Recommendations

- Ongoing evaluation and feedback of data to ensure that desired student outcomes are being achieved and to continuously improve the implementation process
- Leadership commitment to sufficient and sustained implementation
- Practices that strengthen student-teacher relationships and increase students' perception of school as caring community to which they belong

What Works in Character Education: Links

<http://www.collegevalues.org/resources.cfm>

http://www.ltu.edu/student_affairs/student_conduct.asp

http://www.ltu.edu/currentstudents/honor_code.asp