UNIVERSITY OF
NOTRE DAME

ETHICAL SKILL ASSESSMENT

for

Therapist

Client

INTRODUCTION

James Rest's (1983; Narvaez & Rest, 1995) Four Component Model describes the psychological that comprise an ethical or moral action. The model has been used for educational design and intervention for several decades (see Rest & Narvaez, 1994). The model has been used to identify skills that can be taught based on a novice-to-expert pedagogy (Narvaez et al., 2004; Narvaez, 2006).

The Four Component Model allows us to view moral behavior as a set of responses to particular situational features. Experts in the skills of Moral Sensitivity are better at quickly and accurately 'reading' a moral situation and determining what role they might play. Experts in the skills of Moral Judgment have many tools for solving complex moral problems. Experts in the skills of Moral Self/Identity cultivate an ethical identity that leads them to prioritize ethical goals. Experts in the skills of Moral Action or Striving know how to keep their "eye on the prize," enabling them to stay on task and take the necessary steps to get the ethical job done.

Viewed as a set of skills, moral behavior is pried from the rigidity of personality temperament and put into the realm of learnable behavior. It appears more like behavior in other domains like football or chess, as a set of skills that can be learned. This is not a new idea. Repeatedly throughout *The Republic*, Plato draws analogies from professions and vocations as analogies of the just person—one who has certain skills that are cultivated to expertise. According to this perspective, the variability that we see in ethical behavior across contexts can be explained as variability in schemas and skills.

PURPOSE OF ETHICAL SKILLS ASSESSMENT TOOLS

1. To provide a tool for assessing characters in stories, or real-life people
2. To provide a quick assessment of clients to inform what intervention might be needed.
3. To provide a way for clients to self monitor.

Note: Similar checklists were used in the Minnesota Community Voices and Character Education project (Anderson et al., 2003; Narvaez et al., 2004). Teachers used the checklist to inform decisions about which ethical skills to focus on during instruction.

IMPLEMENTATION OF ETHICAL SKILLS FOCUS:

There are two components critical to implementation: (1) top-down guidelines for implementation (the ethical skill lists) and RAVES components; and (2) bottom-up fidelity to the needs of clients and community. The top-down portion includes the 28 skills that contribute to mature moral functioning and are based upon fundamental assumptions about the purpose of democratic citizenship--to nurture effective global citizens in the context of community. The skills are only part of the equation. The other part is the mentors and community members who decide how best to develop ethical skills in their particular context.

The necessary local adaptation of the guidelines based on local needs is the "bottom-up" half or the overall framework. Each therapist and/or community leader discusses the guidelines in terms of specific community perspectives, needs, and diversity, adapting them according to the community's own common understandings of ethics. Universal principles about "what" and "how" to instruct are adapted for local particularities and are melded together by the community itself. Thus, optimal functioning is grounded in the specific context of the individual and his or her community.

This top-down and bottom-up combination allows each community to have its mark on the set of guidelines but within certain parameters, those of optimal functioning within a pluralistic democracy and a global community.

NAME_____DATE_____

This is a self assessment to be used for pre-post evaluation. It lays out some of the basic skills that ethical people develop.

ETHICAL SENSITIVITY	PRESENT	PRESENT	ETHICAL INSENSITIVITY
1. Cares about other people's feelings			Cares only about own feelings and needs not others'
2. Notices what other people's needs are or Notices things that are wrong or that hurt others			Ignores things that are wrong or that hurt others
3. Expresses emotions in a way that doesn't hurt other people or things			Expresses emotions in a way that hurt other people or things
4. Shows care for others			Disregards what other people say or think or the way they think
5. Listens to and takes to heart what other people say, tries to understand others' thoughts and opinions			Disrespects people who are different or from different cultures
6. Tries to understand people who are different or from different cultures			Acts like a bad friend or enemy
7. Is inclusive in sensitivity towards others			Is exclusive in his/her sensitivity, showing disregard for members of a particular group

ETHICAL JUDGMENT	PRESENT	PRESENT	UNETHICAL JUDGMENT
1. Tries to understand a problem before deciding what to do			Acts on impulse without thinking about complications
2. Thinks about doing the right thing			Thinks about doing the wrong thing
3. Thinks about how others might be upset by his or her choices, actions or decisions			Disregards how others might be upset by his or her choices, actions or decisions
4. Wants things to be fair for everyone			Wants things to be fair only for him or herself or own in-group
5. Tries to follow the rules or be a good person			Breaks (or even tries to break) the rules
6. Is positive or optimistic about solving a problem			Is negative or cynical about solving problems
7. Tries to do things that help the classroom, school, neighborhood or larger community			Chooses goals and things to do that hurt the classroom, school, neighborhood or community
8. Reflects on decisions afterwards			Does not reflect on decisions afterwards
ETHICAL	PRESENT	PRESENT	**UNETHICAL**

FOCUS/MOTIVATION			FOCUS/MOTIVATION
1. Focuses talents and energy on good ends (that help everyone flourish)			Focuses talents and energy on bad ends (focused only on self advantage)
2. Cooperates with others for good ends (that help everyone flourish)			Cooperates with others for bad ends (that do not help everyone flourish)
3. Shows good self control and discipline over his or her own impulses and behaviors			Shows poor self control and discipline over his or her own selfish impulses and behaviors
4. Is committed to helping others			Habitually uses others
5. Follows through on promises and agreements			Breaks promises and agreements
6. Tries to be good and do the right thing even when it is easier to not be good			Chooses to do the wrong thing even when it was easier to do than the right thing
7. Is a good steward of resources			Wastes resources, mindlessly or purposefully ("because I can")
8. Focuses on positive meaning in life (e.g., cooperation, respectful unity and diversity)			Focuses on negative meaning in life (e.g., "us against them," threats, opposition)

ETHICAL ACTION	PRESENT	PRESENT	UNETHICAL ACTION
1. Tries to fix problems or conflicts without hurting other people or things			Tries to fix problems or conflicts without deep awareness of the needs and interests of other people or things
2. Makes a plan to solve a problem or conflict			Ignores problems or conflicts
3. Tries to help other people for their own sake			Helps others only if advantages self
4. Tries to change rules that are unfair to make things fair for others			Changes or tries to change rules in order to help self
5. When someone is picked on, tries to stop it			Encourages other people to discriminate against the needs and interests of others
6. Follows through on a moral goal, flexibly adjusting plans, even when something gets in the way			When trying to solve a problem, gives up when things get in the way or rigidly sticks to a plan even when it isn't working
7. Does not give up on solving a problem or conflict when it is hard			Gives up on solving a problem when it is hard
8. Puts self at risk when helping others or solving a problem or conflict			Is cowardly when solving a problem or conflict

CLIENT SELF ASSESSMENT (SELF-MONITORING)

How (well) did I…?

ETHICAL SENSITIVITY

1. Practice emotional intelligence
> Calm down?
> Accept the emotions in the situation?
> Express emotions respectfully?

2. Compassion
> Try to empathize?
> Consider the other person's needs?
> Try to find out that person's perspective?
> Focus on helping?
> Consider my own and others' biases?

ETHICAL REASONING

3. Practice decision making
> Follow a model of decision making?
> Work with others to make a decision?
> Think about choices?
> Think about all the consequences, especially to others?

4. Reason ethically
> Consider alternative choices?
> Think about all the consequences, especially to others?
> Think optimistically?

ETHICAL FOCUS

5. Highlight values
> Consider my family values?
> Consider our classroom values?
> Put people over things?
> Control media instead of letting it control me?
> Consider counter-consumerist values?
> Step back to be reverent and grateful?

6. Highlight citizenship
> Think about how to help our community?
> Practice our tradition?
> Be a good environmental steward?

ETHICAL ACTION

7. Take action for others
> Make a plan to help others?
> Practice assertiveness for others?
> Take a leadership role in helping others?

8. Practice resiliency
> Practice perseverance?
> Practice centering myself?

9. Resolve conflict peacefully