

# **Building on Student Strengths to Develop Professional Responsibility Across the Curriculum**

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## Reflection and Discussion: Professional Values

- **What are some of the values of your discipline/profession that attracted you?**
- **What are some current value conflicts within your discipline/profession?**

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# Alverno College Valuing Ability Department

- **Multidisciplinary faculty and staff**
- **Meets regularly through the academic year**
- **Supports the teaching and assessment of the Valuing in Decision Making ability**
- **Eight Alverno abilities are defined in six developmental levels that are taught and assessed through course content. (See blue handout.)**

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# Alverno's Eight Abilities

- **Communication**
- **Analysis**
- **Problem Solving**
- **Valuing in Decision Making**
- **Social Interaction**
- **Developing a Global Perspective**
- **Effective Citizenship**
- **Aesthetic Engagement**

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## Both...and...

- Valuing ability is taught and assessed throughout the general education curriculum and majors.
- Upper level courses in the major focus on professional responsibility.
- The purpose of our study was to learn if and how this was happening across the disciplines.

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- Teaching and assessing for professional responsibility builds on the students' practice with using valuing vocabulary and concepts throughout the general education curriculum and early in their major.
- Upper level courses in the major focus on discipline specific issues and experiences in values, ethics and professional responsibility.
- The purpose of our study was to learn if and how this was happening across the disciplines.

## Study Methods

- Surveyed entire faculty about practices.
- Transcribed and analyzed taped interviews with faculty from seven disciplines.
- Looked for common goals and strategies.

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- Surveyed entire faculty to elicit general information about whether/how professional responsibility is taught in the majors.
- Transcribed and analyzed taped interviews with seven faculty from the following disciplines:
  1. Biology
  2. Business Management
  3. Education
  4. English
  5. Nursing
  6. Professional Communication
  7. Psychology

# Valuing Across the Curriculum

<b>Beginning Levels 1 &amp; 2</b>	<b>Intermediate Levels 3 &amp; 4</b>	<b>Advanced Levels 5 &amp; 6</b>
Taught in General Education courses across the curriculum	Taught in General Education and courses in the majors	Integrated with other advanced level abilities and incorporated into outcome statements for the major

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## Beginning Valuing in General Education Courses

- Levels 1 &2 taught in a variety of gen. ed. courses:
  - Foundations of Natural Science
  - Abnormal Psychology
  - Music and Culture (Series)
  - Economic Environment
- Example: “Day of the Dead” altar project in “Introduction to the Arts” general education course

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**Beginning valuing:** The student identifies and infers values of self and others in multiple contexts.

**Level 1:** Students identify own and others’ values and the emotions they evoke.

**Level 2:** Students connect affective, cognitive, spiritual and behavioral dimensions of valuing.

# Day of the Dead Altars

- **Communication**
- **Analysis**
- **Valuing**
- **Developing a Global Perspective**



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## Intermediate Valuing in Transition Courses

- **At the intermediate level of the curriculum, as students begin courses in their major and professional programs, they are introduced to the values of the professional community they are hoping to enter.**

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Levels 3 and 4 of Valuing taught and assessed in courses that serve as either general education electives or required courses in the majors.

Intermediate valuing: Students explore their own and others' valuing and decision making within the social contexts that shape them and within the contexts of discipline frameworks. They grow to critically evaluate their values with an informed awareness of the process of value transformation and change.

Level 3: Students can articulate the reciprocal relationship of their own values and their social contexts.

Level 4: Students use the perspectives and concepts of particular disciplines to inform their moral judgments and decisions.

## Example: Nursing Practice with Healthy Populations



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N 365: “Students apply numerous theories and frameworks to provide nursing care to promote the health of various populations in multiple environments. Clinical practice occurs with a variety of age groups in community-based agencies such as clinics, daycare centers, schools, correctional facilities, churches, work sites, homeless shelters, or meal sites. The student learns nursing roles as she implements initial health promotion, risk reduction, and disease prevention strategies.”

## Advanced Level Valuing

- **Criteria for the advanced levels of the abilities (levels 5 & 6) are incorporated into outcome statements for each major.**
- **Example of one outcome statement related to valuing: *The student will refine her social philosophy and political outlook through effective interaction with others about the empirical and ethical dimensions of community issues. (Community Leadership major)***

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### Valuing at the Advanced Level:

This is the opportunity for the student to integrate valuing with the content of her academic work in an advanced and meaningful way. She will further develop her ability to critically examine her own values and explain how they inform her value stance. She will be able to express ways that her increasing knowledge of other perspectives informs her own changes in personal and professional decisions. She will recognize the integration of emotion, thought, and belief in this process, as well as give expression to her own stable center of care and strength – that which is at the “heart” of her decision-making. Ultimately such integration will develop her moral imagination.

# Community Leadership Service Learning Internship



**"Looking at community issues through diverse political and cultural perspectives strengthens abilities and deepens my desire to serve. Alverno's unique program is a perfect fit."**

**Barbara A . Duffy, "00"  
Fire Captain,  
Milwaukee Fire Department**

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## Shared Goals for Teaching Professional Responsibility

- **Students develop a moral compass, integrating personal, professional and shared organizational values into a mature ethical worldview**
- **Students are able to use professional knowledge and skills effectively to address issues in professional and civic communities.**
- **Students are capable of being change agents, contributing to the transformation of the culture and body of knowledge in their chosen profession.**

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Based on the criteria for levels 5 & 6 of Valuing, review of major outcomes, and our interviews with seven fulltime members of the faculty, we inferred three goals for our students in the area of professional responsibility that are shared across the disciplines.

# Strategies for Teaching Professional Responsibility

- Case Studies
- Philosophical frameworks and codes of ethics
- Mentoring and role models
- Experiential Learning (internships, interviewing, guests on campus)
- Using systematic reflection

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# Examples:

## Case studies

- **Professional Communication (apply philosophical frameworks to a case study entailing professional communication issues)**
- **English Literature (identify moral dilemmas, infer values of characters, and conduct a mock trial)**

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Pat: Description of PCM 480 case study assessment.

Donna: Describe Mimi's "Midwife" assignment.

# Examples:

## Experiential Learning

- **Student Teaching (Consider perspectives of multiple stakeholders and other disciplines on school referendum issues)**
- **Professional Communication (infer philosophical frameworks of professionals they interview)**

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Donna: (Summary from Rita regarding valuing and student teaching):

As part of student teaching students are required to reflect on and discuss current issues in Education (such as a school tax referendum), considering the frameworks of other disciplines and other publics they engage with. Other perspectives they might consider include parents, school board, tax payers, students, etc. There are so many stakeholders in education, and our philosophy of education course puts a particular focus on social justice issues, which goes well beyond simply working with the Wisconsin Teacher standards.

Pat: Describe the PCM 480 interview assignment?

# Examples

## Codes of Ethics

- **Psychology internship and clinical practice course – APA ethical and multicultural guidelines**
- **Nursing (Consider choices to be made when personal values conflict with professional values)**

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Psychology: First, students become very familiar with the APA Ethical and Multicultural Guidelines by learning and applying them in case studies in their earlier courses in the Psychology major. Students in the clinical practice course have a variety of majors: (Psychology, Nursing, Art Therapy) and a variety of clinical interests. They must become familiar with the ethical codes for their professional area and come up with a creative way to teach their profession's code of ethics to the class. A later assignment then requires them to reflect on their own core values again and write paper on how their core values interface with the ethical guidelines of their profession.

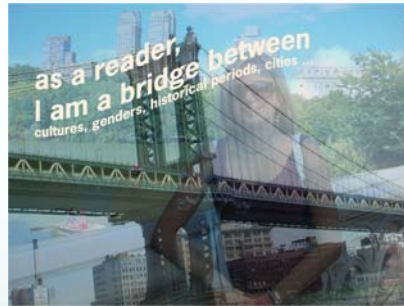
# Examples

## Systematic Reflection

- **Diagnostic Digital Portfolio (Reading List English majors keep and reflections on/evidence for their change and growth as a critical reader)**
- **External Assessments that integrate learning across courses (evidence of their progress in achieving major outcomes)**

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## Example: Integrating External Assessment in English



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EN 430 – External Assessment. Student evaluates and synthesizes her learning in her intermediate and advanced English courses and continuing work on her electronic individualized reading lists. Student develops an English portfolio that highlights her development as a writer, reader, and scholar of literature. She prepares a formal presentation of her portfolio for the English Dept. that includes a roundtable discussion of a contemporary novel, during which she independently applies the critical frameworks she has learned in her academic program.

# Thank You!

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