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Identifying and Resolving Ethical Issues that Emerge Through Civic Engagement

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This presentation was inspired by

**Service-Learning
Code of Ethics**

book by

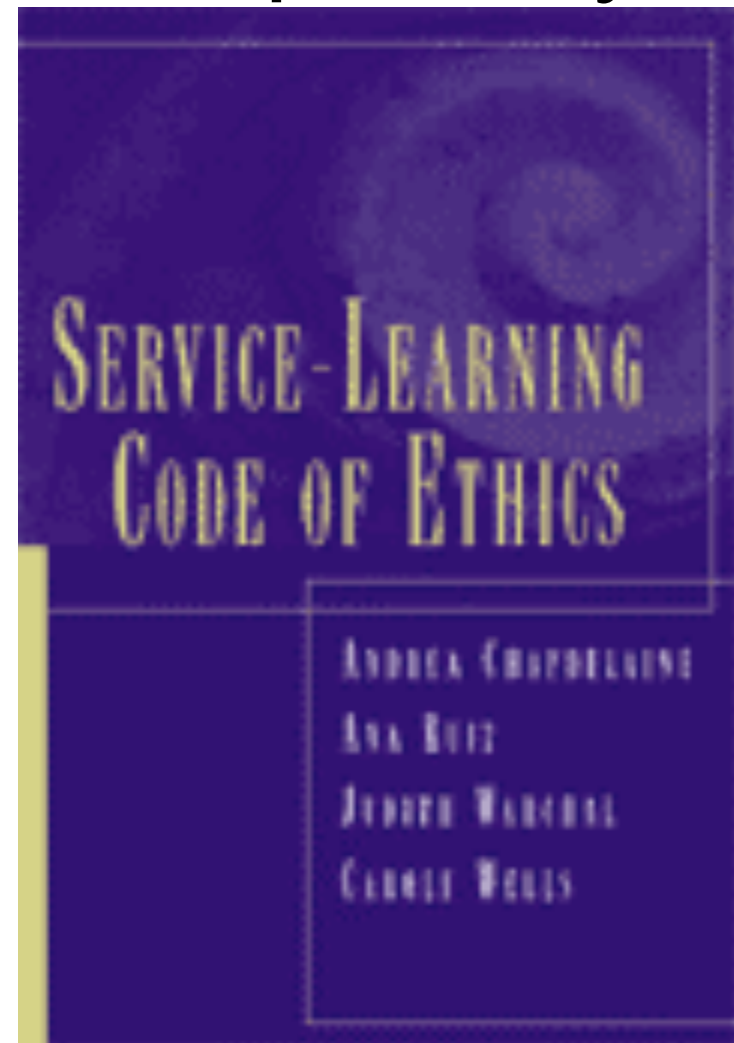
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Anker Publisher





- The Magna Charta Universitatum

- Magna-charta.org

- American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002)

- APA.org

- President's Declaration of Civic Responsibility of Higher Education

- Campuscompact.org



- Discussions with colleagues at International Conferences on
 - Service-learning
 - Civic engagement
 - Ethics




The use of an ethical framework provides

- Aspirational principles
- Common set of values
- Guidance to practice
- Protection for participants involved



Ethical Principles

- Autonomy, freedom, and respect for other's rights
- Social, professional, and scientific responsibility
- Beneficence and Nonmaleficence
- Justice



Autonomy, freedom, and respect for other's rights

- Promotion of self determination
- Freedom of the individual to choose his or her own destiny
- Students, institutions, community agencies, and community participants should have an active role in service



Social, professional, and scientific responsibility

- Uphold professional, ethical, and scientific standards of conduct
- Accept responsibility for behavior
- Contribute to the betterment of society
- Be accurate and truthful in the practice of service



Beneficence

- Act of doing good
- Promotion of good in service to others
- Dependent on how one defines good and goodness

- The question of doing good leads to the question of “Good in whose best interest?”



Nonmaleficence

- Doing no harm, doing no evil, protecting others from harm
- Acts of commission as well as omission
- Knowing the limitations of one's expertise when serving others
- Recognizing that even the best actions may have some unintentional harmful effects



Justice

- Impartiality
- Fair representation of facts
- Consistency
- Comparable treatment of diverse populations and groups

- *The Golden Rule*: Do unto others as you would have them do unto you



Model of Ethical Decision-Making

STEP 1: Identify and define the dilemma.

STEP 2: Address relevant principles and gather information.

STEP 3: Propose courses of action.

STEP 4: Determine and analyze the consequences for each proposed course of action.

STEP 5: Decide on the best course of action.


STEP 6: Evaluate and reflect on the decision.



Dilemma

- A small, church-affiliated college
 - mission statement
 - “engage in service to the community”

- An administrator from a community organization
 - contacts the service-learning coordinator and
 - expresses interest in working on a project

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- The neighborhood is one of the most poverty-stricken areas of the city

 - The group wants to conduct a community assets survey of the neighborhood residents to report
 - demographic information
 - resources they possess (e.g., skills, expertise)
 - perceptions of problems
 - assets they desire
 - a bank or crime watch group



- Faculty member

- specializes in grass roots organizations
- predicts that students will gain a greater appreciation for the value of civic engagement

- Students can provide assistance with

- design of survey instrument
- methodological procedures
- data collection
- data analysis



■ Procedure

- students will go door-to-door asking residents to complete the survey via an interview process.

■ Service-learning coordinator

- sends a periodic report to the Academic Dean of the College.

■ Dean expresses concern about the project



STEP 1 – Identify and Define the Dilemma

- College perspective
 - Mission statement
 - Relationship with community
 - Credibility

- Dean perspective
 - Risk management
 - Potentially dangerous situations



STEP 1 – Identify and Define the Dilemma

- Faculty

- Academic freedom

- Students

- ?

- Community

- ?



Step 2 - Address relevant principles and gather information

- **Autonomy, freedom, and respect for other's rights**
- **Social, professional, and scientific responsibility**
- **Beneficence**
- **Nonmaleficence**
- **Justice**
- **Other**



Autonomy, freedom, and respect for other's rights

- Institution
 - Dean
 - Service-learning coordinator
 - Faculty
- Students
- Community



Social, professional, and scientific responsibility

- Institution

- Support for project

- Students

- Behave as professionals
- Finish project adequately and on time

- Community

- Resources to carry on project



Beneficence

- Institution
 - Relationship with community
- Students
 - Learning
- Community
 - Information to improve quality of life



Nonmaleficence

- Institution
 - Liability
 - Magnification of stereotypes
- Students
 - Potential of harm
- Community
 - Availability of resources
 - Implementation of changes



Justice

- Institution
 - Academic Freedom
- Students
 - Potential of harm
- Community
 - Identification of issues without resource allocation



STEP 3 – Propose Courses of Action

- Institution
 - Faculty
 - Dean
 - Service-learning coordinator
- Students
 - ?
- Community
 - ?



STEP 3 – Propose Courses of Action

The Dean

- 3 possible courses of action:
 - Action A:
 - Proceed as planned
 - Action B:
 - Cancel project
 - Action C:
 - Request reconsideration and seek alternatives
- Other ?



STEP 4 – Determine and Analyze the Consequences for Each Proposed Course of Action

Action A

- Proceed as planned
 - Positive?
 - Negative?

Action B

- Cancel project

Action C

- Request reconsideration and seek alternatives



STEP 5 – Decide on the Best Course of Action

- Action A:
 - Proceed as planned
- Action B:
 - Cancel project
- Action C:
 - Request reconsideration and seek alternatives
- Other



STEP 6 – Evaluate and Reflect on the Decision

Cost and benefit analysis



Dilemma for group discussion

- Handout
- Discussion of dilemma and issues
- Questions/comments