

final Master's level course). Faculty members at this conference discussed the fact that Master's students seldom become researchers, rather they are frequently involved in program planning and evaluation. A stronger emphasis on program evaluation, rather than an emphasis on research, is more practical for graduates.

Another observation that struck me as helpful was the comments of faculty members concerning the application of critical thinking to our field. It seems that many faculty members engage their students in critical thinking, so that students really learn to think through an issue and realize the implications of that issue. The ability to ask good questions is perhaps a skill more important than any other. I am not saying that IU does not encourage such skills, but I would like to see a greater emphasis placed on critical thinking.

I would also like to emphasize to the students the importance of staying well-informed of developments in our field. This means reading the *Chronicle of Higher Education* and journals in our field as a way of ensuring re-education and re-tooling. Paramount for faculty is the need to emphasize this notion in the classroom.

Question: Are there any concluding remarks you would like to make? Is there something we have not addressed?

Dr. Hossler: I would like to say that I am very glad to be at Indiana University. Sometimes people make moves and then wonder whether they have made the correct decision. There are no second thoughts in my mind. The students and my colleagues have made me feel very much at home. Indiana University, this program, and Bloomington all make this a very nice place to be.

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APPLYING MORAL DEVELOPMENT THEORIES TO RESIDENCE HALLS INTERVENTION TRAINING

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The moral development theories of Kohlberg and Gilligan are examined, and an application of a combined theoretical framework to residence hall intervention strategies is made.

Introduction

The need to focus on personal development as a primary aim of education has been advocated by many writers (Straub & Rodgers, 1978). Furthermore, Smith (1978) observed that the collegiate experience has the potential to make a significant difference in whether a student's moral thinking stabilizes or moves successfully to higher levels of moral reasoning. Cognitive development theories are useful in understanding the differing developmental positions of students (in this application, Resident Assistants and residents) as well as in devising and implementing strategies to facilitate students' progress along the developmental continuum. This approach can be viewed as a method of facilitating student development which represents an alternative to the usual practice of programming. This article will describe an application of moral development theory to a residence hall intervention training workshop and the underlying potential for moral development.

The Theoretical Basis

Before applying specific moral development theories to practice, it is first important to identify the theories used for the intervention workshop as cognitive developmental in nature. Thus, the general characteristics of cognitive development theory are integral to the application of the moral development theories of Kohlberg (1971) and Gilligan (1982).

According to King (1978), cognitive developmental theory uses an "informational processing" view of development. In other words, the core focus of cognitive development is one of "how" a person reasons or processes external stimuli rather than "what" the actual thought outcome is (Rodgers, 1980). The developmental phenomena is based on a structure or set of assumptions that defines how an individual will typically perceive, comprehend, organize, and evaluate life experiences. An individual is thought to develop invariantly through developmental stages in a qualitative, sequential, hierarchical, and universal manner (Stonewater & Stonewater, 1983). Finally, as Rodgers (1980) noted, developmental change occurs as a result of cognitive conflict or dissonance between an individual's current thought process and that of more advanced,

mature thinking. At this point, a person is motivated to reevaluate and alter present inadequate thought structures and progress to higher thought operation levels.

The next two portions of this article will briefly describe the moral development theories of Kohlberg and Gilligan, and the differences that delineate the two theories.

Kohlberg: Morality of Justice

While theoretically validating the intervention workshop design, the authors found the moral development theory of Kohlberg to be applicable. This theory has a general undertone that is very "rights" and "rules" oriented; thus, the theoretical construct was most effectively applied to policy interventions.

Kohlberg (1971) researched the development of moral reasoning and identified different qualitative modes of moral reasoning. Again, since the theoretical scheme is a cognitive theory, developmental stages are judged by the process of "how" a person makes moral decisions and not by the actual content of the decision (Smith, 1978).

The moral development model of Kohlberg is characterized by three developmental levels, each consisting of two separate stages.

Level One: Preconventional Level

At this level, individuals have a strong orientation towards cultural rules and labels. Actions are not interpreted as good/bad or right/wrong but are interpreted in terms of the physical consequences of those actions. This level consists of two stages.

Stage One: Heteronomous Morality

Right or wrong actions are judged by the physical consequences associated with such actions. Deference of power is not associated with moral obligations but towards an avoidance of punishment and an unquestioned respect for authority.

Stage Two: Individualism and Instrumental Purpose

At this stage, actions are oriented towards the gratification of one's own immediate needs and interest. Principles such as fairness and equal sharing are present, but they are interpreted in a pragmatic manner and not in terms of loyalty, gratitude, or justice.

Level Two: Conventional Level

Moral decisions are determined in a way that will maintain the expectations of one's family or society. An individual conforms to these expectations but supports, justifies, and is loyal to the social order. This level also consists of two stages.

Stage Three: Mutual Expectations and Relationships

Actions at this stage are judged by the expectations of a person's close acquaintances and family. There is a strong adherence to the "Golden Rule" and behavior is often judged by the intentions behind the behavior.

Stage Four: Social System and Conscience

At this stage, an individual has an orientation towards the fulfillment of personal duties and the maintenance of social order. Laws are to be obeyed and authority is to be respected because of an individual's obligation to society.

Level Three: Post-Conventional Level

Actions and moral decisions are judged apart from authority or individuals that identify with a particular societal group. The two stages for this level include:

Stage Five: Social Contract, Individual Rights

Correct moral decisions are determined because they have been examined and agreed upon by society and because the decisions are found to be consistent with personal values and opinions.

Stage Six: Universal Ethical Principle

Moral principles are defined by a conscious decision in accordance with self-chosen ethical principles such as reciprocity, equality, and justice. These principles are held as consistent with the value of human rights and respect for the dignity of human beings.

Gilligan: Morality of Responsibility and Care

The second theoretical basis used in the development of the intervention workshop was the moral development theory of Gilligan (1982). Gilligan's theory has a general orientation towards care, compassion, and a responsibility for others as well as self. The authors found this theory most applicable to helping/counseling intervention strategies.

Gilligan (1982) observed two separate ways of describing moral problems, in other words, two modes of explaining the relationship between self and others. Gilligan referred to this phenomena as "a different voice":

The different voice is characterized not by gender but by theme. Its association with women is an empirical observation, and it is primarily through women's voices that I trace its development. But this association is not absolute, and the contrast between male and female voices highlight a distinction between two modes of thought, and focus on a problem of interpretation rather than represent a generalization about sex. (p. 2)

According to Gilligan (1982), sex differences in moral reasoning development as described by Kohlberg (1971) are to be expected. The primary example of these differences was reported by Kohlberg and Kramer (1969). Their findings indicated the mean stage of reasoning for the male population was stage four (social system and conscience) while the mean stage for females was stage three (mutual expectations and relationships). Given their greater concern for relationships and issues of care, females should, indeed, score predominantly at stage three (Brabeck, 1983). Gilligan (1982) argued, however, that the theoretical construct of Kohlberg is sex-biased because an all-male sample was used to gain informa-

tion for the moral development model design. Because the moral development theory of Kohlberg is qualitatively hierarchical, women are in some instance considered less morally developed than men. This same issue of sex differences in moral development may also be a values clarification issue. For instance, the value of relationships and care (stage three reasoning) may easily be held in higher value by some individuals than the obligation to society (stage four reasoning).

With these issues in mind, Gilligan (1977) researched and identified a moral development scheme referred to as the morality of responsibility and care. This model consists of three levels and two transitional areas of moral development.

Level One: Individual Survival

At this level the primary concern is with one's own needs and interests. Moral issues arise only when these needs are in conflict with the needs of others.

First Transition: Selfishness to Responsibility

This transition is typified by a movement from a very egocentric morality towards responsibility for others. This conception includes the possibility for doing what society considers "right".

Level Two: Goodness as Self-Sacrifice

Moral actions are based on shared norms, but the focus of one's actions are away from self and towards the acceptance of others. An individual at this level sacrifices one's own needs for the needs of others regardless of the personal consequences those actions may bring.

Second Transition: Goodness to Truth

Moral decisions are judged in a way that the morality of care includes the care of self as well as others. At this transition, intentions are seen as more important than acceptance of others.

Level Three: Morality of Non-Violence

The primary moral imperative is one of non-violence and universal care. A morality of avoidance of hurt is applied equally to self as well as others.

Theoretical Differences

For purposes of the intervention workshop, the major difference between the moral development theories rests within the underlying emphasis of the basic components of morality. Gilligan has described morality based on a concept of harmony, non-violence, and a recognition of the need for compassion and care for self and others. An individual is seen as personally attached to moral/ethical decisions. In contrast, Kohlberg's morality of justice is based on a concept of reciprocity, fairness, and a recognition of the need for respecting the rights of others as well as the need for one's own rights to be respected. Ethical and moral decisions are determined with the individual remaining as unattached and as objective about the situation as possible (Brabeck, 1983).

Taking the theories of Kohlberg (1971) and Gilligan (1982) into consideration, the authors have identified two types of intervention situations which frequently occur in residence halls. The first type is the "policy intervention", which concerns situations requiring paraprofessional staff enforcement of institutional policies. Examples of this intervention situation include possession of alcohol by residents, acts of vandalism or damage, or violations of quiet hours. The second type is the "helping intervention", which involves staff and/or student perceptions of other residents currently experiencing personal difficulties. Examples of this intervention situation include observable changes in behavior due to eating disorders, changes in relationships with significant others, alcohol abuse or academic problems such as not attending classes.

Combining Kohlberg and Gilligan: A Theoretical Framework

As a result of this identification of interventions, the primary focus of this progressive application of theory to practice rests on three elements: first, the usefulness of relating the moral development theory of Kohlberg to guide staff member responses to policy intervention situations; second, the usefulness of applying the moral development theory of Gilligan to helping intervention situations (Vander Putten, 1985); and finally, the provision of several conditions that create an atmosphere conducive to moral development. The first two elements consist of three parts each: the person-interaction assumptions, the intervention perspective and the situational characteristics. The third element describes four conditions which contribute to the facilitation of moral development.

Description of Elements

I. Kohlberg: Policy Interventions

A. Person-interaction assumptions:

1. Residence center students were at stage 2 or stage 3.

This assessment was intuitively-based, as a result of the identification of a significant number of difficulties encountered by students which involved living in close proximity to others and having personal needs satisfied (stage 2), and students who possessed intentions for guiding their behavior which were not completely appropriate for themselves or accurate for others (stage 3). An example illustrating stage 2 involved noise violations of established quiet hours and the issue of satisfying personal needs (e.g., sleep, study, relaxation). An example illustrating stage 3 concerned a peer-pressured alcohol abuse episode which involved concomitant personal and social behavior issues.

2. Paraprofessional staff members were at stage 3 or stage 4.

This intuitively-based assessment was the result of identifying the motivations underlying the staff members' intervention efforts. These motivations included maintaining the respect of residents, residents' expectations of staff members to intervene, to be a role model (stage 3),

and also because of a desire to maintain an academic atmosphere or because interventions were part of the staff members' job responsibilities (stage 4).

3. *The workshop perspective was grounded in stage 4.*

One focus of the workshop concerned the moral reasoning of residents as related to behaviors needing intervention. Stage 4 challenges directed toward the staff members included strengthening their ability to take the role of facilitator of individual residents' moral development through staff and student interventions. This moral development will occur, as Kohlberg claimed (Smith, 1978), because the intervention creates cognitive conflict and challenge contributing to the disequilibrium necessary for the development in students.

B. The intervention perspective:

1. *An ethic of fairness existed with an underlying logic based on justice and reciprocity.*

The primary emphasis in interventions of this nature concerned the separateness of individuals, in this case staff members and residents, and the corresponding reciprocity between them. As a result, the policy intervention must be accurate and correct, according to the institutional code of student rights and responsibilities.

2. *The intervention issue was viewed as one of policy enforcement and consideration of students' rights.*

In this situation, the issues were objective rather than subjective (e.g., a policy was either violated or not violated).

3. *The staff member's response to the issue was guided by institutional policy.*

Maintaining objectivity during intervention, the staff member's obligation was to apply the appropriate principles (student rights/responsibilities) to the resident's policy-violating behavior.

C. Situational characteristics:

1. *Motivation to intervene.*

The motivation for staff members to perform policy interventions may have originated from any of a number of perspectives; (a) the need to maintain respect of peers and residents, (b) expectations placed on staff members by others, (c) to function as a role model, or (d) to maintain the given social order.

2. *Potential for growth.*

Through performing policy interventions, the opportunity existed for staff members to facilitate residents' learning how to exercise one's rights without interfering with the rights of others. Both people remain separate and individual, with little recognition of a relationship.

3. *Evaluation of the intervention.*

The effectiveness of the policy intervention was considered in terms of how decisions were justified according to the code of student rights and responsibilities and whether values, principles, or standards were maintained (Lyons, 1983).

II. Gilligan: Helping Interventions

A. Person-interaction assumptions:

1. *Residence center students were in the First Transition or at Level Two.*

This intuitively-based assessment was a result of identifying the reasoning behind several student/student helping interventions (i.e., recognizing a responsibility toward others which may be as extreme as self-sacrifice). An example of this assessment was when one resident performed a helping intervention on another resident because of a concern for the "intervened" resident's health and welfare, exclusive of any care for self.

2. *Paraprofessional staff members were in the Second Transition or at Level Three.*

This assessment was intuitively-based in consideration of the staff members' upperclass academic status and large amount of "life experience." As a result, staff members more easily grasped the concept of a morality of care that included self as well as others.

3. *The purpose of performing helping interventions was to foster moral development in staff members and their residents.*

Through intervening and engaging in moral reasoning with residents, staff members had the opportunity to clarify their own present stage position and facilitate moral development in residents. These residents would progress along the continuum of development by experiencing disequilibrium between self and others as a result of helping interventions by staff members or other residents.

B. The intervention perspective:

1. *An ethic of care existed with an underlying logic based on relationships with others.*

The existing relationship between persons was the primary emphasis. As a result, issues such as care, compassion, and trust were integral to the helping intervention.

2. *The intervention issue was viewed as a potential threat to the relationship.*

In this instance, the issues can be subjective and each was situational.

3. *The staff member's response to the issue was guided by including self and others.*

Emphasizing empathy and the application of each individual's moral constructs, the staff member's obligation was to promote the welfare of others and attempt to prevent their harm (Lyons, 1983).

C. Situational characteristics:

1. *Motivation to intervene.*
The motivation for staff members to perform helping interventions originated from two concerns: first, out of a concern for others as human beings (e.g. the intervenor wanted the intervened resident to avoid experiencing hurt due to personal difficulties); second, out of a concern for the relationship which existed (e.g., the intervenor wanted to maintain the friendship which had been established).
2. *Potential for growth.*
Through performing helping interventions, the opportunities existed to clarify the present relationship between people and to reaffirm and potentially strengthen the relationship.
3. *Evaluation of the intervention.*
The effectiveness of the helping intervention was considered in terms of: (a) what happened positively and/or negatively, or (b) whether the relationship was damaged, maintained, or restored (Lyons, 1983).

III. Conditions for Moral Development to Occur.

Two goals were identified for the facilitation of moral development during the staff training session: the first was to foster the moral development of para-professional staff members; the second was to present the staff members with methods to facilitate the moral development of residents. Efforts to assist staff members and residents in altering the structure they use to reason about moral issues/conflicts can be effective if the environmental challenge (i.e., the staff training workshop) is one stage above the person's stage of reasoning (Straub & Rodgers, 1978). To stimulate this developmental progress, several conditions for successful moral discussions as identified by Kohlberg and Wasserman (1980) and Straub and Rodgers (1978) were present:

1. *Exposure to the next higher stage of reasoning.*
Opportunities occurred for staff members to be exposed to various levels of moral reasoning displayed by undergraduates, graduates, and full-time professionals during discussion.
2. *Exposure to situations posing problems and contradictions for staff members' current moral structure.*
Staff members discussed intervention situations that were problematic and contradictory for their current moral structure.
3. *Role-taking and role-playing.*
As a group, staff members discussed intervention situations and the underlying reasoning. In addition, staff members were encouraged to assume the role of student development facilitator through the use of role-plays of relevant residence hall intervention scenarios.

4. *A focus on reasoning.*

During discussions, role-plays, and lecturettes, the focus was kept on reasoning as opposed to feelings, behaviors, or "what if" statements to attempt to identify inadequacies in reasoning as well as +1 reasoning alternatives.

In framework combination, these three elements were useful in guiding the authors in assembling a staff development workshop on intervention training.

Workshop Format

- I. Introduction
 - A. Workshop format
 - B. Workshop objectives
- II. Discussion
 - A. What is an intervention?
 - B. Definition of policy and helping interventions
 - C. Fears of intervening
- III. The intervention message
 - A. 3-part message
 - B. Possible responses to the message
 - C. Intervening strategies
 - D. The win-win proposal
- IV. Basic intervention techniques
 - A. Guidelines
- V. Conclusion
 - A. The policy intervention continuum of reasoning (see Figure 1)
 - B. Small group role plays

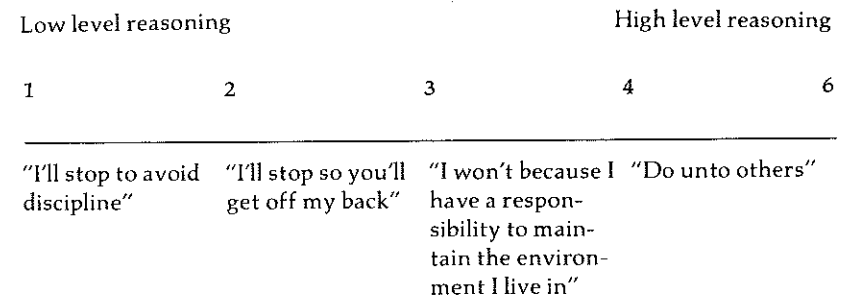


Figure 1. Moral reasoning underlying behavior and behavior change in policy intervention situations.

The workshop format section V. (a), the policy intervention continuum of reasoning, is an interpretation of Kohlberg's (1971) theory of moral development as applied to policy intervention situations. Presented at the conclusion of the workshop, this continuum (Figure 1) assisted staff members in informally identifying the developmental positions of the residents with whom they were interacting. This informal identification is an attempt to aid staff members in facilitating the moral development of their residents through modeling higher level reasoning. Point 1 on the continuum represents residents' moral reasoning to change policy-violating behavior at Kohlberg's stage one. This statement and point 2, illustrating Kohlberg's stage two reasoning, represent low level moral reasoning. During the workshop, staff members were helped to identify low-level moral reasoning in residents and were encouraged to engage residents in "moral discussions" (Straub & Rodgers, 1978) to model higher level reasoning such as point 4 (Kohlberg stage four) and/or point 6 (Kohlberg stage six).

Summary

There is a growing concern and resurgence of interest in moral education across all levels of education in this country (Brown & Canon, 1978). In light of this interest, the authors raise one caveat to the practitioner applying this framework: not all interventions possess the potential for moral development, and the invariant use of this framework may be neither appropriate nor developmentally sound. However, Smith (1978) advocated the following:

Knowledge and use of stage theory is also important in the effective communication of campus policies and regulations. How such information is expressed and interpreted can be consistent with moral development. Rest (1973) has reported that students can comprehend all stages of moral development up to and including their own stage, but do not comprehend stages of moral reasoning more than one stage above their own. Matching a response to the student's own level of moral reasoning, or the next level, can be an effective intervention strategy. Advisors, counselors, and administrators working with individual students or student groups can apply that understanding of stage structure to their work. (p. 64)

Furthermore, intervention as related to conflict resolution is an important issue in educating students. These interventions occur most prominently in student affairs areas involving high levels of student contact which focuses on the interpretation of institutional policy. As a result, this Kohlberg/Gilligan framework is applicable to other functional areas of student affairs including greek affairs, judicial affairs, academic advising and financial aids as well as residence life. To illustrate this interaction, an example in judicial affairs can be useful; consider the policy intervention situation concerning the interpretation of institutional policy (enforcing the policy concerning academic dishonesty) and the helping intervention situation (assisting the student to identify reasons for violating the academic policy as well as to assess areas for academic improvement).

In applying the framework, the intervention perspective and situational characteristics elements remain similar to those presented here. The person-interaction assumptions element may need to be adjusted to more accurately fit individual applications.

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