

# THIS WEEK AT THE CENTER FOR ETHICS\*

FRIDAY, FEBRUARY 11, 2011

[www.sportethics.us](http://www.sportethics.us)

CENTER FOR ETHICS\*

The Center for ETHICS\* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. The Director of the Center is Dr. Sharon Kay

## INSIDE THIS ISSUE:

STUDENT WORK AT THE CENTER FOR ETHICS 1

THERE'S NO CRYING IN BASEBALL: HOW TRADITIONS OF SPORTS STORYTELLING IGNORE THE ETHICAL FOUNDATION OF FEMALE ATHLETES. 1

JOURNAL OF COLLEGE AND CHARACTER 1

AAHPERD 2011 NATIONAL CONVENTION AND EXPOSITION 2

REVIEWS & PUBLICATIONS 2

SPEAKING ENGAGEMENTS & PRESENTATIONS 2

WINNING WITH CHARACTER 2

CONTINUING PROJECTS AND DOCTORAL STUDENTS 3

## STUDENT WORK AT THE CENTER FOR ETHICS



### The Center for ETHICS

currently has six Doctoral Students and one Doctoral Candidate. Each of the

Doctoral Students are in various stages of the degree plan. While each one has the pedagogy of character development as their overarching subject area they each are focusing in different areas. For example Tom Grant has been working with the School Journalism and Mass Media. Susan Steele is focusing on servant learning and its effects on leadership identity with the University of Idaho Athletics Department. Clinton Culp is continuing his work with the military and character development for young officers. While each

Doctoral Student has their own focus they each pitch in to help with the myriad of tasks that need to be done around the Center. Along with the day-to-day operations of the Center they each assist Dr. Stoll with the over 24 Master of Science Students of whom she is the Primary Advisor.

Each of the MS students is working on their own unique project, ranging from mental skills training for high school athletics, the needs and impact of white water rafting park for a rural town in Idaho, constraints to participation at parks and recreation facilities, geocaching experience, and effectiveness of training for athletic trainers. There are many other projects as well. Each of the MS students' projects are research or quasi-research in nature and many of students will submit their results for

publication and dissemination to either the academic community or their respective professional community. The Doctoral Students play a role in this process by providing assistance with problem statements, experimental design, instrument and survey development, and statistical analysis.

The Center for ETHICS is a place where students can not only find assistance for their research projects and papers but where they can find an atmosphere of genuine care. Each member of the Center for ETHICS has, as one of their primary goals, the desire to see each person not only to excel at the talents they have been given but to develop new talents and excel at them as well.

## SPORT AND SOCIETY BLOG

Tom Grant, Ph. D. Student

Tom and Dr. Stoll continue their conversation concerning current issues in sports and athletics which have moral and ethical implications.

To follow go to the Center for ETHICS\* Facebook page or the Blog (click on the icons below)



### THERE'S NO CRYING IN BASEBALL: HOW TRADITIONS OF SPORTS STORYTELLING IGNORE THE ETHICAL FOUNDATION OF FEMALE ATHLETES.

The presentation "There's No Crying in Baseball: How Traditions of Sports Storytelling Ignore the Ethical Foundation of Female Athletes" by Tom Grant has been accepted for the 2011 University of Idaho Graduate Literature Conference: Inter/IntraTextuality! The presentation examines the predominantly masculine model of sports storytelling in which sport is a mythic tale of heroes and villains based in the ethical foundation in justice, and considers whether changes in that storytelling

model may be necessary given the tremendous growth of sports for women. As Carol Gilligan and Nel Noddings have written, feminine ethical foundations place much greater importance on caring and relationships than on rules and rights. The phrase "There's no crying in baseball" comes from the movie *A League of Their Own*, a story about a professional women's baseball league which contrasts feminine and masculine approaches to sport.

### JOURNAL OF COLLEGE AND CHARACTER

Dr. Stoll and the Center for ETHICS was invited to be a regular contributor for the Journal of College and Character (JCC). The JCC is published by Student Affairs Administrators in Higher Education (NASPA). The JCC is a peer reviewed publication whose focus is on character development in college.

<http://journals.naspa.org/jcc/>

## AMERICAN ALLIANCE OF HEALTH PHYSICAL EDUCATION, RECREATION AND DANCE (AAHPERD) 2011 NATIONAL CONVENTION AND EXPOSITION IN SAN DIEGO, CA.

### Effect of an Outdoor Adventure Program on Self-Esteem of Malaysians

Mohd Asmadzy Ahmad Basra, Dr. Stoll, and Dr. Beller

**Background/Purpose** Outdoor adventure programs significantly affect participants' self-esteem in western cultures, however limited self-esteem research exists with Malaysian cultures. These programs focus on perseverance, teamwork, and self-esteem. While programs and objectives in the United States and Malaysia are similar, how the organizations execute the outdoor programs in Malaysia are different. This is due to Malaysia's unique natural environment, cultural diversity, religions, ethnicities, and way of life. The purpose of this study was to examine the effects of an outdoor adventure program (Kelab Rekreasi Sikamat) on self-esteem of Malaysian young adults enrolled in a 5-day outdoor adventure program.

**Method** Experimental participants were 161, 18-21 year olds; control group participants were 80 young adults who did not attend the program. The program consisted of a five-day field trip in Jelebu, Negeri Sembilan, involving backpacking in inclement weather (rain, high temperature, wind), bamboo rafting on the Kenaboi river, backcountry hiking at elevations above 1,000 meters, repelling through waterfalls, and overnight survival camping. Experimental and control groups were pre-tested before the program began and post-tested after the 5-day adventure using the Rosenberg Self-Esteem Scale (SES).

**Analysis/Results** ANOVA with repeated measures was used. The experimental group exhibited a significantly higher self esteem (pre M = 18.67 sd = .40; post M = 22.90 sd = .319) compared to the control group (pre M = 18.54 sd = .593; post M = 18.44 sd = .470) Wilk's Lambda  $F(1,237) = 189.424, p = .001, \text{partial } \eta^2 = .444$ .

**Conclusions** While the Malaysian culture, religions, ethnicities, and way of life are different, these study findings concur with Western studies.

### Running Gait Stabilization in Children Ages 5 to 12

Emily Cox of Washington State University and student of Dr. Beller

**Background/Purpose** Relationships in leg length, stride length and cadence have been investigated in children walking; limited research exists examining these characteristics and when they stabilize in children with normal running gaits. This study's purpose was to describe relationships between these variables in elementary school children running 400 meters.

**Method** Participants were 314 students in two elementary schools (K-6) who ran 400 m at a self-selected speed wearing pedometers.

**Analysis/Results** Leg length did not correlate strongly with stride length ( $r^2 = 0.09$ ) or stride frequency ( $r^2 = 0.08$ ). Stride length had a small negative association with stride frequency ( $r^2 = 0.09$ ), but accounted for 54% of the variance in course time ( $r = -0.737$ ). Stride frequency was less related to time ( $r^2 = 0.14$ ). Regression predicted the dependent variable, course time, with the independent variables, stride length and stride frequency, which accounted for 93% of the variance in running time (adjusted  $R^2 = 0.927, p = .001$ ). Stride length (standardized  $\hat{\beta} = -0.929$ ) was a stronger predictor of running time than stride frequency ( $\hat{\beta} = -0.650$ ). Stride length correlated strongly with running speed ( $r^2 = 0.76, p < 0.001$ ), which increased ( $0.2 \text{ m} \cdot \text{sec}^{-1} \text{ yr}^{-1}$ ) between the ages of 4 and 6 years, and more slowly ( $<0.1 \text{ m} \cdot \text{sec}^{-1} \text{ yr}^{-1}$ ) from 7 to 12 years.

**Conclusions** Results suggest that running gait appears to stabilize by age 7. Participants increased speed by 25% between the ages of 5 and 12 years. It appears that more than a third of the expected change in running speed occurs before the onset of puberty.

### Can Sportsmanship and Ethics Be Taught?

Dr. Stoll and Dr. Beller

The purpose of this session is to offer tips, strategies, and techniques to effectively teach sportsmanship and ethics to coaches and athletes. We will discuss 30 years of data collection and instruction in teaching ethics and sportsmanship on 90,000 college and high school athletes and coaches as well as review online and in person curriculum, pedagogy, and assessment to positively affect sportsmanship and ethical development for high school and college coaches and athletes.

## AAHPERD

The Coaching Alliance Programs of the National Association of Physical Education and Sport. Individuals can receive coaching credit through the Coaching Alliance. NASPE, whose mission is to enhance knowledge, improve professional practice and increase support for high-quality physical education, sport, and physical activity programs is the largest association of the American Alliance.

Of the approximately 3,000 research abstracts that are submitted less than 5% of submitted abstracts are selected for oral presentation.

[AAHPERD](#)

### Sport Leadership: Developing a Successful Philosophy

Dr. Van Mullem and Dr. Stoll

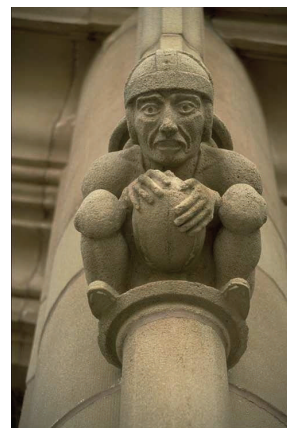
Achievement in sport is often identified or linked to a successful leader. The leader possesses certain clearly identifiable traits and when challenged to make a difficult decision, the leader relies on a well-developed leadership philosophy. This hands-on interactive session will guide participants through the process of developing their own leadership philosophy based on the principles presented in a proven online program.

## SPEAKING ENGAGEMENTS

Dr. Stoll, Alumni Award Speaker, the University of the Ozarks, April 15 - 16, 2011.

Dr. Stoll will speak at the University Leadership Series on ethics this February 16 in the UI College of Education Conference Room.

Dr. Stoll and Dr. Barnes will present at NASSM on the topic of Moral Education in the Sport Management on June, 4, 2011.



## CONTINUING PROJECTS

### LITTLE EAGLE & TEAM WORKS TEAMWORKS- CADEMY.ORG

The story of "Little Eagle" a curriculum for grades 3-5 has been adopted for use by Hope International in five eastern states. The story was written by Zoe Higheagle Strong, a member of the Nez Perce, and adapted to a



character education curriculum by Dr. Stoll and doctoral student Susan Steele. Continuing collaboration with WWC, the Center for ETHICS, and Zoe Strong of TeamWorks on an elementary afterschool curriculum for TeamWorks, a Native American education program supported by Mac Strong, formerly of the Seattle Seahawks.



### Providing Character & Ethics Education to Student Athletes

WWC is a nonprofit organization dedicated to character education in competitive populations and athletic programs from grade school to college and into the professional ranks. The Center for ETHICS\* has a continuing relationship with WWC in helping them with assessment and curriculum development.



## DOCTORAL CANDIDATES & STUDENTS

### Heather Ridnour

Ph.D. Candidate  
Honor cultures in athletics

She is seeking to improve the performance and output of athletes by creating a culture of honor within athletic communities.

### Clinton Culp

Major USMC (Ret)

Working with the US Marine Corps assisting in developing pedagogy and curriculum for character development and ethics. Continuing research in implicit and explicit associations of sportsmanship and unsportsmanship like concepts.

### Susan Steele

Elementary School Volunteer Coordinator

Servant Learning and Leadership with University of Idaho Athletics. Continuing research on service learning and its effect on the leadership identity and character development of college students.

### Tom Grant

Journalist

Working with developing a curriculum and pedagogical method for increasing moral development within the sports journalist community.

### Seth Haselhuhn

Coach

He hopes to establish a curriculum using a theoretical framework, that will develop, based on a specific set of values to guide interscholastic coaching education. He is a Fundamental Pedagogic Approach (FPA). The aim is to narrow the gap between the current fragmented knowledge of coaching and coaching education that has been built by the positivist paradigm.

### Cynthia Williams

Assistant to the Associate Dean of the University College at Washington State University

She is interested in the social construct of athletic identity and how it influences the academic engagement of freshman student-athletes. Her dissertation will examine the impact of an academic success course on athletic identity, acquiring college-level skills, formation of education value, and persistence for freshman student-athletes.

## REFERENCES

Grant, T. (2011, March). *There's no crying in baseball: How traditions of sports storytelling ignore the ethical foundation of female athletes*. Paper presented at the University of Idaho Graduate Literature Conference, Moscow, ID.

**On the Web at**  
[www.sportethics.us](http://www.sportethics.us)

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**CHARACTER IS THE LIFE OF  
RIGHT CONDUCT ~ ARISTOTLE**

## **WHAT IS THE CENTER FOR ETHICS\* ETHICAL THEORY AND HONOR IN COMPETITION AND SPORT**

### **Mission:**

Believing and teaching the tradition of competitive integrity to inspire leaders of character.

### **Center Goal:**

To return the classical concepts of justice, integrity, and responsibility in competition through education, research, and applied ethical, intervention programs.

### **Center Objectives:**

- Model ethical conduct.
- Conduct global research about competitive ethics, moral reasoning and character development.
- Develop and provide teaching methodologies and curriculum supporting the practical application of moral reasoning in competitive communities.
- Sponsor conferences whereby participants will utilize practical application of moral reasoning to confront problematic ethical reasoning and action.

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- Provide professional training programs to help decision makers navigate current ethical issues or trends.
- Nurture a commitment to ethics, moral reasoning, and character development within competitive communities.
- Serve academic, professional, and public agencies in developing competitive moral excellence.