

MODULE 2: College Student Development and Peer Education

TIME BREAKDOWN

1. Ice-Breaker (for sessions with Ice-Breaker) (20 minutes)
2. First exercise (5 Minutes)
3. Overview of Learning Goals (5 minutes)
4. Explanation of Chickering and Identity Development (10 minutes)
5. Processing the vectors (10 minutes)
6. Write about transitions (10 minutes)
7. Overview of Schlossberg's Transitional Theory (10 minutes)
8. How are these theories applicable to peer education/questions (10 minutes)

MATERIALS: Easel pad, marker(s), chalk, tape (if the easel pad isn't Post-it) sheets of paper, handouts

PREPARATION: Write each of the vectors on separate sheets of easel paper and then decide if you prefer to have the transition theory written on easel paper prior to the workshop or facilitate by writing on a chalkboard.

OBJECTIVE: To orient Peer Educators with Identity Development and Transition Theory and apply the theories when working with peers.

FIRST EXERCISE: Ask students to brainstorm what they do in college. (i.e. go to class, go out with friends, talk to new people, stress), Have them write their thoughts on a piece of paper. Give them a few minutes to compile a list.

Explain: I view knowledge as contextual. It exists only in the context of the person experiencing it. Think back to your freshmen move-in day. (Pause for reflection) If someone were to ask you to "Describe A College Move-In Day", most of you would give me similar information. However, your knowledge is entirely based on how YOU made sense of it. It's grounded in context.

Explain LEARNING GOALS:

- Why do we use theory?
 - Gives us a foundation to talk about abstract ideas
 - Helps us more effectively assess students' needs
 - Best understood if applied to one's self (hence the reflection exercises)

- **Explain** Psychosocial Theory as a way to discuss the development of one's: Psycho (mind/self) and Social (other people) and that it continues throughout one's life.
- Used when "assessing" other peers; they have a framework.
 - Identity Development Example
"Oh, She's managing her emotions" or "That program would help students when developing purpose."
- Learn how to apply the theory in the role of the Peer Educator position

Overview of Chickering's Seven Vectors: Pass out handout

Chickering's theory is structured into vectors? **What's a vector?**



Chickering describes a vector as:

Each having a direction and magnitude

A major highway toward individuation

Students move through them at different rates

Vectors can interact with and build on another

Back to identity development

There are other identity development theories which focus specifically on gender, race, and sexual orientation, *Chickering's theory can be applied to the development of all traditional aged college students.*

Briefly explain each of the vectors. As you explain the vectors, put up the pre-prepared sheets of easel paper.

Developing Competence

Intellectual

Acquisition of knowledge and skills
Critical thinking and reasoning
"Intellectual, cultural, and aesthetic sophistication"

Physical

Wellness, manual

Interpersonal

Communication, leadership, working with others

Managing Emotions

Ability to recognize and accept emotions

Appropriately express and control them

Moving Through Autonomy Through Interdependence

Emotional Independence: "Freedom from continual and pressing needs for reassurance, affection, or approval from others"

Other types of Independence: Self-direction, problem-solving ability, mobility

Interdependence: an awareness of students' interconnectedness with others. As students move through this vector, they come to realize and accept the importance of interdependence,

Developing Mature Interpersonal Relationships

Intercultural and interpersonal tolerance

Respect differences/Appreciate commonalities

Close friends/partners

Experiences with relationships contribute significantly to the development of a sense of self

Establishing Identity

Comfort with body, gender, sexual orientation

Sense of one's social/cultural heritage

Clear self-concept and comfort with one's roles and lifestyle

Developing Purpose

Making meaningful commitments to personal interests/activities/vocation

Developing Integrity

Humanizing values, personalizing values, and developing congruence

Values and actions become congruent

Self-interest is balanced by social responsibility

PROCESSING THE VECTORS: With each of the vectors on a separate piece of easel paper, ask students to refer back to the First Exercise and categorize their development into the vectors. [Student assistants to write may be beneficial for time constraints]

What at a University would influence a student's development?

[could spark some good conversation here]

Chickering says: Institutional Objectives, Institutional size, Student development programs and services (i.e. peer education!), Friendships and student communities, Integration of work and learning, Diversity, Student-faculty relationships, Curriculum, and Teaching.

NOTE TO FACILITATOR: This may be a good time to have the students stand and stretch. The next part is Schlossberg's Transition Theory. You will be lecturing for most of the next part.

SECOND EXERCISE: Instruct students to write about a time something unexpected that happened to them. "Write a little bit about how it made you feel, but write more about the event itself and the context in which it occurred."

Now instruct them to write about a change they expected to happen for example studying abroad. Again, . "Write a little bit about how it made you feel, but write more about the event itself and the context in which it occurred."

In order for development to happen, a transition must occur.

Facilitators: Ask the class this question: **"What are transitions?"**

Transitions provide opportunities for growth and development, although a positive outcome for the individual can not be assumed.

Some transitions are anticipated and some are not.

Facilitators: Ask the class this question: **"What is a non-event?"**

An anticipated transition that did not occur. A non-event is a form of a transition.

Facilitators: Ask students for examples of their transitions. Write their examples where they can see them.

A person experiences three phases of a transition. *Moving In, Moving Through, and Moving Out.*

The role of perception: Transitions exist only as defined by the individual experiencing it.

The 4 S's of a Transition: Situation, Self, Support and Strategies

Situation: [Have the bolded items below written on easel paper and post]

Trigger: What precipitated the transition?

Timing: Is the timing good or bad?

Control: What aspects of the transition does the individual perceive as being within his or her control?

Role change: Is a role change involved? If so, is it a gain or loss?

Duration: Permanent, temporary, or uncertain?

Previous experience with similar transition: How effectively did the person cope then, and what are the implications for the current transition?

Concurrent stress: Are other sources of stress present?

Assessment: Who/What is responsible for the transition? How does the individual's behavior affected by this perception?

Self:

Personal and demographic characteristics comprise how one view's life (age, gender, SES)

Support:

Social support: Intimate relationships, family units, networks of friends, and institutions and communities.

Functional support: Affect, affirmation, aid, honest feedback

Strategies: How does a person strategize a transition?

The categories of strategies:

Those that modify,

Those that control,

Those that manage.

A person falls into one of four modes when strategizing a transition:

Reflection (intrapsychic behavior),

Information seeking,

Direct action,

Inhibition of action

Recap of Transition Theory

Moving In, Moving Through, Moving Out

The role of individual perception

Situation, Self, Support, Strategy

Facilitators: Ask the students to apply some of the transition theory to their own transitions.

Conclusion/Questions

How can you apply what you've learned here today to peer education? [Note to facilitator: Use this as an open discussion to engage multiple perspectives]