

Student Development Theory

Topology Models

Theory overview:

Topology theories and models come from a variety of sources and are based on the notion that human personality similarities and differences can be interpreted as type preferences.

Myers-Briggs Type Inventory – Based on the work of Swiss psychologist Carl Jung, who in the 1920s theorized that there were habitual or preferred patterns of mental functioning. The MBTI breaks these into four “types”: **Extroversion-Introversion Sensing-Intuition Thinking-Feeling and Judgment-Perception**.

Taken in combinations, there are 16 possible patterns of personality, such as an ISFJ or ENFP, and so on.

Holland's types have been most often applied to vocational guidance and career counseling, as he described six basic personality types and saw them as instrumental in career advice:

Realistic/Investigative/Social/Conventional/Enterprising/Artistic

Erikson, Erik

Erikson's theory consist of eight stages of development. Each stage is characterized by a different conflict that must be resolved by the individual. When the environment makes new demands on people, the conflicts arise. "The person is faced with a choice between two ways of coping with each crisis, an adaptive, or maladaptive way. Only when each crisis is resolved, which involves a change in the personality, does the person have sufficient strength to deal with the next stages of development" (Schultz and Schultz, 1987). If a person is unable to resolve a conflict at a particular stage, they will confront and struggle with it later in life.

Stage	Ages	Basic Conflict	Virtue	Important Event	Summary
Oral-Sensory	Birth to 12 to 18 months	Trust vs. Mistrust	Hope	Feeding	The infant must form a first loving, trusting relationship with the caregiver, or develop a sense of mistrust.
Muscular-Anal	18 months to 3 years	Autonomy vs. Shame/Doubt	Will	Toilet training	The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.
Locomotor	3 to 6 years	Initiative vs. Guilt	Purpose	Independence	The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.
Latency	6 to 12 years	Industry vs. Inferiority	Competence	School	The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
Adolescence	12 to 18 years	Identity vs. Role Confusion	Fidelity - true to self	Peer relationships	The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.
Young Adulthood	19 to 40 years	Intimacy vs. Isolation	Love – ability to sustain intimacy	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.
Middle Adulthood	40 to 65 years	Generativity vs. Stagnation	Care	Parenting	Each adult must find some way to satisfy and support the next generation.
Maturity	65 to death	Ego Integrity vs. Despair	Maturity	Reflection on and acceptance of one's life	The culmination is a sense of oneself as one is and of feeling fulfilled.

Perry, William... *continued on next page*

Dualism Multiplicity Relativism Commitment in Relativism								
1	2	3	4	5	6	7	8	9
Authorities know, and we can memorize the right answers	Believe all knowledge is known; right & wrong answers for all	Most knowledge is known; all is knowable	Most knowledge not certain; "do your own thing"	All knowledge is contextual; judge by rules of adequacy	We make decisions in uncertain world with no right judge	First commitment, but initially unsettling to self	Balancing number, depth & certainty of several commitments	Commit & develop, fight for values yet respect others, etc.

Chickering, Arthur

Theory overview:

Psychosocial theory based primarily on students in college or university settings. Based to some degree on the earlier work of Erik Erikson and Nevitt Sanford. Research was conducted at 13 colleges in the Northeast.

Heart of the theory:

Seven stages called "vectors" which can occur in any order but are generally considered to be experienced in the following sequence or grouping:

1. **Manage Emotions**
2. **Develop competence**
3. **Develop Autonomy**
4. **Establish identity**
5. **Free interpersonal relations**
6. **Develop Purpose**
7. **Develop Integrity**

Gilligan

Theory overview:

Cognitive-structural theory, departs from Kohlberg in defining a theory based on a voice which emphasizes care as opposed to reason. Gilligan was Kohlberg's GA, but felt the Justice voice was inaccurate. Determined that women could identify another force operating moral reasoning and development.

Major Differences:

- **Care Focus** - Women use a care orientation; Men use a justice orientation
- The care focus is exclusively female
- The care focus addresses ideas of detachment and abandonment, and its ideal is attention and response to need
- The justice focus addresses ideas of inequality and oppression, and its ideals are reciprocity and equal respect
- Kohlberg's test was seen as problematic b/c of its basis on the justice orientation of moral judgment

Two Moral Voices

- From Gilligan's studies, there developed a distinction between the way men and women framed and resolved moral problems

Perry, William

Theory overview:

Cognitive-structural (the making of meaning) theory formulated during Perry's years in the Counseling Center at Harvard, and based on interviews with Harvard Students. Based to some degree on the Piagetian theories of stage development in cognitive thinking.

Heart of the theory:

Nine states which, unlike psychosocial, are hierarchical, in short, #4 must follow #3, 5 follows #4 and so on. Most people acknowledge the nine stages but abbreviate them into the following categories for practical use and understanding:

Early Stages: Dualism – there are experts who know "truth" and who are correct. In short, there are "right and wrong" answers, thus two or dual responses to questions. If we can learn truths from experts, we become knowledgeable.

Middle Stages: Multiplistic – While experts know "truth", a variety (or multiplism of expert opinions exist; we must choose between experts-there is some level of uncertainty as to whom is correct.

Late middle: Relativistic – We can become "experts" as we learn more and more. But the choice between answers is not easy and the possibilities are often many which makes it hard to choose. Some answers are right sometimes but not always.

Final Stage: Commitment in relativism – nothing is always right for every situation. However, once we learn that nothing works in all circumstances we can make other choices based on what we know or by finding new knowledge which fits the new circumstance.

Kohlberg

Theory overview:

Cognitive-structural theory, but focused on moral development and reasoning. Based on studies at Harvard, often posed moral case study questions, such as the poor man w/the dying wife.

Heart of the theory:

Stages of development are hierarchical. Six (6) stages are formulated by Kohlberg, each of which presceeds the next, just as Perry's schema does above. Justice voice.

Preconventional

- **Stage 1** – Avoid breaking rules, punishment is deterrent.
- **Stage 2** – Rules can be avoided, what's fair is what's right

Conventional

- **Stage 3** – Live up to what is expected by others (Golden Rule)
- **Stage 4** – Social conscience – need to make and keep social order

Postconventional

- **Stage 5** – Social contract and higher order needs of self and others determine moral behavior, freely chosen.
- **Stage 6** - Universal Ethics... a level of self-chosen, universal principles which transcend immediate concerns and issues.

Gilligan, continued...

Two Moral Voices

- Women's voices spoke of connection, peace, care and response, men's voices spoke of equality, reciprocity, justice, and rights
- These two moral voices present different ways of viewing the world
- The difference in gender in terms of these two voices does not mean that one is morally superior than the other

Estimated Chronological Comparison between Erickson, Piaget & Kohlberg

Theory/Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Erickson's Social	Trust versus mistrust		Autonomy versus shame and doubt		Initiative versus guilt		Industry versus inferiority					Identity versus role confusion				Intimacy versus isolation			
Piaget's Intellectual	Sensorimotor, object permanence		Pre-operational, development of understanding of symbolic forms					Concrete operational, hands-on, logical				Formal operational, abstract reasoning							
Kohlberg's Moral age relationships here are very loose, and most of the general population never progresses past the "conventional" stage	Pre-conventional						Conventional					Post-conventional							
	Obedience versus punishment, avoid pain, seek pleasure			Instrumental relativist, hedonistic			Interpersonal concordance, seek approval		Authority, law and order			Social contract, mutual agreement			Universal ethics, abstract universal principles				

Source: <http://members.aol.com/SvenNord/ed/development.htm>

Overview of Student Development Theory

Theory: A Definition

A set of interrelated concepts that present a systematic view of phenomena by specifying relations among variables w/the purpose of explaining & predicting phenomena.

Factors that facilitate development

- Experiences w/different roles
- Experience w/choices & decision-making
- Experience meaningful achievement
- Live & work in an environment free from excessive anxiety
- Have time for reflection & introspection
- Encounter w/diversity

Development

is shaped by the dynamic between maturation and learning.

4 Goals of Student Development

- Who is the student in developmental terms?
- How does development occur in college?
- How does college environment influence student development?
- Toward what ends should development be directed?

Change vs. Development: "Development is change oriented toward purposive change."

Purpose of Developmental Theory

Handy acronym: D.E.P.C

D	Describe the changes that occur
E	Explain why these changes occur
P	Predict the changes that will occur , so that we may
C	Control (intervene) as needed.

10 Characteristics of developmental Theory

1. Continuous
2. Cumulative
3. Simple to complex
4. Orderly & stage related
5. Developmental tasks
6. Cognitive readiness
7. Recognition of complexity precedes developmental change
8. Challenge to current state is necessary
9. Capacity for detachment from self
10. Purposive

Astin's Outcomes Matrix

Data	Affective	Cognitive
Psych.	Self Concept, Values, Beliefs, Attitudes	Knowledge, Critical thinking, Aptitudes
Behav.	Habits, Interpersonal Relationships, Friendships, Citizenship	Career Development, Achievements

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Sources: Handout from Dr. Robert Schwartz
Lectures from Dr. Jon Dalton

Misc Websites, including:

- http://peabody.vanderbilt.edu/courses/2000_spring/hod1000/Racident.html
- <http://members.aol.com/SvenNord/ed/development.htm>
- http://www.mc.maricopa.edu/academic/psychology/dev/P240_F98/Theories/theories.html

Racial Identity

A sense of group or collective identity based on one's perception that he or she shares a common racial heritage with a particular group.

Racial Identity Development Theory

Addresses the psychological implications of racial-group membership, that is belief systems that evolve in reaction to perceived differential racial-group membership (Helms, 1990).

Assumptions

1. In a society where racial-group membership is emphasized, the development of racial identity will occur in some form in everyone.
2. A positive sense of one's self as a member of one's group (which is not based on any assumed superiority) is important for psychological health.

Cross's Model of Black Racial Identity Development

Stage 1: Preencounter

1. Individual is prone to view the world from a White frame of reference (i.e., beliefs and values of White culture)
2. May include idea that "White is right" and "Black is wrong"
3. Seeks to assimilate and be accepted by Whites
4. Actively or passively distances him/herself from other Blacks

In order to maintain psychological comfort at this stage of development, person "must maintain the fiction that race and racial indoctrination have nothing to do with how he or she lives life" (Helms, 1990, p. 23). This is what Parham has describes as a "deracinated frame or reference."

Stage 2: Encounter

Movement into the Encounter phase is usually precipitated by an event or series of events that forces the individual to acknowledge the impact or racism in one's life (i.e., social rejection by White colleagues, denial of job opportunity based upon race).

Parham suggests that there are two phases to the Encounter stage:

Realization-individual recognizes that his or her old frame of reference or view of the world is inappropriate; individual begins process of exploration for new identity

Acceptance of Black Identity-Individual cautiously, then definitively decides to accept a Black identity

Stage 3: Immersion-Emersion

Represents a turning point in the conversion from the old to a new frame of reference

1. Characterized by the simultaneous desire to surround oneself with visible symbols of one's racial identity and an active avoidance of symbols of Whiteness
2. Involves withdrawal from interactions with Whites
3. May conclude that many Whites will not view him or her as an equal
4. Faced with reality that he or she cannot be truly White, the individual is forced to focus on his or her identity as a member of a group targeted by racism.

Stage 4: Internalization

Emergence from stage 3 marks the beginning of Internalization

1. Individual achieves a sense of inner security and self-confidence with his or her Blackness
2. Pro-Black attitudes become more expansive, open, and less defensive
3. Although Blacks still serve as primary reference group, this person moves toward a more pluralistic, nonracist perspective
4. Withdrawal from contact with other ethnic groups is gradually replaced by a willingness to renegotiate relationships with people from other ethnic groups

Willing to establish meaningful relationships with Whites who acknowledge and are respectful of his or her self-definition

Sexual Identity: The Cass Model

1. Identity Confusion: "Could I be gay?" Is "homosexuality" personally relevant? Denial and confusion is experienced.

Task: Who am I? - Accept, Deny, Reject.

Possible Responses: Will avoid information; inhibit behavior; deny homosexuality

Possible Needs: May explore internal positive and negative judgments. Will be permitted to be uncertain regarding sexual identity. May find support in knowing that sexual behavior occurs along a spectrum. May receive permission and encouragement to explore sexual identity as a normal experience (like career identity, and social identity).

2. Identity Comparison: "Maybe this does apply to me." Will accept the possibility that she or he may be gay. Self-alienation becomes isolation.

Task: Deal with social alienation.

Possible Responses: May begin to grieve for losses and the things she or he will give up by embracing their sexual orientation. May compartmentalize own sexuality. Accepts lesbian, gay definition of behavior but keeps "heterosexual" identity of self. Tells oneself, "It's only temporary".

Possible Needs: Will be very important that the person develops own definitions. Will need information about sexual identity, lesbian, gay community resources, encouragement to talk about loss of heterosexual life expectations. May be permitted to keep some "heterosexual" identity (it is not an all or none issue).

3. Identity Tolerance: "I'm not the only one. " Accepts the probability of being homosexual and recognizes sexual, social, emotional needs that go with being lesbian and gay. Increased commitment to being lesbian or gay.

Task: Decrease social alienation by seeking out lesbians and gays.

Possible Responses: Beginning to have language to talk and think about the issue. Recognition that being lesbian or gay does not preclude other options. Accentuates difference between self and heterosexuals. Seeks out lesbian and gay culture (positive contact leads to more positive sense of self, negative contact leads to devaluation of the culture, stops growth). May try out variety of stereotypical roles.

Possible Needs: Be supported in exploring own shame feelings derived from heterosexism, as well as external heterosexism. Receive support in finding positive lesbian, gay community connections. It is particularly important for the person to know community resources.

4. Identity Acceptance: "I will be okay." Accepts, rather than tolerates, gay or lesbian self-image. There is continuing and increased contact with the gay and lesbian culture.

Task: Deal with inner tension of no longer subscribing to society's norm, attempt to bring congruence between private and public view of self.

Possible Responses: Accepts gay or lesbian self identification. May compartmentalize "gay life." Maintains less and less contact with heterosexual community. Attempts to "fit in" and "not make waves" within the gay and lesbian community. Begins some selective disclosures of sexual identity. More social coming out; more comfortable being seen with groups of men or women that are identified as "gay." More realistic evaluation of situation.

Possible Needs: Continue exploring grief and loss of heterosexual life expectations. Continue exploring internalized "homophobia" (learned shame for heterosexist society). Find support in making decisions about where, when, and to whom he or she self discloses.

5. Identity Pride: "I've got to let people know who I am!" Immerses self in gay and lesbian culture. Less and less involvement with heterosexual community. Us-them quality to political/social viewpoint.

Task: Deal with incongruent views of heterosexuals.

Possible Responses: Splits world into "gay" (good) and "straight" (bad). Experiences disclosure crises with heterosexuals as he or she is less willing to "blend in." Identifies gay culture as sole source of support; all gay friends, business connections, social connections.

Possible Needs: Receive support for exploring anger issues. Find support for exploring issues of heterosexism. Develop skills for coping with reactions and responses to disclosure of sexual identity. Resist being defensive!

6. Identity Synthesis: Develops holistic view of self. Defines self in a more complete fashion, not just in terms of sexual orientation.

Task: Integrate gay and lesbian identity so that instead of being the identity, it is an aspect of self.

Possible Responses: Continues to be angry at heterosexism, but with decreased intensity. Allows trust of others to increase and build. Gay and lesbian identity is integrated with all aspects of "self." Feels all right to move out into the community and not simply define space according to sexual orientation.

Schlossberg's Transition Theory

Overview: Schlossberg's Transition Theory has been worked on over time and has had changed some of its original context. This theory is mostly based on the individual and what they consider to be a transition in their life. This theory is used as a guideline from what steps should be taken during the transition to help the young adult to continue to work on and transition into what they need. We use different questionnaires to determine and assess the ability of a certain person to cope with the transition. Here is a quick review of the steps and ideas behind Schlossberg's Theory:

Transitions:

- Events or nonevents resulting in changed relationships, routines, assumptions, or even roles
- Meaning for the individual based on
 - Type: anticipated, unanticipated, nonevent
 - Context: relationship to transition and the setting
 - Impact: alterations in daily life

The Transition Process

- Reactions over time
- Moving in, moving through, and moving out

Coping with Transitions:

The 4 S's: "4 major factors that influence a person's ability to cope in transition"

Situation – Trigger & timing of situation, person's control, if situation causes a role change, duration, previous experience with transitions, concurrent stress, & assessment of transition.

Self – Personal and demographic characters: affecting how an individual views life. Psychological resources: Aids in coping with transition

Support – Type, function & measurement of support as well as intimate relationships, family units, networks of friends, institutions and communities

Strategies – Those that modify the situation, those that control the meaning of the problem, and those that aid in managing the stress in the aftermath

Applications: Attendance, developmental interventions, consulting, advocacy, and self-help groups, orientation programs, counseling

Astin's Theory of Student Involvement

Student Involvement: the amount of physical and psychological energy that the student devotes to the academic experience.

* For student growth to take place, students need to actively engage in their environment.

Involvement refers to the investment of physical and psychological energy in various objects (objects are defined as student activities).

Regardless of the object, involvement occurs along a continuum (some students will invest more energy than others).

Involvement has both *quantitative and qualitative features*

Quantitative = amount of time devoted

Qualitative = the seriousness with which object was approached

The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. (the more a student puts into something, the more he or she gets out of it)

The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.