

Student Development Theory



OWENS
COMMUNITY COLLEGE

Student Development



- Positive growth process, ability to increasingly be able to integrate and act on many different experiences and influences
- As peer educators you play a key role in encouraging learning and student growth



Early Student Development Theory



- 1960's- change in student population with women, veterans, and students of color from all social class backgrounds were enrolling in college
- Student affairs professionals were looking for information to help them understand these students' needs and perspectives
- Psychologists began to focus specifically on studying the experiences of college students



Student Development Theory



Theories allow us to :

- describe the experiences of college students and identify and address students' needs and design programs to promote learning and development
- better understand how students learn and develop and explain the causes for behavior
- understand generalizations among college students



Challenge & Support Theory



- Nevitt Sanford- psychologist, one of the first scholars to address the relationship between college students and the environment
- The amount of challenge that a student can tolerate is influenced by the amount of support available
 - ✦ Too much challenge = escape or ignore, overwhelmed
 - ✦ Too little challenge = bored, don't engage to capability



The Transition to College



- Think back to your first year experience in college. What were some of your “needs” during this time of transition? Where did you find support? How did you cope?



Transition Theory



- **Nancy Schlossberg's Transition Theory**
 - She believed a framework was needed to help to understand adults in transition and aid them to connecting to the help they needed to cope with day-to-day living.
 - Her theory is also relevant to traditional-age college students



Transition Theory



- Schlossberg's theory provides insights into factors related to transition, the individual, and the environment that help to determine the degree of impact a transition will have at a particular time



Transition



“Any event, or non-event, that results in changed relationships, routines, assumptions and roles”
(Schlossberg, 1984)



Anticipated Transitions



- Occur predictably, as expected
 - Examples include:
 - ✦ going to college
 - ✦ getting married
 - ✦ changing majors



Unanticipated Transitions



- Are not predictable
 - Examples include:
 - ✦ sudden death of a loved one
 - ✦ winning the lottery
 - ✦ job loss
 - ✦ education interrupted by partner's unanticipated career change



Non-events



- Transitions that are expected, but do not occur
 - Examples include:
 - ✦ Not gaining admittance into medical school
 - ✦ Not getting a the raise your boss told you to expect



The Transition Process- 3 Phases



“Moving In”

Leaving behind what you know, entering a new, possibly scary, situation with new roles, routines, relationships

“Moving Through”

Adjusting and managing daily life, varies in time

“Moving Out”

Where do I go from here?



Transition Theory



- The individual's effectiveness in coping with transition depends on his or her "assets" and "liabilities".
- A person's ability to cope with a transition is reliant on their resources in 4 areas:
 - Situation
 - Self
 - Support
 - Strategies



Coping with Transition: The 4 S's



- ***Situation:*** ability to assess what has happened
- ***Self:*** personal/demographic/psychological characteristics
- ***Support:*** who is there to help
- ***Strategies:*** how they handle it



Coping with Transition: 4 S's



- Goal is to increase one's assets and manage or reduce one's liabilities
- What things might students have or need as assets or liabilities in each of the 4 S's?



References



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Rodgers, R. F. (1990). Student development. In U. Delworth, G.R. Hanson & Associates, *Student services: A handbook for the profession* (2nd ed., pp. 117-164. San Francisco: Jossey-Bass.

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Role Play Scenarios



- Scenario #1

- Nancy is a single mother who was recently promoted. She works full time and is getting pressure from her manager to further her education. She decided to attend Owens this semester and the transition has been hard on her because her children demand much of her time. She needs to continue to work full time to maintain her health benefits. She is trying to decide if her time and budget can handle the new commitment of college classes.



Role Play Scenarios



- Scenario #2

- David recently graduated from high school and did not want to go away to college. He recently lost his part-time job. His parents insist that as long as he is living at home he must take college classes and work part-time. He is undecided about his major and is planning to take classes at Owens because it is close to home. His girlfriend recently broke up with him and he is frustrated because he doesn't understand what he did wrong.



Role Play Scenarios



- Scenario #3

- Julie is 21 and in her first semester at Owens. She is taking MTH 089. She did not do well on the first two exams. She is intimidated by her professor and doesn't feel comfortable him for help. In high school, Julie was on an IEP and during orientation she heard about the Disability Services office, but she really wants to try to make a fresh start in college and doesn't want to be treated any differently. She comes to you to share her frustrations. In addition, she tells you that her grandfather just passed away unexpectedly and she considered him a great friend.



Role Play Scenarios



- Scenario #4

- Jake has been attending Owens Community College for the past 2 years. He is excited about transferring to UT, but at the same time he is a little anxious about going to a larger campus. Also, he is questioning his major. He always thought he wanted to do something in business, but he's been volunteering some at the local hospital and is thinking about practicing medicine. He is already working two part-time jobs and feels like he never has enough money. He lives with a few of his best friends who are getting ready to graduate and move out of the area and he may have to temporarily move back home with his parents.



Role Play Scenarios



- Scenario #5

- Abbey is getting ready to graduate from Owens with her associate's degree. She will be searching for a job as a Physical Therapy Assistant. Her boyfriend recently accepted a full-time professional position in Texas and wants her to relocate there, too. Abbey is very close with her family and all of her family and friends live in northern Ohio. Abbey isn't sure what to do and while she longed for the day she would graduate now she is feeling stressed about her future plans



Questions

- What assets does the student have? How can these assets be increased?
- What are some of the liabilities that the student faces? How can the student manage or reduce these liabilities?
- What stage of transition is the student going through? Explain.
- Identify strategies that would aid the student in coping with the transition. Consider the 4 S's.
- In what ways can you understand and respond to the student using Schlossberg's theory?
- Discuss ways you might challenge and support the student.



Transition Theory

Situation	Self	Support	Strategies
<ul style="list-style-type: none"> •What kind of transition is it? •Is it a positive, negative, expected, unexpected, desired, or dreaded transition? •Did the transition come at the worst or best time possible? •Is it "on time" of "off schedule"? •Is it voluntary or imposed? •Is the individual at the beginning, middle or end of the transition (moving in, through, or out) 	<ul style="list-style-type: none"> •What kind of strengths and weaknesses does the individual bring to the situation? •Does he or she believe there are options? •Is he or she optimistic? •Personal and demographics characteristics (gender, age, health socio-economic status, race, etc.) 	<ul style="list-style-type: none"> •Does the person have support from family, friends, co-workers, and supervisors? •In what ways do people give support? •In what way do they hinder the person's efforts to change? 	<ul style="list-style-type: none"> •Does the person use several coping strategies or just one? •Can the person creatively cope by changing the situation, changing the meaning of the situation or managing reactions to stress?