

Student Development Theory – Cheat Sheet

Psychosocial Theories: Examine the content of development, the important issues people face as their lives progress, such as how to define themselves, their relationships with others and what to do with their lives.

Chickering's Theory of Identity Development - The Seven Vectors:

1. *Developing Competence* – Intellectual & interpersonal competence, physical & manual skills
2. *Managing Emotions* – Recognize & accept emotions and appropriately express and control them
3. *Moving Through Autonomy Toward Interdependence* – Increase emotional freedom
4. *Developing Mature Interpersonal Relationships* – Develop intercultural & interpersonal tolerance, appreciate differences; create healthy, intimate relationships
5. *Establishing Identity* – (Uses the vectors before it) Acknowledge differences in identity development based on gender, ethnic background & sexual orientation
6. *Developing Purpose* – Develop career goals, make commitments to personal interests & activities, establish strong interpersonal commitments
7. *Developing Integrity* – Humanize & personalize values & develop congruence

Applications: Programming, Evaluation of programming, “Residential Learning Contract”

Josselson's Theory of Identity Development in Women - Themes:

1. *Foreclosures: Purveyors of the Heritage* – Women who graduate from college with identity commitment with no experience in identity crisis, little identity change, seek security in relationships
2. *Identity Achievements: Pavers of the Way* – Break psychological ties to childhood & form separate, distinct identities, reorganize sense of self and identity, commit to who they are in relation to others & decide how they want to contribute to other's lives
3. *Moratoriums: Daughters of the Crisis* – Unstable time of experimenting & searching for new identities, internalize the paradox there are many ways to be right, sticks with one way and if challenged, crisis will ensue.
4. *Identity Diffusions: Lost and Sometimes Found* – Lack of crisis & commitment, low ego development, high anxiety, withdraws from situations, fails to internalize varied experiences, little attachment to inner self

Applications: Participation in college activities = achievement identity, student affairs, structure, facilitation, guidance

Racial and Ethnic Identity Development: (3)

The Cross Model of Psychological Nigrescence: (Stages)

1. *Preencounter* – Race is unimportant, prefer to be accepted as “human beings”
 2. *Encounter* – Undergoes an encounter & powerfully affected by it
 3. *Immersion-Emerison* – Discard remnants of old identity, commits to personal change
- Phase 1: Total immersion into blackness while withdrawing from other groups
- Phase 2: Progression out of dualistic reactionary mode into more critical analysis of black identity
4. *Internalization* – Beginning of resolution involving old identity and new black worldview
 5. *Internalization-Commitment* – Translates new identity into meaningful activities that address concerns and problems shared by African Americans

Helm's White Identity Development Model:

Phase 1: Abandonment of Racism

Status 1: Contact – Encounter the idea of black people

Status 2: Disintegration – Conflicted acknowledgement of whiteness while recognizing moral dilemmas associated with being white

Status 3: Reintegration—Acknowledge white identity while attending information confirming stereotypes of African Americans

Phase 2: Defining a Nonracist White Identity.

Status 4: Pseudo-Independence – Acknowledging responsibility for racism while trying to understand which ways white people perpetuate racism

Status 5: Immersion-Emersion – Whites replace stereotypes with more accurate information about being white in the U.S.

Status 6: Autonomy – Requires white people to internalize, nurture, and apply new definition of white identity

Phinney's Model of Ethnic Identity Development:

Stage 1: Diffusion-Foreclosure – Not explored feelings, attitudes regarding own ethnicity

Stage 2: Moratorium – Becomes increasingly aware of ethnic identity issues, exploration starts

Stage 3: Identity Achievement – Achieves a healthy bicultural identity

Applications: Professors are encouraged to use to improve classroom climate, useful for understanding of white privilege

Gay, Lesbian, and Bisexual Identity Development: (2)

Cass's Model of Homosexual Identity Formation:

Stage 1: Identity Confusion – First awareness of gay, lesbian, bisexual (GLB) thoughts, feelings, attractions; with confusion & anxiety

Stage 2: Identity Comparison – Accept possibility they might be GLB, confronted with issue of how to manage social alienation that accompanies a GLB identity

Stage 3: Identity Tolerance – Acknowledge they are GLB and seek out others to reduce feeling of isolation

Stage 4: Identity Acceptance – Positive connotation on GLB, become comfortable with self and others

Stage 5: Identity Pride – Individuals focus on GLB issues and activities

Stage 6: Identity Synthesis – GLB & heterosexual worlds are less dichotomized and individuals are judged on basis of their personal qualities not sexual identity

D'Augelli's Model of Lesbian, Gay, and Bisexual Development: (processes)

1. *Exiting heterosexual identity* – Recognition that feelings and attractions are not heterosexual, coming out

2. *Developing a personal lesbian/ gay/ bisexual identity status* – Challenge myths about being GLB

3. *Developing a GLB social identity* – Create a support network of people who know and accept sexual orientation

4. *Becoming a GLB offspring* – Disclose identity to parents and redefining relationship

5. *Developing a GLB intimacy status* – Establish first meaningful relationship

6. *Entering a GLB community* – Make commitment to social and political action

Applications: Counseling GLB individuals, providing healthy and supporting student groups in support of the GLB lifestyle

Schlossberg's Transition Theory

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

Cognitive-Structural Theories: The mind's structures are viewed as arising one at a time, always in the same order, regardless of cultural conditions. The age and rate the person travels through each stage varies. Each stage builds upon the one before it.

Perry's Theory of Intellectual and Ethical Development - Positions

1. *Basic Duality* - Seeing the world dichotomous: good-bad, right-wrong, black-white, facts, authorities have correct answers
2. *Multiplicity Prelegitimate* - Seeing there may be other answers, facts might not always tell the truth & authority isn't always correct
3. *Multiplicity Legitimate but Subordinate* - Know there are other answers, not living by that thought
- 4a. *Multiplicity Coordinate* - Know and understand there are multiple answers & ways to view situations
- 4b. *Relativism Subordinate* - Know & understand there are multiple answers & ways to view situations and start to think about supporting those opinions
5. *Relativism* - Looking at each viewpoint or answer and seeing what makes the most sense or what the right answer is for them
6. *Commitment Foreseen* - Making a commitment or trusting in the opinions of others or the viewpoints they feel are correct for them
- 7-9. *Evolving Commitments* - Revisiting those commitments and making changes when necessary

Applications: Developmental Instruction model, classroom, career counseling, viewing residence hall staff, policies and roommate conflicts, academic advising

Later Cognitive-Structural Theories (3)

Belenky, Clinchy, Goldberger, and Tarule's Women's Ways of Knowing: "Five epistemological perspectives from which women know and view the world."

1. *Silence* - Mindless, voiceless and obedient.
2. *Received knowledge* - Listen to others voices, truth resides in others, not in self
3. *Subjective knowledge* - Inner knowledge is considered superior to others, truth resides in self
4. *Procedural knowledge* - Learning and applying objective procedures for receiving and conveying knowledge, separate knowing to find the facts, connected knowing
5. *Constructed knowledge* - Provides integration of subjective and objective knowing with both feeling & thought

Baxter Magolda's Model of Epistemological Reflection:

Guiding Assumptions -

1. Ways of knowing & patterns within them are socially constructed
2. Ways of knowing understood through naturalistic inquiry
3. Fluid use of reasoning patterns
4. Patterns are related to, but not dictated by, gender
5. Student stories are context-bound
6. Ways of knowing are "patterns"

Stage 1: Absolute Knowing - Receiving & mastering knowledge

Stage 2: Transitional Knowing - Interpersonal & impersonal knowing

Stage 3: Independent Knowing - Interindividual & individual

Stage 4: Contextual knowing

King and Kitchener's Reflective Judgement Model:

Stage 1: Knowledge is absolute, Secure by observation, truth & beliefs

Stage 2: Knowledge is certain, but not immediately accessible, obtained through senses or authority figures

Stage 3: Knowledge is certain or temporarily uncertain, comes from authorities, personal opinions serve as justification with uncertainty

Stage 4: Knowledge is uncertain, knowing contains some ambiguity

Stage 5: Knowledge is contextual and subjective, justification involves interpretation of evidence

Stage 6: Knowledge is constructed in conclusions, justification involves comparing evidence & opinion

Applications: Connecting, role modeling, group discussions, programming, understanding diverse student populations

Moral Development: (2)

Kohlberg's Theory of Moral Development - Stages of Moral Reasoning:

Level 1: Preconventional

Stage 1: Heteronomous Morality - Obeying rules to not be punished

Stage 2: Individualistic, Instrumental Morality - Follow rules if it is in their interest to do so

Level 2: Conventional

Stage 3: Interpersonally Normative Morality - Living up to expectations of those to whom one is close

Stage 4: Social System Morality - Social system is made of a consistent set of rules and procedures equally

Level 3: Postconventional or Principled

Stage 5: Human Rights and Social Welfare Morality - Rightness of laws are evaluated to promote fundamental human rights and values

Stage 6: Morality of Universalizable, Reversible, and Prescriptive General Ethical Principles - involves equal consideration of the points of view of all individuals in a moral situation

Rest's Modifications of Kohlberg's Moral Development Model:

Stage 1: Obedience ("Do what you're told.")

Stage 2: Instrumental egoism and simple exchange ("Let's make a deal.")

Stage 3: Interpersonal concordance ("Be considerate, nice, and kind, and you'll get along with people.")

Stage 4: Law and duty to the social order ("Everyone in society is obligated and protected by the law.")

Stage 5: Societal consensus ("You are obligated to whatever arrangements are agreed to by due process procedures.")

Stage 6: Nonarbitrary social cooperation ("How rational and impartial people would organize cooperation is moral.")

Applications: "Just communities" for schools and prisons, personal development, self-reflection, group counseling, moral development on campus

Gilligan's Theory of Women's Moral Development

Level 1: Orientation to Individual Survival – Individual is self-centered & preoccupied with survival, unable to distinguish amid necessity & wants

First Transition: From Selfishness to Responsibility – Issues of attachment & connection to others, integrates responsibility & care into repertoire of moral decision-making patterns

Level 2: Goodness as Self-Sacrifice – Survival becomes social acceptance, reflect conventional feminine values, may give up own judgment to achieve consensus & connection with others

Second Transition: From Goodness to Truth – Questions why she puts others first at her own expense, examines needs to determine if they can be included in her responsibility, examines needs as truth, not egoism

Level 3: The Morality of Nonviolence – Elevated to care by a transformed understanding of self & redefinition of morality

Applications: Personal values system, counseling, career planning, residence life, leadership development, teaching, social work, psychology, philosophy