

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.

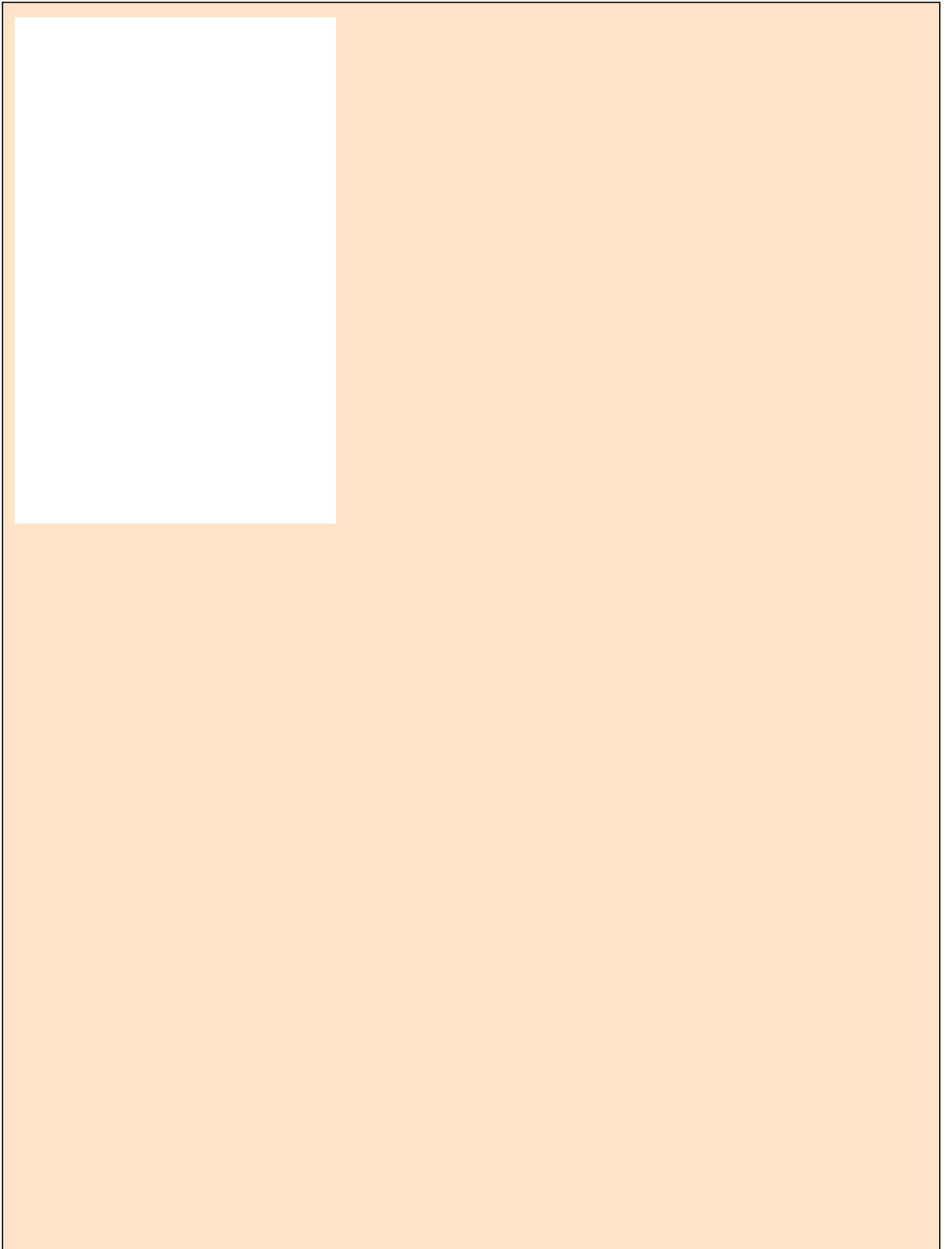
Myers -Briggs Type Inventory – Based on the work of Swiss psychologist Carl Jung, who in the 1920s theorized that there were habitual or preferred patterns of mental functioning. The MBTI breaks these into four “types”: **Extroversion -Introversion Sensing -Intuition Thinking -Feeling and Judgment -Perception**. 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 .7(en)(r)4.3(oe)n(r(v)11.4(w3(sso)deen)(r)4.4oc)0.4(d)s.3(v)9 2.3(n)10.3(m)3 pe2

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|-------------|----------------|-----------------------------|-------------------------|--------------------|--|
| | 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. |



Estimated Chronological Comparison between Erickson, Piaget & Kohlberg

| Theory/Age | 1 | 2 | |
|------------|---|---|--|
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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

Helms Model of White Racial

Identity Development

Describes the evolution of a positive White racial identity as involving both the abandonment of racism and the development of a nonracist White identity. In order to do this, "he or she must accept his or her own Whiteness, the cultural implications of being White, and define a view of Self as a racial being that does not depend on the perceived superiority of one racial group over another. (Helms, 1990, p. 9)

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 q.3(ti)7(ition)12.3(s)7(:)]TJ 0 Tc 0 Tw 12.24 0 Td ()Tj EMC /P <2.3(s)7(T* Tj EMC(e)2(-0.008 Tw 16n EMpeCID 41 >>en)12.3