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# PUTTING STUDENT DEVELOPMENT THEORY TO PRACTICE

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# WORKSHOP OUTCOMES

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*At the completion of this session, participants will be able to:*

- ✘ Articulate a definition of student learning
- ✘ Describe the uses of student development theory in a campus recreation setting
- ✘ Recall examples of student development at work in a university recreation setting

# **NIRSA STUDENT LEARNING IS...**

Intentionally creating an environment where students can be inspired to grow in knowledge, skills and abilities that promote ethical and healthy lifestyle choices through quality recreational programs, facilities and services.

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# WHY?

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- ✘ Why do they do what they do?
- ✘ What drives students?
- ✘ What needs do students have?
- ✘ What do you need to create a developmental community



# DEVELOPMENT OCCURS WHEN...

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- ✘ Ready
- ✘ Timely
- ✘ Challenges
- ✘ Risk
- ✘ Great Complexity
- ✘ Process or Personal Experience

# PSYCHOSOCIAL THEORIES CONCEPTS

- × Content driven
- × Feelings, behavior and thinking
- × Relationship to society
- × Whole person focus
- × Influenced by: culture heritage, gender, environment
- × Cumulative
- × Continuous
- × Stage Based
- × Orderly
- × Internal Crisis
- × Developmental Crisis
- × Challenge and Support
- × Not Universal

# THE SEVEN VECTORS CHICKERING & REISSER

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1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Towards Interdependence
4. Developing Mature Interpersonal Relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

# PUTTING THEORY TO PRACTICE

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- ✘ Programming Model
- ✘ Student Employee Training
- ✘ Student Leadership Series



# PROGRAMMING

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## Basic Outcomes

### 101 Programs – Vector 1 & 2

*Following the completion of a 101 session, participants will be able to demonstrate the basic skills necessary to participate in selected activities autonomously*

### Educational Sessions – Vectors 1, 2, 3 & 5

*After the completion of a programming educational session, participants will be able to articulate three knowledge based facts on the topic area*

### Staff Development – Vector 1-7

*Following the completion of staff training, student employees will be able to demonstrate the basic skills necessary to supervise their respective areas.*

# SERVICE ETHIC TRAINING - NEW HIRES

## Outcomes:

*Following the completion of the service ethic training. students will be able to:*

Define the components of a service ethic

*Vector 1*

Define the Four Pillars of Service

*Vector 1*

Articulate 1 way in which they can demonstrate the service ethic in their assigned area.

*Vector 1, 2 & 3*

# SERVICE ETHIC TRAINING - VETERANS

## Outcomes

*Following the completion of the service ethic training. students will be able to:*

Articulate and define the components of the service ethic

*Vector 3*

Integrate the service ethic into each area of UREC and serve as a role model to your peers

*Vector 3 & 4*

Articulate 2 non-verbal behaviors (body language) to avoid when working at UREC

*Vector 3 & 4*

Define the concept of aggressive hospitality

*Vector 3 & 4*

# SERVICE ETHIC TRAINING - MANAGERS

## Outcomes

*Following the completion of the service ethic training. students will be able to:*

Articulate and define the components of the service ethic

*Vector 6*

Articulate your role as a leader in teaching and perpetuating the UREC Service Ethic

*Vector 5, 6 & 7*

Define the concept of aggressive hospitality

*Vector 6 & 7*



# STUDENT LEADERSHIP SERIES

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## Matching Vectors to Programming

### **Workshop 1: Leadership Basics**

*Vector 1 Developing Interpersonal Competence*

### **Workshop 2: DISC Personality Profile System Part One**

*Vector 2 Managing Emotions – Understanding Self*

*Vector 5 Identity Development*

### **Workshop 3: DISC Part Two**

*Vector 3 Moving Through Autonomy toward Interdependence*

*Vector 5 Identity Development*

### **Workshop 4: Beyond UREC**

*Vector 6 Developing Purpose*

### **Workshop 5: Citizenship**

*Vector 7 Developing Integrity*

# RESOURCES

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Learning Reconsidered at [www.learningreconsidered.org/](http://www.learningreconsidered.org/)

NASPA at [www.naspa.org/](http://www.naspa.org/)

ACPA at [www.myacpa.org/](http://www.myacpa.org/)

The Chronicle of Higher Education [www.chronicle.com](http://www.chronicle.com)

JMU Conference Presentations at: [www.jmu.edu/recreation/AboutUREC/Presentations](http://www.jmu.edu/recreation/AboutUREC/Presentations)