Developmental Tasks of Early Adulthood (17 - 30 yrs)

Area 1: Developing Skills of Competence
On Course Principles: Interdependence; Lifelong Learning

Area 2: Knowing and Owning One’s Emotions
On Course Principles: Emotional Intelligence; Self-Awareness

Area 3: Through Autonomy Toward Independence
On Course Principles: Personal Responsibility; Emotional Intelligence

Area 4: Developing Mature Relationships
On Course Principle: Interdependence

Area 5: Identity Development
On Course Principle: Believe in Themselves

Area 6: Developing a Sense of Purpose
On Course Principle: Self-Motivation

Area 7: Developing Integrity
On Course Principles: Interdependence; Believe in Themselves

Intellectual competence: developing confidence in one’s intellectual ability
Physical competence: includes maintaining fitness through activity
Interpersonal competence: knowing how to use assertiveness, listening skills, and cooperating with others

Self-awareness: leads to self-acceptance
Self-control: developing appropriate channels for releasing emotion
Personal responsibility
Emotional independence: need for approval from others decreases
Instrumental independence: developing solutions to problems and thinking critically

Commitment to Life Roles: Relates identity to various life roles and activities. Clarifying interests and career related plans; Strengthening commitments to personal interests and relationships

Humanizing values: making decisions that balance self-interests with the interests of others
Personalizing values: affirming core personal values while being respectful of the perspectives of others
Developing congruency: aligning personal values and socially responsible behaviors

Self-acceptance: Feeling comfortable with physical appearance and gender/sexual orientation
Self-concept: Having a concept of self within various contexts; Developing individual values independent of external influences
Multicultural Self

Tolerance and appreciation of differences: Leads to a greater sense of intimacy with others
Sharing of self and acceptance of others: Being able to assertively express own needs and wants while responding to the needs of others
New Student Seminar Discipline Philosophy of Course Content

Based on these areas (see other side of page), Colarusus (1992) as referred to in Glover (2000) suggests that the following should be considered when developing intervention strategies to facilitate students in their personal development process:

- Provide opportunity for students to enhance interpersonal communication skills and intellectual competence (i.e. active learning, skill building)
- Address issues of self-awareness, encourage autonomy and guide students toward developing a sense of purpose
- Coordinate group structured events to promote interaction with other students so that supportive relationships can be developed (i.e. group work)

Keeping in mind these guiding considerations as we work with students, these meaningful assignments were developed:

<table>
<thead>
<tr>
<th>Area</th>
<th>New Student Seminar Assignments and Activities</th>
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<tr>
<td>1: Developing Skills of Competence</td>
<td>Technology Assignments, eFolio, Study Skills &amp; Strategies, Library Resources, Time Management, GPS Finance</td>
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<tr>
<td>2: Knowing and Owning One's Emotions</td>
<td>Wise Choice Process, Managing Emotions, Emotional Intelligence</td>
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<td>3: Through Autonomy Toward Independence</td>
<td>Personal Responsibility, Get Connected (Some Use GPS LifePlan Workshops), Ways We Self-Manage</td>
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<td>4: Developing Mature Relationships</td>
<td>Diversity and Cultural Identity, GPS LifePlan Global Competency Resources in Leadership Area</td>
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<td>5: Identity Development</td>
<td>GPS LifePlan Career Interest Activity, Journaling (i.e. Self Esteem, Inner Voices, Circles of Multicultural Self), Learning Styles and Multiple Intelligences (online assessments available on GPS LifePlan education Area)</td>
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<tr>
<td>6: Developing a Sense of Purpose</td>
<td>GPS LifePlan Career and Education Exploration, Education Planning, Goal-Setting, 32 Days Commitment</td>
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<td>7: Developing Integrity</td>
<td>The Late Paper</td>
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Glover (2000) argues that the transitional struggles of young adults to shape their identity and better understand their world is wreaked with complexity and confusion, yet our society lends little support in this process. Fleischer (2005) claims that without established “markers, young people tend to create their own” (p. 1) which may involve rituals such as bullying younger students and other maladaptive behaviors. Haggan (2000) recommends that an ideal approach when counseling and teaching is one that integrates the academic and the personal aspects of a student “that considers transitions and loss in the context of the life span” (p. 2). This would entail a consideration for coping skills that are usually developed to manage these transitions. The coping skills involved during late adolescence (15-19 years old) include behaviors that enhance interactions with others such as “trusting, sharing, fulfilling promises, accepting responsibility and cooperating” (p. 4). As a person moves into early adulthood (20-40 years old), the coping skills lead to solidifying identity through some “risk taking behavior, value consistency behavior and reciprocity of intimacy and commitment” (p. 5).

References


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