## Middle Earth Peer Assistance Program

### Instructional Strategies Utilized to Address CAS Learning Domains

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<tr>
<th>DOMAIN</th>
<th>DIMENSIONS</th>
<th>TEACHING STRATEGIES UTILIZED</th>
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| Knowledge Acquisition, Construction, Integration and Application | Understanding knowledge from a range of disciplines                      | 1. Coordinate information and training sessions/workshops with Student Affairs and Academic Affairs partners  
2. Introduce students to relevant literature in student affairs, counseling, and psychology fields  
3. Examine work as it relates to existing literature and critique for its alignment with best practices |
| Connecting knowledge to other knowledge, ideas, and experiences  | 1. Encourage students to relate class content to their work.  
2. Create collaborations with other campus partners to illustrate interconnectedness of experiences  
3. Train students on research techniques including accessing databases, latest statistics, appropriate citation of resources in papers and manuscripts, and utilizing library resources |
| Constructing knowledge        | 1. Require students to create educational pamphlets, posters, blog posts, or newsletters integrating numerous sources  
2. Have students engage in question and answer sessions after hosting speakers and workshop sessions  
3. Have students coordinate and facilitate segments of training for their peers in a topic of their interest or expertise |
| Relating knowledge to daily life | 1. At meetings or trainings, ask students to connect content to their own experiences  
2. Create learning contracts for students to connect the relevant knowledge /skills gained to future goals/aspirations  
3. Encourage students to keep a journal, blog, or tweet about daily experiences that remind them of their work (in the media, conversations with friends, etc. |
| Cognitive Complexity          | Critical thinking                                                         | 1. Integrate class time to analyze critical issues in peer services  
2. Encourage students to consider issues from a range of perspectives  
3. Require students to justify their beliefs with evidence |
| Reflective thinking           | 1. Incorporate reflection activities into individual and group meetings  
2. Deconstruct students’ previous assumptions through role-playing and case studies  
3. Provide opportunities for students to reflect on how their previous experiences inform their practice as students |
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<th>Effective Reasoning</th>
<th>1. Encourage intellectual curiosity and evidence-based decision-making by introducing students to multiple means of information gathering and assessment 2. Have students look for problems or issues in existing problem-solving structures 3. Teach students to integrate information from multiple sources by providing opportunities for students to incorporate multiple theories, experiences, ideas, and resources into their decision-making</th>
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<td>Creativity</td>
<td>1. Encourage innovative thinking by facilitating problem-solving or case study situations 2. Integrate mental, emotional, and creative approaches to problem-solving 3. Encourage thinking beyond the scope of psychology, prevention, and health promotion to inform decision-making</td>
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<td>Intrapersonal Development</td>
<td>1. Facilitate activities that ask students to realistically assess their strengths and weaknesses 2. Expose students to campus resources and provide training on making referrals when students recognize their own limitations in solving problems 3. Ask students to reflect on why they made particular decisions in their peer services work</td>
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<td>Identity Development</td>
<td>1. Facilitate values clarification exercises to help articulate values throughout one’s life, rank values personally and professionally, and compare values with others 2. Encourage independent work that allows students to rely and reflect upon their personal strengths 3. Facilitate activities that illustrate the intersectionality of identities</td>
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<td>Commitment to ethics and integrity</td>
<td>1. Encourage ethical thinking by facilitating case studies that place students in morally challenging situations 2. Put systems in place that hold students accountable for their personal actions 3. Provide opportunities for students to evaluate how their values impact their decisions</td>
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<td>Spiritual awareness</td>
<td>1. Explore the meaning and roles of belief systems in students’ lives 2. Provide educational opportunities for students to investigate the impact of faith or spirituality on individual or group behaviors</td>
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| Interpersonal Competence | Meaningful relationships | 1. Facilitate frequent team building and icebreaker activities, and invite students to facilitate activities  
2. Divide students into small groups or pairs for discussions and activities  
3. Incorporate informal bonding activities and events in the training schedule |
|-------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Interdependence         |                         | 1. Provide opportunities for students to share best practices and/or ask for advice regarding difficult issues  
2. Provide both formal and informal opportunities to provide feedback (including opportunities for anonymous feedback)  
3. Create a system for giving “shout-outs” at each meeting |
| Collaboration           |                         | 1. Engage students in small group, high-risk activities  
2. Invite a Career and Professional Development representative to provide classes on career issues  
3. Engage students in activities related to diversity and inclusion |
| Effective leadership    |                         | 1. As appropriate, empower students to lead activities and conversations  
2. Engage students in role-playing scenarios related to effective group decision-making and delegation of tasks  
3. Engage students in frequent reflection related to the mission of the Middle Earth program  
4. Facilitate group goal setting at the beginning of the year, and encourage Middle Earth student leaders to create mid- and end of the semester checkpoints for meeting those goals |
| Humanitarianism and Civic Engagement | Understanding and appreciation of culture and human differences | 1. Incorporate multicultural and social justice training into work  
2. Create space for conversations and reflection during group meetings- reflect, seek, and receive feedback at the end of meetings.  
3. Teach students how to track social dynamics in interactions, to name their observations, and to communicate when they feel emotionally triggered |
| Global perspective      |                         | 1. Have student research current events nationally and globally related to peer services and create passive campaigns  
2. Incorporate global perspectives into student training  
3. Encourage students to partake in programming with a global perspective (information on healthy water, World AID’s Day, etc.) |
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<th>Social responsibility</th>
<th>Sense of civic responsibility</th>
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<td>1. Encourage students to attend campus events to help them feel a part of the campus community &lt;br&gt;2. Share with students facts about campus community’s behavior and have them involved in developing, implementing, and evaluating social norming campaigns &lt;br&gt;3. Train students on the bystander effect</td>
<td>1. Organize volunteer efforts with community partners as a part of training or professional development &lt;br&gt;2. Allow students to identify community partners from whom they can learn about community health issues or related professions &lt;br&gt;3. Coordinate collaborations with middle school or high school student groups i.e., workshops, volunteering presentations, program planning</td>
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<th>Practical Competence</th>
<th>Pursuing goals</th>
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<td>Communicating effectively</td>
<td>1. Begin student training by asking students to reflect on and articulate their goals for the peer services experience &lt;br&gt;2. During 1:1 meetings, consistently discuss how students are meeting these goals &lt;br&gt;3. Encourage students to lead a goal-setting activity with their students</td>
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<td>Technological competence</td>
<td>1. Utilize technology, including social media, during training &lt;br&gt;2. Encourage students to engage with their peers appropriately using social media &lt;br&gt;3. Have students recommend their favorite apps, social media sites, and related media that would be useful for training or student interaction</td>
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<td>Managing personal affairs</td>
<td>1. During 1:1 meetings, check in with students regarding their commitments outside of the peer services role and ask about balance &lt;br&gt;2. Utilize campus resources and engage students in a finance and budgeting workshop &lt;br&gt;3. Provide program planning materials that encourage students to determine and act upon timelines</td>
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| Managing career development | 1. Invite career services representatives to lead a workshop for students, and follow up with a conversation about resumes, cover letters, and LinkedIn  
2. Invite campus and community partners to help facilitate a mock interview situation for students  
3. Engage students in a reflection activity centered on how the peer services experience relates to career goals |
| Demonstrating professionalism | 1. Bring in professionals from different departments on campus to speak to students regarding their experiences  
2. Individually coach students regarding appropriate ways to give feedback and “manage up”  
3. Empower students to plan and facilitate dialogues and activities on their own |
| Maintaining health and wellness | 1. Host a bonding event related to physical fitness, i.e., Zumba class, yoga class, kickboxing  
2. Invite a campus nutritionist to speak to students and provide resources for them and for their students  
3. Set up a healthy snack rotation for meetings |
| Living a purposeful and satisfying life | 1. Facilitate activities related to identity and values and engage students in intentional conversations  
2. Provide structured time for reflection throughout the peer services training experience  
3. Facilitate activities related to ethical decision-making |