

**Middle Earth Peer Assistance Program  
Instructional Strategies Utilized to Address CAS Learning Domains**

<b>DOMAIN</b>	<b>DIMENSIONS</b>	<b>TEACHING STRATEGIES UTILIZED</b>
Knowledge Acquisition, Construction, Integration and Application	Understanding knowledge from a range of disciplines	<ol style="list-style-type: none"> <li>1. Coordinate information and training sessions/workshops with Student Affairs and Academic Affairs partners</li> <li>2. Introduce students to relevant literature in student affairs, counseling, and psychology fields</li> <li>3. Examine work as it relates to existing literature and critique for its alignment with best practices</li> </ol>
	Connecting knowledge to other knowledge, ideas, and experiences	<ol style="list-style-type: none"> <li>1. Encourage students to relate class content to their work.</li> <li>2. Create collaborations with other campus partners to illustrate interconnectedness of experiences</li> <li>3. Train students on research techniques including accessing databases, latest statistics, appropriate citation of resources in papers and manuscripts, and utilizing library resources</li> </ol>
	Constructing knowledge	<ol style="list-style-type: none"> <li>1. Require students to create educational pamphlets, posters, blog posts, or newsletters integrating numerous sources</li> <li>2. Have students engage in question and answer sessions after hosting speakers and workshop sessions</li> <li>3. Have students coordinate and facilitate segments of training for their peers in a topic of their interest or expertise</li> </ol>
	Relating knowledge to daily life	<ol style="list-style-type: none"> <li>1. At meetings or trainings, ask students to connect content to their own experiences</li> <li>2. Create learning contracts for students to connect the relevant knowledge /skills gained to future goals /aspirations</li> <li>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.</li> </ol>
Cognitive Complexity	Critical thinking	<ol style="list-style-type: none"> <li>1. Integrate class time to analyze critical issues in peer services</li> <li>2. Encourage students to consider issues from a range of perspectives</li> <li>3. Require students to justify their beliefs with evidence</li> </ol>
	Reflective thinking	<ol style="list-style-type: none"> <li>1. Incorporate reflection activities into individual and group meetings</li> <li>2. Deconstruct students' previous assumptions through role-playing and case studies</li> <li>3. Provide opportunities for students to reflect on how their previous experiences inform their practice as students</li> </ol>

	Effective Reasoning	<ol style="list-style-type: none"> <li>1. Encourage intellectual curiosity and evidence-based decision-making by introducing students to multiple means of information gathering and assessment</li> <li>2. Have students look for problems or issues in existing problem-solving structures</li> <li>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</li> </ol>
	Creativity	<ol style="list-style-type: none"> <li>1. Encourage innovative thinking by facilitating problem-solving or case study situations</li> <li>2. Integrate mental, emotional, and creative approaches to problem-solving</li> <li>3. Encourage thinking beyond the scope of psychology, prevention, and health promotion to inform decision-making</li> </ol>
Intrapersonal Development	Realistic self-appraisal, self-understanding, and self-respect	<ol style="list-style-type: none"> <li>1. Facilitate activities that ask students to realistically assess their strengths and weaknesses</li> <li>2. Expose students to campus resources and provide training on making referrals when students recognize their own limitations in solving problems</li> <li>3. Ask students to reflect on why they made particular decisions in their peer services work</li> </ol>
	Identity Development	<ol style="list-style-type: none"> <li>1. Facilitate values clarification exercises to help articulate values throughout one's life, rank values personally and professionally, and compare values with others</li> <li>2. Encourage independent work that allows students to rely and reflect upon their personal strengths</li> <li>3. Facilitate activities that illustrate the intersectionality of identities</li> </ol>
	Commitment to ethics and integrity	<ol style="list-style-type: none"> <li>1. Encourage ethical thinking by facilitating case studies that place students in morally challenging situations</li> <li>2. Put systems in place that hold students accountable for their personal actions</li> <li>3. Provide opportunities for students to evaluate how their values impact their decisions</li> </ol>
	Spiritual awareness	<ol style="list-style-type: none"> <li>1. Explore the meaning and roles of belief systems in students' lives</li> <li>2. Provide educational opportunities for students to investigate the impact of faith or spirituality on individual or group behaviors</li> </ol>

Interpersonal Competence	Meaningful relationships	<ol style="list-style-type: none"> <li>1. Facilitate frequent team building and icebreaker activities, and invite students to facilitate activities</li> <li>2. Divide students into small groups or pairs for discussions and activities</li> <li>3. Incorporate informal bonding activities and events in the training schedule</li> </ol>
	Interdependence	<ol style="list-style-type: none"> <li>1. Provide opportunities for students to share best practices and/or ask for advice regarding difficult issues</li> <li>2. Provide both formal and informal opportunities to provide feedback (including opportunities for anonymous feedback)</li> <li>3. Create a system for giving “shout-outs” at each meeting</li> </ol>
	Collaboration	<ol style="list-style-type: none"> <li>1. Engage students in small group, high-risk activities</li> <li>2. Invite a Career and Professional Development representative to provide classes on career issues</li> <li>3. Engage students in activities related to diversity and inclusion</li> </ol>
	Effective leadership	<ol style="list-style-type: none"> <li>1. As appropriate, empower students to lead activities and conversations</li> <li>2. Engage students in role-playing scenarios related to effective group decision-making and delegation of tasks</li> <li>3. Engage students in frequent reflection related to the mission of the Middle Earth program</li> <li>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</li> </ol>
Humanitarianism and Civic Engagement	Understanding and appreciation of culture and human differences	<ol style="list-style-type: none"> <li>1. Incorporate multicultural and social justice training into work</li> <li>2. Create space for conversations and reflection during group meetings- reflect, seek, and receive feedback at the end of meetings.</li> <li>3. Teach students how to track social dynamics in interactions, to name their observations, and to communicate when they feel emotionally triggered</li> </ol>
	Global perspective	<ol style="list-style-type: none"> <li>1. Have student research current events nationally and globally related to peer services and create passive campaigns</li> <li>2. Incorporate global perspectives into student training</li> <li>3. Encourage students to partake in programming with a global perspective (information on healthy water, World AID’s Day, etc.)</li> </ol>

	Social responsibility	<ol style="list-style-type: none"> <li>1. Encourage students to attend campus events to help them feel a part of the campus community</li> <li>2. Share with students facts about campus community's behavior and have them involved in developing, implementing, and evaluating social norming campaigns</li> <li>3. Train students on the bystander effect</li> </ol>
	Sense of civic responsibility	<ol style="list-style-type: none"> <li>1. Organize volunteer efforts with community partners as a part of training or professional development</li> <li>2. Allow students to identify community partners from whom they can learn about community health issues or related professions</li> <li>3. Coordinate collaborations with middle school or high school student groups i.e., workshops, volunteering presentations, program planning</li> </ol>
Practical Competence	Pursuing goals	<ol style="list-style-type: none"> <li>1. Begin student training by asking students to reflect on and articulate their goals for the peer services experience</li> <li>2. During 1:1 meetings, consistently discuss how students are meeting these goals</li> <li>3. Encourage students to lead a goal-setting activity with their students</li> </ol>
	Communicating effectively	<ol style="list-style-type: none"> <li>1. Frequently break into small groups or pairs to discuss material or complete activities</li> <li>2. Engage students in team-building exercises related to communication</li> <li>3. Provide opportunities for students to deliver presentations, lead training, and give written and oral feedback</li> </ol>
	Technological competence	<ol style="list-style-type: none"> <li>1. Utilize technology, including social media, during training</li> <li>2. Encourage students engage with their peers appropriately using social media</li> <li>3. Have students recommend their favorite apps, social media sites, and related media that would be useful for training or student interaction</li> </ol>
	Managing personal affairs	<ol style="list-style-type: none"> <li>1. During 1:1 meetings, check in with students regarding their commitments outside of the peer services role and ask about balance</li> <li>2. Utilize campus resources and engage students in a finance and budgeting workshop</li> <li>3. Provide program planning materials that encourage students to determine and act upon timelines</li> </ol>

	Managing career development	<ol style="list-style-type: none"> <li>1. Invite career services representatives to lead a workshop for students, and follow up with a conversation about resumes, cover letters, and LinkedIn</li> <li>2. Invite campus and community partners to help facilitate a mock interview situation for students</li> <li>3. Engage students in a reflection activity centered on how the peer services experience relates to career goals</li> </ol>
	Demonstrating professionalism	<ol style="list-style-type: none"> <li>1. Bring in professionals from different departments on campus to speak to students regarding their experiences</li> <li>2. Individually coach students regarding appropriate ways to give feedback and “manage up”</li> <li>3. Empower students to plan and facilitate dialogues and activities on their own</li> </ol>
	Maintaining health and wellness	<ol style="list-style-type: none"> <li>1. Host a bonding event related to physical fitness, i.e., Zumba class, yoga class, kickboxing</li> <li>2. Invite a campus nutritionist to speak to students and provide resources for them and for their students</li> <li>3. Set up a healthy snack rotation for meetings</li> </ol>
	Living a purposeful and satisfying life	<ol style="list-style-type: none"> <li>1. Facilitate activities related to identity and values and engage students in intentional conversations</li> <li>2. Provide structured time for reflection throughout the peer services training experience</li> <li>3. Facilitate activities related to ethical decision-making</li> </ol>