Self-Efficacy and the College Student: A Systems Approach to Expanding Life’s Paradigms

by
Dr. Rochelle Holland, Ph.D.

SUPPLEMENTAL STUDENT ACTIVITIES
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Introduction

“The more education an individual attains, the more educated decisions an individual can make”

-Dr. Rochelle Holland

Whether this is your first experience in college or you’re a returning adult student, it is necessary for you to be aware of how your personal experiences and/or realities impact your overall mental well-being. It is rare that a person can be academically successful and have a host of unresolved issues or problems that are affecting their daily activities. I have worked in the counseling field for the last ten years with all age groups and diverse family structures. It is my belief that understanding family life, role expectations, and personal emotions are intricate components of overall life satisfaction.

This workbook is an effort to help students explore personal concerns and/or problems, so while in college, they will be able to progress academically, access educational support to further improve academic attendance, and attain their college degree. It is based on behavior modification and emphasizes how students can modify their behavior as well as enhance their college experience. Thus, the goal is for them to become conscious of their environments, so that they can have some control over their performance and how they react in various situations.

In this workbook, the first activity will discuss the family life cycle and how it impacts college students. The second activity will discuss some unproductive habitual behaviors learned from various life experiences as well as discuss recommendations to change unproductive behaviors. The third activity will focus on how negative and positive affirmations control success rates in life. The fourth activity will discuss intimate relationships and how they impact the college student. Last, the fifth activity will discuss the world of work and the college student. Also, a special article on belief systems will be included in that section.

It is my hope that this supplemental activity workbook will provide new insight for academic success in the college experience and lifelong achievement. This workbook is geared to help students with expectant role responsibility and encourage them to continue to develop in society as productive and culturally cognizant citizens—which is the overall goal of education.

Dr. Rochelle Holland
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Supplemental Activity 1: The Family Life Cycle and the College Student

Family Life Cycle

To better acclimate to the college setting, while having family responsibilities, it may be more beneficial to initially attend college on a part-time basis and gradually increase your academic course-load as you become more disciplined with the requirements of college. Family life impacts our daily activities more than we realize, whether we are teenagers or adult college students. To benefit ourselves, we must explore our roles and set realistic goals for optimum success. Many times in life, people with many responsibilities may set their goals for attending college on the basis of others who may have few responsibilities. For example, a single parent with few or no additional supportive resources may decide to attend college on a full-time basis, which means taking 12 or more college credits, with hopes of rushing the completion of college while providing for his or her family. This behavior is unproductive because: 1) it tends to cause high levels of stress, 2) it indirectly lowers academic retention (less likely to stay enrolled in college), 3) it results in poor educational understanding (poor learning ability), and 4) it leads to poor academic achievement (lower grades). It behooves individuals who multi-task to make lifestyle assessments, which incorporate family, work, and educational responsibilities. Traditionally, a college student with few or no family responsibilities would attend college on a full-time basis. Most important, it behooves individuals who multi-task to make lifestyle assessments, which incorporate family, work, and educational responsibilities.

Learning about the family life cycle will enable people to minimize personal stress as well as enhance the ability to manage life. The family life cycle consists of developmental stages that families encounter over a period of time. Sociologists have studied this cycle of family life since the 1800s (Carter & McGoldrick, 1999). This literature can also be used as a guide to understanding family role expectations. Over the years there have been many variations of the family life cycle and it is important to know that each stage can occur differently among diverse races and cultures (Carter & McGoldrick, 1999). Additionally, family members can be part of several different stages at the same time. The following module identifies eight stages that can be found among most American families.

Family Life Cycle Module

Stage 1: Independence & Care-giving
Stage 2: Parenting: Newborns until Pre-Adolescence
Stage 3: Parenting: Adolescence
Stage 4: Parenting: Launching Child/Children
Stage 5: Young Adult
Stage 6: Middle-age Adult
Stage 7: Older Adult & Retirement
Stage 8: Senior Life
Stage 1: Independence and Care-giving (18-20 years old)

Independence ideally begins when a young adult ventures off into the world and creates an independent living space. In America, this usually happens when the teen attends college and reside on a college campus. However, among some races, cultures, and diverse social economic groups, residing on a college campus is not a transition to independence. Independence can vary and does not always consist of the young adult physically removing him/herself from the family of which he or she resides. Mental independence can be on the basis of financial responsibilities, care-giving responsibilities, and/or the cultural-belief that young people should not leave home until they are married.

In 2004, the National Alliance for Care-giving reported an estimate of 4.4 million care-givers residing in America. Caregivers are identified as people age 18 and older who provide voluntary care to someone age 18 or older (usually a relative). For young adults who work and/or attend college while residing with their family, independence becomes solely a mental transition to adulthood rather than both a mental and physical transition. This stage is complex because it could start during adolescence or young adulthood depending on individual circumstances. Therefore, it was chosen as a separate stage, in this module of the family life cycle.

Coping Recommendations: Stage 1

This type of independence and care-giving can be very stressful for any individual on the basis of managing employment, education, and other personal and family responsibilities. Time management and schedule planning are important factors for this stage. Individuals must plan and follow through with what should be done, to deter stressful situations. Family members should not make discouraging statements or sabotage the individual by demanding they perform unplanned additional duties. Appropriate communication among family members can be achieved by discussing weekly plans. Role limitations should also be created and communicated, so confusion and disagreements will be minimized among members. Family members should be supportive to the person who is multi-tasking, especially for teen parents, single parents, and/or young adults.

Reflection: Social Change Among Teen Parents

Teen parenthood has been a reality in American society for many years. Society is always changing and currently having a college degree is a requirement for most jobs. Teen parents must become educated on the following: 1) balancing the various roles of parenting, 2) becoming aware of what behaviors should be practiced to be an effective parent, and 3) managing employment and college responsibilities. Learning these strategies will help them to become good providers and role models for their children. If a teen parent who is employed decides to attend college, it is recommended that they attend on a part-time basis (2 or 3 courses) until they become adjusted to managing their role responsibilities of childbearing, employment, and attending college. This will help teen parents perform better academically and manage their personal responsibilities, as well as complete their goal of earning a college education.

If teen parents reside with their parents and/or grandparents, all family members should demonstrate an appropriate level of support, communication, and responsibility. The teen should not take advantage of having the grandparents (or great-grandparents) available most of
the time, without communicating the need for babysitting, without making sure the needs of
the infant are cared for, such as washing the child and preparing food for the day (breakfast,
lunch, and dinner), unless the grandparent(s) and/or care-givers say that it is unnecessary.
Additionally, the teen must have a plan for studying, which should be done for 40 minutes
per subject (per day). It is recommended that studying is done in a place that has few or no
distractions and interruptions, such as the library. Overall, it is recommended that students
visit their college counseling office for guidance in managing academic and personal responsi-
bilities.

Stage 2: Parenting: Newborns Until Pre-Adolescence (0 months until 11 years old)
The parenting stage can begin at various times—teenage years, young adulthood, middle-
aged adulthood, and among men, producing children can happen well into their senior years.
This stage can be very rewarding as well as demanding. Children learn ideas from their
environment as well as from adult role modeling. Although family lifestyles influence how peo-
ple decide to rear their children, society is rapidly changing and innovative techniques from
educators can assist parents with more appropriate childrearing and intervention.
Parents/guardians should read books on child development and participate in community par-
eting classes. Parents/guardians must be aware that when a problem arises with the child it is
not the child’s problem but in fact the family's problem. Family members are directly or indi-
rectly affected by each other’s circumstances.

Coping Recommendations: Stage 2
Know your parental roles. The following are four vital roles of parenting:

Provider role: This role is one that many parents may have little conflict with under-
standing. Parents provide a home, clothing, and food for their children (whether
independently or residing with relatives).

Communicator role: This role may be taken for granted among many people on the basis
of personal attitudes and/or cultural beliefs of how people decide to communicate with
children. Many people believe that the child should only do as told, with little or no
ability to respond. This belief can be unproductive at times. Parents must communicate
to their children by asking questions as well as allowing the child to answer, so they can
know how the child has processed the information; this will reduce parents making
assumptions about their child/children’s interpretations. The following questions should
be asked to children on a daily basis: a) How was your day? b) What happened at school
today? and c) How do you feel?

Nurturer role: Being a nurturer is a role that may not be easy for parents. This is due to
how they themselves were reared. In this role, parents are concerned with how the child
is feeling: happy, sad, tired, anxious, etc. The parent hugs the child and makes sure the
child has clean clothes, especially for school attendance. During the winter months, the
child should be properly dressed (hat, scarf, gloves, and sweaters). Protective lotion
and/or petroleum jelly should be put on the child’s face during winter months. When the
child is being left with relatives and/or guardians to be cared for, parents should prepare
snacks and/or food for the child in advance, unless it was agreed that those foods will
be provided to the child. An emergency system should be in place, so the parent can
reach the child and/or guardian. Parents should encourage their child/children to be
honest and positive as well as show affection to their child and ensure that their health needs as well as appropriate grooming are met.

**Disciplinarian role:** This can be a difficult role for the parent, due to cultural beliefs and how the parent was reared as a child. The most important aspect of this role is to ensure the safety of the child and be aware of appropriate and inappropriate methods of being a disciplinarian. Parents must remember that how they were disciplined as a child may not be appropriate in today’s society.

**CHILD DISCIPLINE CAUTION**

In America, corporal punishment becomes an issue when disciplining a child. Years ago, parents may have disciplined children by hitting them; however, times have changed and what worked then may no longer work. The Administration for Children Services (ACS) has created guidelines on neglect and abuse for children. The following are most important cautionary information for parents and children, which are New York State (2003) guidelines on child abuse.

**Physical Abuse:** Inflicting or allowing someone to inflict physical injury, which includes shaking, beating, biting, kicking, punching, and burning.

**Physical Neglect:** Parents are responsible for providing a minimum degree of care for their children. Physical neglect is the failure by the parent or caregiver to provide food, clothing or shelter. It also includes abandonment, inadequate supervision of a child by a parent or caregiver, and excessive corporal punishment.

**Educational Neglect:** Failure to enroll a school-age child in school, allowing unexplained absences from school, refusal or recommended remedial services without good reason, and failure to respond to attendance questions.

**Emotional Abuse:** A child who is consistently exposed to negative and abusive statements, such as the examples given above, is likely to suffer from emotional abuse that can impair his or her psychological development. Emotional abuse is commonly defined as the non-physical maltreatment of a child (under 18 years old) that can seriously interfere with his or her positive emotional development. Patterns of abusive behavior can include constant rejection, terrorizing, exposing a child to corruption, violence or criminal behavior, irrational behavior and verbal abuse (excessive yelling, belittling, and teasing).

**Emotional Neglect:** Failure of a parent or caregiver to supply a child with love and support necessary for healthy emotional development. Examples include failure to provide warmth, attention, supervision, affection, praise or encouragement to a child.

**Medical Neglect:** A parent or caregiver is required to supply adequate medical, dental, optical and surgical care for a child under 18 years old. This medical care includes seeking adequate treatment for conditions that impair, or threaten to impair the child’s mental, emotional, or physical condition. Failure to follow prescribed treatment for medical, psychiatric, and psychological care. Obtaining preventive care such as well-baby care checkups, and immunizations for polio, mumps, and measles.

**Sexual Abuse:** Sexual abuse includes incest, rape, obscene sexual performance, fondling a
child’s genitals, intercourse, sodomy, and any other contact such as exposing a child to sexual activity or exhibitionism, or commercial exploitation such as prostitution of a minor or production of pornographic materials. For all sexual acts, a person is deemed legally incapable of consent if he or she is less than 17 years old, mentally incapacitated, or physically helpless.

Drug and Alcohol Abuse: In New York City approximately 70% of the cases investigated by ACS involve some form of substance abuse. Evidence has shown that children who grow up in homes involving the abuse of alcohol and/or drugs are more likely to be maltreated as well as physically and emotionally neglected. Usually, the parent or caregiver is more focused on using and obtaining the substance than considering the emotional and physical needs of the child; money that should go for food, clothing or shelter is spent on alcohol and/or drugs. (Administration for Children Services, 2003, pp. 3-18).

Currently, it is more appropriate to take away desired items from the child as a consequence of poor behavior rather than physically hitting the child. For a free parental pamphlet on preventing child abuse and understanding child welfare laws please call 212-341-3060.

How Neglect Can Happen

Observations by Dr. Holland

As a guidance counselor in the public school system, I witnessed the importance of parenting roles. Many children were seeking attention that they did not receive at home. Many of the parents worked long hours so they could provide shelter and food for their children and when they reached home, they were too tired to provide adequate nurturing to their children. When speaking to these parents, I became aware it was very hard for them to balance work and parental responsibilities and they needed to be educated on various role expectations. Parents should remember that children must be hugged and admonished. For example: refrain from yelling at them as soon as you walk through the door from work, even if the dishes weren’t washed as you requested.

When initially coming home from work, it is very important for parents to remember that their children were at school all day for about 7-9 hours, so that was time spent away from the home. If you total the hours per week, on average they are in school about 40 hours per week and parents are at work 40 or more hours per week, so when everyone gets home there must be some level of appropriate communication and peace. Although parents work very hard and many may have few expectations of their children in regards to helping within the house, parents should refrain from yelling as soon as they get into the home, they should first assess how their children are doing. Furthermore, parents should not demonstrate inconsistent behaviors in their child/children’s presence. This type of behavior sends inconsistent messages and children unconsciously process everything from their environment. An example of this situation is a parent telling the child to always be honest and respect others, while the parent is dishonest to others in front of their children in various situations. Therefore, children should be encouraged to read and learn, and to be creative and honest.

Another important aspect of childrearing is being able to show empathy and an expression of love to children. Many of the parents I interacted with believed they were good parents
because they provided expensive material items to their children, i.e., expensive sneakers, popular clothes, or expensive entertainment equipment. They believed that they were giving their children items they were deprived of as a child. However, it was difficult for some of them to hug their children and tell them they loved them. They equated buying material items with love and hugging. This is not a beneficial behavior for childrearing. Children learn role behaviors and expectations from adults. Poor behaviors can become generational family behaviors. If there are issues of parental inability to demonstrate love, professional family and individual counseling should be sought. A therapist can assist family member interaction with role-playing techniques. In New York City many community agencies provide free family counseling. Please continue with the family life cycle.

**Stage 3: Parenting Adolescence (Adolescents 12-17)**

This can be the most trying stage for parents and adolescents because of role changes, prior life experiences, and identity development. Adolescents are learning how to become young adults and parents may still view them as children. This stage can be very difficult if parents did not communicate well with their child/children during the earlier years (Erikson, 1980). Many times this happens because parents are unaware of how children absorb messages from their environment. Carlson and Lewis (2002) reported the following when discussing adolescents.

Depression and suicide, alcohol and other drug use, teenage sexuality, and school dropout, along with many other pressing social issues, place adolescents at-risk for social, emotional, and psychological problems.  
Every 31 seconds an adolescent becomes pregnant.  
Every 2 minutes an adolescent gives birth.  
Every 78 seconds an adolescent attempts suicide.  
Every 90 minutes an adolescent commits suicide.  
Every year one million adolescents drop out of school (p.43)

**Coping Recommendations: Stage 3**

The most beneficial way to deal with problems during this stage is to seek family counseling if there are unresolvable problems with the parent/child relationship. In New York City, Life Net provides mental health resources for individuals and families; for assistance call 1-800-543-3638 or for additional information go to www.9-11mentalhealth.org.

**Stage 4: Parenting: Launching Child/Children (The individual is usually 18 years old)**

During this stage, parents launch their children into society, usually by encouraging them to attend college. This is a phase of transition for the parent(s) and child/children. The child becomes a young adult and ventures into independence. The individual is considered (mentally) independent even if he or she resides with their parent(s). At this stage, parents may have younger children waiting to be launched or may be going into another phase of the family life cycle. Parents must make a family assessment and decide on what changes can be made for overall enhancement.
Stage 5: Young Adult (21-45 years old)

This stage is very broad. It incorporates stage 1: Independence and Care-giving as well as many other roles an individual may face. Many young people may become parents, college students, college graduates, care-givers, and employees all at once. During this phase, the young person must decide on who they want to be and go for it. They should research careers and assess tasks to be done to accomplish goals. A beneficial resource to exploring career goals would be to review the Occupational Outlook Handbook, which can be accessed via the Internet at http://www.bls.gov/OCO or www.nycareerzone.org. Short-term and long-term goals should be created to help guide the individual to personal and career accomplishments. A good way to assess your chosen career would be to review the things that you enjoy and determine if you could perform those duties five days a week or more. Healthy eating and thinking behaviors should be learned and implemented during this stage. Beginning a financial savings plan is most advantageous during this stage. Also, proper nutrition and exercise lifestyles should be practiced (tips on making career choices will be discussed in activity 5).

Most importantly, young people in this stage or during adolescence may deal with issues of sexuality and will need support from family, friends, and community members. Students who may have gender concerns and little family support should seek professional help from people who specialize in those specific issues.

Stage 6: Middle-age Adult (46-55 years old)

As with all of the prior stages, this stage can incorporate many others. Therefore, it happens differently based on individual life experiences. It is common for parents to launch children off into society during this stage resulting in parents having the “empty nest syndrome.” Meaning there are no more children to rear that reside in the household. Additionally, if parents have completed the launching stage, it allows them to rekindle their intimate relationship or perhaps for a single parent, to rekindle dating behaviors. During this stage and/or prior to this stage health issues become a concern, so nutrition and preventive medical check-ups are important. Primary care-giving for elders traditionally begins during this stage and witnessing elders exit life (death). Therefore, this can be a very difficult time for the family.

Stage 7: Older Adult & Retirement (56-66 years old)

During this stage, it is possible for parent(s) to become grandparents as well as explore new roles and/or hobbies. Individuals in this stage incorporate a new way of life. Usually, they retire from their first career and may begin a second career. They enjoy the fruits of the years of hard work they’ve endured and should be able to reap the benefits from their labor.

Coping Recommendations: Stage 7

Men and women go through a period of self re-evaluation. If this re-evaluation becomes chronic seek help from a mental health professional. For women, menopause may become an issue of concern. They should seek help from their medical doctor and if they want to be more educated on menopause, information can be obtained from: www.menopause.org.
**Stage 8: Senior Life (67 and over)**

This is a stage of wisdom, reflection, and sharing with younger people in the community and family. New roles are also a part of this stage, such as great-grandparent and/or great-uncle or great-aunt. Water-exercise is very good for seniors. Historically, the death of a spouse usually happens during the senior stage as well as the individual having some level of mental preparation for death. Currently, Americans are living longer lives; however, death can be a part of any stage during the family life cycle.

**Unconscious Family Sabotage and the College Student**

When discussing family life, it is beneficial to discuss the reality of family conflict, which may derive from family members sabotaging each other, especially among first generation college students. Sabotage is defined as hindering individual effort. In this workbook, I create the term “unconscious family sabotage,” which is when family members may have underlying feelings of inadequacy regarding their own educational accomplishments and may have not decided to attend or return to school. So, they say discouraging remarks or hurtful things to the person who is attending college, which becomes a mental hindrance to educational aspirations, especially among first generation college students. This behavior is more common among family members than is realized. It is a form of bullying, which is embedded in the American culture (Carlson & Lewis, 2002).

Family sabotage is when parent(s) and/or parental figures are unsupportive of the college student's goals of attending school. This can be conscious but is mostly unconscious. These parent(s) and/or parental figures find reasons and/or ways to block the individual from accomplishing their goals for overall success. They may say cruel things to the person, for example: “You’re never going to amount to anything, you’re just like me or you’re just like your Uncle John” or “You should get a job and forget about school.” They may say this without realizing that in today's society you must have a college education for entry-level career positions with opportunities for upward mobility. Many times these college students may be forced to baby-sit siblings and/or other relatives and have little time to participate in educational activities at college. To address this issue of care-giving while attending college, the student should review their course-load and make an agreement on what time they can allot for family and personal responsibilities.

For college students who reside in their immediate family's homes, the parent(s) or parental figure may make unsupportive statements and may threaten to kick them out of the home if they don't find a job and/or may argue with them for control. This behavior causes anger, frustration, and poor academic achievement, especially if there are negative statements about attending college. The student must make a personal assessment if the arguing and statements become chronic; they may have to obtain employment and venture into independent housing. Additionally, the college student should always make what I term college allies. College allies are your peers—other college students. It is recommended that you use them as a support system. Especially for families with first-time college students. College allies are ideal because they are doing the same thing you are doing and have a mutual interest in course-load responsibilities. Sometimes it is more productive to confide in college allies than in friends and family members who are not attending college or have not attended college. Most importantly, college students should not say degrading remarks about not attending college to family members,
because it may be hurtful to other family members that they did not make the choice to attend college. In today’s society, the reality is that the college student must attain their college education to adequately compete for employment.

**Assessing Your Likes and Dislikes about Family Members**

This topic was included when discussing the family life cycle because as human beings we all have likes and dislikes about our family members and friends. Some of us may feel guilty about having these feelings; however, it is healthy to identify what you like and dislike about people so anger will not build over time. Built-up anger results in rage and causes harm to our mental health as well as our environments. It can be easy for individuals to cut ties with friends and/or peers; however, family structures are usually an essential component for personal survival, so those relationships should be maintained. As we get older and roles change, it is necessary to learn how to interact with our family members. Boundaries must be established within family relationships, so less role stress can be achieved. A productive way of doing this is to write your likes and dislikes about family members. Explore new positive ways of dealing with each member despite your dislikes. Ponder some things you can overlook and recognize that their behavior is a part of their personality.
Worksheet 1: Identifying College Allies Your Likes and Dislikes about Family Members, and Assessing Where you are in the Family Life Cycle

1) Who are your college allies?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2) Name individuals in your household; what are three things you like and dislike about them?

**Person 1**
I like __________________________________________
because 1) ________________________________________
2) _____________________________________________
3) _____________________________________________

However, I don’t like it when _____________________________
does 1) ________________________________________
2) _____________________________________________
3) _____________________________________________

I can work around this problem by ________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Person 2**
I like __________________________________________
because 1) ________________________________________
2) _____________________________________________
3) _____________________________________________

However, I don’t like it when _____________________________
does 1) ________________________________________
2) _____________________________________________
3) _____________________________________________

I can work around this problem by ________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Person 3
I like ____________________________
because 1) ____________________________
2) ____________________________
3) ____________________________

However, I don’t like it when ____________________________
does 1) ____________________________
2) ____________________________
3) ____________________________

I can work around this problem by ____________________________

Person 4
I like ____________________________
because 1) ____________________________
2) ____________________________
3) ____________________________

However, I don’t like it when ____________________________
does 1) ____________________________
2) ____________________________
3) ____________________________

I can work around this problem by ____________________________

Person 5
I like ____________________________
because 1) ____________________________
2) ____________________________
3) ____________________________

However, I don’t like it when ____________________________
does 1) ____________________________
2) ____________________________
3) ____________________________

I can work around this problem by ____________________________
3) How will you continue to work on conflict with different family members while attending college? (If you need help with this question, make an appointment to meet with your counselor)

4) What is your current family life cycle stage? Are you in any additional family life cycle stages? If so, please list them.

5) How are you solving the difficulties that may come from being in the above stage(s) while attending college?

6) As you reflect, what are the rewarding aspects of being part of your family life cycle(s)?
Worksheet 2: So, how do I complete my college projects while I am a parent?

Directions: Parents should designate a time they could do homework. If you have toddlers you should make doing homework a big event (toddlers love big events). If you have older children this task should be easier. Parents should tell the child it is homework time, give the child a book to read, video to watch, or a pen and paper and give them a specific time frame that homework will be done until. Tell the children what cannot be done during this time and remind them during that time that homework is being done. After the homework time is complete, reward them with a treat for good behavior. *Their behavior does not have to be perfect.

How did this assignment work for you? If it benefited you, please explain in what way; if not, how would you modify it?
Supplemental Activity 2: Being Truthful

As we grow in our environment, we began to form ideas and develop different behaviors from three different experiences. These can be seen as: 1) individual time, 2) social time, and 3) historic time (Gladding, 1996). When we discuss our individual time, we explore our experiences from childhood to adulthood and our family matters. Our historic time would be considered the monumental or historic things that happened in society, such as 9/11 or the elected president and his policies. Our social time would be the norms of society of our time, such as women’s rights, gay rights, childrearing, marital trends, and political concerns. These experiences influence our thoughts and behaviors. However, individual time is the topic of interest for this activity.

Habitual behaviors are a concern when examining the individual time of a person. If the individual was reared in a stressful environment and/or identified with people who demonstrated a deceitful character and/or told untruths most of the time, this becomes a problem later on in life and during college. As human beings, it is highly unlikely that people are going to be completely honest and truthful to each other. Many times people do not tell the truth as a way of protecting themselves, which varies intraculturally and interculturally. However, telling untruths can become a habit, which can eventually become automatic and part of an individual’s personality. Thus, a person may be unaware of telling consistent untruths. So, instead of worrying about other people not telling the truth, I would like to turn the paradigm and have the college student be concerned with self-truthfulness and honesty.

Being True to Yourself

Many times, we are not truthful to ourselves more than we realize and many times we say untruths so much that we begin to believe them. This behavior is self-destructing and causes people to stay in an unhealthy mental state. This issue of not telling the truth has a direct impact on academic success. When a person has a habitual tendency to say untruths, he/she will say untruths about anything. They will say untruths to themselves about allocating time for being punctual for class, studying, and preparing for being a college student. Untruthful people will fail academically and will blame their failure on everyone else without examining their own behaviors that created their predicament. Therefore, it is necessary for college students to be honest and truthful to themselves. This becomes a mental exercise that may not be easy for some people to do, because of the habitual behavior of not telling the truth. This unconscious liability makes the person believe that they cannot change their behavior. Although you may not consider yourself a person who does not tell the truth, you are encouraged to complete the worksheet on self-analysis.

Incorporating Self Esteem in Daily Activities

Self-esteem is very complex, because it naturally changes based on your environment and level of confidence in different circumstances of your life. Also, it is based on past and current life experiences. Many times, poor experiences compromise how people feel about themselves, which causes mental distress. This causes them to have less than optimal performance at
school, work, and home. To incorporate self-esteem in our daily activities we must know the definition of self-esteem, which not only focuses on feeling good about ourselves, but incorporates feelings about our overall life experiences as well as current goals. The National Association of Self-Esteem has defined self-esteem as the following:

The individuals overall sense of self-competence and self-worth. Self-competence is a generalized sense of individual efficacy or ability to deal effectively with life challenges and to attain challenging goals. Simply put, self-competence is having self-confidence or conviction that one is generally capable of producing desired results…. expectancy for success” (Malhi, 2003, p. 4)

Overall, incorporating adequate self-esteem for optimum performance only comes with being true to ourselves. We must factor in all of our life experiences. This is done by forgiving ourselves for past mistakes or negative beliefs. After doing that, we begin to move forward with our lives. To know what we want in life, many times we must experience what we don’t want in life. So, we should stay aware of the things that we don’t want and plan and achieve the things that we do want. Thus, at times we must experience who we don’t want to be, before we can be who we want and need to be. Self-esteem can make or break an individual. Meaning, high self-esteem is related to ambition and drive; while low self-esteem is related to some level of mental illness such as depression or anxiety. Mahli (2003) discusses ideas of self-esteem when he expresses the following.

Self-Worth or self -respect is essentially accepting oneself unconditionally and having the feeling that one is worthy of living and attaining happiness: you feel like you matter.

Life essentially is a self-fulfilling prophecy. Common sense also dictates that a person who has self—doubt and lacks self-acceptance is unlikely to attain peak performance. (p. 4)

People who feel worthy, able, and competent are more likely to achieve their goals than those who feel worthless, impotent, and incompetent.

High self-esteem triggers enthusiasm and optimism. It motivates people to pursue their goals and to persevere in the face of obstacles.

High self-esteem individuals are less negatively affected by chronic stressors such as role ambiguity and conflict. (p. 5)

Research also shows that low self-competence is associated with stunted motivation, anxiety, and depression.

Indeed self-esteem is a key in determining resilience. (p. 6)
Resiliency

So, how does one increase one’s self-esteem? This is done by beating the odds of life’s challenges, coping with what we have encountered thus far and making peace with our mistakes, shortcomings, inadequacies, failures, disappointments, and overall challenges—all while saying: “I forgive myself and I forgive those who have disappointed me” or perhaps, “I no longer blame myself for past mistakes and I will no longer have anger towards those who have disappointed me.” A resilient person continues to strive during difficult times, not giving up, continuing to think positive, and setting positive goals for him or herself as well as their family. “Research demonstrates that resilient individuals beat the odds because they recover from or adapt to stress and problems found in life. Perhaps all of us who succeed are resilient and have something to offer in our stories of resiliency.” (Carlson & Lewis, 2002, p. 89)

Displaced Anger

Another aspect of maintaining an adequate level of self-esteem in your daily life is being aware of displaced anger that other people pass on. This can be identified when people are cruel. Although, they are not reacting to anything that was immediately done to them. This behavior is usually stemming from somewhere else and has everything to do with what is going on in their personal life. So, to avoid other people’s displaced anger, be aware that it has nothing to do with you and that something is going on with them. Individuals should always walk away from the situation. It is unhealthy to confront the person, because that could have poor results. Becoming aware that this person is not having a good day, will allow us to be less reactive in these types of situations. Of course, displaced anger works both ways. So, if we know that we’re having a bad day, we should mentally address and resolve the problem and refrain from displacing our anger towards others. Remember, displaced anger over time manifests itself as rage. Also, as a college student displaced anger causes poor academic concentration and poor interpersonal skills with faculty, staff, and students. Remember you should be true to yourself, so you can achieve your goals!
Worksheet 3: Self Analysis

Directions: Keep a record of every-time you stated an untruth for two weeks. Once you see a pattern, you can change this habit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Situation</th>
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<tbody>
<tr>
<td>Day 1</td>
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<td>Day 7</td>
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Worksheet 4: Becoming Resilient from Life’s Challenges, While Assessing and Enhancing Self-Esteem

Read Vignettes:

Challenging Life Experience Vignette:

I have a lot of family and financial problems. I don’t get along with my parents or siblings. I never was a high-achiever in school. I was always labeled an average student. I am trying to focus on achieving my goals, but they seem too difficult. I feel like screaming. I work 30 hours per week, so I can help my family, while attending college. I am tired and frustrated. I feel as though I do not have enough time to complete everything.

Self-Affirming Attitude Vignette:

Yes, I reside with my family. We may not agree on everything, but we are a team when faced with challenges. I may have not gotten straight A’s in school, but look at how far I have come with my education. I am enrolled in college and I am trying to make good things happen for me. Based on my past experiences, life has been difficult and nothing will ever come easy. I am ready to control my happiness and I will create a schedule and follow through with implementing my daily tasks.

Re-Write Your Story Below

Challenging Life Experience Vignette:

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Self-Affirming Attitude Vignette:

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Supplemental Activity 3: Intimate Relationships and the College Student

Intimacy

As human beings we all have an innate desire for having a mate. It is very rare that people are taught during early educational years (such as during high school) what to look for in a mate or perhaps essential behaviors to have for intimate relationships. Many people go through trial and error in relationships before they find the appropriate mate. Physical attraction usually is the determining factor to coupling. The reality of intimate relationships for the college student is that a poor intimate relationship drains academic performance. Students who are having mate/relationship issues report having problems with concentrating during class, which prohibits adequate academic performance. The student must make decisions about attaining the education and balancing their relationship desires.

Relationship Imbalance

A healthy relationship is not conflict-free; however, there should be adequate levels of honesty, respect, and communication (Holland, 2005). Role expectations should be discussed before agreeing to be in a committed relationship. Furthermore, when two people commit to being in a relationship, they both agree that they will only date and/or have a sexual relationship with each other. This means that one person does not decide to be in a committed relationship, two people decide to be in a committed relationship. So make sure you’re in a mutually committed relationship. Another prevalent issue regarding relationship imbalance is what I have termed mate sabotaging. Mate sabotaging (another term created for this workbook) is when a mate does things to hinder the growth of the other person. Among college students, this may be an issue if one mate is attending college and the other is not attending college. If this is a problem, the couple should seek professional help.

There are countless reasons why you might be tempted to perpetuate a relationship that should have ended at an early stage. Perhaps you feel that you may not find anyone else good or better. Or you may think that if you just try harder, the relationship might work out. Perhaps you don’t want to hurt the other person or worry that you might regret your decision later. Are you letting fantasy triumph over fact? Remember the other person deserves someone who will love them unconditionally. If you have misgivings, if your love is superficial and inadequate, then you need to let them go. (Warren, 2000, p.84)

Choosing a Healthy Mate

A healthy way to having a comfortable lifestyle is to make sure the person has good character before marriage. Assessing what you like and dislike about the person, while trying to weigh the options of deciding to be in a committed relationship, despite the things you do not like about the person. If the married relationship is based on sex only, the relationship is less likely to last and may result in divorce and/or separation unless the couple seeks counseling (Holland, 2005). Relationships “are a measurement and mirror of personal development and identity.” (Aldridge, 1989, p. 4).
Take seriously the need to wait until you have personally developed your identity and life goals. If you do, your selection of a mate will be based on the “totally grown up” you and prove to be as good ten or twenty years from now, as it is today. (Warren, 2000. p. 9)

Ten steps regarding how mature individuals in relationships handle conflict.

1) They have a strong commitment to harmony, but only if it involves openness and authenticity on the part of both individuals.

2) Both persons have a deep respect for themselves and for the other individual.

3) Both persons expect there to be differences between them, and they welcome them.

4) They appreciate the uniqueness of the other person and understand the importance of listening and hearing accurately.

5) Each has a strong sense of comfort in the relationship.

6) They are determined to deal with conflict, not ignore it.

7) Both are able to admit when they are wrong.

8) They are not defensive, they feel no sense of competition or the desire to win.

9) They are both eager to congratulate one another when differences are resolved happily.

10) They recognize that the road to love needs to be kept clear of conflict and resentment and are willing to spend the time required to get this done. (Warren, 2000, p. 125)
Worksheet 5: Relationship Vignettes

Conflicting Couple Relationship Vignette
I don’t feel comfortable talking to my mate. We have frequent disagreements and rarely agree on anything. If I suggest quality time, later he/she cancels our plans. I am so unhappy and I want this relationship to work, but it seems as though I am the only one who is showing effort. I feel as though I am not in a relationship.

Balanced Couple Relationship Vignette
I spoke to my mate about needing more quality time. We agreed that on Saturday we are going to share the whole day together. We planned activities and we are both excited about how we are going to spend the day. I am glad we had a discussion about wanting quality time, because we were feeling the same about not having enough intimacy.

Write Your Own

Conflicting Couple Relationship Vignette
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Balanced Couple Relationship Vignette
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Supplemental Activity 4: What You Give…You’ll Eventually Get

Self-Fulfilling Prophecies

The saying “what you give… you’ll eventually get” is a very broad term that can be applied to many experiences in life. I would like to address this term in the realm of speaking things into existence, or self-fulfilling prophecies. The importance of this topic for college students is to be conscious of what you’re uttering. Academically, you may utter: I can’t do math. This will directly affect your performance in math. So, what you should be uttering is: I need to establish a system for learning math as well as having a tutor; or, I should reduce my course load this semester so I can dedicate more time to a course in which I need more assistance. By making positive prophetic statements, as in the above examples, you eliminate negative self-prophecies that you may unconsciously call into your life. “If negative statements are not acknowledged, understood, or resolved, they can lead to self-sabotaging behaviors and attitudes. These behaviors are usually out of our awareness” (Anderson & Whitten, 2005). Students should explore their inner dialogue—the things we say in our minds. This dialogue is very powerful and it derives from negative and/or positive self-analysis. Once you begin to strategize for academic success, you begin to speak it into existence. This is one vital aspect that makes a professional college student, and it is a criterion for academic success.

Reduce the Frustration by Checking Nutrition

Nutrition becomes another aspect of academic success when you’re in college. Remember, in today’s society many of you are juggling many roles with family, school, and work. Poor eating habits will negatively affect your energy level. No one is a robot, so it is beneficial to consult with your medical doctor or nutritionist when assessing your personal health needs. From a general perspective, most people will benefit from drinking water daily, eating vegetables (especially green), and monitoring their protein/starch intake and fatty food consumption. Reducing caffeine, which can be found in coffee, chocolate, soda, and some teas is also a good idea because it will help with the reduction of anxiety attacks and poor reactive aggressive behavior. Proper exercise is an important element to overall balance. Many of us complain that we do not have time to exercise. However, most medical specialists recommend 30 minutes of walking twice a day or at least several times a week. This helps eliminate stress that is created from daily interaction with people and/or job performance.
Worksheet 6: Examining Our Inner Dialogue Vignette

**Negative Inner Dialogue Vignette**
I am on academic probation. I feel overwhelmed and as if I am always trying to succeed but something happens and I am thrown off track. I feel that it is too difficult to obtain my goals. I want to give up. Maybe school isn’t for me.

**Positive Inner Dialogue Vignette** (re-write a positive Vignette based on the above.)
Family Dynamics and the World of Work

It is imperative for the college student to be aware of how the world of work impacts family dynamics. When it comes to employment trends, women have become active participants in more demanding leadership roles, more so now than they have been historically. This behavior has substantially changed family life as well as expanded role expectations for men and women in regards to family culture. It will benefit male and female college students to become cognizant of current behavior needs when making marital and/or cohabiting family-life decisions. Contemporary marriage relationships in the United States are being formed based on dual workforce participation and equal educational attainment. Thus, both individuals are sharing domestic and childrearing responsibilities equally (Schwartz, 1994).

Due to dual workforce participation, American men and women are now examining the cost and benefits of relationships before entering a commitment. This behavior of examining the cost and benefits of relationships has been termed social exchange (Devault, Sayad, & Strong, 1998). The way social exchange works is best shown by this example: When a man and woman marry, they expect to share equally in the burden of providing for the newly created family. If both husband and wife work outside the home to support the family, the wife may still be expected to come home and handle all the domestic work as well, because of traditional concepts of marriage behaviors that may have not been discussed before marriage. When this happens, the social exchange is said to be unequal (Holland, 2005). An imbalance in role expectations leads to a conflict that can heavily impact the family life cycle for any racial group, because role expectations are an intricate part of any intimate relationship (Holland, 2005). If there is an imbalance in role expectations, the nuclear family is more likely to not survive, resulting in a lack of marital commitment, or in divorce (Holland, 2005). Thus, the more education we have, the more educated decisions we can make. So, be aware of role expectations when working and maintaining family life.

Employment Expectations & Your Role in the Office

Workforce preparation has rapidly changed in today's society. Historically, American high schools would prepare teens for the world of work and college was an extra initiative for personal growth. In today's society, college is the primary step for a majority of teens before entering the world of work; however, a significant amount of teens enter the world of work while attending college. Whether a teen has or has not worked, it is necessary for him/her to be groomed for career employment. Colleges have incorporated career planning and consultation for students’ transition into the world of work. Furthermore, when researching prospective careers, college students should access the Occupational Outlook Handbook. This book provides career information as well as outlines: 1) significant occupational points, 2) nature of work, 3) working conditions, 4) hiring analysis, and 5) training, and other qualifications and advancement. The Occupational Outlook Handbook can be accessed at http://www.bls.gov/OCO.
Additionally, Zunker (2002) reported the following six essential competencies that employees require.

1) **Learning Skills** - Learning skills rank high in importance as organizations introduce changes. Employees must learn from a variety of sources, including co-workers, customers, suppliers, and educational institutions.

2) **Basic reading, writing, computation, and cognitive reasoning skills** - Employees must be able to comprehend, analyze, and apply information they read.

3) **Interpersonal Skills** - In current organizations, teams have become the vehicles of performance; thus, individual performance is linked to well-developed interpersonal skills. The following skills are considered important: how to work in groups successfully and resolve conflicts; how to gain cooperation with peers, and how to network within the organization.

4) **Creative thinking and problem-solving skills** - The worker today should be able to relate to every phase of the production process, from obtaining raw materials to improving processes and procedures. Problem-solving skills should include being able to analyze situations, ask questions, seek clarification of what is not understood, and think creatively to generate options. The overall goal is for employees to develop skills that enable them to handle situations effectively without direction.

5) **Leadership Skills** - In emerging organizations, employees are encouraged to be active agents of change, rather than passive recipients of instructions. The employee today needs to develop abilities to envision improvement in work areas or establish a new direction and perhaps most important, elicit the active commitment of others to accomplish his or her visions.

6) **Self-Development (and self-management) skills** – These skills require that employees take charge of their careers and manage their own development. Employees must become aware of the changes in the workplace and be sure they have the requisite skills, knowledge, and competencies for their current assignments and potential future ones. The management of one’s career is considered to be a learned competence and a necessary and important condition in the merging corporation structure. (p. 521)

John Holland, an internationally known scholar in career assessment, devised six personal style assessment types for occupations that can be found in the following.

**Realistic Personal Style** - This individual may lack social skills, prefers concrete vs. abstract work tasks; may seem frank, materialistic, and inflexible; usually has mechanical abilities. **Occupational Environment** - Skilled trades such as a plumber, electrician, and machine operator, technical skills such as airplane, mechanic, photographer, draftsperson, and some service occupations.
Investigative Personal Style- This person may be very task-oriented; is interested in math and science; may be described as independent, analytical, and intellectual; may be reserved and defers leadership to others. 

Occupational Environment- Scientific, such as a chemist, physicist, and mathematician; technician such as laboratory technician, computer programmer, and electronics worker.

Artistic- Prefers self-expression through the arts; may be described as imaginative, introspective, and independent; values aesthetics and creation of art forms. 

Occupational Environments- Artistic such as a sculptor, artist, and designer; musical such as music teacher, orchestra leader, and musician; literary such as editor, writer, and critic.

Social-Prefers social interaction and has good communication skills; is concerned with social problems, and is community-service-oriented; has interest in educational activities. 

Occupational Environments- Educational such as a teacher, educational administrator, and college professor; social welfare such as social worker, sociologist, rehabilitation counselor, and professional nurse.

Enterprising- Prefers leadership roles; may be described as domineering, ambitious, and persuasive, makes good use of verbal skills. 

Occupational Environments- Managerial such as personnel, production, and sales manager; various sales positions, such as life insurance, real estate, and car sales person.

Conventional- May be described as practical, well-controlled, sociable, and rather conservative; prefers structured tasks such as systematizing and manipulation of data and word processing. 

Occupational Environments-Office and clerical worker such as timekeeper, file clerk, teller, accountant, keypunch operator, secretary, bookkeeper, receptionist, and credit manager. (Zunker, 2002, p. 61).

These personal styles can be used as a guide to areas of career interests. Thus, students should access the Career Development office at BMCC, which is located in room N210.

Entertainment Culture and the World of Work

American society is saturated in entertainment culture, which is a lucrative industry. It is important for today's college student to know that entertainment culture is not appropriate in the world of work (unless you are employed in the entertainment industry). The sentence structure entertainers may use in a song or perhaps the way movie stars dress may not be appropriate at work. So, both dialect and attire become topics of discussion in the real world. When employed, we should know if the organization has dress code guidelines and if so, follow them. If the organization does not have a dress code, ask a supervisor about proper work attire.

Most importantly, at work our dialect should be spoken in standard-English. This could easily be overlooked by the urban dweller, because of the fast-paced life style of New York City. The beauty of New York City is that we live in a culturally and racially diverse community. We reside in a melting pot of diverse ethnicity and we all have non-standard ways of speaking.
English, which is appropriate when interacting in our communities; however, it may not be productive when interacting with our co-workers, supervisors, and managers on the basis of precise communication. When a student is conscious of their dialect at work, they are implementing multi task communication skills, which is savvy. For students who believe they need assistance with identifying non-standard dialect in their daily speech, there is a handbook entitled: The Grammatically Correct Handbook by Ellie Grossman that can assist students with becoming conscious of non-standard dialectical usage.

Belief Systems

Establishing and implementing a positive belief system is another vital aspect of improved academic performance. Positive belief systems can assist individuals by empowering their mental thought processes, which leads to goal accomplishment. The college student is optimistic and empowered to complete personal, academic, and employment aspirations. Usually belief systems derive from religious, spiritual, and cultural practices within a family structure. A belief system allows the individual to have complete trust in something that is not presently happening. A belief system prepares an individual for the spontaneous unexpectedness of life, whether positive or negative in experience. The following article discusses how belief systems can affect an individual’s perspective on life experiences and expectations.

How to Establish A Belief System?
by Christopher Williams, M.S.

If your good friend, or a total stranger approached you and asked, “What do you believe in, or what is your belief system? What would you say? Would you respond by saying “I believe in Zen Buddhism, Taoism, Hinduism, Judaism, Islam, or Christianity? Would you say you believe in Confucianism? Physical Science? Relativism, or Animism? On the other hand, have you ever heard of individuals who say they believe in nothing? Is belief in nothing necessarily a wise decision to make?

Since the beginning of time, human beings have clung to various beliefs and belief systems. A belief system has many definitions such as ideas that are taken on faith and that cannot be scientifically tested. Other definitions include related beliefs and convictions concerning particular phenomena and one extremist definition is those inventions that you create to explain what you do not understand and is normally considered truth. Another definition includes a state or habit of mind in which trust or confidence is placed in some person or thing. Having beliefs, or a system of beliefs, have served to enrich men and women, connecting them to their environment, enhancing their culture, and ultimately, in most instances, improving society itself. A belief system also serves to connect us with reality and our own self-consciousness by making us more adaptive and pliable to different types of stress. How then does this happen?

Scholars have long indicated that stress is the product of a complex interaction between culture and biology in which individuals’ experiences are positioned. Our responses to stress are triggered by a threatening stimulus first (Canon, 1953) and stimuli, which trigger the physiological response, which are culturally constructed. Humans adapt to stress in two ways,
through biology and through culture and, according to Marks (1995), if culture constitutes the manner in which people cognize the world and the way people cognize the world is created from experience (D'Andrade, 1995), having a belief system either empowers or hinders individuals to act more responsively, or unresponsively to stress. In other words, what you believe in helps dictate whether you make an appropriate and a positive response to stress.

But most importantly, having a belief system causes men and women to be conscious of and closely connected to their spirituality. Men and women confront different degrees and forms of stress everyday. This manifestation of stress is apparent to almost everyone and we all handle stress differently. However, the individual who has a viable belief system, based on experience, can adequately handle those stresses that seek to compromise an individual’s quality of life. Most of us complain of having to endure life’s trials and tribulations, including persecutions. But how successfully do you handle these trials and tribulations? Being aware of your belief system, which brings men and women in closer contact with their spirituality- your innermost being, and placing faith and confidence upon this belief system, enables men and women to ride the stress wave until it recedes and no longer has a negative impact and effect upon the individual.

In other words, when stress, worry, or anxiety is placed upon a person, what a person believes on the inside will manifest itself. It’s similar to placing pressure on a piece of fruit like an orange. Once the pressure is applied, whatever is on the inside, whether positive or negative, will come out and will be made apparent. So, what do you believe in on the inside?

The problem is, as far as belief systems go, there are many different religions, ethnicities, races, creeds, languages, customs, cultures, perceptions, philosophies, and so on... With so many human differences, what is the common focus between men and women on this verdant colorful planet Earth? The most important realization is that we are human beings, with the same physical and spiritual embodiment, created by the same spiritual Creator. Whatever you decide to name him at this point, is not that important now, but what is important is to realize that this Creator gave each man and woman the capacity to have beliefs and a system of beliefs to improve our quality of life here on Earth. How do we establish a belief system?

The first thing in establishing a belief system is to accept the ordinary system of tenets and truths inherent with your belief. For example, if you believed that all college students were smart and gifted and were capable of performing outstanding feats of accomplishment on any examination during the academic year, you would automatically accept this tenet and would expect to see everyone in your class perform exceptionally well. If anyone did not do well, that would destroy the basic tenets of your belief system and the belief system itself.

Secondly, you would display a confidence, or would believe that everyone would do well on any examination, through your actions, mannerisms, communication, knowledge, and attitude. This is what makes the belief system viable to you. Belief systems make it possible for one to exude 100% complete confidence. Complete confidence to the point where you entrust yourself to the belief system, and you believe in the belief system, by walking in the basic belief system tenets is what makes a belief a true belief. Your belief system would then be inside of you, outside of you, and all around you.
Lastly, confession of your belief system, or acknowledging what you believe to that Creative spiritual force, and to others, will go a long way in the process of establishing and grounding you in your belief system. There is a special coordination between the mind and the innermost part of the human body which houses and generates emotions, what some individuals call the “spiritual heart.” The spiritual heart is very important because it contains philosophical truths, providing a detailed knowledge of God, man, the purpose of human life, and the path of spiritual self-realization. Verbal confession, the interplay between the mind and the spiritual heart, then reinforces these spiritual philosophical truths and guides you in the most appropriate positive direction.

So to establish a belief system involves 1) acceptance of the basic tenets of the belief system, 2) confidence through belief, or entrusting yourself totally to the belief system, and 3) confession of the belief system to the great Creative Spiritual force and to others. Having a belief system then is beneficial since such belief systems provide various coping strategies to deal with life’s issues and stresses. The advantages of having a belief system definitely outweigh not having a belief system.

In summary, the 20th Century Black Activist, Malcolm X stated philosophically

“A man who believes in nothing will fall for anything…”

Do not, then, be in the category of individuals who fall for anything !!!!!!!! So, what do you believe in?

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Your comments about this article are welcomed and can be emailed to cmwilliams@bmcc.cuny.edu.

References Cited

Worksheet 7: My Role as an Employee

Read Vignettes

Self-Defeating Inner Dialogue Vignette
Most of my co-workers have completed their college education. I am in the process of
completing my college education. They probably view me as not as smart as themselves.
Sometimes, I believe if I say something it may sound stupid or others may not see the relation
it has with the current discussion.

Self-Affirming Inner Dialogue Vignette
Yes, I am working with college-educated people and I am glad that I was chosen as a co-worker.
My supervisor knows I am working on completing my college degree and knows that I am smart
and goal oriented. That is why I was chosen for the job. I am assertive and my discussion is
welcomed when I am conversing with my peers, we all bring different experiences to the job.

What are your fears about employment?

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Re-write those fears with positive statements.

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Worksheet 8: How does my Belief System Work for Me?

Write an essay on your belief system. Has it changed since childhood? Does your belief system encourage you to pursue your personal and family goals? If so, In what ways? Is your belief system spiritual based? What are some things you do to reinforce your belief system? Are there things you could do to better develop your belief system? If so, write down the changes you would make.
References


Hot Lines and Help Lines Resources

Al-Anon – Substance Abuse (800) 356-9996

Abuse and Neglect Hotline (800) 342-3720
- New York State Dept. of Social Services

AIDS Drug Assistance Program: ADAP (800)-542-2437

AIDS Hotline (800) talk HIV or (212) 447-8200 Mon.-Fri. 9 a.m.-9 p.m.

Alcoholics Anonymous (800) 344 2666 or (212)-870-3400

Association for Drug Abuse Prevention (212) 289-1957 or (718) 782-2080

Cancer hotline (800) 877-8077

Child Abuse and Maltreatment Report Center (800) 342-3720

Cocaine (800) COCAINE

American Diabetes Association (800) 342-2383

Emergency Contraception (800) Not 2 late

Gay and Lesbian National hotline (212) 989-0999

Gay Men’s Health Crisis (212) 807-6655

Incest and Sexual Abuse hotline (212) 227-3000

Lesbian and Gay Community Services Center (212) 620-7310

Life Net General hotline (800) Life Net
*Asian hotline (877) 990-8585
*Spanish hotline (877) 298-3373

Marijuana Addicts hotline (212) 459-4423

Medicaid Information hotline (718) 291-1900

Medicaid Managed Care Information (800) 505-5678

Narcotics Anonymous (212) 929-6262

National Council on Alcoholism and Drug Dependence Hope-line (800) 622-2255
National Domestic Violence hotline (800) 799-7233
National HIV/AIDS hotline Eng (800) 342-2437
National Runaway hotline (800) 231-6946
National STD hotline (800) 227-8922 8 a.m. until 11:00 p.m.
NYC Department of Mental Health (212) 219-493
NYC Gay & Lesbian Anti-Violence Project (212) 714-1141
NYC Department of Health AIDS hotline (800) 541-2437
Parent Help-line (212) 472-8555
Planned parenthood, appointments (212) 965-7000
Poison hotline (212) 764-7667
Rape Crisis hotline (212) 577-7777
Safe Horizons (212) 577-7777
Sexual Compulsives Anonymous (212) 439-1123
Sickle-Cell Disease Association of America (800) 421-8453
Suicide Prevention hotline (800) 543-3638
Women’s health-line (212) 230-1111
Youth Crisis hotline (800) 246-4646