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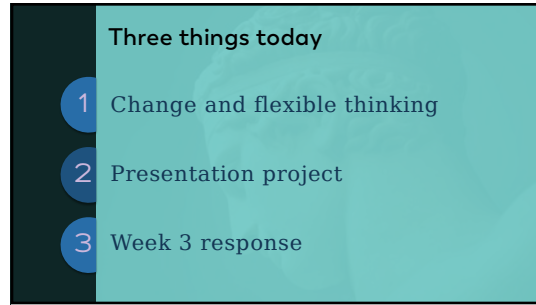
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### Dealing with change

- Things are constantly changing
  - Don't expect stability
- Even good change can cause stress
  - Don't stress out about stressing out
- Continuity
  - Keep up your regular schedule as much as possible
  - Eat healthy and exercise
- Seek support
  - Talk about problems more than feelings
- Focus on your values instead of your fears
- Assess the positives
- Accept the past, but fight for the future



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### 7 tasks of college student development

- Developing competence
- Managing emotions
- Becoming autonomous
- Establishing identity
- Balanced interpersonal relationships
- Choosing goals
- Developing integrity



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### Practical approaches to change

- Expecting change
- Managing change
- Asking for help



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### Professor expectations: The basics

- Be respectful
  - Don't come to class just to nap or be on your phone
  - Don't pack up minutes before class ends
- Be on time
- Know the due dates
- Know the university policies and procedures
- Go to office hours
- Ask relevant questions
- Remember that we've been there



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### Professor expectations: What really matters

- Read and write, read and write, read and write
- Keep exploring what makes you succeed in class
- Come to class with an open mind
- Care about what you're learning
- Communicate with you professors
- Take advantage of the many opportunities college offers
- Engage yourself



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### Assessing assertions: Aim higher

**"Universal Intellectual Standards"**

- Clarity**
  - Sometimes you cannot determine if something is accurate or relevant unless you have more information.
  - Ask, "Can you elaborate further on that point?" or "Can you give me an illustration, example, etc.?"
- Accuracy**
  - A statement can be clearly presented, but then you have to ask, "Is it true?"
  - In addition, ask, "How could we check that information?"
- Precision**
  - A statement might be true, precise, accurate, but then you must ask, "Can you be more specific?" or "Can you give me more details?"
- Relevance**
  - Statements may be clear, true, and precise, but that does not necessarily mean the information presented is relevant.
  - Ask, "How is this information connected to the question?"
- Depth**
  - Some statements can be specific, such as the "Just say No!" campaign. It is a clear, accurate, precise, and relevant statement, but it lacks depth into the issue and reasons for drug use.
  - Ask questions like, "Are you taking into account the problems in the question?" or "Are their complexities not being considered?"
- Breadth**
  - Statements may not include all points of view.
  - Ask questions like, "What would the look like from the perspective of their point of view?" or "Is there another way to look at the statement?"
- Logic**
  - Often, as we are thinking, we are bringing information from many different sources and putting it together into a new thought.
  - Ask questions like, "Does it make sense?" or "Does that thought follow from what was presented previously?"

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### Flexible thinking

- Optimism vs. Pessimism
- Perspective-taking
- Understanding rules of thumb don't always apply
- Explanations may be situational or personal
- Recognizing your biases

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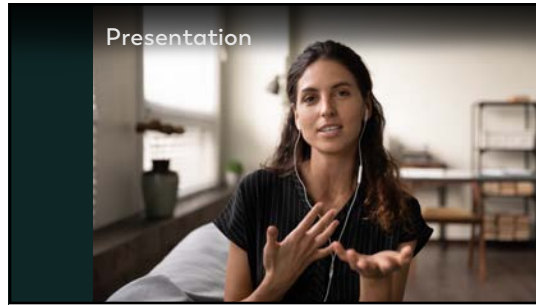
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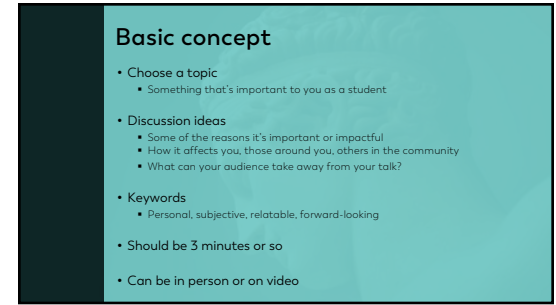
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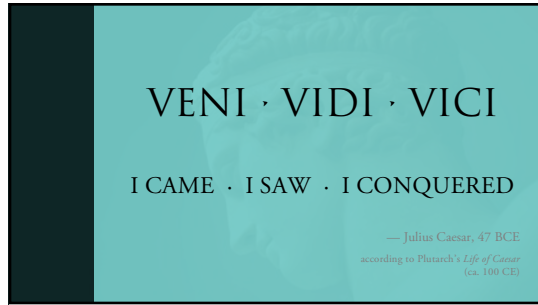
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