

Counseling and Advising: Building Partnerships

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Developmental academic advising

- “is defined as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources...
- stimulates and supports students in their quest for an enriched quality of life...

Developmental academic advising (cont.)

- focus(es) on identifying and accomplishing life goals, acquiring skills and attitudes that promote intellectual and personal growth, and sharing concerns for each other and for the academic community...
- reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation" (p. 19)

Counseling

- “is a learning-oriented process, carried on in a simple, one-to-one environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter’s needs...
- to learn more about himself (herself).

Counseling (cont.)

- To learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his (her) society” (p. 17)

Essential Conditions of the Advising Process

1. Academic advising is a continuous process with an accumulation of personal contacts between advisor and student—these contacts have both direction and purpose.
2. Advising must concern itself with quality-of-life issues, and the advisor has a responsibility to attend to the quality of the student's experience in college.

Essential Conditions of the Advising Process (cont.)

3. Advising is goal related. The goals should be established and owned by the student and should encompass academic, career, and personal development areas.
4. Advising requires the establishment of a caring human relationship—one in which the advisor must take primary responsibility for its initial development.

Essential Conditions of the Advising Process (cont.)

5. Advisors should be models for students to emulate, specifically demonstrating behaviors that lead to self-responsibility and self-directiveness.
6. Advising should seek to integrate the services and expertise of both academic and student affairs professionals.
7. Advisors should seek to utilize as many campus and community resources as possible.

Steps in the Counseling Process

1. Stating concerns and establishing a need for help
2. Establishing the relationship
3. Determining goals and exploring alternatives
4. Working on problems and goals

Steps in the Counseling Process (cont.)

5. Facilitating awareness
6. Planning a course of action
7. Evaluating outcomes and terminating

Scope of Therapeutic Psychology

COUNSELING

Educational

Supportive

Situational

Problem-solving

Conscious awareness

Emphasis on normal

Focus on present

PSYCHOTHERAPY

Supportive

Reconstructive

Depth-oriented

Analytic

Focus on the past

Emphasis on neurotic or
other severe problems

Similarities between Counseling and Advising

- Ongoing process with multiple contacts with student
- Relationship is a key factor
- Focus of the work can be academic, career, or personal in nature
- Goal oriented
- Student development and success are core values

Differences between Counseling and Advising

- Types and frequency of contacts with students
- Certain qualities of the relationship
- How issues and goals are identified
- Focus of the work
- Professional training of the advisor/counselor
- Confidentiality/ethical parameters

Characteristics of Troubled Students

- Extremely poor academic performance, or a change from high to low grades
- Excessive absences, especially if prior class attendance was good
- Unusual or noticeably changed interaction patterns in the classroom

Characteristics of Troubled Students

(cont.)

- Depressed or apathetic mood, excessive activity or talkativeness, evidence of crying
- Noticeable change in appearance and hygiene
- Alcohol on the breath

Characteristics of Troubled Students

(cont.)

- Inability to remain awake in class
- Repeated attempts to obtain deadline extensions or postpone tests
- Dependency
- New or continuous behavior which disrupts your class or student interactions

Characteristics of Troubled Students

(cont.)

- Inappropriate or exaggerated emotional reactions to situations, including a lack of emotional response to stressful events
- Seeks help from multiple other parties instead of counseling professionals

Characteristics of Troubled Students

(cont.)

- Violent or other extremely disruptive behavior
- Obvious loss of contact with reality
- Disturbed speech or communication content
- Suicidal or other self-destructive thoughts or actions
- Homicidal threats

WHEN TO REFER

- A student asks for help with a problem outside of your realm of expertise
- The student feels uncomfortable talking to you about the problems
- What you have done so far to help has not sufficiently helped reduce the problem
- The student's behavior is disrupting others

WHEN TO REFER (cont.)

- Helping the student could represent a conflict of interest or dual relationship and compromise your objectivity
- You are having a strong emotional reaction to the student's situation, *e.g.*, feeling overwhelmed, overly responsible, afraid, tired
- You are extremely busy or stressed, or unwilling or unable to offer the necessary help

HOW TO REFER

- Talk to the student in private
- Express concern, while being specific about particular troubling behaviors
- Listen empathically
- Remain neutral

HOW TO REFER (cont.)

- Suggest to the student that it would be helpful to talk to someone at the Counseling Center who is trained to address his/her concern. Have the student call to schedule an appointment from your office, if he/she is willing.
- Demystify and destigmatize counseling as necessary

HOW TO REFER (cont.)

- Call a counselor yourself to consult about the student's circumstances
- Obtain emergency help via Campus Safety if there is a threat of danger or harm