Advancing Practice

Module 1 – The Cornerstone: Building Rapport

The following methods, concepts and theory are selected as the cornerstone and foundation of the Advancing Practice curriculum. They have been selected to provide a common language, framework and disposition to advising based primarily on a strengths based approach to the advising interaction.

Aims: As a result of going through the materials in this module, advisors should be able to 1) Utilize the soft skills needed to build greater rapport with advisees 2) focus on the students' strengths and assets through open ended dialogue 3) empathetically support students who attempt behavioral change 4) create greater awareness of identity and respect for diversity 5) minimize the impact of stereotype threat and 5) better understand how advisees make meaning of their educational experience.

Cornerstone Skills

Common Reading:

Thornhill, K., & Yoder, F. (2000). *Teaching the Soft Skills Necessary for Building Advising Relationships*. NACADA (pp. 65-67). Publishers…

This article provides an overview of the soft skills necessary for creating effective advising relationships: the **ability to ask questions** that deepen discussion, to be **tactful** by providing negative information constructively, to take an **empathetic**, non-judgmental stance when sensitive information is shared, to be **honest** and provide realistic assessment; to **listen actively** and show an interest in the student, to pay attention to **non-verbal communication** through ones' own body language and observance of the body language of the student. The article also emphasizes the importance of facilitating **decision making** so that students learn to make sound decisions.

Are there other soft skills that you think are critical?

Additional Resources: Listening with Ting?

Method 1 – Strengths Based Advising

Why this Method?

Because focusing on strengths is positive, affirming and leads to improved academic performance and greater satisfaction with advising.

Common Reading:

Schriner, L.A., & Anderson, E. (2005). Strengths Based Advising. NACADA Journal, Volume 25 (2)

http://www.webster.edu/documents/academic-resource-center/strength-based-handout.pdf

This article provides an overview of the strengths based approach to advising where advisors focus on students' personal assets, competencies and strengths instead of problems and deficits. The article outlines six key steps in the strengths-based approach 1) Identifying students' talents 2) affirming students' talents and increasing awareness of strengths 3) helping students envision the future 4) plan specific steps to reach goals and 5) apply student's strengths to challenges.

Bloom, J.L., Hutson, B., & Hee, Y. (2008) *The Appreciative Advising Revolution*. **Stipes Publishing L.L.C. (This text is available in the L&S Advising Library)**

This book provides an overview of Appreciative Advising, a positive, dialogue based method of advising designed to improve student success. Scenario based examples of open ended dialogue are used to provide an overview of the six phases of Appreciative Advising:

1. **Disarm:** Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
2. **Discover:** Ask positive open-ended questions that help advisors learn about students' strengths, skills and abilities.
3. **Dream:** Inquire about students' hopes and dreams for their future.
4. **Design:** Co-create a plan for making their dreams a reality.
5. **Delivery:** The student delivers on a plan created during the Design phase and the advisor is available to encourage and support students.
6. **Don't Settle:** Advisers and students alike need to set their own internal bars of expectations high

-excerpted from the Appreciate Advising website http://www.appreciativeadvising.net

It is based on an Appreciative Mindset that also have six components: Appreciative Advisors

1. Care about and believe in the potential of each student.
2. Appreciate their good fortune to positively impact students' lives and the future of society.
3. Continually refine their questioning and listening skills and seek feedback from students to improve their advising technique.
4. Understand that students perceive them as powerful and appreciate advisors are careful and reflective in their uses of authority.
5. Are truly interested in students and enjoy learning from them.
6. Are culturally aware and responsive in student interactions.

For a quick overview, see the following Appreciative Advising website:
http://www.appreciativeadvising.net/

Additional Resource: Strengths Quest (Find Your Strengths and the Strengths of Your Students Using the Strengths Quest Inventory and Resources)
http://www.strengthsquest.com/content/141365/Resources.aspx

For Reflection:

What is the difference between an open and closed question?

See if you can come up with three open ended questions that would help you connection with a student and begin the discovery process.

Based on the Appreciative Advising mindset, how are you careful and reflective in your uses of power and authority?

How do you elicit feedback from students to improve your advising technique?

Method 2 – Motivational Interviewing

Why this Method?

Because some students may request support as they attempt behavioral change.

Recommended Reading

Miller, W.R., and Rollnick S. (2013) Motivational Interviewing: Helping People Change, Third Edition. The Guilford Press

Key Concepts: "*Motivational Interviewing is a person-centered counseling style for addressing the common problems of ambivalence about change. Motivational interviewing is done* for *or* with *someone, not* on *or* to *them. It is based on four aspects of acceptance - absolute worth, accurate empathy, autonomy support and affirmation. Motivational interviewing is about evoking that which is already present, not installing what is missing.*"

The spirit of motivational interviewing:

- Partnership (The relationship is collaborative, advisor declines the expert role),
- Acceptance (The advisor respects the students autonomy),
- Compassion (The advisor focuses on what is in the best interest of the student)
- Evocation (The student will have the best ideas about how to change).

The Four Processes of Motivational Interviewing: OARS
(Skills development is an on-going process)

- Ask Open-ended Questions
- Provide Affirmations
- Reflect back what the student is saying
- Summarize

Engaging – Establish a helpful connection and trusted working relationship
Focusing – Direct the conversation about change
Evoking – Eliciting the student's own motivations
Planning –Formulate an action plan and commitment to change

Thomas Gordon's 12 Roadblocks to Active Listening (MI pg._)

1. Ordering, directing, or commanding 2. Warning, cautioning, or threatening 3. Giving advice, making suggestions, or providing solutions 4. Persuading with logic, arguing, or lecturing 5. Telling people what they should do; moralizing 6. Disagreeing, judging, criticizing, or blaming 7. Agreeing, approving, or praising 8. Shaming, ridiculing, or labeling 9. Interpreting or analyzing 10. Reassuring, sympathizing, or consoling 11. Questioning or probing 12. Withdrawing, distracting, humoring, or changing the subject.

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Additional Resources

Watch and Listen: Introduction to Motivational Interviewing, Bill Matulich (takes only 15 minutes!)
http://www.youtube.com/watch?v=s3MCJZ7OGRk

A Brief Overview of Motivational Interviewing
http://www.motivationalinterview.org/Documents/1%20A%20MI%20Definition%20Principles%20&%20Approach%20V4%20012911.pdf'

For Reflection: Scenario

A student discloses to you in an appointment that their preoccupation with video games is impacting their ability to study and that their grades are slipping. They express an interest in changing their behavior but suggest that they are ambivalent about the change since video games provide needed distraction, stress relief and pleasure.

- Take a moment to develop two open ended questions to elicit more information from this student _____ hint "tell me more about the role video games play in your life".
- Take a moment to develop two affirmations for this student _____ hint "it took a lot of courage for you to come in to see me today".
- Take a moment to create a statement that helps reflect back and summarize what the student has shared _____ hint "it sounds like you enjoy playing video games but are worried about your academic performance"
- Take a moment to develop a few statements that help extend "change talk" ____ hint "How would you go about making a change?"

For Reflection
- What is the difference between an affirmation and agreeing, approving or consoling?
- How do you convey to students that your relationship is collaborative?
- How would you demonstrate acceptance for a student who discloses to you that they are not studying and attending class regularly?
- How do you focus an appointment without telling the student what to do?
- How do you attune yourself to "change talk" …(i.e., I wish, I will, I can).
- How will you know when the student is willing to implement a change plan?

Concept 3 – Intercultural Competencies

Why this concept?

Because Berkeley is committed to diversity and the principles of excellence, equity and inclusion.

The **NACADA core values declare**
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-declaration.aspx

1) Academic advisors work to strengthen the importance, dignity, potential, and unique nature of the individual within the academic setting. Advisors' work is guided by their beliefs that students:

- Have diverse backgrounds that can include difference ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs.

Part 7, Diversity, Equity, and Access - **Council for the Advancement of Standards in Higher Education General Standards**
http://www.cas.edu/index.php/cas-general-standards/

Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, programs and services must create and maintain educational and work environments that are

- Welcoming, accessible, and inclusive to persons of diverse backgrounds
- Equitable and non-discriminatory
- Free from harassment

Program and services must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

- Provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work.

UC Berkeley Core Values http://diversity.berkeley.edu/vcei

We believe education is transformative – empowering the UC Berkeley community to become engaged global citizens and leaders. We champion an equitable University that is inclusive and representative of our diverse communities. We act courageously and openly, with respect for the knowledge and experience of others. We implement our values together with committed staff, faculty and community members to nurture, develop, and advocate for students.

Common Reading

White Privilege: Unpacking the Invisible Knapsack
http://www.amptoons.com/blog/files/mcintosh.html

Sue, D.W., Arredando, P., McDavis, R., Multicultural Counseling Competencies and Standards: A Call to the Profession. Journal of Counseling & Development – March/April 1992 Vol. 70
http://coe.unm.edu/uploads/docs/coe-main/faculty-staff/MultiCultural%20Counseling%20Competencies%20and%20Standards.pdf

Overview

Advisors are encouraged to start with awareness (of personal beliefs, biases, values, stereotypes, prejudices, and privileges) and to develop knowledge (knowledge of underrepresented populations and barriers limiting access and success as well as knowledge of owns cultural values and how they differ from other cultures) and skills

(increased their ability to work across differences) over time. Awareness, exposure and experience are encouraged.

Key Concept: Identity is complex and multi-layered

Activities: Exploring Self to Understand Others

Developing Identity Awareness: Excerpted Activities form *Social Justice Development: Creating Social Change Agents in Academic Systems*, Janelle Ellis Rouse, Ph.D. (insert link to PDF)

Identity Development Models

Erickson Psychosocial (8 stages) Identity vs. Role Confusion
http://en.wikipedia.org/wiki/Erikson's_stages_of_psychosocial_development

Arthur W. Chickering Theory of Identity Development (7 Vectors)
http://en.wikipedia.org/wiki/Chickering's_theory_of_identity_development

William E. Cross Nigrescence Model - Black Identity Development (Howard, 1997)
http://en.wikipedia.org/wiki/William_E._Cross,_Jr.

"Putting My Man Face On": A Grounded Theory of College Men's Gender Identity Development by Keith E. Edwards
http://drum.lib.umd.edu/bitstream/1903/6862/1/umi-umd-4352.pdf

A Race Is a Nice Thing to Have: A Guide to Being a White Person and Understanding the White Persons in Your Life, Janet E. Helms
http://www.amazon.com/Race-Nice-Thing-Have-Understanding/dp/0963303600

Biracial Identity Development (5 stage) (Poston, 1990) (no direct link – see indirect link below) Biracial Identity Development and Recommendations in Therapy (provides a good overview of Poston's theory)
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2695719/

A Conceptual Model of Multiple Dimensions of Identity (Jones and McEwen, 2000)
http://emergentrecovery.com/uploads/Conceptual_Model_of_Multiple_Dimensions_of_Identity.pdf

Alvarez, A. Racial Identity and Asian Americans: Supports and Challenges. New Directions for Student Services, Volume 2002, Issue 97, Article first published online 16 April 2002 http://onlinelibrary.wiley.com/doi/10.1002/ss.37/pdf

Fowler, J. (1997). Moral stages and the development of faith. In J.C. King & K.D. Arnold (Eds.), College Student Development and Academic Life: Psychological, Intellectual, Social and Moral Issues (pp. 160-190). New York: Routledge.
http://integrallife.com/node/40372

Horse, P.G. (2005). Native American Identity. New Directions for Student Services, 109, p. 61-68. http://onlinelibrary.wiley.com/doi/10.1002/ss.154/pdf

Additional Resources and Information

Educational Opportunity Program
http://eop.berkeley.edu/

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Gender/Equity and LGBT

Fassinger, R.E. (1998). Lesbian, gay and bisexual identity and student development theory. In R.L. Sanlo (Ed.), Working with lesbian, gay, bisexual, and transgender college students (pp. 13-22). Westport, CT: Greenwood Press

On Coming Out
http://geneq.berkeley.edu/lgbt_resources_coming_out

Other Gender/Equity Resources

http://dl.dropboxusercontent.com/u/11457168/Infosheets/HeterosexualityQuestionnaire.pdf
http://dl.dropboxusercontent.com/u/11457168/Infosheets/Transgender.pdf
http://dl.dropboxusercontent.com/u/11457168/Infosheets/HomophobiaAndHeterosexism.pdf
http://dl.dropboxusercontent.com/u/11457168/Infosheets/SexualOrientation.pdf
http://geneq.berkeley.edu/resources

Cultural Humility

For Reflection Watch Cultural Humility, People, Principles, Practices – Vivian Chavez
http://www.youtube.com/watch?v=SaSHLbS1V4w

Principles of Cultural Humility: Lifelong learning and critical-self reflection, recognizing and changing power imbalances, developing institutional accountability.

Working with International Students

Key Considerations: Culture is a social construct and identity is complex and multi layered, knowledge of culture specific behavior is important but may not apply in all situations, mastering cultural communication is a lifelong process.

Advisors are encouraged to start with awareness (of personal beliefs, biases, values, stereotypes, prejudices, and privileges) and to develop knowledge (knowledge of cultural background and cultural differences) and skills (increase their ability to work across differences) over time. Awareness, exposure and experience are encouraged.

Please review the Intercultural Development Inventory – Developing Intercultural Competence

http://www.idiinventory.com/

Please review – Intercultural Competence Framework/Model (Deardorff)

http://www.nafsa.org/_/file/_/theory_connections_intercultural_competence.pdf

Review the DMIS – Development Model of Intercultural Sensitivity

http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf

Review the Description, Interpretation, and Evaluation (D-I-E Framework)

Description: What I See (only observed facts)
Interpretation: What I Think (about what I see)
Evaluation: What I Feel (and what I think…positive or negative)
http://www.intercultural.org/die.php

Many resources for students exist through the Berkeley International Office website

http://internationaloffice.berkeley.edu/

See in particular - Cultural Adjustment (Berkeley International Office)

http://internationaloffice.berkeley.edu/cultural_adjustment

WATCH: Cultural Context Academic Integrity: Berkeley International Office
http://www.youtube.com/watch?v=COKza7YJ4ts&authuser=0

Helping & Supporting International Student's Cultural Adjustment to UC Berkeley

Berkeley International Office Recommend Off-Campus Resources
- Hofstede's National Cultural Dimensions:
  http://geert-hofstede.com/countries.html
- NAFSA US Culture Series- US Classroom Culture:
  http://www.nafsa.org/Resource_Library_Assets/_Publications_Library/U_S__Culture_Series__U_S__Classroom_Culture

WATCH:
- Michigan State University "Imported from China" documentary shorts:
  http://www.youtube.com/playlist?list=PLBE75489CA41D797C
- A Conversation with Chinese & American Students:
  http://www.youtube.com/watch?v=0FNZK9O9ThU&list=PLBE75489CA41D797C
- Student Development in College: Theory, Research, and Practice. (2nd Ed). 2010. Evans, et al.

For Reflection

- What photos, pictures and other personal objects are displayed in your office that provide students with clues about your identity? How do you think these identity imbued objects are interpreted by students with identities similar or different from your own? How do you think your office space could communicate that it is a safe place to reference, acknowledge or explore identity?

Concept 4 – Stereotype Threat

Why this concept?

Because Berkeley is committed to ensuring that academic performance is not hindered by stereotype.

Common Reading

Steele, C. M. (2010) Whistling Vivaldi: How Stereotypes Affect us and What We Can Do. W.W. Norton & Company, Inc.

(This text is available in the L&S Advising Library)

Claude Steele's discusses his findings on the negative impact racial and gender gaps in test scores.

Watch Claude Steele on UC TV discuss - Stereotype Threat Up Close: See it, Fix it
http://www.youtube.com/watch?v=7Z63khyCOK4

Resource: Reducing Stereotype Threat
http://www.reducingstereotypethreat.org/

Key Concepts

What is Stereotype Threat?

Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995).

http://www.reducingstereotypethreat.org/definition.html

Who is vulnerable?

http://www.reducingstereotypethreat.org/vulnerable.html

What are the consequence?

http://www.reducingstereotypethreat.org/consequences.html

What can be done to reduce stereotype threat?

http://www.reducingstereotypethreat.org/reduce.html

For Reflection

- According to Steele, every identity you can think of has a negative stereotype and people encounter stereotypical views several times a week. Think back on the last several weeks and see if you can think of a moment where you experienced a negative stereotype regarding an identity you have?
- Was there a moment where you stereotyped another identity?
- Were you able to counteract negative threat? How did you do it?
- The website Counteract Stereotype Threat suggests that there are a number of pronounced consequences of Stereotype Threat. How might these consequences be displayed by students in advising appointments?
- Steele indicates that the way we discuss intelligence impacts ability – He suggests that intelligence be discussed as incremental. How do you discuss ability and intelligence in appointments with students? Are there ways to adapt or strengthen the ways you discuss intelligence in your appointments to reduce stereotype threat?
- Steele suggests that awareness of Stereotype Threat may counteract it. How would you introduce the concept of Stereotype Threat in an appointment with a student?

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Theory into Practice 5 – Hermeneutics

Why this theory?

Because advisors play a critical role in helping students make meaning of their educational experience.

Common Reading

Champlin-Scharff, S., (Spring 2010) Advising with Understanding: Considering Hermeneutic Theory in Academic Advising NACADA Journal Volume 30 (1) Spring 2010

(For NACADA members – see the following link – This article is also available in the L&S Advising Library)

http://www.nacadajournal.org/doi/abs/10.12930/0271-9517-30.1.59

Hermeneutic theory provides advisors a tool to rethink what it means to understand their advisees. Such theory involves the notion that meaning is determined by the particular significance something has for an individual human being and not simply something contained "out there" in the world. With such knowledge, advisors can begin the process of identifying those continually changing existential circumstances through which their advisees makes sense of what they encounter. From this perspective, recognizing who an advisee is should involve recurrent discovery of how and from <u>where</u> he or she interprets the world. – Advising with Understanding, Sarah Champlin Scharff

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