

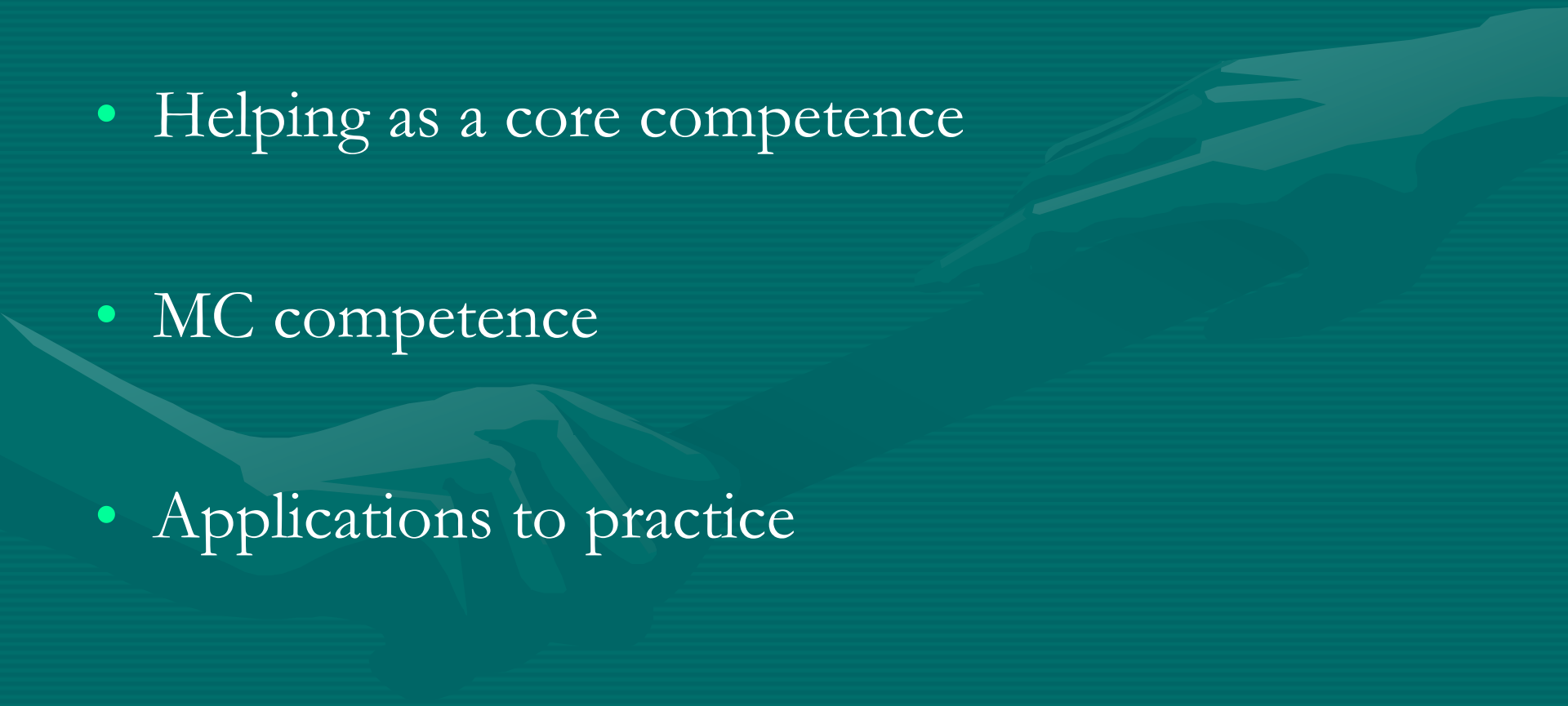
Developing competence as a an advisor: Helping and multicultural skills

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Presentation Goals

- To develop an understanding of helping as a core competence in HE
- To explore specific awareness, knowledge, and skills needed to be a helper
- to increase understanding of MC competence and its applications to student advisement
- To discuss how to expand and enhance the MC and helping competencies of advisors and other HE professionals

Workshop Agenda

- Student concerns while at college
 - Helping as a core competence
 - MC competence
 - Applications to practice
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Students concerns on campus

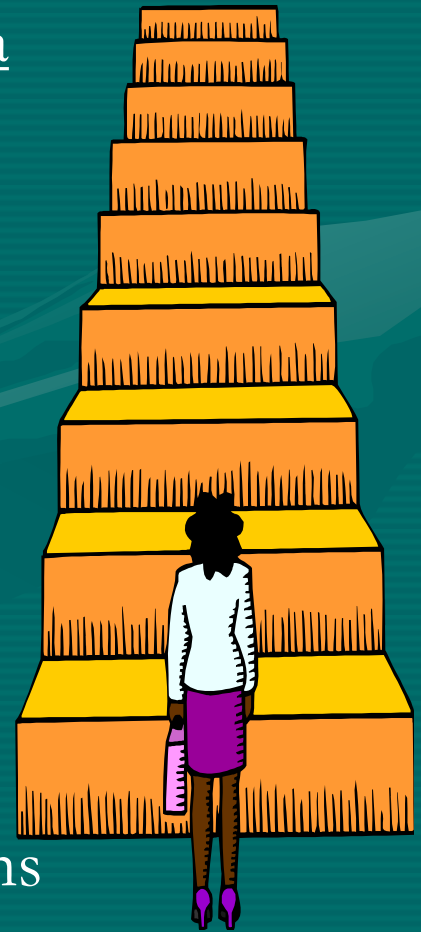
BRAINSTORMING



- What are student's most frequent concerns (every day problems and issues)?
- What are student's most challenging concerns?

College Student MH Concerns

- American College Health Association 2007 data
 - 18% experienced depression
 - 12% reported being anxious
 - 13% of students felt very sad
 - 9.8% felt hopeless
 - 30% reported feeling overwhelmed
 - 10% of students consider suicide
 - 45% said it was difficult to function
 - 30% have been or are in counseling
 - 14% have taken psychotropic medications
 - 6.8% currently use such medicine



College Student MH Concerns

- substance abuse
- violent behavior
- bipolar disorders
- family problems
- sexual victimization
- eating disorders
- personality disorders
- sleep disorders
- impulsive behavior
- suicidal behaviors

Reasons for increase in college student MH concerns

- increased financial pressure/parental expectations
- early experimentation with drugs, alcohol, and sex
- divorce or family dysfunction
- physical or sexual abuse
- earlier diagnosis and treatment
- improved medication
- more positive social attitudes toward therapy
- disability protections
- availability of more sophisticated services

Literature Review of Student Affairs Competencies

- assessment and evaluation
- instruction
- consultation
- counseling and advising
- program development
- budgeting
- managing data information systems
- verbal and written communication
- theory translation
- ethical and legal knowledge
- conflict/crisis management
- campus and community relationships
- group dynamics
- interviewing
- supervision

**Dynamic
Model of
Student
Affairs
Competence
(2004)**



Helping as a core competence

- endless opportunities to support, advise, and help students on a daily basis
- visibility of SA and HE practitioners make them accessible and approachable
- SA or HE professionals = generalist human service workers (Okun, 2002); have specialized human relations training at college level, colleagues/supervisors to consult with, access to professional development and daily and routine contact with students

Helping as a core competence

- Many SA/HE practitioners feel unsure and unprepared to face the mental health concerns of students
- SA/HE professionals are expected to have “counseling skills that extend well beyond the basic skills often taught in graduate programs” (Burkard, 2005)
- Counseling courses typically focus on individual counseling and micro-skills with little attention on more advanced helping skills (e.g., conflict resolution, crisis management, supervision)

Delphi Study

- Purpose of the study: to gain further understanding of the common problems and challenges faced by college students as well as what helping knowledge and skills are frequently used by student affairs professionals
- there is little consensus about the knowledge and skills needed to be effective helpers in HE

Delphi Study

- Method
 - On-line survey with ACPA research data base; targeted entry and mid-level professionals
 - Delphi Study is a three step consensus-building process among experts

Delphi questions

- What are the most important helping skills you have used when working with students?
- What educational, professional development opportunities, and/or on-the-job experiences have enhanced your helping skills?
- What knowledge and information is needed to enhance your helping skills?
- What are the most FREQUENT student concerns you deal with?
- What are the most CHALLENGING student concerns you deal with?

Participant Demographics

- Age: Range = 23-57; Mean = 32.55
- Gender: 73% female
- Race/Ethnicity: 91 % White, 4% African American, 2% Latino/a/Hispanic, 2% multiracial

Participant Demographics

- Highest degree: 85% Masters, 10% Doctorate
- Current position level: 32% Entry level, 66% Mid-level
- Average years in higher education: 8.5 years
- Type of institution: 47% 4-year private; 50% 4-year public college/university

Participant Demographics

- Enrollment:
 - 1,000-4,999: 32%;
 - 5,000-9,999: 14%
 - 10,000-14,999: 12%
 - 15,000-19,999: 7%
 - 20,000-24,999: 12%
 - More than 25,000: 22%
- Institution type:
 - 84% predominantly White institution
 - 3% Hispanic serving institution
 - 32% urban; 26% suburban; 20% rural
 - 20 % primarily residential; 72% primarily commuter

Results

- What are the most important helping skills you have used when working with students?
 1. Listening
 2. Building relationships with students
 3. Providing challenge and support
 4. Asking questions
 5. Knowing the institution, community and on-line resources
 6. Patience
 7. Empathy
 8. Honesty
 9. Attending behaviors
 10. Educating/advising

Results

- What educational, professional development opportunities, and/or on-the-job experiences have enhanced your helping skills?
 - Interacting with students
 - Life experiences and roles
 - Opportunities for practice
 - Graduate assistantships, externships, and internships
 - Supervision and mentoring relationships
 - Job specific training (e.g., residence life, judicial)

Results

- What knowledge and information is needed to enhance your helping skills?
 - Hands-on practical experience with students
 - Feedback and interaction with students
 - Feedback and interaction with supervisors and mentors
 - Counseling skills
 - Communication skills
 - Diversity/multicultural knowledge
 - Today's college student
 - Knowing best practices and current trends

Results

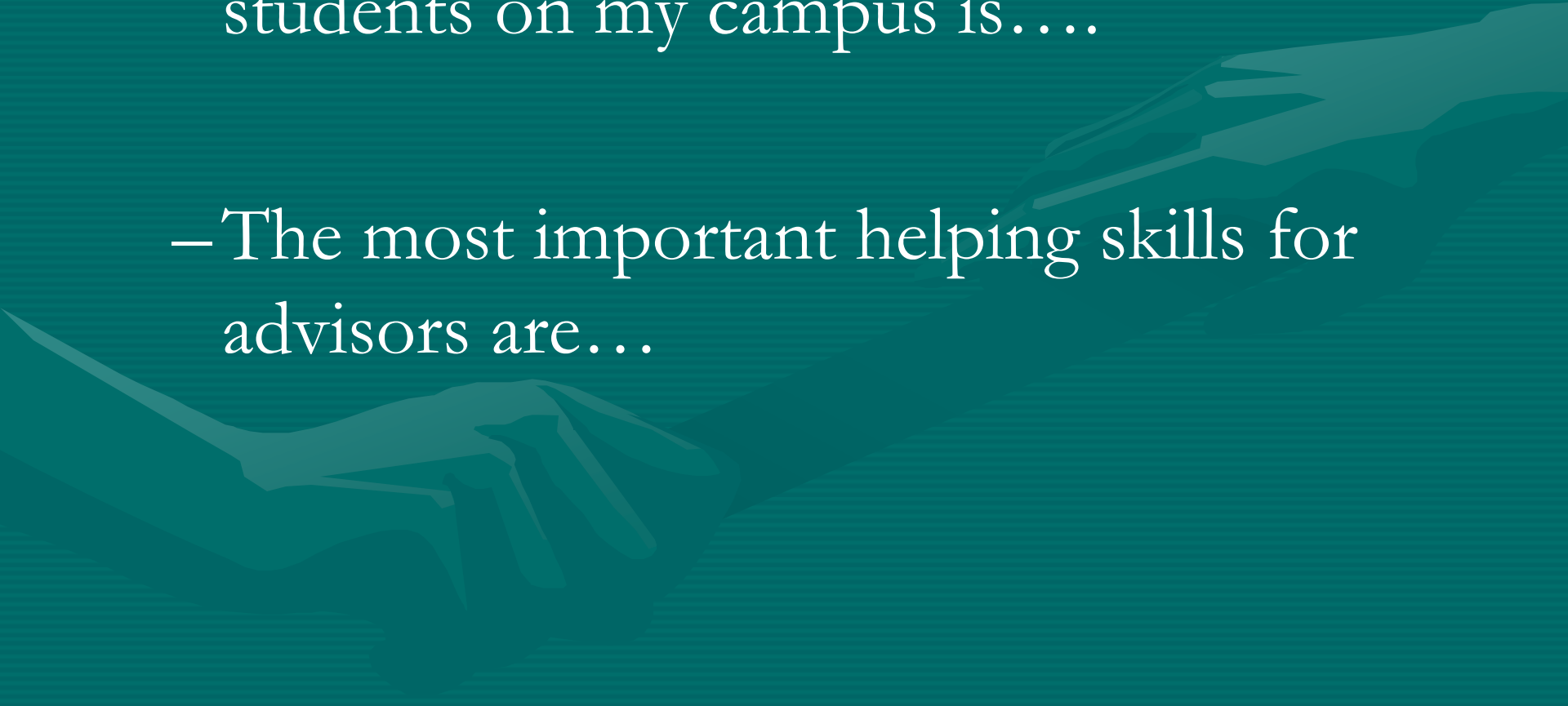
- What are the most FREQUENT student concerns you deal with?
 - Stress management
 - Transitioning to college
 - Time management
 - Anxiety
 - Student entitlement
 - Roommate issues
 - Academic difficulties
 - Conduct issues
 - Conflicts with other students
 - Depression

Results

- What are the most CHALLENGING student concerns you deal with?
 - Suicidal ideation and behavior
 - Sexual assault
 - Substance abuse and addiction
 - Student entitlement
 - Depression
 - Stress and time management
 - Financial concerns
 - Anxiety
 - Diversity
 - Dealing with death and loss

Applications to Practice

- My biggest personal challenge to helping students on my campus is....
- The most important helping skills for advisors are...

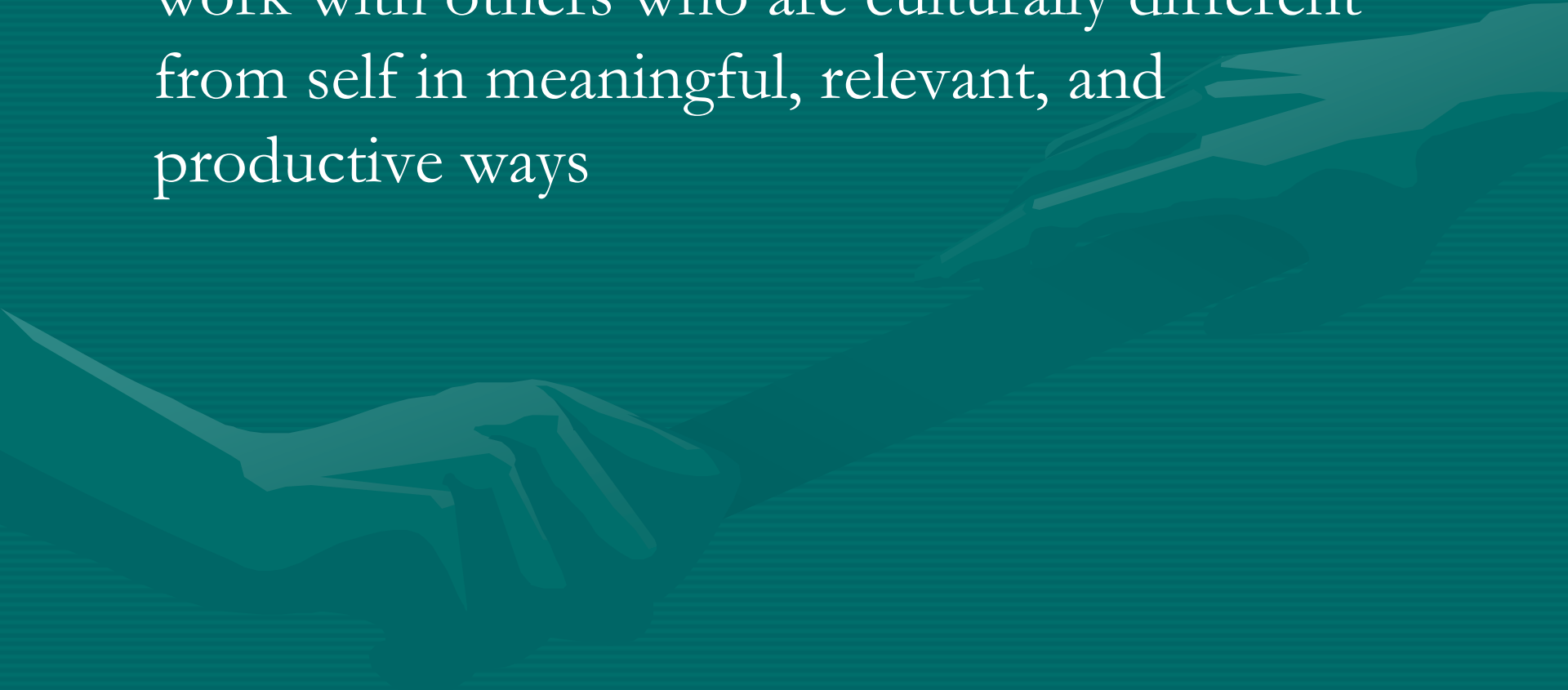


**Dynamic
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Multicultural Competence

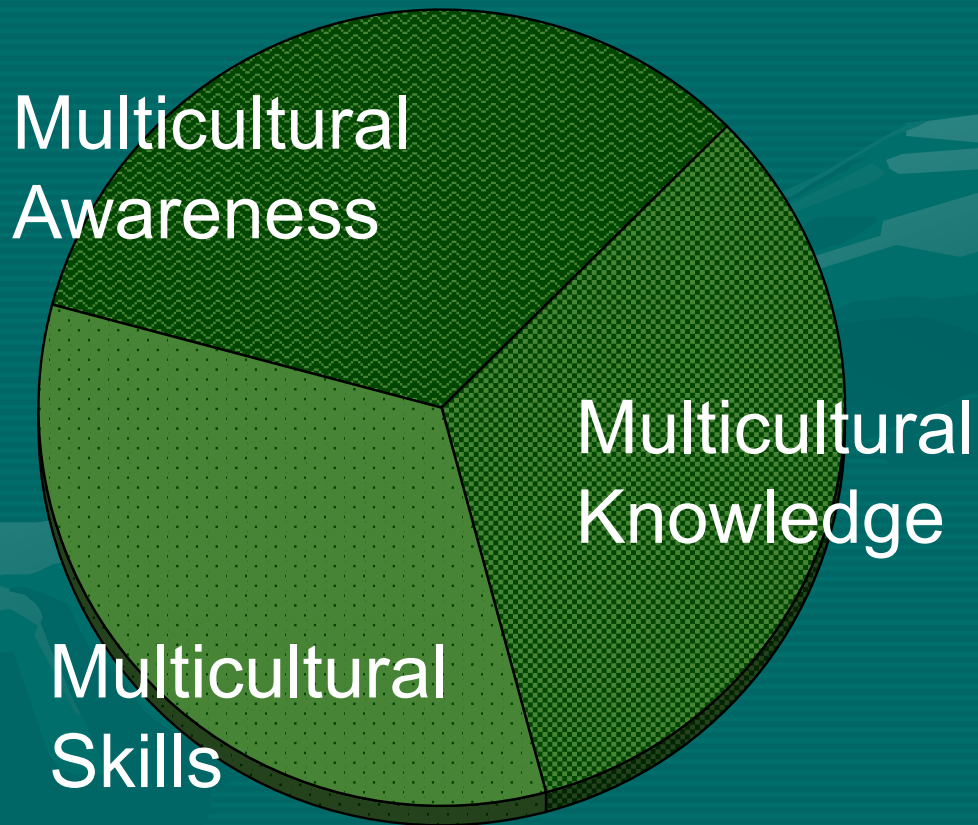
- Awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways



Multicultural Awareness, Knowledge and Skills

- Multicultural competence includes the awareness, knowledge, and skills needed to work in meaningful, relevant, and productive ways with others who are culturally different from self
- Multicultural competence is a distinct category of awareness, knowledge, and skills yet also must be integrated into other core competencies

Multicultural Competence



Multicultural Awareness


- Values, attitudes, and assumptions
- Awareness of self, the other, and the relationship
- Awareness of one's biases
- Understanding how one's own culture and heritage may influence one's worldview
- Awareness of one's abilities and limitations

Multicultural Knowledge

- Content knowledge about various cultural groups
- Understanding of the dynamics of oppression
- Knowledge about how race, culture, and other social identifications may affect a wide range of behaviors, attitudes, feelings and interventions



Multicultural Skills

- Proficiency in communication, application of theory, & seeking consultation
 - Designing culturally appropriate interventions
 - Incorporating cultural learning in new situations
 - Ability to recover from cultural errors
 - Ability to tolerate, manage, and resolve intercultural conflict
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MC Competence in Advisement

- Self-awareness
 - Be aware of own biases, WV, and assumptions
 - Assess own MC skills and comfort zones
- Knowledge and understanding of cultural groups
 - Identify unique advisement issues of diverse groups (e.g., students of color, LGBT students, international students, 1st generation college students)
- Knowledge about cultural concepts
 - Understand importance of acculturation, identity, and cultural concepts

MC Competence in Advisement

- Culturally responsive interventions
 - Need to apply MC awareness and knowledge to skills and interactions
- Dynamics of a MC dyad
 - Move past the content; focus on the process or interpersonal dynamic
 - Importance of nonverbal communication

MC Competence in Advisement

- Cultural assumptions underlying the helping process
 - Find the hidden values
 - Explore what we do and why we do it
- Advocacy skills
 - Advocate for changes in the campus system
 - Stand up and stand in for students whose voices are not represented

Applications to Practice

- My biggest personal challenge to developing multicultural competence is....
- The most important area of MC competence for advisors is...

Strategies for addressing MC and helping competence in advisement

- Make professional development a priority
- Prioritize peer discussion and supervision
- Set up triage and referral system for students with MH concerns
- Infuse MC issues into all aspects of working with students

Where do we go from here?

- Questions
- Comments

