Advising and ~~Helping~~Supporting

Description:

The Advising and ~~Helping~~ Supporting competency area addresses the knowledge, skills, and ~~attitudes~~ dispositions related to providing ~~counseling and~~ advising and ~~support~~support to individuals and groups through ~~,~~ direction, feedback, critique, referral, and guidance ~~to individuals and groups~~. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

One should be able to:	
Basic	• Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
	• Establish rapport with students, groups, colleagues, and others.
	• Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).
	• Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others.
	• ~~Understand and use~~Conscientiously use appropriate nonverbal communication.
	• ~~Strategically and simultaneously pursue multiple objectives in conversations with students.~~
	• Facilitate problem-solving.
	• Facilitate individual decision-making and goal-setting.
	• Appropriately challenge and support ~~Challenge and encourage~~ students and colleagues ~~effectively~~.
	• Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
	• Identify when and with whom to implement appropriate crisis management and intervention responses.
	• Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
	• ~~Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).~~
	• Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or ~~suicidal students~~suicidality) ~~and~~ as well as interfacing with specific populations within the college student environment (e.g., student veterans, low-income students, etc.~~.~~).

	• Utilize virtual resources and technology to meet the advising and supporting needs of students.
Intermediate	• Perceive and analyze unspoken dynamics in a group setting.
	• Facilitate or coach group decision-making, goal-setting, and process.
	• Conduct student ~~individual~~ professional development needs assessment and student group ~~group~~ assessment of organizational needs.
	• Strategically and simultaneously pursue multiple objectives in conversations with students.
	• Identify patterns of behavior that may signal mental health ~~concerns~~or other wellness concerns.
	• Manage interpersonal conflict~~.~~ between individuals and between groups.
	• Mediate differences between/among individuals or groups.
	• Appropriately mentor students and staff.
	• Demonstrate culturally-~~appropriate~~ inclusive advising, ~~helping~~supporting, coaching, and counseling strat~~egies.~~
	• Initiate and exercise appropriate institutional cris~~ie~~s intervention responses and processes.
	• Develop and implement successful prevention/outreach programs on campus, including effective mental health publicity/marketing.
	• Utilize communication and learning technology (e.g., websites, social networking, video clips, podcasts) to address students' ~~mental health~~holistic wellness issues.
	• Provide advocacy services to survivors of ~~interpersonal~~ violence.
	• Develop and distribute accurate and helpful mental health information for students, faculty and staff.
	• Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations).
	• Consult with mental health professionals as appropriate.
	• Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills.
	• Develop virtual programs and initiatives to meet the needs of students with limited access to campus services (i.e. commuter, graduate, evening, distance, online, among others).
	~~Engage in research and publication of mental health issues.~~
Advanced	• Engage in research and publication of holistic student wellness issues.
	• ~~Provide effective counseling services to individuals and groups.~~
	• Assess responses to ~~counseling~~ advising and supporting interventions~~.~~, including traditional campus-based and virtual interventions.
	• ~~Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills.~~
	~~Exercise institutional crisis intervention skills.~~
	• C~~, and c~~oordinate institutional crisis intervention and response processes.
	• Collaborate with other campus departments and organizations as well as

	surrounding community agencies and other institutions of higher education to address ~~mental health concerns~~students' holistic wellness needs in a comprehensive, collaborative way.
	• Provide mental health consultation to faculty, staff, and campus behavioral assessment teams.
	• Provide effective post-traumatic response to campus events/situations, collaborating with other appropriate campus departments.
	• Develop liaisons with community ~~mental health~~ providers and~~/or~~ support systems to insure seamless and coordinated holistic care (e.g., with hospitalizations, transfer of care, public benefits, support groups, etc).