Advising and Supporting (A/S)

The Advising and Supporting competency area addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. 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.

Foundational Outcomes

- 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 that acknowledges differences in lived experiences.
- 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.
- Conscientiously use appropriate nonverbal communication.
- Facilitate problem-solving.
- Facilitate individual decision-making and goal-setting.
- Appropriately challenge and support students and colleagues.
- 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.
- Seek opportunities to expand one’s own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or suicidality) 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.
- Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students’ development.