Session Objectives

• Introduce participants to free and discounted NACADA resources.
• Learn how to access:
  o the NACADA Clearinghouse;
  o the NACADA Journal, and
  o Academic Advising Today online.
• Learn how to utilize resources for professional development.

Three components of quality advising:

• Informational
  o What advisors need to know:
• Relational
  o The skills advisors need to possess in order to do their jobs effectively
• Conceptual
  o What advisors must understand

What topics would you like to see addressed in advisor professional development sessions on your campus?

NACADA Clearinghouse & Academic Advising Today

• Resources for information (I)
• Competency development in interpersonal or relational skills (R)
• Dive deep for conceptual understanding (C)
Information is interconnected

- **Informational**
  - Improve advisor knowledge

- **Relational**
  - Build skills to improve appointments and relationships on campus

- **Conceptual**
  - Where does advising fit and what are its relationships to other campus units and other advising offices?

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**Curating information: Indices and Collections**
Publications Exploration

Informational
✓ Relational
Conceptual

Approaches included:
• Prescriptive
• Developmental
• Proactive (Intrusive)
• Advising as Teaching
• Learning-Centered Advising
• Motivational Interviewing
• Appreciative Advising
• Strengths-Based Advising
• Self-Authorship
• Advising as Coaching
• Socratic Advising
• Hermeneutic

Types of Conversations
• Informational
• About the student
• About the future

Types of Questions
• Involvement
• Clarifying
• Continuing

(Drake, Hemwall & Stockwell (2009))

Note: This Pocket Guide is frequently used in faculty advisor training & development
Scenes for Learning and Reflection: An Academic Advising Professional Development DVD volume 2

DVD scenes:
Scene 1: Peer advising
Scene 2: Advising the high achieving student
Scene 3: Student in search of the ideal major
Scene 4: Difficult student shopping for an answer
Scene 5: Probation student challenged to set academic priorities
Scene 6: Student athlete returning after academic dismissal
Scene 7: Group advising using an advising syllabus
Scene 8: Returning veteran facing adjustment issues
Scene 9: Privacy issues in phone advising
Scene 10: Student discloses depression

NACADA Resources

Connect with others
- Career services
- Across the profession
- Professional development
NACADA Resources

Connect with others
- Career Services
- Across the profession
- Professional development

http://www.nacada.ksu.edu/Events-Programs/Events.aspx
Advisor Core Resource Library

- Handbook (conceptual)
- New Advisor Guidebook (informational)
- Academic Advising Approaches (relational)

Foundations of Academic Advising CD Series

- REC001CD - Building the Framework: Advising as a Teaching and Learning Process
- REC002CD - The Conceptual Component of Advising: Developing the Purpose, Values, and Frameworks for Why We Do What We Do
- REC003CD - The Informational Component of Academic Advising: Policies, Procedures, and Beyond
- REC004CD - The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement

Developmental Aspects of Academic Advising

http://www.fhsu.edu/aace/handbooks/chapter-2/fhsu-student-characteristics/

Voices from the Field

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Mental health issues in advising

By: Del motivate and highest potential.

Mental health issues affect many students on college campuses. A recent study by the National Association of College Admissions Counselors (NACAC) found that nearly 40% of college students experience mental health issues. These issues can range from anxiety, depression, and stress to more serious conditions such as bipolar disorder and schizophrenia.

Campus counseling centers are often the first point of contact for students seeking help. However, many students are hesitant to seek assistance due to concerns about confidentiality and the potential for judgment. As a result, many students who could benefit from professional help do not seek it.

Colleges and universities are increasingly recognizing the importance of addressing mental health issues on campus. Many institutions have implemented programs and initiatives to raise awareness and reduce stigma associated with mental health issues. These efforts include training staff and faculty on how to identify and respond to students in distress, providing resources and support for students seeking help, and promoting a culture of empathy and understanding.

Despite these efforts, there is still a long way to go in addressing mental health issues on college campuses. More needs to be done to ensure that all students have access to the support they need to thrive academically and personally.