SHARING IS CARING: THE POWER OF APPROPRIATE SELF-DISCLOSURE IN ACADEMIC ADVISING

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The University of Oklahoma

National Academic Advising Association
Annual Conference
October 13, 2017
INSPIRATION

1. SCHOLARLY
2. ARTISTICALLY
3. EXPERIentially
Reduce hesitancy or skepticism
Increase comfort and confidence
# HOW THAT OBJECTIVE WILL BE ACHIEVED

<table>
<thead>
<tr>
<th>Examine and Address</th>
<th>Potential reasons for avoidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>The potential benefits</td>
</tr>
<tr>
<td>Outline</td>
<td>Appropriate methods</td>
</tr>
</tbody>
</table>
**HOW THAT OBJECTIVE WILL BE ACHIEVED**

<table>
<thead>
<tr>
<th>Explore</th>
<th>Categories</th>
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<tbody>
<tr>
<td>Listen</td>
<td>To a recorded advising session</td>
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</table>
DEFINING SELF-DISCLOSURE

- Transparency
- Different from self-description
- Distinctively different from confession or revelation
DEFINING SELF-DISCLOSURE

• Verbalized personal experiences shared with students
• Present or past life experiences
• Run parallel to those of the student
• Vastly different from self-involved messages, commentary on the advising process, or expression of emotions
POTENTIAL REASONS FOR AVOIDING SELF-DISCLOSURE IN ACADEMIC ADVISING

01. Fear of experiencing vulnerability and/or shame
02. Disestablishment of professional positionality or hierarchy
03. Loss of credibility
04. Violation of boundaries
05. Risk of sounding self-involved
FEAR OF EXPERIENCING VULNERABILITY AND/OR SHAME

Human nature to avoid uncomfortable situations

It's easy to choose "flight"

Expansion of comfort zone

"Vulnerability sounds like truth and feels like courage. Truth and courage aren't always comfortable, but they are never weakness." — Brene' Brown
FEAR OF EXPERIENCING VULNERABILITY AND/OR SHAME

Not a one-way road

Meet the student in the middle
Vulnerability is a real and valid feeling, but it has the potential to give us the gift of connection.
DISESTABLISHMENT OF PROFESSIONAL POSITIONALITY OR HIERARCHY

- The "power balance"
- Equalization
LOSS OF CREDIBILITY
## LOSS OF CREDIBILITY

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002F</td>
<td>MATH1503</td>
<td>3</td>
<td>F</td>
<td>Fall, old, SR, Id, MATH, Intro-Elem Function</td>
</tr>
<tr>
<td>2003F</td>
<td>MATH1503</td>
<td>3</td>
<td>F</td>
<td>Fall, old, SR, Id, MATH, Intro-Elem Function</td>
</tr>
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</table>
"Self-disclosure is in itself a boundary problem because it is a misuse of the patient to satisfy one's own needs for comfort or sympathy."
FEAR OF SOUNDING SELF-INVOLVED

Self-disclosure vs. Bragging

Self-disclosure vs. Over-sharing
POTENTIAL BENEFITS OF SELF-DISCLOSURE

- Learning
- Perspective
- Insight
- Personification of growth and development
POTENTIAL BENEFITS OF SELF-DISCLOSURE

- Humanization of academic advisor
- Normalization
- Gaining trust
- Helping student open up about themselves
POTENTIAL BENEFITS OF SELF-DISCLOSURE

Establishment of safe environment
Enhancement of bond between student and advisor
Can help lessen distress for students
Likability
<table>
<thead>
<tr>
<th><strong>APPROPRIATE METHODS OF SELF-DISCLOSURE</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Judiciously</strong></td>
</tr>
<tr>
<td><strong>Student centered approach</strong></td>
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<tr>
<td><strong>Average of 3 self-disclosing message per advising session</strong></td>
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<td><strong>Variability</strong></td>
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<tr>
<td><strong>Consideration for student's age and culture</strong></td>
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<tr>
<td><strong>Account for student's level of comfort</strong></td>
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<tr>
<td><strong>Pay attention to verbal and non-verbal reactions</strong></td>
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<tr>
<td><strong>Not a game of ping pong</strong></td>
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</tbody>
</table>
# Categories of Self-Disclosing Statements

<table>
<thead>
<tr>
<th>Reassurance</th>
<th>Counseling</th>
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<tbody>
<tr>
<td>Rapport</td>
<td>Casual</td>
</tr>
<tr>
<td>Intimacy</td>
<td>Extended Narrative</td>
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DEBRIEF AUDIO ACTIVITY
QUESTIONS/ ANSWERS AND DISCUSSION
CONCLUSION
References

