LET'S HEAR IT FOR
ACA-AWESOME ADVISING
Implementing an Integrative Advising Approach
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ABOUT US

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OUTLINE

- Learning Outcomes
- Introduction to Eclecticism
- Benefits of Integration
- Reflect on Current Practices
- Approaches at a Glance
- Our Stories
- Collaboration
- Assessment
- Case Study
LEARNING ICONS

"Hands in, Bellas!"

Take notes

Ask questions

Consider your own practice
Aca-Awesome Learning Outcomes

01. Understand the integrative (eclectic) advising approach.

02. Reflect on your advising approach.

03. Brainstorm ways to integrate advising approaches to address the needs of varied student populations.

04. Make goals for the future based on personal reflection.
Introduction to Eclecticism

Technical Eclecticism
Use whatever method works for the client with no regard to theories

Assimilative Integration
Practice grounded in one theory, but uses other techniques as needed

Theoretical Integration
Blend of method and theories to create new theory or practice

Common Factors
All approaches have elements in common
The field needs flexible, eclectic practitioners able to adapt their advising strategies in accordance with the needs of their students. Being married to a single approach to academic advising, advisors potentially disregard the diverse ways in which students learn and presume a single, linear developmental path that is clearly more idealistic than realistic.

-Ezekial Kimball and Susan M. Campbell
Benefits of Integration

"YOU BETTER ACA-BELIEVE IT!"

- Flexibility
- Responding to difficult situations
- Individualized approach
- Outcome focused
What are your current practices?

"Aca-huddle now!"

- Which approaches do you currently use?
- Are you intentional about the approaches you choose to use with students?
- What are your go-to approaches?
**Prescriptive**

A non-collaborative advising approach where the advisor disseminates information to the student as an expert on the student’s education and the institution. It is widely regarded as an ineffective approach on its own but considered more effective when used in conjunction with another advising approach.

**Collaborative**

A collaborative advising approach where a good advisor-student relationship is the foundation for helping students make and achieve personal, educational, and career goals.

**Academic Learning**

Similar to developmental advising but with a focus on academic learning. The goal is to help students gain an overall understanding of their education through the advising process. This in turn helps students achieve future goals and develop important cognitive skills.
**APPROACHES AT-A-GLANCE**

**Talent-led**
Identifying and affirming students’ talents to develop strengths and set future goals with the aim of increasing students’ motivation to learn and engaging students in the learning process.

**Fostering self-trust**
The process of challenging students to increase their critical thinking skills and ultimately trust themselves. Teaching students *how* to learn instead of *what* to learn so they can move from dependence on an external authority to generating meaning internally.

**Guide through phases**
A reciprocal advising process with six phases: disarm, discover, dream, design, deliver, and don’t settle. The advisor uses open-ended questions to capture the student’s strengths, accomplishments, and goals.

**Strenghts-Based**

**Self-Authorship**

**Appreciative Advising**
**Approaches at-a-glance**

**Consultative**
A consultative practice to facilitate the decision-making activities of students and provide ongoing accountability and follow-up. Occurs on three levels: the program level, the individual advising session, and the decision facilitation process.

**Resolving ambivalence**
A directive, student-centered style for eliciting behavior change by helping students to explore and resolve ambivalence.

**Timely intervention with suggested solutions**
An action-oriented approach to involving and motivating students to seek help when needed.
Aubrey was a freshman in her 2nd semester at BYU and came in for a required advisor meeting following a rough 1st semester, so rough that her GPA was below a 2.0. Her classes seemed to be appropriate, a good mix of GE and major classes with varying difficulty, but she was struggling to find a balance between school, work, and social life as she experienced life away from home for the first time. Unfortunately, her 2nd semester, while a little bit better, was still proving to be difficult.

Jesse comes to me trying to figure out a career path. He has a declared major in Exercise Science and although he says he wants to pursue medicine and has dreamed of it for most of his childhood, he suddenly wants to know other options. He mentions He’s nervous about how competitive medical schools are. He’s curious if other health-related fields might be a better fit. He also wants to consider if non-health-related career fields might be an option. And if so, what are they? He has yet to fully engage in activities that will make him a strong candidate for medical school.
Aca-Collaboration

- Brainstorm together
- Share ideas
- Get feedback

I would do anything for you guys
Personal Assessment

- How do you know if you’re doing ok?
- Personal Review & Assessment
- Video & Review
- Share with a colleague or supervisor
- Share with a mentor

Advising Approaches Review

<table>
<thead>
<tr>
<th>Advising Approach</th>
<th>Why</th>
<th>Review &amp; Improvements</th>
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<tbody>
<tr>
<td>Ex: Prescriptive</td>
<td>Ex: Reviewed deadlines for application and instructions. I wanted to make sure this was clear and that the student had any questions answered.</td>
<td>Ex: I had to remind the student to take notes on the dates which I thought was important. They didn’t seem that interested because they wanted to ask other questions. In the future, in addition to prescriptive, use MI (elicit-provide-elicit) to allow student to choose when I share the deadlines. Try saying, “I do have some important deadlines and instructions to share with you. Would you prefer to review those as we start or at the end of our conversation?”</td>
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Goal Setting

- Where would you like to improve with your integrative approach? How do you make time for this?
- As a reminder, we recommend making a SMART goal:
  - I will take 10 minutes to evaluate my appointment with Lilly next week at 4pm.
  - I will set up a 15 minute chat with my supervisor about a recent appointment and review my evaluated notes to get feedback and suggestions.
Let’s Talk-apella

Q&A
Case Study

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Let’s give this a try, Bellas!

Jordan has scheduled an appointment with you to review next semester's course scheduling. Prior to the visit you notice a few holds on Jordan's account.

You've met with Jordan before and you have always had good rapport with him. You notice that the courses that he has on his schedule do not align with the major requirements. You inquire to find out why. Jordan mentions that although he likes his major, he has also been considering another major. You know Jordan is close to falling behind in his major or not being able to switch his major in a timely manner without costing him more money.

- Which approaches will you use to address Jordan's needs?
- What does Jordan need to know? How will you tell him?
- What questions do you have for Jordan? How will you phrase them?
REFERENCES


