Using Your Past to Create a Brighter Future

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Language of the Heart

Nelson Mandela once said, “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart” (as cited in Laka, 2014). Mandela understood the powerful social concept of meeting someone where they are—that believing the differing cultural and life experiences of individuals strengthens the whole. The advising profession is a melting pot of diversity, comprised of many “languages.” This handout will help you reflect on your own studies and consider how you can incorporate your own “vocabulary” into your approach as an academic advisor.

Laka, I. (2014). Mandela was right: The foreign language effect. Retrieved from https://mappingignorance.org/2014/02/03/mandela-was-right-the-foreign-language-effect/

UNIVERSITY OF SOUTHERN INDIANA®
Student Support Services

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NELSON MANDELA

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Objectives

- Explore influential experiences that occurred prior to entering the advising world.
- Encourage outside-the-box thinking to discover how past lessons can be universalized in daily advising
- Survey ethical principles from a multitude of professions and highlight the most important, overlapping, commonalities.
- Incorporate lessons of the past into the work of tomorrow.

How To Use This Handout

This handout has been designed with a few key concepts in mind. First is the belief that all advisors bring something unique into their practice from their experiences prior to their work in the advising profession. Second is that those experiences can have a direct impact on how advisors function and process information in 1-on-1 advising sessions. Next is the assumption that advisors strive to be ethical practitioners and that many have brought with them ethical frameworks from prior professions or fields of study, or that they have been shaped by their research and the legal systems within which they operate (ex: FERPA). Last, is that, as advisors, we have the duty and obligation to align our practice with NACADA's Core Values and Core Competencies. Walking through this handout will encourage moments of self-exploration at each step.

1: Worksheet to Discover Your Pre-Advising Language: Before proceeding further into the handout, take a moment and answer the questions contained on the following worksheet. Each question is meant to probe at the foundational beliefs, ethics, and lenses that our prior fields of study and professions have instilled within each of us.

2: Using Elements of Your Pre-Advising Studies to Influence Your Advising Approach: The first two pages that follow the worksheet are provided as examples from a multitude of pre-advising backgrounds of how an advisor can reframe their foundational principles into new perspectives. The bolded text that follows each section displays one kind of interpretation as to how those elements can be applied in daily approaches to advising.

3: Ethics, Ethics, and More Ethics: After considering how your background may impact day-to-day interactions, the next step is to consider ethical frameworks. The handout provides two pages of various professional codes of ethics. Using the handout as inspiration, consider for a moment, what has impacted your own professional ethics. Ask yourself also, "Do I have an ethical code that I follow?" If not, this is a great opportunity to examine overlapping principles that a multitude of professions value.

4: NACADA's Core Values and Core Competencies: The last items provided are NACADA's published Core Values and Core Competencies. While the entirety of this handout is meant to empower advisors to pull from their prior experiences to become more competent professionals, one should not do so at the cost of the overall profession. Using the last two pages, consider where your new insights align with NACADA. Do they overlap? Do they conflict? Do they embolden one another?

5: Revisit the Pre-Advising Worksheet: Now that you have had a chance to become inspired by a number of other professions, come back to the worksheet and re-examine the posed questions. Thinking outside the box, are there additional influences that you had not previously considered? If so, take note of these new epiphanies.

6: Apply Your Knowledge: It's as simple as the step suggests. Having empowered yourself with the tools familiar to your trade, begin to find ways to utilize those natural strengths and orientations in your advising. If an advisor can bring forth a different degree of passion and natural ability into the advising realm, both the advisee and the advising professional will reap the benefits.

Worksheet to Discover Your Pre-Advising Language

Identify your undergraduate/graduate area of study? (ex: Criminal Justice, Chemistry, Theater, Business, etc.)

Choose, from below, the most relevant questions that can help you identify any values, ethics, approaches to education or life, or quotes/sayings/adages (from your fields of study) that you have deeply integrated into your own internal framework. After identifying each, note how you might be able to also integrate those concepts into your personal advising approaches or philosophy.

Identify an experience from within your field of study that made a lasting impact on you. Why was it so impactful? How can you universalize this influential factor with the students you serve? (example from social work: learning about the effects of mindfulness regarding concepts of acceptance, non-judgement, and trust)

Identify a subject-specific quote/saying/maxim that you have personally adopted. How can this motto ground you in your approach to advising? (example from philosophy & history: Those who cannot remember the past are condemned to repeat it.)

Identify guiding/founding principles within your field of study, or any core concepts. What are they and how can they be integrated into your work with students? (example from the sciences: the scientific method)

Identify any ethical codes, values, or missions identified within your field of study. Do these conflict or support the values or competencies of NACADA? Do they go above and beyond and help to refine your personal approach to advising? How? (example from healthcare: The American Public Health Association's Code of Ethics)

Using Elements of Your Pre-Advising Studies to Influence Your Advising Approach

The following passages are samples derived from a variety of fields of study. They are not exhaustive and each is open to interpretation. Take a moment and consider your own background. What have you already integrated into your advising that isn't automatically associated with the profession? What are some areas that you could still incorporate? What experiences have you had that can make you more relatable to your students or to help them better understand their own journeys?

Don't shy away from your past—springboard off of it.

Psychology: Psychological Fields of Study

Abnormal Focuses on various psychological disorders that cause marked distress.

Biological Researches how physiological processes affect psychological functioning

Clinical Applies theory into action as practitioners work with individuals to overcome various intrusive psychological disorders

Cognitive Studies how individuals internally process and perceive their surroundings

Developmental Emphasizes the impact that life stage development has on the developing person

Industrial Examines how a work environment affects various worker outputs including efficiency, happiness, and satisfaction.

Social Takes the environment and social systems into account as contributing factors in how an individual functions in groups and varied relationships.

These various areas of study exist within the Psychology field because all individuals are holistic in nature. Your students should never be treated or viewed as one-dimensional.

Math & Chemistry: Work the Problem

Balance Your Equations Maintain balance and equitability in the sharing of information. The lack of this equal sharing gave birth to programs like TRIO. Certain sects of society have always had more access to information that assists with their success. Generations of non-equitable sharing creates larger and larger divides. Advisors should actively seek to balance the scales.

Document Your Work In order to track your progress with a student, make sure to record your efforts. Doing so creates a paper trail that can be referred back to should any issues arise. Not only does this help with processing, but it is also a practice of the competent professional.

Realize That Problems Are External and Solvable The quickest way to destroy rapport with a student is to identify problems as a deficit of character. Keep your attention on the problem at hand and focus the advising energy on overcoming the various arising obstacles.

Logic Matters When working with an advising matter, does the presenting pathway that led to the problem or the proposed solution follow a logical pathway, or is the answer due to a false assumption?

English, Journalism, Criminal Justice: The Seven Circumstances

Who, What, When, Where, Why,
in What Manner, & by What Means

"These 'Elements of Circumstance' are often used in journalism (news style), research, and police investigations. They constitute a formula for getting the *complete story* on a subject."

Your students are multi-dimensional. Remember that there is always more to the picture than what you see on the surface.

Seven Circumstances. (n.d.) What does "seven circumstances" mean? [Blog Post]. Retrieved from https://sevencircumstances.com/what-does-seven-circumstances-mean/

Art: Elements of Art

♦ **Line:** a mark with greater length than width (multi-directional; straight or curved).
Like many young students, advisors too make the misassumption that pathways to success are linear, when in reality they tend, more often, to be curvy and chaotic.

♦ **Shape:** closed lines that can be geometric or organic, but provide length and width.
A reminder that all students are created of equal properties, but that each student is unique in their presentations.

♦ **Forms:** three-dimensional shapes that provide depth.
Students may, at times, present with seemingly surface-level questions, but to neglect the depth of the individual presented before you would be a disservice to the student and a dishonor to their humanity and individualism.

♦ **Space:** area between and around objects.
Be cognizant of how space influences tones and moods. Is your chair elevated above your student? Do you have an ominous looking desk separating your interactions? Is your office hyper-professional to the point of intimidation?

♦ **Color:** how light is reflected off of objects.
Your students exist in a multitude of spectrums (socio-economic, access to supportive systems, disabilities, et cetera). Remembering this can help the advisor introduce primary supports and complimentary experiences to help each student experience the full color palette that an institution of higher education has to offer.

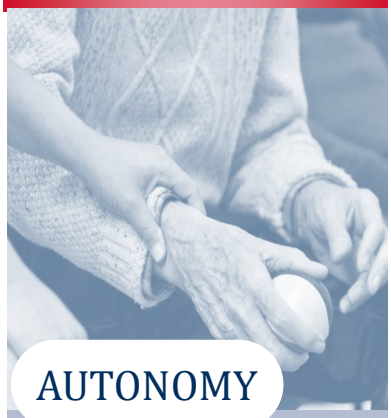
♦ **Texture:** surface quality that can be seen or felt.
Visual and tactile textures don't always align. Remember that the way a student presents themselves may not be reflective of how they are. Don't be scared to listen to your feelings.

J. Paul Getty Museum. (2011). Understanding formal analysis: Elements of art. Retrieved from https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf

Scientific Method

The scientific method is used to answer questions about the world within which we exist. After an observation is made, the scientist develops a question and a theory and then proceeds to test, analyze, and state the results. If the conclusion doesn't align with the hypothesis, this is a time to form a new hypothesis and repeat the process ad nauseam until our expectations and our realities converge.

How can the Scientific Method be used while advising students?



AUTONOMY

"Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. "

Occupational Therapy: Code of Ethics

Core Values

- Altruism
- Equality
- Freedom
- Justice
- Dignity
- Truth
- Prudence

Principles/Standards of Conduct

- Beneficence
- Nonmaleficence
- Autonomy
- Justice
- Veracity
- Fidelity

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015) [Supplement 3]. American Journal of Occupational Therapy, 69, 6913410030p1–6913410030p8. doi:10.5014/ajot.2015.696S03

"Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures" (NASW, 2018).

Social Work Core Values

- **Service**
- **Social Justice**
- **Dignity and Worth of the Person**
- **Importance of Human Relationships**
- **Integrity**
- **Competence**

Social Work: NASW Code of Ethics (Highlights)

Ethical Responsibilities to Clients

Self-Determination
Informed Consent
Cultural Competence
Conflicts of Interest
Privacy and Confidentiality
Termination of Services

Ethical Responsibilities to Colleagues

Respect
Interdisciplinary Collaboration
Consultation
Referral for Services

Ethical Responsibilities as a Professional

Maintain Integrity of the Profession
Continued Education
Performance Evaluation
Social and Political Action
Evaluate and Research
Promote Social Welfare
Engage Publically
Supervision

National Association of Social Workers. (2018). Code of ethics: of the National Association of Social Workers. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

IRB Research: The Belmont Report

Ethical Principles

Respect for Persons: (Autonomy) "To respect autonomy is to give weight to autonomous persons' considered opinions and choices while refraining from obstructing their actions…"

Beneficence: (Do No Harm and Maximize Benefits) "Persons are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. "

Justice: (Fairness in Distribution) "An injustice occurs when some benefit to which a person is entitled is denied without good reason or when some burden is imposed unduly."

Application of Principles

Informed Consent: "Respect for persons requires that subjects, to the degree that they are capable, be given the opportunity to choose what shall or shall not happen to them. "

Assessment of Risks and Benefits "The assessment of risks and benefits requires a careful arrayal of relevant data …"

Department of Health, Education, and Welfare. (1979). The Belmont report. Retrieved from https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf

Nursing: ANA Code of Ethics (Highlights)

Provision 1

1.1 Respect for Human Dignity

1.3 The Nature of Health

1.4 Right to Self-Determination

Provision 2

2.1 Primacy of the Patient's Interests

2.3 Collaboration

Provision 3

Protection of…

3.1...Rights of Privacy and Confidentiality

3.2...Human Participants in Research

3.4 Professional Responsibility in Promoting a Culture of Safety

Provision 4

4.1 Authority, Accountability, and Responsibility

Provision 5

5.1 Duties to Self and Others

5.2 Promotion of Personal Health, Safety, and Well-Being

5.6 Continuation of Personal Growth

Provision 6

6.1 The Environment and Moral Virtue

Provision 7

7.1 Contributions through Research and Scholarly Inquiry

Provision 8

8.1 Health Is a Universal Right

8.3 Obligation to Advance Health, Human Rights, and Health Diplomacy

Provision 9

9.3 Integrating Social Justice

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD: American Nurses Association.

Education:

National Education Association

Code of Ethics (Highlights)

Principle I:

Commitment to the Student

The educator shall **NOT…**

I.2...deny the student's access to varying points of view

I.5...intentionally expose the student to embarrassment or disparagement

I.6.c...grant any advantage to any student

Core Values

- **Equal Opportunity**
- **A Just Society**
- **Democracy**
- **Professionalism**
- **Partnership**
- **Collective Action**

National Education Association. (2006). Code of ethics. Retrieved from http://www.nea.org/home/30442.htm

NACADA
THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

CORE VALUES

The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

NACADA: The Global Community for Academic Advising. (2017b). NACADA core values of academic advising. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx

CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of:**

1. **The history and role of academic advising in higher education.**
2. **NACADA's Core Values of Academic Advising.**
3. **Theory relevant to academic advising.**
4. **Academic advising approaches and strategies.**
5. **Expected outcomes of academic advising.**
6. **How equitable and inclusive environments are created and maintained.**

INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of:**

1. **Institution specific history, mission, vision, values, and culture.**
2. **Curriculum, degree programs, and other academic requirements and options.**
3. **Institution specific policies, procedures, rules, and regulations.**
4. **Legal guidelines of advising practice, including privacy regulations and confidentiality.**
5. **The characteristics, needs, and experiences of major and emerging student populations.**
6. **Campus and community resources that support student success.**
7. **Information technology applicable to relevant advising roles.**

RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to:**

1. **Articulate a personal philosophy of academic advising.**
2. **Create rapport and build academic advising relationships.**
3. **Communicate in an inclusive and respectful manner.**
4. **Plan and conduct successful advising interactions.**
5. **Promote student understanding of the logic and purpose of the curriculum.**
6. **Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.**
7. **Engage in ongoing assessment and development of self and the advising practice.**

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit

nacada.ksu.edu/resources/pillars/corecompetencies.aspx

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NACADA: The Global Community for Academic Advising. (2017a). NACADA academic advising core competencies model. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx