

ACPA / NASPA Professional Competencies
Longwood University Student Affairs Individual Self-Assessment:
Advising and Helping

The **Advising and Helping** competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups. *On the left*, please rate your skill, ability, and knowledge regarding the outcomes. *On the right*, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).	1	2	3	4
1	2	3	4	Establish rapport with students, groups, colleagues, and others.	1	2	3	4
1	2	3	4	Facilitate reflection to make meaning from experience.	1	2	3	4
1	2	3	4	Understand and use appropriate nonverbal communication.	1	2	3	4
1	2	3	4	Strategically and simultaneously pursue multiple objectives in conversations with students.	1	2	3	4
1	2	3	4	Facilitate problem-solving.	1	2	3	4
1	2	3	4	Facilitate individual decision-making and goal-setting.	1	2	3	4
1	2	3	4	Challenge and encourage students and colleagues effectively.	1	2	3	4
1	2	3	4	Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.	1	2	3	4
1	2	3	4	Identify when and with whom to implement appropriate crisis management and intervention responses.	1	2	3	4
1	2	3	4	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	1	2	3	4
1	2	3	4	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.).	1	2	3	4
1	2	3	4	Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).	1	2	3	4
1	2	3	4	Perceive and analyze unspoken dynamics in a group setting.	1	2	3	4
1	2	3	4	Facilitate or coach group decision-making, goal-setting and process.	1	2	3	4
1	2	3	4	Conduct individual professional development needs assessment and group assessment of organizational needs.	1	2	3	4
1	2	3	4	Identify patterns of behavior that signal mental health concerns.	1	2	3	4
1	2	3	4	Manage conflict.	1	2	3	4
1	2	3	4	Mediate differences between/among individuals or groups.	1	2	3	4
1	2	3	4	Appropriately mentor students and staff.	1	2	3	4
1	2	3	4	Demonstrate culturally appropriate advising, helping, coaching, and counseling strategies.	1	2	3	4
1	2	3	4	Initiate crises intervention responses and processes.	1	2	3	4
1	2	3	4	Provide advocacy services to survivors of interpersonal violence.	1	2	3	4

1	2	3	4	Develop and distribute accurate and helpful mental health information for students, faculty and staff.	1	2	3	4
1	2	3	4	Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations).	1	2	3	4
1	2	3	4	Consult with mental health professionals as appropriate.	1	2	3	4
1	2	3	4	Engage in research and publication of mental health issues.	1	2	3	4
1	2	3	4	Provide effective counseling services to individuals and groups.	1	2	3	4
1	2	3	4	Assess responses to counseling interventions.	1	2	3	4
1	2	3	4	Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills.	1	2	3	4
1	2	3	4	Exercise institutional crisis intervention skills, and coordinate crisis intervention and response processes.	1	2	3	4
1	2	3	4	Collaborate with other campus departments and organizations as well as surrounding community agencies and other institutions of higher education to address mental health concerns in a comprehensive, collaborative way.	1	2	3	4
1	2	3	4	Provide mental health consultation to faculty, staff, and campus behavioral assessment teams.	1	2	3	4
1	2	3	4	Provide effective post-traumatic response to campus events/situations, collaborating with other appropriate campus departments.	1	2	3	4
1	2	3	4	Develop liaisons with community mental health providers to insure seamless and coordinated care (e.g., with hospitalizations, transfer of care).	1	2	3	4

<<<<Calculate Sub-Totals for each column>>>>
<p style="text-align: center;">Total for all columns on left ____ ÷ 35 = ____ (Average for Skill, Ability & Knowledge)</p> <p style="text-align: center;">Total for all columns on right ____ ÷ 35 = ____ (Average for Importance)</p>
<p>Competencies considered to be areas of strength:</p>
<p>Competencies most needing improvement:</p>

Plan for Improvement:

*The language for each outcome was taken from the 2010 ACPA/NASPA Professional Competencies Areas for Student Affairs Practitioners and the Individual Self-Assessments were adapted for use by the Student Affairs Division at Longwood University in 2010.