Academic Advising Approaches: Strategies that teach students to make the most of college

Chapter 4a - Voices from the Field: So, I've Been Thinking... O'Banion in Reverse

Reader Learning Outcomes

Readers will:
- Be introduced to the targeted advising model that reverses O'Banion’s five-step advising model (p. 48 of this book)
- List at least two instances from the reader’s advising practice where the five steps suggested by O'Banion went in order; two instances where they did not.
- Understand how motivational interviewing can be used with O'Banion’s five steps (no matter in which order they are addressed)
- Consider how the order of O'Banion’s steps affects advising practice.

Aiming for Excellence discussion questions and activities
- Re-read O'Banion’s five step advising model. Consider the students you have advised. Whose model best describes your experiences advising these students, O'Banion's or Cate's? Why? Discuss the two models with colleagues.
- Consider times when you have challenged students to overcome perceived barriers. What are common questions/statements you used with students to help them address their barriers?
- Reflect on times when an advising session skipped a step in O'Banion’s model. Are your observations the same as those shared by Pat Cate at the bottom of p. 62?
- After reading this ‘Voice for the Field’ whose voice do you agree with O'Banion's or Cate's? Why?