**HIED 807: OBSERVATION SHEET**

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| Observer Name: Emily LaneAdviser #1 : Marissa SilvermanAdviser #2 : Alyssa Cannataro |
| **Observation Question** | **Adviser #1** | **Adviser #2** |
| *Example: What time did the advising session begin?* | *8:20 am* | *8:05 am* |
| What non-verbals did you observe during the interactions? What verbal or behavior cues were you able to pick up on? | 1. Marissa was understanding and interested in the student and was clearly empathetic when the student expressed concern about isolation and Christmas concerns. 2. Marissa became incredibly attentive and through tone and posturing showed the willing to take action to help the student find housing during the Christmas break. She also shifted her own tone and posturing when the student did in order to match tone.3. Marissa’s use of body language and moving her hands while talking helped emphasize certain points which is a great skill to utilize while working with English as a Second Language students. | 1. The student was visibly less enthusiastic than the first meeting and Alyssa picked up on this right away bringing up the pandemic and joking about how different things are. This allowed her to quickly draw out the student’s major concern and work from there. 2. The student opened up quickly after disclosing her parent’s loss of job, there is clear relief for sharing this news and getting some suggestions of how to start planning what to do financially. 3. The student also seemed concerned to talk to her friends and family about her financial concerns so Alyssa was able to provide stabilizing resources that she might be able to lean on instead. |
| What were three strengths in your peers’ line of questioning? | 1. Marissa mostly allowed the student to dictate which questions she needed to answer because the student was very forthcoming in asking. She responded very well to each concern and provided resources as needed.2. Her response to the student’s concern about getting an internship was particularly good because she mentioned that the student could directly ask his friend to talk to his dad about working with him if he feels comfortable. This was a very simple but kind way to show that she is aware that Leo might not be fully comfortable with boundaries of asking for help from friends, and she game him the tools to help himself. 3. She finalized the meeting by asking if there was anything else Leo needed and when he said no, she gave him a recap of what they talked about. This is very important for students. | 1. Great at establishing rapport “how are you doing today, things are quite different since we last talked”. Gave the perfect opportunity for the student to open up about how the pandemic has affected her.2. How is your support system? This is a great question because it shows that she truly cares about the student’s well-being. It allows Alyssa to provide suggestions for support for other resources on campus. How to find other students like you and connect to other students that are first generation students.3. “what about school…” . This is an excellent transition to discuss the academic aspects of Marissa’s situation and it opened up further concerns that Marissa had that may not have been discussed if Alyssa didn’t ask good questions. Overall, the flow of the conversation was very natural, but Alyssa was able to get all of the information she needed in order to assess how Marissa is doing and provide resources to assist her when needed. The student left feeling respected and supported. |
| How could your peer improve in the future? What strategies would you suggest he/she change or develop? | 1. She could have asked more questions about how Leo is doing with the lack of social interaction. She provided solutions and resources that he can utilize in the future, but did not enquire about how he is feeling. She did however provide strong solutions to his loneliness, so this acknowledged that she understood he was struggling.2. The strategy of letting Leo set the tone of the meeting was very respectful because he is an international student and likely has different expectations of how an advising meeting is useful. She can further develop this spit-fire question and answer relationship through providing some questions of her own to ask Leo that he would perceive as useful for his success.3. When faced with the financial and logistical uncertainty of Leo’s impending vacation, Marissa did not spend time worrying about how stressful it could be, but rather immediately proposed a solution. This is exactly what Leo needed, but it seems like a loss of opportunity to build rapport by asking how he would have celebrated this holiday at home.  | 1. She could have followed up with some of the concerns from the first meeting a bit more. She touched on the student’s declaration of major which was a major concern of the first meeting, so this was great, but there was no follow up about if the student did in fact go to the career center. 2. She could have provided some tips of how to communicate some of the stress she is experiencing as a student dealing with COVID to her parents as Alyssa was also a first generation student, and this was a major concern of Marissa’s.3. The student felt validated and the conversation was fluid and effective. Both parties left feeling heard and the meeting was effective with no remaining questions. I do not think there was anything else she could have done better. |
| What is your overall assessment of your peer’s advising session? What do you think they learned, or still need to learn? Any additional comments? | Marissa was knowledgeable and stable in her approach to advising Leo. Leo was very forthcoming with his concerns and issues and Marissa was happy to help him through providing resources and solutions. Leo clearly was not interested in talking about feelings but wanted to keep the meeting professional and Marissa did that very well.  | Alyssa is extremely capable of assessing a student’s well-being and building rapport. She was very good at drawing out Marissa’s concerns and addressing them with a supportive attitude and helpful resources. I think she has improved in moving the conversation in the direction of focusing on discussing school without losing the personal rapport necessary.  |
| Summary of the advising session. (Imagine you are the adviser and want to have notes to look back on in the future – what would they say?)  | Leo is a Chinese student who has been experiencing isolation and enhanced culture clashes due to the COVID-19 pandemic. He is concerned about where he will stay during the Christmas holiday since he is not able to afford a ticket to China this year. We discussed staying in the international dorm that the school is providing for this purpose.  Leo is also expressed isolation and a lack of people to talk to. We talked about some international organizations that he can become involved in. Leo noted that he did utilize some of the resources discussed last time, he shows great initiative. Finally, he is working on getting an internship but is not sure of the rules and eligibility for international students. He will discuss opportunities with a potential company and return with details that we can check to be sure he is eligible.  | The student’s parents have lost their jobs and she is experiencing extreme stress due to this. She is a first-generation student so there are not immediate family members who fully understand the pressure she is experiencing due to the pandemic and the changes at school. She is concerned about how she will pay for the next semester’s tuition – should she get a job, take time off, do a work study, reduce her class load?  |
| Summary of YOUR advising session (Imagine you are the adviser and want to have notes to look back on in the future – what would they say?) What did you do well? What do you think you need to improve upon? | Caleb is withdrawing from his friends and not engaging in his classes. He has noted being uninterested in class material and allowing his grades to fall. He does not agree with friends who continue to meet during the pandemic so is isolating himself. He seems to lack motivation and could be experiencing some mental health crisis due to the isolation. Further, he had low-energy posturing and seemed completely uninterested in our interaction. I suggested that Caleb utilize the mental health services and have offered to help him arrange a meeting. I am worried he might be experiencing depression due to the isolation the pandemic has brought. I have also suggested he tries to get outside to take a walk or even write outside just to get some sunshine. He also mentioned that he was invited to be in a study group in one of his classes but has not messaged the student who invited him back. He said he plans to get involved with this group. I think I did a good job building rapport with Caleb. He clearly felt guilty that he missed our previous meetings and is dealing with some emotional distress. It seemed I was the first person he had talked to for a while so I focused on asking about how he is doing. Only near the end did we really talk about classes, but I think this is okay because he needed to have some personal interaction and support. I should have mentioned his cat, but at the time I was picturing having the meeting in person rather than online. I think I nodded too much so I will work on being more still in the future. Other than this I think my non-verbal communication gave Caleb a sense that I was not upset at him for missing meetings and that I support him. We discussed writing and history a bit more and he seemed interested in creating a piece of writing including his own perspective of the current historical events. Hopefully, this simple prompt can help him feel motivated to continue writing and get more involved in his classes. |