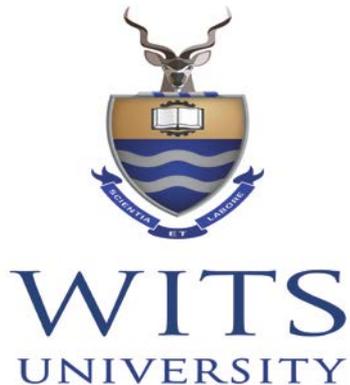


The complexities of instituting academic advising in the Faculty of Health Sciences: An educational perspective



Ntsiki Mapukata
Office of Student Support



OFFICE OF STUDENT SUPPORT (OSS)



The OSS offers the following services to all students:

Academic support
Extra time applications
Learning Excellence skills
Individual/Group counselling
Career advice

Accommodation referrals
Faculty liaison services
Leave of absence
Referrals to Campus Health Clinic
Deferred exam applications

One-to-one sessions
Financial advice
Mentoring
Reading skills
Writing skills



Ms Ntsiki Mapukata
Head: Office of Student Support
(011) 717 2703



Dr Constance Khupe
(Learning Excellence)
(011) 717 2334



Gila Carter
(Academic Literacy)
(011) 717 2211



Phillip V. Tobias Health Sciences Building
General Enquiries (011) 717 2565
Email: studentsupport.health@wits.ac.za



Boikhutso Maubane
(Counselling Psychologist)
(011) 717 2008



Nasrin Kirsten (Counselling Psychologist)
(011) 717 2008



Kasturi Naidoo (Faculty Liaison Officer)
(011) 717 2008

Please explore the Office of Student Support Wits-e website (OSS 2018 tab in SAKAI) at <https://elearn.wits.ac.za/home/>

Faculty of Health Sciences

UG students 3703 [**50% MBBCH**]

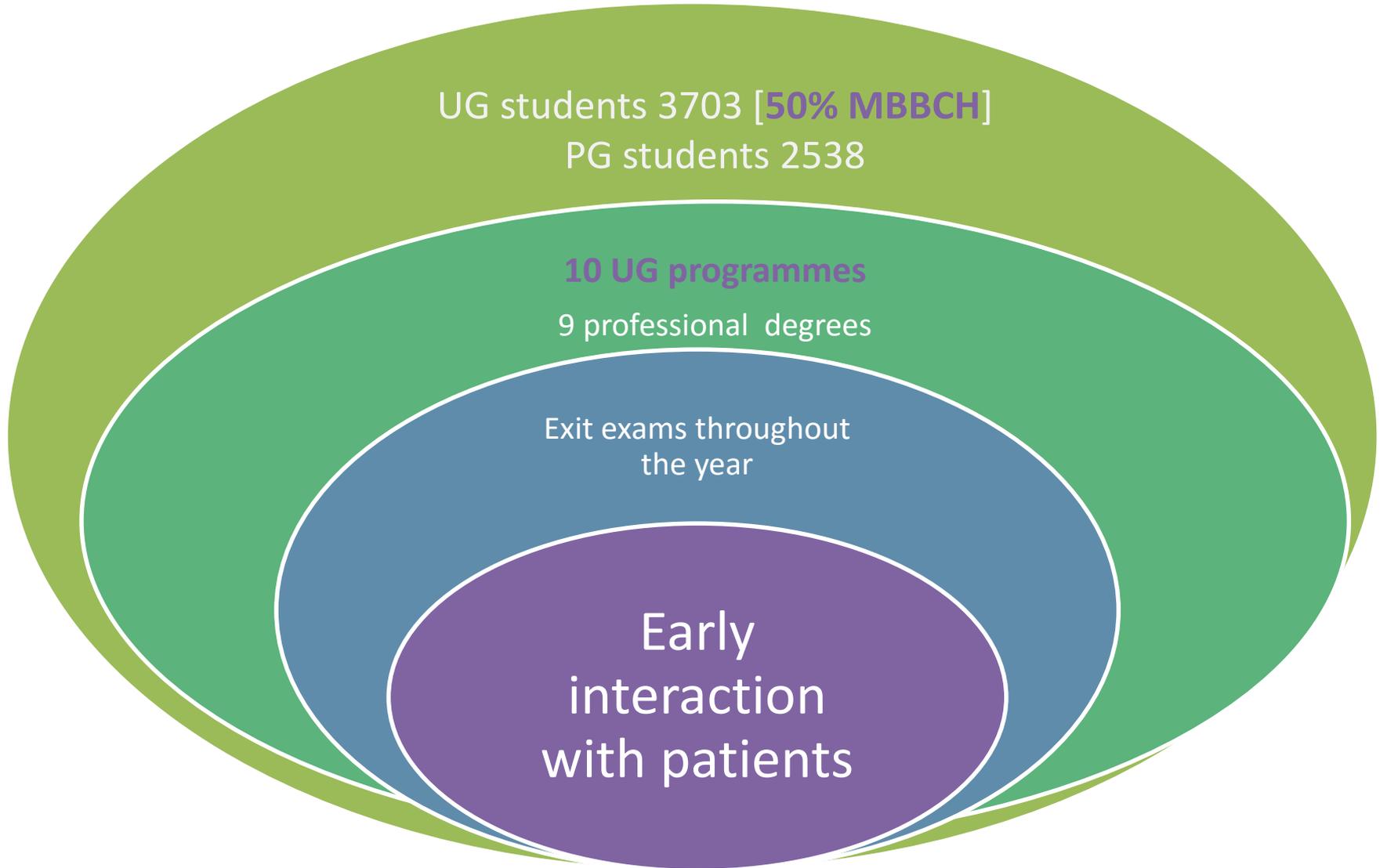
PG students 2538

10 UG programmes

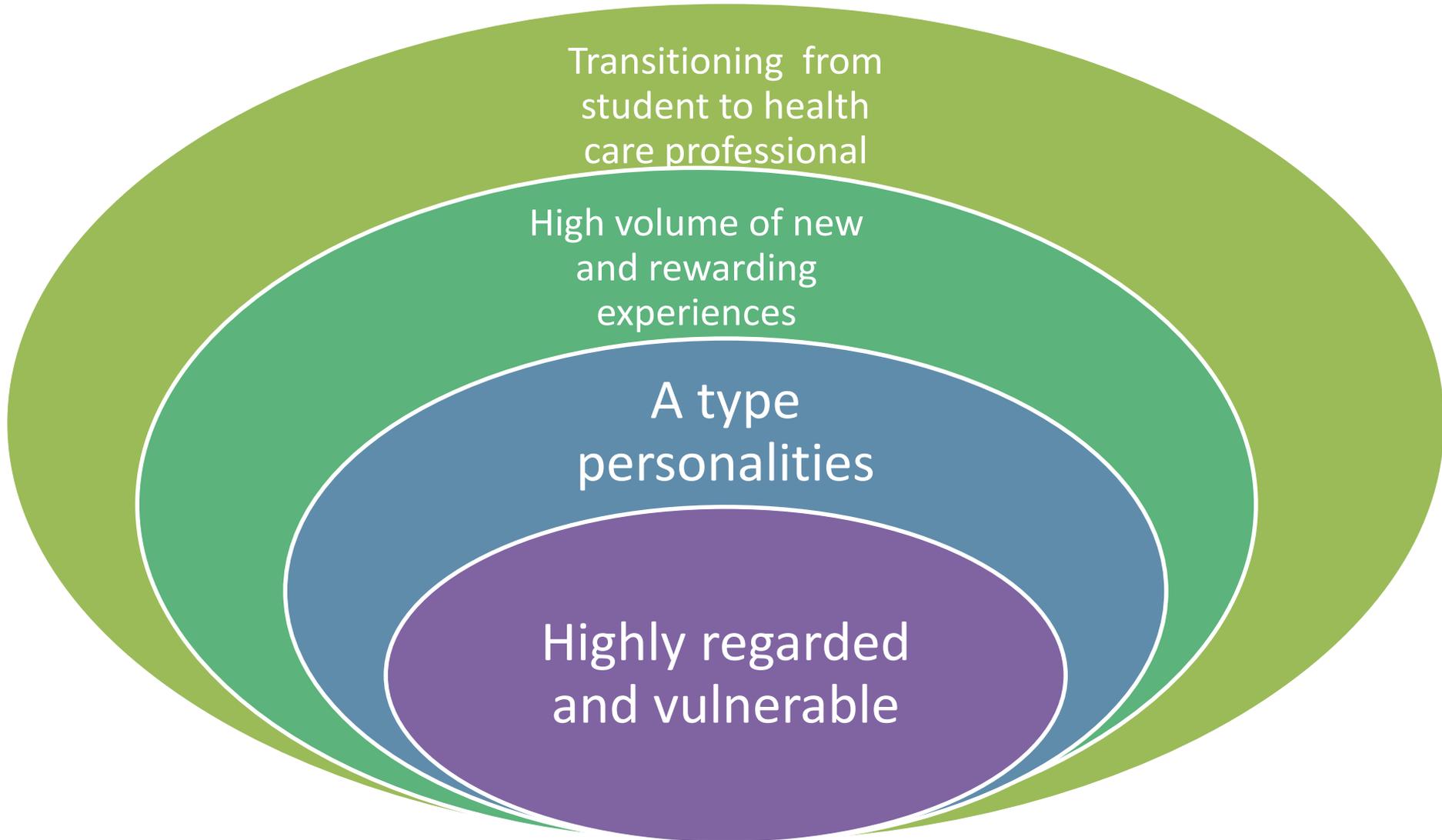
9 professional degrees

Exit exams throughout
the year

Early
interaction
with patients



Faculty of Health Sciences



Introduction

- Academic advising (AA) as a systematic process is facilitated through student-advisor engagement with the intention of supporting a student to achieve educational outcomes by interacting and interfacing with the curriculum, pedagogy and stated learning outcomes using both institutional and community resources^{1, 2}.

1. Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12–17.

2. Bridgen , S. (2017) .Using Systems Theory to Understand the Identity of Academic Advising: A Case Study. *NACADA Journal*, 37 (2), 9-20. <https://doi.org/10.12930/NACADA-15-038>

Introduction (cont'd)

- According to O'Banion, an academic advisor serves as a teacher and guide and, adopts an integrative approach³. AA is the intersection of the teaching and learning experience⁴.
- Academic advising is considered a critical component to the success of higher education.

3. O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42(6), 62–69.

4. Miller, MA and Alberts, B. (1994). Developmental Advising: Where Teaching and Learning Intersect. *NACADA Journal*: Fall, Vol. 14, No. 2, pp. 43-45. <https://doi.org/10.12930/0271-9517-14.2.43>

Introduction (cont'd)

- According to O'Banion, an academic advisor serves as a teacher and guide and, adopts an integrative approach³. AA is the intersection of the teaching and learning experience⁴.

- 
- Improves throughput rates
 - Reduces attrition rates

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5. Glennen et al. (1996) How Advising and Retention of Students Improves Fiscal Stability. *NACADA Journal*: Spring, Vol. 16, No. 1, pp. 38-41. <https://doi.org/10.12930/0271-9517-16.1.38>

Introduction (cont'd)

Academic Advising is in that regard developmental¹.

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Introduction (cont'd)

Academic Advising is in that regard developmental¹.

- Assists students in the clarification of their life/career goals
- Development of educational plans for the realization of these goals.

OFFICE OF STUDENT SUPPORT: LEARNING EXCELLENCE LECTURERS

Staff Member	Programme
Dr Constance Khupe Email: Constance.Khupe@wits.ac.za Tel: 011 717 2334	Medicine
	Nursing
	Bachelor of Clinical Medical Practice
	Bachelor of Health Sciences (Biomedical Sciences)
	Bachelor of Health Sciences (Biokinetics)
Ms. Gila Carter Email: Gila.Carter@wits.ac.za Tel: 011 717 2211	Pharmacy
	Dentistry
	Bachelor of Oral Health Sciences
	Occupational Therapy
	Physiotherapy

Introduction (cont'd)

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- Concerned about academic life of student and specifies alternatives and indicates best choice when student faces difficult decisions.
- Monitors academic progress through files and records.

6. Jahangard et al. (2017). Prediction of educational achievement based on learning styles mediated by academic self-efficacy: a case study on the students of medical professionals in Kerman University of Medical Sciences, Iran.

[Strides in Development of Medical Education 2017 , Volume 14 , Number 1;](#)

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Intrusive⁷

- Proactive

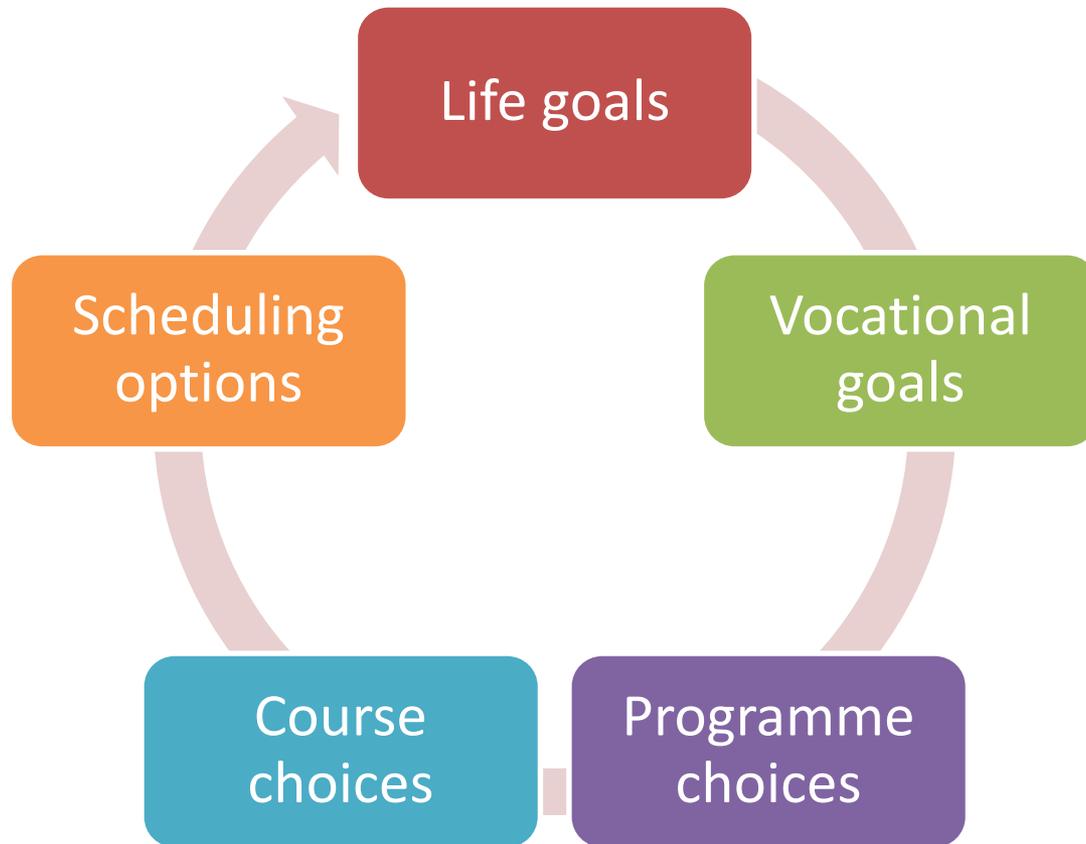
7. Schwebel et al., (2008) Efficacy of Intrusively Advising First-Year Students via Frequent Reminders for Advising Appointments. NACADA Journal: Fall, Vol. 28, No. 2, pp. 28-32.

Objective:

- This paper aims to explore the five elements of O'Banion's 1972 model by reflecting on components of academic advising that derived learning outcomes for health sciences students.

O'Banion Model

Lecturer and student explore goals and choices



Methodology

- During the 2017 academic year, health sciences students [n=924] presented to the Head of Student Support for one on one meetings.
 - The majority were referred by either their peers, by a course coordinator or Head of Department [n=553]. Readmitted students [n=251] were asked to reflect on their experiences.
 - The remaining consultations [n=120] comprised a range of self-initiated visits that ranged from requests for career counselling to students who presented in a mental health crisis.
 - Key points were noted during each consultation.
 - Comprehensive individual reports were finalized at the end of the day.
 - An overview of the key findings is presented from an educational perspective.
- **Readmitted students n= 251**

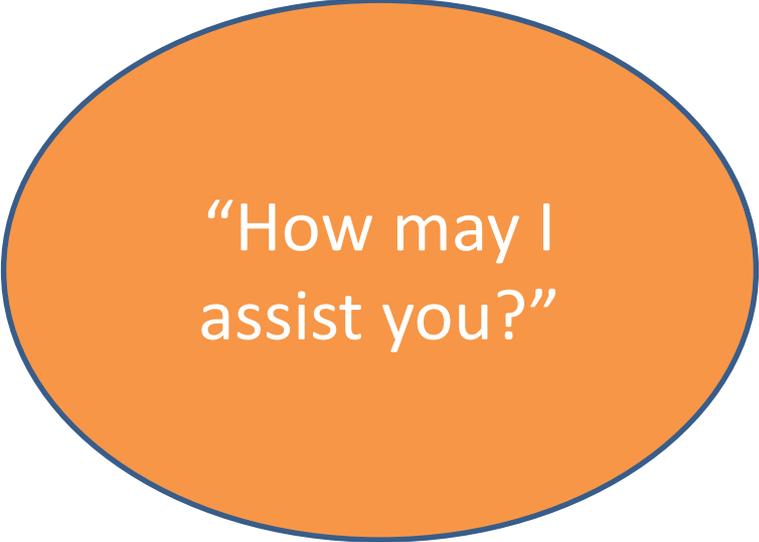


“Tell me about
2016.”

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- **Referrals n= 553**
- **Self Initiated n= 120**



“How may I assist you?”

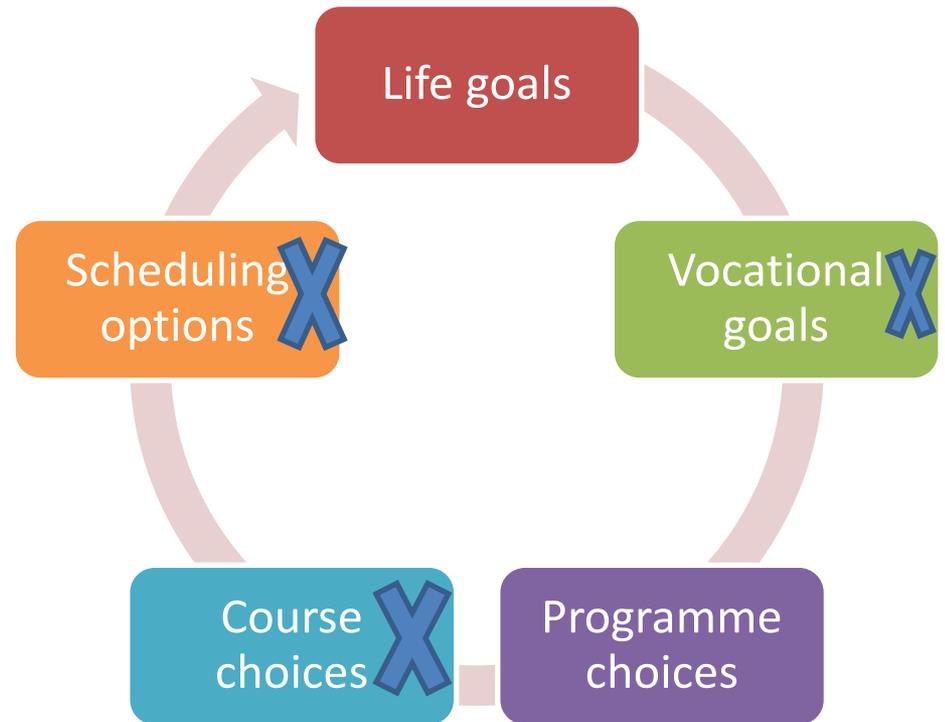
Key Findings

#FeesMustFall

- *“I was in the bus that caught fire. We were trapped inside...”*
- *“I’m in 2nd year. This is my 3rd year at Wits. I missed notice for my supplementary exams.”*
- *“I am staying off campus. I lost my funding.”*
- *“I do not have a phone. I was mugged on the way home.”*

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Academic Record

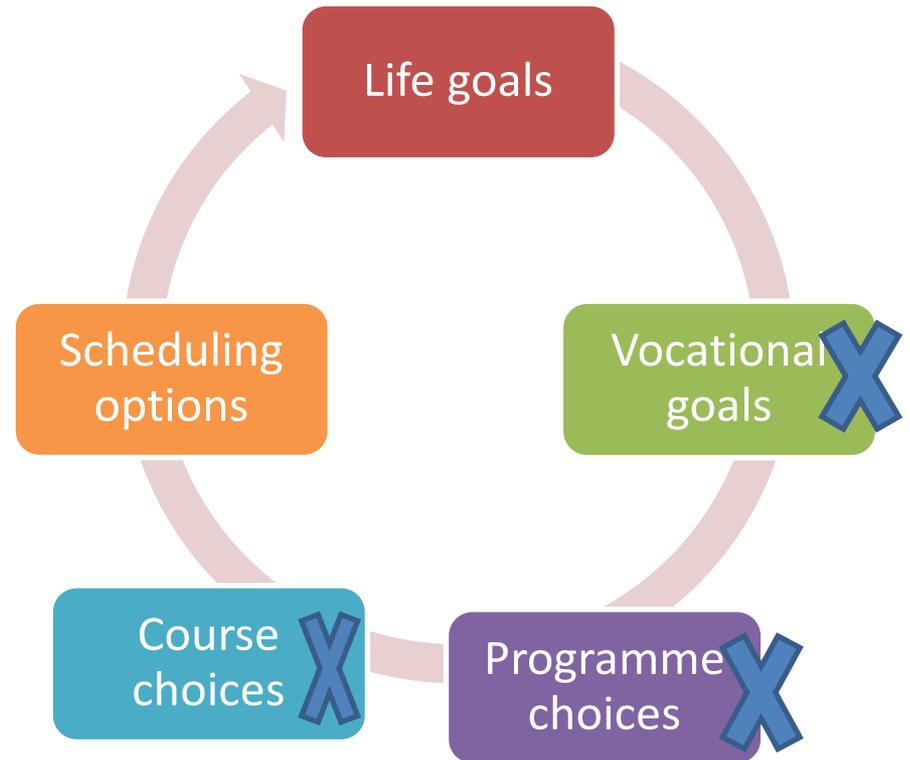
Physics

- *“I did not do physics in matric. I have to repeat physics and chemistry.”*
- *“I had to repeat APES in 1st year. Now I’m repeating Anatomy for the second time.”*

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Student Athletes

Role conflict

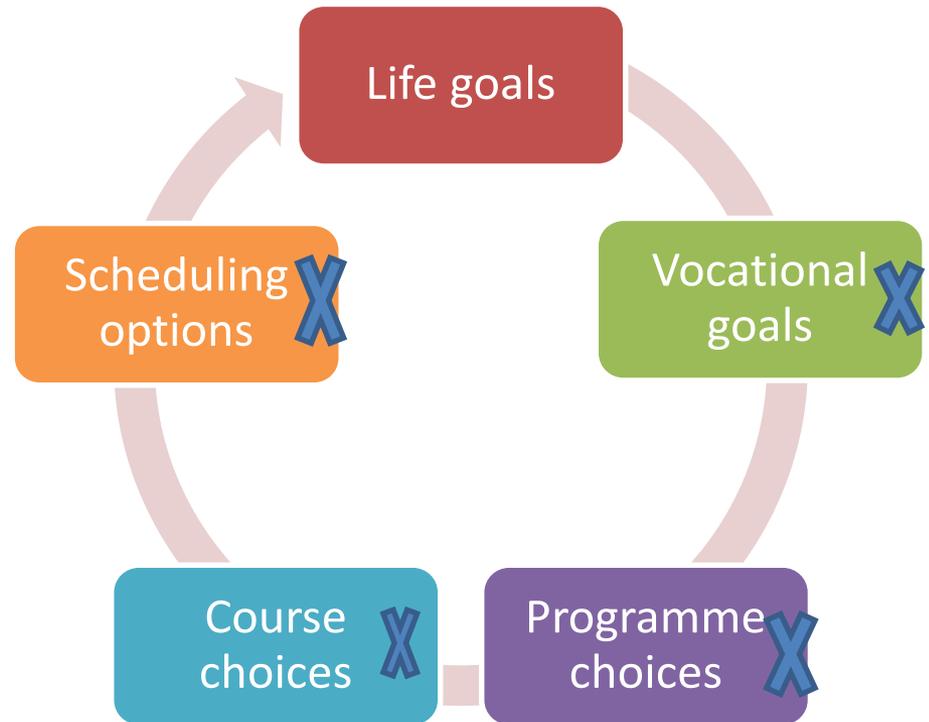
- *“I struggle to balance the demands of my life. My coach wants me to attend all my training sessions. Sometimes our matches are out of town and I end up missing classes.”*

Gatson Gayles, J. L.(2004). Examining academic and athletic motivation among student-athletes at division I university. *Journal of College Student Development*, 45, 75–83.
doi:10.1353/csd.2004.0005

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Occupationally Acquired Infections

Unavoidable risk and implications of acquiring workplace infections,

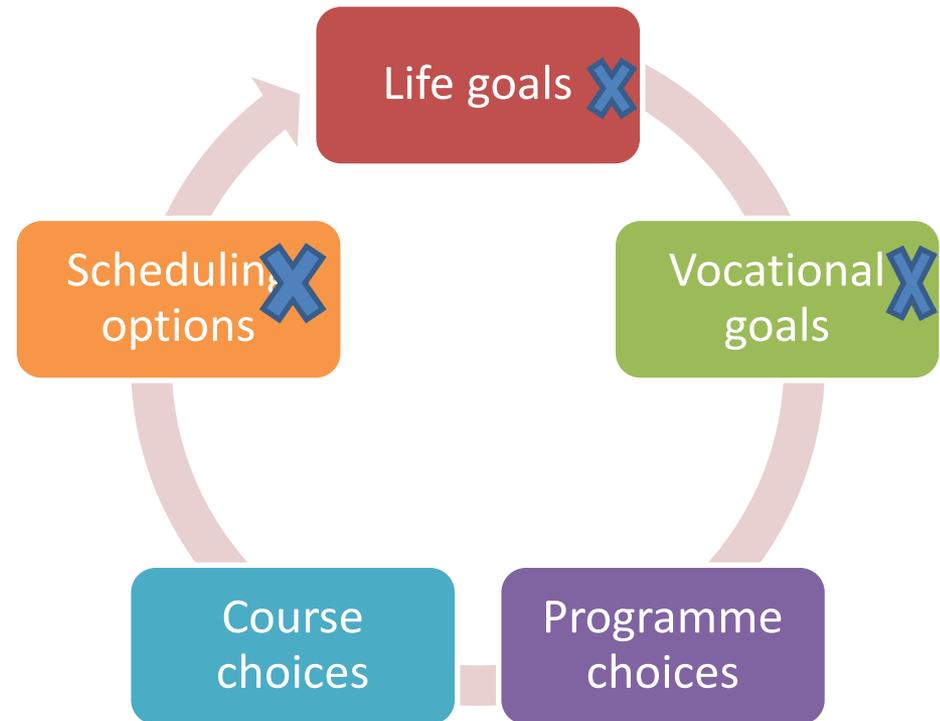
- Needle stick injuries
- TB
- Chicken pox
- Typhoid

van der Westhuizen, H, & Dramowski, A. (2017). When students become patients: TB disease among medical undergraduates in Cape Town, South Africa. *SAMJ: South African Medical Journal*, 107(6), 475-479. <https://dx.doi.org/10.7196/samj.2017.v107i6.12260>

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Familial Influence

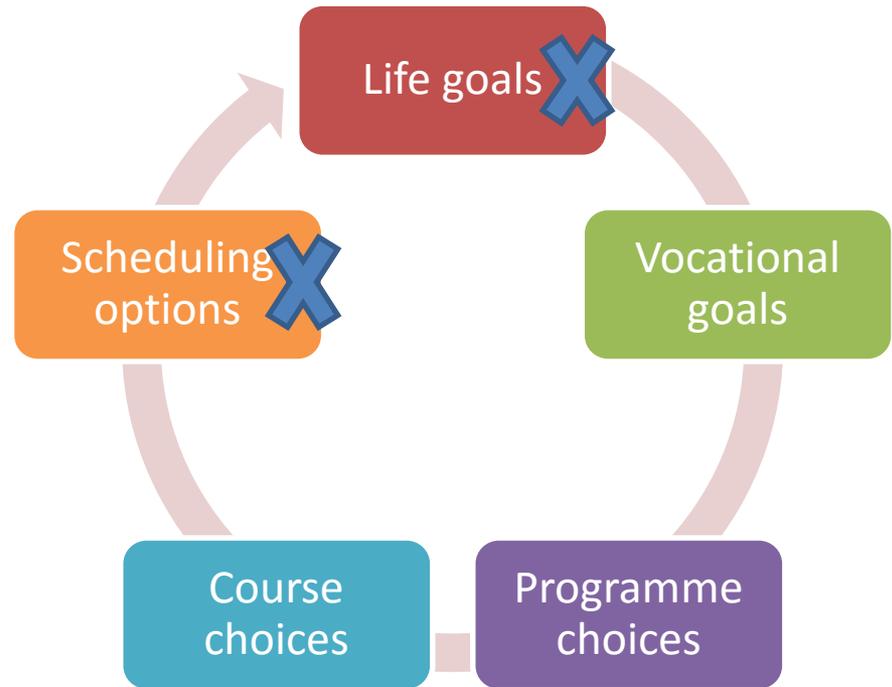
- *“I know my son. I love him. I have his student number...I just want him to marry a nice Christian girl...but this...”*
- *“ I live in this big house. I am not allowed to leave the house to visit my friends. I cut myself whenever I feel alone. I’m on medical aid but I do not want my parents to know. They do not believe in mental illness.”*

Ellis, C.(2003). Cross-cultural aspects of depression in general practice. *SAMJ*. Vol 93 No 5.

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Career Advice

“I do not enjoy my degree.”

*“I wanted to do law /music
but my parents wanted me
to do something in health
sciences.”*

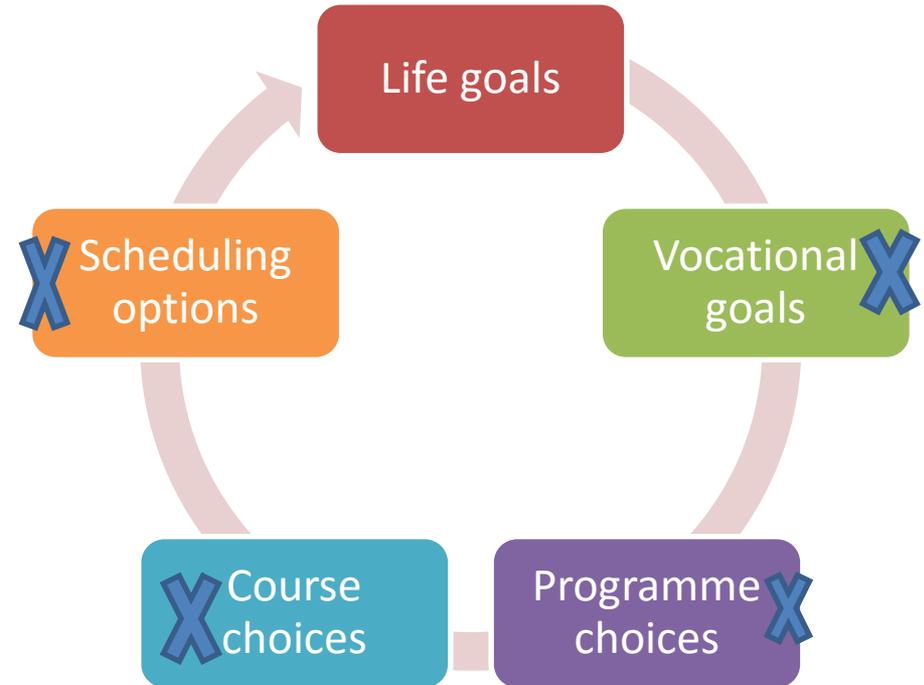
Simmons, AN. (2008). A Reliable Sounding Board: Parent Involvement in Students' Academic and Career Decision Making. NACADA Journal: Fall, Vol. 28, No. 2, pp. 33-43.

<https://doi.org/10.12930/0271-9517-28.2.33>

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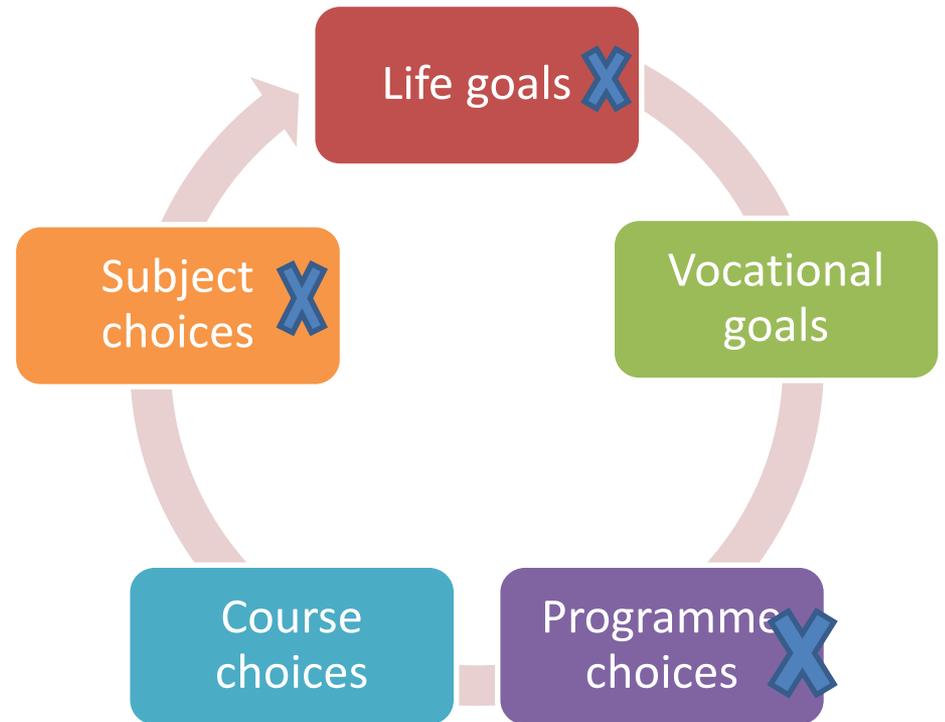
Guiding Conversation

- *“EDD is end of the month. I’m planning to take 4 days off.”*
- *“My roommate threatened to kill me.”*

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Benefits of Academic Advising

- For each student, at least 3-5 elements were explored in consultations that ranged from
 - 2-4 sessions for readmitted (at risk) students and, at least 1-6 sessions for referred students and those in crisis.
- At risk students and those who were referred
 - realized academic and personal benefits when a prescriptive approach of AA was implemented.
- Students in crisis
 - realized benefits when an intrusive approach was adopted.
- Inform faculty processes
 - Admission criteria
 - Pull down courses

Conclusion

- AA is critical in assisting students realize the goals of learning.
- Life history of a student presenting at risk or in crisis was identified as a non-academic marker of performance.
- AA is not a singularly enacted intervention.
- It does require institutional investment.

- **English: Thank you**
Afrikaans: Dankie
IsiNdebele: Ngiyathokoza
Sesotho: Ke a leboha
Northern Sotho: Ke a leboga
Setswana: Ke a leboga
SiSwati: Siyabonga
Xitsonga: Inkomu
Tshivenda: Ndo livhuwa / Ro livhuwa
IsiXhosa: Enkosi
IsiZulu: Ngiyabonga

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