

Student Advising Guide (PharmD Professional Division)

This guide is designed to help you understand the advising process and how it will guide you in the professional division.

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Advising Purpose:

Why advise students?

To help students identify pathways to academic success. To encourage students to take advantage of the learning and personal opportunities the college has available.

How will we help with success?

Advisors get to know their advisees, build relationships with them, and care for their personal and professional development.

What will we do to facilitate professional development?

- Conduct individual student/advisor meetings at the beginning of each Fall Semester and small group advisee meetings in the Spring Semester
- Assist the student in developing their own professional development plan
- Provide feedback to students regarding their involvement in personal, professional, and co-curricular activities
- Document development in CompMS

Advisor roles: *(Every student will have both an academic advisor and a faculty advisor.)*

Academic Advisor:

The Director of Student Services for the Professional Division serves as the academic advisor for all PharmD students. The academic advisor assists students with needs such as degree audits, GPA calculations, academic performance policy questions, registration, account holds, pre-requisites, what classes to take at what times, and assuring requirements for matriculation and graduation are met.

Faculty (Professional) Advisor:

Each student is assigned a faculty advisor. The faculty advisor will focus on the personal and professional development of the advisee as they move through the PharmD program. The Faculty Advisor will assist their advisees with the following: semester planning, goal setting, problem solving, career and residency planning, advice on electives, meeting co-curricular requirements, internships, professional organizations, leadership and personal growth.

Advising Requirements:

Academic Group Advising: *(coordinated through the Office of Student Affairs)*

- All students are required to attend Academic Group Advising.
- Academic Group Advising covers important information regarding professional division study strategies, academic standards, program progression requirements and procedures, graduation requirements, major, minor, and dual degree information, when students register for classes, what classes to register for, degree audits, tuition and fee structures, financial aid, and academic support resources.

Academic Group Advising Overview:

- P1 year:
 - Fall Semester Topics
 - Program Structure
 - Academic Performance
 - Grievance Process
 - Fee structure
 - Department Honors and Minor information
 - Graduation Requirements
- P2 year:
 - Fall Semester Topics
 - Degree Audits
 - Graduation Requirement Review
 - Matriculation Requirements
 - MBA options
 - Process and Procedure for graduation and matriculation
 - P3 Student Experience Q&A
 - Professionalism Review
 - Spring Semester Topics
 - Financial Aid and graduate student transition
 - Requirement recaps
 - Matriculation Requirement Review
 - P3 Schedule Overview
- P3 Year:
 - Fall Semester Topics
 - Graduate fee structure
 - Financial Aid Requirements
 - Graduation Requirements
 - Course registration information

Professional Advising with Faculty Advisor:

Fall Semester:

- Mandatory individual advising appointments
- Ideally occur in the first four weeks of the semester
- Student must complete **Pre-Advising Questionnaire** in CompMS and log completed co-curricular activities since the last advising appointment
- Faculty advisor will complete a **Post-Advising Questionnaire** in CompMS with notes from the advising appointment
- Progress toward **co-curricular goals** will be planned and assessed at each meeting; documentation by student and faculty should be done in CompMS

Spring Semester:

- P1
 - Mandatory individual advising appointment with faculty advisor
 - Student must complete **Pre-Advising Questionnaire** in CompMS and log completed co-curricular activities since the last advising appointment
 - Faculty advisor will complete a **Post-Advising Questionnaire** in CompMS with notes from the advising appointment
 - Progress toward **co-curricular goals** will be planned and assessed at each meeting; documentation by student and faculty should be done in CompMS
- P2/P3
 - Mandatory group advising appointment with faculty advisor
 - Student must complete **Pre-Advising Questionnaire** in CompMS and log completed co-curricular activities since the last advising appointment
 - After review of Pre-Advising Questionnaire, the faculty advisor may invite student to meet individually (in addition to group advising)
 - Faculty advisor will complete a **Post-Advising Questionnaire** in CompMS with notes from the advising session
 - Progress toward **co-curricular goals** should be documented by students and faculty in CompMS
 - Meet in small groups to discuss general advising points, important opportunities, and other relevant information

Advising, Co-Curricular, and Professional Development Timeline:

P1 Year	P2 Year	P3 Year	P4 Year
<p>Fall Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • 1st Individual Advising Meeting <ul style="list-style-type: none"> ○ Explain advising ○ Get to know each other ○ Plan for semester <p>Co-Curricular:</p> <ul style="list-style-type: none"> • Introduce/explain/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Orientation • Reflections <ul style="list-style-type: none"> ○ Professional reflections 	<p>Fall Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • Individual Advising Meeting <ul style="list-style-type: none"> ○ Plan for Semester ○ Career thoughts ○ P1 OSCE performance <p>Co-curricular:</p> <ul style="list-style-type: none"> • Participate/document/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Reflections <ul style="list-style-type: none"> ○ Semester Goals <p>IPPE:</p> <ul style="list-style-type: none"> • Setting: Community • Patient Interviews 	<p>Fall Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • Individual Advising Meeting <ul style="list-style-type: none"> ○ Discuss pre-APPE competency ○ Plan for APPEs ○ Review OSCE performance (areas for improvement) ○ Prep for NAPLEX Advantage ○ Review CV <p>Co-curricular:</p> <ul style="list-style-type: none"> • Participate/document/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Reflections <ul style="list-style-type: none"> ○ Semester Goals <p>IPPE:</p> <ul style="list-style-type: none"> • Setting: Institutional/Elective 	<p>Fall Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • WebEx or Teams <ul style="list-style-type: none"> ○ Discuss APPE progress ○ NAPLEX study plan ○ Job opportunity discussion ○ Residencies of interest <p>Co-curricular:</p> <ul style="list-style-type: none"> • Ensure program requirements are met
<p>Spring Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • Individual Advising Meeting <p>Co-curricular:</p> <ul style="list-style-type: none"> • Participate/document/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Reflections <ul style="list-style-type: none"> ○ Semester Goals ○ IPPE reflections <p>IPPE:</p> <ul style="list-style-type: none"> • Setting: Community • Patient Interviews 	<p>Spring Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • Advisee group meeting <ul style="list-style-type: none"> ○ Continuing professional development ○ Self-directed learning ○ Patient interview project ○ Patient counseling ○ Review experiences <ul style="list-style-type: none"> ▪ Electives ▪ Co-curriculars • Individual Advising Meeting (if needed) <p>Co-curricular:</p> <ul style="list-style-type: none"> • Participate/document/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Reflections <ul style="list-style-type: none"> ○ Semester Goals <p>IPPE:</p> <ul style="list-style-type: none"> • Setting: Elective • Service Learning • Clinical Hours 	<p>Spring Semester:</p> <p>Professional Advising:</p> <ul style="list-style-type: none"> • Advisee group meeting <ul style="list-style-type: none"> ○ Continuing professional development ○ Self-directed learning ○ Innovator/entrepreneur ○ Review experiences <ul style="list-style-type: none"> ▪ Electives ▪ Co-curricular • Individual Advising Meeting (if needed) <ul style="list-style-type: none"> ○ NAPLEX Advantage Score Review <p>Co-curricular:</p> <ul style="list-style-type: none"> • Participate/document/plan <p>Professional Development:</p> <ul style="list-style-type: none"> • Reflections <ul style="list-style-type: none"> ○ Semester Goals <p>IPPE:</p> <ul style="list-style-type: none"> • Setting: Institutional/Elective 	

Co-Curricular Activities:

Co-Curricular Requirements:

To assist students in growing as both a person and a professional, students will be intentionally exposed to activities in the curriculum (classes, IPPE and APPE) and provided additional extracurricular activity opportunities that invite discovery of self and others. Co-Curricular requirements are designed to guide required curricular activities with student-selected extracurricular experiences in order enhance the student's development as a person and a professional.

Every student is expected to participate in some Co-Curricular activities each semester and during breaks from school. Students are NOT required to have Co-Curricular activities in all seven areas each semester. Students are expected to participate in a diverse group of Co-Curricular activities in each of the seven key areas over the course of their education. A single Co-Curricular activity may be attributed to multiple areas and can be listed up to two times. Students must demonstrate development through participation in at least one unique event/activity for each of the seven areas over the P1-P4 years. It is the intention that the notable benefit from participation in these events will prompt continual and ongoing participation and development well beyond these requirements. Examples of Co-Curricular activities are in Appendix 1.

Co-Curricular Tracking:

Student progress on development in the co-curricular competencies will be available in CompMS for review by students and their advisors. Students are required to reflect on their development in these areas and discuss their development of skills with their faculty advisor at least once per semester. Advisors will monitor their advisee's progress and assist students with recommendations for finding needed opportunities for development. Students are expected to participate in a diverse group of Co-Curricular activities in each of the seven key areas over the course of their education. Students must demonstrate development by documenting participation in at least one unique event/activity for each of the seven areas at a minimum level of Developing/ Practicing (Level 2) by the end of the P3 year. If not, a written remediation plan with specifics (due October 1st of P4 year) will need to be completed before the end of P4 year (by April 1st).

Co-Curricular Key Outcomes:

Co-Curricular activities are linked to key outcomes of professional development. Those key outcomes are:

1. **Education** – educate patients, providers, health-care professionals and the public
2. **Cultural Sensitivity** – understand, care for, and work with people different from you
3. **Self-Awareness** – recognize how your strengths and weakness impact your environment, the people around you, and the results you achieve with the intent of self-improvement
4. **Leadership** – contribute to an environment that invites collaboration with those around you to improve the profession of pharmacy
5. **Innovation / Entrepreneurship** – develop and implement new ideas to move the profession forward
6. **Professionalism** – continuously develop personally and professionally in your relationship with and conduct toward others
7. **Patient Advocacy** – represent the patient's best interests

Rating Scales of Co-Curricular Abilities

Ratings – Generalized

Novice	<ul style="list-style-type: none"> • I encountered this ability as an exposure, came to understand what the competency means, and will know how to find additional experiences to develop this competency in the future
Developing / Practicing	<ul style="list-style-type: none"> • I experienced a series of events over time, or a major event which allowed me to develop some competency/confidence in this area
Mastery	<ul style="list-style-type: none"> • I experienced an event or series of events which developed adequate competency in this area to allow me to teach others or model this competency

Education

Rating	Description	Example
Novice	Event allowed me to understand the role of the pharmacist in education of others	Attend a session on skills needed for education, working on a singular project or event to educate others (patients, students, other healthcare professionals)
Developing / Practicing	Event or series of events helped me gain experience on being an educator through repeated experiences, or formal assessment of my teaching	Repeatedly providing an educational event, providing a large-scale program, developing a screening session, lay public program, etc.
Mastery	Event or role helped me to gain mastery in being an educator	Training other interns, developing a program which is regularly provided by your employer, a screening event which is repeated

Cultural Sensitivity

Rating	Description	Example
Novice	Event helped me understand that engaging with people from other backgrounds requires sensitivity and knowledge as to how to best serve them	An initial encounter with people of different backgrounds, perhaps in practice, in organizations, working with the public, etc.

Developing / Practicing	Event or series of events allowed me to apply what I know about different cultures to best serve or engage with others	Practice with many people of different backgrounds or many different types of backgrounds, engaging with the lay public of different backgrounds on repeated occasions, etc.
Mastery	Effectively using knowledge of different cultures to serve others in a variety of settings and teaching or modelling to others how to effectively work with people of other cultures	Effectively working at a practice site with people of many backgrounds, etc.

Self-Aware

Rating	Description	Example
Novice	Event helped me understand that I can self-reflect and understand my own strengths and weaknesses, set my own goals and improve myself to be a better person	Recognizing areas for improvements in practice, courses and own actions, personal mission statement, semester goals, etc.
Developing / Practicing	Event or set of events helped me to continually modify my goals and actions to be a better student, pharmacy professional and person	IPPE, organizational work, etc.
Mastery	Event or set of events helped me to master my abilities to self-improve	self-improvement programs, experiential program, internship, etc.

Leadership

Rating	Description	Example
Novice	Event allowed me to understand roles of leadership	Attend a session on leadership, serve in a minor role on a committee
Developing / Practicing	Event or series of events helped me gain experience in roles of leadership	Serve as a committee Chair, serve as an officer, work with organizational leaders to achieve larger goals
Mastery	Event or series of events helped me to master leadership roles	Serve as an effective organizational leader, lead a major college, university, regional state/national organization, etc.

Innovation/Entrepreneurship

Rating	Description	Example
Novice	Event helped me understand the importance of creative thinking and innovation in the effective practice of pharmacy and advancement of the profession	IPPE project, appreciation of creative approaches to pharmacy practice in practice sites, internship or IPPE
Developing / Practicing	Event or series of events helped me develop and apply my creative thinking skills which are applicable to the profession of pharmacy	Creation of a project relevant to practice in IPPE or internship, development of an innovative or creative solution to a problem
Mastery	Event or series of events allowed me to model or teach creative and innovative thinking within a pharmacy practice site	Develop a new solution to a problem at a practice site which is adopted by the site, process that enhances workflow

Professionalism

Rating	Description	Example
Novice	Event helped me to understand professional behaviors and roles and identify these within myself.	professional orientation program, IPPE, organizations
Developing / Practicing	Event or series of events helped me to further identify my role as a pharmacy professional to enhance my perception and commitment to my role as a professional	IPPE, organizational activities, internship
Mastery	Series of events helped me to consistently model professional behavior	IPPE/APPE, PSD labs, organizational activities

Patient Advocacy

Rating	Description	Example
Novice	Event allowed me to understand what it means to advocate for a patient or get experience advocating for a single patient	Attending a meeting on advocacy, working with an individual patient
Developing / Practicing	Event or series of events helped me gain experience with advocating for multiple patients or over a broad timeframe	Working with patients at a screening event, education event, or working with patients broadly at IPPE, internship, etc.
Mastery	Event or series of events allowed me to develop competency at patient advocacy at a level that I could teach others or model advocacy	Working at multiple screening events, working at IPPE or internship over a broad timeframe

Appendix 1 - Co-Curricular Examples – In and Outside the Curriculum

Within the Curriculum	Outside the Curriculum
Drug Information Seminar	PSC and student leadership retreat
Ethics assignments	Mentoring of peers
Experiential Program - IPPE and APPE	Community Care Clinic
Immunization certification	Academic Action plans
In-class presentations	Pharmacy ambassadors
P1 orientation program activities	National Drug Take Back Day
PSD Lab Activities	College/university, local, regional and national organization committees, positions, and meetings
Self-assessment assignments	Immunization Clinics
Semester Goals (IPPE)	Teaching assistants, peer leaders, tutors
Service learning	Organizational leadership (pharmacy and non-pharmacy)
Kroger Wellness	Counselling and Skills Competitions
Business Plan Development	Health Fairs / Screenings
Career Exploration Activities	K-12 School Events
Interprofessional Activities	Patient care events through student organizations
	Script your future
	Pharmacy Advocacy Activities (OPA Legislative Day, American Pharmacists Month, etc.)
	Non-pharmacy volunteering
	Pharmacy Internship
	Participation in research on or off campus
	Mission Trips
	Attendance at Professional Seminars