

# Portland Early Assurance Program Syllabus

## Definition of Academic Advising

Academic Advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. (NACADA, 2004).

Academic Advising is a process in which students identify, explore, and work toward life and career goals and create educational plans that help them to realize these goals. Through information exchanges with an advisor, students will be able to make decisions, maximize their potential, and achieve their personal, educational, and career goals.

## Academic Advising at OSU

The following are the vision, mission, values, and goals of the larger Academic Advising Community at OSU.

**Vision:** Oregon State University aspires to be recognized nationally for excellence in academic advising among land grant institutions.

**Mission:** Oregon State University academic advising is a teaching and learning process dedicated to student success. Academic advising engages students in developing a plan to realize their educational, career and life goals.

**Values:** The values associated with OSU advising are closely aligned with the stated values of the university.

- **Accountability:** We are committed to providing timely, accurate, and intentional advising.
- **Diversity:** We honor the unique nature and interests of each student. Advising services and delivery methods will be shaped to fit the diverse needs of our campus populations.
- **Respect:** We seek to establish a reciprocal relationship with students based on an ethic of care and shared responsibility.
- **Social Responsibility:** We foster a culture of independent thinking and global awareness so that students make informed, socially responsible choices consistent with their academic, career and life goals.
- **Integrity:** We seek to engage students in a fair and professional process of meaningful self-reflection and authentic inquiry.

**Goals:** OSU academic advising reflects the institutional goal of excellence in teaching and learning that is focused on student success. We will...

1. Continually assist students in understanding the nature, purpose and potential of higher education.
2. Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect.
3. Mentor students as they explore and clarify their values and educational and life goals.
4. Provide accurate information about educational opportunities, requirements, policies and procedures.
5. Collaborate with students on the development and implementation of academic plans and educational experiences congruent with their interests and abilities.
6. Communicate regularly with students to monitor and evaluate their educational progress.
7. Teach students to utilize university resources to maximize their unique educational and personal potential.
8. Improve university-wide academic advising via an ongoing assessment program.

## The Advising Relationship – Student and Advisor Expectations

<u>Expectations of Students:</u>	<u>Expectations of Advisor:</u>
<p>As an EAP student, you are expected to:</p> <ul style="list-style-type: none"><li>• Schedule an appointment with your EAP advisor once a term</li><li>• Come prepared to your appointment with questions and other items for discussion</li><li>• Fully participate in the advising conversation</li><li>• Communicate with your advisor in a respectful and professional manner</li><li>• Communicate interests, goals, aspirations, and challenges with your advisor</li><li>• Seek help from your advisor when needed and use campus resources</li><li>• Follow up on all recommendations from your advisor</li><li>• Keep a record of your progress toward academic requirements and personal goals</li><li>• Take responsibility for your actions and decisions that affect your educational goals and progress</li><li>• Regularly check your College/University email for any communication from your advisor</li></ul>	<p>As your EAP advisor, you can expect me to:</p> <ul style="list-style-type: none"><li>• Treat you with respect and an ethic of care</li><li>• Be available, understanding, and approachable</li><li>• Support you in developing and attaining personal, professional, and educational goals</li><li>• Be knowledgeable about resources and support services</li><li>• Have accessible hours and space to have our meetings</li><li>• Be accessible across multiple mediums: appointments, telephone, email, and other web-based platforms</li><li>• Effectively communicate both EAP and campus-wide policies and requirements</li><li>• Maintain your privacy</li><li>• Monitor and document progress toward requirements and goals</li><li>• Support you in your exploration of your education, career, the pharmacy profession, and any other profession of interest</li><li>• Support and provide resources during times of challenge</li></ul>

### Advising Appointment Tips

#### BEFORE

- Review your academic record
- Come prepared with questions
- Research answers to your questions prior to the appointment (might find the answers yourself)

#### DURING

- Be on time or early for appointment
- Be open with your advisor about any challenges or triumphs (academic and personal)
- Be willing to talk about yourself, so your advisor can get to know your interests and goals

#### AFTER

- Keep your own record of the advising appointment
- Complete necessary follow-up steps as decided on by you and your advisor
- Access campus resources. Especially if your advisor suggested some to you

## Learning Outcomes

### First Year Learning Outcomes

By the end of your first year in the PEAP, you should be able to:

- a. Understand the requirements and expectations of the PEAP program
- b. Identify the resources available to you in the college as well as across campus
- c. Differentiate between the role of your PEAP advisor versus the role of your major advisor
- d. Recognize your fellow PEAP and EAP cohort-mates
- e. Identify your major and prerequisite requirements
- f. Recognize the experiences and skills that the College wants PEAP students to develop prior to the Pharm.D. program, including co-curricular experiences and the Essential Characteristics of Student Pharmacists

### Second Year Learning Outcomes\*

By the end of your second year in the PEAP, you should:

- a. Develop academic, personal, and professional goals that connect to the co-curricular experiences and Essential Characteristics of Student Pharmacists outlined in the syllabus
- b. Create an action plan for meeting your academic, personal, and professional goals
- c. Continue to foster relationships with other PEAP and EAP students both within and outside your cohort
- d. Connect with at least one faculty member within the college and/or university
- e. Have at least 10 hours of experience documented

### Third Year Learning Outcomes\*

By the end of your third year in the PEAP, you should:

- a. Acquire some of the co-curricular experiences outlined in the syllabus
- b. Accomplish some of your goals from the previous year and fine-tune existing goals
- c. Adjust your action plan for achieving your goals
- d. Have knowledge of the College of Pharmacy Doctor of Pharmacy application process and timeline
- e. Continue to foster relationships with other PEAP and EAP students both within and outside your cohort
- f. Identify at least two faculty members that you think could write you positive letters of recommendation
- g. Have at least 20 hours of experience documented

\*If you are on a three-year plan, then you must complete the Second and Third Year Learning Outcomes in your second year.

### Fourth Year Learning Outcomes

By the end of your fourth year in the PEAP, you should have:

- a. Successfully completed all major and prerequisite coursework
- b. Been admitted to OSU's College of Pharmacy Doctor of Pharmacy program
- c. Completed all experience hours
- d. Continued to foster relationships with other PEAP and EAP students both within and outside your cohort
- e. Engaged in co-curricular experiences outlined in the syllabus

## Co-Curricular Experiences

In the Pharm.D. program, students are required to gain experiences outside of the classroom in four main domains to broaden their views and develop a variety of skills. It is important as a PEAP student that you also gain experiences in these four different domains throughout your time as an undergraduate.

**Public Health and Community Service:** Pharmacists are one of the most accessible health professions in the community and the first line of defense for public health. As a pharmacist, one of your roles will be to help the community lead healthier lives. Pharmacists are expected to be involved and engaged in the community, which is why we require our pharmacy students to reach out to the public and serve their community. We want EAP students to gain experience in this area to begin to understand the importance of and develop a habit for involving themselves in their communities. For EAP students, the term community can mean OSU, Corvallis, your home city, or even globally! See below for some examples of activities that could fulfill this area:

Examples\*:

- Blood drives
- Service projects with Greek life
- Volunteering at a food pantry
- Getting involved Student Community Engagement Center - <https://www.pdx.edu/student-community-engagement/>
- Taking public health classes
- Raising money for a cause, group, or “disaster”
- Volunteering/working with the Committee for Improving Student Food Security - <https://www.pdx.edu/studentaffairs/CISFS>
- Volunteering/working with Center for Student Health and Counseling <https://www.pdx.edu/shac/center-for-student-health-and-counseling>

\* This list is not exhaustive. There are many different experiences that would help you to develop these characteristics. Chat with your advisor for more ideas.

**Professional Engagement:** As a professional, pharmacists are expected to engage in the profession in a number of different ways. Participating in professional organizations, attending conferences, presenting at conferences, writing articles, and seeking out continuing education are just a few of the ways pharmacists involve themselves in the profession. Pharm.D. students are required to engage with the profession in whatever ways they can while in the program. For PEAP students, we want you to develop the skills you need to carry out this professional engagement while you are in undergrad. This can be accomplished in a variety of ways:

- **Participating in clubs and organizations on campus** allows you to network with students who share similar interests and can get you more comfortable networking with your peers, something you will have to do in the pharmacy program and as a pharmacist. We require PEAP students to be involved with a health profession club such as Portland Pre-Pharmacy Society, but we also encourage students to involve themselves in other organizations that they are passionate about as well.
- **Written and oral communication and presentation skills** are essential for every professional and especially important at professional events. Many students in the program and practicing pharmacists write papers write articles, give workshops, presentations, etc. to small and large audiences. Participating in activities that allow you to work on your writing, communication, public speaking, and presentation skills is important. Here are some examples of how you can do this:

Examples\*:

Adapted from samples provided by Austin Peay University, Cedar Valley College, and Drexel University through NACADA. Others available at <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Syllabi-Resource-Links.aspx>

- Public speaking or communication classes
- Thesis (writing and defense)
- Writing classes
- Presentations for class
- Writing papers for class

\* This list is not exhaustive. There are many different experiences that would help you to develop these characteristics. Chat with your advisor for more ideas.

- **Taking courses outside the required major and prerequisite coursework** is another way to show that you are going above and beyond in the profession. It is important that pharmacists are knowledgeable about a variety of topics that can impact their profession, not just pharmacy itself. See below for some examples of courses current Pharm.D. students said prepared them well for the Pharm.D. program and for pharmacy.

Examples\*:

- Immunology
- Medical Terminology
- Philosophy of Medicine
- Culture, Health, and Healing
- Morality and Healthcare
- Human Genetics
- Global Health
- Communicable Diseases and Common Health Problems
- Global Inequalities and Health
- Virology
- Public Health classes
- Business classes
- Communication classes
- Classes on leadership

\* This list is not exhaustive. There are many different courses offered that will help you in preparing for the Pharm.D. program. Chat with your advisor for more ideas.

**Leadership and Innovation:** Pharmacists are leaders within their communities and must use this leadership to provide innovations to their pharmacy, practice, and patient care. Pharm.D. students must engage in leadership activities to develop the skills necessary to lead their staff and the profession. As a PEAP student, it is important that you start to develop leadership skills that can then be further developed as a Pharm.D. student. Here are some examples of leadership activities that you could get involved with:

Examples\*:

- Resident Assistant - <https://www.pdx.edu/housing/employment>
- Learning Community Assistant - <https://www.pdx.edu/housing/employment>
- Resident Academic Mentor - <https://www.pdx.edu/housing/employment>
- Office within a club or organization
- Chair in a fraternity or sorority
- Manager, supervisor, or lead at your place of work
- Orientation Leader - <https://www.pdx.edu/undergraduate-admissions/2017-orientation-team>
- Student Activities and Leadership Programs - <https://www.pdx.edu/student-leadership/>

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- Tutor for the Learning Center - <https://www.pdx.edu/tutoring/>
- Writing Center Consultant - <https://www.pdx.edu/writing-center/>
- Student Ambassador - <https://www.pdx.edu/ambassadors/>
- Leadership classes
- Participate in the PSU Student Leadership Conference - <https://www.pdx.edu/student-leadership/student-leadership-conference>

\* This list is not exhaustive. There are many different experiences that would help you to develop these characteristics. Chat with your advisor for more ideas.

**Patient Care:** Most pharmacists interact with patients for the majority of their day, every day. It is therefore important that Pharm.D. students engage with patients both in and outside of the curriculum. To prepare for this kind of patient interaction, we want PEAP students to gain experience in providing direct patient care or observing direct patient care. This can include working or volunteering at a hospital, clinic, pharmacy, assisted living facility, and any other areas that would have you interacting and engaging with patients.

While pharmacy experience is not required, it is recommended that you engage in some type of pharmacy experience in your time as an undergraduate student. Pharmacy experience is very beneficial for students as it allows you to identify if this profession is the right fit for you in addition to gaining experiences that will benefit you as a Pharm.D. student.

Examples\*:

- Volunteering at blood drives
- Working or volunteering in a hospital, pharmacy, clinic, etc.
- Shadowing a health care professional
- Completing an internship in a patient care environment
- Volunteering with Our House - <http://www.ourhouseofportland.org/>
- Volunteering with Outside In - <http://outsidein.org/>
- For more patient care opportunities visit: <https://www.pdx.edu/pre-health/pre-health-volunteer-and-internship-opportunities>

\* This list is not exhaustive. There are many different experiences that would help you to develop these characteristics. Chat with your advisor for more ideas.

## Essential Characteristics of Student Pharmacists

The Essential Characteristics of Student Pharmacists (“Essential Characteristics”) identified below are drawn from a number of different resources that govern the professional expectations of pharmacists, including but not limited to the national Pharmacy Code of Ethics, the Oath of a Pharmacist, and the Pledge of Professionalism. The Essential Characteristics are intended to ensure that student pharmacists and pharmacists educated at the College of Pharmacy have the capacity to meet federal and state regulations and policies that pertain to pharmacy, and to meet or exceed expectations that the public has for professional competence and behavior among pharmacy professionals.

Academic and professional environments present different challenges, but the Essential Characteristics required to succeed in pharmacy are common to both settings. Students in the College must observe and fulfill the Essential Characteristics, which have been divided into the following relevant categories:

Intellectual Ability, Empathetic and Collegial Communication Skills, Psychomotor Skills, Respect for Diversity, High Ethical Standards, and Behavioral and Social Expectations.

Under each category are examples that describe and clarify these Essential Characteristics.

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## Intellectual Ability

- Comprehend, interpret and analyze new information
- Reason and carry out evidence-based decision making
- Use critical thinking skills and problem solving to evaluate information from multiple sources and synthesize a plan of action
- Thrive in a rigorous foundational and clinical science-based curriculum
- Participate in self- and programmatic-assessment intended to sustain a continual improvement process
- Be curious and pursue life-long learning

## Empathetic and Collegial Communication Skills

- Formulate concise, accurate synopses of essential information
- Contribute in a meaningful and collaborative manner in group discussions
- Interact constructively with other members of a health care team
- Communicate difficult concepts orally and in writing at an appropriate level for specific patients or audiences
- Listen empathetically and develop rapport
- Appropriately display, and interpret, non-verbal communication signals
- Communicate fluently in English
- Effectively utilize resources to communicate in non-English languages

## Psychomotor Skills\*

- Participate effectively in preparation and distribution of sterile and nonsterile drug products
- Utilize and analyze information from varied sensory inputs
- Participate in drug administration, including injections
- Carry out tasks required for objective and subjective assessment of patient health
- Discern critical elements of a problem through observation

## Respect for Diversity

- Communicate in a manner that respects all individuals
- Proactively seek ways to provide an inclusive environment that addresses unique patient needs
- Provide care without judgment of a patients' personal choices or situation
- Individualize care with consideration of cultural norms for the patient
- Individualize care with consideration of unique therapeutic needs or challenges

**For PEAP Students:** Pharmacists are the most accessible healthcare provider and therefore interact with a variety of different patients from a wide range of backgrounds. It is important that you seek experiences that will allow you to explore many cultures, identities, and issues that are important to different communities. There are many resources at your OSU that will allow you to learn about and explore other cultures. Please check out the following resources:

- Diversity and Multicultural Student Services - <https://www.pdx.edu/dmss/home>
- Student Activities and Leadership Programs - <https://www.pdx.edu/student-leadership/>
- Student Community Engagement Center - <https://www.pdx.edu/student-community-engagement/>
- Cultural Resource Centers
- Get involved with one of the organizations in this group: <http://socialchange.pdx.edu/communities-of-practice/community-orgs/wpbdm-category/social-justice/>
- Cultural Nights

- Global Diversity and Inclusion - <https://www.pdx.edu/diversity/welcome-our-campus>
- Spiritual Wellness - <https://www.pdx.edu/healthycampus/spiritual-wellness>

### **High Ethical Standards**

- Maintain confidentiality
- Act with compassion, empathy and altruism
- Accept responsibility and provide leadership
- Abstain from illicit drug use
- Act with integrity and expect the same of professional colleagues

### **Behavioral and Social Expectations**

- Demonstrate a history of appropriate behavior in personal actions
- Perform effectively and display sound judgment while under stress
- Perform appropriately in academic or professional settings
- Address disagreements with tact and avoid public altercations
- Exhibit the capacity to adapt to change readily and adjust responses in dynamic, unpredictable situations
- Accept constructive criticism and adapt behavior

\*Students may be able to be admitted and progress to graduation while not possessing selected psychomotor skills. In the instance of a documented disability, the College will work to provide reasonable accommodation. The absence of some skills, however, may limit the variety of settings in which a pharmacist can work.