Early Assurance Program: Oregon 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.

Source: Council for the Advancement of Standards in Higher Education [www.cas.edu](http://www.cas.edu)
Source: Division of Undergraduate Studies at OSU [http://undergraduate.oregonstate.edu/academic-advising](http://undergraduate.oregonstate.edu/academic-advising)
The Advising Relationship – Student and Advisor Expectations

As an advisee, you should:

**Take Responsibility**

Understand and accept that you are ultimately responsible for your education and your own decisions.

Learn and understand OSU’s policies, procedures, and requirements as they relate to your academic success and/or degree completion.

**Be Prepared**

Be prepared when you come to advising sessions; be active in your advising session, and ask questions when you have them.

Call to cancel appointments that cannot be kept.

**Be Self-Aware**

Understand and communicate personal values, abilities, and goals.

Keep your local address and phone up to date in Student Online Services and utilize and regularly check your ONID account.

**Be Honest**

Provide accurate and truthful information when being advised.

**Be Intentional**

Initiate a purposeful relationship with your advisor and make appointments when necessary or when in need of assistance.

Follow through on plans-of-action identified during advising sessions.

Your advisor should:

**Be an Advocate**

Develop a purposeful relationship with and be an advocate for their advisees.

Inform students of the nature of the advisor/advisee relationship. Assist students in defining and developing expressed educational, career, and life plans.

**Help individualize your education plan**

Promote learning opportunities that will help students define or meet personal goals and plans.

Assist students in preparing a program that is consistent with their abilities and interests.

**Make connections to resources**

Inform inquiring students of campus resources and special services available to them.

Refer students to those resources that can enhance or supplement their academic or personal experience.

**Stay Current**

Provide timely and accurate educational information.

**Clarify Information**

Monitor progress toward educational/career goals. Interpret and provide rationale for institutional policies, procedures and requirements.
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

While part of EAP Oregon, we expect that you will learn some specific and tangible skills and information at different times throughout the program. The following outlines the learning outcomes and a timeline with which you should have these completed.

**First Term Learning Outcomes**

By the end of your first term in EAP Oregon, you should be able to:

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

**Every Fall Term**

By the end of each fall term in EAP Oregon, 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

**Every Spring Term**

By the end of each spring term in EAP Oregon, you should:

a. Acquire some of the co-curricular experiences outlined in the syllabus
b. Accomplish some of your goals and fine-tune existing goals
c. Adjust your action plan for achieving your goals
d. Document at least 10 hours of experience
e. Demonstrate that you fostered relationships with other EAP students both within and outside your cohort
Last Term Learning Outcomes

By the end of your time in EAP Oregon, 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. Engaged in all the co-curricular experiences outlined in the syllabus

Other Learning Outcomes

At some point during the EAP Oregon program you must:

a. Connect with at least two faculty members within your college and/or university
   o If starting EAP while already in college, these could be faculty members you already have a connection with
b. Have knowledge of the College of Pharmacy Doctor of Pharmacy application process and timeline
   o This will typically be completed the spring prior to applying to the Pharm.D. program
c. For students joining EAP while already in college: Identify and articulate how experiences you’ve had prior to EAP connect to the co-curricular experiences

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 an EAP 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 your school, your city, your state, or even globally! See below for some examples of activities that could fulfill this area:

Examples*:

- Blood drives at your institution
- Service projects with Greek life
- Volunteering at a food pantry
- Getting involved with your campus’ civic engagement office
- Taking public health classes
- Raising money for a cause, group, or relief effort
- Volunteering/working with you campus’ health center

* 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 EAP 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 EAP students to be involved with a health profession or health-care related club, 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*:
  - 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
  - Pharmacy Orientation
  - Biomedical Ethics
  - Psychopharmacology
  - Medical Anthropology
  - Writing in Business
  - Genetics
  - Emerging Infectious Diseases and Epidemics
  - Virology
  - Public Health classes
  - Business classes
  - Communication classes

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
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 an EAP 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
- Office within a club or organization
- Chair in a fraternity or sorority
- Manager, supervisor, or lead at your place of work
- Tutor (Supplemental Instruction Leader, TA, Academic Coach, etc.)
- Orientation leader
- Writing Center Assistant
- Admissions Ambassador
- Leadership classes
- Participate in leadership conferences hosted at your institution, region, or nationally

* 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 EAP 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 hosted at your institution
- Working or volunteering in a hospital, pharmacy, clinic, etc.
- Shadowing a health care professional
- Completing an internship in a patient care environment
- For more patient care opportunities talk to your major advisor, EAP advisor, or health sciences advisor at your institution

* 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:


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

**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

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
• Individualize care with consideration of cultural norms for the patient
• Individualize care with consideration of unique therapeutic needs or challenges

**For EAP 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 institution that will allow you to learn about and explore other cultures. Consider these different areas to explore at your college/university:

- Your school’s office of diversity or multicultural office
- Your school’s civic engagement office
- Your school’s leadership development office
- Cultural Resource Centers
- Cultural Nights
- Women’s development
- Men’s development
- Spiritual development

**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.*