

Adviser Development Initiative (ADI)

Office of Student Affairs

UNC Eshelman School of Pharmacy

Background:

Advising has been shown to significantly benefit student growth, learning, development, success, and persistence. The **Adviser Development Initiative (ADI)** at the UNC Eshelman School of Pharmacy aims to arm faculty advisers with key skills and knowledge that will help them maximize advising impact among enrolled students. Through structured advising programming and support, our goal is to promote faculty growth as professional advisers and mentors. Advising is a shared relationship that mirrors the ideology of learner centered teaching – advisees are required to become active participants and share responsibility with the adviser. Advising is also a form of teaching, and by harnessing the full benefits of the experience; faculty advisers can foster and promote mutually beneficial outcomes.

Highlights and Benefits of ADI:

1. ***Best Practices Blog:*** Best practices in quality advising are continually evolving. This blog will capture and highlight best advising practices of interest for faculty advisers.
2. ***Advising Syllabus:*** Advising is teaching and as such has specific learning objectives, activities, expectations, roles, and responsibilities. The advising syllabus will be used by faculty advisers to legitimize advising's impact and scope.
3. ***Advising "Punch-List":*** Do you ever wonder what should be discussed during advising meetings? Are you sometimes at a loss for developmentally appropriate discussion topics for your advisees? If so, you will certainly enjoy using this punch-list outlining topics to discuss at each advising meeting – one list of topics for each semester. See addendum A for an example of punch-list items.
4. ***Advising Workshops and Brown-Bags:*** Join the OSA staff and other student affairs professionals across campus as we discuss a diversity of topics pertinent for the practicing adviser. These sessions will allow faculty advisers to grow their "toolbox" of advising skills and knowledge. See addendum B for a list of possible workshop topics.
5. ***Much, much more:*** Pertinent advising resources online, OSA staff support when questions arise, recognition of quality advising, connection to campus resources for students in need, student referrals to OSA, etc.

Addendum A: Advising Punch-List

Advisers are strongly encouraged to meet with their advisees at least once each semester. Advising outcomes are maximized through consistent, ongoing interaction and discussion. The punch list below will be integrated into the advising syllabus and should be used as a reference for advising topics. Please note that, while items are suggested as developmentally appropriate, not all students develop at the same pace and could be at different stages in their development process. Like good teaching, it is important to assess the student and meet them where they are.

PY1 Fall Semester

- Introduction and “getting to know you”
- Summer reading re-cap and discussion – application for the student pharmacist
- Advising syllabus overview and discussion (signature page)
- Transition discussion: classes, academics, managing the experience (work load, time management, stress, etc.)
- PY1 goal-setting: one academic goal, one co-curricular goal, one personal goal
- Campus resources for the new student: Campus Health Services, Counseling Services, Student Wellness, Learning Center, Accessibility Services, Office of Scholarship and Student Aid, etc.
- Getting involved – student organizations and service, intentional investment of time, Honors program, research opportunities

PY1 Spring Semester

- Preliminary CV overview and discussion
- PY1 fall reflection – lessons learned, changes to make for success
- Getting involved – student organizations and service, intentional investment of time
- H-IPPE rotation primer and discussion
- Fall grades/academics review and discussion
- Curriculum overview and upcoming therapy modules
- Review PY1 goals and discuss progress being made
- Initial career exploration and interest discussion

PY2 Fall Semester

- Professional Development Plan discussion (linked to Professional Development course work)
- Initial discussion – residency, fellowship, practice, and research options
- H-IPPE reflection – takeaways and lessons learned
- PY2 goal setting: one academic goal, one co-curricular goal, one personal goal
- Career exploration follow up, identifying mentors (faculty, alumni, preceptors)
- Quality of life and experience discussion, managing the experience
- Professional dispositions of the student pharmacist

PY2 Spring Semester

- Elective discussion – matching interests with career intentions/professional interests
- CV re-visited – review and discussion of evolving CV
- Professional Development Plan follow up
- C-IPPE rotation primer and discussion
- PY2 goals and discussion (status check)
- Update on quality of life and managing the experience

PY3 Fall Semester

- C-IPPE reflection – takeaways and lessons learned
- Selection/ranking of APPEs
- PY3 goal setting: one academic goal, one co-curricular goal, one personal goal
- Residencies, fellowships, and practice re-visited
- Spring elective discussion – matching interests career intentions/professional interests
- Putting the pieces together – the relationship between classroom experiences, field experiences, co-curricular activities
- Quality of life/experience update
- Interviewing skills discussion

PY3 Spring Semester

- Transition to practice discussion – expectations, core skills/dispositions, value of lifelong learning
- Capstone discussion – Problems, application of didactic course work, take aways, etc.
- Reflection – goals set and achieved during 3 years, value of goal setting and monitoring progress
- Making the most of APPEs – relationship with APPE preceptors
- CV/Cover letter review – final review before residency applications, etc.

Addendum B: Advising Workshop Topics

Below is a list (although not exhaustive) of possible advising-related workshop topics that will be offered to faculty advisers. OSA will sponsor at least two workshops each semester for those advisers who desire to grow their knowledge base and expertise in various topical areas.

Topics List:

1. **Advising 101:** The basics of quality advising. What is advising? How is it defined? What are the learning outcomes associated with quality advising practice?
2. **Developmental Advising:** What is the difference between prescriptive and developmental advising? How does the advising relationship change when shifting to a developmental approach? How does student development theory inform advising practice?
3. **Appreciative Advising:** What is appreciative advising and how can I use it to build synergies with my advisees?
4. **Advising as Teaching:** How is advising like teaching? What are the learning outcomes associated with sound advising practice? How do learner-centered approaches act as a foundation for advising? What does theory and scholarship have to say about advising as teaching?
5. **Value Added Advising:** What value can advising add to the student experience? How can we share that value with students and colleagues?
6. **Healthy Lifestyles and Perspectives for Students:** A primer on healthy lifestyles and perspectives for students in a high profile, demanding professional program. How can students navigate the expectations of the experience while also maintaining a healthy life and academic balance?
7. **Advising Students with Disabilities:** What special needs do advisees with documented disabilities have? How can we promote the success of our advisees with accessibility concerns? How do advising approaches change with this subpopulation?
8. **Culturally Competent Advising:** A primer for culturally competent advising practices. How do diverse cultures impact how we approach advising? What cultural assumptions do advisers bring to the table? How can cultural assumptions sabotage our advising practice? How can advisers work with advisees utilizing culturally appropriate lenses?
9. **Advising Students in Distress:** An overview regarding how advisers can assist advisees in distress (academic or otherwise). What approaches can be employed to help students re-think their study and learning strategies? How can advisers help students find their academic happy place? How can advisers prevent students from embracing a negative self-fulfilling prophecy? What is the adviser's duty if the student is on the edge or at risk of harm?
10. **FERPA Basics & Advising Documentation:** How should advisers document advising appointment discussions? What does FERPA have to say about academic records and information sharing? What if a parent calls me to discuss an advisee?