

## Policy - Student Advisement

**Origin Date:** November 4, 2013

**Last Evaluated:** April 2017

**Responsible Party:** Program Director

**Minimum Review Frequency:** Triennially

**Approving Body:** Principal Faculty

**DPAS Associated Forms:**

- DPAS Student Advisement form
- DPAS Behavioral and Professional Evaluation form

**ARC-PA Associated Standards:**

- **A1.05** The sponsoring institution must provide academic services to PA students that are equivalent to those services provided other comparable students of the institution.
- **A2.05e** Principal faculty and the program director must actively participate in the processes of academic counseling of students.
- **A3.10** The program must have written policies that provide for timely access and/or referral of students to services addressing personal issues which may impact their progress in the PA program.

### Background and Purpose

Academic advisement is mandated to help the student develop strategies for success during the academic and clinical rigors of an intense program of instruction. Occasionally a student may need to be referred for professional counseling or mental health services. The advisor serves as a guide and mentor, drawing upon whatever resources, on or off campus, are needed to fulfill these important responsibilities. Advisement therefore has both generic and student-specific components.

### Policy Statement

All students who have been accepted into the program will be assigned a principal faculty mentor who will act as their official student advisor. Mentors will officially meet with each of their advisees on a regular schedule as outlined below. Additionally, students or advisors may request unscheduled meetings as the need arises.

For first-year students the initial advising session should occur during the first two weeks of their first summer to begin the process of establishing a professional relationship with their advisor. Advising will occur after program orientation and be performed by the Principal Faculty.

Academic advising is designed to be vertically progressive through the course of the curriculum. General advisement begins with such topics as transition to adult learning and differences between undergraduate

and graduate education. Over time, there are greater discussions about such topics as readiness for clinical practice and professional development, including faculty and student self-assessment. Student-specific advisement topics will usually include discussion of current course grades and overall GPA, study habits, test-taking skills, and any other aspects of PA education that are particularly difficult for the student. It is critical that any weaknesses or academic problems be identified proactively and interventions initiated to maximize each student's opportunity for success.

When appropriate, mentors will assist the student in locating helpful resources, and promptly initiate referrals. Both on-campus and off-campus resources may be utilized. Financial responsibility/insurance coverage for the cost of mental health or psychological counseling is solely the responsibility of the individual student. **Under no conditions is the faculty advisor to assume the role of professional provider of needed mental health or counseling services for any student.**

**Student Advisement form:** This form should be used when documenting the advising sessions described by this policy. The completed form should be included with copies of the student's professionalism evaluations that were discussed during the corresponding advising session. All student advising/counseling sessions will be documented using the student advisement form and filed in the students' program file. This form should also be used when documenting any additional non-scheduled advisement sessions or other meetings related to student performance, personal issues, or professionalism. Form may be filled out electronically but must be printed for inclusion in student file.

**Advisement schedule:**

Session #	Semester	Week	Topics
1	Summer 1	2	Adjustment to adult learning; student strategies
2	Summer 1	9	Progression through summer curriculum; student-specific issues
3	Fall 1	6-8	Adjustment to increased rigor; student issues; Progression through fall curriculum; student issues
4	Spring 1	6-8	Adjustment to progressive curriculum; student burn-out; student strategies; Progression through spring curriculum; student issues
5	Summer 2	6-8	Adjustment to progressive curriculum; student vision as provider; Progression, readiness for SCPEs, student issues
6	Fall 2	varied	All students should meet at least once with advisors during call-back days each semester during the clinical year; discuss clinical experiences, preparation for independent practice, student issues
7	Spring 2	varied	All students should meet at least once with advisors during call-back days each semester during the clinical year; discuss clinical experiences, preparation for independent practice, student issues
8	Summer 3	varied	Board prep; readiness for practice/expectations of graduates; student issues

**Approved by:** Principal Faculty

**Modified:** February 2015, March 2016, April 2017

**Next Review:** Spring 2020