

HIGH POINT UNIVERSITY
THE PREMIER LIFE SKILLS UNIVERSITY

Master of Physician Assistant Studies

Policy - Student Advisement

Origin Date: November 4, 2013

Last Evaluated: April 2026

Responsible Party: Program Director

Minimum Review Frequency: Triennially

Approving Body: Principal Faculty

DPAS Associated Forms:

- Student Advisement form
- Behavioral and Professional Evaluation form
- Clinical Professionalism Evaluation
- Benchmark Advising Form R1-3
- Benchmark Advising Form R4-6
- Benchmark Notes Form R7-9

Advisement Schedule – Topics Timeline

ARC-PA Associated Standards:

- **A1.05** .The sponsoring institution provides PA students and faculty at geographically distant campus locations access to services and resources that help students achieve their academic and career goals that are comparable to those available to PA students and faculty on the main campus..
- **A2.05e** Program faculty maintain responsibility for academic counseling of students.
- **A3.06** The program publishes, makes readily available, and consistently applies policies that preclude the program director, medical director, and principal faculty from participating as healthcare providers for students in the program, except in emergency situations.
- **A3.07** The program Publishes, makes readily available, and consistently applies written procedures that ensure timely access and timely referral of students to services addressing personal issues that may impact their progress in the PA program.

Background and Purpose

Advisement is mandated to help the student develop strategies for success during the academic and clinical rigor 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 available resources, on or off campus, 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 may occur during or after program orientation and will be performed by the principal faculty.

The advising process is designed to support student success as they enter the PA profession and face the rigors of professional education. The role of the advisor is to support students by helping them to identify barriers to success and ensure that all available resources are being utilized. Topics of discussion will vary based on individual student needs, but may encompass academic performance, study habits, test taking strategies, personal issues, professionalism, or any other aspects of PA education that are particularly difficult for the student. It is critical for these barriers to 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. These referrals may be to other individuals within the program, such as course directors or the Director of Student Success, or may extend beyond the PA Program as dictated by the circumstances. 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. All student advising/counseling sessions will be documented using the student advisement form and filed in the student's 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. The form may be filled out electronically but must be printed for inclusion in the student file. This form may also be used for documentation of meetings with principal faculty members who are not the student's advisor.

Clinical Year Advising:

Due to the complex nature of the clinical phase of the curriculum, clinical year students will be assigned a Clinical Faculty Mentor in addition to their advisor. Routine advising during the clinical year is focused on progress toward meeting Program-defined benchmarks and completion of the Clinical Practice Passport and is conducted by the Clinical Faculty Mentor. Additional advising sessions with the advisor or Clinical Faculty Mentor that address individual student concerns, transition to clinical practice, academic concerns, or other relevant topics may still be scheduled as needs arise. Mandatory advising related to professionalism or academic performance will still occur throughout the clinical year in accordance with the Academic Performance, Progression, and Professionalism policy.

Advisement schedule:

Session #	Semester	Week	Topics
1	Summer 1	1	Student wellness, professionalism, student concerns
2	Summer 1	9	Student Wellness, Progression through summer curriculum; student-specific issues
3	Fall 1	6-8	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	Clinical rotation expectations/ readiness for SCPEs, student issues
6	Fall 2	End of SCPE 3	Benchmark/Passport Advising
7	Spring 2	End of SCPE 6	Benchmark/Passport Advising
8	Summer 3	varied	Transition to clinical practice, board preparation, student concerns

Approved by: Principal Faculty

Modified: February 2015, March 2016, April 2017, April 2020, April 2023 (Revision to clarify the role of the advisor/clinical year advising)

Next Review: Spring 2029