

**FACULTY ADVISOR MANUAL**  
**COLLEGE OF PHARMACY**  
**UNIVERSITY OF FLORIDA**

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## **MISSION STATEMENT ON STUDENT ADVISEMENT**

### **I. Mission Statement**

The University of Florida College of Pharmacy is committed to a strong program of quality student advisement for all its students. The mission of the student advisement program is to provide assistance to students in the attainment of their educational goals.

The student advisement program will provide accurate information about the requirements and procedures to attain a pharmacy degree in the College of Pharmacy. Faculty advisors will provide a caring relationship that addresses and meets individual educational goals.

The mission of the student advisement program will be accomplished by faculty advisors helping students to coordinate educational and career objectives which are commensurate with their abilities. The student advisement program will also function as a referral source to other campus agencies.

Student advisement is a shared responsibility among the faculty advisor, student, staff, and administration of the College of Pharmacy.

### **II. College of Pharmacy Responsibilities**

- A. The faculty, staff, and administration of the College of Pharmacy share a responsibility to provide accurate information and effective advice to students. The College is responsible for:
1. ensuring that advisement of students is fully recognized, emphasized, supported, and periodically evaluated.
  2. providing students, faculty, and other advising staff with accurate information in the University Catalog, Student-Faculty Handbook, and other publications.
  3. maintaining records of students' academic progress and advising conferences.
  4. providing the resources and faculty incentives necessary for the maintenance of an effective advisement network.

### III. Student Responsibilities

- A. Students are ultimately responsible for knowing and fulfilling all requirements for graduation, as stated in the University Catalog. In order to meet that goal they are responsible for:
1. attending the Orientation program for the College of Pharmacy as an entering student.
  2. taking full advantage of the opportunities for student advisement provided by the College of Pharmacy.
  3. conferring with an advisor on a regular basis.
  4. maintaining their own personal academic records including the University Catalog of their term of admission, transcripts, degree audits, evaluation of transfer work, and notes of previous advisement sessions.
  5. evaluation of the student advisement program and individual advisors by filling out forms provided by the Office for Student Affairs.

#### **PURPOSE**

The faculty advisor manual is a reference source for faculty advisors. In addition to this manual, faculty advisors should utilize the Faculty-Student Handbook, the Financial Aid/Awards Handbook, the UF Student Guide, and the Campus Directory.

Faculty advisors are meant to serve as the first line of communication between the College and the student. The goal of the faculty advisor system is to give the student ready access to a designated individual at the College who can help the student maximize the benefits from their educational experience and who can help with problems directly or refer them to an appropriate individual in the College or University or community.

#### **GENERAL DESCRIPTION**

Faculty advisors volunteer to serve in this capacity. Students are assigned to faculty advisors at random. The total number of pharmacy students that a faculty advisor will personally interact with during a semester will be approximately 15 students. The total

number of advisees assigned to a faculty advisor may be more than 20; however, approximately 10 of these students will be in the experiential phase of their pharmacy education and usually will not require direct personal advisement by the faculty advisor.

Students should stay with the same faculty advisor until graduation unless they request a change in writing to the Office for Student Affairs. The new faculty member they request must be willing to accept the student as an advisee.

By having small groups of students assigned to individual faculty members for advisement on a variety of concerns, students should be more inclined to ask questions and seek advice as well as feel more like a participant in the College's activities.

The faculty advisor should assume a role of a caring mentor. The emphasis for the faculty advisor is to maintain an interactive attitude characterized by open communication, supportive counseling, and compassionate listening. The role of academic advisor is secondary to the role as student counselor and advocate.

Faculty advisors will also function as referral agents when the problems of students require professional intervention and assistance.

## **ROLE OF THE OFFICE FOR STUDENT AFFAIRS**

The Office for Student Affairs serves as the "advisor" for all students. However, with the limited number of staff in the Office, individual advising for all students is not possible. Through the faculty advisor system, new students meet an individual faculty member who know their name and background. Thus, students should be more likely to ask questions and seek advice as well as feel more like part of the College.

The Office for Student Affairs will serve to support the faculty advisor system by supplying information about students, and updating the knowledge of faculty advisors with regard to academic policies, curricula changes, registration procedures, etc. The Office for Student Affairs will maintain students' files and allow faculty advisors to access this information when necessary and within the limits of student confidentiality regulations.

The Associate Dean for Professional Affairs will coordinate the faculty advisor system and meet regularly with faculty advisors. The Associate Dean for Professional Affairs will assign new pharmacy students to faculty advisors and orient new faculty advisors.

Faculty advisors should refer students with problems that cannot be handled through the normal advisor role to the Office for Student Affairs. Faculty advisors may also refer students to appropriate agencies and personnel on campus and in the community.

## **COUNSELING PROCESSES**

As a faculty advisor your role may be defined in two words - advisor and counselor. It is important to distinguish between these two words because they impact on how you interact with students. The College of Pharmacy has labeled you as a faculty advisor because traditionally the role of the faculty advisor was to share expertise about which courses to take, when to take them, and how to interpret various policies affecting graduation. This role of the faculty advisor still exists but in a less significant way because of the lock-step nature of our curriculum. The role of the faculty advisor is evolving into a greater emphasis on the counseling responsibility.

The following information on counseling has been extracted from the Facilitators' Training Manual for the AphA/Glaxo Pathway Evaluation Program for Pharmacy Professionals.

An advisor uses expertise to encourage, inform and persuade a student to comply with a certain behavior or procedure. The student may accept or reject the advice. The advisor and student do not enter into a collaborative discussion.

A counselor focuses the discussion with a student on a defined topic. The focus is on the process, not the outcome of the discussion. The counselor assumes that the student's self-knowledge is a critical variable in the resolution of a specific problem. The discussion is very much a collaborative one in which information is shared between the counselor and student. The counselor provides support and resources to the student to assist in the resolution of a problem.

It is necessary at this juncture to also define a therapist. A therapist focuses on psychic pain and quality of life. There are few boundaries to the discussion. The discussion is characterized by increased intensity, duration and a greater responsibility of the relationship.

Faculty advisors/counselors are not expected to assume the role of a therapist. The rule of thumb to judge whether or not a student needs to be referred to a professional counselor who can provide therapy is a feeling that you are very uncomfortable with your ability to influence the student in the discussion. If you are uncomfortable with the situation, the student should be referred.

There are four distinct stages in the counseling process: joining, contracting, directing, and referring.

## **Joining**

The goal of joining is to build a relationship in which the student feels welcomed and accepted. The joining process also helps the counselor to better understand the context in which the student's predicament rests.

There are several ways to facilitate joining:

- Social chitchat about the weather or other content that is obviously common
- Spending time finding out a bit about the student's background, likes, dislikes, history, current interests
- Listening for any similarities between the counselor's background and the student's linking the two - establishing some kind of bond between the two of them
- Asking the student about what has happened so far in his or her decision-making process; being interested in emotional, cognitive, and action information

The joining process will take longer with a student the counselor does not know well. Even when the counselor knows the student, the counselor still needs to pay attention to the joining process.

## **Contracting**

Contracting is critical to any counseling relationship. The first step in this process is to reach agreement with the student about what stage of the decision-making process he or she is in.

When a counselor and a student are entering into the contracting process, it is important for both parties to recognize that each already has some expectations. The process of contracting moves these expectations out of the "unsaid" realm and makes them a subject for negotiation so the relationship will not become unsatisfactory to either party.

By definition, a contract is an exchange of promises in which each party articulates what he or she is willing to be counted on for and what he or she wants to count on the other person for.

## **Directing**

Giving directions to a student poses the identical problems to those faced by a pharmacist when obtaining a patient's adherence to a therapeutic regimen. The techniques for fostering adherence are similar to those for giving directions.

### Making Adherence More Probable

- Keep it simple. Keep directions simple and do not give several tasks at the same time.
- Write out the task in long hand for the student.
- Have the student provide feedback to make sure that the student has understood the task.
- Draw attention to the three parts of the motivational linkage:
  - The counselor's confidence that the student can do the task
  - The counselor's confidence that the action will lead to results
  - The counselor's confidence that the results will lead to desired consequences

### **Referring**

#### When to Refer

- When you are scared ... when you feel beyond your role or beyond your skills.
- When the counseling contract is broken -- when the person goes beyond the contract or keeps coming after the contract is fulfilled.

#### How to Refer

1. Try to reach an agreement with the student about what the issues are for the student and the resources the student is willing to expend and to consider.
2. Be blunt about your perception of the need. Being gentle may minimize the difficulty or "normalize" what is an abnormal situation.
3. Write out names, addresses, phone numbers, office hours, etc. and then hand them to the student.
4. Call ahead and prepare the referral.
5. Follow-up on the referral to make sure that it has taken place.
6. Provide appropriate documentation when necessary.

## **Counseling Skills**

While there are several theories of counseling, there is general agreement that counseling is successful if the relationship between the counselor and student is experienced by the student as supportive and if work is done on the pertinent issues during and between meetings. The following specific skills facilitate a supportive relationship and are based on extensive research. This material is based on Robert R. Carkhuff's book Helping and Human Relations (New York: Holt, Rhinehart, and Winston, Inc., 1969).

### Empathy

- Ability to understand and communicate this understanding
- Responding with full awareness
- Going beyond the words to the feelings

#### Guidelines:

- Concentrate intensely
- Use language that is attuned to the student
- Respond in a feeling tone similar to the tone used by the student

### Respect

- Establish a relationship based on trust and confidence
- Provide genuine expressions of positive regard
- Communicate an awareness of the student's individuality

#### Guidelines:

- Suspend critical judgments
- Communicate in warm tones
- Concentrate fully
- Be spontaneous

### Concreteness

- Enable the discussion to occur so that:
  - the student communicates specific terms
  - abstractions and generalizations are avoided
  - who, what, where, and how are explored

### Guidelines:

- Make language concrete
- Reflect back in concrete terms
- Keep discussions relevant
- Ask for details and examples
- Avoid storytelling

### Genuineness

- Being freely and spontaneously yourself
- Disclosing your own experiences when appropriate

### Guidelines:

- Minimize the effects of your role
- Use authentic responses
- Be as open as possible

### Confrontation

- Pointing out discrepancies between
  - what the student says and does
  - reported concerns and use of time
  - self-assessment and proposed actions

### Guidelines:

- Concentrate on both the verbal and non-verbal responses
- Use mild confrontations first
- Gently increase specificity

### Immediacy

- Focusing on what is happening in the present
- Focusing the student's attention on the relationship and progress of the work

### Guidelines:

- Concentrate on your own experience in the moment
- Periodically, disregard the words and pay attention to your feelings

## **FACULTY ADVISOR RESPONSIBILITIES**

- Maintain confidentiality with regard to student records and discussions. When referring a student to someone else, or passing on information concerning a problem that could be avoided if the College did things differently, tell the student how the situation will be handled.
- Meet with advisees at least once a semester, preferably more frequently if possible. For first year students in the College, the first meeting should be early in the Fall so students become familiar with their faculty advisor.
- Generally, faculty advisors will meet with most, if not all, of their advisees in late October and early November so that students may register early for the next semester. If a student does not meet with you, you may flag the student's records so that the student may not register for classes, receive transcripts, or use other privileges granted by the University such as attending athletic events or using the library. To flag a student's records, submit the Faculty Advisor Form to Flag Records (located in the appendix of this manual) to the Office for Student Affairs. Once the student has seen you, submit the Flag Clearance Form to free the student's records.
- Advise students on the required and elective course work necessary for obtaining a degree in pharmacy. Consult the Student-Faculty Handbook for specific information. Contact the Office for Student Affairs for clarification on changes in curriculum.
- Be available to meet with advisees informally as problems or questions arise at some regular time (posted hours perhaps), or make sure students know how to get in contact with you to arrange an appointment.
- Become familiar with College programs and University student services to the extent that you can refer a student to the Office for Student Affairs with an idea of what is available. Information on referral agencies is available in the University of Florida Campus Directory.
- Monitor the progress of the student and show interest in their development and level of performance in academics, professional activities, etc.

- Discuss career opportunities in pharmacy. Consult the Pfizer Career Guide and informational materials from the AphA/Glaxo Pathway Evaluation program. Faculty are encouraged to have knowledge of and feeling for current issues in the profession.
- Discuss any academic difficulties that the student is experiencing and make referrals as necessary. All academic records and notices to students will be made available to the faculty advisor. Do not make harsh judgments or chastise the student for poor academic performance, however. Faculty are to assume a helping role not a judgmental and highly critical role.
- Try to determine if the student is working up to their potential and encourage them to do so.
- Serve as the first line resource regarding personal problems if raised by the student. Refer the student to the Office for Student Affairs for further counseling. Make sure your advisee is receptive to being referred. If the situation merits your personal escort to a counseling service, please do so.
- Make the advisees feel like faculty and staff in the College care about them and there is one particular individual (you) who is most concerned.

### **ADVISEE RESPONSIBILITIES**

- Meet with the faculty advisor as frequently as needed, but at least once per semester.
- Keep the advisor informed about academic progress, interests, career goals, problems, etc., and, generally, how well you are meeting life circumstances. Advisors are interested in you. Inform your advisor about good news. Do not see them only when you have problems.
- Ask questions of your advisor, even if the question is "Where can I learn more about ...?"

- Ask questions of more senior students as well as your advisor. This is a good way to learn about the "system" from someone that has been through it. However, always reserve your own judgment on any issue you have questions about. Dealing with simple problems by talking to other students also saves time that your advisor may spend with you to deal with substantial issues.
- Help junior students when they come to you with questions. Serve as a "buddy" to younger students who are also assigned to your advisor.
- Take responsibility for your life and your actions. Faculty advisors are not here to hold your hand through the program, but rather to give you advice, encouragement, work with you to identify problems, help when appropriate, and refer you to others for more assistance.
- Be completely honest with your advisor. Be sure to tell them if some parts of discussions are confidential.
- Become familiar with the College requirements for graduation, expectations for professional and personal behavior, standards for academic performance and academic honesty, and the general array of programs offered by the College and the University. Please read the Student-Faculty Handbook and the University of Florida Student Guide.
- Remember faculty advisors are here to help answer questions and give you guidance as you move through the College. They are devoting their time to help you make the most of your learning experience. They are willing to help you because they care about you, but their time is just as precious as yours. Be considerate of their busy schedules including the time they must devote to other advisees. Arrange meetings ahead of time when you can, but do not be hesitant to drop in if you need some more immediate assistance.

Faculty Are Not Responsible For:

- Helping students plan out-of-sequence course schedules. Refer to the Office for Student Affairs.
- Interpreting graduation requirements. Refer to the Office for Student Affairs.
- Interpreting Board of Pharmacy Requirements. Refer to the Director of Experiential Programs (Dr. Randell Doty, 392-5964).

- Providing definitive interpretation of University or College policies and procedures. Refer to the Office for Student Affairs.
- Counseling students about financial aid or interviewing for positions near graduation. Refer to the Student Financial Aid and Awards Handbook and/or to the Office for Student Affairs or to the Office for Student Financial Affairs (392-1275).
- Arranging for students to interview for positions near graduation. Refer to the Office for Student Affairs.
- Registering students for classes. Refer to the Office for Student Affairs.

### **GUIDELINES AND SUGGESTIONS FOR FACULTY ADVISORS**

1. Create a file for each of your advisees, or use a separate section of a binder you dedicate to advising. The file should include:
  - student biographical form (completed by student on admission to the College).
  - student academic record supplied by the Office for Student Affairs (SASS audits).
  - any academic standing letters or notices supplied by the Office for Student Affairs.
  - your advising notes.
2. Most information about a student is considered private and confidential and may not be released to a third party without the student's written permission. Some information is usually considered public and may be released without permission unless the student has requested it be kept confidential (e.g., telephone number and address). Public information includes:
  - name
  - address
  - phone number
  - college and class
  - major
  - advisor
  - academic awards and honors received
  - degrees earned, dates for degrees, and dates of enrollment

Confidential information includes, but is not limited to, the following:

- grade point average
- letter grades in courses or on quizzes, exams or other evaluations
- letters of recommendation
- notes taken from personal discussions
- medical information
- transcripts from academic institutions
- notices (memos/letters) about academic performance
- attendance records
- class meeting schedule

It is probably better not to give out information of any kind to individuals unless it is background information as part of the referral you are making. When in doubt always check with your advisee.

3. Familiarize yourself with the information in this manual, the University Catalog, the University of Florida Student Guide, the College's Student-Faculty Handbook, and the University of Florida Campus Directory.
4. Ask open-ended questions. Minimize questions that can be answered with a yes or no. For example, "What are your study patterns?" is better than "Do you study every night?"
5. Listen carefully. Look directly at the student while they are talking and while you talk. If possible do not sit at your desk with the student on the other side. This creates a "power" image that will tend to hinder the student from speaking their mind and may make them feel uncomfortable.
6. Let the student do most of the talking. Let the student ask you questions to learn exactly what they want if they come to you. You can often ask probing and insightful questions which should help the student solve their own problems or answer their own questions.
7. Do not make decisions for the student. You cannot. It is their life. Help them consider or even list the pros and cons of an issue. Often the answer becomes more clear once they have a little more information or have done some systematic thinking.
8. If you learn of awards, Dean's list for example, that your advisee has earned or special activities like organization offices or committee chairs, start out a conversation by mentioning it. You will have a very positive effect on the student. Be assured your advisee will be disappointed if you do not seem to know about their accomplishments, especially if they are consequential.

9. No matter how busy you are, take a few moments to jot down notes immediately after seeing your advisee. This will help you to keep things straight and remember what was discussed the next time you meet with the student. It will save you from backtracking in areas already covered and the student will be more receptive if it is obvious that you remember them. This would be a good place to jot down information about your advisee as you learn it, i.e., Dean's list, etc. Be sure to review your notes before you see the student for the next interview.
10. Remember an advising appointment is a matter of great importance to a student. For you it may be just one more thing to squeeze into a busy day, but for the student is a significant event. You may want to establish ground rules with your advisees regarding appointments.
11. Students wishing to change advisors may do so provided they have met with their original advisor at least once. Do not be upset if a student requests such a change. Career options, special interests, prior meetings, etc. often will determine who a particular student may want as an advisor. Changes in advisors must be requested through the Office for Student Affairs.
12. Please do not intercede with another faculty member concerning your advisee's grades. That is their responsibility. Your responsibility is to help them do as well as they can on their own. Students with complaints about grading should be referred to the instructor responsible for the course. Students are informed at orientation to the College of Pharmacy and through the Student-Faculty Handbook to seek a discussion with the Department Chairperson if the discussion about grades with the instructor does not resolve their concern.
13. If more than one party is involved with a discussion or a problem do not get into a position of dealing with one individual at a time. Bring all the participants together and resolve the matter with everyone hearing the same story and hearing the same outcome.
14. Be aware that people can sometimes interpret even the simplest things incorrectly. If you have a particularly difficult point to get across, ask the advisee to repeat their interpretation and understanding of what you were just discussing before they leave. You can get into this by saying, "Just so I have it straight in my mind where we are, why don't you go through it again for me."
15. Try not to give answers to questions you cannot address or for which someone else has the final answer. For example it is better to say, "I will check on that and get back to you" or "I will try to find out" rather than "I am sure you can do that."

16. Get your advisees together as a group so they will get to know each other. This will especially help the younger students readily identify someone to ask questions that students may be best to handle.

## **SPECIAL ADJUSTMENT PROBLEMS FOR INCOMING STUDENTS**

In a typical entering class there are many variations in background, education, work and life experiences and personality. Every new pharmacy student will have to undergo considerable adjustment and each will have a unique set of obstacles and coping skills.

### Native UF Students

The most obvious differentiation within the incoming classes is between students that have done their prepharmacy work at UF versus another institution. A student from UF is likely to have fewer initial adjustment problems. These students are well oriented to the campus and are old hands at bureaucratic procedures such as registration and the complexities of financial aid. They are more likely to have a network of friends for support and are settled in living and job arrangements.

### Transfer Students

Transfer students come from a variety of institutions, other state colleges and universities, smaller private colleges, and community colleges. Some may be living away from home for the first time. Many things are new and unfamiliar to them. They are probably accustomed to more individualized instruction and advising, and may find themselves overwhelmed by class size.

Because students come from many different institutions, their academic preparation is by no means uniform. In addition, the amount of college level work they have completed may vary. Some may have baccalaureate or even graduate degrees. Some have baccalaureate degrees in nursing and medical technology or have been respiratory therapists. This variance in background can have a big impact on performance, level of maturity, and their interaction with you, especially during their first couple of semesters in the College.

## Older Students

Several other variables make adjustments more difficult for some students. Older students may have been out of school for a long time. They may have to relearn study skills but also they are often years away from having taken essential prepharmacy course work such as organic chemistry and calculus. Often these problems are offset by maturity, experience, and a sense of purpose. Students who are married, especially those with children, are not only experiencing adjustment to school but also rearranging the lives of their spouses and children. This means they may be under different stresses than the traditional pharmacy student. Day care, baby sitters, visits to emergency care for childhood accidents or illnesses complicate the daily routine of many of the older students.

## Minority Students

The Health Center supports an Office for Minority Students. The Director of the Office for Minority Students can be contacted at 392-3015. You are encouraged to seek assistance through this office for minority students' concerns. You can facilitate a minority students' feeling of acceptance into the College family by being an empathetic listener and frequent encourager for them to participate in student activities.

The International Student Center can provide social and academic support for those students who are nonresident aliens. Their phone number is 352/392-5323.

**The Pharmacy Curriculum.** It is likely that the academic load for new students is more than the student has had to handle before. Also the competition is far stiffer than that encountered up to this time. While not wanting to encourage mediocrity, remind students that they might not be able to sustain the same level of achievement that they had before entering pharmacy. Alternatively, they may have to study much harder to reach their own expectations. Some of these students may also have parents who pushed them to accept only As and Bs. To some a C may seem like a failure.

Thus, a loss of self-esteem and self-confidence can occur in many first year students. You can help alleviate their anxiety and self-doubt by being a good listener and encourager. In most cases, students who begin their pharmacy studies at a lower academic level than they are accustomed will adapt with better time management and study skills and will improve as they progress through the curriculum. Those students who continue to have academic difficulty will need support through the Rho Chi tutor system and assistance from peers and faculty.

**The Pharmacy Profession.** It is not unusual for students embarking on a new endeavor to wonder why in the world they decided to do what they are doing. Many students will wonder why they are not taught more about drugs. Some have worked in pharmacies most of their lives and feel they know what is important. Most will wonder what the first year of course work has to do with their goal of becoming a pharmacist. Some will need to be shown how the curriculum fits together and that there is an essential logic, need and order to the required course sequences. All students will need to know that after the first year they will not be 1/3 or 1/4 a pharmacist. All health professional students come into

programs with great ideals and enthusiasm. These frequently become dampened by the reality that the first year contains mostly basics. Basics are needed to master material in subsequent courses and is probably information for which they do not readily see immediate application. Assure them the learning curve is not linear. Mastering basics is essential to eventual application.

**Loneliness.** Do not underestimate the extent to which loneliness can affect a student, especially incoming students. Some students will be separated from their families or special friends for the first time. If this is the case they are probably also adjusting to new living conditions such as new roommates, dorm life, or maybe a first apartment. After a few weeks most students establish a routine and make new friends, but the early weeks can be agony. Encourage your advisees to become involved with student organizations as a way of making friends and helping the adjustment.

**Outside Employment.** A large percentage of pharmacy students nationally work while in school. Our students are no different and frequently have jobs ranging from 10 - 40 hours per week. It is common for new students to have an unrealistic idea of what work schedule they can handle along with school. Having budgeted for and committed themselves to a certain number of hours per week, it is often difficult for students to cut back, even when it is clear work is interfering with their studies. As a general rule we would recommend students not work more than 10-15 hours per week. Federal financial aid is available to each student that permits full attention to studies.

Just a reminder, now that you are aware of some of the problems and pitfalls of students, you do not have to solve all their problems. You can be very helpful in identifying problem areas and referring students to the Office for Student Affairs or other resources. Amazingly often just acknowledging a concern as legitimate is very helpful to a student.

## **STUDENTS WITH ACADEMIC DIFFICULTY**

Although we are all concerned with students in serious academic difficulty, we should also be concerned with students who are not working up to their potential. If a student comes to you with a problem, always start by asking if they know why they are having problems. Often students know the answer. They may not have progressed to the next step of identifying and implementing solutions. Once you identify a problem ask some of the following questions:

- Do you have any thoughts on what you could do to solve this problem?
- Have you talked to the instructor in the course?
- What steps are you willing to take this week (today) to begin dealing with this problem?

Try to get students to make a plan and then arrange for a follow-up meeting.

The following are issues to explore as you try to help students:

### **Time Management Issues**

- Does the student schedule their time?
- How does the student spend time between classes or between classes and work?
- How many hours per week does the student work? Does the work schedule vary from week to week? How late on week nights does the student work?
- What other outside responsibilities or activities does the student have?
- How much time is spent on socializing or in leisure pursuits?
- Is the student keeping up or just a chronic procrastinator?

If the student is using their time ineffectively, or is over committed with outside responsibilities, try to help the student establish realistic goals. Planning a weekly schedule, noting all time commitments including time for study is a good start. As a guide, the student should plan to spend a minimum of two hours studying for every lecture hour. Marginal students will have to make a bigger commitment. Any schedule should allow time for adequate sleep, leisure, and exercise. The exercise and sleep are especially important to resisting stress.

### **Academic Skills and Habits**

- Does the student attend classes regularly? Where do they sit?
- Does the student read the textbook?
- Does the student ask questions during or after class?
- Does the student take reasonable notes?
- Does the student study on the same schedule and in the same place on a daily basis?
- Does the student keep up or cram for exams?
- Is a particular kind of test format a problem? (Multiple choice? Essay?)
- Does the student have test anxiety?
- Can the student communicate effectively in writing?

If specific and serious deficiencies (other than laziness) are identified in the academic/study skills area, the student should definitely be referred to the Testing & Evaluation Center (Turlington Hall, 392-0371). The Center can even determine if a particular problem exists.

### **Academic Preparation Issues**

- Is the student having difficulty in one particular course area? Can you identify the preparatory course work that most closely correlates with the problem area?
- Does the student attend help sessions when offered?
- Could the student benefit from tutoring in the subject? (See below)
- Will the student be seriously disadvantaged in future course work if remedial action is not taken?

If the student seems to be studying hard but still cannot grasp the concepts it is likely they lack a sound foundation for the subject. This is a difficult problem to remedy because it involves an additional expenditure of time on the part of the student to backtrack. A Rho Chi tutor can be very helpful. Tutoring sessions provide more opportunity to ask specific questions freely and get specific answers. Peer teaching can be a very powerful method since communication between two students may be better than between the student and faculty member.

Students with academic difficulty, however, usually demonstrate a strong hesitancy to seek assistance through Rho Chi tutors because they feel they are admitting defeat in their own innate ability to master course material. In addition, admitting to a peer that they are not making good grades lowers their self-esteem. You can provide the necessary encouragement and insightfulness to overcome these obstacles. Students need to understand how you often seek advice or assistance in your work, research and preparations for lectures, presentations, and publications. They need to understand that there is no shame in seeking assistance to enhance one's ability to learn. That is why they are attending the College of Pharmacy in the first place . . . to obtain help in learning how to become a competent professional pharmacy practitioner.

If the student seeks out a friend outside the Rho Chi tutor system for study assistance, please make sure that friend is making good grades and is a willing tutor for the student.

### **STUDENTS WITH NON-ACADEMIC ISSUES**

**Physical and Mental Health.** If a student has missed a significant number of classes or tests because of illness, they should meet with the Associate Dean for Professional Affairs to work out a plan to either complete work later with permission of the instructors or withdraw from the College and retake courses at a later date after gaining readmission to the College. The University has options for students dropping for legitimate medical reasons. We have allowed students to take a leave and start all over when faced with serious physical problems and hospitalization.

A recent loss in the family such as death of a parent, sibling or friend can severely interfere with the ability of a student to concentrate. Additionally, family problems or difficult relationships with friends, fiancées, or others interfere with interest in classes and performance on exams. If a student seems to display symptoms of depression, apathy, lack of affect or hopelessness, they probably need more help than anyone in the College can offer. For students on the Gainesville campus, please refer them to the Office for Student Affairs and/or the Counseling Center or the Student Mental Health Unit at the Student Health Care Center on campus. For students at the off-campus sites, please refer to the coordinator of Student Affairs for that site. Health care agencies in the cities for the off-campus programs are available to assist students. Be supportive but get the student to take advantage of the professional help.

**Substance Abuse and/or Chemical Dependency Problems.** Substance abuse is an unacceptable behavior and cannot be condoned. Chemical dependency is a sickness and should be treated as such. Chemically dependent students need support and should be counseled to seek professional help. A Committee for Chemically Dependent Students can handle anonymous and confidential reporting of students suspected of abusing chemical substances. This Committee can perform an informal and confidential review of all evidence concerning a student's alleged problem. There are detailed and specific guidelines as to how the College manages students with suspected and confirmed chemical dependency problems. These guidelines are printed in the Student-Faculty Handbook.

Indicators of a potential chemical dependency problem include:

- incoherence at times in the classroom, lab or teaching site
- frequently missed appointments or deadlines
- declining performance, usually suddenly, for no apparent reason
- sudden or drastic changes in behavior
- unusual stories to cover absences or poor performances

**Motivational Problems.** Some students may not have a strong commitment to pharmacy. They are here because parents, relatives, or friends pushed them into the profession.

Such students may end up being dismissed from the program for poor academic performance. You may be able to assist in increasing the student's motivation by suggesting they learn more about the profession, or learn about other career opportunities available to an individual with a pharmacy degree, something other than professional practice. Many students will have little or no idea of the options available to them other than working in a community or hospital pharmacy, and they may not understand very well what is involved in that. Certainly, few probably considered options as varied as pharmaceutical company representatives to research via graduate school. Counsel the student to ask about other career options. The Academy of Students of Pharmacy frequently schedules programs on various career options bringing in outside speakers to describe their activities. Refer them to the Office for Student Affairs where several booklets on career options are available.

Questions you might ask include:

- How did the student get interested in pharmacy as a career?
- Has the student ever worked in pharmacy?
- Does the student know any pharmacists?
- What does the student envision doing in the profession?
- Are the student's family and friends supportive of their career choice?
- If the student could not be a pharmacist, what other work would they enjoy?
- Is the curriculum meeting the student's expectations?

## APPENDIX A

### List of Faculty Advisors

#### Gainesville Campus

Laura Annis  
Michael Asmus  
Donna Berardo  
David Brushwood  
Paul Doering  
Gerald Gause  
Douglas Hepler  
Guenther Hochhaus  
Jeffrey Hughes  
Janet Karlix  
Michael Katovich  
Maureen Keller-Wood  
Carole Kimberlin  
Michael McKenzie  
Michael Meldrum  
William Millard  
Joanna Peris  
Douglas Ried  
Richard Segal  
Kenneth Sloan  
James Taylor  
Kristen Weitzel

#### Jacksonville Campus

#### Orlando Campus

#### St. Petersburg Campus

## **APPENDIX B**

### Advisement Forms

**ADVISEMENT FORM  
COLLEGE OF PHARMACY**

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_ CLASS: \_\_\_\_\_

The following information should be discussed with the student at least once during the semester. This form must be signed by both the student and the faculty advisor at the bottom of the page. Please check that you have discussed with the student

\_\_\_\_\_ Academic performance

\_\_\_\_\_ Registration for this semester

\_\_\_\_\_ Total required and elective credits

\_\_\_\_\_ Career objectives

\_\_\_\_\_ Financial situation (e.g. work hours per week; financial assistance)

\_\_\_\_\_ Personal situation

\_\_\_\_\_ Professionalism (e.g. membership and participation in student organizations, attendance at professional meetings; see *Pledge of Professionalism*)

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Faculty Advisor

Appendix C

**FACULTY ADVISOR FORM TO FLAG RECORDS**

Students should to see their faculty advisor prior to registering for classes. If a student neglects to see their advisor, the advisor has the option to flag the student's records to not allow the student to register. If you would like to flag a student's record, please list the student's name and social security number below and return the form to the Coordinator of Student Affairs at the Gainesville Campus.

**FACULTY ADVISOR:** \_\_\_\_\_

**STUDENT**

**SOCIAL SECURITY NUMBER**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**NOTE:** When the student has seen you, please submit the Flag Clearance Form to Office Manager in P100 so that the flag can be cleared and the student will be allowed to register.

## FLAG CLEARANCE FORM

**Please clear the flag on the following student's record.**

---

Student's Name

---

SSN

---

Faculty Advisor's Signature

**Submit this form to the Coordinator of Student Affairs at the Gainesville Campus.  
The student will not be allowed to register until the flag is cleared.**

Appendix D

**PHARMACY STUDENT PROFILE AND ASSESSMENT RECORD**

This profile is designed to be helpful to you during your time in the College of Pharmacy. The information you give in response to the questions can be useful when making educational, career, and personal plans. Sharing this information with your faculty advisor will assist him or her in advising you about the decisions you will need to make while in the College of Pharmacy.

Date: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

**General Information**

Name: \_\_\_\_\_

Name preferred to be called: \_\_\_\_\_

Phone number: \_\_\_\_\_

Home address: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Marital Status: \_\_\_\_\_

Do you have any physical or learning disabilities? \_\_\_\_\_

Are special arrangements/facilities needed? \_\_\_\_\_

Are you receiving financial aid? \_\_\_\_\_

Person to contact in case of emergency:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Academic Matters**

What other colleges have you attended?

---

---

What are your favorite academic subjects?

---

What are your least favorite academic subjects?

---

What college subjects do you think will cause you the most difficulty this year?

---

---

What are the two main reasons you have selected pharmacy as a major?

---

---

Do you plan on attending graduate school or completing a residency or fellowship after pharmacy school? If so, what specialty area?

---

---

On the following types of instruction, which do you prefer?

**RANK ORDER** THE FOLLOWING ON THE BASIS OF WAYS YOU PREFER TO BE TAUGHT: FROM **1** THE **MOST** PREFERRED APPROACH THROUGH **7** THE **LEAST** PREFERRED APPROACH.

- \_\_\_\_\_ Class discussion and/or Seminar Method (small group)
- \_\_\_\_\_ Computerized or Other Self-Paced (workbook) instruction
- \_\_\_\_\_ Independent Study (read or complete projects/papers)
- \_\_\_\_\_ Media Presentations (video, films, graphics, slide shows)
- \_\_\_\_\_ Practical On-the-Job Internship/Fieldwork Experience
- \_\_\_\_\_ Supervised Laboratory Instruction

Where (be specific) (e.g., home, library, study hall, etc.) do you plan to do most of your studying this year?

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---

Do you prefer to study alone or in a group?

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---

**RATE YOURSELF** ON A FIVE POINT SCALE IN EACH OF THE FOLLOWING AREAS WITH **1** = MAJOR WEAKNESS OR PROBLEM TO **5** = MAJOR STRENGTH OR NO PROBLEM.

- |                      |                     |                           |
|----------------------|---------------------|---------------------------|
| ___ Math anxiety     | ___ Note Taking     | ___ Oral Presentation     |
| ___ Procrastination  | ___ Reading Speed   | ___ Reading Comprehension |
| ___ Self-Discipline  | ___ Memorization    | ___ Test-Taking Anxiety   |
| ___ Test Preparation | ___ Time Management | ___ Writing Papers/Essays |

NOW **CIRCLE** ALL AREAS WITH WHICH YOU WOULD LIKE ASSISTANCE.

How important is it that you earn a grade of "A" in each of your classes?

\_\_\_ very important \_\_\_ moderately important \_\_\_ not very important

What principal academically related problems do you anticipate this year?

---

---

### **Career**

How decided are you about your career choices within the pharmacy profession?

- \_\_\_ I have definitely decided on a career area.
- \_\_\_ I have made a tentative career decision, but am not ready to commit myself.
- \_\_\_ I have several ideas in mind but have not yet decided on one.
- \_\_\_ I am completely undecided about a career area in pharmacy.

What is your preferred career path in pharmacy?

1<sup>st</sup> Choice:

2<sup>nd</sup> Choice:

### **Knowledge of preferred career path:**

1<sup>st</sup> choice = \_\_\_ no knowledge \_\_\_ some knowledge \_\_\_ very knowledgeable  
2<sup>nd</sup> choice = \_\_\_ no knowledge \_\_\_ some knowledge \_\_\_ very knowledgeable

How long do you think you will work in your 1<sup>st</sup> choice?

---

---

What are your geographical preferences or limitations for a pharmacy position after college?

---

---

Will you work while in college? If yes, what type of position and for how many hours per week?

---

---

Have you had experience working in a pharmacy? Where? How Long?

---

---

**Personal Information**

What are your favorite leisure time or hobby activities?

---

---

What are the four best books you have ever read?

---

---

What are four words or phrases that best describe you as a person?

---

---

With regard to health and wellness how do you rate yourself in the following areas? (Please check under the indicated category for each statement).

**Frequently**   **Occasionally**   **Never**

Weight at appropriate range .....

Sleep enough to feel rested in morning .....

Exercise at least three times a week .....

Eat well balanced, nutritious meals daily .....

Participate in recreational activities on a  
regular basis .....

Relax without using drugs (e.g., alcohol) .....

Refrain from smoking .....

Obtain regular dental exams .....

Obtain regular health exams .....

With which activities and organizations in college have you previously participated?

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Appendix E

**NOTES BY FACULTY ADVISOR**

**(Adapted from a form prepared by Student Development Associates, Inc. 110  
Crestwood Drive, Athens, GA 30605)**

Appendix F

**PETITION FORM**

**ACADEMIC PERFORMANCE COMMITTEE  
COLLEGE OF PHARMACY  
UNIVERSITY OF FLORIDA**

NAME \_\_\_\_\_ SOCIAL SECURITY NUMBER \_\_\_\_\_

Circle one:

CLASS: 1PD 2PD 3PD 4 PD DEGREE PROGRAM: Pharm.D.

LOCAL ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

PERMANENT ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

WHAT YEAR DID YOU ENTER THE COLLEGE OF PHARMACY? \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

GPA IN REQUIRED PHARMACY COURSES: \_\_\_\_\_

ARE YOU ON PROBATION CURRENTLY? \_\_\_\_\_

NUMBER OF TERMS COMPLETED IN THE COLLEGE OF PHARMACY: \_\_\_\_\_

FACULTY ADVISOR: \_\_\_\_\_ ADVISOR'S SIGNATURE: \_\_\_\_\_

PRESENT COURSE SCHEDULE:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STATE YOUR REQUEST BRIEFLY ON THE OTHER SIDE OF THIS PAGE. IF NECESSARY, ATTACH ADDITIONAL PAGES AND DOCUMENTATION.

\_\_\_\_\_  
STUDENT SIGNATURE  
COMMITTEE ACTION:

\_\_\_\_\_  
DATE  
APPROVED DENIED

DATE: \_\_\_\_\_

## **APPENDIX G**

### University of Florida Directory: Important Telephone Numbers

## **APPENDIX H**

### Coping with Stress

## **APPENDIX I**

### Information on the APhA/Glaxo Pathway Evaluation Program



NAME AND ADDRESS OF PARENT(S): \_\_\_\_\_  
(NAME)

ADDRESS: \_\_\_\_\_

\_\_\_\_\_  
(STREET)  
\_\_\_\_\_  
(CITY) (STATE) (ZIP CODE) PHONE: ( ) \_\_\_\_\_

FATHER'S OCCUPATION: \_\_\_\_\_

MOTHER'S OCCUPATION: \_\_\_\_\_

DO YOU HAVE EXPERIENCE WORKING IN A PHARMACY PRIOR TO ENTERING PHARMACY SCHOOL? (CIRCLE ONE): YES NO

IF SO, PLEASE INDICATE NAME AND LOCATION OF PHARMACY? \_\_\_\_\_

ARE YOU RECEIVING FINANCIAL AID? (CIRCLE ONE): YES NO

IF SO, PLEASE LIST SPONSOR(S): \_\_\_\_\_

AT THIS TIME, DO YOU HAVE A PREFERENCE FOR THE TYPE OF ENVIRONMENT FOR YOUR FUTURE PRACTICE OF PHARMACY? (CIRCLE ONE): YES NO

IF SO, PLEASE INDICATE YOUR PREFERENCE BELOW:

\_\_\_\_ COMMUNITY PHARMACY PRACTICE (CHAIN)

\_\_\_\_ COMMUNITY PHARMACY (INDEPENDENT)

\_\_\_\_ HOSPITAL PHARMACY STAFF

\_\_\_\_ CONSULTANT PHARMACIST TO NURSING HOMES

\_\_\_\_ CLINICAL SPECIALIST IN HOSPITAL PHARMACY

\_\_\_\_ MANAGEMENT POSITIONS IN PHARMACY ORGANIZATIONS

\_\_\_\_ GRADUATE SCHOOL (RESEARCH CAREER)

PLEASE LIST EXTRACURRICULAR ACTIVITIES AND HONORS IN HIGH SCHOOL AND COLLEGE ON A SEPARATE PIECE OF PAPER AND ATTACH IT TO THIS FORM.