Rx for Success Advisement Program

Mission Statement:

The University Of Florida College Of Pharmacy is committed to maintaining a comprehensive program providing quality student advisement for all of its students. The mission of the Rx for Success Advisement Program is to support the academic, professional, and personal developmental needs of pharmacy students through an intentionally-designed, cooperative effort between the faculty-advisor and student. Each student's experience is tailored to provide individualized and personal attention by our highly trained faculty members within the College of Pharmacy.

Objectives of Rx for Success Advisement Program

- Establish long-term relationships and increase the number of student-faculty interactions
- Foster self-reflection and personal growth among students
- Support students in meeting their developmental needs
- Supplement students' personal and professional development through:
    - Helping students face and strategize how to overcome obstacles
    - Identifying and implementing ways to thrive, building resilience
    - Assisting students in establishing their own professional identity
- Continuously build faculty knowledge and skills to better meet students' evolving needs

Faculty Advisors are not Career Coaches but rather provide a personal connection for longitudinal advising to students regardless of a chosen area of focus within pharmacy.

Advising Model:

Rx for Success Advisement Program utilizes the Developmental Advising model first introduced by Burns B. Crookston in 1972. This model prescribes a shared responsibility between the student and advisor for both their relationship and quality of the advising experience. Rx for Success blends this model with intentionally implemented proactive advising strategies, with a goal of anticipating student needs and connecting them to appropriate resources before instances may occur.

Rx for Success – Year by Year Touchpoints

1 PD Year *(focus on Academic)*

Fall Semester
- Review block schedule, curriculum, team-based learning.
- How are you handling the adjustment to Pharmacy School?
- How do you think you are balancing the heavy class load?
- How is your team working together to work on content/projects?
- *Resources:*
  - Reach out to Student Affairs Coordinator for assistance
  - Encourage attending Rho Chi study halls (see Student Affairs Coordinator or Campus Event Calendar for dates)

How effective are common study/learning strategies?

In the lefthand column, use the following scale to rate each study/learning strategy below:
V = Very Effective; S = Somewhat Effective; I = Ineffective

Strategy	Your Rating	Evidence-based Rating
Highlighting/Underlining: marking potentially important portions of to-be-learned materials while reading.		I
Re-reading/Re-watching: restudying text or video material again after an initial reading/viewing		I
Taking Practice Tests: self-testing or taking practice tests over material		V
Summarizing: writing summaries (of various lengths) of to-be-learning texts		I (make it better by summarizing information in a new context)
Massed Practice (cramming)		I

Distributed Practice: implementing a schedule of practice that spreads out study activities over time		V
Interleaved Practice: implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session		S
Self-Explanation: explaining how new information is related to known information, or explaining steps taken during problem solving		S
Peer Teaching: a student instructs another student in material.		V
Elaborate Interrogation: generating an explanation for why an explicitly stated fact or concept is true		S

Dunkosky J, Rawson KA, March EJ, et al. Improving students' learning with effective learning techniques: promising directions from cognitive and educational psychology. Psychological Science in the Public Interest. 2013;14(1):4-58.

Spring Semester
- Have student reflect on the fall semester
  - Did you meet your personal academic goals?
  - What is your process for managing all of the requirements of the curriculum?
  - Do you need assistance with identifying new study strategies?
    - Refer to Student Affairs Academic Specialist for assistance
- Have the student explore electives and certificate programs
  - The College currently has 3 certificate programs curriculum.pharmacy.ufl.edu/curriculum-courses/certificates
    - Leadership Professional Certificate
    - Personalized Medicine Certificate
    - Medication Therapy Management Certificate
  - Even if a student is not 100% sure they want to do a certificate program, if they are even slightly interested, they should consider selecting electives in the programs. For most of these programs, students would need to use all 4 of their required electives to fulfil the requirements

2 PD Year *(focus on Personal and Professional Development)*

Fall Semester
- It is time for students to up their game.
  - Have you identified one or two organizations in which you would like to contribute in a meaningful way?

- - - Are you looking at any leadership opportunities?
    - o Have you thought about research as an elective?
    - o Are you making the most out mentoring opportunities, i.e., career coach, through professional organizations (FSHP has a formal mentoring program), etc.
    - o Are you working?
      - If so, are you able to keep your work hours from interfering with your academic success?
      - If not, have you begun to explore internship opportunities
- How is the student managing the rigors of the UF COP Program?
  - o What do you do for fun?

Spring Semester
- How are your career goals coming along?
- Are you interning somewhere?
  - Are you taking good care of yourself and developing good habits for a health career?
    - o Are you exercising?
    - o Are you eating well?
    - o Are you getting enough sleep?
  - Have you looked into any of the international opportunities (admissons.pharmacy.ufl.edu/why-pharmacy/international-opportunities)
    - o Short study abroad
    - o International health outreach trips
    - o International Advanced Pharmacy Practice Experiences

3 PD Year *(focus on Personal and Professional Development)*

Fall Semester
- How do you intend to contribute to a professional organization this year?
- How are you approaching the ranking of rotations
  - o Students should be thinking about how rotations can prepare them for the next step in their careers
    - Selecting rigorous rotations to be best prepared
    - Ensure exposure to different areas of pharmacy
  - o Have you thought about attending the Midyear Clinical Meeting?
    - This meeting happens in December. It is helpful for students who are anticipating going through the residency application process at 4PDs to attend as a 3PD to better understand the process and opportunities of a meeting with 20,000 pharmacists/students
  - What is one goal you are setting for your personal well-being and/or development?
  -
- Can I review your CV for you?

Spring Semester
- How do you plan to study for the NAPLEX and MPJE over the next year?
- Have you thought about post graduate training opportunities?
  - o Residency, fellowships, continued education

- - o Do you have a parallel career plan in case your post graduate training goals are not achieved?
- Would you like to practice interviewing?
- Are you on track to graduate with honors? If so, make sure you know what you need to document.
  - https://curriculum.pharmacy.ufl.edu/curriculum-courses/pharmd-research/academic-honors/

Cum Laude	Magna Cum Laude	Summa Cum Laude
Completion of all pharmacy coursework in the Doctor of Pharmacy curriculum	Completion of all pharmacy coursework in the Doctor of Pharmacy curriculum	Completion of all pharmacy coursework in the Doctor of Pharmacy curriculum
3.50 or higher GPA in required pharmacy courses	3.51-3.79 or higher GPA in required pharmacy courses	3.80 or higher GPA in required pharmacy courses
	prior to start of research:	**prior to start of research:**
	Submission of a research project for review; obtain any needed approvals (eg IACUC or IRB) and receive Certification of Completion of the Compliance forms	Submission of a research project for review; obtain any needed approvals (eg IACUC or IRB) and receive Certification of Completion of the Compliance forms
	Completion of a research project; including ***oral presentation*** and ***written thesis*** on the project.	Completion of a research project; including ***oral presentation*** and ***written thesis*** on the project.
	Review of presentation and thesis and recommendation for honors by the faculty or preceptor supervisor	Review of presentation and thesis and recommendation for honors by the faculty or preceptor supervisor
	Review of the thesis and recommendation for honors by the department chair or director of experiential programs	Review of the thesis and recommendation for honors by the department chair or director of experiential programs

	Submission to the Honors site in Canvas	Submission to the Honors site in Canvas
	Recommendation by Assoc Dean for Research and Graduate Education	Recommendation by Assoc Dean for Research and Graduate Education
Approval by COP Student Affairs	Approval by COP Student Affairs	Approval by COP Student Affairs

Rx for Success – Model Session

Read any notes you have on the student to prepare.

Welcome the student.

Establish rapport.

Set goals for session. Set time limit.

Advise student based on Rx For Success Plan and student needs.

Wrap-up.

Follow-up (if needed).