**CHAPTER ADVISOR GUIDE**

Chapter advisors are dedicated individuals who volunteer their time to APhA-ASP members above and beyond their general responsibilities as members of college faculty or staff, and APhA-ASP Chapters could not accomplish so much without the dedicated support of the Chapter Advisors. They recognize the important role membership in APhA-ASP plays in the development of the student pharmacist and the positive impact members have on the profession of pharmacy while in school and as practitioners.

**BENEFITS AND OPPORTUNITIES**

While most of the benefits of being an APhA-ASP chapter advisor are intangible, there are also some material benefits. Some chapter advisors receive financial compensation from the school or college of pharmacy for their services to APhA-ASP members, as serving as a chapter advisor enhances a faculty member’s teaching portfolio, and many chapter advisors have greater visibility and influence on campus through the work of the chapter. However, most chapter advisors describe the most important benefit as the opportunity to directly impact the personal and professional growth of their students.

APhA also offers many benefits and opportunities to chapter advisors. Each year, the primary chapter advisor receives complimentary APhA membership. In addition, each chapter advisor is provided the opportunity to attend the *Chapter Advisors Workshop* at both their Midyear Regional Meeting and the APhA Annual Meeting and Exposition.

Each year, APhA recognizes one advisor with the [*APhA-ASP Outstanding Chapter Advisor Award*](http://www.pharmacist.com/node/23991)*.* APhA-ASP members are invited to nominate their chapter advisor for recognition during the APhA-ASP Awards Ceremony during the APhA Annual Meeting and Exposition. *(Visit* [*http://www.pharmacist.com/apha-asp-outstanding-chapter-advisor-award*](http://www.pharmacist.com/apha-asp-outstanding-chapter-advisor-award) *for more information.)*

**RESPONSIBILITIES**

The responsibilities of the chapter advisor vary at each school or college of pharmacy, however the following lists general responsibilities:

* Act as a consultant to members and officers of the Chapter on matters pertaining to APhA-ASP.
* Provide continuity to the Chapter's operations from one year to the next.
* Provide advice and ideas as needed on subjects such as fundraising activities, patient care projects, etc., making sure that these activities fall within any relevant regulations set by the university/school/college.
* Attend all chapter, regional and national APhA-ASP meetings that the students are attending when possible.
* Assist in reviewing any needed changes in the Chapter Bylaws necessary to insure that they are current and responsive to the needs of the chapter.
* Notify APhA as to whether or not APhA should collect your chapter and state dues, which would be reimbursed directly to your chapter and state association six times per year.
* Participate as a member of the Chapters Executive Committee if needed.
* Ensure that chapter taxes are filed with the IRS by the appropriate deadline each year.

**FILING CHAPTER TAXES**

All APhA‐ASP Chapters have to file a tax return every year.  The method by which your Chapter files taxes however may be different.  There are two different options based upon the rules and regulations of your university, school, or college of pharmacy:

* Option 1:  Chapter files taxes with their university, school, or college of pharmacy
* Option 2:  Chapter files taxes directly with the IRS under APhA’s Group Exemption, using the [990 Form](http://www.irs.gov/uac/Current%E2%80%90Form%E2%80%90990%E2%80%90Series%E2%80%90Forms%E2%80%90and%E2%80%90)

**UPDATING CONTACT INFORMATION/GENERATING REPORTS**

* **Advisor/Co-Advisor Contact Information**

Any changes to the primary or co-advisors contact information should be updated online at: <http://fs8.formsite.com/APhA-ASP/Advisors/index.html>

* **Chapter Executive Committee Members**

Access to current contact information for Chapter Executive Committee Members is extremely important to APhA, and should be updated by the outgoing Chapter Officers or the Chapter Advisor no later than **July 15th** each year. The information may be updated on the chapter profile at [www.pharmacist.com](http://www.pharmacist.com) using the ***chapter administrative login.*** Instructions, including screen shots for updating chapter information are included in the APhA-ASP [Chapter Advisor’s Survival Guide for Membership](http://www.pharmacist.com/sites/default/files/files/2015%20Chapter%20Advisor%20Survival%20Guide-Web.pdf).

**COMMUNICATION WITH APhA**

Have a great idea for your chapter? Need some help? Contact APhA Student Development at apha-asp@aphanet.org or 800-237-2742.

A complete list of APhA Student Development staff may also be found online at: <http://www.pharmacist.com/student-development-staff>.

**ADVISOR RESOURCES**

* APhA-ASP Chapter Timeline
* APhA-ASP [Chapter Advisor’s Survival Guide for Membership](http://www.pharmacist.com/sites/default/files/files/2015%20Chapter%20Advisor%20Survival%20Guide-Web.pdf)
* APhA-ASP [Chapter Tax FAQs](http://www.pharmacist.com/sites/default/files/files/APhA-ASP_Ch_Tax_FAQs_2014.pdf)
* APhA-ASP [Chapter Officer](http://www.pharmacist.com/apha-asp-chapter-officer-resources) Resources
* APhA-ASP [Webinars](http://www.pharmacist.com/apha-asp-webinar-series)

**TIPS FOR ADVISORS**

1. Do not go it alone!  Recruit a co-advisor, or two, to help spread responsibilities in the supervision of chapter activities.  For example, co-advisors could cover certain operations, or help oversee chapter report writing, or help oversee outreach events.  In addition, don’t forget to utilize your new practitioner mentors!  They can also work together with the students on activities.
2. Share meeting responsibilities:  You may not be able to make all chapter meetings, but you can possibly coordinate with your co-advisors and new practitioner mentors to attend specific events so you don’t have to attend every meeting. If you don’t have co-advisors, plan to attend at least the executive board meetings or coordinate a touch base meeting with the president and vice president at least once a month to keep up to date with your chapter.
3. Have your chapter set up shared online document drives (googledocs, a dropbox, etc) that they can save all meeting minutes, operations documents, past chapter achievement reports, etc, so there is a longitudinal history established for the chapter.  That way you won’t have to rack your brain remembering how something was coordinated or where a document was kept, and you can easily access documents that might have been shared at a meeting you could not attend.
4. For newer chapters, establish a step-wised approach to implementing operations.  It may not be possible to do it all at once, so pick the ones your chapter can easily tackle and then move on to the others once you’ve gotten comfortable with those operations.
5. Reach out!  Don’t be afraid to contact other chapter advisors. We’ve all gone through similar struggles, and as all our institutions have different rules, we may not be able to have one clear cut answer how to handle things, but at least you know there’s someone out there who knows what you’re going through and can likely provide some helpful advice.
6. If possible, attend the regional and annual meetings. You learn so much from the other chapters, get to see your students networking, and also get to network with other advisors and the APhA Student Development Staff.  At the annual meeting you’ll also get have a review of your Chapter Achievement report. The advice we’ve received there has always been helpful for us when we’re writing our next report. Have your president and president-elect attend with you and debrief afterwards, and keep the feedback in your document drive.

**ADVISOR ROLES**

Following are some of the roles you may assume as an advisor:

**Mentor**

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students’ verbal and nonverbal communication.

**Team Builder**

When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and work through conflicts or difficult times. To accomplish the goal of creating an effective team, consider conducting a workshop, training, or retreat encompassing team building and goal setting activities. As the advisor, you may consider working with the student leaders to develop a plan and to have the students implement it. Training students in effective techniques for team building will keep students invested in the organization and give them the opportunity to learn what it takes to build a team.

**Conflict Mediator**

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have come in to conflict, it may be necessary to meet with them to discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the chapter and the members. Ask them how they think they can work together, point out the chapter’s mission, and ask how their conduct is helping the group achieve its mission. Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are that no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

**Reflective Agent**

One of the most essential components to learning in “out of classroom” activities is providing time for students to reflect on how and what they are doing. As an advisor, encourage the student leaders to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree. Remember, any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don’t like to ask for help. Remember to have students reflect on their successes and failures.

**Educator**

As an advisor, your role of educator will often come through the role modeling of behavior, guiding students in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing, but sometimes this can be the most important action of all. Allow the students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

**Motivator**

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their “cheerleader” to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences from APhA-ASP and the school or college of pharmacy to the experiences they will have in the community.

**Regulator**

APhA-ASP chapters operate under APhA, state, and university policies, procedures, and guidelines. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

As an advisor you will assume numerous roles and all possible roles are not mentioned here. ***A key idea to remember is that you are an advisor not the leader.* *You provide guidance, insight, and perspective to students as they work on projects, but you should not be doing the work.*** Students will learn if they are engaged. Be careful of being challenged into doing the work for a student project. The students make the decisions, and they are accountable for those decisions, and for the successes and failures of their groups.

*Advisor Roles - adapted from the American College Personnel Association (ACPA) Advisor’s Manual,* [*http://www.myacpa.org/*](http://www.myacpa.org/)