

Office/Department:

[Academic Affairs](#) > [University Programs](#) > [Pre-Professional Health Advising](#)

Director: Sharon K. Babcock, Ph.D.

Mission Statement: Pre-Professional Health Advising promotes high standards for students' academic, personal, and interpersonal development by collaborating with academic and student affairs to facilitate learning, reflection, and engagement experiences that equip aspiring health professionals with the ability to successfully navigate the application process. *(Draft 08/10/15)*

Functional areas included in this office/department:

Pre-Professional Health Advising includes functional areas of **academic advising** and **career development/services** tailored to JMU's pre-professional health programs: pre-dentistry; pre-forensic studies; pre-medicine; pre-occupational therapy; pre-optometry; pre-pharmacy; pre-physical therapy; pre-physician assistant; pre-veterinary medicine. The tailored integration of academic advising and career development/services is an emerging functional area within postsecondary education called **health professions advising**. The professional development needs of advisors within this functional area are supported through the [National Association of Advisors for the Health Professions \(NAAHP\)](#). Historically, faculty members have served as advisors for students applying to professional health schools as part of their instructional faculty role; increasing numbers of positions are now dedicated to professionals that focus on advising pre-professional health students.

Students who participate in this experience will gain understanding of student affairs as a profession and the influence student development has on contemporary higher education through the following tasks and activities:

- Advise students declared in pre-professional health programs regarding their academic coursework, learning resources, and co-curricular experiences, and the relationship of coursework and experiences with competitive applications to professional health programs.
- Become knowledgeable about James Madison University academic degree requirements (i.e. General Education, major, and degree) and the integration of pre-professional health programs, including the admissions and progression standards for pre-professional health programs.
- Utilize student [learning and development outcomes assessment](#) to develop learning outcomes, create programs and resources, measure learning and development, and utilize the results to make program-related decisions.
- Participate in departmental meetings and professional development.
- Special projects are available based on individual students' interests.

Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:

- Advising-as-Teaching Pedagogy
- Astin's Theory of Involvement
- Baxter Magolda's Theory of Self-Authorship
- Chickering's Theory of Identity Development
- Kohlberg's Stages of Moral Reasoning
- Kolb's Theory of Experiential Learning
- Perry's Theory of Intellectual and Ethical Development
- Schlossberg's Transition Theory

Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:

- Active participation in any aspect of the [assessment cycle](#) based on practicum projects and the semester.
- Assist with compiling outcomes and outputs for PPH Advising reports based on practicum projects and the semester.

Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:

- Weekly meetings with supervisor.
- End-of-semester formal evaluation with supervisor.

Specific expectations of students assigned to this site include:

- Complete assigned projects in a timely, organized, and professional manner.
- Demonstrate willingness to learn, flexibility, and a positive attitude.
- Interest in integrating academic and student affairs perspectives and approaches to pre-professional health advising setting.
- Maintain confidentiality for students as guided by the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#), as amended. Respect and uphold the confidentiality of all individuals and application processes.
- Maintain up-to-date calendar on Outlook.
- Request assistance when needed.
- Support the mission and activities of Pre-Professional Health Advising.
- Uphold office professionalism standards.

Contact Person

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