PHARMACY PROFESSIONALISM TOOLKIT FOR STUDENTS AND FACULTY

Provided by the
American Pharmacists Association Academy of Student Pharmacists
American Association of Colleges of Pharmacy
Committee on Student Professionalism

VERSION 2.0
UPDATED 2009

2003-04 Committee Members

AACP Representatives	APhA-ASP Representatives
Thomas Reinders, Co-chair	**Amit Patel**, Co-chair
Virginia Commonwealth University	University of Cincinnati
Robert Beardsley	**Gail Caballes**
University of Maryland	University of Washington
Nanci Murphy	**James Hobbs**
University of Washington	University of Kentucky
Amy Schwartz	**Brea Olson**
(Nevada College of Pharmacy	University of Tennessee
Andrew Traynor	
(University of Minnesota	
John Vinson	
University of Arkansas for Medical Sciences	

2008-09 Committee Members

APhA-ASP Representatives	Additional Representatives
Morgan Jones, Chair	**Jeff Cain**
University of Louisiana at Monroe	University of Kentucky
Victoria Tkacz, Vice-Chair	**Megan Thompson**
The Ohio State University	University of New Mexico
Whitney Caron	
Albany College of Pharmacy	
Sarah Phanco	
Mercer University	

T A B L E O F C O N T E N T S

PREAMBLE: VERSION 2.0

Sarah Phanco, Mercer University
Victoria Tkacz, The Ohio State University

INTRODUCTION

In 2000, the *White Paper on Pharmacy Student Professionalism* (*J Am Pharm Assoc 2000)* was published to help raise awareness and to lead action on the issue of professionalism amongst student pharmacists. This collaborative effort involving the American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP) and the American Association of Colleges of Pharmacy Council of Deans (AACP-COD) represented the cumulative five-year commitment to study and promote student professionalism. The paper was written with the recognition of the number of challenges student pharmacists face during their professional development.   Furthermore, the goal of the paper was to provide recommendations for the profession on how to address the problem of inconsistent professionalism standards in pharmacy education. The implementation of these recommendations would serve to develop professionalism among student pharmacists as defined by the ten traits of a professional.

Since the publication of the *White Paper*, the APhA-ASP / AACP Committee on Student Professionalism has worked to expand upon its initial recommendations by promoting the professionalization of student pharmacists and pharmacy faculty. To help achieve this goal, the committee created a resource to be utilized by students and administrators that would allow them to effectively promote and assess professionalism on their own campuses.   First published in 2004, the *Pharmacy Professionalism Toolkit for Students and Faculty* has been a living document that has continued to evolve over time, just as the concept of professionalism has. With the approaching ten-year anniversary of the first publication of the *White Paper on Pharmacy Student Professionalism*, this toolkit has been updated to reflect the current state of student pharmacist professionalism. Since it was first published, professionalism standards for student pharmacists have changed greatly and include expanded concepts such as online social networking and e-professionalism, now two of the most discussed professionalism topics in the pharmacy. In addition to new information on professionalism, Version 2.0 of the Professionalism Toolkit has been updated to serve as a user-friendlier document that may be referenced by student pharmacists, educators and practitioners.

THE EXPANSION OF PHARMACEUTICAL CARE

As the course of student professionalism has evolved, also has the role of the student pharmacist within the area of pharmacy practice.   Now more than ever, student pharmacists are able to be at the forefront of patient care. Pharmaceutical care has been described as the "direct, responsible provision of medication-related care for the purpose of achieving definite outcomes that improve a patient's quality of life."   Pharmaceutical care responsibilities over the years have evolved into what we now know as medication therapy management (MTM) services.   The responsibilities associated with MTM include obtaining and reviewing the patient's medication history, screening for potential adverse events or allergies, providing recommendations for appropriate therapy for maximization of therapy, educating patients on the proper use of their medications, monitoring the patient's ability to take their medications as prescribed, monitoring the patient's therapy over time, and collaborating with other health care professionals and the patient to ensure that optimal health outcomes are achieved through a continuum of care.   MTM may also include the provision of pharmacy services such as the administration of vaccinations and others that improve access to health care and promote public health and awareness. The provision of such services requires not only competence in the specialized knowledge and skills unique to our profession, but also a promise for continuation of a commitment to excellence, a respect and compassion to others, and adherence to a high standard of ethical conduct.

THE TEN TRAITS OF A PROFESSIONAL

In order to enhance our roles as integral members of the provision of health care services, students, faculty, and practitioners must enhance professionalism within pharmacy education and practice. To define professionalism, the APhA-ASP / AACP Task Force on Professionalism summarized the 10 traits that distinguish a professional. In the *White Paper on Pharmacy Student Professionalism*, pharmacists and student pharmacists act professionally when they display the following behaviors characterized into 10 traits:

1. **Knowledge and skills of a profession**
   - Performs responsibilities in a manner consistent with the school's or college's educational outcomes statement, the CAPE outcomes, NABP and ACPE competencies, professional associations' competency statements and other professionalism documents
   - Interacts effectively with faculty, staff, other students, patients and their families, pharmacy colleagues and other health professionals

2. **Commitment to self-improvement of skills and knowledge**
   - Reflects critically on his or her actions and seeks to improve proficiency in all facets of his/her responsibilities
   - Accepts and responds to constructive feedback
   - Provides constructive feedback to others
   - Recognizes limitations and seeks help when necessary
   - Takes responsibility for learning; an active and self-directed learner
   - Does not participate in activities that compromise learning (disruptive behavior, cheating)
   - Maintains personal health and well-being

3. **Service orientation**
   - Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life
   - Recognizes and avoids conflicts of interest
   - Provides service to the community and society-at-large
   - Offers to help others when they are busy or in need of assistance
   - Shares opportunities for recognition with others
   - Does not seek to profit unfairly from others
   - Puts patient needs above their own

4. **Pride in the profession**
   - Demonstrates dedication to his/her patients and the profession supported by a strong work ethic
   - Upholds the competent delivery of health care services; addresses lack of knowledge or skill in self and others
   - Conscientious; well-prepared for class and clinical rotations
   - Displays a consistent effort to exceed minimum requirements; demonstrates quality work

5. **Covenantal relationship with client**
   - Empathetic and responsive to the needs of the patient, the patient's family and other members of the health care team
   - Respects a patient's autonomy, privacy, and dignity
   - Involves the patient as a partner in his/her health care decisions; honors the patient's values and belief systems
   - Respects and appreciates the diversity of his/her patients
   - Listens and communicates effectively
   - Maintains appropriate boundaries
   - Advocates for others
   - Non-judgmental; displays compassion and empathy
   - Skillful in establishing a rapport with patients and other health care team members
   - Contributes to team building
   - Maintains composure and adapts well to changing or stressful situations
   - Resolves conflicts fairly

6. **Creativity and innovation**
   - Contributes to quality improvement in all professional endeavors

- Applies creative and innovative approaches to challenges
- Contributes to the development of new knowledge and practices that advance pharmaceutical care

7. **Conscience and trustworthiness**
   - Demonstrates a high degree of integrity, truthfulness, and fairness
   - Uses time and resources appropriately
   - Truthful about facts or events
   - Does not hide errors

8. **Accountability for his/her work**
   - Demonstrates initiative, reliability and follow-through in fulfilling commitments
   - Promptly completes responsibilities in a timely manner (notifies appropriate individual of unexpected emergencies)
   - Responsible for, and accountable to others (e.g., patients their families, to society and the profession)
   - Accepts responsibility for one's errors and explores ways to prevent errors from occurring in the future
   - Confronts individuals who demonstrate unprofessional behavior
   - Does not participate in activities that impair judgment or compromise patient care responsibilities
   - Accountable for his/her academic and professional performance

9. **Ethically sound decision making**
   - Demonstrates an awareness of professional norms, laws, and behavior; knowledgeable of theories and principles underlying ethical conduct
   - Adheres to high ethical and moral standards
   - Able to cope with a high degree of complexity and uncertainty
   - Controls emotions appropriately even under stressful conditions; maintains personal boundaries
   - Prioritizes responsibilities properly

10. **Leadership**
    - Contributes to the profession; actively involved in professional organizations or other venues
    - Proactive in solving social and professional challenges
    - Helps promote a culture of professionalism
    - Embraces and advocates for change that improves patient care
    - Encourages current and future pharmacists in their professional development

A R E S O U R C E   F O R   A L L

As previously described, the *Professionalism Toolkit for Students and Faculty* is a document that may be used by all members of the pharmacy profession, including students, deans, faculty members and preceptors. The content of this toolkit may be implemented into classroom exercises, mentoring programs, and professional organization activities in order to cultivate a culture of professionalism across all areas of pharmacy practice. Version 2.0 of the toolkit has been re-structured around the 10 traits that characterize a professional. Provided in this toolkit are streamlined examples of successful professionalism programming that promote professionalism in pharmacy education and tools to implement these programs and others into the curriculum or school activities at any college or school of pharmacy. In addition, new professionalism concepts such as e-professionalism and online social networking sites are addressed. The purpose of this updated resource is to ensure that the concept of professionalism is co-curricular: a theme not only emphasized throughout the professional pharmacy curriculum, but also a set of traits embodied by student pharmacists as they engage in patient care activities.

TRAIT 1: KNOWLEDGE AND SKILLS OF A PROFESSION

A. STUDENT ORIENTATION

DESCRIPTION OF ACTIVITY
Student orientation sessions offer a golden opportunity to introduce professionalism. These introductory sessions may be held over several days or an entire week, serving to teach new students about all aspects of student life as they begin the professional curriculum. Oftentimes, faculty, staff, and current students participate in the process and even serve as group leaders or mentors. Activities may include a mix of small group sessions and "lecture style" sessions. Small group sessions are especially important for conducting discussions about what professionalism entails. During orientation new students may learn more about professional student organizations or even write a pledge of professionalism that is unique to their incoming class. As described below, white coat ceremonies are often held at the conclusion of the orientation and serve as the official beginning of the professional pharmacy experience.

RATIONALE
Student orientation is usually the first exposure that new students have to pharmacy school. Most students are excited to begin a professional degree program and are eager to learn all that pharmacy school entails. Professionalism can be introduced to the new students in several different ways and can be modeled by faculty, administrators, and current students. By exposing incoming students to the importance of professionalism from the first day of pharmacy school, this concept will become a part of their everyday life as student pharmacists.

AREAS OF PROFESSIONALISM ADDRESSED
The main focus for professionalism will be placed on expected professional behaviors and attitudes in the classroom and during school-sponsored events. Most colleges of pharmacy have an honor code and/or a dress code that will be introduced and explained to students during this time. The roles that professional organizations play in promoting professionalism within the school may also be explained. Additionally, the school's formal and informal policies related to appropriate professional behavior is typically addressed.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
In order to involve faculty and current students in the orientation process, they must first be taught what is expected of them as leaders. Planning must begin during the spring or summer, especially for students selected as orientation leaders. These leaders should meet together several times before the actual student orientation to discuss the schedule, format, and expectations.

REFERENCES
Brown ME, Kirschenbaum HL, Bazil MK, et al. Orientation seminar for students entering the professional phase of the pharmacy curriculum. *Am. J. Pharm. Educ.* 1998;62: 84S.

CHECKLIST OF PLANNING STEPS
___ Begin all planning no later than three months ahead of time
___ Determine dates, length, and format of student orientation session(s)
___ Target areas of professionalism to be discussed
___ Identify special programs to reinforce professional topics (white coat ceremony, Oath of a
       Pharmacist, Pledge of Professionalism)
___ Identify outside speakers who may be involved
___ If applicable, contact leaders of student organizations to inform them of how student
     organizations will be introduced to new students

___ If applicable, implement mentoring program to begin with student orientation
___ Decide who will be involved in leading the orientation process (students, faculty, alumni)
___ Assemble materials and packets for leaders and students
___ Hold a training session for leaders to go over schedule, materials, and expectations
___ Upon completion of orientation, gather feedback from new students and leaders
___ Record ideas for improvement for the following year

B. PROFESSIONAL ORIENTATION BOOKLET

DESCRIPTION OF ACTIVITY

In order to prepare incoming students for the orientation process, prepare a compilation of short stories, articles, and essays that emphasize the importance of professionalism. The orientation booklet should be distribute the bound materials to all first-year student pharmacists upon matriculation or during the summer prior to their entry into the program. Discuss the contents of the booklet in small groups with faculty facilitation during orientation sessions when the students arrive on campus.

In addition to or in lieu of a professionalism orientation booklet, some schools have developed a journal club that develops a list of recommended readings on professionalism and ethics on a monthly or periodic basis.

RATIONALE

The professionalism orientation booklet gives students a tangible and accessible resource to learn the value of professionalism on campus and within a patient care environment.

AREAS OF PROFESSIONALISM ADDRESSED

This activity relates to all areas of professionalism.

C. INTRODUCTORY PHARMACY COURSES

DESCRIPTION OF ACTIVITY

Many schools conduct courses that introduce new student pharmacists to the United States health care system in general and, more specifically, to the pharmacy profession. These courses provide an opportunity for reinforcement of professionalism-oriented material that was presented to students during orientation or similar experiences. This reinforcement is needed since new students tend to be overloaded with material during their first weeks in school. Within these courses, faculty members typically discuss specific areas of pharmacy practice and/or research. Hopefully, they will be able to highlight the professional issues within these settings during their presentations.

RATIONALE

Having professionalism reinforced in standard pharmacy courses increases the legitimacy of these concepts. This is especially true if they are placed in the context of actual practice.

AREAS OF PROFESSIONALISM ADDRESSED

Areas include: expected professional behavior in various practice settings; importance of being professional around patients and other health care providers; possible conflicts between business aspects of practice and professionalism; and ethical problem-solving.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Students and faculty who monitor professional development within the student body must communicate with the faculty who teach these introductory courses to not only reveal what students have been exposed to previously, but to monitor what will be discussed in the course.

REFERENCES

Brandt B, Lubawy WC, Green D, Clements M. The professional development workshop: Orientation to pharmacy school. *Am. J. Pharm. Educ.* 1998;62; 127S.

Carter BL, Brunson BJ, Hatfield CL, Valuck RJ. Description of an introductory course designed to socialize pharmacy students. *Am. J. Pharm. Educ.* 2000;64: 166-172.

Eckhardt JA. Effects of program design in the professional socialization of RN-BSN students. *J. Prof. Nurs.* 2002;18: 157-164.

Klein EJ, Jackson JC, Kratz L, et al. Teaching professionalism to residents. *Acad. Med.* 2003; 78: 26-34.

Manley HJ, Lindsey CC, Dugan JP, Knell ME. University of Missouri-Kansas City curricular model integrating instruction and assessment of general and professional abilities. *Am. J. Pharm. Educ.* 2001;65: 112S.

CHECKLIST OF PLANNING STEPS
___ Determine purpose of introductory course
___ Planning should begin at least one semester prior to course implementation
___ If the school has a peer-mentoring program in place, consider utilizing the mentors at various points throughout the introductory course
___ Conduct a needs assessment by surveying faculty, practitioners, scientists, and students
___ Determine exact content of course material
___ Develop a course "map" showing relationship of course topics
___ Identify faculty and guest lecturers to present selected material
___ Meet with presenters to clarify specific topics, dates, and type of learning experience (lecture, small group, etc.)
___ Prepare course outline and other course materials
___ Monitor the success of the course periodically and make alterations if needed
___ Evaluate the various aspects of the course by surveying students and faculty
___ Make changes for future course offerings based on past experiences

---

D. PROFESSIONAL YEARS ONE THROUGH THREE (DIDACTIC)

James Hobbs, University of Kentucky
Thomas Reinders, Virginia Commonwealth University
John Vinson, University of Arkansas for Medical Sciences

BACKGROUND
Professionalism must be fostered throughout the curriculum of the Doctor of Pharmacy degree program. The initial three years of study provide many opportunities for developing and enhancing professional behavior in students. Students, faculty, administrators and staff associated with a school or college of pharmacy should serve as models of professionalism.

PLANNING ELEMENTS
Following an introduction to professionalism during the Doctor of Pharmacy program orientation, professional behavior must continue to be emphasized. This can be achieved as an integral part of the didactic course work and introductory pharmacy practice experiences (IPPE) during the first three years of a pharmacy degree program. Student organizations, the school's curriculum committee and the coordinator of the introductory pharmacy practice experience will play a major role in planning and developing activities and experiences that promote professionalism within the college or school.

T I M E L I N E S
Specific activities related to promoting professionalism are suitable for advanced planning when included as part of a course or introductory pharmacy practice experience. Such activities are generally planned at least a quarter or semester in advance.

P R O M O T I O N
It is not uncommon for professionalism to be taken for granted in a professional degree program. During the first three years of study, students and faculty are in constant contact with each other, creating an opportunity to reinforce professional behavior on a continuing basis. Creative approaches by students, faculty and administrators may be needed to maintain professionalism as an expected standard, especially during a time period when students are primarily gaining knowledge in traditional classroom and laboratory settings.

E V A U L A T I O N
Course evaluations are a logical assessment tool, especially when a course contains criteria related to professionalism. For example, fellow students and the instructor can evaluate the participation and behavior of a student when a course employs group assignments. A global assessment of professionalism among students and faculty may be difficult to assess in an objective manner. However, formal or informal evaluation approaches can be employed to gauge the effectiveness of various initiatives that promote professional behavior among students and faculty.

E .   E X P E R I E N T I A L   E D U C A T I O N
B E S T - P R A C T I C E   G U I D E L I N E S

Amit Patel, University of Cincinnati
Amy Schwartz, Nevada College of Pharmacy

I .   I N T R O D U C T I O N

B A C K G R O U N D
Experiential education, introductory and advanced, encompasses approximately one-third of the pharmacy curriculum. During these experiences, students are exposed to a variety of environments, pharmacists, other healthcare providers, staff and patient encounters. The impact of these experiences is multifold, involving most of the senses, thereby appealing to all learning styles (visual, auditory and adult).

The *Accreditation Council for Pharmacy Education (ACPE)* standards encourage colleges and schools to develop both introductory and advanced experiences that help foster professional development and a zeal for the profession. The standards are purposefully broad-based so colleges and schools can develop programming suited for their culture and mission. Preparing quality and competent healthcare providers is the goal of every academic program.

Experiential Education Directors / Coordinators have the enormous responsibility of guiding and monitoring the professional development and behaviors of students. Additionally they are often asked to assist faculty and preceptors with identifying areas for continued professional development. Therefore much of the possible activities that will be described are for all involved with experiential education. The goal of this section is to highlight some of the activities that have been developed and provide resources (references or institution contact information).

P L A N N I N G   E L E M E N T S
The planning of experiential education programming is institution-specific dependent on curricular design. Introductory experiences typically involve activities that emphasize the utility of didactic material in daily practice. These activities also introduce students to different career opportunities and issues faced once in practice. Along with professional development, a key goal of these activities is to ensure students are

prepared for advanced experiences. Advanced experiences are more student-driven; however each institution requires specific, key rotations during which general competencies are to be mastered. Guidance in the selection of experiences is essential to ensure continued successful professional development.

Although standardization of activities may not be possible across institutions, commonalities to consider during the planning stages include:

- Design orientation programming for students, faculty and preceptors in parallel to ensure information is complementary
- Develop a process for disseminating information, whether new material, announcements or accomplishments (e.g. campus events, news from professional organization, information highlighted in lay press, etc.) throughout the academic calendar to students, faculty and preceptors
- Develop activities whereby faculty and preceptors can instill and reinforce professional elements
- Encourage and facilitate mentoring (student: student, student: faculty/preceptor and faculty/preceptor: faculty/preceptor)
- Identify and/or develop opportunities for professional interaction and development
  - o Service learning
  - o Involvement in pharmacy organizations (local, state and national)
  - o Political advocacy
  - o Post-graduate education opportunities or other career development programs
- Utilize committees, advisory boards/councils or focus groups to ensure programming is sound and attaining institutional and societal goals and objectives

P R O M O T I O N
A goal of all colleges and schools is to sustain a culture of professionalism (students, faculty, administrators and staff). Maintenance of communication and interaction between students, faculty / preceptors and Experiential Directors / Coordinators is essential to ensure continued engagement in the various experiential activities. Experiential Directors / Coordinators are challenged with finding appropriate and efficient methods for disseminating professional information. Some items require careful planning and promotion while others are more informative in nature. Development of a committee or task force may be prudent for activities that require planning, timelines and formal promotion.

Below are examples of promotional activities supported by Experiential Education:
- Use of email or web sites to disseminate materials, announcements and notifications of professional opportunities as they occur during the academic calendar
- Publicly (college-, school- or university-wide) provide accolades to and/or announce the professional accomplishments of students, faculty and preceptors
- Develop programming that promotes pride in the profession and professional socialization (e.g. American Pharmacists Month)
- Encourage and support opportunities for professional interaction and development
  - o Participation in college/school/university-sponsored seminars
  - o Attendance at professional meetings
  - o Participation in career fairs
  - o Attendance at award ceremonies

E V A L U A T I O N
Evaluation is the cornerstone of every experiential education program. Experiential Education Directors / Coordinators have a tremendous responsibility ensuring and assisting with the maintenance of quality programming, faculty / preceptors and practice sites. The sequencing of the experiential curriculum provides a unique opportunity to potentially evaluate the progression of student professional attitudes and behaviors longitudinally. Lastly, evaluations can be used collectively to promote programmatic enhancements (continuous quality improvements).

Potential areas for evaluation include:
- Professional attitudes of students, faculty and preceptors

- Professional behaviors of students, faculty and preceptors
- Orientation and other training programs (students, faculty and preceptors)
- Experiential program goals, objectives and activities
  - Committees or task forces
  - Advisory board/council
  - Focus groups
- Site visits
  - Adequacy of site
  - Preceptor effectiveness
- Student attainment of curricular outcomes via annual proficiency exams, objective structured clinical examinations (OSCE), etc.

An assessment instrument to evaluate the professional behaviors of students has been developed and validated for use during experiential activities [Behavioral Professionalism Assessment Form – Experiential (BPAE)]. The validation of this instrument in the classroom setting is ongoing. Instruments have also been developed to ascertain professional attitudes, however none are yet validated. The *American Association of Colleges of Pharmacy (AACP)* is currently involved with several initiatives to facilitate Experiential Education Directors / Coordinator efforts including the development of standardized evaluations. Standardization would also assist the efforts of the *ACPE*, possibly allowing for national comparisons.

F. FACULTY/PRECEPTOR ORIENTATION/TRAINING PROGRAMS

DESCRIPTION OF ACTIVITY

Similar to students, the goal of orientation is to provide an introduction to and review of the upcoming academic calendar and activities. Emphasis should be placed on effective teaching strategies and evaluation. Similar to student orientation, curricular content and experiential programming determine areas of review and discussion:
- Experiential education goals and objectives
- Responsibilities of Experiential Education personnel and department policies and procedures
- Student, preceptor and site responsibilities
- Portfolio review process and appropriate use of document
- Mentoring and career counseling
- Evaluation process

Training programs focus more on faculty / preceptor development. Topic selection should be ascertained per needs assessment. Delivery of program materials will vary depending on subject matter, availability and resources. Other considerations when developing training programs include:
- *State, college or school requirements*
- Programming specific for new faculty / preceptors
- Programming specific for 'seasoned' faculty / preceptors
- Example program topics:
  - Rotation organization: coordinating site needs with program goals and objectives
  - Development of an orientation packet (including contact information, description of activities and responsibilities, overview of evaluation process, etc.)
  - Improving evaluation skills
  - Update on new teaching strategies
  - How to provide career counseling
  - Professional development incentives

ACPE is working with the *AACP* to ascertain the utility of developing a national training program and certification process for preceptors. The creation of a training program would greatly assist Directors / Coordinators and help standardize learning experiences. It is anticipated that such an endeavor would have a positive impact on student professionalism.

R A T I O N A L E

Faculty / preceptors need to remain current regarding new activities, revisions in policies and procedures, and/or responsibilities. Student professionalism and the handling and evaluation of unprofessional behaviors should be reviewed and discussed. It should be emphasized that faculty / preceptor attitudes and behaviors play as much of a role in shaping student opinions as clinical proficiency and site activities. These opportunities provide an open forum for discussion of experiences from the previous year, to solicit feedback, and obtain ideas for future programming and delivery methods.

Directors / Coordinators need to remain cognizant of faculty / preceptor issues and needs. They must be available to offer guidance, support and act as a mediator if difficulties should arise. Programming should be informative and reflective of daily practice.

A R E A S   O F   P R O F E S S I O N A L I S M   A D D R E S S E D

- Define: profession, professional and professionalism
- Provide examples of appropriate and inappropriate attitudes and behaviors
- Define sexual harassment and institutional policies
- Demonstrate effective professional communication
    - Cultural diversity
    - Verbal/nonverbal cues
    - Interactions with patients
    - Inter-professional relationships
- Demonstrate and encourage continual professional involvement
    - Community service
    - Pharmacy organizations (local, state or national)
    - Political advocacy (e.g. Legislative Day)

S P E C I A L   I S S U E S   I N V O L V I N G   P L A N N I N G ,   P R O M O T I O N ,   A N D   I M P L E M E N T A T I O N

The largest challenge associated with developing programming for faculty / preceptors is availability, especially for those that reside at a distance. The use of technology may facilitate program delivery and assessment, the costs for which will vary based on availability and resources. Faculty / preceptors participation remains an area of uncertainty as motivation is based on personal interests.

T I M E L I N E S   (S E E   A P P E N D I C E S   A   & B)

Successful planning and implementation is dependent on the development of an accurate timeline. Below is an example of an experiential education timeline outlining activities across all levels of the curriculum. Experiential Education Directors / Coordinators must develop timelines that best meet institutional and curricular needs. A challenge for many programs is maintaining communication and interaction with senior students enrolled in advanced experiences, the experiential education timeline for P4 students provides an example schedule coordinating activities between students, faculty and preceptors.

R E F E R E N C E S

Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree Adopted June 14, 1997.

APhA-ASP/AACP-COD Task Force on Professionalism. White paper on pharmacy student professionalism. *J Am Pharm Assoc*. 2000;40:96-102.

Campagna KD, Boh LE, Beck DE, et al. Standards and Guidelines for Pharmacy Practice Experience Programs. *Am J Pharm Educ* (1994) 58 (Winter Supplement):35S–45S.

Hammer DP, Berger BA, Beardsley RS, Easton MR. Student Professionalism. *Am J Pharm Educ*. 2003; 67(3):96.

Piascik P, Lubawy W. Do as I Say...and as I Do. *Am J Pharm Educ*. 2003; 67(1):4.

G. ISSUES FOR ZERO TO SIX YEAR PROGRAMS

DESCRIPTION OF ACTIVITY
Some pharmacy colleges or schools admit students into their professional programs directly from high school into a "0-6" or early assurance program. These programs have special issues that need to be considered given the fact that these students are at a different maturity level and have limited life experiences. Thus, orientation and first semester activities must be modified to deal with these specific needs.

RATIONALE
Faculty and students who are working with professionalism issues need to recognize that students respond to situations differently based on their level of experience and maturity. It is important for messages to be framed based on these factors.

AREAS OF PROFESSIONALISM ADDRESSED
Discussions regarding all areas of professionalism should be adjusted accordingly.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
It would be easy to stereotype students entering 0-6 programs in a certain way, so planners must spend time getting to know their audience and their own unique needs. These students may have certain tendencies, but planners should never try to predict behavior.

CHECKLIST OF PLANNING STEPS
___ Determine unique attributes of 0-6 programs related to professionalism
___ Conduct a needs assessment by surveying incoming students, current students and faculty
___ Collect background information on entering students
___ Identify areas to be addressed
___ Develop strategies to address these key areas
___ Monitor the success of this approach and intervene when needed
___ Evaluate strategies following their implementation and make revisions as needed

H. ISSUES FOR DISTANCE LEARNING PROGRAMS

DESCRIPTION OF ACTIVITY
Schools and colleges of pharmacy that offer distance-learning options for student pharmacists must provide opportunities for professionalism development within the non-traditional environment. In the development of these activities, colleges and schools should consider if the students who enroll in web-based or satellite programs have different perspectives and backgrounds as compared to students enrolled in a traditional classroom program. Distance learning programs should explore ways to include students in professionalism events offered to students on campus, including professional organizations, patient-care activities, honor codes, white coat ceremonies, mentoring opportunities, etc.

RATIONALE
The program delivery method should not interfere with a student's ability to obtain the appropriate professionalism skills necessary to provide optimal patient care in a practice setting.

AREAS OF PROFESSIONALISM ADDRESSED
Discussions regarding all areas of professionalism should be adjusted accordingly.

CHECKLIST OF PLANNING STEPS
___ Determine unique attributes of distance learning programs related to professionalism
___ Conduct a needs assessment by surveying incoming students, current students and faculty
___ Collect background information on entering students
___ Identify areas to be addressed

___ Develop strategies to address these key areas
___ Monitor the success of this approach and intervene when needed
___ Evaluate strategies following their implementation and make revisions as needed

---

I. COURSE CONTENT AND STRUCTURE

DESCRIPTION OF ACTIVITY
The content and structure of courses can enhance professionalism among students. Faculty should consider different strategies of instruction and evaluation depending on the type of course (e.g., basic science, administration science, clinical science) to promote professionalism.

RATIONALE
The majority of course offerings during the first three years of study are didactic in nature. This is an important time period for the professional development of students as future health care providers. While it may be difficult to identify specific topics related to professionalism for every course, others are ideal for developing attitudes and behaviors that foster professionalism (e.g., pharmacotherapeutics, pharmacy practice laboratories, pharmacy communications, pharmacy law and ethics). In other courses, the structure of the course can be arranged to facilitate self-directed learning and group projects requiring teamwork, both of which develop professional attitudes and behaviors in students. In all courses, the use of various evaluation methods can enhance professionalism.

AREAS OF PROFESSIONALISM ADDRESSED
Professionals should seek to attain excellence in the knowledge, skills and attitudes required to practice in the profession. A worthy goal for any course of study is the ability to produce a competent health professional. These values, instilled during a professional program, serve as a framework for life-long learning.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
As course coordinators, faculty must make a personal commitment to incorporating content or structure into their course to promote professionalism. For example, case-based learning helps students apply concepts to "real life" situations. Problem-based learning requires that the student analyze the entire patient situation, rather than merely focusing on one aspect of care. The introduction of this concept helps to facilitate active learning during the early and advanced professional practice experiences. The curriculum committees of schools and colleges should be charged with reviewing individual courses for evidence of either course content or structure that will enhance professionalism. Also, course coordinators should schedule examinations or other major assignments so that they do not conflict with state, regional and national professional meetings which students should be encouraged to attend. Additionally, teaching methods that use peer evaluations and self-evaluations are useful in promoting professionalism.

TRAIT 2: COMMITMENT TO SELF-IMPROVEMENT OF SKILLS AND KNOWLEDGE

A. CLASSROOM WORKSHOPS AND/OR REFLECTIONS

DESCRIPTION OF ACTIVITY
Classroom workshops and/or reflections afford students the opportunity to experience or be exposed to a variety of practice scenarios, beyond what may be observed during introductory or advanced experiences. Programming can be designed to promote awareness, foster the development of coping skills, and afford students the opportunity to work through inconsistencies identified between didactic material and professional experiences. A secondary objective is to share and discuss clinical cases and other scenarios with peers in a controlled, nurturing environment.

Example topics for workshops and/or reflections include:
- Current events in pharmacy practice
- Role playing activities (clinical or professional)
- Identifying and developing career interests
  o APhA Career Pathway Program
  o Post-graduate education opportunities
  o Practitioner roundtables
  o Curriculum vitae / resume development and employment strategies
- Preparation of journal club and case presentations
- Benefits of professional organizations and leadership opportunities

RATIONALE
The goal of these experiences is to reduce inconsistent socialization. Directors / Coordinators, faculty and preceptors should consistently reinforce and support didactic offerings and describe their relationship to and/or place in daily practice. Discussions with students afford the opportunity to resolve any discrepancies that may be identified, thus promoting a clearer appreciation the roles and responsibilities of pharmacists. These sessions can also be used to enhance student awareness of current events, career resources, professional growth, and leadership opportunities.

AREAS OF PROFESSIONALISM ADDRESSED
Numerous; activity-dependent

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
Planning and implementation requirements are similar to other didactic offerings.

B. PORTFOLIOS

DESCRIPTION OF ACTIVITY
Some schools have required student pharmacists to maintain a personal portfolio to provide a student a method to reflect on personal and professional growth throughout their pharmacy education. Students are typically asked to reflect and write about their personal feelings and thoughts on certain assignments or experiences. These portfolios are maintained and updated from the beginning of the pharmacy curriculum, and can include reflections on educational opportunities, service learning, pharmacy practice experiences, professional and leadership development, etc. The school may ask the students to turn in portfolios, which could be anonymous, while others do not collect them using the honor system to ensure that students complete the assignments.

RATIONALE

Providing an opportunity for students to reflect on key issues appears to be an effective in fostering personal and professional growth. This activity encourages students to strive for self-improvement and assume responsibility for their own professional development.

AREAS OF PROFESSIONALISM ADDRESSED

This activity can relate to all areas of professionalism and allows the opportunity for students to reflect on their own professional attributes.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Faculty must determine the level of confidentiality maintained during these experiences. They will need to determine if this information is to be shared with other students or preceptors, turned in for credit, or not read and abide by an honor system.

C. PUBLIC AFFIRMATION OF PROFESSIONALISM

DESCRIPTION OF ACTIVITY

In many institutions, students demonstrate public affirmation of professionalism in a variety of ways. Most common is through the reciting of the *Oath of a Pharmacist* or the *Pledge of Professionalism* in some type of public forum. Some schools incorporate this activity into important ceremonies, such as the white coat ceremony, pinning ceremony, or graduation. Several schools have tapped into the creativity of their students by having them write their own pledge during the orientation sessions. Developing a pledge that is unique to each new class promotes creativity, ownership, and pride.

RATIONALE

As health care professionals, pharmacists must hold themselves to very high standards. By reciting or developing a pledge, new students are able to see early on the importance that our profession places on ethics and values.

AREAS OF PROFESSIONALISM ADDRESSED

Through public affirmation, students demonstrate pride for the profession of pharmacy and commitment to the caring of patients. They also have an opportunity to reflect on the various attributes of professionalism addressed in these pledges.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

The *Oath of a Pharmacist* and *Pledge of Professionalism* can easily be distributed and recited at any professional ceremony, including the white coat ceremony. However, more planning and preparation will be required when new students compose their own pledge. If the pledge will be recited during the white coat ceremony, orientation is an ideal time for students to develop a class pledge. Special consideration should be given to discussing both the *Oath* and the *Pledge* in small groups before reciting so that students fully understand the meaning behind the vows they are saying and the commitments they are making.

CHECKLIST OF PLANNING STEPS

___ Evaluate current school programs at which public affirmation of professionalism can be made

___ Consider implementing new programs, such as white coat ceremonies

___ Choose the *Oath or the Pharmacist* or the *Pledge of Professionalism,* or have students create their own pledge

If students write their own pledge:

___ Choose the appropriate time within the curriculum for students to write the pledge

___ If new students will be writing the pledge, consider having them do this during orientation or during their introduction to pharmacy course

___ Break students into small groups to begin the writing process and then bring the groups together to compose one pledge

___ Choose student and faculty leaders to guide them in the writing process

___ Plan a ceremony or event at which the students can recite their newly written pledge

___ Display the pledge in the school/college of pharmacy

TRAIT 3: SERVICE ORIENTATION

A. COMMUNITY SERVICE REQUIREMENTS

DESCRIPTION OF ACTIVITY
Community service projects promote altruism and service to others. These activities encourage students to embrace their roles as patient advocates and proactively address social issues affecting the health of their communities. Community service or service learning requirements are often included as part of the early pharmacy practice experiences conducted during the first three yeas of the curriculum. Further details can be found in the section entitled "new students."

- **Student Portfolio Process**
  The student portfolio process is a continuing process throughout the professional curriculum. Further details can be found in the section entitled "new students."
- **Peer Mentoring Programs**
  Participation in peer mentoring programs is a continuing process throughout the professional curriculum. Further details can be found in the section entitled "new students."
- **Outside Speakers**
  The mailing of invitations to speakers outside the school or college is a continuing activity throughout the professional curriculum. Further details can be found in the section entitled "new students."

AREAS OF PROFESSIONALISM ADDRESSED
An understanding and respect for persons of diverse backgrounds, altruism, service to others, and pride in the profession.

B. SERVICE LEARNING

DESCRIPTION OF ACTIVITY
Service learning programs are being developed to increase student awareness of cultural diversity and other societal issues. Medical management is often of secondary importance. Site and/or activity selection will depend on college and school missions, physical abilities, individual interests and/or collaborative initiatives or partnerships. Affiliate organizations include but are not limited to local pharmacies, medical facilities (hospitals, long-term care facilities, home health care, and hospices), professional organizations or fraternities, federal agencies (Public Health System), or religious organizations. Senior citizens, children and adolescents, indigent populations and mentally or physically challenged individuals are often identified as target audiences.

RATIONALE
Service learning programs help to increase student awareness of issues that are often overlooked, yet directly impact the provision of pharmaceutical care. An additional benefit associated with these activities is the enhanced visibility of pharmacists as healthcare providers.

AREAS OF PROFESSIONALISM ADDRESSED
- Community service
- Cultural awareness
- Empathy
- Ethical behavior / moral reasoning
- Selflessness

- Diplomacy
- Psychosocial awareness
- Pride in the profession
- Confidentiality
- Inter-professional involvement

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Similar to mentor programs, the development of these initiatives may require tremendous planning and resources. Committees and/or task forces are recommended to ensure assistance with program development and implementation. Affiliation agreements may be required for student participation within practice sites (i.e. liability, HIPAA, etc.)

C. SERVICE PROJECTS IN THE COMMUNITY

DESCRIPTION OF ACTIVITY

Service in the community by student pharmacists can be demonstrated in countless ways. Students will most likely participate in service events through involvement in student pharmacy organizations. The types of service projects provided by pharmacy schools are endless since the need is so great in our communities. The most common projects include participation in community health fairs where students can volunteer their time and skills. Examples of specific events may include hypertension, blood glucose, and cholesterol screenings. Students may also hold education sessions for the public about relevant topics, such as asthma, immunizations, smoking cessation, healthy living, depression, or poison prevention. Students can demonstrate service in other ways such as donating pharmacy books for students in developing countries or donating diapers and other items for a shelter that cares for babies born with HIV. Many schools have formalized these efforts into required "Service Learning" components of the curriculum where students are required to participate in service projects. These projects allow a perfect avenue to incorporate medication therapy management opportunities for student pharmacists.

RATIONALE

Professionalism can be demonstrated in the form of service to others. Pharmacists spend their careers serving and caring for patients. Participation in service projects prepares students to care for patients in the future. Through this service students develop practical skills that will guide them as practitioners. New students may feel intimidated about events that require skills performance. To address this issue, many schools pair new students with upperclassmen, so that they will be able to gain confidence and improve their own skills.

AREAS OF PROFESSIONALISM ADDRESSED

Service to others touches on many aspects of professionalism. These events allow students to increase their knowledge and skills while serving and giving to others.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

While students may initiate the planning of some service events, others may already be planned within the community by other individuals or groups and call on student pharmacists to participate. Both types of events require early planning and promotion. New students may quickly become overwhelmed as they try to adjust to their course load and exam schedule. Therefore, advance planning and promotion is key to participation. In planning service events, it is preferable to first obtain the new students' exam schedule to avoid major conflicts. Events may be announced in class, posted on bulletin boards, and sent via e-mail. New students may feel timid about participating in the events if they do not feel confident about their skills. To alleviate this problem, mock events can be planned at the beginning of the year by students and faculty. These mock events would give new students a chance to learn and practice the proper way to use a sphygmomanometer or a glucometer. Many new students may hesitate to

participate because they are unfamiliar with the new town or city. Caravanning to events may help alleviate that fear.

CHECKLIST OF PLANNING STEPS

___ Identify which student pharmacist groups are interested in holding community service events
___ Choose one area of interest to begin (hypertension, diabetes, asthma, women's health, smoking cessation, etc)
___ Identify students who are interested and willing to be involved with these events
___ Select one or two students to chair this project or committee
___ Gather relevant materials (for example, if hypertension were chosen - sphygmomanometers, stethoscopes, and brochures from the American Heart Association)
___ Contact a faculty member who has expertise in that area and who is willing to assist your group
___ Hold training sessions for these students to familiarize them with the materials and various procedures (i.e.
    the proper way to take a blood pressure and how to counsel a patient)
___ Contact local schools, churches, community centers, etc to offer your services
___ Plan events that do not conflict with academic schedules
___ Start advertising events a month in advance; make announcements in class, send information via e-mail, and post on school bulletin boards
___ Determine the number of students who are needed to help with the event
___ Post a sign-up sheet in a central location
___ Make sure students arrive early and are dressed professionally, including white coats and student IDs or name badges
___ Thank students who participated in the event
___ Maintain a notebook with planning details for this event and contact information
___ a second topic may be addressed once the first is well established
___ Several student organizations may consider teaming together to conduct events or small health fairs

---

D. CHARITY FUNDRAISERS (PHILANTHROPY)

DESCRIPTION OF ACTIVITY

In addition to the service projects listed in the previous items, students may also organize fundraising events to assist their community, institution, or professional student chapter. For example, students may decide to raise funds to help victims of a natural disaster (e.g., hurricane), a homeless or domestic abuse shelter, Make-A-Wish foundation, elementary or secondary schools, scholarships, existing charity organizations, etc.

Possible fundraising activities include:
- Cookbooks
- T-shirts – attempt to reach a bigger audience than pharmacy
- Golf tournament
- Chili cook-off
- Bake sale
- Crafts bazaar
- Raffle/drawing using donated items
- Silent auction using donated items
- Flower sale
- Breakfast sales - include coffee, juice, bagels, muffins, and/or pancakes
- Car wash or car detailing
- Yard sale
- Annual Spaghetti Feed (e.g., Idaho State)

- Las Vegas Night - Since it may be illegal to gamble real money, charge cash cover and provide play money that may be used to gamble. At the end of the night, players use play money to obtain donated prizes.

RATIONALE

By raising money for a community, student pharmacists learn the value and reward of giving to others and the importance of putting others first.

AREAS OF PROFESSIONALISM ADDRESSED

As with the previous item, service to others touches on many aspects of professionalism. Fundraising for individuals in need provides students with a chance to serve the community and society at large through philanthropic endeavors and civic activities. Those in charge may also enhance their leadership, communication, and organizational skills.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Check with your institution and state laws to ensure your fundraising events are properly authorized by the appropriate state and institutional entities. Evaluate the effectiveness of the fundraising activities each year to ensure you select the ones that are most effective.

TRAIT 4: PRIDE IN THE PROFESSION

A. PINNING / PROFESSIONAL COMMITMENT CEREMONIES

DESCRIPTION OF ACTIVITY

A pinning ceremony may be held for third professional year students in late spring. This special event formally recognizes the students' transition from the primarily didactic to full-time experiential curriculum. All P3 students should be required to attend. At the ceremony, each student wears the lab jacket with school seal affixed that was presented to him or her at the white coat ceremony. Pharmacy school representatives present students with a specially designed lapel pin. After the pins are affixed, the students reconfirm the *Pledge of Professionalism* that was made upon entry three years earlier. Family, friends, faculty, staff and other students are invited to attend the ceremony. Following the ceremony, students and their guests may be invited to a reception featuring light refreshments.

RATIONALE

The end of the third year marks the end of didactic coursework. It is believed that the transition to full-time experiential education is a significant step in professional development of the student pharmacist.
During the fourth year in school, students translate the professionalism that has been acquired primarily in the classroom into various practice settings. Many students will visit the campus occasionally during their fourth year rotations. It is imperative that they renew their personal commitment to professionalism.

AREAS OF PROFESSIONALISM ADDRESSED

A pinning ceremony focuses on the need to extend the professional attitudes and behaviors developed in the classroom environment into the pharmacy practice setting. In one year, the student will be a graduate and licensed pharmacist. Entering fourth year rotations is an appropriate time to fully accept one's role as a professional health care provider in the community.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

A pinning ceremony is an important event and requires special attention. If the institution does not already have a pin for this purpose, colleges and schools may want to invite current students to submit a design that represents pharmacy, patient care, and institutional pride. Funding and space are key issues that must be addressed. In order to purchase pins, print programs, and hold a nice reception adequate financial support is imperative. External sources of funding are available. If family, friends and others students are invited there must be ample space. In order to properly motivate the students as they move on to their final year, it is important to identify a dynamic speaker.

B. DRESS CODE

DESCRIPTION OF ACTIVITY

The dress code for a school or college of pharmacy establishes an accepted standard of attire and promotes a professional image for students, faculty, staff and administrators. Ideally, a set of accepted standards should apply universally for all areas where students, faculty, staff and administrators interact (i.e., classrooms, laboratories, offices and patient care areas). In addition, colleges and schools may arrange a fashion show of dress-code do's and don'ts each year as part of the orientation programming for new students.

RATIONALE

Appropriate attire is important in creating an image that is consistent with the public's expectation of health care professionals. When students, faculty, staff and administrators dress as professionals an atmosphere of professionalism is created.

AREAS OF PROFESSIONALISM ADDRESSED

The perception of a well-groomed and properly attired individual creates a positive impression that may garner respect and confidence. Attention to proper grooming and attire may be viewed as an external sense of pride and commitment to the profession.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Students, faculty, staff and administrators should develop a dress code for their school or college. Personal care and appropriate attire standards must be identified. While such standards are usually intended to be self-regulated, sanctions for non-compliance should be established. Additional requirements may be specified for patient care settings and students must be willing to comply with any special standards identified by healthcare facilities providing introductory or advanced pharmacy practice experiences.

C. WHITE COAT CEREMONIES

DESCRIPTION OF ACTIVITY

In an effort to demonstrate professionalism, many colleges of pharmacy have implemented a white coat ceremony for new students. These ceremonies are often held early in the students' experience, such as during new student orientation, the first day of class, or some time during the first semester of the professional curriculum. Some schools hold the ceremony in the third year as students move from the didactic to the clinical portion of the PharmD curriculum. Each ceremony should be developed around the unique needs of each school and may be planned during the day or in the evening. Oftentimes, the ceremony is held in conjunction with a social event, such as a lunch, dinner, or a reception. A keynote speaker may be invited as well as other prominent members of the community, such as legislators, campus administrators, or the president of the state pharmacy association. Many schools also include parents, spouses, current students, and faculty members in the celebration. In addition to giving each student a new white coat, the ceremony may include a time for students to recite the *Oath of the Pharmacist* or the *Pledge of Professionalism.*

RATIONALE

The white coat is a powerful symbol of the immense responsibility that pharmacists have as health care providers. The presentation of the white coat to new students represents their passage into the pharmacy profession with all the opportunities and responsibilities associated with professionalism. The ceremony also provides an opportunity for the class to come together for the first time, which is a memorable experience for many student pharmacists. Having family members and other important individuals participate also adds to the significance of this event.

AREAS OF PROFESSIONALISM ADDRESSED

The white coat ceremony emphasizes the professional responsibility that pharmacists have as health care providers. Through the ceremony, new students will learn to take pride in being a part of the profession of pharmacy.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

The significant meaning of this ceremony can be lost if proper planning and preparations are not made. Ideally, both faculty members and current students should plan this ceremony. In order to emphasize this special occasion, the ceremony should be held away from campus or at a special location on campus and family should be invited to attend. Selecting the best time and date is probably the most difficult task

based on everyone's busy schedules. The planning committee must prioritize which target groups are the most important. For example, if the goal is to have as many family members as possible involved, then the event should be scheduled during the weekend. If the group wants a large alumni turnout, then later in the evening on a weekday may be a better option. The ceremony should be planned several months in advance, and invitations should be sent to students and family members with enough notice for them to make arrangements to travel to the school. Invitations to keynote speakers, alumni, and pharmacy state leaders should also be sent well ahead of time.

CHECKLIST OF PLANNING STEPS
___ Identify a planning committee made up of students and faculty to coordinate the event
___ Planning should begin 3 months in advance
___ Identify target student group (new students and/or third professional year students)
___ Decide on a date, time, and location
___ If applicable, contact possible sponsors for the event
___ Determine target groups to attend (family, faculty, alumni, state pharmacy leaders, etc)
___ Choose invitations and send 4-6 weeks in advance
___ Choose the format for the event (dinner, luncheon, ceremony, etc)
___ Reserve venue, caterer, AV equipment, etc
___ Coordinate fittings and sales for the coats and choose patch, monogramming, etc
___ Choose a keynote speaker, if applicable
___ Plan the details for the ceremony and have programs printed for guests
___ Have students recite *Oath of a Pharmacist*, *Pledge of Professionalism,* or a unique pledge written by the students
___ Insure all deposits and final payments are made for venue, caterer, equipment, white coats, etc
___ Write thank you notes to keynote speaker, sponsors, and others who played an important role in the event
___ Gather feedback and ideas to improve the event for the following year
___ Maintain and update a notebook with all details of the planning process

D. PROFESSIONALISM COMMITTEES

DESCRIPTION OF ACTIVITY
Professionalism committees can serve as the catalyst for professionalism activities within the school. Although not all current committees are called professional committees per se, they may perform similar duties.

RATIONALE
A separate committee designed to foster a "culture of professionalism" can help give this issue the attention it requires. A professionalism committee, after defining professionalism and professional behavior, could help promote professional development on their campus. Whether this means organizing campus activities that promote professionalism or rendering decisions on honor code violations, this committee may oversee and respond to a wide variety of issues related to professionalism.

AREAS OF PROFESSIONALISM ADDRESSED
Professionalism committees perform a self-regulating function; students accept a shared responsibility for professionalism at their schools.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
Committees may consist of faculty and/or deans, members of each student organization, and representatives from each professional pharmacy class. Although representation from these groups is very important, arranging meeting times that accommodate different class schedules, exam dates, and for some schools, different campuses, may be a challenge. Selection of members and committee chair(s) are

at the discretion of each school or college of pharmacy. However, the chair or co-chairs should themselves represent high standards of professional behavior and be familiar with the professionalism concerns of their school.

E. POSTER PRESENTATIONS

DESCRIPTION OF ACTIVITY
Posters that highlight research projects or practice innovations are often displayed at various local, state or national association meetings. Posters can be created on individual student projects or research, as well as other unique activities in which students are involved.

RATIONALE
Posters not only serve as a means to share new information and ideas, but they also recognize outstanding students. Enhanced presentation skills and practice creating posters are made possible with this activity.

AREAS OF PROFESSIONALISM ADDRESSED
Advancing knowledge through scholarly activity is an important part of professional development. Students should not only possess the knowledge to make them competent pharmacists, but also effectively deliver their message to a diverse population.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
It is not unusual for a project and subsequent poster to be completed as an extracurricular activity. Time management and coping skills may be tested when combining these activities with a full academic course load. Additionally, posters are typically presented at out-of-state conferences or meetings, which can conflict with a student's class schedule and are often expensive to attend.

F. PROFESSIONAL SCHOLARSHIPS AND AWARDS

DESCRIPTION OF ACTIVITY
Programs recognizing students who demonstrate academic or leadership excellence may include scholarships, award ceremonies, and/or induction into established pharmacy societies such as Rho Chi or Phi Lambda Sigma. Professionalism and/or scholarship awards can be treated either as a combined or separate entity. Recognition may be presented to a student or faculty member who has demonstrated exceptional professional behavior. These awards may be presented annually at awards banquets or to final student pharmacists at graduation ceremonies. A student's peers, instructors, deans, or preceptors may nominate them for scholarships, awards, or induction into professional pharmacy societies.

RATIONALE
The recognition of excellence by faculty, administrators, practitioners, and peers serves as a motivating force for achievement. This type of recognition can also serve to encourage student pharmacists to work on their personal and professional development as they progress through the program. These types of awards serve to recognize those individuals who have make a conscientious effort to exceed expectations and demonstrate the value the school places on pharmacy professionalism and excellence.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
The school or college should establish a committee to develop the award criteria and select the award recipients. If a scholarship is to be established, sources of funding also need to be identified. Schools and colleges, usually through the use of endowed funds, provide scholarships to students based on academic merit and financial need. Specific criteria, often related to academic merit and demonstrated leadership ability, are defined to assist in determining scholarship recipients. Likewise, established

awards may be created to recognize leadership and service contributions. Students belonging to specific organizations may choose to name peers for awards based on criteria established by the organization. Students may also nominate select outstanding instructors or preceptors for awards as well. Finally, another common example of recognition is a Dean's List of Distinguished Students. This list defines a population of students who have demonstrated stellar academic performance for a given semester.

Criteria for professionalism awards should be determined by each school, but may include:
- Relates well to faculty, staff, and peers in a learning environment
- Demonstrates a commitment to the profession supported by a strong work ethic
- Provides service to the community through philanthropic endeavors
- Contributes to a culture that promotes professionalism.

G. BROADENING THE SCOPE OF PRACTICE

DESCRIPTION OF ACTIVITY
Student pharmacists should be encouraged to take an active role in developing or changing policies that improve health care delivery. Through political advocacy, students have the opportunity to influence future directions of practice.

RATIONALE
Experience has shown that having the opportunity to act as change agents in school, gives students the confidence to continue these activities as practitioners.

AREAS OF PROFESSIONALISM ADDRESSED
Creativity and innovation, commitment to self- improvement of skills and knowledge, pride in the profession, and leadership.

TRAIT 5: COVENANTAL RELATIONSHIP WITH CLIENT

A. INTERPROFESSIONAL EXPERIENCES

DESCRIPTION OF ACTIVITY
Inter-professional experiences involve students and faculty from a variety of health disciplines, teaching them to communicate and interact effectively with their patients, family, colleagues, and other health professionals. In its report, "Bridge to Quality", the Institute of Medicine emphasizes the importance of creating effective inter-professional teams. Participating in joint activities often helps students from different health professions become familiar with and appreciate each other's area of expertise. It is believed that this heightened awareness and respect enhances their future collaboration as practitioners. The goal for student pharmacists is to gain an appreciation of how other healthcare providers approach patient care and how each of them contributes to the overall wellbeing of the patient. Activities range from case discussions to inter-professional patient care rounds (depending on student level and institution capabilities).

RATIONALE
Inter-professional experiences broaden student perspectives and promote pharmaceutical care. As stated by Ann C. Greiner at the Institute of Medicine, "Health care professionals need better preparation in order to provide the highest quality and safest care, and to function at optimum levels in a changing and increasingly complex 21st century health system."

AREAS OF PROFESSIONALISM ADDRESSED
- Empathy
- Ethical behavior / moral reasoning
- Respect of self, peers and property
- Selflessness
- Communicate assertively
- Cooperative and diplomatic
- Appropriate attire and hygiene
- Cultural and psychosocial awareness
- Critical thinking
- Confidentiality
- Interdisciplinary involvement

B. PATIENT CARE PROJECTS

DESCRIPTION OF ACTIVITY
Patient-care projects involve pharmacists, faculty and student pharmacists performing a wide range of clinical activities. These services may include bone-density, cholesterol, and diabetes screening, as well as monitoring blood pressure, determining body fat composition, and providing counseling on emergency contraception, smoking cessation, or stroke prevention. Patient-care projects can take place on campus, at health fairs, local pharmacies or other community locations.

RATIONALE
The role of the pharmacist has greatly evolved. Patient-care projects broaden access to health care and raise public awareness on the pharmacist's role in community health. These projects also help to demonstrate to patient the wide variety of patient-centered services that pharmacists can offer.

AREAS OF PROFESSIONALISM ADDRESSED

Student pharmacists, under the supervision of pharmacist preceptors, are responsible for performing screenings, patient counseling, and answering questions patients may have regarding their health conditions. This requires a student who is knowledgeable, listens, and is able to deliver adequate and accurate information in a competent manner. Commitment to excellence, pride in the profession and serving patients are other professionalism areas addressed.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

Students need to be competent in the planned activities, which often requires additional training. Cost of supplies and transportation are also other important considerations. Since pharmacist preceptors are necessary to supervise screenings, advanced planning and early notification is imperative.

C. PATIENT COUNSELING ACTIVITIES/COMPETITIONS

DESCRIPTION OF ACTIVITY

Patient counseling activities include any event that allows student pharmacists, under the supervision of a licensed preceptor, to provide patients with important health information. This could include information regarding medications and health conditions and may be provided as a component of a health care screening or medication therapy management. . Participation in these activities helps students gain confidence in their patient counseling skills and respond to patient concerns with sensitivity and compassion.

RATIONALE

Patient counseling occurs throughout the day, every day at pharmacy worksites. Not only does counseling involve information on drug therapy (directions for use, safety concerns, expected outcomes, etc.), but it also involves how this information is delivered, how well the pharmacist is able to listen to what the patient has to say, and how empathetic the pharmacist is toward the patient's concerns. The best way for a student to learn the art of patient counseling is to practice and receive helpful feedback from their preceptors.

AREAS OF PROFESSIONALISM ADDRESSED

Practicing of patient counseling allows students the opportunity to strengthen their communication, listening, and professionalism skills. It also helps students learn how to effectively build patient relationships, honor patient privacy, and develop autonomy and dignity within the profession.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

In order for students to carry out counseling projects that serve the public, there needs to be pharmacists willing to to oversee the student's activity. Counseling competitions require professors and/or pharmacists willing to serve as judges for long hours of pre-taped counseling. Both activities involve varied, unpaid time commitments

---

TRAIT 6: CREATIVITY AND INNOVATION

A. MONTHLY COLUMNS ON PROFESSIONALISM

DESCRIPTION OF ACTIVITY
In order to highlight a particular issue, schools, colleges, and professional pharmacy associations may devote a monthly or periodic column regarding professionalism in their print or electronic publications. These publications, such as *Student Pharmacist* magazine, may help pharmacy leaders raise awareness of professionalism issues to students, faculty and practitioners.

RATIONALE
The column will consistently emphasize the importance of professionalism to those within the pharmacy community. It will also provide resources and promote discussion to address common professionalism dilemmas.

AREAS OF PROFESSIONALISM ADDRESSED
Pride in the profession, service orientation, raising the general public's awareness on the requisite knowledge, skills and abilities required of a practicing pharmacist.

B. ETIQUETTE DINNERS

DESCRIPTION OF ACTIVITY
A professional etiquette dinner offers instruction in basic table manners and appropriate dining in a business setting. The dinner should represent what might be served at a typical meal for business purposes, including a salad or appetizer, entrée, and dessert. Require participants to wear professional business attire. Make the experience as close to a real restaurant as possible. Arrange to have waiters, hosts or hostesses. Before each course, provide instruction on proper utensil selection and table manners. Provide a checklist of proper dining behavior and as well as worst-case scenario examples consisting of things that could happen. Allow for ample time for questions from the student guests.

RATIONALE
Table manners are an integral part of non-verbal communication. Formality in dress, grammar, and manner fosters better respect for the individual.

AREAS OF PROFESSIONALISM ADDRESSED
This activity helps student demonstrate self-confidence, courteous behavior, appropriate boundaries in work or learning situations, and ability to communicate and interact effectively with patients, family, colleagues and other health professionals.

TRAIT 7: CONSCIENCE AND TRUSTWORTHINESS

A. HONOR SYSTEMS

DESCRIPTION OF ACTIVITY

An honor system or code includes a pledge and a policy for promoting the values of honor, integrity, and professionalism amongst student pharmacists. Typically, the honor system consists of policies that describe the responsibilities of the students, faculty and administrators in upholding academic honesty and professional behavior. At the same time, there is a description about the rights of individuals to the due process offered by administrative hearings and appeals. In some systems, only students are involved in evaluating violations and determining the appropriate penalty or sanction. Other systems may involve a combination of student, faculty and administrators.

Zimmerman and Kier surveyed the nation's pharmacy schools and found that 76% of the pharmacy schools that responded to the survey enforce honor codes. Schools who report stricter penalties, such as mandatory dismissal, also appear to have fewer infractions than other institutions.

RATIONALE

The high degree of respect given to pharmacists is based on the public's trust and confidence in our integrity. Students are considered members of the profession when they enter pharmacy school and are expected to demonstrate high standards of ethical conduct. An honor system provides the infrastructure for fostering honesty and integrity among student pharmacists, to inform and educate them about professional behavior, and to provide consequences in the event of an infraction. If students feel the honor code is not taken seriously, the number of infractions may increase and negatively affect the student body as a whole. Also, students who demonstrate ethical conduct may experience a decline in morale if unprofessional behavior is not addressed.

AREAS OF PROFESSIONALISM ADDRESSED

Integrity, honesty, accountability, respect for the rights of others

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

An honor pledge should be developed and communicated to all students and faculty. For all pledged assignments, the student should be expected to sign a statement such as "On my honor, I have neither given nor received aid on this assignment." Policies should be developed to define violations (e.g., cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, etc), establish a formal hearing process, determine a list of responsibilities for participation in the process by students, faculty and administrators, define penalties (e.g., assignment of grades, suspension, expulsion), and institute a procedure for appeals.

TRAIT 8: ACCOUNTABILITY FOR HIS/HER WORK

A. STUDENT PROFESSIONALISM ASSESSMENT

DESCRIPTION OF ACTIVITY

Valid and reliable assessment tools should be developed to evaluate professional behaviors, knowledge, and skills. Evaluation should extend beyond the acquisition of knowledge by students to professionalization and the application of knowledge and skills in the care of patients in improving medication use. The college or school should insure the professionalization of its students throughout the educational continuum. As part of the assessment process, an institution may conduct a survey of graduating students to determine the effectiveness of professionalism-related resources instituted throughout the curriculum.

RATIONALE

To ensure faculty and students are engaging in the most effective professionalism activities, the institution must annually assess the value of each related program and policy, and its impact on students, faculty, curriculum, culture, etc.

B. CLASSROOM BEHAVIOR

DESCRIPTION OF ACTIVITY

Students and faculty have a mutual responsibility for establishing a positive learning environment for effective instruction in the classroom and laboratory settings. Students are expected to conduct themselves in a civil manner at all times and faculty should identify the boundaries of acceptable behavior in their course syllabi.

RATIONALE

Professional courtesy is expected from students and faculty. Students are entitled to receive instruction that is free from the interference of others and faculty should set clear expectations for the elimination of such interferences (e.g., arriving late to class, conversations in class, the active ringing of cellular telephones).

AREAS OF PROFESSIONALISM ADDRESSED

Accountability to others is an important aspect of professionalism. Students who are accountable to their colleagues and faculty demonstrate respect for others. This type of behavior is central to professionalism.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

The school or college should develop guidelines or policy concerning student conduct in the instructional setting. Students and faculty should be held accountable for actions that hinder a positive learning environment. Faculty and administrators should develop guidelines for dealing with disruptive students and the consequences (e.g., sanctions, penalties) should be communicated to students. A standardized statement for each course syllabus in a given school or college may be considered. The elements of the statement might include: an overview of the honor system, the use of professional language at all times, adherence to a specified dress code and attendance policy, advance prepareation for all course assignments, accountability for personal conduct in the instructional setting, and submitting constructive comments on course and instructor evaluations.

C. THE EMERGENCE OF E-PROFESSIONALISM

Megan Thompson, PharmD
Director of Student Services
University of New Mexico

INTRODUCTION
You are angry. You begin beating on the keyboard with such force you cannot even look up to make sure you are completing sentences. You type more. You re-read. The only thing between you and emailing your reply is the "send" button. You add just a few more words, bold and underline them for effect and…click. You just sent the most scornful, contemptuous message to your professor in the history of email replies. You cannot shred it or retract it, as it has been sent off into cyberspace and will soon land in the "inbox" of your professor. Feel better?

It seems that formality and respect have been lost in cyberspace. It is easy to communicate with professors or colleagues via email, especially when you disagree about something or just need to send a quick message. It can also be confusing – how do you address a faculty member in your email message? Are you starting it with "Hey" or "What's up?' Are you typing an email to your professor just like you text to your friends? What about discussing one of your patients via email or blog? Are you venting to your entire class about a difficult a rotation? Are you signing off with "L8R" or 'Peace Out?" Shockingly, most people may say "yes" to many of these questions, which is one of the primary reasons that e-professionalism has become increasingly important in the lives of student pharmacists.

RATIONALE
Much to the dismay of instructors, professionalism is not always inherent knowledge. It is vital that this subject area be integrated into each course in pharmacy school. Likewise, the term "e-Professionalism" has become a relatively new concept in curricula throughout universities nationwide and is finding its place within academia. With the addition of web lectures, e-portfolios, podcasts, and other technology, information is transferred with the great ease and speed. Students no longer have to physically meet for a class, visit professors for office hours or call them on the phone to have their questions answered. While this is the wave of the future, it is also creating a whole new set of professionalism issues that significantly impacts students, faculty, preceptors, and practicing pharmacists everywhere.

ONLINE ASSESSMENTS
Many institutions are now requiring students to have an e-portfolio, an online program that houses the student's curriculum vitae (CV), learning assessments, reflections, personal information, and much more. Students submit assignments, papers, performance evaluations, quizzes and exams, with the information being used by faculty to measure the student's competency levels throughout the curriculum. While convenient, this type of program is not without its set of professionalism issues. Not only are assignments turned in late, but exam answers are being submitted by groups of students instead of individuals. Instead of "the dog ate my homework" it has become "my computer crashed" or "I couldn't login to my account."

PERSONAL RESPONSE SYSTEMS
E-professionalism does not just pertain to online social networking or other web-based programs. "Personal Response Systems," also knows as "i-clickers," are used to measure competency in the classroom during lectures. Additionally, many colleges and schools or pharmacy are using these technologic devices to check attendance. Students who elect not to go to class can easily have their friends use their i-clickers for them. While many students may not realize it, falsifying an attendance roster by using another students personal response system constitutes unprofessional behavior and may even be addressed by their college of school of pharmacy honor code.

CONCLUSION

In the majority of situations, sending an email and making demands is not the right approach. Would you have the confidence to do this in person? When in doubt, never type anything via text, blog, or email that you would not say in person. Even venting your frustrations electronically is considered unprofessional behavior, meaning that status updates on Facebook or Twitter could be sent to your patients and future employers. Unprofessional behavior is easy to spot, and the same holds true when it comes to the virtual world. Remember, emailing, texting or blogging is not the appropriate avenue to get something off your chest. Ask yourself: "Would I (could I) say this in person?" If the answer is no, do not type it. If you think that giving your i-clicker to your friend so you can get extra points for being in class is wrong, then it probably is. Address your professors in an email as you would in class. And before hitting that "send" button in a fit of rage, think twice – it may be forwarded to someone you may be working for in the future.

D. ONLINE PERSONAS AND PROFESSIONAL IMAGE

Jeff Cain, EdD, MS
Director of Education Technology
University of Kentucky College of Pharmacy

INTRODUCTION

The onset of social media applications like blogs, Facebook, and YouTube has created new avenues for self-expression. It is only within the last few years that a person with average technical skills could easily create a Web presence. This new simplicity has contributed to an ever-growing popularity of online social applications and subsequently, an increasing amount of "private life" information is being published on these social sites. There is a growing concern over the "image" that some individuals present in online settings, especially with regard to how that translates to professional careers.[1] Students currently enrolled and entering professional schools are facing a changing paradigm that is beginning to affect the construct of professionalism. This section will describe how online personas formed through online applications like Facebook potentially affect the professional image of student pharmacists. The reasons why e-professionalism has developed into an important and pertinent issue will also be discussed. Finally, student pharmacists will be advised on how to ensure that their online personas do not reflect poorly upon their character, judgment, or professionalism.

ONLINE PERSONAS

Social media have allowed us to experience the heretofore unprecedented public sharing of personal successes, sorrows, shame, desires, beliefs, anger, elation, and other emotions, opinions, and attitudes that help shape our personalities. When displayed in online settings this display of personal information helps form one's "online persona". An online persona is the set of cues and signals in online settings that others use to form a mental picture about one's interests, characteristics, and personality.[2, 3] Anyone who interacts with others in the online world develops an online persona. These personas are formed through conversations via email or discussion boards, through posted photos or videos, through affiliations or memberships in online groups, and through any other type of computer-mediated communication that provides insight into one's attitudes, thoughts, and interests. The more one interacts and the more information that is provided, the stronger these personas become.

Recently, the concept of online personas has become an important topic for discussion within the healthcare professions. Most individuals have not given much thought to the existence of their online persona; let alone what it reveals about them or how it might influence the public's view of their profession. While most users of social networking sites utilize them for social and personal reasons, because the information is contained in "public", others may use information from Facebook to make decisions about professional attitudes and competence. Hence, this can potentially have a huge impact on the image that the pharmacy profession projects to the public.

WHY E-PROFESSIONALISM NOW EXISTS

Professionalism in the healthcare fields generally refers to a set of expected behaviors and attitudes (such as empathy, respect, excellence, and integrity) exhibited in professional, clinical, and educational settings.[4] E-professionalism addresses those same sets of attitudes and behaviors, but includes those expressed publicly through digital media and potentially originating in "private" life.[5] At first glance, one may wonder why "e-professionalism" should even exist since the concept of professionalism has traditionally only been applied to "real-world" actions in the educational and clinical settings. Private lives have remained distinct and separate from discussions on professionalism. One common sentiment is that if someone posts something on Facebook about their personal life, that information should be treated as private and not used for professionalism judgments. While that is a valid argument, the convergence of several factors has led to the consideration of e-professionalism as a relevant and important construct in today's digital environments.

SOCIAL COMMUNICATION PARADIGM CHANGE

The primary factor and impetus for the study of online personas within a framework of professionalism pertains to how people (especially younger generations) are communicating with each other socially. This has changed dramatically in the last couple of decades. Facebook is just one application that has changed the nature of social communications by providing new ways for individuals to stay in almost constant connection with others – including the sharing of intimate details of day-to-day lives. The number of active users on Facebook recently surpassed 150 million indicating the popularity of using online social networking for connecting with the personal lives of others.[6] This phenomenon is becoming an accepted norm and has created a growing comfort with sharing "private" information online. Anger, elation, jealousy, love, prejudices and other forms of emotion and attitudes are readily conveyed through Facebook statuses, photo albums, wall posts, and group affiliations. Whereas these traditionally private feelings and thoughts were formerly made known to only a small cadre of friends and family, they are now made available for broadcast to any number of acquaintances and strangers.

ONLINE DISINHIBITION

Along with this paradigm change, the computer-based medium itself contributes to potential social communication issues. Psychologically, people tend to be less inhibited with the types and depth of information posted online.[7] Individuals are more likely to reveal "true" thoughts and feelings when the face-to-face aspects of communication are removed. This loss of inhibition increases the likelihood of sharing controversial attitudes and opinions that might otherwise be restrained in traditional face-to-face public settings. For example, frustrations with patients or other healthcare providers may be expressed online without thought to how others might interpret the display of frustration.

SEARCHABILITY, REPLICABILITY, AND PERPETUITY

Sites like Facebook are referred to as mediated public sites – spaces in which people "gather" publicly through the help of technology.[8] Searchability is one characteristic of a mediated public site. Search engine technologies, along with overall better understanding of Web navigation, have made it easy to find information about individuals. Consequently, any information available in the public setting of a Web site is theoretically available to the public at large. This information is also replicable, meaning that anyone who can access that information can easily capture and replicate it to the masses. For example, think of the numerous instances in which snippets of email conversations have spread through the media. Finally, anything posted online can theoretically remain in perpetuity. It is virtually impossible to remove all traces of a photo or comment that is posted in digital media. Unlike actions that occur in traditional face-to-face settings that may soon be forgotten, digital acts may remain for viewing and serve as constant reminders of past actions.

CONFLICTING ATTITUDES REGARDING PUBLIC VS PRIVATE

There is considerable controversy regarding whether information posted online in Facebook should be considered public or private.[8] Those on one side of this debate maintain that actions taking place in private settings are private regardless of whether they are posted online. Another similar argument is that Facebook was designed for social purposes, and hence information contained therein should not be used for anything else. The opposing side of the debate (most often those from older generations) is that the Web is a public venue and anything voluntarily posted on the Web and hence, potentially viewable by the

public, is public information. Unless one has taken specific actions to ensure and expect privacy then that online information can be considered public. As long as some in society holds this opinion, they will judge others based upon that criterion.

CHANGING DEMOGRAPHICS

The popularity of maturing applications like blogs, social networking, and social videos is beginning to stretch across generations. Facebook, once considered a "digital playground" for college students, is now being populated in large numbers by older generations. Recently, the number of Facebook users over the age of 25 surpassed the number of users in the 20-25 year old range. The 30 year old and older segment is currently the fastest growing demographic among Facebook users.[6] If the trends continue as expected, online personas in Facebook will be subject to the scrutiny of a large older population that seems to have differing expectations about privacy.

EXPOSURE TO PATIENTS AND OTHER HEALTHCARE PROVIDERS

In years past, personal lives of healthcare providers have remained largely separate from their professional lives. However, due to the factors listed above, the personal lives can now easily become intermingled with professional lives. Because of the emergence of online personas, it has become virtually impossible to make a distinct difference between public and private lives. Some professionals are displaying attitudes and behaviors that others feel are inappropriate and damaging to their respective profession.[9] There have always been individuals who committed ill-advised acts and possessed attitudes contrary to those espoused by the profession. However, until recently those actions and attitudes were not revealed in public settings. Once these types of attitudes and behaviors become public (and available to patients and other professionals), it becomes a concern for the profession at large.[10] Furthermore, individuals often list their affiliations with schools, employers, honor societies, and professional associations. By doing this, they are in effect representing those entities. The attitudes and behaviors revealed in the online personas then begin to reflect upon the membership of the entity as a whole. It should be apparent why others in the profession are becoming concerned with online personas and why e-professionalism is now considered an important construct for student pharmacists.

ADVICE TO STUDENT PHARMACISTS

Regardless of how one feels about the ethics of using online social networking information for character judgment and use in employment decisions, it is important to take precautionary measures. Asking a series of questions pertaining to the interpretation of one's online persona should be the initial step. Based upon the information provided through photos, group affiliations, interests, quotes, comments, wall posts, and other Facebook features, how might others who do not know you perceive you? What type of judgment, character, and personality do you portray through those cues? Could a reasonable person interpret that you are racist, sexist, uncaring, or accept the culture of drug/alcohol abuse? Is there anything on your Facebook profile that could be considered offensive to others? While most people will understand that we all have personal lives separate of professional careers, the online persona should not depict you as someone of questionable character. Your "social" network information does not have to depict you as professional. It should just not depict attitudes and behaviors unbecoming of a healthcare professional. For example, a few photos depicting a legal-aged adult drinking alcohol in a social setting would be considered innocuous by most. Numerous photos revealing extreme intoxication, coupled with multiple affiliations with Facebook groups pertaining to alcohol/drug abuse could be a matter of concern to some. Membership in the Facebook group "I hate the New York Yankees" does not reveal anything negative about you as a pharmacist. However, belonging to the "Pharmacy: Helping one moron after another" group suggests an unprofessional attitude and lack of empathy and care toward patients. Even if it is meant in jest, it is difficult for those in the public to know that

For most, professional school is a time of transition from carefree, undergraduate days to a serious professional position. During this transition, professional students should begin paying attention to how their actions and attitudes (portrayed in both "real life" and through online personas) will be perceived by peers, patients, and other healthcare professionals. This begins with using good judgment in your personal actions, as well as how you portray yourself online. Simply removing (or restricting access via strong privacy controls) information that casts a negative light on your online persona may be enough. If you leave questionable information in your online persona, the potential exists that others could judge you

unworthy or unfit for residencies, leadership positions, or providing care. If this happens, you will probably never be aware that your online persona was the reason for rejection. It is very unlikely that a residency admissions director or employer will inform someone that they s/he was not selected because of questionable character revealed via Facebook.

Finally, consider how you can pro-actively create an online persona that is attractive to future patients, employers, and peers. While this paper has concentrated primarily on the potentially negative attributes of online personas, there are numerous positive aspects of online social networking. Take advantage of social networking sites such as LinkedIn.com to provide supporting information about your education, experience, and skills. Many professionals are using these sites to promote themselves and further their careers.[11] Develop an online presence revealing your positive attributes to those who search for information about you online. Developing a strong digital literacy and understanding of online personas can be a valuable skill that will serve you throughout your career.

C O N C L U S I O N
The interplay of all the factors discussed in this section has created a need for all professionals to examine their online personas in light of professionalism. Today's society is still struggling with how best to adapt to the changes that social media has created, especially as they relate to privacy. Until we determine how to appropriately deal with the public/private aspects of online information, we should all give forethought to what our online personas tell about us and take the necessary steps to protect our professional reputation.

REFERENCES
1. Cain J. Online social networking issues within academia and pharmacy education. *Am J Pharm Educ.* 2008;72:Article 10.
2. Switzer JS. Impression formation in computer-mediated communication and making a good (virtual) impression. *Handbook of Research on Virtual Workplaces and the New Nature of Business Practices.* 2008.
3. Walther JB. Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Commun Res.* 1996;23:3-43.
4. Hammer DP, Berger BA, Beardsley RS, Easton MR. Student professionalism. *Am J Pharm Educ.* 2003;67:Article 96.
5. Cain J, Romanelli F. E-professionalism: A new paradigm for a digital age. *Acad Med.* 2009;Under Review.
6. Statistics: Facebook. Available at: http://www.facebook.com/press/info.php?statistics. Accessed January 20, 2009.
7. Suler J. The online disinhibition effect. *Cyberpsychol Behav.* 2004;7:321-325.
8. Boyd D. Social network sites: Public, private, or what? *Knowl Tree.* 2007;13.
9. Thompson LA, Dawson K, Ferdig R, et al. The intersection of online social networking with medical professionalism. *J Gen Int Med.* 2008;23:954-957.
10. Gorrindo T, Gorrindo PC, Groves JE. Intersection of online social networking with medical professionalism: Can medicine police the facebook boom? *J Gen Intern Med.* 2008;23:2155.
11. Filisko GM. Social promotion: Social network sites work for you, but only if you work at them. *ABA J.* 2008;94:48-64.

TRAIT 9: ETHICALLY SOUND DECISION-MAKING

A. INTEGRATION INTO RESIDENTIAL LIFE PROGRAMS

DESCRIPTION OF ACTIVITY
Some pharmacy schools are located on campuses with structured residence life programs. Schools must be aware of what information related to appropriate behavior is being discussed in residence life orientation programs and what behavioral issues are being monitored.

RATIONALE
Many schools feel that student pharmacists should conduct themselves in a professional manner outside the pharmacy school environment. Professional behavior should be expected in all environments, including campus housing. Residential life administrators should be aware of the school's behavioral expectations and communicate these standards effectively with the school or college of pharmacy.

AREAS OF PROFESSIONALISM ADDRESSED
Areas of professionalism addressed include: learning the expectations for professional behavior in everyday personal life, working/living with individuals who are different than yourself, and leadership development in a structured living environment.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
Schools must establish communication relationships with residence life programs. When monitoring student pharmacist behavior, schools must be careful not to be perceived as "Big Brother" while promoting appropriate behavior, something that may be accomplished by promoting accountability amongst student pharmacists.

B. ISSUES FOR RELIGIOUS-AFFILIATED PROGRAMS

DESCRIPTION OF ACTIVITY
Pharmacy colleges and schools in a religious-based institution may evaluate the overall relationship between student professionalism and religious beliefs and/or practices in an effort to improve health care outcomes. Institutions without religious affiliations may study, in the context of cultural competence, how the religious beliefs of patients may influence pharmaceutical care.

RATIONALE
Religious affiliated institutions may promote a relationship between student spirituality and professional behavior and attitudes.

AREAS OF PROFESSIONALISM ADDRESSED
Discussions regarding all areas of professionalism should be adjusted accordingly

B. ETHICS IN THE CURRICULUM

DESCRIPTION OF ACTIVITY

An ethics course related to pharmacy practice can examine and assess the types of ethical dilemmas that are encountered in various pharmacy practice settings. Objectives of a required course might include: distinguishing ethical issues from other types of issues in pharmacy practice, identifying the morally relevant characteristics of a professional practice situation, identifying the options available to a pharmacist when addressing an ethical dilemma, providing justification for options, and displaying the interaction skills need to apply ethical decisions to patient care situations in a sensitive and humane manner.

RATIONALE

Students entering the profession of pharmacy must be taught ethical decision-making with the understanding that confronting ethical issues is a recurring and lifelong process.

AREAS OF PROFESSIONALISM ADDRESSED

Ethical decision-making is a recognizable characteristic of a profession.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

A required course should be developed to engage students in the process of ethical decision-making through case studies and class discussions. Students should discuss and understand APhA's Code of Ethics as part of a course assignment, as well as any relevant policies or guidelines developed by the school or college of pharmacy.

TRAIT 10: LEADERSHIP

A. FACULTY RETREAT

DESCRIPTION OF ACTIVITY
Schools or colleges may dedicate all or a portion of a faculty retreat to the issue of student and faculty professionalism. The retreat may be used to emphasize the importance of professionalism within the institution via group discussion and speakers. Also, administrators should clarify the institution's expectations for professional behavior and attitudes among faculty, as well as students, as well as explore ways to promote and assess the level professionalism within the pharmacy college community.

RATIONALE
Student pharmacists learn professional behaviors by observing and imitating peers and faculty in and out of the classroom setting. The values of the profession may be idealized in lectures, but they are demonstrated and reinforced by faculty and preceptors in various settings. To effectively create a culture of professionalism throughout the institution, the school or college needs the support of its faculty as it works to create a positive environment for student pharmacists.

AREAS OF PROFESSIONALISM ADDRESSED
All areas of professionalism may be addressed.

B. OUTSIDE SPEAKERS TO REINFORCE MESSAGES

DESCRIPTION OF ACTIVITY
Many schools use forums, convocations, and/or white coat ceremonies, to invite outside speakers to address student pharmacists. Some schools also invite monthly speakers as part of a professional development series. During these presentations, the outside speakers may have the opportunity to reinforce messages regarding professionalism that were presented earlier in the pharmacy curriculum. Speakers may include experienced health professionals, faculty, or patients with chronic or terminal conditions who share their perspective on what services they found helpful or harmful.

RATIONALE
The use of outside speakers reinforces messages from faculty members or current students, and adds to the credibility of those messages. Students typically appreciate an outside voice articulating the ideals of professionalism. These visits also provide an opportunity for outside speakers to learn about issues within the schools, colleges, or professional pharmacy organizations and to meet with and to learn from students.

AREAS OF PROFESSIONALISM ADDRESSED
Professionalism issues in a variety of settings including practice sites or research specialties of the guest speaker.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
Consider inviting speakers from within the pharmacy profession, other health profession disciplines, or other professions entirely. Planners should communicate with guest speakers prior to their presentations to both understand what they will be discussing and to brief them on relevant issues or concerns of the anticipated audience. This approach will help the presenters target their presentations to meet specific needs of the audience.

CHECKLIST OF PLANNING STEPS

___ Determine purpose of outside speakers and areas to be addressed (conduct a needs assessment by surveying
         faculty and students)
___ Planning should begin three months ahead of time
___ Select topics, appropriate dates, venues (large group, small seminars), and target audiences
___ Collect a list of appropriate speakers to address selected topics
___ Talk with people who may know or may have heard the speaker
___ Collaborate with other schools about topics/programs which have been successful at their
     respective campuses
___ Recruit outside speakers
___ Communicate with the speaker to clarify specific topic, date, venue, and audience
___ Promote the presentation at least three months prior to event; heavy promotion in last six weeks
___ Arrange all aspects of presentation (AV needs, food, reception space, etc)
___ Evaluate the success of the program and make recommendations for future presentations
___ Follow-up with a thank you note to speakers, and seek their feedback as well.

C. STUDENT MEMBERSHIP ON SCHOOL/COLLEGE COMMITTEES

DESCRIPTION OF ACTIVITY

Most standing committees within schools and colleges exist to prepare future health care professionals. Students should be included as members of committees, except where a definite conflict of interest exists (e.g., academic performance committee that reviews the grades and determines academic progression for students)

RATIONALE

As future health care professionals, students should be involved with the decision making process that impacts their educational experience. Also, this type of involvement facilitates positive relationships between faculty and students.

AREAS OF PROFESSIONALISM ADDRESSED

Accountability and a sense of duty are important aspects of developing professionalism.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

The commitment to involve students on school or college committees must be supported by faculty and administrators. The process of selection and appointment may vary depending on the type of committee. An area for significant student input is the curriculum committee. Participation in curricular planning and assessment provides students with the knowledge of designing and maintaining a professional curriculum. Students on the admissions committee can assist in interviewing and determining the personal qualities of prospective students. Students on tenure and promotions committee can serve as a quality assurance measure concerning the teaching effectiveness of faculty being considered for promotion and tenure.

D. LEADERSHIP AND POLITICAL ADVOCACY IN THE CURRICULUM

DESCRIPTION OF ACTIVITY

An elective course can be offered to develop leadership and political advocacy skills for student pharmacists. The course may examine leadership through exploring health care issues and gaining direct experience in the political process and community action. Objectives can include defining and evaluating effective leadership, reviewing the management of student organizations, differentiating between legislation and regulation, identifying and analyzing current health care issues, discussing healthcare issues with individuals beyond the discipline of pharmacy and advocating a stance on state or national health care issues.

RATIONALE

Student pharmacists need effective leadership and political advocacy skills to deal with issues related to health care delivery. Strengthening the leadership ability of students enhances their professionalism and offers potential for future leadership within the profession and in the community.

AREAS OF PROFESSIONALISM ADDRESSED

Accountability, excellence and duty are elements of professionalism that can be experienced in a course focusing on leadership and political advocacy.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

An elective course can be initiated to develop leadership and political advocacy skills. The identification and recruitment of relevant speakers (e.g., member of a state board of pharmacy, state legislator, pharmacy association executive) is important for a successful course offering.

E. LEADERSHIP CONFERENCES

DESCRIPTION OF ACTIVITY

Leadership conferences are designed to enhance both individual and group leadership skills and provide opportunities for networking. Speakers may include CEOs and Vice-Presidents of health organizations or professional organizations, legislators, and community leaders. An interactive workshop familiarizes students with important leadership skills. Students are then given the opportunity to solve professional challenges by working on projects in small groups.

RATIONALE

The purpose of these conferences is to help participants strengthen their leadership and team-building skills and to apply these skills in completing an assigned group project.

AREAS OF PROFESSIONALISM ADDRESSED

Creativity and innovation, service orientation, commitment to self-improvement of skills and knowledge, conflict resolution, leadership

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

- Funding
- Selection of students
- If a joint conference between two or more pharmacy schools, identifying a conference site with overnight accommodations
- Travel arrangements

F. PROFESSIONAL DEMEANOR: FACULTY, TEACHING ASSISTANTS, PRECEPTORS, STAFF, & ADMINISTRATORS

DESCRIPTION OF ACTIVITY

All members of the academic pharmacy community should be held to the same standards of professionalism as the student body. According to the AACP Excellence Series paper on professionalism, "…faculty, practitioners and others must act as role models to display or demonstrate the kinds of attitudes, values, and behaviors expected of students, and must take the lead in guiding and facilitating the professional socialization process."

RATIONALE

Individuals associated with a college or school of pharmacy must exhibit professional behavior at all times since students may choose to emulate them. Students and graduates often identify individuals at their college or school of pharmacy who served as role models or mentors in shaping their professional behavior. Efforts should be made to reward and recognize positive models. Programs should be available for faculty and staff who desire or require professional behavior development.

AREAS OF PROFESSIONALISM ADDRESSED

All areas of professionalism (e.g., altruism, accountability, duty, honor, integrity, and respect for others) can be reflected by a diverse group of individuals employed by a school or college of pharmacy.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

The administration and faculty of the school or college should develop guidelines for the professional conduct of all individuals interacting with students. Examples of topic areas for guidelines include professional attire, conduct in the instructional setting and confidentiality.

G. INTRODUCTION TO PROFESSIONAL ORGANIZATIONS FOR STUDENT PHARMACISTS

DESCRIPTION OF ACTIVITY

The introduction of new students to pharmacy professional organizations may vary depending on the structure of the campus and the pharmacy program. Pharmacy schools may have several pharmacy organizations on campus, or only a few. One way to introduce these organizations is during the orientation sessions described earlier. Organizations may set up booths for students to come by and ask questions, develop presentations (PowerPoint, videos) of their respective organizations, or invite alumni and practicing pharmacists to meet with new students to reinforce the value of joining professional organizations. Because so much new information is presented during orientation, it is important to hold follow-up events during the first weeks of class. Events may include a chapter meeting or a social gathering that allows new students to meet the current students and pharmacists who are involved in the various organizations. Students often join organizations in which they feel they are able to make a difference; therefore, it is important to offer opportunities for new students to participate in and contribute to an organization's activities. Opportunities can range from serving on a committee to representing the professional class on the executive council of that organization.

RATIONALE

An important part of any professional school should be hands-on learning in addition to classroom lectures and reading assignments. According to the White Paper, "Experience has shown that the attitudes and behaviors that characterize professionalism cannot be learned from a textbook or lecture."

Involvement in student pharmacy organizations helps student pharmacists to develop certain qualities that are important in the professional world, such as leadership, time management, and collaboration with others..Other skills may be fine tuned through participation in events held by these organizations. For example, students may become more confident about taking patients' blood pressures through participation in a hypertension event sponsored by a student pharmacy organization.

AREAS OF PROFESSIONALISM ADDRESSED
All areas of professionalism may be addressed through participation in student pharmacy organizations. Students will develop professional skills from these organizations that may be added to the professional knowledge gained in the classroom. New students will observe the professional behavior of current students, faculty and practicing pharmacists who are active in these organizations.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION
If student organizations will be presented during orientation, the leaders in each organization must meet with the person in charge of planning the orientation in order to map out the best approach for the students at that campus. Planning should start several months before the actual orientation. Representatives of each student group should meet ahead of time to design a calendar of events so that activities planned by each organization do not conflict.

RETAINING MEMBERSHIP
Student organizations serve as a major force in developing professionalism. Active participation in student organizations is critical for the professional development of a student enrolled in a school or college of pharmacy. Sustaining membership in student organizations is a challenge due to the constant progression of students through a professional degree program. Students must be encouraged to join one or more organizations and actively participate by attending meetings and serving in a leadership capacity. In some schools and colleges there are a large number of organizations which can increase the opportunity for leadership experience. As the number of organizations increase, there is a greater need to promote cooperation among the organizations in an effort to avoid competition.

H. EXTRACURRICULAR ACTIVITIES
BEST PRACTICE GUIDELINES

Gail D. Caballes, University of Washington
Nanci L. Murphy, University of Washington

DESCRIPTION OF ACTIVITY
Extracurricular activities help build professional responsibility and leadership skills through active involvement in professional organizations, patient advocacy programs and community service. Advocating for appropriate legislation and regulations that ensure quality health care, addressing problematic workplace issues, and creating new practice models that improve patient outcomes are examples of ways students can impact current professional challenges. Core values, attitudes and behaviors that embody professionalism, such as respect and compassion for others, integrity, work ethic, accountability, leadership, working well with others, altruism, and pride in the profession, are often strengthened by participation in extracurricular activities.

Schools should create a learning environment that values student involvement and fosters the development of desired professional behaviors. Extracurricular activities, such as service learning and patient-care projects, can help make learning more meaningful by linking theory to practice. Student pharmacists should be aware that as health care providers they must demonstrate professional competence, provide compassionate health care, place the needs of their patients above their own, solve complex problems, work effectively on health teams and adapt successfully to change. They may be more likely to make informed and responsible ethical decisions if they are aware of professional norms, laws, and ethical principles. Attention should also be directed at reducing negative influences (at both the

school and practice setting) that undermine student professionalism. Honor or conduct codes should include standards related to both academic and professional integrity with published processes in place to address unprofessional behaviors.

Schools should offer a variety of professionalism activities throughout the educational continuum. Many schools plan white coat ceremonies for their students as part of the orientation process. Schools may also host a program at the end of the 2nd or 3rd year that allow students to reaffirm their professionalism vows and discuss challenges they have faced since entering pharmacy school. The *Oath of the Pharmacist* is often recited at graduation ceremonies to remind students of their responsibility to serve others, with "dignity, integrity and honor."

Serving on faculty-student school committees, provides students an opportunity to contribute to the quality improvement of their program. Participating in professional organizations at a local, regional or national level, not only helps students improve leadership and team building skills, but also provides the opportunity for them to truly become an agent of change for their profession.

PLANNING ELEMENTS
Advanced planning is key to a successful event. If faculty and practitioner participation is desired, it is important that they are informed of project dates, well in advance of the planned activity. Besides increasing faculty, student and practitioner participation in student events, early planning helps schools with numerous student organizations prevent scheduling conflicts. This allows students the flexibility to participate in several organizations' activities.

As the role of the pharmacist continues to evolve, extracurricular activities should familiarize students to these changing roles. Students may enter pharmacy programs unaware of the full range of practice opportunities available in their state. Events should allow students to hone skills in counseling, health screenings, immunizations, and so forth.   Several schools have created an administrative position in the Dean's Office that oversees the design and assessment of student professional development initiatives.

TIMELINES
Advance notice of activities is an important planning element. When possible, student organizations and committees should provide a schedule of events at the beginning of each school term/year to promote better attendance. Notifying students of even tentative activity dates is helpful in mapping a general schedule. Since this issue presents a challenge each year, student leaders should build on past experiences to determine the most successful strategy.

PROMOTION
Early planning and scheduling is beneficial for the planning committee as well. The earlier a date is set, the sooner important planning elements (e.g., promotional and recruitment activities) can be initiated. Notifying the faculty in the previous quarter of upcoming plans for an important event might allow for adjustments in the exam schedule if a conflict occurs.

EVALUATION
Evaluation of the activity can benefit that activity in subsequent years. It is especially important to include an assessment of what aspects of the event went well and what needs improvement. This document can serve as a reference to troubleshoot problems in future events.

REFERENCES
Slack and Murphy "Faculty Influence and other Factors Association with Student Membership in Professional Organizations"*AJPE*, 59, 125-130(1995).

I. PROFESSIONAL SCHOLARSHIPS AND AWARDS

DESCRIPTION OF ACTIVITY
Programs recognizing students for demonstrated academic or leadership excellence may include scholarships, award ceremonies, and/or induction into established pharmacy societies such as Rho Chi or Phi Lambda Sigma.

Professionalism scholarship awards can be treated either as a combined or separate entity. Recognition may be presented to a student or faculty member who has demonstrated exceptional professional behavior. These awards may be presented annually at awards banquets or to fourth year student pharmacists at graduation ceremonies.

A student's peers, instructors, deans, or practitioners may make nominations for recognition for scholarships, awards, or induction into professional pharmacy societies.

RATIONALE
The recognition of excellence by faculty, administrators, practitioners, and peers serves as a motivating force for achievement. This type of recognition can serve to encourage student pharmacists to work on their professional and personal development as they progress through the program. These types of awards serve to recognize those individuals who have make a conscientious effort to exceed expectations and demonstrate the value the school places on pharmacy professionalism and excellence.

AREAS OF PROFESSIONALISM ADDRESSED
The school or college should establish a committee to develop the award criteria and select the award recipients. If a scholarship is to be established, sources of funding also need to be identified. Schools and colleges, usually through the use of endowed funds, provide scholarships to students based on academic merit and financial need. Specific criteria, often related to academic merit and demonstrated leadership ability, are defined to assist in determining scholarship recipients. Likewise, established awards may be crated to recognize leadership and service contributions.

Criteria for professionalism awards should be determined by each school, but could include:
- Relates well to faculty, staff, and peers in a learning environment
- Demonstrates a commitment to the profession supported by a strong work ethic
- Cheerfully provides service to the community through philanthropic endeavors
- Contributes to a culture that promotes professionalism.
    Another common example of recognition is a Dean's List of Distinguished Students. This list defines a population of students who have demonstrated stellar academic performance for a given semester.

Students belonging to specific organizations may choose to name peers for awards based on criteria established by the organization. Students may also nominate select outstanding instructors or preceptors as well.

J. MENTORING PROGRAMS

DESCRIPTION OF ACTIVITY
Mentoring programs may exist between new students and existing students along with faculty members and preceptors. The responsibilities of mentors may include: exposing a student to new opportunities within the profession of pharmacy, assisting the student in defining academic and professional goals, nurturing his or her natural talents, providing regular feedback, and modeling professional values and behaviors.

Many schools invite practitioners to lecture in the classroom or act as course facilitators to encourage interactions between students and practicing pharmacists who may serve as a role model. Structured mentor programs may be available through schools or professional organizations.

Many schools of pharmacy have programs in place where new students are paired with current students. Professional pharmacy groups, such as fraternities, typically have mentoring programs to help new members adjust to professional education. In some schools, mentors are assigned to first year student pharmacists as soon as the students are admitted to the program, while others wait until the beginning of classes. These programs could include activities such as: sharing notes or textbooks, advising new students about course selection, and study habits. Effective mentors typically share their experiences and survival tips with the new students.

Faculty members may also serve as mentors for students through a variety of structured activities within and outside the instruction setting. Inside the instruction setting, faculty members can allow interactions with students through appointments and established office hours. Outside the instruction setting, faculty members could participate in extracurricular activities, Patient Care Projects, social gathering, or other events hosted by student organizations.

RATIONALE

Mentoring programs promote professional interaction and collegiality. The primary goal is to emphasize the benefits of professional involvement, networking, career counseling, etc. Mentoring provides a forum for open discussions between individuals on topics that may promote professional development and growth. They provide a sense of belonging, support, and hope as students adjust to a rigorous academic curriculum.

SPECIAL ISSUES INVOLVING PLANNING, PROMOTION, AND IMPLEMENTATION

In regards to student mentoring programs, planning groups must identify current students who want to be mentors. Some schools require all second year students to participate, which may cause difficulty in some cases. Mentors must be motivated to participate since it takes time and effort on their part. The planning group must also acquire reliable contact information for both mentors and new students so that they can communicate with each other. Planners should develop resource materials for both mentors and new students to use. Colleges and schools may hold luncheons or receptions during orientation or the first week of classes to bring mentors and new students together. Although mentoring relationships can continue for several years, experience has shown that in most cases these relationships weaken over time as the new students become more familiar and comfortable in their environments. Institutions should periodically assess both mentors and new students regarding the value and content of mentoring sessions.

In regards to faculty-student mentorship, this interaction requires a major commitment from students and faculty, especially regarding extracurricular activities outside of the classroom. The time commitments of both groups are demanding and usually there is a reluctance to encroach on personal time. Faculty must recognize the importance of participating in student events. Students must take the initiative to invite faculty members to participate in their events as well. Often, faculty advisors for professional student organizations can serve as a liaison with other faculty, informing them about events and actively encouraging their participation.

EXPERIENTIAL EDUCATION TIMELINES (P1-P3 YEARS)
APPENDIX A

Month	P1 Activities	P2 Activities	P3 Activities
August	Orientation: -Early Experience -Portfolios -Mentoring	Orientation: -Early Experience -Portfolio review -Mentoring	Orientation: -Early Experience -Portfolio review -Mentoring
September	Programs (examples): -History of Pharmacy -Professionalism -Cultural diversity -Interdisciplinary care	Programs (examples): -Review professionalism, cultural diversity and interdisciplinary care - Community / Hospital Site Visit(s)	Programs (examples): -Review professionalism, cultural diversity and interdisciplinary care -Career opportunities -Development of CV / resume and interviewing skills
October	Mentoring activity Service Learning	Mentoring activity Community / Hospital Site Visit(s)	Mentoring activity Faculty / Clinical Site Visits: Ambulatory Care, Long-term Care, Internal Medicine and/or Critical Care
November		Community / Hospital Site Visit(s)	Career fair
December			Introduction to Advanced Pharmacy Practice Experiences (APPE)s

Month	P1 Activities	P2 Activities	P3 Activities
January	Community / Hospital Shadowing	Programs: -Assessment of career interests	Site selection
February		Community / Hospital Site Visit(s) Cont.	Faculty / Clinical Site Visits Cont.
March		Community / Hospital Site Visit(s) Cont.	Faculty / Clinical Site Visits Cont.
April			
May	Annual proficiency exams / OSCE	Annual proficiency exams / OSCE	Annual proficiency exams / OSCE
June			Begin P4 rotations

EXPERIENTIAL EDUCATION TIMELINES (P4)
APPENDIX B

Month	Student	Faculty / Preceptor
June	Rotation orientation: -Mentoring -Evaluation process -Professional organization involvement -Service learning	Rotation orientation: -Mentoring -Evaluation process
	-Professional organization involvement	-Service learning
July	Begin rotations Portfolio review (ongoing)	Begin rotations Portfolio review (ongoing) Career counseling (ongoing)
August		Advisory board meeting
September	Programs (examples): -Post-graduate education -Career opportunities -Development of CV/resumes and interviewing skills -Financial planning	
October	Mentoring activity Employment / residency update for students attending ACCP and/or ASHP Meetings	American Pharmacists Month – consider activity Preceptor training Employment / residency update for students attending ACCP and/or ASHP Meetings
November	Career fair	Career fair Advisory board meeting
December		
January	Mentoring activity	Mentoring activity
February		Advisory board meeting
March	Programs (examples): -Transitions -Life-long learning tips	Preceptor training
April	Awards ceremony	Awards ceremony
May	NAPLEX review Annual proficiency exams / OSCE Senior survey	Advisory board meeting Assist with NAPLEX review and annual proficiency exams / OSCE
June	Graduation	Graduation