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Appendix 1. Excerpt from the APhA-ASP/AACP-COD Task Force on Professionalism. White Paper on Pharmacy Student Professionalism. *J Am Pharm Assoc.* 2000;40(1):96-102. Reprinted with permission from the American Pharmacists Association.

**Recommendations for Students:**

- (1) Students be informed and reminded of the importance of professionalism and that they develop their own plan of action for professional development;
- (2) Plans should consist of measurable outcomes, and may include scholarly achievement, participation in professional associations and activities, and participation in community service activities;
- (3) These concepts [should be] introduced the first day of the professional program, and students should be made aware of their own professional development on a continuous basis thereafter.
- (4) Students should develop and maintain a professionalism portfolio throughout their pharmacy career.

**Recommendations specific to Recruitment:**

Schools/colleges are encouraged to:

- (1) Sponsor informational programs, such as career shadowing days and open house events for prospective students, that emphasize the professional roles and responsibilities of pharmacists.
- (2) Incorporate into their recruitment literature the concepts and issues addressed in the Oath of a Pharmacist and Commentary, Pledge of Professionalism, and Pharmacist's Code of Ethics.
- (3) Inform high school and college career counselors and advisors of the character and academic traits that demonstrate strong professional potential.
- (4) Encourage pre-pharmacy students to join professional organizations.

**Recommendations specific to Admissions:**

- (1) Adopt admission criteria that are based on professional outcomes desired upon graduation.
- (2) Assess admissions screening processes for their ability to select students with a high level of professionalism or professional potential.
- (3) Evaluate candidates' humanistic qualities that will be predictors of success in student-centered, problem-based learning and patient-care activities at the same time that they are evaluating traditional objective criteria such as college admission test scores and grade point averages
- (4) Utilize instruments such as interviews and essays that assess professional qualities
- (5) Involve current professional students and practitioners in the admissions process.

**Recommendations specific to Education Programs (pertaining to didactic education)**

Schools/Colleges are encouraged to:

- (1) Establish faculty consensus on the definition of desired professional educational outcomes and on methods that leads to those outcomes.
- (2) Recognize the mentor role of classroom instructors.
- (3) Introduce students to desired professional outcomes in the initial days of the educational process.
- (4) Solicit support for reinforcement of the professional attitudes and behaviors of spouses, parents, family and friends of students.
- (5) Incorporate the early use and frequent enforcement of the Pharmacist's Code of Ethics, Oath of a Pharmacist and Commentary and Pharmacist's Pledge of Professionalism.
- (6) Incorporate interdisciplinary teamwork, communication, leadership, critical thinking and listening skills into the curriculum.
- (7) Identify and discuss timely professional issues in shadowing programs, small group discussions, role-playing, case studies and other exercises.
- (8) Encourage student involvement in state, local, and national professional organizations.
- (9) Encourage appropriate community service and professional activities.
- (10) Recognize professionalism with scholarships and/or awards.
- (11) Encourage academic integrity via the use of honor codes.

**Recommendations specific to Practice (pertaining to the experiential component of education)**

- (1) Involve preceptors in the formation of professional development outcomes and methods to achieve these outcomes.
- (2) Implement preceptor training programs that reflect on professional issues.
- (3) Require preceptor adherence to professional standards.
- (4) Encourage preceptors to maintain a professional portfolio.
- (5) Solicit student feedback on the professionalism of preceptors.
- (6) Give preceptor awards and site development grants to recognize professionalism in practice.