

# White Coat Ceremonies in US Schools of Pharmacy

Daniel L Brown, Mary J Ferrill, and Marvin C Pankaskie

---

**BACKGROUND:** Pharmacy and medical schools share similar concerns regarding the need to place greater emphasis on professional socialization. Many academic institutions of both professions have elected to establish a white coat ceremony to initiate the process of inculcating professional values. However, a recent literature search revealed little published information on pharmacy white coat ceremonies.

**OBJECTIVE:** To determine the prevalence of white coat ceremonies in US schools of pharmacy and identify commonalities between ceremonies conducted at different schools.

**METHODS:** In April 2002, a 25-question survey was sent via E-mail to the deans of the 83 accredited schools of pharmacy in the US. The survey solicited details about the nature of each school's white coat ceremony or reasons why the school does not conduct a ceremony.

**RESULTS:** The first ceremony in pharmacy was held at the University of Kentucky in 1995. As of May 2002, 51 of the 83 schools had already conducted a white coat ceremony and another 10 indicated plans to initiate a ceremony by the end of the year. Telephone follow-up confirmed that, as of May 2003, the number had risen to 61 schools. Most schools conduct the ceremony during the first professional year. Common features include presentation of the coat, recitation of an oath, a speech by an honored guest, a class photograph, and a reception.

**CONCLUSIONS:** The white coat ceremony is a growing phenomenon in pharmacy education that could play a pivotal role in the quest to better achieve professional socialization among students.

**KEY WORDS:** humanism in medicine, pharmacy education, professional socialization, professional values, professionalism, white coat ceremony.

*Ann Pharmacother* 2003;37:1414-9.

Published Online, 25 Jul 2003, [www.theannals.com](http://www.theannals.com), DOI 10.1345/aph.1D124

---

The 1991 report of the American Association of Colleges of Pharmacy (AACP) Argus Commission highlighted that many pharmacists lack pride in their profession and do not hold their professional self-worth in high regard.<sup>1</sup> The Commission further stated that pharmacy educators bear a responsibility to instill in students a clear sense of the profession's societal purpose and to encourage each student to develop a personal practice philosophy. In 2000, the White Paper on Pharmacy Student Professionalism culminated a 5-year effort by the American Pharmaceutical Association (APhA) Academy of Students of Pharmacy–AACP Council of Deans Task Force on Professionalism.<sup>2</sup> The participants concluded that pharmacy must

recommit itself to enhancing the professional development of pharmacy students. The final report of the task force states:

A combination of factors in both pharmaceutical education and pharmacy practice serves to create inconsistent professional socialization throughout the pharmacy education process. This inconsistent socialization threatens the status of pharmacy as a profession and justifies immediate action on the part of pharmacy students, educators, and practicing pharmacists.<sup>2</sup>

The issue is not new. Manasse et al.<sup>3</sup> first described the challenge of inconsistent professional socialization of pharmacy students in 1975. In the same year, a study at the University of Rhode Island College of Pharmacy found that students' attitudes toward the profession of pharmacy became more negative as they progressed through school.<sup>4</sup> Feelings of cynicism, disillusionment, and disenchantment were more prevalent as students approached the final year of the

---

Author information provided at the end of the text.

program. Those results were corroborated by another study conducted during the 1980s that showed that students' sense of calling to the pharmacy profession declined in linear fashion during every year of the curriculum.<sup>5</sup> Today, students deal with the same dilemma of having to rationalize the professional contrast between the pharmaceutical care model that they learn in school and the technical, distributive practice model that they often encounter in the workplace.

### Professionalism in Medical Schools

It is interesting to note that pharmacy is not alone in facing the challenge of effectively socializing professional trainees. Medical students also face a multitude of economic pressures and ethical dilemmas that confound their professional growth. As a result, medical schools have recognized the need to place greater emphasis on the development of professionalism and professional values.<sup>6</sup>

The Medical Professionalism Project was launched in 1999 as a joint undertaking of the American College of Physicians, the American Society of Internal Medicine, the European Federation of Internal Medicine, and the American Board of Internal Medicine.<sup>7</sup> Representatives of those medical societies came together amid mutual concerns that medicine's commitment to the patient is being challenged by external forces of change. Their collaboration resulted in the development of a new charter on medical professionalism. The summary of that charter includes the statement:

To maintain the fidelity of medicine's social contract during this turbulent time, we believe that physicians must reaffirm their active dedication to principles of professionalism, which entails not only their personal commitment to the welfare of their patients but also collective efforts to improve the health-care system for the welfare of society.<sup>7</sup>

### Humanistic Origins of the White Coat Ceremony in Medical Education

Over 100 US medical schools currently conduct some form of white coat ceremony to codify the professional values espoused by the school.<sup>8</sup> The surge in popularity of such rites of passage dates back to 1993, when the Arnold P Gold Foundation sponsored the first white coat ceremony at the Columbia University College of Physicians and Surgeons.<sup>9</sup> The foundation was established by a pediatric neurologist, Arnold P Gold, and his wife Sandra in 1988.<sup>10</sup> Their purpose in promoting white coat ceremonies was to alert beginning medical students of the need to balance excellence in science with humanistic patient care. The foundation offers one-time grants of up to \$5000 to medical schools wishing to establish an annual white coat ceremony.<sup>11</sup> Detailed guidelines on how to conduct all aspects of the ceremony are also provided.

During the last several years, growing numbers of medical and pharmacy schools have established a white coat ceremony to serve as the cornerstone of their efforts to promote professionalism. This article explores the recent development of the white coat ceremony as a catalyst of professional growth and presents the results of a comprehensive

survey of current white coat ceremony practices among US schools of pharmacy.

### Methods

Newsletter articles and anecdotal reports have described white coat ceremonies being held at numerous schools of pharmacy. However, a review of the pharmacy literature revealed a paucity of information on the subject. As a result, a national survey was conducted to accurately determine the status of white coat ceremonies in US schools of pharmacy.

A 25-question survey was developed for distribution to all accredited schools of pharmacy in the US. The first 4 questions assessed whether the school had either conducted a ceremony or had plans to initiate one and, if not, what the primary reasons were against it. The remaining questions were answered only by schools that had already conducted a white coat ceremony to ascertain the unique features and characteristics of each school's ceremony. The questions elicited information about when ceremonies were held, who attended, how the coats and other expenses were funded, and what took place during ceremonies.

In April 2002, the survey was sent via E-mail to the deans of all 83 accredited schools of pharmacy using a list provided by the AACP. Each school was able to respond in 2 ways: either by completing the form directly at a Web site (with a link that was attached to the original E-mail) or by printing a hard copy of the form, filling it out, and faxing the completed form. A second E-mail was sent approximately 2 weeks later to deans whose schools had not responded. Telephone follow-up was subsequently used to obtain basic (yes or no) information from schools that did not complete the survey or to clarify information contained in a completed survey.

### Results

A total of 80 (96%) of pharmacy schools responded to the survey. The 3 schools that did not initially respond were contacted by telephone and queried as to whether they conduct a white coat ceremony, but those schools did not submit completed surveys. Some respondents did not answer every question or failed to provide detail when specifically prompted to do so. For any instance of incomplete data, the calculated percentages listed in this report are based on the number of schools that provided a response.

#### PREVALENCE OF WHITE COAT CEREMONIES

As of May 2002, 51 of the 83 schools of pharmacy (61%) reported having conducted a white coat ceremony (Table 1). Another 10 schools (12%) had already made the decision to implement their first ceremony (Table 2), and 8 (10%) were considering the issue but had not yet made a final decision. Telephone follow-up in May 2003 confirmed that the 10 schools listed in Table 2 had conducted an inaugural white coat ceremony during the past year, bringing the total to 61 schools (73%).

Only 3 schools reported that they had considered conducting a white coat ceremony and decided against it. One of those schools conducts a professional induction ceremony, but does not provide a white coat as part of the event.

The University of Kentucky was the first pharmacy school to start the tradition of a white coat ceremony, dating back to 1995. The recency of the phenomenon can be further illustrated by the fact that 39 of the 61 schools currently engaging in white coat ceremonies did not initiate the event until 2000 or later (Figure 1).

**REASONS AGAINST WHITE COAT CEREMONIES**

Of the 21 schools that had not yet conducted a white coat ceremony and did not have plans to do so, 8 (38%) indicated that there is no sentiment against having a ceremony, but that the issue had never been raised. Three schools cited a lack of interest among faculty and 1 school reported a lack of interest among students. Two schools suggested that a ceremony would have little impact on students, 2 expressed concern that it might be too expensive, and 2 indicated that no member of the faculty is willing to assume responsibility for planning and organizing the event. One school reported that, from a budgetary perspective, its money could be better spent in other areas.

**WHEN WHITE COAT CEREMONIES ARE HELD**

Twenty-eight schools conduct the white coat ceremony immediately prior to beginning the professional curriculum; another 17 hold it during the first professional year. Only 4 schools conduct the ceremony during the third professional year.

Sunday is the most common day for a ceremony, accounting for about two-thirds of the schools. Friday is the second most common, with the other 5 days of the week each used by a handful of schools. Almost all of the schools begin their ceremonies in the late morning or early afternoon; only 7 institutions reported a ceremony start time of 17:00 or later.

**TYPICAL FEATURES**

The following components of a white coat ceremony were reported by at least half of the schools that conduct ceremonies: students receive a white coat (n = 40), students recite an oath (n = 40), invited guest gives keynote address (n = 35), students have a class photograph taken (n = 26), and a reception follows the ceremony (n = 37). Twenty-four colleges have students recite the 1994 APhA version of "Oath of a Pharmacist,"<sup>2</sup> while 16 use a differ-

ent oath or pledge. Some schools allow the students to develop their own professional oath.

Other features that were reported by at least one-fourth of the colleges include musical accompaniment during the ceremony, a student representative gives a speech, and students receive a pin or some other symbol. A few schools identified additional features that were not commonly reported, such as having students sign the oath, combining the ceremony with an honors convocation, conducting an open house, and presenting students with name tags.

**PARTICIPANTS AND GUESTS WHO ATTEND**

Thirty-three schools permit students to invite as many guests as they wish, 6 reported limiting the number of guests, and 8 do not allow guests to attend the ceremony. Just over half of the schools that invite guests do so by sending out personal invitations. Faculty attendance varies widely between institutions. Of the 49 schools that provided information, 10 reported a faculty turnout of ≥90%. Roughly half of the schools have found faculty attendance to be at least 50%.

Almost all of the schools reported that the dean and assistant/associate deans participate directly in the ceremony, and approximately half also involve the director of experiential education and/or the chair of pharmacy practice. Only about 10% of the schools that conduct ceremonies involve the president and/or provost/academic vice president of the college or university. Others who have been reported to participate include alumni association members, preceptors, advisors/assigned mentors, health-system administrators, corporate sponsors, student body presidents, state board of pharmacy members, and state association leaders.

In most cases, the person responsible for planning the event is a dean, associate dean, or assistant dean. In some cases, however, the ceremony is planned by an executive secretary/assistant, experiential coordinator/director, director of student services, or class representative.

**Table 1.** Schools of Pharmacy that Conducted a White Coat Ceremony as of May 2002

Albany College of Pharmacy	Oregon State University	University of Iowa
Arnold and Marie Schwartz College of Pharmacy	Palm Beach Atlantic University	University of Kentucky
Auburn University	Purdue University	University of Maryland
Butler University	Rutgers	University of Mississippi
Chicago College of Pharmacy	Samford University	University of Nebraska
Creighton University	Shenandoah University	University of Puerto Rico
Drake University	St. John's University	University of Rhode Island
Duquesne University	State University of New York	University of Southern California
Ferris State University	Texas Tech University	University of Tennessee
Howard University	University of Arizona	University of Texas at Austin
Idaho State University	University of California at San Francisco	University of Washington
Massachusetts College of Pharmacy at Worcester	University of Cincinnati	Virginia Commonwealth University
Medical University of South Carolina	University of Colorado	Washington State University
Midwestern University at Glendale	University of Florida	Wayne State University
Northeastern University	University of Georgia	West Virginia University
Ohio Northern University	University of Houston	Western University of Health Sciences
Ohio State University	University of Illinois at Chicago	Wilkes University

**THE WHITE COAT**

Of the 40 schools that reported giving students a white coat during the ceremony, 29 provide the coat with a patch or emblem containing the insignia of the school of pharmacy. Just over half of these institutions locate the patch above a breast pocket, with the remainder positioning the patch on the upper sleeve. A few schools place the patch on the right side of the coat, but the vast majority of patches are located on the left side. Four schools also embroider student names on the coat.

**CEREMONY FUNDING AND SPONSORSHIP**

Schools were asked to estimate itemized expenses related to the ceremony on the basis of total cost rather than cost per student. The survey yielded a wide range of costs among the 39 schools that reported expenses. Six held the cost of the event under \$1000, another 22 schools reported expenses of no more than \$3750, and 8 found the cost to be in the range of \$4000–6500. Of the remaining 3 schools, 2 incurred costs of \$8000; the highest total was \$14 000. The 2 major sources of expense were the white coats and the reception. Other sources of incidental expenses were printing of programs and invitations, photography, flowers, patches, pins, name tags, music, framing of oaths or certificates, custodial services, and pressing the coats.

Twelve schools stated that students are expected to pay for their own white coats; 36 provide the coats at no charge. The primary source of funding was reported to be corporate donations (n = 26), whereas 19 institutions fund the ceremony from the operating budget of the school. Three

schools fund the event through student fees, 2 stated that the alumni association pays for the ceremony, and 1 has the alumni association purchase the white coats.

**FEEDBACK FROM ATTENDEES**

Thirty-eight of the 44 respondents (86%) who answered the question about informal feedback from attendees expressed the opinion that those in attendance enthusiastically approved of the ceremony. Five schools (11%) reported moderate approval from attendees, and 1 school had not received appreciable feedback. None of the 44 respondents reported negative or mixed feedback about the ceremony.

**Discussion**

Evaluating the effectiveness of a white coat ceremony is a highly subjective process. Professional socialization is an outcome that is difficult to measure in scientific terms or analyze statistically. It is not easy to quantify a student’s motivation, commitment, enthusiasm, or compassion, although the outward behaviors that result from such affective traits can be observed. Unfortunately, by the time a student’s professional behavior can be adequately assessed, the white coat ceremony is likely to be a distant memory. Therefore, the efficacy of the ceremony cannot be evaluated solely on its own merit; it must be viewed as part of a comprehensive set of educational strategies.

**EFFECTIVENESS OF THE SURVEY TOOL**

The survey provided reasonably complete data describing the demographics of white coat ceremonies in pharmacy. The response rate was nearly 100%, although in some cases specific detail was lacking. The topic of faculty participation could have been explored more fully. Schools were asked to report faculty attendance as a singular percentage, without distinguishing between various faculty categories, such as on/off-campus, full/part-time, didactic, or experiential.

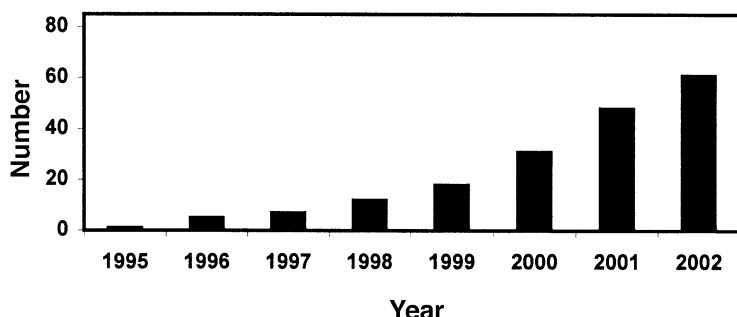
Despite the failure of some respondents to answer every question on the survey, data regarding the overall prevalence of white coat ceremonies and the descriptive accounts of such ceremonies should provide useful information for schools weighing the advantages and disadvantages of establishing their own ceremony. This information might also be of assistance to schools engaged in planning or modifying the format of a ceremony.

**THE WHITE COAT CEREMONY AS AN ACADEMIC STRATEGY**

Pharmacy has previously been described as a profession in search of professionalism.<sup>12</sup> The challenge facing pharmacy educators is clear.<sup>13,14</sup> Professionalism cannot be taught; it must be nurtured over time. Students need to encounter a consistent message from teachers

**Table 2.** Schools of Pharmacy that Implemented a White Coat Ceremony During the 2002–2003 School Year

Campbell University	University of Connecticut
Massachusetts College of Pharmacy at Boston	University of Missouri at Kansas City
Mercer University	University of Pittsburgh
St. Louis College of Pharmacy	University of the Pacific
Texas Southern University	University of Utah



**Figure 1.** Pharmacy schools that reported having conducted a white coat ceremony since 1995. The value for 2002 includes the 10 schools that conducted their ceremony during the 2002–2003 school year.

in both didactic and experiential venues, emphasizing that the application of knowledge in service to others is more important than the mere acquisition of knowledge. The white coat ceremony is an educational tool that is capable of striking such a humanistic chord in both students and faculty, thereby serving as a catalyst to spark the beginning of the professional socialization process. Whether by prayer, oath, covenant, or ritual, the ultimate objective is to inculcate a deep desire in students to dedicate themselves to lives of professional service.

The performance of a healthcare provider depends on having the will to apply one's knowledge in service to those in need. As penned by the eighteenth century philosopher Joseph Joubert, "Education does not consist merely in adorning the memory and enlightening the understanding. Its main business should be to direct the will."<sup>15</sup> Inconsistent professional socialization is to be expected when education fails to inspire in students the will to become humanistic servant-leaders. The practice of having students pledge a solemn vow to compassionately serve humanity is one that needs to be promulgated.

## Summary

At this time, 73% of the schools of pharmacy in this country conduct an annual white coat ceremony. This is a surprisingly high prevalence considering that such ceremonies originated in pharmacy just 8 years ago. Only 3 pharmacy schools have decided against implementing a ceremony. Despite concerns expressed by a handful of schools, there is little question that the ceremony is becoming a well-established tradition in pharmacy education.

It is reasonable to conclude that there is a link between the white coat ceremony phenomenon and the growing emphasis that academia has placed on enhancing the process of professional socialization. The commonality of features between the white coat ceremonies of various schools suggests that the motives behind their respective ceremonies are also similar. The typical white coat ceremony is conducted as a solemn and meaningful ritual, with a strong focus on professional responsibility. Most ceremonies are carefully designed to provide students with a moving experience that will exert a lasting impact on their professional growth.

**Table 3.** Schools Including Features Suggested by the Arnold P Gold Foundation<sup>11,a</sup>

Feature	n	%
Students' families and friends invited	38	78
Respected leaders welcome students	46	94
Keynote address given by a role model	35	71
Students "cloaked" with white coat	40	82
Students pledge a professional oath	40	82
Reception held after ceremony	37	76

<sup>a</sup>Results compiled from the 49 schools that responded.

The recent trend in white coat ceremonies has followed remarkably parallel tracks in pharmacy and medicine. The medical school format devised by the Arnold P Gold Foundation has become quite popular in pharmacy (Table 3).<sup>11</sup> It stems from a compelling humanistic vision that the foundation has been promoting to academia for over a decade. The product of humanism, when applied by professionals, is professionalism.

Humanism begets professionalism or, in pharmacy parlance, to effectively practice pharmaceutical care, one must possess a caring attitude. It is a simple formula that might hold the key to effectively professionalizing pharmacy students. White coat ceremonies constitute only the first small step of a long humanistic journey, but if academia rises to the challenge, that small step could develop into a giant leap forward for the entire profession.

**Daniel L Brown** PharmD, Director of Early Practice Experience, School of Pharmacy, Wingate University, Wingate, NC

**Mary J Ferrill** PharmD, Assistant Dean for Professional Affairs, School of Pharmacy, Wingate University

**Marvin C Pankaskie** PhD, Associate Professor of Pharmaceutical Sciences, School of Pharmacy, Palm Beach Atlantic University, West Palm Beach, FL

**Reprints:** Mary J Ferrill PharmD, School of Pharmacy, Wingate University, Campus Box 3087, Wingate, NC 28174-0157, FAX 704/233-8332, mferrill@wingate.edu

## References

1. Miller WA, Campbell WH, Cole JR, Gibson RD, Manasse HR Jr, Ray M. The choice is influence. The 1991 Argus Commission Report. *Am J Pharm Educ* 1991;55(suppl):8S-11S.
2. APhA-ASP/AACP-COD Task Force on Professionalism. White paper on pharmacy student professionalism. *J Am Pharm Assoc* 2000;40:96-102.
3. Manasse HR Jr, Stewart JE, Hall RH. Inconsistent socialization in pharmacy — a pattern in need of change. *J Am Pharm Assoc* 1975;15:616-21, 658.
4. Schwirian PM, Facchinetti NJ. Professional socialization and disillusionment: the case of pharmacy. *Am J Pharm Educ* 1975;39:18-23.
5. Smith M, Messer S, Fincham JE. A longitudinal study of attitude change in pharmacy students during school and post graduation. *Am J Pharm Educ* 1991;55:30-5.
6. Swick HM, Szenas P, Danoff D, Whitcomb ME. Teaching professionalism in undergraduate medical education. *JAMA* 1999;282:830-2.
7. Medical Professionalism Project. Medical professionalism in the new millennium: a physicians' charter. *Lancet* 2002;359:520-2.
8. Russell PC. The White Coat Ceremony: turning trust into entitlement. *Teach Learn Med* 2002;14:56-9.
9. Jones VA. The white coat: why not follow suit? *JAMA* 1999;281:478.
10. Grandinetti DA. These programs focus on relationships. *Med Econ* 2001;9:99-106.
11. The Arnold P Gold Foundation. A public foundation dedicated to fostering humanism in medicine. [www.humanism-in-medicine.org](http://www.humanism-in-medicine.org) (accessed 2002 Aug 21).
12. Brown DL, Ferrill MJ, Hinton AB, Shek A. Self-directed professional development: the pursuit of affective learning. *Am J Pharm Educ* 2001;65:240-7.
13. Chalmers RK, Adler DS, Haddad AM, Hoffman S, Johnson KA, Woodward JMB. The essential linkage of professional socialization and pharmaceutical care. *Am J Pharm Educ* 1995;59:85-90.
14. Hammer DP. Professional attitudes and behaviors: the 'A's and B's' of professionalism. *Am J Pharm Educ* 2000;64:455-64.
15. Gross J, ed. *The Oxford book of aphorisms*. Oxford: Oxford University Press, 1983.

## EXTRACTO

**TRANSFONDO:** Las Escuelas de Farmacia y Medicina comparten preocupaciones similares acerca de la necesidad de establecer gran énfasis en la socialización profesional. Muchas instituciones académicas de ambas ramas profesionales han elegido establecer ceremonias con bata blanca a manera de inicio del proceso para ir inculcando valores profesionales. Sin embargo, una búsqueda de la literatura reciente reveló poca información publicada acerca de ceremonias con bata blanca.

**OBJETIVO:** Determinar la prevalencia de las ceremonias con bata blanca en las Escuelas de Farmacia en Estados Unidos e identificar grupo comunes entre las ceremonias conducidas en las diferentes escuelas.

**METODOLOGIA:** En abril 2002, un cuestionario fue enviado vía correo electrónico a los decanos de las Escuelas de Farmacia acreditadas en Estados Unidos. Este cuestionario identificaba detalles acerca de la naturaleza en las ceremonias con bata blanca de cada escuela o razones por las cuales la escuela no conduce este tipo de ceremonia.

**RESULTADOS:** La primera ceremonia en Farmacia fue celebrada en la Universidad de Kentucky en 1995. En mayo 2002, 51 de 83 escuelas realizaron ceremonias con bata blanca y otras 10 escuelas indicaron tener planes de iniciar la ceremonia a finales de año. En mayo 2003 se le dió seguimiento mediante vía telefónica en la cual se confirmó un aumento a 61 escuelas con ceremonias con bata blanca. Muchas de las escuelas que conducen esta ceremonia durante el primer año profesional. Algunos características comunes incluyen la presentación de la bata, recitación de juramento, un discurso por un invitado de honor, fotografía de la clase y una recepción.

**CONCLUSIONES:** Las ceremonias con bata blanca es un fenómeno que esta creciendo en la educación farmacéutica que podría jugar un rol importante en lograr una mejor socialización profesional entre los estudiantes.

Wilma M Guzmán-Santos

## RÉSUMÉ

**HISTORIQUE:** Les facultés de médecine et de pharmacie partagent des visions similaires quant à la nécessité de la socialisation de leur profession. Plusieurs de ces facultés ont choisi d'établir une cérémonie officielle afin d'inculquer certaines valeurs professionnelles. Cependant, très peu d'informations est actuellement disponible sur le type de cérémonies offertes par les facultés de pharmacie.

**OBJECTIF:** Répertoire les facultés de pharmacie des universités américaines qui soulignent l'arrivée de ses nouveaux étudiants par une cérémonie officielle et identifier les caractéristiques ainsi que les activités de ces différentes célébrations.

**MÉTHODOLOGIE:** Un sondage comportant 25 questions a été envoyé en avril 2002 aux doyens des 83 facultés de pharmacie accréditées aux Etats-Unis. Ce sondage sollicitait des informations sur la nature des cérémonies de chaque faculté ou sur les raisons motivant l'absence de telles célébrations.

**RÉSULTATS:** La première cérémonie dans une faculté de pharmacie a eu lieu à l'Université du Kentucky en 1995. En date du mois de mai 2002, 51 des 83 facultés de pharmacie organisaient des cérémonies officielles et 10 facultés indiquaient leur intention d'initier de telles célébrations avant la fin de l'année. Un suivi téléphonique a révélé qu'en mai 2003, ce nombre s'était effectivement élevé à 63 facultés. La plupart des facultés organisent ces cérémonies durant la première année professionnelle. Les caractéristiques de ces cérémonies incluent la distribution d'une toge blanche à chaque étudiant, la récitation d'un serment, un discours par un invité de marque, une photographie officielle de classe et la tenue d'une réception.

**CONCLUSIONS:** La tenue de cérémonies officielles par les facultés de pharmacie est en pleine croissance et joue un rôle pivot dans la quête et l'implantation de valeurs professionnelles et sociales chez les étudiants en pharmacie.

Sylvie Robert