



**Eugene Applebaum College of Pharmacy and
Health Sciences**

**THE PROFESSIONALISM CURRICULUM
AND
CO-CURRICULAR ACTIVITIES**

**Professional Values and Development of
Wayne State University
Doctor of Pharmacy (Pharm.D.) Students**

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I. INTRODUCTION¹

The development of professional values, attitudes, skills and behaviors during the transition from Doctor of Pharmacy student to practicing pharmacist involves several processes, beginning with orientation. Professional growth and development does not end with formal educational training; rather, it continues as the pharmacist practices providing health care throughout his or her professional career.

The processes which shape a Doctor of Pharmacy student's professional growth are numerous. Some processes are explicit while others are implied. They include aspects of the formal and informal curriculum of the Doctor of Pharmacy Program. Specific contributing factors include exposure to positive and negative role models, classroom learning, and complex social interactions among patients, educators, other health care personnel and peers. These factors impact students who enter Doctor of Pharmacy programs with diverse personal, cultural, and ethnic backgrounds, as well as different baseline ethical and moral experiences. However, while these processes are complex, the Doctor of Pharmacy Program must attempt to control them in order to positively direct the pharmacy students' professional development.

The Ability Based Outcomes of the Doctor of Pharmacy curriculum (which serve to guide the goals of the pharmacists' education) specifically address professionalism. Ability Based Outcome 4.4 states that students will display professionalism by exhibiting behaviors and values that are consistent with the trust given to the profession. In addition, the Accreditation Council for Pharmacy Education states in Standard 10 that colleges of pharmacy provide an environment and culture that promotes self-directed lifelong learning, professional behavior, leadership, collegial relationship, and collaboration.²

The goals of this curriculum are to provide the policies, procedures and educational activities that foster sound professional growth of its Doctor of Pharmacy students as well as provide a means to address nonprofessional behavior.

¹ Adapted from the WSU PAS Program/WSU Medical School Program

² Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree. Accreditation Council for Pharmacy Education, Chicago, IL. 2015.

II. PROFESSIONALISM CURRICULUM

Professionalism is part of the Academic Requirements of the Doctor of Pharmacy Program.

A. Attributes of a Pharmacy Professional^{1,2}

The importance of professional behavior cannot be emphasized enough. Professionalism is defined as the conduct, aims or qualities that characterize or mark a professional or professional person.³ Exercising appropriate behavior at all times is an essential component of a pharmacy student's education and is important in delivering quality patient care. Listed here are the professional attributes that form the core of becoming a competent pharmacy practitioner:

1. Responsibility:

- Commitment to self-improvement of skills and knowledge
- Accountability for his/her work

Students work with patients and their physicians in identifying and addressing patients' drug-related needs, and acting to ensure that those expectations are met. The student is motivated at all times and in all settings to place the patient's concerns before his or her own.

2. Commitment to Excellence:

- Mastery of knowledge and skills of the profession
- Pride in the profession
- Creativity and innovation
- Leadership

The motivation for learning is always the optimal care of patients. The student commits to involvement in the profession of pharmacy at community, state, and/or national levels. Students should seek leadership positions to influence change and advance the profession.

3. Respect for Others:

- Covenantal relationship with patients.

Doctor of Pharmacy students are expected to respect the dignity, privacy, cultural values, and confidentiality of individual patients. Students must respect the opinions and insights of others, yet be willing to interject their own opinions and insights to optimize patient care.

4. Honesty and Integrity:

- Conscience and Trustworthy
- Ethically sound decision making

Doctor of Pharmacy students are always committed to honesty, including during interactions with patients, their families, other professional colleagues, and peers. This commitment means that Doctor of Pharmacy students are truthful, fair, trustworthy, dependable, and honest.

5. Care and Compassion:

- Service orientation

Students are committed to recognize, understand, and attend to the needs of patients. Acts of care and compassion are paramount to developing and maintaining a strong pharmacist-patient relationship.

¹Adapted from ACCP, *et al.* Development of student professionalism. *Pharmacotherapy* 2009;29(6):749–756.

² Adapted from APhA-ASP/AACP Deans Task Force on Professionalism. White paper on pharmacy student professionalism. 2000 J Am Pharm Assoc 2000 40:96-102.

³ Merriam Webster's Collegiate Dictionary, 10th Ed, 1994.

B. Code of Ethics for Pharmacists

A Code of Ethics provides a common set of standards agreed upon by a profession. The code of ethics for pharmacy has evolved over the last 200 years. The current Code of Ethics for Pharmacists was approved by the profession through the American Pharmacist Association in 1994.

Preamble

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

1. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

2. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

3. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

4. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

5. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

6. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

7. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

8. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

* adopted by the membership of the American Pharmacists Association October 27, 1994.

<http://www.pharmacist.com/code-ethics>

C. Oath of a Pharmacist

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

I will consider the welfare of humanity and relief of suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.

I will respect and protect all personal and health information entrusted to me.

I will accept the lifelong obligation to improve my professional knowledge and competence.

I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. AACP member institutions should plan to use the revised Oath of a Pharmacist during the 2008-09 academic year and with spring 2009 graduates.

D. Professional Behaviors

All students have the right to attend classes and partake in all University related activities (such as clinical experiences and co-curricular activities in an atmosphere of civility, tolerance and respect between teacher and student. Students must respect the rights of their fellow students, educators, patients, healthcare providers, and all members of the public. Students must refrain from behaviors that detract from the learning experience this will facilitate a positive learning environment.

1. **Academic Honesty and Integrity.** Pharmacy students are expected to adhere to the highest principles of honesty and integrity. This means that pharmacy students should not engage in any form of cheating; fabrication; plagiarism; unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer of subsequent users; violating course rules as defined in a course syllabus; selling, buying or stealing of all or part of an un-administered test, answers to a test or assignment.
2. **General Behaviors.** Pharmacy students are expected to display professional behavior at all times, including:
 - a) Use of appropriate and professional language in all forms of communication (verbal, written & electronic) with faculty, staff, students, patients and other health care personnel.
 - b) Maturity in accepting the decisions of persons of authority within the university as well as in the professional practice environment.
 - c) Respect for the beliefs, opinions, choices, and values of others. Pharmacy students are expected to treat other persons equally regardless of race, culture, gender, age, religion, ethnicity, sexual orientation, socioeconomic status, physical or mental status.
 - d) Diplomacy in expressing opinions, resolving conflict and evaluating others.
 - e) Commitment to improving the health of patients and a willingness to place the needs of patients above personal needs.
 - f) Respect for the confidentiality of others including patients, students, faculty and staff.
 - g) Provision of pharmacy services according to legal and ethical standards of pharmacy practice.
 - h) Commitment to self-evaluation, personal growth, and life-long learning. Arrive on-time, be prepared for the task at hand, and do not leave early for all professional activities
 - i) Commitment to peers and educators by refraining from activities that interfere with the learning and/or teaching abilities, such as: talking, eating, and drinking.
 - j) Use of computers in the classroom for class related activities only. The use of computers for non-class related activities and cell phones during instructional time serves as a distraction for yourself and your classmates.
3. **Professional Appearance.** Professional dress is expected in the Patient Care Laboratories, in professional practice sites and in any other course as specified by the instructor. White (short) lab coats are required in the Patient Care Laboratories, when participating in patient care activities within the Eugene Applebaum College of Pharmacy and Health Sciences and in professional practice settings. All students must wear an approved identification badge identifying them as a pharmacy student at Wayne State University when participating in

professional activities. Instructors have the authority to require students who are in violation of the dress code to remove the offending item(s) or leave the learning or patient care environment. In addition to promoting positive attitudes, professional dress is also important for cultural sensitivity and infection control. Specific examples of professional image include, but are not limited to:

- a) Practice good personal hygiene (regular bathing, neatly groomed hair, clean fingernails, etc.) at all times.
- b) Lab coats are free of stains and well pressed.
- c) Wear clean, well-maintained, and properly-fitting clothing.
- d) Conceal undergarments at all times.
- e) Avoid distracting perfumes/colognes.
- f) Examples of appropriate professional attire: suits, dress pants, dress shirts, blouses, blazers, ties (men), skirts/dresses knee length or longer (women).
- g) Attire prohibited in professional settings: sandals, open toe shoes, t-shirts, midriff tops, halter tops, low plunging necklines, transparent tops, shorts, jeans, stretch tights or athletic clothing, running shoes (unless wearing scrubs per experiential protocol), and any attire with offensive messages and/or language.
- h) Dress shoes must be in good condition and should be worn with socks or nylons.
- i) Avoid cosmetics and jewelry that negatively impact the learning environment or practice environment. This includes, but is not limited to, visible piercings (other than ears) or visible tattoos, clothing with offensive lettering, or provocative apparel.

4. **E-Professionalism.** The internet has provided a worldwide environment for individuals to share ideas, thoughts, and information. E-professionalism is defined as the attitudes and behaviors that reflect traditional professionalism but are manifested through digital media. This takes on an expanded spectrum when we acknowledge that the delineation between personal and professional life in the digital world is easily crossed. Digital acts and communication that may be intended to be part of your personal life may remain available for viewing and serve as reminders of past actions. Each person's online persona is searchable, replicable, and durable. The following standards of E-professionalism are expected of all pharmacy students:

- a) Obtain consent for all pictures. Do not post any pictures that could be used to identify a practice site or a patient.
- b) Consider the short-term and long-term ramifications of each post. Your posts reflect your professional as well as your personal image and may be found by patients and current or future employers.
- c) Remember that copying and pasting from any site on the internet and claiming the work as your own is plagiarism. If you use information from the internet, it must be cited just as any other reference.
- d) Assure that all digital communication and social media posts are professional. Statements about the university, practice sites, professors, or employers will be a reflection on you, the profession, and the institution. Non-constructive comments reflect negatively on all parties involved.
- e) If you communicate with or about patients electronically:
 - maintain professional boundaries (do not "friend" patients).
 - protect patient confidentiality (do not use non-secure forms of electronic communication; such as, Twitter, Facebook, Snapchat, text messaging, etc. When using

e-mail, only use your professional e-mail address and verify that the institution has appropriate security measures to ensure confidentiality).

- f) Protect your personal privacy. Use the privacy controls provided on social media networks to ensure that the public cannot see personal details of your life.
- g) If providing health related information, assure that it is accurate and evidence based. As a health professional, information that you post digitally may be taken as health advice. Ensure that you identify any information that is your personal opinion. All information should be appropriately referenced.

5. Alcohol, Tobacco, and Substance Abuse

Wayne State University is committed to providing a drug-free environment for faculty, staff and students. As indicated in the WSU Drug/Alcohol Free Workplace Policy (WSU Statute 2.20.04, which can be found at: <https://bog.wayne.edu/code/2-20-04>) “the unlawful possession, use, distribution, dispensation, sale or manufacture of any illicit drugs, and the unlawful possession use or distribution of alcohol on University property, or at any University work site, or as part of any University activity, is prohibited”. This policy also states: “Any student or employee who is convicted of a criminal drug offense occurring at the workplace or is convicted of the unlawful possession, use, distribution, dispensation, sale or manufacture of drugs or alcohol on University premises or at any University activity, shall be subject to discipline consistent with applicable University policies and contracts and may be required to participate in an appropriate drug or alcohol treatment program as a condition of further employment or enrollment”. The policy further states: “The University encourages employees and students who may have problems with the use of illicit drugs, or with the abuse of alcohol, to seek professional advice and treatment. The Board of Governors encourages the administration to explore additional ways to ensure that members of the University community are aware of the dangers inherent in the abuse of drugs and alcohol, and to assist those who suffer from alcohol or drug abuse in obtaining access to necessary rehabilitation and treatment.”

Additionally, WSU is a Smoke and Tobacco Free Campus (this policy can be found at: <https://wayne.edu/smoke-free/policy/>). This policy states: “Smoking and the use of all tobacco products is prohibited in all buildings or structures owned, leased, rented or operated by the University, housing facilities, campus grounds and other public spaces.”

Pharmacists have been entrusted by society as the legal custodians of controlled substances approved for medicinal use. It is critical that pharmacy students understand the laws relating to the use and dispensing of controlled substances. Moreover, pharmacists and pharmacy students have a moral, legal and ethical imperative to refrain from the use of illegal drugs, the unauthorized use and distribution of controlled substances and the abuse of alcohol, tobacco and marijuana in an educational or professional setting, including any University sponsored events. This imperative is for the benefit of the student as well as to protect society at large from the harm that may result from the actions of a chemically-impaired pharmacist.

Pharmacy students are licensed health professionals in the state of Michigan (limited pharmacy license) and are encouraged to self-report problems with chemical dependency to the Health Professional Recovery Program (HPRP), a non-disciplinary approach for dealing with licensees who have substance abuse problems. This organization can be contacted at 1-800-453-3784

(www.hprp.org). Participation in the HPRP guarantees that the identity and confidentiality of any student in compliance with the program will be protected.

Students with problems related to substance abuse who fail to voluntarily enroll in HPRP and are subsequently found to have violated legal or professional standards because of their chemical dependency are subject to the same sanctions as any other licensed health professional, up to and including license revocation. In addition, students on rotation are subject to the same rules and regulations as other employees in the workplace when participating in practice experiences.

E. Honor Code and Pledge

The Honor Code includes (A) the attributes of a pharmacy professional, (B) Code of ethics for Pharmacists, (C) Oath of a Pharmacist, and (D) Professional behaviors, all of which are stated in Doctor of Pharmacy Professionalism Curriculum document. These are expectations for Doctor of Pharmacy students in the classroom and in the professional practice setting. Students will be asked to sign an Honor Code Pledge at the beginning of each professional year (Orientation, SAS III, SAS V, APPE Orientation). The Honor Code Pledge is as follows:

Pharmacy students enter an honorable profession that is dedicated to the welfare of others and held in high regard by society. Conduct that is illegal, unethical, immoral or unprofessional not only affects the reputation of the student but also that of Wayne State University and the profession of pharmacy.

I understand that I will not be permitted to enroll in any course in the Doctor of Pharmacy program without signing this pledge. In addition, I may be asked to re-affirm this pledge at any time prior to completing the curriculum.

By my signature below, I acknowledge that I have read, understand and agree to abide by the principles described in the Doctor of Pharmacy Student Honor Code.

Student Name: _____

Student Signature: _____

Date: _____

III. CO-CURRICULAR ACTIVITIES

A. Requirements

Co-Curricular requirements for the Doctor of Pharmacy Program include 3 main activities: (1) engagement in orientation, including longitudinal orientation, during P1 year and selected class meetings to discuss professional or college items of interest during P1 through P4 year (2) engagement of students in professional activities and organizations and (3) engagement in mentoring and faculty advising.

1. Doctor of Pharmacy students are introduced to the requirement for professional behavior during their P1 year at their student orientation. Students are required to attend student orientation in its entirety. At student orientation, the Professionalism Curriculum requirements are introduced, students will sign the honor code, recite the Oath of the Pharmacist, and participate in a White Coat Ceremony. Orientation will continue through the Fall P1 semester and include professional topics such as building study skills, training for electronic testing and review, preparation for patient care experiences, and professional and/or college policy review. During P1 through P4 year, periodic meetings are held to discuss issues such as electives, summative evaluations, networking, board preparation, etc. There may also be assessments that are required for student and program evaluation (e.g. PCOA).

As P3 students take the PCOA as a pre-APPE assessment, any student development plan (remediation) that needs to occur based upon PCOA performance is scheduled prior to the start of APPE. To accommodate this, students will engage in a student development plan during the first, 6 week APPE time block and will be expected to pass an evaluation at the end of the remediation prior to entry to APPE. Failure to pass this evaluation will result in continuation of the remediation process and another evaluation at the end of the next APPE block until successful. A repeat in a second APPE block would delay graduation.

2. **All Doctor of Pharmacy students are required to participate in professional activities in THREE areas in the Fall and Winter semesters of the years (P1 – P3) of the Doctor of Pharmacy program.** These activities include: (1) Professional Community Service, (2) Professional Meetings and (3) Professional Events. Activities in the Spring/Summer semester can be applied to requirements for the upcoming academic year, unless otherwise specified in a course syllabus (e.g. E-IPPE).

The following table provides an overview of activity types to be completed in each semester in each of the four years. It is the student’s responsibility to contact, schedule and participate in these professionalism activities.

	P1 Year	P2 Year	P3 Year
Professional Community Service	1 per semester 3 hours per semester	E-IPPE 10 hours per semester	1 per semester 3 hours per semester
Professional Meeting/Seminar	1 per semester	E-IPPE 2 per semester	1 per semester
Professional Event	1 per semester	1 per semester	1 per semester

Professional activities are defined as those activities that utilize and develop the student’s professional training and expertise. For example, although serving food at a soup kitchen is certainly a good example of community service, it would not ‘qualify’ as Professional Community Service. On the other hand, providing diabetes counseling for guests at a soup kitchen would qualify as Professional Community Service.

a. Professional Community Service Requirements

- P2 year - 20 hours total (10 hours in the Fall semester and 10 hours in the Winter semester). **NOTE:** Follow specific instructions for E-IPPE.
- P1 and P3 – 1 event per semester for at least 3 hours per semester
- Activities must be conducted under the supervision of a WSU preceptor and/or WSU approved experiential site.
- Activities must involve direct patient care and/or health educational activities with a targeted audience.

Community Service Areas	Examples
Immunization services	<ul style="list-style-type: none"> • University conducted influenza vaccination clinics • Vaccination clinics sponsored by other organizations (APhA-ASP, MPA, etc.) • Vaccination clinics conducted by health systems, underserved clinics or pharmacies
Underserved clinics	<ul style="list-style-type: none"> • Volunteering additional hours (on top of required visits) providing pharmaceutical care or other volunteer services • Examples: developing new medication guides for the clinic, running a disease state management seminar for patients, developing ways to improve the medication dispensing process, etc.
Health screening, education, and patient care	<ul style="list-style-type: none"> • Wellness Warriors with University Pharmacy • Disease state screening (blood pressure, blood glucose, cholesterol, etc.) and/or education events • Look for events sponsored by local health organizations or businesses (MDCH, Detroit Department of Health and Wellness, DMC, HFH, chain pharmacies, etc.) • Vaccine education
Michigan Antibiotic Resistance Reduction (MARR)	<ul style="list-style-type: none"> • Providing education regarding infection prevention and antibiotic resistance reduction in a variety of settings: health fairs, elementary and high schools, senior centers, etc.

b. Professional Meeting and Seminar

- P2 year – 2 events per semester **NOTE:** Follow specific instructions for E-IPPE as to the required meeting and seminar, inside the College and outside the College for each semester
- P1 and P3 – 1 event per semester – either a professional meeting or seminar; can be either in the College or outside the College

Professional Meeting

Professional organization board/business meeting

NOTE: If you are attending a local professional meeting (Oakland County, Wayne County, or SMSHP) contact a board member and ask if you can attend.

- i. College: American Pharmacists Association – Academy of Student Pharmacists, Kappa Psi, Lambda Kappa Sigma, Phi Lambda Sigma, Rho Chi, Student Arab- American Pharmacists Organization, Student National Pharmacists Association, WSU Society of Health-System Pharmacists, etc.
- ii. Local: Wayne County Pharmacists Association, Oakland County Pharmacists Association, Southeastern Michigan Society of Health-System Pharmacists, corresponding associations in Canada, etc.
- iii. Regional: APhA, MRM; Kappa Psi, etc.
- iv. State: Michigan Pharmacists Association, Michigan Society of Health-System Pharmacists, corresponding associations in Canada, etc.
- v. National: American Pharmacists Association, American Society of Health-System Pharmacists, corresponding associations in Canada, etc.

NOTE: Attending a social function at the MPA Annual Convention in February does NOT count as a professional meeting. Attending the MSHP Student Luncheon or the House of Delegates Meeting DOES count as a professional meeting.

Professional Seminar

The seminar must be about pharmacy practice, disease, therapeutics, or professionally related. Programs may be at the College, institutions or professional organizations.

c. Professional Event

P1, P2, and P3 years - 1 event per semester

Examples: Pharm.D. candidate interview sessions, Pharm.D. student orientation including the White Coat Ceremony, PharmPhest, Pharmacy Commencement, MPA Legislative Day at the Capital, College Apple Days

3. Mentoring and Faculty Advising

Each student is assigned a faculty advisor. Students will meet with their faculty advisor each semester. Advising will focus on academic success, career planning, and professional engagement and development. A template for these discussions will be provided and uploaded into E-Value for the Advisor to review prior the meeting. The Advisor will document the meeting and once a year will provide an assessment of professional development through E-Value. Completion of this meeting and documentation is required in order for students to receive their final grades for either the Introductory Pharmacy Practice Experience (P2 and P3) or Social Administrative Sciences course (P1 year) during that semester.

Each P1 student is assigned a P3 as a peer mentor. This relationship continues for 2 years of the program and has both a formal and informal component. The mentor/mentee partners are encouraged to develop a relationship that centers around professional development and

success in the program. During the P2 year, students are required to spend time shadowing their P4 mentor during each clinical rotation. This is documented through the IPPE experiences in the P2 year.

B. Documentation and Review

1. Documentation

The student is responsible for documenting professional activities for each semester in each year. The documentation will be done through E*Value within one week of completing the activity. Instructions for the activity documentation are provided at the entry site on E*Value. The information to be provided will be specific to each category of professional activity. Depending on the activity the documentation to be provided would include such items as date, time, location of the meeting, presentation, seminar, community service, professional event, name of the person, organization, sponsoring or holding the activity, name of the person who may have been the supervising preceptor, statement of student involvement, statement or assessment of what was learned, and reflecting statement of participation. Completion of these activities and documentation is required in order for students to receive their final grades for either the Introductory Pharmacy Practice Experience (P2 and P3) or Social Administrative Sciences course (P1 year) during that semester. The student will make available the section in E*Value containing this documentation to their respective Faculty Advisor for review and discussion at their respective student-faculty advisor meeting. All documentation is subject to the University Guidelines for Academic Dishonesty.

2. Review

The faculty advisor for the student is responsible for reviewing the professional activity documentation with the student as part of the required faculty advisor meeting each semester. Acknowledgement of this review will be made as part of the faculty advisor documentation on E*Value of the student-faculty advisor meeting.

IV. REVIEW OF PROFESSIONAL DEVELOPMENT AND MISCONDUCT

Since the Professionalism Curriculum is part of the academic development of a student in the Doctor of Pharmacy Program, responsibility for determining whether a particular student has developed the necessary professional values, attitudes, skills and behavior during his/her academic education falls within the autonomous, academic decision-making of the Pharmacy Faculty.

Consistent with this principle, issues as to whether a particular student has violated the values, principles and standards of the Professionalism Curriculum during their academic career also falls within the autonomous, academic decision-making of the Pharmacy Faculty.

A. Intersection with WSU’s Student Code of Conduct (SCOC).

It is important to note here that some of the values, principles and standards set forth under the Pharmacy Professionalism Curriculum, if violated, may also fall within the provisions of the University’s Student Code of Conduct (SCOC), which can be accessed at:

<https://doso.wayne.edu/conduct/codeofconduct.pdf>

The SCOC is the university’s code governing student behavior. It is the officially-adopted Board of Governors document that applies to all schools and colleges of the University. One purpose of the SCOC is to “provide a framework for the imposition of discipline in the University setting”. The SCOC gives general notice of prohibited conduct and of the sanctions to be imposed if such conduct occurs in the University setting.

i. Academic Misconduct/Misbehavior

Section 10.0 of the SCOC describes procedures for academic misconduct as defined under Section 2.1 of the Code. This includes cheating, fabrication, plagiarism, academic obstruction, enlisting the assistance of a substitute in the taking of examinations, and violation of course rules as contained in the course syllabus or other written information provided to the student. The EACPHS shall follow Section 10.0 for all instances of academic misbehavior.

Under Section 10.1(a), when a faculty member is persuaded that academic misbehavior has occurred, the faculty member may, without filing a charge, adjust the grade downward... In implementing this section of the Code, the faculty member must follow the procedures set forth in this section, which provide proper notice to the student and an opportunity to appeal the downgrade.

In instances where Section 10.1(a) has been used and the faculty member perceives the alleged infraction as warranting discipline in addition to that provided for in Section 10.1(a), the faculty member may also file a report with the **Committee on Academic and Professional Progress (CAPP)** (discussed in section B below) in lieu of filing a formal charge with the Student Conduct Officer (SCO) under 10.1(b).

ii. Non-Academic Misconduct/Misbehavior

In addition, the SCOC delineates non-academic misbehavior, as described in Section 4.0, for which students may be sanctioned if found in violation of the Code. Any misbehavior delineated under Section 4.0 of the Code that does not fall within the Pharmacists' Code of Ethics and the Honor Code (i.e. Pharmacy Professionalism Curriculum) should be processed through the SCOC by the filing of a charge with the SCO.²

²It is important to note here if the misbehavior involves something that is a crime under the criminal laws of the State of Michigan or the United States (such as a serious threat of harm; unauthorized use, possession or storage of a weapon; sexual assault, which includes sexual harassment, stalking or other types of unconsented sexual behavior; or illegal use, possession, manufacture or distribution of drugs, the misbehavior should immediately be reported to the Wayne State Police.

B. The Committee On Academic and Professional Progress (CAPP) Shall Handle Matters Involving Professionalism.

Since the SCOC does not specifically address the various values, principles and standards that are established by the Pharmacy Professionalism Curriculum set forth in Section II above and which apply to the professional development of student pharmacists, and since professionalism is part of the academic requirements of the Program, the Pharmacy Program has established the **Committee on Academic and Professional Progress (CAPP)**, which shall be the decision-making body for the pharmacy program regarding issues of professional values, principles and standards.

The CAPP is appointed yearly by the Associate Dean for Pharmacy. It consists of faculty from the departments of pharmacy practice and pharmaceutical sciences who are voting members; and the assistant dean for student affairs and a pharmacy administrative liaison, who are non-voting ex-officio members.

The CAPP shall have the authority to, and responsibility for evaluating and responding to all reports of unprofessional behavior/misconduct that fall within the standards as established by the Pharmacy Professionalism Curriculum, pursuant to the procedures set forth below.

1. Contents of Written Reports of Unprofessional Behavior

Any person may submit a report of unprofessional behavior as defined by this Professionalism Curriculum. There is no specific template for the report, however, all written reports of unprofessional behavior should contain the following information:

1. Name of the student being reported as unprofessional
2. Reporting party and relationship to the student
3. Date and location of the incident(s)
4. A description of the unprofessional behavior(s) and the relevant professional value, principle or standard involved
5. Names and contact information of individuals who can provide supporting information
6. Name and contact information of any student who was accessory or witness to the unprofessional behavior(s)
7. Documentation of any communication with the reported student(s). This includes but is not limited to e-mails and meeting notes.
8. Any supporting documentation pertinent to the complaint.

The report must be made within a reasonable time after the alleged unprofessional behavior has occurred or within a reasonable time after the reporting individual learns of the unprofessional behavior. The report should be forwarded to the Chair of the CAPP.

2. Initial Procedures for Responding to Reports of Unprofessional Behavior

When a report of unprofessional behavior is received, the Chair of CAPP or the Director of Experiential Education (if it is a report from an experiential site) is responsible for gathering any additional information from the person(s) filing the complaint.

Then, the Chair of CAPP or the Director of Experiential Education will hold an initial meeting with the student. This meeting will inform the student of the complaint and explore the student's perspective. Relevant professional values, principles or standards will be discussed with the student.

After the initial assessment, the Chair of CAPP or the Director of Experiential Education, will make one of the following recommendations to the CAPP:

- a. The complaint requires no additional action and is resolved. If the complaint requires no additional action and is resolved, written documentation of the complaint and its resolution will be maintained by the Office of the Associate Dean of Pharmacy until said student graduates.
- b. The student will be given an appropriate internal sanction for the unprofessional behavior, such as writing a comprehensive literature review in the area of an ethical violation, writing a professional paper that focuses on the ethical topic from which the complaint has arisen, attending several mentoring sessions with a program administrator, etc...³ If the student accepts the sanction, the matter is resolved upon completion of the sanction. Written documentation of the complaint, sanction and completion of the sanction will be maintained by the Office of the Associate Dean of Pharmacy until said student graduates.

If the student does not accept the sanction, the student may appeal to the EACPHS Dean or his/her designee within ten (10) school days of notification. The EACPHS Dean will make a final decision on the matter.

- c. If it is determined that a sanction of suspension, expulsion/dismissal and/or a transcript notation may be warranted, the matter shall be referred to the CAPP to be handled pursuant to the provisions set forth in Sections 14.0 and 15.0 of the SCOC and as described in Sections C and D below.

³ It is important to note here that no internal sanction will be imposed that is not consistent with University policy, e.g. no mandating of professional treatment or counseling.

C. Procedures for Handling Reports of Unprofessional Behavior Referred for Further Review.

In all instances where it has been determined that a sanction of suspension, expulsion/dismissal and/or a transcript notation may be warranted for the alleged unprofessional behavior, either because of the seriousness of the allegation or because there have been repeated instances of unprofessional behavior, the EACPHS Doctor of Pharmacy Program shall offer the student one of two options (with an important exception as specified in the footnote below with regard to matters involving sexual misconduct or sexual harassment)⁴:

1. **An Informal Disciplinary Conference** with the EACPHS Dean or his/her designee pursuant to the guidelines set forth in Section 14.0, and its subparts, of the SCOC. This means the student shall have access to the case file, prior to and during the conference. The student shall have an opportunity to respond to the evidence and to call appropriate witnesses, and shall have the right to be accompanied and assisted by an advisor or attorney only in the manner provided in Section 15.9 of the SCOC.⁵

In making a determination, the EACPHS Dean may take into consideration all relevant factors, including the nature of the alleged violation, the egregiousness of the behavior, its context and its purported intent; the student's perspective; the reporting individual's perspective; and any prior instances where the student has been found responsible for unprofessional behavior.

The EACPHS Dean shall render a decision that includes the relevant facts upon which the decision was made within ten (10) school days. If the Dean sustains the charges, the Dean shall decide the appropriate sanctions as specified in Section 5.0 of the SCOC.

⁴ **Exception:** If the charge of unprofessional behavior involves any type of "sexual misconduct" or "sexual harassment", EACPHS **must refer the matter to the SCO**, who is responsible for coordinating all such matters with the University's Title IX Coordinator or Deputy Coordinator, who are responsible for ensuring that all such matters are fully and fairly investigated regardless of whether the complainant files a formal charge.

If a formal charge is filed by the complainant under the SCOC, the matter will proceed under the Code to resolution, and if the student is found responsible for the charge, the Dean of Students shall formally notify the CAPP of the fact that the student was found responsible and of the sanction imposed. The CAPP shall have the discretion to impose additional sanctions where, in its academic judgment, the adjudicated behavior is also a serious violation of the Professionalism Standards.

If no formal charge is filed under the SCOC, upon completion of the Title IX investigation, any findings or recommendations of the Title IX investigator shall be provided to the CAPP, who then has the discretion to impose sanctions it seems appropriate based upon its academic judgment of the professionalism requirements of the Program.

⁵Where the student informs EACPHS that he/she will be bringing an attorney to the conference, the Office of the General Counsel should be notified so that an attorney can be present on behalf of the University/College.

The Dean shall notify the student, the charging party and the University's DOSO-SCO of the decision, in writing, within ten (10) school days. The decision of the EACPHS Dean shall be final.

In those cases in which the nature of the sanction requires notice to the Registrar, the DOSO-SCO shall forward the EACPHS Dean's notice to the Registrar.

2. **A Formal Hearing before the CAPP** pursuant to the guidelines set forth in Sections 16.0, and its subparts, of the SCOC. The student shall be given written notice of the hearing date at least ten (10) school days prior to the hearing. The student shall have access to the case file, shall have an opportunity to respond to the evidence and to call appropriate witnesses, and shall have the right to be accompanied and assisted by an advisor or attorney only in the manner provided in Section 15.9 of the SCOC.⁶

In making its determination, all relevant factors, including the nature of the alleged violation, the egregiousness of the behavior, its context and its purported intent; the student's perspective; the reporting individual's perspective; and any prior instances where the student has been found responsible for unprofessional behavior may be taken into consideration.

Within ten (10) school days of the hearing, the group shall prepare and send to the Dean of EACPHS its decision, including a summary of the hearing, the relevant facts upon which the decision was made and of its decision-making process. If the group sustains the charges, it shall recommend a sanction or sanctions.

If charges are sustained, the Dean of EACPHS shall decide appropriate sanctions as specified in Section 5 of the SCOC. The Dean may adopt the sanctions recommended or may impose sanctions more or less severe than those recommended.

The Dean shall notify the student, the charging party, and the University's DOSO-SCO (Student Conduct Officer) of the decision and the sanctions, in writing, within five (5) school days.

The Dean shall also notify the student of his/her right to file an appeal to the Provost pursuant to the procedures set forth in Section 18.0 of the SCOC.

In those cases in which the nature of the sanctions requires notice to the Registrar, the DOSO-SCO shall forward the EACPHS Dean's notice to the Registrar.

3. **Final Determinations**

In each case where the CAPP has rendered a final determination, and the Dean has rendered a sanction, a copy of that final determination and sanctions imposed, along with a copy of the notification provided to the student regarding the final determination, shall be sent to the DOSO-

⁶ Where the student informs EACPHS that he/she will be bringing an attorney to the conference, the Office of the General Counsel should be notified so that an attorney can be present on behalf of the University/College.

SCO as the central repository of all student conduct records. **Note:** Unless the case involves allegations of either “academic misbehavior” or “non-academic misbehavior” as defined by the SCOC, and for which there was a formal hearing process as defined by SCOC, the provisions of Section 18.2 shall not apply to any final determinations of the CAPP related to issues of professionalism.

D. Appeal Rights

Where the charges are sustained and sanctions are imposed, the student may file an appeal to the Provost pursuant to the procedures set forth in Section 18.0 of the SCOC. This must be done within twenty (20) school days of receipt of the College’s final decision.

E. Student Notifications

All student notifications pursuant to this policy shall be by email and by a letter delivered by the U.S. Postal Service to the student’s address of record.

Approved as to legal form:



Linda M. Galante
Associate General Counsel
Office of the General Counsel
Wayne State University