



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

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

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Summary

This document reports on the findings of a Task Force created in June 2010 by the WSU Doctor of Pharmacy Curriculum Committee with the charge to study, and make recommendations, regarding the creation of a “Professionalism Curriculum” within the Doctor of Pharmacy Program at WSU. The Task Force concluded that Professionalism is an important part of the practice of pharmacy and should be included in the professional program. The elements of professionalism include, but are not limited to (1) Responsibility, (2) Commitment to Excellence, (3) Respect for Others, (4) Honesty and Integrity and (5) Care and Compassion. The Task Force concluded that the Pharmacy Honor Code - dealing with (1) Academic Honesty and Integrity, (2) Professional Conduct, (3) Classroom Behavior and Dress Code and (4) Alcohol and Substance Abuse - reflects this commitment to professionalism and should be signed and upheld by all Doctor of Pharmacy students. In addition, a “Professionalism Curriculum” was created and recommended by the Task Force. This Professionalism Curriculum mandates that all Doctor of Pharmacy students are required to participate in at least one professional activity in each of three areas during every year of the Doctor of Pharmacy program. These three areas include (1) Professional Community Service, (2) Professional Meetings and (3) Professional Events. **It will be each student’s responsibility to meet these annual Professionalism Curriculum requirements and to report on these activities using the E*Value system. It will be the responsibility of each student’s Academic Advisor to review and, if appropriate, approve these reports submitted via E*Value.** The Appendix of this document provides examples of possible Professionalism Curriculum Activities and Events. Finally, the Task Force created mechanisms for reporting unprofessional behavior and also for reporting and recognizing exceptional examples of highly professional behavior by Doctor of Pharmacy 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 a number of processes, beginning with the first day of class. 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 so as to positively direct the pharmacy students' professional development.

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

II. PROFESSIONAL BEHAVIORS²

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:** Students work with patients and their physicians in identifying and addressing patients' drug-related needs, and taking action 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. Out of respect for the patient's trust, students vow to take responsibility for what they say, what they do, and how they dress.

2. **Commitment to Excellence:** It is the expectation that students will be committed to the learning and mastery of medical knowledge, skills, attitudes and beliefs. The motivation for this 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:** 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 in order to optimize patient care.

4. **Honesty and Integrity:** Doctor of Pharmacy students are committed to honesty at all times, including their 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. Finally, this attribute includes the responsibility for reporting dishonesty of others.

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

² Adapted from ACCP, *et al.* Development of student professionalism. *Pharmacotherapy* 2009;29(6):749-756.

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

III. HONOR CODE

The Honor Code is a component of the Doctor of Pharmacy Professionalism Curriculum. It outlines expectations for Doctor of Pharmacy students in the classroom and in the professional practice setting. Students will be asked to sign the Honor Code at the beginning of each professional year.

1. Academic Honesty and Integrity

Pharmacy students are expected to adhere to all aspects of the Wayne State University Student Code of Conduct which can be found at www.doso.wayne.edu. Students who believe that academic misconduct has taken place are obliged to bring their concerns to the attention of the instructor for the course or other faculty or officers of the college as may be appropriate. Anonymous accusations of misconduct will not be considered. Academic misconduct includes, but is not limited to, the following actions:

- a) Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise.
- b) Fabrication: Intentional and unauthorized falsification of any information or citation.
- c) Plagiarism: To take and use another's words or ideas as one's own.
- d) 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 for subsequent users.
- e) Violating course rules as defined in the syllabus.
- f) Selling, buying or stealing all or part of an un-administered test, answers to a test or assignment.

If the instructor believes that academic misconduct has occurred, the faculty member may, without filing a charge, adjust the grade downward (including the awarding of a failing grade) for the test, paper, or for the entire course. In addition, the faculty member may file charges of academic misconduct which may lead to further sanctions up to and including dismissal from the pharmacy program and expulsion from the university. In such cases, the student has the right to due process as outlined in the Wayne State University Student Code of Conduct, Section 10. Instructors must report all instances of academic dishonesty to the Chair of the Committee on Academic and Professional Progress (CAPP).

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 related to Academic Honesty and Integrity.

Student Name: _____

Student Signature: _____

Date: _____

2. Professional Conduct

Pharmacy students are expected to display professional behavior 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.

Faculty, staff or students may bring allegations of unprofessional behavior to the attention of the Committee on Academic and Professional Progress (CAPP). CAPP shall investigate such complaints and may implement sanctions against the student up to and including dismissal from the pharmacy program. In such cases where the student's progress through the pharmacy curriculum is delayed as a result of a lapse in professional behavior, the student is entitled to due process as outlined in the Academic Policies and Procedures of the pharmacy program. When professional misbehavior occurs in a practice setting, students may be refused access to the site by the administrators responsible for the site.

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 related to Professional Conduct.

Student Name: _____

Student Signature: _____

Date: _____

3. Classroom Behavior and Dress Code

All students have the right to attend classes and partake of University resources in an atmosphere of civility, tolerance and respect between teacher and student. Students must respect the rights of their fellow students to experience a positive learning environment and refrain from behaviors that detract from the learning experience. These behaviors include, but are not limited to, the following actions:

- a) Arriving late for class or leaving class early.
- b) Talking, eating, drinking, reading newspapers, unauthorized use of computers, use of cell phones or other activities that interfere with the ability of other students to learn or with the ability of the instructor to teach.
- c) Threatening or disorderly behavior of any kind towards the instructor or a fellow student.
- d) Any form of harassment directed towards the instructor or fellow students.
- e) Extremes in clothing, hairstyles, personal hygiene, cosmetics and jewelry that negatively impact the learning environment or interfere with the relationship between student and patient. This includes, but is not limited to, visible piercings (other than ears) or tattoos, clothing with offensive lettering, or provocative apparel.

Faculty have the authority to identify disruptive students, instruct students to refrain from such behavior and require that students leave the classroom if, in the judgment of the instructor, their behavior is interfering with the learning environment. In addition, sanctions may be brought against any student as outlined in the Wayne State University Code of Conduct.

Professional dress is expected in the Patient Care Laboratories, in professional practice sites and in any other course as specified by the instructor. Professional dress means dress shirt, pants, and tie for men; skirts/dress slacks with blouses/jackets for women. Open-toed shoes and hats/caps (unless considered part of religious or cultural dress) are discouraged in the classroom and prohibited in laboratory and patient care settings.

In addition, 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.

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 related to Classroom Behavior and Dress Code.

Student Name: _____

Student Signature: _____

Date: _____

4. Alcohol 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, “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”.

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.

Substance abuse and chemical dependency is a disease that affects all aspects of society including pharmacists and pharmacy students. The WSU Drug/Alcohol Free Workplace Policy states that “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”. This commitment 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 as a result 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.

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 related to Substance Abuse.

Student Name: _____

Student Signature: _____

Date: _____

5. Pledge of Conduct

Pharmacy students enter into 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.

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. I further 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.

Student Name: _____

Student Signature: _____

Date: _____

IV. PROFESSIONALISM CURRICULUM REQUIREMENTS

Doctor of Pharmacy students are introduced to the requirement for professional behavior during their P1 year at their student orientation. During this orientation, students become familiar with the Professionalism Curriculum requirements, will sign the honor code and recite the Oath of the Pharmacist. Students will also participate in a White Coat Ceremony upon entering the Doctor of Pharmacy program.

All Doctor of Pharmacy students are required to participate in professional activities in THREE areas in EACH year of the Doctor of Pharmacy program. These activities include: (1) Professional Community Service, (2) Professional Meetings and (3) Professional Events. These activities must be completed by the end of the Winter Semester. Activities in the Spring/Summer semester will be ‘counted towards’ meeting requirements for the upcoming academic year.

In addition to the above, students in their P2 and P3 years will participate in a Summative Evaluation (e.g., PCOA examination or other planned assessment). This examination is not associated with any course grade, but will provide the student and college with both individual student assessments and collective student assessments within the PharmD program.

The table below indicates clearly that, in all but the P2 year of the program, it is the student’s responsibility to contact, schedule and participate in these professionalism activities.

	P1 Year	P2 Year	P3 Year	P4 Year
Professional Community Service	Student	Curriculum	Student	Student
Professional Meeting	Student	Curriculum	Student	Student
Professional Event	Student	Curriculum	Student	Student
Summative Examination (PCOA)	-----	Curriculum	Curriculum	-----

With the exception of the P2 year, these professionalism activities will NOT be a part of the formal Doctor of Pharmacy curriculum. **As such, for the P1, P3 and P4 years, the STUDENT will be responsible to arrange, to participate and to document participation in these professional activities as listed above.**

A list of suggested and pre-approved opportunities for these different professional activities is provided in Appendix A. Students may also select alternative professional activities in one or more of the three categories. Activities approved by a professional student organization are also

acceptable. Alternative professional activities not listed or approved by an organization must be approved by the student's Faculty Advisor. Students are urged to discuss the appropriateness of these alternative professional activities with their Faculty Advisor beforehand.

Professional activities are defined as those activities that utilize 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.

V. THE PROFESSIONALISM PORTFOLIO

Responsibility of the Doctor of Pharmacy Student:

E*Value will be used to track student completion of the requirements of the Professionalism Curriculum each year. **Each student will maintain a professionalism portfolio within the E*Value system. Each student is responsible to submit Professionalism Activity Reports (PAR) via E*Value to his/her Faculty Advisor for review/approval.**

Shortly after completing participation in a professionalism activity, the student is responsible to submit a PAR via E*Value to his/her faculty advisor; this PAR will include a written reflection/response on the following four questions:

1. Give date and time, title of presentation, name(s) of presenter(s), location of program
2. What did you learn?
3. What were your expectations for this experience? Were they met?
4. The American College of Clinical Pharmacy has identified the following 5 traits of professionalism: responsibility, commitment to excellence, respect for others, honesty and integrity, and care and compassion (Roth MT and Zlatic TD. Development of student professionalism. *Pharmacotherapy* 2009;29:749-56). How did this experience foster your development in any or all of these traits?

Students will submit separate PARs for each of the three categories of professionalism activities: (1) Professional Community Service, (2) Professional Meeting and (3) Professional Event. Falsifying PAR reports will be treated as Academic Dishonesty and will be handled as such using the University Guidelines for Academic Dishonesty.

Responsibilities of the Doctor of Pharmacy Faculty Advisor.

Faculty Advisors will receive notification that a PAR has been submitted by his/her advisee via email through E*Value. **The Faculty Advisor will be responsible to review that report for appropriateness and, if appropriate, approve the report within the E*Value system.** Faculty Advisors are encouraged to comment on PARs using the E*Value system.

Tracking Professional Activity Reports (PARs); Consequences of Non-Compliance

At the end of the Fall Semester, Doctor of Pharmacy students will receive an automatic reminder regarding their professional activity obligations within the program.

Throughout the academic year, notifications and approvals from Faculty Advisors will be tabulated within the E*Value system. The Academic Advisor for Pharmacy (or a designee from the Office of the Associate Dean for Pharmacy) will periodically monitor PAR approvals logged into the E*Value system. **Early in February, the Academic Advisor for Pharmacy (or a designee from the Office of the Associate Dean for**

Pharmacy) will check E*Value tabulations and will contact all students for whom E*Value PAR approvals are lacking.

At the end of the Winter Semester, the Academic Advisor for Pharmacy (or designee from the Office of the Associate Dean for Pharmacy) will tabulate E*Value PAR Approvals and will create and submit a list of Doctor of Pharmacy Students who have NOT received PAR approvals in each of the three categories. The list will be submitted to the Committee on Academic and Professional Progress (CAPP) for review; in addition, the Doctor of Pharmacy student and his/her Faculty Advisor also will be notified of these deficiencies. Consequences of not completing these professionalism requirements will be determined by the CAPP Committee policy.

PCOA Summative Examinations – for P2 and P3 Students ONLY

In addition to the Professionalism Curriculum requirements described above, students in their P2 and P3 years will participate in a Summative Evaluation (e.g., PCOA examination **or other planned summative assessment**). These examinations will not be associated with any course grade, but will provide each individual student with an assessment of their progress within the curriculum, and it will allow the Faculty of Pharmacy to benchmark our program and students against other schools and colleges of Pharmacy. This examination will be arranged by the Faculty of Pharmacy, and will be administered at a time that does not interfere with other courses and obligations of P2 and P3 students. Participation in summative assessments and related processes is mandatory. Failure to participate in these assessments and activities is considered “academic misbehavior” per the Wayne State University Student Code of Conduct and will result in a report to the Dean of Students Office.

VI. REPORTING UNPROFESSIONAL BEHAVIOR

Concerns about the professional behavior of Doctor of Pharmacy students may be expressed by faculty members, college staff members, healthcare professionals, patients, and peers. To file a concern, a Professional Behavior Deficiency Form (PBDF) must be completed and forwarded to the Committee on Academic and Professional Progress (CAPP). The CAPP Committee meets after the end of each academic semester. In addition, a special meeting of the CAPP Committee could also be called to review a PBDF that is deemed to be in need of urgent action. Forms are available online at _____ (Appendix B).

VII. DOCUMENTING and RECOGNIZING EXCEPTIONAL PROFESSIONAL BEHAVIOR

Documentation of exemplary professional behavior may also be submitted by faculty members, college staff members, healthcare professionals, patients, and peers using the Exemplary Professional Behavior Form (EPBF). Forms are available online at _____ (Appendix C). EPBF reports are to be submitted directly to the Office of the Associate Dean for Pharmacy.

Appendix A. Professionalism Portfolio activities

All Doctor of Pharmacy students are required to participate in professionalism activities in THREE areas in EACH year of the Doctor of Pharmacy program. These professionalism activities include: (1) Professional Community Service, (2) Professional Meetings and (3) Professional Events.

Provided below are some examples of activities available to meet the obligations for extracurricular professionalism. Students may seek out additional and alternative activities, but they are also strongly encouraged to discuss the appropriateness of those activities with the Faculty Advisor prior to the activity.

A1. Professional Community Service

- Volunteer pharmacy work at an underserved clinic (e.g., Cabrini Clinic – 1234 Porter Street, Detroit);
- Drug/Health presentations to middle school and high school children and youth;
 - MARR
 - Healthy Lifestyles
 - Smoking Cessation
 - Diabetes and Hypertension Screening
- WSU-Faculty/Staff Flu Clinics (Sept/Oct) – includes hypertension and diabetes screenings – in conjunction with ASP
- MARR (Michigan Antibiotic Resistance); required component of General Community Rotation taken by ALL P4 students; other students may participate after training;
- WSU School of Medicine/P3 Pharmacy student project: visitation with an older adult. This is a requirement for CIPE; approximately 6 hours including the training session;
- Community health screenings through local pharmacy associations; e.g., Oakland County Pharmacists Association, Wayne County Pharmacists Association;
- “Sex, Drugs and the Dragon” – WSU dorms in the Fall and Spring semester; evening event; primary goal is education regarding Hep C and STDs;
- Great American Smokeout: WSU Main Campus; typically November; involves 15-20 student pharmacists who have received training;
- Wellness Warriors (started Nov 2010) – done in conjunction with ASP;
- Fighting Aids With Nutrition (FAWN) Project – Service beyond supplement donation

A2. Professional Meetings

- National Meetings
 - American Society of Health System Pharmacists (ASHP)
 - Midyear Clinical Meeting
 - Early December
 - American Pharmacists Association (APhA)
 - Annual Meeting and Exposition
 - Late March
 - American College of Clinical Pharmacy (ACCP)
 - Annual Meeting
 - Mid October
 - American Association of Colleges of Pharmacy (AACCP)
 - Annual Meeting
 - Early to Mid July
 - Student National Pharmaceutical Association (SNPhA)
 - Annual Meeting
 - Late July
 - Lambda Kappa Sigma
 - Annual or Biennial meeting
- Regional Meetings
 - American Pharmacists Association (APhA)
 - Midwest regional meeting (MRM)
 - Late Oct/Early Nov
 - Kappa Psi
 - Province V Meetings
 - Annual Assembly (Spring)
 - Midyear (Fall)
- State Meetings
 - Michigan Pharmacists Association (MPA)
 - Annual Convention and Exposition
 - Late February
 - Michigan Society of Health System Pharmacists (MSHP)
 - Annual Meeting
 - Early November
- Local/Community Meetings
 - Southeastern Michigan Society of Health-System Pharmacists (SMSHP)
 - Monthly meeting and CE program
 - Wayne County Pharmacists Association (WCPA)
 - Monthly meetings on the 3rd Tuesday of each month

A3. Professional Events

- College or University sponsored lectures, seminars, or symposium relating to health care or professional development
 - Cultural diversity awareness
 - Martin Barr Lecture
 - Rho Chi Lakey Award Lecture
 - Continuing education lectures
 - P3 or P4 seminars (if not enrolled in course)
 - Grand rounds at hospitals

- Actively supporting the health programs offered within EACPHS
 - Apple days
 - PharmD candidate interviews
 - PharmD student orientation
 - PharmFest
 - Honors Convocation
 - Go Girls – Saturday in March or April

- Legislation Day at the Capitol of Michigan

Appendix B. Professional Behavior Deficiency Form (PBDF)

Wayne State University Doctor of Pharmacy

PROFESSIONAL BEHAVIOR DEFICIENCY FORM

Student Name _____
Course/Rotation Involved _____
Location _____
Individual Completing Form _____

Instructions for Completion: *Please circle or write in the deficiency you have noted and provide additional details and comments. This additional documentation is mandatory. Forward your completed form to the Chair of the Committee on Academic and Professional Progress (CAPP).*

1. Unmet professional responsibility. Examples include, but are not limited to:
 - a. Student needs continual reminders to fulfill responsibilities.
 - b. The student cannot be relied upon to complete tasks.
 - c. The student has unexcused absences from assigned conferences, meetings or scheduled lectures.
 - d. The student has unexcused absences from assigned clinical duties.
 - e. The student is persistently tardy.

2. Competency and /or lack of effort toward self-improvement, adaptability, and learning. Examples include, but are not limited to:
 - a. The student is resistant or defensive in accepting criticism.
 - b. The student remains unaware of his/her inadequacies despite counseling.
 - c. The student resists considering or making suggested changes in behavior and/or attitude, and continues with the behavior and or attitude in question
 - d. The student is abusive during times of stress.
 - e. The student demonstrates arrogance.
 - f. The student is disruptive and disturbing to others during lecture or other forums of the educational environment.

3. Respect for others/diminished relationships with patients, families, their fellow students, and other members of the health care team/compassion. Examples include, but are not limited to:
 - a. Threatening or disorderly behavior or any form of harassment
 - b. The student inadequately establishes rapport with patients or families.
 - c. The student is insensitive to the patients' or their families' feelings, needs, or wishes.
 - d. The student lacks empathy.
 - e. The student is rude, argumentative, uncaring, and/or disrespectful towards patients and/or their families.

- f. The student does not function within healthcare team, impacting patient care or team functioning.
- g. The student is insensitive to the needs, feelings, and wishes of other health care team members.
- h. The student is rude, argumentative, and/or disrespectful towards other health care team members including other students.

4. Misconduct. Examples include but are not limited to:

- a. The student fails to respect the patients' privacy and/or confidentiality.
- b. The student engages in an inappropriate romantic or sexual relationship with a patient, a patient's family member, or a supervising faculty, resident or attending physician.
- c. The student presents to either the educational forum (class, lecture, lab, etc), or the clinical site (clinic, hospital, etc.) altered by substance abuse.
- d. Damage to Personal or University Property

Comments from Individual Reporting Unprofessional Behavior: (Mandatory)
See attached documentation if applicable.

Student Comments: (Optional) See attached documentation if applicable.

Report and Recommendations by CAPP Committee (Mandatory) See attached documentation if applicable.

Recommend Further Review By Dean's Official or CAPP? YN

Student Signature _____ Date _____
 Faculty Signature _____ Date _____ Director: _____
 _____ Date _____

*Adapted from WSU PAS Program

Appendix C. Recognition of Exceptional Professionalism Behavior

To: Associate Dean of Pharmacy

From:

Re: Recognition of Exceptional Professionalism Behavior – PharmD Student

Please complete this form if you wish to praise the professional behavior of the pharmacy student. This information will be a part of their file at the College of Pharmacy.

Name of Student: _____ Date: _____

The student demonstrated exceptional ability in the following areas (check those that stand out):

Respectful – treats patient with dignity, values position within team and society

Sincere – truly cares about the patient/team/peers

Communicates – talks with appropriate language and level

Altruism – puts others before self

Accountability – responsibility to team and institution

Teaches – educates patients and peers/takes time to properly educate

Listening – listens closely and lets others finish before speaking

Comments (please include specific examples of the behavior or behaviors being cited or other behaviors not listed):

Your name (please print and sign):
