



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

### **THE PROFESSIONALISM CURRICULUM AND CO-CURRICULAR REQUIREMENTS: Professional Values and Development of Wayne State University Doctor of Pharmacy (Pharm.D.) Students**

**Approved by the Faculty of Pharmacy - February 7, 2011**

**Revised: March 5, 2014**

**Revised: August 30, 2017**

**Revised: July 2, 2018**

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## **I. INTRODUCTION<sup>1</sup>**

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.<sup>2</sup>

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.

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<sup>1</sup> Adapted from the WSU PAS Program/WSU Medical School Program

<sup>2</sup> 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**

### **A. Traits and Behaviors of a Pharmacy Professional<sup>1,2</sup>**

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.<sup>3</sup> 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 and strong pharmacist-patient relationship.

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

<sup>2</sup>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.

<sup>3</sup>Merriam Webster's Collegiate Dictionary, 10<sup>th</sup> 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. 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 (Orientation, SAS III, Ethics, APPE Orientation).

### **1. Academic Honesty and Integrity**

Pharmacy students are expected to adhere to all aspects of the Wayne State University Student Code of Conduct (SCOC) which can be found at [doso.wayne.edu/conduct/codeofconduct.pdf](http://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 Code gives general notice of prohibited conduct and of the sanctions to be imposed if such conduct occurs in the University setting. Sections 101A and Section 10.1B of the SCOC describe procedures for academic misconduct. 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. As defined by SCOC, 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.

### **2. Professional Conduct**

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.

- i. 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.
- ii. 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.
    - i) Dress shoes must be in good condition and should be worn with socks or nylons.
    - h) 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.
- iii. 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.

### **3. 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, "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". Additionally, we are a Smoke- and Tobacco-Free Campus, with the policy stating: "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.

Substance abuse, chemical dependency (including tobacco and nicotine containing products) 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](http://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.

#### **4. Honor Pledge**

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: \_\_\_\_\_

## **E. Co-Curricular and Professional Activity 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 all components 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. 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 Didactic 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.

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

**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

#### Community Service description/examples:

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

## **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 description/examples:

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 description/examples:

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 - 2 events per year

### Professional Event description/examples:

- Events that you attend in order to provide service to the college, the university, and/or your profession. Volunteering your time to help with the activity (organizing/participating/facilitation/advocating, etc.). These events should be related to pharmacy, healthcare, and/or basic sciences and do not involve patient care activities. Faculty advisors for individual student organizations can help identify the requirements

of a Professional Event.

- 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, Career Days, Student Pharmacists Diversity Council (mentor), World Medical Relief (minimum of 3 hours), faculty interview meetings.

### 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.

## F. Professional 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 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.

### **III. 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.

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://orgsync.com/143522/files/1048556/show>

#### **A. Intersection with WSU's Student Code of Conduct (SCOC)**

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 Code gives general notice of prohibited conduct and of the sanctions to be imposed if such conduct occurs in the University setting.

Section 10.1A and Section 10.1B of the SCOC describe procedures for academic misconduct.

The Code specifies the rights of the student and the rights of other parties to the procedure. The policy clearly delineates misconduct, both academic and non-academic, for which students may be sanctioned if found in violation of the Code.

However, the SCOC does not specifically address the various values, principles and standards that are established by the Pharmacy Professionalism Curriculum and which apply to the professional development of student pharmacists.

Therefore, any conduct that falls within the standards as established by the Pharmacists' Code of Ethics, which is discussed in part in Section II above, shall be handled exclusively by the Committee on Academic and Professional Progress (CAPP) along with the

Associate Dean for Pharmacy and Director of Experiential Education (when applicable) which is described in Section B below and shall be handled pursuant to the procedures established below.

## **B. Professional Performance Review**

Violations of professionalism will be addressed by the Committee on Academic and Professional Progress (CAPP) along with the Associate Dean for Pharmacy. Director of Experiential Education will be included when applicable.

This group is the decision-making body for the pharmacy program regarding issues of professional values, principles and standards. As such, they are responsible for evaluating and responding to reports of professional and academic misconduct. They have the authority to address all student professionalism issues that fall within the standards as established by this Professionalism Curriculum without referring the matter to the University's Dean of Students Office Student Conduct Services (DOSO-SCS). In each case, communication of final determinations, along with a copy of the notification provided to the student regarding the final determination, shall be sent to the DOSO-SCS as the central repository of all student conduct records.

## **C. 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.

## **D. 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 compliant. 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 CAPP along with the Associate Dean of Pharmacy, and if applicable, the Director of Experiential will make one of the following recommendations:

- i. 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.
- ii. 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... 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 within 10 days of notification. The EACPHS Dean will make a final decision on the matter.

- iii. If it is determined that a sanction of suspension, expulsion/dismissal and/or a transcript notation may be warranted, the matter shall be further reviewed by CAPP along with the Associate Dean of Pharmacy, Director of Experiential (if applicable), and/or Dean of EACPHS and be handled pursuant to the provisions set forth in Section 5 of the Wayne State University SCOC and as described in Sections E and F below.

#### **E. 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:

1. **An Informal Disciplinary Conference** with the EACPHS Dean or his/her designee pursuant to the guidelines set forth in Section 14.0 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.

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. The Dean shall notify the student, the charging party and the University's DOSO-SCS 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-SCS shall forward the EACPHS Dean's notice to the Registrar.

2. **A Formal Hearing before CAPP, the Associate Dean of Pharmacy and the Director of Experiential Education (if applicable)** pursuant to the guidelines set forth in Sections 16.1 and 16.2 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.

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-SCS 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-SCS shall forward the EACPHS Dean's notice to the Registrar.

## **F. 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.