

**University of California San Diego**  
**Skaggs School of Pharmacy and Pharmaceutical Sciences**

**GUIDELINES ON THE EVALUATION OF PROFESSIONALISM**

Student pharmacists are expected to demonstrate professional attributes throughout their training (preclinical and clinical years) both within and outside the boundaries of a course, professional learning experience, or clinical activity. Many attributes of professionalism cannot be observed during a single encounter; thus patterns of behavior, as observed throughout the continuum of training, play an important role in making these determinations. A student pharmacist's demonstration of the highest standard of professional behavior is necessary to progress to graduation. Therefore, the student's professional performance will be evaluated as a continuum throughout each year of their training.

The intent of the School, in placing these guidelines into effect, is to provide notice and offer assistance to the student to remedy any identified deficiencies. The School's hope is that the student may, subsequently, be successful and move forward in his/her profession with utmost confidence.

A faculty member, course director, or preceptor who is concerned about a student's behavior may give feedback to the student and make suggestions for improvement. A Professionalism Evaluation Form (PEF) may be used to assist in documenting the behavior.

For examples of unprofessional behaviors that may warrant the completion of a PEF, please refer to Appendix A.

The following may occur if the Course Director, faculty member, administrator, or preceptor identifies students who have not demonstrated the highest standard of professional behavior:

- 1) The Course Director, faculty member, administrator, or preceptor may choose to complete the Professionalism Evaluation Form (PEF) and discuss the PEF with the student.
- 2) If a PEF is completed, the student will be given the opportunity to submit a written response within 72 hours of receiving a copy of the PEF.
- 3) The student and the originator of the PEF will meet to discuss goals for improvement and/or a remediation plan.
- 4) The completed PEF with or without the student response will be submitted to the Associate Dean for Student Affairs and retained in the student file in the Student Affairs Office. If the incident involved a 4<sup>th</sup> year student (clinical year), the completed PEF with or without the student response will also be submitted to the Associate Dean for Experiential Education.
- 5) At the discretion of the Associate Dean for Student Affairs, the PEF may be reviewed by the Academic Oversight Committee for possible further action.
- 6) Should a student engage in two or more acts of unprofessional conduct, or if the student fails to meet the terms of the remediation plan, the student will be reviewed by the Academic Oversight Committee for appropriate action depending on the nature of the unprofessional conduct.

## Appendix A. Examples of unprofessional behaviors

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- a student engages in abuse of power in interactions with patients or colleagues
- a student engages in bias and/or sexual harassment
- a student does not respect patient autonomy and/or confidentiality
- a student does not attend required lectures/group sessions
- a student does not respond in a reasonable manner to communications from the faculty and administration
- a student does not attend a patient-related activity, such as the free medical clinics, immunization clinics, or other similar activity, and neglects to make appropriate contact with the preceptor
- a student does not meet the requirements that are in place to progress to their clinical experiences, including but not limited to receiving required immunizations, attending required orientation sessions, and completing other requirements associated with preparation for the clinical years
- a student demonstrates difficulty incorporating feedback in order to make changes in behavior
- a student demonstrates difficulty fulfilling academic and professional responsibilities or tasks in a reliable and timely manner
- a student misrepresents or falsifies actions and/or information
- a student is not punctual for professional obligations
- a student appears resistant or defensive in accepting constructive feedback and/or criticism
- a student appears unaware of his/her inadequacies and limitations
- a student demonstrates difficulty accepting responsibility for errors
- a student shows signs of being overly critical or verbally abusive during times of stress
- a student demonstrates arrogance
- a student has difficulty creating rapport with fellow students, faculty, staff, or patients in a learning or practice environment
- a student lacks empathy and demonstrates insensitivity to the needs of peers, patients, and/or others
- a student shows signs of not functioning well within the health care team concept
- a student has difficulty establishing and maintaining appropriate professional boundaries in work and learning situations
- a student does not demonstrate honesty
- a student who disrupts the academic environment or impedes the learning opportunities of others
- a student does not treat others with respect, including those of diverse race, gender, religion, sexual orientation, age, disability or socioeconomic status
- a student does not resolve conflicts in a manner that respects the dignity of every person involved
- a student does not use professional language in professional settings
- a student does not protect patient confidentiality
- a student does not dress in an appropriate and professional manner
- a student does not use appropriate names and titles when addressing faculty and preceptor