

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 the profession with utmost confidence.

A faculty member, course director, or preceptor who has identified unprofessional behavior may give feedback to the student. A Professionalism Evaluation Form (PEF) may be used to document the behavior. The PEF procedure, as described later, can be viewed as a learning opportunity since suggestions for improving the behavior(s) are discussed.

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 a student who has not demonstrated the highest standard of professional behavior:

- 1) The faculty or staff member, course director, or preceptor may complete the PEF.
- 2) If a PEF is completed, the student *will be required* 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 will be submitted to the Office of Pharmacy Education and retained in the student's electronic file in Enflux. If the incident involves a 4th year student (Advanced Pharmacy Practice Experience year), the completed PEF will also be submitted to the Associate Dean for Experiential Education.
- 5) If a student incurs a pattern of multiple PEFs, receives a PEF documenting a serious unprofessional behavior, or does not respond to or sign a PEF, then the Offices of the Associate Dean for Pharmacy Education and/or Experiential Education may forward the PEF(s) to the Academic Oversight Committee. The PEF(s) will be reviewed by the Academic Oversight Committee for possible action depending on the unprofessional behavior(s) or if the student fails to meet the terms of the documented remediation plan.

Appendix A. Examples of unprofessional student behaviors

- engages in abuse of power in interactions with patients or colleagues
- engages in bias and/or sexual harassment
- does not respect patient autonomy and/or confidentiality
- does not dress in an appropriate and professional manner
- does not use appropriate names and titles when addressing faculty and preceptor

Appendix A (Continued). Examples of unprofessional student behaviors

- does not attend required lectures/group sessions
- does not respond in a reasonable time to communications from the faculty and administration
- 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
- 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 as associated with preparation for the clinical years
- demonstrates difficulty incorporating feedback in order to make changes in behavior
- demonstrates difficulty fulfilling academic and professional responsibilities or tasks in a reliable and timely manner
- misrepresents or falsifies actions and/or information
- is not punctual for professional obligations
- appears resistant or defensive in accepting constructive feedback and/or criticism
- demonstrates difficulty accepting responsibility for errors
- shows signs of being overly critical or verbally abusive during times of stress
- demonstrates arrogance
- has difficulty creating rapport with fellow students, faculty, staff, or patients in a learning or practice environment
- lacks empathy and demonstrates insensitivity to the needs of peers, patients, and/or others
- shows signs of not functioning well within the health care team concept
- has difficulty establishing and maintaining appropriate professional boundaries in work and learning situations
- does not demonstrate honesty
- disrupts the academic environment or impedes the learning opportunities of others
- does not treat others with respect, including those of diverse race, gender, religion, sexual orientation, age, disability or socioeconomic status
- does not resolve conflicts in a manner that respects the dignity of every person involved
- does not use professional language in professional settings