

# Student Professionalism: Development and Implementation of a Curricular Competency Statement and Professionalism Policy at the University of Georgia College of Pharmacy

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**ABSTRACT.** As part of the evolution of professionalism within the College, a curricular competency statement was developed. Following initial development by an *ad hoc* committee at the 2003 AACP Institute, a Professionalism Committee was created at the College. The charge was to develop a policy addressing professional behaviors and attitudes, and to identify mechanisms to increase student awareness regarding the importance of professionalism. It was determined that the policy, while not punitive in nature, needed to be powerful enough to delay or prevent academic progression of students displaying chronic or severe episodes of unprofessional behaviors. Following its development, the policy was approved by the faculty. The terminal and enabling objectives are currently being mapped to required courses within the Doctor of Pharmacy curriculum. By establishing standards and policy governing profes-

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sional attitudes and behaviors, student professional development throughout the curriculum should become more consistent. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <http://www.HaworthPress.com> © 2005 by The Haworth Press, Inc. All rights reserved.]

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### **INTRODUCTION**

Across healthcare disciplines, there has been concern expressed about a perceived decline in professionalism. Within pharmacy specifically, this concern has led to the development of position papers such as the White Paper on Pharmacy Student Professionalism (1), The American Association of Colleges of Pharmacy (AACP) Excellence Paper on Student Professionalism (2), and most recently The Pharmacy Professionalism Toolkit for Students and Faculty (3). Each of these papers outlines the need for educational institutions to develop comprehensive programs designed to provide consistent professional socialization of pharmacy students throughout the curriculum.

At the University of Georgia (UGA) College of Pharmacy (COP), we instituted several programs designed to emphasize our expectation of professionalism following the publication of the White Paper on Pharmacy Student Professionalism. In fall 2000, a white coat ceremony was implemented during the College's orientation program in which students recite the Oath of a Pharmacist and are presented a white coat and UGA COP patch. Friends and family of incoming students are also invited to attend. This ceremony marks the student's entry into the pharmacy profession and allows them to begin realizing the associated responsibilities and expectations of becoming a pharmacist. In spring 2000, a pinning ceremony was begun for students completing the third professional year of the curriculum. During this required ceremony, students are presented a specially designed UGA COP pin intended to be worn on their white coat throughout their final professional year. The ceremony is designed to denote the successful completion of the didactic coursework and the commencement of the final experiential year of the curriculum.

Even with the institution of these ceremonies, individual faculty members remained concerned about the declining level of professionalism

within the College. Through the work of an *ad hoc* faculty committee and a faculty/student Professionalism Committee, we have since developed and adopted a professionalism competency statement within our curriculum and have implemented a policy designed to track and remediate student professional behavior.

### ***CURRICULAR COMPETENCY DEVELOPMENT***

The UGA COP Doctor of Pharmacy Curriculum, which was revised in 1996, contained nine competency statements designed to underscore the knowledge, skills and abilities necessary for practicing pharmacists (Table 1). Each competency statement consists of multiple terminal and enabling objectives which address specific knowledge, skills, and abilities that students must master. Each objective was assigned hierarchical or-

TABLE 1. Curricular Competency Statements

Goal 1	Evaluate drug orders or prescriptions consistent with patient history and current health status and legal requirements; accurately and safely prepare dosage forms / drug delivery systems; appropriately select, package, label and dispense drug products.
Goal 2	Collect and evaluate patient data to determine appropriate courses of action (i.e., nonprescription drug therapy, non-drug therapy, or referral to another health care professional).
Goal 3	Design, implement, monitor, evaluate, and modify patient pharmacotherapy based on scientific principles to ensure effective, safe, and economical patient care.
Goal 4	Communicate effectively on issues related to drug therapy and health.
Goal 5	Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, caregivers, health professionals and the general public.
Goal 6	Evaluate, integrate, and manage human, economic, scientific, and technologic resources for the effective provision of pharmaceutical care.
Goal 7	Apply legal and ethical principles and regulatory requirements in the conduct of professional activities.
Goal 8	Recognize potential risks and consequences of substance abuse by pharmacists; provide professional guidance and scientific information to the public and health professionals regarding substance abuse, chemical dependency, and management of toxic substances.
Goal 9	Identify and pursue appropriate means for life-long personal and professional development.
Goal 10*	Demonstrate professional behaviors and values.

\*Adopted in 2003

der, based on the cognitive, affective, and psychomotor taxonomies of learning developed by Bloom, Krathwohl, and Simpson, respectively (4).

During the 2003 AACP Institute Meeting, an *ad hoc* faculty committee constructed the framework for a curricular competency statement intended to address professional attitudes and behaviors. Seven terminal objectives were developed with corresponding enabling objectives. Simpson's (psychomotor) and Bloom's (cognitive) taxonomies were utilized to format the objectives in a manner consistent with existing curricular competencies.

The process for developing the objectives included committee members discussing attributes of a pharmacy professional and grouping them in similar categories. An article, written by Arnold, concerning the assessment of professional behavior was also used as a basis of discussion (5). Committee members were asked to reflect on particular instances of unprofessional behavior by students, both within and outside the classroom, to capture issues previously omitted. Upon completion of the three-day institute, the terminal and enabling objectives for the curricular competency had been completed. Although we did not have access to the document at the time, the objectives incorporated all of the qualities outlined in the American Board of Internal Medicine's Project Professionalism which include altruism, accountability, excellence, duty, honor and integrity, and respect for others (6).

Once the *ad hoc* committee members returned from the AACP Institute, several weekly sessions were scheduled to operationalize the objectives within the curricular competency statement. It was felt that this was necessary for students, faculty and preceptors to understand the generalizability of the information contained within each terminal and enabling objective. Once all examples were included, the document was distributed to all faculty members for input. Upon modification, the document was presented at the fall 2003 faculty meeting where it was adopted as the 10th curricular competency statement (Appendix A).

### ***PROFESSIONALISM POLICY DEVELOPMENT***

Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed in the College's Progression policy. However, prior to 2004, an official mechanism did not exist to address unprofessional attitudes and behaviors. Upon adoption of the professionalism competency statement, elec-

tronic mail notification was sent both to students and faculty to elicit participation on a faculty/student Professionalism Committee. A total of 10 faculty and 8 students formed the *ad hoc* committee. This *ad hoc* Professionalism Committee was charged with developing a policy to address professional behaviors and attitudes and identifying mechanisms to increase student awareness regarding the importance of professionalism.

The committee met monthly for a total of four meetings. During these meetings, members discussed the importance of having the policy function primarily as a mechanism to identify, inform, and educate students displaying unprofessional behaviors in an attempt to remediate and prevent further episodes. It was desired that the policy not be viewed as punitive, but rather as an opportunity to alert students, faculty and administrators to problematic behaviors. However, there was agreement that the policy should be strong enough to delay or prevent the progression of students who display chronic or severe episodes of unprofessional behaviors or attitudes.

The policy designed by the *ad hoc* Professionalism Committee empowers students, faculty, staff and all individuals associated with the UGA COP academic programs to file formal reports about unprofessional student behaviors or attitudes to the Assistant Dean for Student Affairs. It was emphasized, however, that attempts should be made to confront the offending student about the incident and resolve the problematic behavior or attitude before filing an official report. This would hopefully prevent students from feeling blindsided by accusations of breaches in professionalism. However, when written reports become necessary, they allow the Assistant Dean for Student Affairs to track incidents and determine if a particular student is displaying a pattern of similar behavior in multiple courses or situations.

The process for acting upon filed reports of unprofessional behavior is as follows. Once a report is filed, the Assistant Dean for Student Affairs determines whether the reported behavior is indeed a breach of professionalism. If the action is judged to be in conflict with the professionalism objectives, the Assistant Dean must then conclude to either act on the initial report or wait until additional reports are obtained on that particular student. Once it is decided that action is required, the Assistant Dean meets with the student to discuss the seriousness of the incident and outline possible consequences of future acts. Together, the Assistant Dean and the student develop strategies to correct the identified problem. The student and Assistant Dean sign a statement acknowledging the meeting and discussion of potential consequences of future problems. Upon receipt of an additional report of unprofessional behavior for the same stu-

dent, he or she is asked to appear before the Professionalism Committee to discuss the matter. After reviewing the facts of the incident, the Professionalism Committee may recommend that the student be placed on professional probation. Once on professional probation, further reports could lead to suspension (up to 12 months) or dismissal from the Doctor of Pharmacy program. As with decisions made by the Academic Committee which affect the student progression for academic matters, all decisions made by the Professionalism Committee can be appealed to the Dean. It should be noted, however, that faculty may elect to address certain student professional matters through appropriate university channels (e.g., honor code violations). To avoid double jeopardy situations, matters processed through university channels will not be addressed through the COP Professionalism Policy.

The policy drafted by the *ad hoc* Professionalism Committee was distributed to faculty by electronic mail for comments. Upon modification, the document was presented to the faculty during the spring 2004 faculty meeting and was adopted (Appendix B). Within the faculty meeting, changes to the UGA COP Bylaws were proposed to establish the structure and function of the Professionalism Committee. It was recommended that the current Academic Committee, charged to act on matters relating to academic progression, be expanded to include matters relating to professional competency and conduct. Composition of the new committee, entitled the Academic and Professionalism Committee, includes seven faculty members (three from each academic department and one from either Continuing Education and Outreach or Experience Programs) and three professional students in good academic standing. The Associate Dean serves as an ex-officio member of the committee. Committee members are appointed by the Dean. Faculty terms of service are three years in length. Student members are appointed to serve one-year terms and their participation is limited to professionalism matters. In the event of a conflict of interest, the identified committee member would be excluded from participating in the student case.

In reviewing the literature for other attempts to use professionalism policies to handle problematic student attitudes and behaviors, one similar example was identified. The University of California, San Francisco School of Medicine employed an evaluation system in 1995 to monitor and track student professional behaviors in the latter half of medical school training. This system was expanded in 1998 to encompass all four years of their program (7). Similarities between the University of California, San Francisco School of Medicine and UGA COP systems are that

both utilize a mechanism in which the Dean of Student Affairs evaluates and acts on reports and each allow for the possibility of student probation and/or expulsion. The primary differences between the policies are that only course coordinators are eligible to file reports within the University of California, San Francisco School of Medicine and that students placed on probation will have the identified problems outlined in the Dean's recommendation letter for residency training. Lastly, in the article published by Papadakis, describing the University of California program, it was not stated whether the School of Medicine had a curricular competency outlining professionalism standards (7).

Aside from developing the implementation policy for student professional behavior, the *ad hoc* Professionalism Committee was charged with identifying mechanisms to increase student awareness regarding the importance of professionalism. A comprehensive method involving applicants, incoming students and enrolled students was thought to be the best approach. Specific suggestions from the committee were as follows:

- Incorporate professionalism expectations in information sent to pre-pharmacy students.
- Incorporate professionalism within the interview process.
- Upon acceptance or at orientation, have students sign a professionalism statement.
- During orientation, stress to students that it is an honor to have been selected to attend pharmacy school.
- Incorporate professionalism into the existing Communications course (PHRM 3900).
- Encourage professors to clearly outline professional expectations within course syllabi.
- Encourage professors to confront students displaying unprofessional behavior and attitudes in conjunction with UGA COP courses or professional activities.
- Establish Wednesdays as “professionalism day” where students must wear professional attire, including lab coats and COP name tags.
- Evaluate individual student professionalism at the end of each semester using student self-evaluation, peer evaluation and/or instructor evaluation methods.
- Provide general feedback during scheduled class meeting times to inform them about professionalism issues within their class.

### **PROFESSIONALISM POLICY IMPLEMENTATION**

Although formal implementation of the policy began in fall 2004, student education began during the spring 2004 semester in an effort to increase student awareness and acceptance of the newly adopted curricular competency statement and proposed professionalism policy. Students enrolled in the first three professional years met by class with the Associate Dean using required meeting times. Within each session, students received copies of the competency statement as well as the professionalism policy and were given a presentation regarding student expectations and implications. At the beginning of the fall 2004 semester, each of these students received an electronic mail message from the Associate Dean reminding them of the policy implementation. Within the notification, a copy of the fully adopted professionalism policy was also included. Newly enrolled first year students were educated by the Associate Dean during the official orientation program conducted the first two days of the fall 2004 semester. A copy of the professionalism policy, incorporated in the Student Handbook, was provided to each first year student. Periodic verbal and/or via electronic mail reminders were sent by course coordinators or college administrators to various classes throughout the 2004-2005 academic year based upon feedback on global professionalism violations, such as unprofessional attire and excessive talking in lecture classes.

Faculty and course coordinators were encouraged to incorporate assessment of professional behaviors as determined appropriate into current course offerings beginning fall 2004. Preceptors for the advanced practice pharmacy experiences were notified about the professionalism competency statement and policy through written and verbal communications. Although there is no available data on what types of assessment procedures were implemented for most courses, this information will become available through end-of-the-year curriculum meetings scheduled for August 2005. It is known, however, that instructor and student self-assessment of professional behaviors has been implemented within the second professional year introductory practice experience programs as well as the fourth professional year advanced pharmacy practice experiences. For the introductory practice experiences, the percentage of the total grade attributed to student professionalism ranges from 45-75%. Within the advanced practice experience program, preceptors are instructed to view the professionalism domain within the student evaluation at least as important as those involving knowledge and patient care skills. Additionally, students are tracked throughout the final year experiences to ensure



that they achieve a score within the top two of five assessment criteria for the professionalism domain. Those students not achieving a satisfactory score in two or more advanced pharmacy practice experiences will have a faculty committee develop a plan for professional growth. If satisfactory improvement is not achieved through plan implementation, student progression can be interrupted.

Based upon the newly adopted COP Bylaws changes, three students were chosen to serve on the Academic and Professionalism Committee for the 2004-2005 academic year. Electronic mail notification was sent to all enrolled students at the commencement of the Fall 2004 semester to elicit interest in participating on various COP standing committees. Students were instructed to forward their names to the Assistant Dean of Student Affairs for consideration for individual committees. Selection preference for the Academic and Professionalism Committee was given to students who had participated on the *ad-hoc* Professionalism Committee.

To date, the Assistant Dean for Student Affairs has received formal reports from UGA COP faculty involving a total of six students. No reports have been filed by students, staff or other individuals associated with UGA COP academic programs. Only one student has been reported on more than one occasion. In this case, the student was reported for two separate professionalism violations (spring 2004 and summer 2005). Only one report involved an infraction within the experiential setting (summer 2005). A breakdown of the reports filed per semester is as follows. During the fall 2004 semester, two first year students were reported for disruptive behavior (e.g., excessive talking) in lecture classes (TO 10.1/EO 10.1.1). In spring 2005, two additional first year students were cited for the same violation (excessive talking in lecture classes) while a second and a third professional year student were each reported for not completing required assignments in a timely manner (TO 10.1/EO 10.1.4; TO 10.2/EO 10.2.2). Within the summer 2005 semester, a fourth year student was reported for displaying disrespectful behavior towards the preceptor and associated support personnel at their assigned advanced pharmacy practice experience site (TO 10.1/EO 10.1.2, EO 10.1.2.1, EO 10.1.3). With the exception of the most recent report, the students cited were required to meet with the Assistant Dean for Student Affairs to discuss the professionalism infraction although no written acknowledgement by the students was deemed necessary. Since the summer 2005 report dealt with a previously reported student, this individual was required to meet with the Assistant Dean, formally apologize to the preceptor and site personnel, and sign a written acknowledgement of the unprofessional conduct and consequences of future infractions. No reports were forwarded to the Pro-

professionalism Committee for action since only the last infraction warranted first action by the Assistant Dean for Student Affairs.

### ***FUTURE DIRECTIONS***

With the successful adoption of a professionalism curricular statement and implementation policy designed to identify, monitor, and remediate professional attitudes and behavior, the UGA COP has provided the framework for a comprehensive approach to ensuring professional growth throughout the Doctor of Pharmacy program as recommended in the White Paper on Pharmacy Student Professionalism (1). Using the newly adopted professionalism curricular statement, we are in the process of mapping the terminal and enabling objectives to required courses within the Doctor of Pharmacy program. If, at the conclusion of the curriculum mapping process, we are able to identify objectives not currently covered by courses within the curriculum, we plan to either modify or replace existing courses with additional didactic coursework and/or skill-building experiences. Secondly, we plan to develop specific processes to measure and assess professional behavior within small and large classroom settings as well as experiential courses. Thirdly, we plan to continue the process of incorporating many of the suggestions provided by the Professionalism Committee to increase student awareness of the importance of professionalism. To date, we have established Wednesdays as Professionalism Day and have tried to provide more emphasis during orientation that selection as a student within the COP is an honor. Lastly, we plan to track the types of behaviors that are reported to the Assistant Dean for Student Affairs in an effort to identify trends in problematic behaviors and correlate the timing of these problems. This will allow us to determine if we need specific plans to address these issues at critical points within the curriculum.

### ***CONCLUSION***

Perceptions about declining student professionalism within health-care are widespread. Within the area of pharmacy, many schools have implemented targeted programs, courses, ceremonies or awards aimed to increase student professionalism (2,3,8,9). At the UGA COP, we implemented a curriculum statement on professional behaviors and values. We also adopted a professionalism policy designed to track, evaluate, and

remediate lapses in student professionalism. Through establishing standards and policy governing professional attitudes, behaviors and values, student professional development throughout the curriculum should become more consistent. In addition, by outlining specific institutional expectations of professional behavior within the curriculum, students, faculty and staff can become more informed. Through developing measurement and assessment criteria for professional behavior in addition to performing curricular mapping of the terminal and enabling objectives of the newly adopted competency statement, we can identify course modifications which may be required to accomplish our desired curricular outcomes.

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## APPENDIX A

**Competency Statement 10–Demonstrate professional behaviors and values.**

TO 10.1 (Characterization) Display professional behavior toward faculty, staff, peers, patients, and other health professionals in the classroom, laboratory, and clinical settings.

EO 10.1.1 (Organization) Modify behavior to interact effectively in classroom, laboratory and clinical settings.

- Shows courtesy to faculty, staff, peers, patients, and other health professionals.
- Asks appropriate questions.
- Asks questions in a respectful manner.
- Does not initiate or participate in extraneous conversations.
- Focuses on assignments.
- Demonstrates ability to prioritize projects.
- Demonstrates preparedness to interact in classroom, laboratory, and clinical settings.

EO 10.1.2 (Organization) Modify behavior to communicate effectively with faculty, staff, peers, patients, and other health professionals.

- Demonstrates courtesy and respect in verbal and written communications.
- Uses language appropriate to the academic setting.
- Addresses faculty, staff, peers, patients, and other health professionals with the appropriate name and/or title.
- Displays body language appropriate to the person and setting.
- Takes initiative to update personal information (changes in name, address, phone number) in various University and College databases.

EO 10.1.2.1 (Organization) Demonstrate skills of conflict resolution.

- Demonstrates diplomacy in expressing opinions/ideas.
- Resolves conflicts independently, effectively, and positively.
- Defends ideas/positions when appropriate.
- Addresses problems/issues initially with those involved (before bringing in outside sources).

EO 10.1.2.2 (Synthesis) Formulate constructive evaluation of others' performance.

- Demonstrates use of appropriate and professional language.
- Constructs a positive written/oral evaluation of others, pointing out strengths and weaknesses.
- Evaluates others in a direct, concise, clear, and honest manner.
- Focuses the evaluation on the individual without making comparisons to others.

EO 10.1.2.3 (Organization) Display positive attitude when receiving constructive criticism.

- Acknowledges criticism and determines the validity.
- Formulates a plan for corrective action.

EO 10.1.2.4 (Valuing) Formulate written communications with professional content and tone.

- Uses clear, concise, professional, and appropriate language.
- Differentiates the appropriate use and legality of various types of written communication (e.g., e-mail, letter, memo, chart).

EO 10.1.2.5 (Organization) Demonstrate confidence in actions and communications.

- Takes initiative when appropriate.
- Identifies situations where assistance is needed.
- Defends ideas/positions when appropriate.
- Demonstrates poise/demeanor appropriate to one's experience level.
- Responds quickly, accurately, and decisively under pressure.

EO 10.1.3 (Organization) Show regard for persons in authority in classroom, laboratory, and clinical settings.

- Challenges authority in an appropriate time, place, and manner.
- Demonstrates regard for the other person's position, responsibilities, time commitments, knowledge, and accomplishments.
- Accepts decisions of persons in authority.
- Differentiates decisions for which the other person has final authority.

EO 10.1.4 (Organization) Demonstrate dependability to carry out responsibilities.

- Completes assigned tasks in a timely manner.
- Completes tasks/assignments independently without supervision.
- Completes tasks/assignments without reminders or interventions.
- Acknowledges, clarifies, and carries out assignments and responsibilities.

EO 10.1.5 (Valuing) Differentiate appropriate interpersonal interactions with respect to culture, race, religion, ethnic origin, and gender.

- Demonstrates sensitivity toward others with choice of language, tone, and inflection.
- Demonstrates sensitivity in tone of written and verbal communications.
- Demonstrates appropriate physical interactions, including body language.
- Demonstrates a tolerance of diversity.

EO 10.1.6 (Organization) Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.

- Shows respect for others' beliefs, opinions, choices, values, and socioeconomic status.
- Demonstrates tolerance of others' physical, mental, and social limitations.

EO 10.1.7 (Characterization) Act with honesty and integrity in academic matters and professional relationships.

- Demonstrates high moral and ethical standards.
- Adheres to UGA Culture of Honesty policy.
- Encourages honesty and integrity from peers.
- Shows willingness to admit mistakes.
- Shows willingness to admit deficiencies in knowledge and/or practice skills.
- Shows willingness to see corrective action for mistakes.

EO 10.1.7.1 (Characterization) Demonstrate attitude of service by putting others' needs above one's own.

- Demonstrates sense of commitment.
- Demonstrates commitment to the profession and its special needs.
- Shows sensitivity to others' requests/needs.
- Demonstrates willingness to accommodate others' needs or seeks alternative solutions.
- Shows empathy toward others.

EO 10.1.7.2 (Characterization) Demonstrate a desire to exceed expectations.

- Demonstrates pride in accomplishments.
- Demonstrates professional involvement.
- Demonstrates initiative to take on additional tasks without expectation of compensation.
- Shows willingness to follow up after completing a task or assignment.

EO 10.1.8 (Characterization) Promote appropriate drug-taking behavior.

- Recommends medications only when appropriate.
- Dispenses medications in accordance with established rules, regulations, or laws.
- Does not abuse/misuse prescription drugs.
- Does not abuse/misuse nonprescription drugs.
- Does not use illegal drugs/substances.
- Does not abuse alcohol.
- Seeks treatment for potential substance abuse problems.
- Refers others for substance abuse problems.

EO 10.1.9 (Characterization) Demonstrate professional interactions with patients.

- Demonstrates concern, empathy, and respect for patients.
- Demonstrates willingness and ability to listen to patients.
- Recognizes and respects patients' needs for personal space.
- Asks appropriate questions and provides factual information.

EO 10.1.9.1 (Comprehension) Describe the covenantal relationship between a pharmacist and patient.

- Maintains non-judgmental demeanor with patients.
- Shows respect for patient confidentiality.
- Adheres to rules, regulations, and laws governing patient confidentiality.
- Acts in the patient's best interests.
- Demonstrates tolerance of diversity.

EO 10.1.9.2 (Analysis) Identify instances when one's values and motivation are in conflict with those of the patient.

- Considers cost, benefit, risks, and side effects in relation to the patient's health care needs.
- Considers the patient's cultural, religious, socioeconomic, and lifestyle needs when making recommendations.

EO 10.1.9.3 (Organization) Relate to patients in a caring and compassionate manner.

- Shows concern for patients.
- Shows respect for patients' culture, religion, socioeconomic status, and lifestyle.
- Formulates empathetic responses to patients.

EO 10.1.9.4 (Organization) Demonstrate ethical standards related to pharmacy practice.

- Identifies references/sources containing ethical standards related to pharmacy practice.
- Develops an acceptable basis for formulating personal ethical standards.

EO 10.1.10 (Characterization) Exhibit fitting behavior when representing the UGA COP in extracurricular activities and professional meetings outside the COP.

- Adheres to UGA student conduct regulations.
- Dresses in an appropriate professional manner.
- Attends and participates in program sessions.
- Demonstrates courtesy and respect to others in meetings and programs.

TO 10.2 (Characterization) Demonstrate punctuality in academic and professional environments.

- Arrives prepared and on time for required classes, labs, and experiences.
- Notifies instructor or preceptor in advance or at earliest possible time with regard to absence or tardiness.
- Notifies preceptor in advance for information about upcoming clerkship.

EO 10.2.1 (Responding) Adhere to established times for classes, laboratories, clerkships, and meetings.

- Acknowledges academic priorities over personal commitments.
- Shows respect for professors' and preceptors' responsibilities/time commitments outside of established class/meeting times.
- Performs throughout the allotted times for class, labs, and experiences.
- Asks permission for professor or preceptor to alter established schedule and accepts final decision.

EO 10.2.2 (Responding) Comply with established verbal and written deadlines.

- Keeps up-to-date with deadlines.
- Shows responsibility for maintaining information regarding assignments.
- Completes assignments without reminders.

EO 10.2.3 (Responding) Respond to requests (written requests, verbal questions, e-mails, telephone calls) in a timely fashion.

- Demonstrates responsibility to check mail, e-mail, voice mail, and other forms of communication on a regular basis in order to receive requests/assignments.
- Acknowledges established deadlines or sets deadlines appropriate to the request.
- Completes assignments on time or within an acceptable time frame.

EO 10.2.4 (Responding) Perform pharmaceutical care responsibilities in a timely manner.

- Prioritizes tasks in relation to a patient's needs.
- Performs tasks in a timeframe consistent with a patient's needs.

TO 10.3 (Characterization) Maintain a professional appearance when representing the COP.

- Takes into account perceptions and values of patients and other health professionals when determining one's professional appearance.
- Follows established guidelines in classroom, laboratory, and patient care settings regarding appearance.



- Takes initiative to identify appropriate appearance when guidelines are unclear or not specified.

EO 10.3.1 (Valuing) Modify dress appropriate to classroom, laboratory, clinical, and professional settings.

- Adheres to established guidelines regarding dress, jewelry, and body adornments.
- Recognizes and respects authority of faculty and preceptors with regard to determining appropriateness of dress, jewelry, and body adornments.
- Values the importance of dress, jewelry, and body adornments for conducting effective patient interactions.

EO 10.3.2 (Valuing) Maintain personal hygiene and grooming appropriate to the academic or professional environment.

- Follows established guidelines regarding personal hygiene and grooming.
- Considers health implications for others with regard to personal hygiene (e.g., hand washing, cologne, tobacco products).
- Values the importance of personal hygiene and grooming for effective interpersonal interactions.

TO 10.4 (Responding) Comply with student health requirements for working with patients in various health care environments.

- Demonstrates awareness of various health requirements regarding personal and patient health and safety.
- Complies with requirements for routine medical tests (e.g., PPD, drug screening) needed for working in various health care settings.
- Complies with deadlines for fulfilling student health requirements.

TO 10.5 (Organization) Maintain appropriate records (e.g., intern license, CPR certification, immunizations, insurance, skills) to demonstrate professional competence.

- Produces records upon request from authorized faculty, staff, preceptors, or health care facilities.
- Maintains appropriate renewals of credentials and licenses.

TO 10.6 (Responding) Comply with federal, state, University, COP and institutional requirements regarding confidentiality of information.

- Completes required training related to confidentiality of information.
- States regulations regarding confidentiality of patient information.
- States requirements for maintaining confidentiality of institutional data.

TO 10.7 (Characterization) Produce quality work in academic and professional settings.

- Takes initiative to have standard of work defined.
- Responds to constructive criticism to improve quality of work.
- Takes initiative to prepare adequately for classes, labs, meetings, or experience training.
- Demonstrates completeness in carrying out assignments.

EO 10.7.1 (Organization) Utilize time efficiently.

- Conducts personal business outside established times for classes, labs, or experience training unless authorized.
- Demonstrates good organizational skills.
- Prioritizes responsibilities in carrying out assignments.
- Demonstrates ability for multi-tasking.

EO 10.7.2 (Organization) Demonstrate self-direction in completing assignments.

- Seeks assistance for faculty, TAs, or preceptors to clarify assignments or directions.
- Maintains focus in completing assignments.
- Demonstrates ability to work independently.

EO 10.7.3 (Characterization) Demonstrate accountability for decisions.

- Accepts responsibility for personal, academic, and patient-care decisions.
- Provides rationale for decisions in a professional manner.
- Documents actions and outcomes of decisions.

EO 10.7.4 (Characterization) Demonstrate characteristics of lifelong learning.

- Keeps abreast of changes in drug therapy and disease management.
- Keeps abreast of changes in laws, rules and regulations pertaining to the practice of pharmacy.
- Takes initiative to research questions or problems independently.
- Critically evaluates the accuracy and validity of information related to patient care.

APPENDIX B  
**Professional Policy**

**Fulfilling Professionalism Requirements in the Doctor of Pharmacy Curriculum**

In a professional school, the curriculum of study consists of knowledge, skills, abilities, and attitudes/behaviors. The curricular goals and objectives of the Doctor of Pharmacy program at the UGA COP are articulated in the document entitled, *Competency Statements, Terminal Objectives, and Enabling Objectives for the Doctor of Pharmacy Program*. Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed in the College's Progression Policy. Procedures for addressing attitudes, i.e., professional competency, are addressed by the following policy.

Professional behavior is expected among all students of the UGA COP in order to fulfill curricular requirements for graduation. Professional attitudes/behaviors, as well as examples of unprofessional behavior, are discussed with students during Orientation, stated in various course syllabi, and reinforced at selected points throughout the academic year. Students who exhibit appropriate behaviors/attitudes progress in the professional components of the curriculum, whereas students who do not display competence in professional behaviors and attitudes are subject to informal and/or formal corrective action.

Any student, faculty, staff member, or individual associated with the College's academic programs may report a student for lack of professional behavior to the Assistant Dean for Student Affairs. Under usual circumstances, the incident should have been brought to the student's attention and resolution attempted before reporting the incident to the Assistant Dean.

Upon receiving a report regarding unprofessional behavior, the Assistant Dean will determine the legitimacy of the report in accordance with his/her interpretation of Competency Statement 10 (in the College's document on educational outcomes, *Competency Statements, Terminal Objectives, and Enabling Objectives for the Doctor of Pharmacy Program*), the severity of the incident, and the urgency by which it needs to be addressed administratively. Depending on the nature of the behavior, the Assistant Dean may act on a single behavioral report or wait to act until he/she receives multiple reports of unprofessional behavior on a student. Once the Assistant Dean determines that administrative action is warranted, each case will be addressed in the following manner:

1. For the first action to address unprofessional behavior, the Assistant Dean will meet with the student to counsel him/her on the seriousness of the behavior and the potential consequences to the student of such actions, including potential dismissal from the COP for repeated unprofessional behavior. The discussion will also include strategies to correct the behavior or address the problem. Following the session, the student and Assistant Dean will sign and date a statement acknowledging the student's behavior and his/her awareness of potential consequences for similar behavior in the future. The Assistant Dean will notify the person(s) who initiated the complaint that the student has been counseled.
2. For the next reported offense, the Assistant Dean will notify the student and the chair of COP Professionalism Committee. The student will appear before the Professionalism Committee to discuss the behavior. Following this session, the committee may recommend to the Associate Dean that the student be placed on professional probation in the College of Pharmacy, a final warning of the impending consequences of a third offense.
3. For subsequent problems with professionalism, the Assistant Dean will notify the student and the Professionalism Committee. After meeting with the student, the Professionalism Committee will recommend to the Associate Dean an appropriate course of action. The outcome will be based on the type of unprofessional behavior and whether this is a new behavior problem or continuation of an ongoing problem. Possible outcomes will be professional probation, continued professional probation, suspension from the Doctor of Pharmacy program for up to one year, or dismissal from the COP. Students who receive continued professional probation or suspension will be dismissed from the COP upon further problems with unprofessional behavior.
4. Students may appeal decisions of the Professionalism Committee to the Dean of the COP.