SCHOOL OF PHARMACY AND HEALTH PROFESSIONS
PROFESSIONALISM WORKGROUP
Spring 2004

EXAMPLES OF PROFESSIONAL BEHAVIORS
(A tool to facilitate discussion about professionalism among faculty and students)

This document is provided to School of Pharmacy and Health Professions faculty to assist teachers, advisors and administrators in promoting professional behavior throughout our students' tenure in their academic programs. It is planned that this document will be shared with students, and that having the tool available will prompt positive and productive discussion about the behavioral and attitudinal aspects of professionalism. The behaviors listed in this document are by no means exhaustive, and we hope the work that's been done to craft it will stimulate discussion about other important indicators of professionalism among and between faculty and students.

We acknowledge the faculty of the Physical Therapy program for bringing their original Professional Behaviors document to the attention of the Professionalism Workgroup. It has been slightly modified to be applicable to all of our School's health professions disciplines, but the majority of what you see in this tool originated in the PT department.

You will note that the professional behaviors in this document are organized around the six Core Professional Competencies adopted by both the PT and OT programs. Most of these competencies are reflected in one or more of the six General Ability-Based Outcomes of the Pharmacy program, and this is explicitly noted in the tool. The behaviors are also "leveled" according to a student's developmental status within their professional program (Entering, Developing and Senior). The example behaviors listed under the "Developing Students" category assume the retention of professional behaviors identified under the "Entering Students" category. Likewise, the example behaviors listed under the "Entering Students" and "Developing Students" categories should still be evident in senior students.

We hope you find this document a useful tool in your work with your students and advisees.

Core Professional Ability: Professional Formation and Critical Self-Reflection (PT and OT)
The student shall utilize a process of deliberative self-reflection to enhance understanding of self and engage in continued professional formation.

Core Professional Ability: **(Missing from Pharmacy's General Ability-Based Outcomes)**

Formation of professional identity reflects the core values of Accountability, Altruism, Compassion, Excellence, Honor and Integrity, Professional Duty and Social Responsibility

Entering Students	Developing Students	Senior Students

1. Displays professional behaviors and attitudes in the classroom, extracurricular settings, and healthcare settings
  a. Attends scheduled classes
  b. Adheres to deadlines
  c. Engages equitably in group projects
  d. Adheres to University honor code and other School standards
  e. Projects professional image
  f. Abides by faculty policies and procedures
  g. Accepts and applies constructive criticism from faculty
2. Demonstrates awareness of state licensure regulations
3. Demonstrates intellectual honesty, compassion, courage and continuous regard for all
4. Presents oneself in a manner that honors the profession and that is accepted by patients, faculty, preceptors, and employers. This includes personal hygiene, attire, and body language
5. Demonstrates understanding of the need to put patient welfare above all. and the professional duty to serve patient needs at all times
6. Demonstrates awareness of the need to do quality work
7. Demonstrates accountability for actions and attitudes
8. Participates in formative and summative assessment activities
9. Initiates the process of critical self-reflection
10. Articulates a rationale for membership in a professional organization
11. Recognizes the organizations that represent the profession and supports these organizations through membership
	1. Accepts and applies constructive criticism from preceptors
	2. Adheres to institutional regulations related to patients/client care
	3. Contributes to the process of peer-assessment in clinical education settings
	4. Applies the process of critical self-reflection in practice Identifies positive professional role models
	5. Discusses societal expectations of the profession
	6. Understands, values, and participates in professional organizations and recognizes how they relate to their profession
	7. Demonstrates an altruistic and compassionate disposition towards patients in actual and simulated clinic environments
	8. Demonstrates the ability to do quality work
		1. Demonstrates professional behaviors and attitudes in all interactions with individuals involved in the delivery and reimbursement of healthcare services
		2. Accepts and applies constructive criticism from peers and employers
		3. Adheres to legal practice standards including all federal, state, and institutional regulations related to patient/client care and fiscal management
		4. Participates in peer-assessment activities
		5. Engages in reflection as part of clinical reasoning and decision making
		6. Demonstrates accountability for professional decisions
		7. Recognizes scopes of expertise
		8. Discusses the role of their profession in health care
		9. Consistently demonstrates an altruistic and compassionate disposition towards patients
		10. Consistently produces quality work

Core Professional Ability: Communication Skills (PT and OT)

The student shall read, write, speak, listen and use media and technology to communicate effectively. The student shall demonstrate respectful, positive and culturally appropriate interpersonal behaviors in the counsel and education of patients, families, and in communication with other healthcare professionals.

Core Professional Ability: Communication Skills (Pharmacy)

The student shall read, write, speak, listen and use multimedia to communicate effectively. The student shall counsel and educate patients, as well as communicate with other healthcare professionals.

Communication Skills reflect the core value of Respect

Entering Students	Developing Students	Senior Students
1. Expressively and receptively communicates in a clear, non-judgmental, empathetic, effective and timely manner in the classroom and in extracurricular settings 2. Interprets own verbal and non-verbal responses 3. Utilizes technology effectively, e.g., audiovisuals, e-mail, web-based discussion boards 4. Responds with sensitivity by considering differences in race/ethnicity, religion, gender, age, sexual orientation, disability or health status	1. Expressively and receptively communicates in a clear, non-judgmental, empathetic, effective and timely manner in the classroom and in healthcare settings 2. Selects a method for communicating that is effective for a particular situation 3. Initiates communication with sensitivity by considering differences in race/ethnicity, religion, gender, age, sexual orientation, disability or health status	1. Adapts communication strategies to message intent and audience 2. Consistently communicates in a professional and timely manner 3. Communicates with sensitivity by considering differences in culture, race/ethnicity, religion, gender, age, sexual orientation, disability or health status

Core Professional Ability: Critical Thinking and Clinical Judgment (PT and OT)

The student shall acquire, comprehend, apply, synthesize and evaluate information. The student shall integrate these abilities to identify, resolve and prevent problems and make appropriate decisions. The student shall demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and systematic inquiry for the purpose of clinical reasoning, decision-making and exercising sound clinical judgment.

Core Professional Ability: Critical Thinking (Pharmacy)

The student shall acquire, comprehend, apply, analyze, synthesize, and evaluate information. The student shall integrate these abilities to identify resolve, and prevent problems and make appropriate decisions. The student shall understand the research process.

Critical Thinking and Clinical Judgment reflect the core value of Excellence

Entering Students	Developing Students	Senior Students
1. Demonstrates initial stages of clinical reasoning and problem solving a. Begins to recognize and prioritize problems b. Generates potential solutions to problem c. Identifies resources needed to develop solutions d. Begins to examine multiple solutions to problems e. Raises relevant questions f. Considers all available information g. Demonstrates an understanding that knowledge is always evolving	1. Applies clinical reasoning and problem solving processes to patient care decisions a. Clarifies problems using a broad source of information b. Identifies contributors to the problem c. Identifies areas of uncertainty in problem solving. Articulates risks and benefits of possible solutions given uncertainties in current knowledge d. Considers consequences of possible solutions e. Constructively critiques hypotheses and ideas f. Formulates new ideas and alternative hypotheses 2. Prioritizes responsibilities 3. Uses time effectively	1. Determines deliberate actions to be taken 2. Evaluates the effects of his/her actions using measures that are known to be reliable and valid a. Accepts responsibility for implementation of solutions b. Assesses issues raised by contradictory ideas c. Demonstrates proactivity in seeking current scientific and clinical information so support clinical decisions. d. Recognizes appropriate solutions in presence of cognitive dissonance e. Justifies solutions selected **f.** Adapts plan of care to manage dissonant situations (to capture the key elements of handling uncertainty & adapting the plan of care)

Core Professional Ability: Learning and Professional Development (PT and OT)

The student shall consistently strive to expand his or her knowledge and skills to maintain professional competence and contribute to the body of professional knowledge. The student shall demonstrate the ability to gather, interpret and evaluate data for the purpose of assessing the suitability, accuracy and reliability of information from reference sources.

Core Professional Ability: Lifelong Learning (Pharmacy)

The student shall continuously strive to expand his or her knowledge to maintain professional competence.

Life-Long Learning and Professional Development reflect the core value of Excellence

Entering Students	Developing Students	Senior Students
1. Formulates appropriate questions 2. Identifies and locates appropriate resources 3. Demonstrates positive attitude (motivation) toward learning 4. Offers own thoughts and ideas 5. Identifies need for further information 6. Identifies sources of information and characterizes the quality of various sources of information, including the role of peer-reviewed data versus information from texts, continuing education courses, and acknowledged experts 7. Accesses sources of information 8. Is self-directed in pursuing knowledge	1. Prioritizes informational needs 2. Analyzes and subdivides large questions into components 3. Seeks out professional literature 4. Sets personal and professional goals 5. Identifies own learning needs based on previous experiences 6. Plans and presents an in-service; research or case studies 7. Welcomes and/or seeks new learning opportunities 8. Assesses published studies for their relevance to practice as well as the adequacy of research design and subjects selection in regard to hypotheses, design, method, and appropriateness of analysis, discussion, and conclusions 9. Identifies advantages and disadvantages of various approaches to critical inquiry and related research methods for answering important clinical questions 10. Assesses studies to determine the relevance to clinical practice and contrasts data from these sources with information obtained from authorities, tradition, and other sources	1. Applies new information and re-evaluates performance 2. Accepts that there may be more than one answer to a problem 3. Recognizes the need to and is able to verify solutions to problems 4. Reads articles critically and understands limits of application to professional practice 5. Researches and studies areas where knowledge base is lacking 6. Updates solutions to problems based on current research and best available evidence 7. Critically evaluates published studies related to their practice, research, and education 8. Demonstrates the ability to apply knowledge from these studies in a scientific manner and to appropriate populations 9. Secures and critically evaluates information in a timely manner related to new and established techniques and technologies, legislation, policy and environment related to patient care

Core Professional Ability: Ethical Foundation and Moral Agency (PT and OT)

The student shall practice in an ethical manner, fulfilling an obligation for moral responsibility and social justice. The student shall identify, analyze and resolve ethical problems.

Core Professional Ability: Professional Ethics and Responsibility (Pharmacy)

The student shall represent the profession in an ethical manner. The student shall identify, analyze, and resolve ethical problems.

Ethical Foundation and Moral Agency reflect core values of Honor and Integrity, and Accountability

Entering Students	Developing Students	Senior Students
1. Identifies and tests one's own personal values 2. Distinguishes between personal values, professional values, and societal values 3. Discusses application of the Ignatian core values to the own professional education experience 4. Is fair and truthful. Honors commitments 5. Is aware of the mandates of HIPAA and the covenant of confidentiality between practitioners and patients	1. Integrates personal and professional values into decision making 2. Applies a framework of ethical principles to personal values 3. Identifies ethical problems in practice and applies a framework of ethical principles to common practice problems 4. Recognizes the possibility of conflict of interest and understands what to do to avoid or resolve such conflicts 5. Treats patient information in a sensitive and confidential manner 6. Understands and complies with the mandates of HIPAA and the covenant of confidentiality between practitioners and patients	1. Integrates ethical principles with thoughts, values, and feelings of self and others in ethical decision making within professional situations 2. Analyzes a complex ethical issue and justifies a resolution 3. Demonstrates a reflective decision making process that is consistent with mindful practice and Ignatian core values 4. Avoids relationships that could allow, or could be perceived to allow, personal gain to compromise patient welfare 5. Maintains professional confidences of patients and other health care practitioners

Core Professional Ability: Social Awareness, Leadership and Advocacy (PT and OT)

The student shall provide service to the community and to the profession. The student will assume responsibility for proactive collaboration with other healthcare professionals in addressing patient needs. The student will be prepared to influence the development of ethical and humane health care regulations and policies that are consistent with the needs of the patient and society.

Core Professional Ability: Social Interaction, Citizenship, Leadership and Professionalism (Pharmacy)

The student shall demonstrate appropriate interpersonal behaviors. The student shall provide service to the profession, as well as the community. The student shall be proactive in collaborating with other health care professionals.

Social Awareness, Citizenship, Leadership, Advocacy and Professionalism reflect the core values of Respect, Duty and Altruism

Entering Students	Developing Students	Senior Students
1. Demonstrates an initial understanding of different cultures and belief systems and how these differences appear in the health care delivery system 2. Develops self awareness of social, cultural, historical, economic and political background 3. Demonstrates an attitude of respect for different cultural, historical, economic and political backgrounds and belief systems 4. Develops an awareness of health professions responsibilities and obligations to society	1. Engages and reflects on professional role in community volunteer activities 2. Evaluates professional role as a member of an inter-professional experience 3. Identifies professional's role in critical health policy issues 4. Demonstrates an appreciation of, different cultural, historical, economic and political backgrounds and belief systems 5. Demonstrates an awareness of health professions responsibilities and obligations to society	1. Demonstrates the ability to place health care and professional issues within the appropriate historical, cultural, social, economic, and political frameworks 2. Advocates for needed reform for their practice-related needs of society 3. Advocates for patient welfare irrespective of patient cultural, historical, economic and political background and belief system 4. Shows commitment to serving patients even when it is inconvenient 5. Serves in the best interest of the patient above their own or that of employers

Professional Formation and Critical Self-Reflection:
1. Exhibits behaviors and attitudes consistent with professional standards in all interactions.
2. Demonstrates good hygiene and adheres to accepted standards of professional attire in all healthcare settings.
3. Accepts and applies constructive criticism from peers and employers. Criticizes others, when necessary, in a manner that is constructive and respectful.
4. Displays professionalism as evidenced by the use of time and effort to meet patient/client needs.
5. Recognizes and reports violations of laws and regulations to the appropriate agency.
6. Demonstrates skills in facilitating peer-assessment activities.
7. Stimulates the desire in others to do quality work.
8. Participates in activities that support professional organizations and the profession.
9. Consistently integrates clinical self-reflection in clinical reasoning and decision making.
10. Actively promotes the profession.
11. Acts in leadership role when needed.
12. Consistently demonstrates an altruistic and compassionate disposition towards patients.
13. Advocates for patient needs regardless of reimbursement potential.
14. Maintains professional confidences of patients and other health care practitioners.

Communication Skills
1. Consistently communicates in a professional, respectful and effective manner at all times and in all settings.
2. Evaluates the effectiveness of the communication for a particular situation.
3. Consistently, communicates with sensitivity by considering differences in culture, race/ethnicity, religion, gender, age, sexual orientation, disability or health status.

Critical Thinking and Clinical Judgment:
1. Consistently demonstrates decision-making skills including clinical reasoning, clinical judgment, and reflective practice.
2. Distinguishes when to think intuitively vs. analytically.
3. Challenges others to think critically.
4. Demonstrates proactivity in seeking out current scientific and clinical information to support clinical decisions.

Learning and Professional Development:

1. Questions conventional wisdom.
2. Formulates and re-evaluates position based on available evidence.
3. Demonstrates confidence in sharing new knowledge with all staff levels.
4. Modifies programs and treatments based on newly-learned skills and considerations.
5. Consults with other allied health professionals for treatment ideas.
6. Acts as mentor in area of specialty for other staff.
7. Applies legislation, policy, new knowledge, and skills required by new and changing healthcare environment.
8. Influences legislation and policy formation.
9. Participates in collaborative research in order to understand or contribute to scientific basis for their practice.

Ethical Foundation and Moral Agency:

1. Resolves ethical dilemmas through a systematic, reflective decision-making process based on ethical principles and theory.
2. Evaluates the ethical accountability of actions, intentions and outcomes.
3. Is fair and truthful. Honors commitments.
4. Avoids relationships that could allow, or could be perceived to allow, personal gain to compromise patient welfare.
5. Demonstrates accountability for actions and attitudes.

Social Awareness, Leadership and Advocacy:

1. Demonstrates leadership ability in community activities.
2. Demonstrates leadership role in health policy advocacy.
3. Engages others in advocacy efforts for patient welfare irrespective of patient cultural, historical, economic and political background and belief system.