



Northeastern University

Bouvé College of Health Sciences School of Pharmacy

Northeastern University School of Pharmacy Code of Professional Conduct

School of Pharmacy Mission Statement

The School of Pharmacy is dedicated to excellence in pharmacy-related education, research and service including the provision of patient care. We prepare students with knowledge, skills and values for careers in pharmacy practice and pharmaceutical sciences. Our programs promote intellectual growth, professionalism, and lifelong learning. Through the generation and dissemination of new knowledge and through scholarship and community service, the school contributes to improved individual and population health.

Core Tenets of Professionalism

A central goal of the Northeastern University School of Pharmacy is to develop successful, professional, and competent pharmacists with the knowledge, skills, behaviors, and attitudes necessary to the profession of pharmacy. Essential to achieving this goal is the practice of holding our students to the highest educational and professional standards. It is important that students adopt professional behavior early during their education so that they may continue to grow and employ these behaviors throughout their future endeavors. The following professional attributes will be understood, respected, and incorporated into the professional lives of our students.

1. Scholarship and Commitment to Excellence (2, 4)
 - Actively engaged; demonstrates strong work ethic; strives to exceed minimum requirements; punctual; prepared; conscientious; seeks additional knowledge and skills
2. Accountability and Initiative (1,5)
 - Accepts personal responsibility; demonstrates reliability and follows through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behavior
3. Self-Growth and Self-Care (2)
 - Commits to life-long learning; seeks and applies feedback for improvement; sets and achieves realistic goals; maintains personal health and well-being; avoids harmful behaviors
4. Responsibility and Sense of Duty (1, 3, 4)
 - Contributes to the profession; provides service to the community; follows established policies

5. Compassion and Respect for Others (3, 4)
 - Displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds, cultural traditions, values and belief systems; avoids promoting gossip and rumor; respects authority
6. Integrity and Trustworthiness (3, 4)
 - Demonstrates a high degree of integrity, truthfulness, and fairness; adheres to ethical standards; maintains confidentiality
7. Teamwork and Professional Demeanor (3, 5)
 - Interacts effectively with others; listens and communicates effectively; willing to assist others; flexible; nonjudgmental; controls emotions appropriately; inspires trust; carries oneself with professional presence
8. Concern for the Welfare of Patients and Altruism (3, 5)
 - Treats patients and families with dignity; respects patient privacy; advocates for patients; places patients' needs above their own; promotes a culture of safety

The Core Tenets of Professionalism were adapted with permission from Virginia Commonwealth University School of Pharmacy

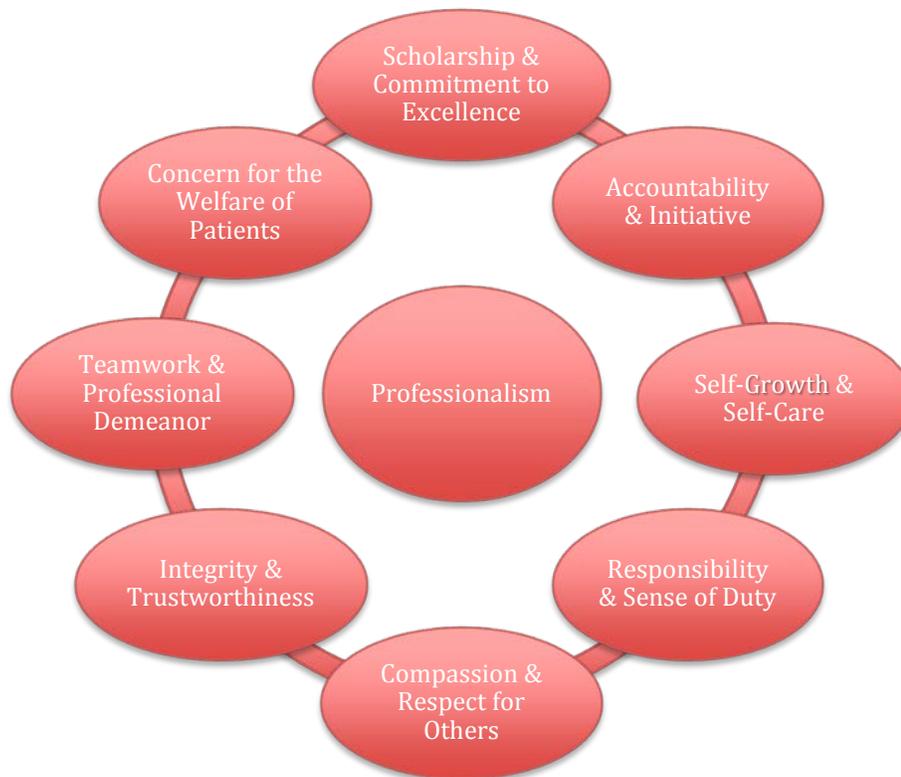
The Professionalism Assessment Tool (PAT)

This tool will be used to measure the performance of professionalism. The individual items included in this assessment will be related to the Northeastern University School of Pharmacy Core Tenets of Professionalism. The PAT can be viewed in Appendix A.

1. Reliability, Responsibility, and Accountability
 - Responsibility and Sense of Duty
 - Accountability and Initiative
2. Lifelong Learning and Adaptability
 - Self-Growth and Self-Care
3. Relationships with Others
 - Responsibility and Sense of Duty
 - Compassion and Respect for Others
 - Integrity and Trustworthiness
 - Teamwork and Professional Demeanor
 - Concern for the Welfare of Patients and Altruism
4. Upholding Principles of Integrity and Respect
 - Scholarship and Commitment to Excellence
 - Responsibility and Sense of Duty
 - Compassion and Respect for Others
 - Integrity and Trustworthiness
5. Citizenship and Professional Engagement
 - Accountability and Initiative
 - Teamwork and Professional Demeanor
 - Concern for the Welfare of Patients

Permission has been granted from the authors for use of the Professionalism Assessment Tool.

The figure below is a visual representation depicting how the Northeastern University School of Pharmacy Core Tenets of Professionalism encompasses the behaviors and actions that are representative of professionalism.



Professional Responsibility to the Core Tenets of Professionalism

An important responsibility of the students in the Northeastern University School of Pharmacy is their commitment to professional development according to the Core Tenets of Professionalism. Essential to successful professional development are the practices of student self-assessment and reflection. Students will be held responsible for monitoring their adherence to the Core Tenets of Professionalism and the subsequent consequences of any violations.

References

1. American Pharmacists Association and American Society of Health-System Pharmacists. Code of Ethics for Pharmacists. *Am J Health-Syst Pharm.* 1996; 53:1805.
2. American Society of Health-System Pharmacists. ASHP Statement on Professionalism. *Am J Health-Syst Pharm.* 2008; 65: 172-4.
3. Kelley KA, Stanke LD, Janke KK, Rabi SM, Kuba SE. Professionalism Assessment Tool. *Am J Pharm Educ.* 2011; 75(9): Article 179. (Permission granted for use of tool).
4. Roth MT, Zlatic TD. ACCP White Paper: Development of Student Professionalism. *Pharmacotherapy.* 2009; 29(6): 749-756.
5. Virginia Commonwealth University School of Pharmacy. Attributes of Professionalism.

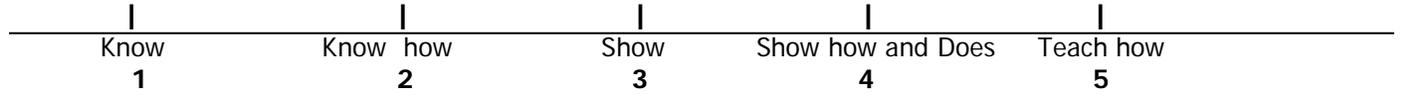
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Approved Pharmacy Student Governing Organization – November 2012; Blessed by the School of Pharmacy Faculty – December 2012.

Appendix A: The Professionalism Assessment Tool (Used with Permission)

Professionalism Assessment Tool (PAT)

This survey is about professionalism in the field of pharmacy. Each question of the survey represents one area of professionalism as well as a list of attributes of that area. You will be asked to describe your current level of performance (Know= 1, basic level to Teach How=5, most advanced level) for each of the attributes:



“Know”: I understand these responsibilities, but may perform one or more inconsistently, at times.

“Know how”: I understand these responsibilities and perform them in a reliable, consistent and accountable manner.

“Show”: Without prompting or support from instructors, preceptors or managers, I determine when and how to engage in these responsibilities.

“Show how and Does”: I am confident in assisting others with these responsibilities or proposing or creating options to fulfill these responsibilities.

“Teach how”: I have mastered these responsibilities and desire to learn more and share my learning with others. I demonstrate maturity, confidence and an ability to educate others in these areas through the use of evidence and strong interpersonal skills.

1) Reliability, Responsibility and Accountability

	Know ▼	Know How ▼	Show ▼	Show How ▼	Teach How ▼
Fulfilling responsibilities in a quality manner	<input type="checkbox"/>				
Fulfilling responsibilities in a reliable manner	<input type="checkbox"/>				
Undertaking activities in a self-directed manner	<input type="checkbox"/>				
Demonstrating a desire to exceed expectations	<input type="checkbox"/>				
Demonstrating accountability and accepting responsibility for own actions	<input type="checkbox"/>				
Please choose your OVERALL level of performance in Reliability, Responsibility and Accountability	<input type="checkbox"/>				

2) Lifelong Learning and Adaptability

“Know”: I understand these responsibilities, but may perform one or more inconsistently, at times.

“Know how”: I understand these responsibilities and perform them in a reliable, consistent and accountable manner.

“Show”: Without prompting or support from instructors, preceptors or managers, I determine when and how to engage in these responsibilities.

“Show how and Does”: I am confident in assisting others with these responsibilities or proposing or creating options to fulfill these responsibilities.

“Teach how”: I have mastered these responsibilities and desire to learn more and share my learning with others. I demonstrate maturity, confidence and an ability to educate others in these areas through the use of evidence and strong interpersonal skills.

	Know ▼	Know How ▼	Show ▼	Show How ▼	Teach How ▼
Self-assessing to identify strengths and weaknesses	<input type="checkbox"/>				
Initiating and implementing personal learning plans	<input type="checkbox"/>				
Evaluating successfulness of learning and documenting competency	<input type="checkbox"/>				
Accepting constructive feedback	<input type="checkbox"/>				
Recognizing limitations and seeking help	<input type="checkbox"/>				
Incorporating feedback in order to make changes in behavior	<input type="checkbox"/>				
Adapting to change	<input type="checkbox"/>				
Please choose your OVERALL level of performance in Lifelong Learning and Adaptability	<input type="checkbox"/>				

3) Relationships with Others

“Know”: I understand these responsibilities, but may perform one or more inconsistently, at times.

“Know how”: I understand these responsibilities and perform them in a reliable, consistent and accountable manner.

“Show”: Without prompting or support from instructors, preceptors or managers, I determine when and how to engage in these responsibilities.

“Show how and Does”: I am confident in assisting others with these responsibilities or proposing or creating options to fulfill these responsibilities.

“Teach how”: I have mastered these responsibilities and desire to learn more and share my learning with others. I demonstrate maturity, confidence and an ability to educate others in these areas through the use of evidence and strong interpersonal skills.

	Know ▼	Know How ▼	Show ▼	Show How ▼	Teach How ▼
Establishing rapport	<input type="checkbox"/>				
Being sensitive to the needs of patients	<input type="checkbox"/>				
Being sensitive to the needs of peers	<input type="checkbox"/>				
Empathizing with the situations of others	<input type="checkbox"/>				
Establishing and maintaining appropriate boundaries in work and learning situations	<input type="checkbox"/>				
Relating well to fellow students, staff and faculty in a learning environment	<input type="checkbox"/>				
Providing effective and constructive feedback	<input type="checkbox"/>				
Work with a team to effect change and resolve conflict	<input type="checkbox"/>				
Managing emotions in difficult or stressful situations	<input type="checkbox"/>				
Please choose your OVERALL level of performance in Relationships with Others	<input type="checkbox"/>				

4) Upholding Principles of Integrity and Respect

“Know”: I understand these responsibilities, but may perform one or more inconsistently, at times.

“Know how”: I understand these responsibilities and perform them in a reliable, consistent and accountable manner.

“Show”: Without prompting or support from instructors, preceptors or managers, I determine when and how to engage in these responsibilities.

“Show how and Does”: I am confident in assisting others with these responsibilities or proposing or creating options to fulfill these responsibilities.

“Teach how”: I have mastered these responsibilities and desire to learn more and share my learning with others. I demonstrate maturity, confidence and an ability to educate others in these areas through the use of evidence and strong interpersonal skills.

	Know ▼	Know How ▼	Show ▼	Show How ▼	Teach How ▼
Maintaining honesty and integrity in academic and professional contexts	<input type="checkbox"/>				
Contributing to an atmosphere conducive to learning	<input type="checkbox"/>				
Respecting the diversity of race, gender, religion, sexual orientation, age, disability or socioeconomic status	<input type="checkbox"/>				
Resolving conflicts in a manner that respects the dignity of every person involved	<input type="checkbox"/>				
Using professional language and being mindful of the environment	<input type="checkbox"/>				
Protecting patient confidentiality	<input type="checkbox"/>				
Dressing in a professional manner	<input type="checkbox"/>				
Being respectful of colleagues and patients	<input type="checkbox"/>				
Please choose your OVERALL level of performance in Upholding Principles of Integrity and Respect	<input type="checkbox"/>				

5) Citizenship and Professional Engagement

“Know”: I understand these responsibilities, but may perform one or more inconsistently, at times.

“Know how”: I understand these responsibilities and perform them in a reliable, consistent and accountable manner.

“Show”: Without prompting or support from instructors, preceptors or managers, I determine when and how to engage in these responsibilities.

“Show how and Does”: I am confident in assisting others with these responsibilities or proposing or creating options to fulfill these responsibilities.

“Teach how”: I have mastered these responsibilities and desire to learn more and share my learning with others. I demonstrate maturity, confidence and an ability to educate others in these areas through the use of evidence and strong interpersonal skills.

	Know ▼	Know How ▼	Show ▼	Show How ▼	Teach How ▼
Actively and productively participating in the profession	<input type="checkbox"/>				
Actively and productively participating in the broader community	<input type="checkbox"/>				
Serving society by using expertise to solve problems	<input type="checkbox"/>				
Engaging with organizations or communities in a reciprocal learning/teaching situation that applies and generates knowledge for the direct benefit of external audiences	<input type="checkbox"/>				
Please choose your OVERALL level of performance in Citizenship and Professional Engagement	<input type="checkbox"/>				

6) Of the five domains, which do you believe is your area of professional strength (select one)?

- Reliability and Accountability
- Lifelong Learning and Adaptability
- Relationships with Others
- Upholding Principles of Integrity and Respect
- Citizenship and Professional Engagement

7) Of the five domains, which do you believe is an area for improvement (select one)?

- Reliability and Accountability
- Lifelong Learning and Adaptability
- Relationships with Others
- Upholding Principles of Integrity and Respect
- Citizenship and Professional Engagement