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Policy And Procedures Concerning Student Behavior In The Health Professions Academic Programs

This policy applies to the students enrolled in undergraduate and graduate programs within the departments of Health Sciences and Nursing

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Introduction and Background

Salisbury University and the healthcare programs housed within the Henson School of Science and Technology strive to attract, matriculate, and educate students who not only possess the intellectual capacity for health professions but also have a high capacity for ethical and professional behavior (hereinafter referred to as HSST Professional Students). Fundamental attributes of ethical and professional behavior include, but are not limited to: honesty, integrity, and civility; demonstrated desire to learn and respect for the academic process; concern for the welfare of patients and their families; commitment to patient confidentiality; respect for the rights of others; emotional maturity; and self-discipline. Since the development of ethical and professional behavior is an integral part of education in the health professions, demonstrating such conduct during the course of your education is an academic matter. Professionalism is a cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of health care, and building a collegial and conscientious health professions team.

Circumstances may arise during a student's course of study that call into question the capacity or commitment of the student to maintain this academic standard. Salisbury University, the Henson School of Science and Technology, and its health professions programs have the responsibility and authority to determine a student's fitness to continue in these programs of study.

The process of transitioning from a student to a health care professional requires study, self-reflection and self-management on the part of learners. Development of ethical and professional behavior is critical in the education of HSST Professional Students and considered a core competency in the academic program. Thus ethical and professional behaviors are considered a key factor in academic good standing. When a student accepts an offer of admission into one of the Henson School of Science and Technology health professions programs, he or she commits to comply with all

regulations, including those regarding ethical and professional conduct established by the University, the Henson School of Science and Technology, and the program of admission.

The Henson School of Science and Technology has established this "Student Behavior in a Professional Academic Program Policy" (referred to as "the Policy" or "this Policy") and adopted procedures for addressing standards of ethical and professional behavior for HSST Professional Students. The Policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted and published by national organizations that accredit Henson School of Science and Technology programs (e.g., CAAHEP, CCNE, CoARC, NAACLS, American Nurses Association, etc.)¹ or license or credential HSST Professional Graduates (e.g., state licensing boards, National Board for Respiratory Care, etc.) and the standards of ethical and professional behavior adopted by national and local professional organizations (e.g., American Association for Respiratory Care, American Nurses Association, Scope and Standards of Nursing Practice, 2nd ed., etc.).

As noted above, professional ethical and behavior standards are integral elements to the comprehensive education of HSST Professional Students and violations of this Policy will be considered as academic matters. Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, program dismissal, referral to Dean of Students and/or dismissal from the University, and as such may jeopardize advancement through the program and/or graduation.

In addition to the academic and clinical-related requirements of each program, this Policy and its related procedures shall govern academic and professional behavior of HSST Professional Students.

Objective

The objective of this document is to articulate the academic importance of the ethical and professional behavior of students within

¹CAHEEP — Commission on the Accreditation of Allied Health Programs; CCNE — Commission on Collegiate Nursing Education; CoARC — Committee on Accreditation for Respiratory Care; NAACLS — National Accrediting Agency for Clinical Laboratory Sciences.

professional health care programs in the Henson School of Science and Technology. This document and the policies described herein provide students, faculty, and staff with clearly articulated expectations and policies regarding student ethical and professional behavior; assure professional programs have the authority and responsibility to act on concerns regarding the ethical and professional behavior of students; outline a description of the procedures for managing and addressing student ethical and professional behavior and assure standards are implemented consistent with principles of fairness, privacy, and due process.

Scope

All HSST Professional students are expected to demonstrate high standards of ethical and professional behavior in all educational and clinical settings including, but not limited to:

1. Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, online and technology-based classes);
2. Professional and clinical sites that are part of the learning program (e.g., hospitals, clinics, community health centers, schools, ambulatory settings, Henson Medical Simulation Center, and study abroad);
3. Other settings not part of the formal learning program but which contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with HSST and non-HSST Professional Program administrators, faculty and staff of the University, or any other member of the campus community); and
4. While this policy is intended to guide the ethical and professional behavior of students studying in the HSST Professional Program and not intended to directly guide or address behavior that is a part of a student's private life, such behavior may come to the attention of Salisbury University in several ways and become the focus of a Policy investigation or charge in the following ways:
 - (a) Conduct may be reported to a member of the faculty or administration from a variety of sources raising concern about the student's capacity to

continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with or includes behavior that could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an investigation may be conducted and action taken on the basis of the investigation.

- (b) If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the civil court proceeding. The University will complete this due process regardless of whether the student withdraws from the program and/or the University and/or fails to participate in the process.
- (c) If a student is charged with a criminal offense, he or she is obligated to report this to their department chair or program director immediately. If a matriculating student has been charged with a criminal offense between the time he or she submitted an application and the time he or she arrives at school, or at any time while a student at Salisbury University, he or she must inform the department chair or program director of the charges before the first day of classes. If the University later discovers that a student withheld disclosure of a criminal charge, he or she may be subject to immediate program dismissal by the program director and/or department chair. The University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the criminal court

proceeding. The University will complete this due process regardless of whether the student withdraws from the program and/or the University and/or fails to participate in the process. This is consistent with the obligation of the University and its health professions programs to ensure the safety of patients and others.

- (d) HSST Professional Students are expected to hold themselves to the highest standards of ethical and professional conduct at all times. As part of their education, these students must begin to practice behavior that they will uphold for the rest of their professional lives.
- (e) While not all-inclusive, examples of unacceptable ethical and professional behavior include, but are not limited to, the following:
- Lack of integrity and honesty (e.g., lying about, misrepresenting, or not reporting information about care given, clinical errors, or any action related to clinical functions; acting outside the scope of his or her role in a clinical, academic, professional, or administrative setting)
 - Failure to demonstrate professional demeanor or concern for patient safety (e.g., use of offensive language and gestures, being under the influence of alcohol or drugs in the educational or clinic setting)
 - Unmet professional responsibility (e.g., not contributing to an atmosphere conducive to learning due to poor attendance, punctuality issues, and/or distracting or insensitive behavior in class, lab, or clinic; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to requests [written, verbal, e-mail, telephone] in a timely manner; breaching patient confidentiality)
 - Exhibiting disruptive behavior (e.g., pushing; punching; throwing things; making inappropriate gestures; threats; verbal intimidation; language that belittles or demeans; negative comments with racial,

ethnic, religious, age, gender, or sexual overtones; making impertinent or inappropriate written entries in the medical record; or making statements attacking students, faculty, or staff). Certain behavior complaints, particularly in cases of complaints of sexual harassment and sexual assault, could be violations under Salisbury University and USM policies and may require investigation by the Salisbury University Fair Practices Office.

- Lack of effort toward self-improvement and adaptability (e.g., resistant or defensive in accepting constructive criticism; remaining unaware of one's inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical or arrogant)
- Lack of respect for cultural diversity (e.g., inappropriate behavior with respect to age, culture, race, religion, ethnic origin, gender, sexual orientation). Certain behavior complaints, particularly in cases of complaints of sexual harassment and sexual assault, could be violations under Salisbury University and USM policies and may require investigation by the Salisbury University Fair Practices Office.
- Exhibiting poor relationships with members of the health care team (e.g., not functioning appropriately within the health care team or not demonstrating the ability to collaborate with fellow students, staff)
- Exhibiting poor relationships with patients and families (e.g., insensitive to the patient's or family's needs, inappropriate personal relationships with patients or members of their families; lack of empathy)
- Failure to maintain and safeguard the confidentiality of patient and research participant information,

including paper and electronic records, verbal communications, and social networking and electronic media sites

- Failure to comply with University, school, and/or program academic and clinically related requirements (e.g., education, immunization, HIPAA, FERPA)

Procedures for Handling Breaches of Ethical and Professional Behavior Standards

Violations of this Policy will be handled as follows:

Who May File

Complaints regarding suspected breaches of ethical and professional behavior may be initiated by individuals within the University, school, or department (students, faculty, staff, and administration) or by external sources (patients, families, visitors, extramural rotation sites, other agencies with which a student has had contact). Additionally, if in the absence of a specific complaint, individuals within the University, school, or department become aware of conduct of an egregious or serious nature, they will investigate in lieu of a formal complaint and will take all appropriate actions in compliance with the procedure outlined in this document. The initial complaint should be promptly forwarded to the student's program director. If the program director is not available or the circumstances of the complaint prevent notification of the program director, the department chair should be notified. If neither the program director nor department chair can be notified, the Dean of the Henson School of Science and Technology should be notified promptly. The formal complaint must be in writing, with a brief description of the evidence, and submitted within 10 University business days of the discovery of the incident, exclusive of University breaks and academic intercessions. (Note: Complaints brought forward after the 10-day deadline may be reviewed, but must be presented with an explanation of why the deadline was not met. Prior to proceeding with the complaint review and investigation, the

program director or other receiving administrator will evaluate the nature and acceptability of the delay.) The University is legally required to investigate all egregious acts of sexual harassment or sexual violence. Therefore, the University reserves the right to investigate, with or without a formal written complaint, in the best interest of the University or the community. Independent of the results of the investigation under this policy, breaches of ethical professional behavior and standards dealing with Fair Practices issues should be referred to the Fair Practices Office for investigation under other applicable policies and procedures.

Complaint Categories

There are three categories of complaints and associated procedures outlined below. The complaints are categorized by severity of behavior and whether immediate punitive action is warranted. The three categories are as follows:

- **Troubling Behavior (Teaching Opportunity)** – Behavior that is of concern but that may be remediated through a single discussion.
- **Troubling Behavior (Professional Concerns Report)** – Behavior that requires a formal process for remediation, for example, situations in which a student has exhibited significant and/or serious behavior problems that do not warrant suspension or dismissal, but need to be corrected.
- **Egregious, Unethical, or Unprofessional Behavior** – Behavior requiring immediate action by the program director through interim suspension or program dismissal.

Individual Category Review and Outcome Procedure

Troubling Behavior – Teaching Opportunity

For less egregious unethical and unprofessional behavior, rather than filing a formal complaint about professional behavior, the faculty member or program director/chair may conclude (but is not required to conclude) that the incident is more appropriately handled as a teaching opportunity rather than a disciplinary matter. In such cases, the faculty member or program director will contact the student

directly to discuss the issue, provide feedback, and make suggestions for how the behavioral issue can be mitigated. If the faculty member or program director believes an effective resolution resulted from meeting with the student, no further action is required (i.e., Informal Resolution). However, the incident shall be documented in the student's file and may be reviewed in the future, where applicable, to indicate a pattern, practice, or failure to benefit from redirection (i.e., documentation of mentoring). The student will be provided a copy of the documentation that is placed in the student's file. This student file will be separate from the student's academic file and kept solely in a secure location within the department; access to its contents would only be on a need-to-know basis.

Troubling Behavior – Professionalism Concerns Report

In the event that the faculty member or program director/chair determines the feedback given to the student regarding the issues of concern was not successful in resolving the issue or if the behavior is of a significant or serious nature (but not warranting immediate suspension or dismissal), a Professionalism Concerns Report (PCR) will be completed (i.e., formal resolution) by the faculty member involved or program director/chair (if the complaint originates from someone other than a program faculty member). The focus of the PCR process is still educational with the goal of helping the health professions student move forward successfully in coursework, clinical practice experience, and interactions within the health care community.

The PCR must be filed with the program director/department chair within 10 University business days from the time the behavior was observed or reported. A copy of the PCR will also be provided to the student, and the student will be encouraged to respond within three University business days to the PCR in writing to the program director discussing the circumstances that led up to the complaint and the nature of the complaint itself. The student's response to the PCR must be submitted to the program director prior to any meeting with the program director. (Note: Complaints brought forward after the 10 University business days deadline may be reviewed, but they must be presented with an explanation of why the

deadline was not met. Prior to proceeding with the complaint review and investigation, the program director or other receiving administrator will evaluate the nature and acceptability of the delay.)

Within three days of receipt of the PCR and with the purpose of understanding the circumstances of the accusation, the program director will conduct an interview of the accused student, interview witnesses to the event that led up to the complaint, review any pertinent documents, and take any other action deemed necessary to understand the circumstances that brought on the complaint.

Based on the outcome of the review, the student's response and student interview, the program director may decide that the PCR is unwarranted or may provide the student with strategies to mitigate the identified unprofessional behavior.

During the program director's meeting with the student to discuss the findings of the review, the student will be provided with an opportunity for reflection on appropriate behavioral changes. The student will be asked to sign the PCR acknowledging the PCR has been reviewed. The program director/department chair may require remedial action, such as a corrective action plan or mandated counseling, which shall be noted on the PCR. If a corrective action plan or other remediation is required by the PCR, the plan shall include a timeline for remediation. At the conclusion of this timeline, the program director will meet with the student to review the outcome of the remediation process. The program director will place a concluding written comment in the PCR discussing the level of success of the remediation. The PCR is then filed with the student's departmental record. This student file will be separate from the student's academic file and kept solely in a secure location within the department; access to its contents would only be on a need-to-know basis. The student will be apprised of this record retention in writing by the involved faculty member or program director.

Troubling Behavior – Multiple Professionalism Concerns Reports

In the event that a student fails on multiple occasions to meet the expected standards of ethical and professional conduct as

documented by multiple PCRs in the student's file, the program director/department chair may exercise the option to institute an interim program dismissal of the student within two University business days.

If the decision for suspension or dismissal is made, the program director will notify the student in writing of the decision and will encourage the student to submit, in writing and within two University business days, a description of the events that led up to the program director's punitive action in the mailbox of the administrator of the Professional Program Student Behavior Policy Committee within the department where the complaint originated.

Concurrently with the notification to the student of an interim suspension or dismissal, the program director will schedule a meeting of the Henson School Professional Program Student Behavior Policy Committee, usually within three University business days of the decision, for review of the accusation and interim action. All materials pertinent to the complaint and its consequences must be submitted to the chair of the Professional Program Student Behavior Policy Committee usually within two University business days of the program director's interim action with the review by the Professional Program Student Behavior Policy Committee being usually conducted on the third University business day.

The Professional Program Student Behavior Policy Committee will review all submitted written documentation, will conduct an interview of the accused student and any appropriate witnesses to the event that led up to and including the specific complaint, and will review any other action deemed necessary to support or oppose the interim action taken by the program director. A written record of committee support or opposition to the interim action taken by the program director/chair shall be submitted to the program director/chair, the student, the Dean of the Henson School of Science and Technology, and Office of Academic Affairs. Should the interim action (suspending or dismissing a student from the program) of the program director/chair be upheld by the Professional Program Student Behavior Policy Committee, the student may submit an appeal and request a review, as described within the Appeal Process section of this document.

Egregious, Unethical, or Unprofessional Behavior

Any accusation of egregious, unethical, or unprofessional behavior should be reported in writing to the program director within three University business days. If in the absence of a specific written complaint, individuals within the University, school, or department become aware of conduct of an egregious or serious nature they will investigate in lieu of a formal complaint and will take all appropriate actions in compliance with the procedure outlined in this document. Accusations of egregious, unethical, or unprofessional behavior will be considered serious and necessitate that the program director take immediate action to prevent any continuation of the behavior and potential harm to self, patients, or members of the community. If the program director is not available or the circumstances of the complaint prevent notification of the program director, the department chair should be notified. If neither the program director nor department chair can be notified, the Dean of the Henson School of Science and Technology should be notified promptly.

Following notification and with the purpose of understanding the circumstances of the accusation, the program director will urgently (i.e., within 24 hours of the complaint) conduct an interview of the accused student and any witnesses to the event that led up to the complaint, and review any pertinent documents and any other action deemed necessary to make an interim decision.

The reported behavior can result in the student's immediate interim suspension or dismissal from the program. Examples of egregious misconduct include, but are not limited to, patient endangerment, unacceptable patient management, inappropriate alteration of patient records, behavior posing a danger to persons or property, an ongoing threat of or disruption of the academic process, or certain acts of sexual misconduct. A program director has the authority to take the immediate interim action of suspending or dismissing a student from a clinical session, didactic class, and/or from the program.

If the decision for suspension or dismissal is made, the program director will notify the student in writing of the decision and will encourage the student to submit, in writing and within two University business days, a

description of the events that led up to the program director's punitive action in the mailbox of the administrator of the Professional Program Student Behavior Policy Committee within the department where the complaint originated.

Concurrent with the notification to the student of an interim suspension or dismissal, the program director will schedule a meeting of the Henson School Professional Program Student Behavior Policy Committee usually within three University business days of the decision for review of the accusation and interim action. All materials pertinent to the complaint and its consequences must be submitted to the Professional Program Student Behavior Policy Committee within two University business days of the program director's interim action with the final decision by the Professional Program Student Behavior Policy Committee meeting, being conducted usually on the third University business day.

The Professional Program Student Behavior Policy Committee (PPSBPC) Structure

Faculty Membership: From the pool of all tenured and full-time non-tenured faculty members of participating departments and prior to the first day of class in the fall semester, a department-specific process will be used to select four faculty members for membership to this committee. It is expected that all tenured and full-time non-tenured faculty in a department will participate on this committee on a rotational basis. Prior to the first day of class (e.g. during a pre-semester departmental meeting), the chair of the respective department will notify in writing the selected faculty of their inclusion on this committee. The chair will also notify the Dean's Office of the committee member selection. The term of the committee membership will be for a period of two years. Any chosen faculty member will not be required to serve two consecutive terms and all eligible faculty will rotate membership on this committee. Any substitution of a current member of the committee must be approved by the Dean of the Henson School of Science and Technology. During any required gathering of this committee, every attempt will be made to convene the members at an hour and date that will not interfere with other faculty responsibilities.

All faculty members eligible to serve on this

committee will receive instruction on investigation techniques, and law and procedures applicable to this policy. The University shall require all eligible faculty members of the committee to participate in such education on a routine, ongoing basis, but in no event less frequently than annually.

Student Membership: Through an identified departmental procedure, four student members (i.e., one undergraduate and an alternate, and one graduate and an alternate) will be appointed by the chair of the respective department in the first week of each academic year. The chair will also notify the Henson School Dean's Office of the committee member selection. The term of the committee membership will be the period of one year. Any chosen student member will not be required to serve consecutive terms, but may request to continue their membership. Any substitution of this committee during this period must be approved by the Dean of the Henson School of Science and Technology. During any required gathering of this committee, every attempt will be made to convene the members at an hour and date that will not interfere with other student responsibilities. Student members of the committee will receive instruction on investigation techniques, and law and procedures applicable to this policy. The University shall require the members of the committee to participate in such education on a routine, ongoing basis, but in no event less frequently than annually.

Committee Composition for a Review: The composition of the committee reviewing any specific situation submitted to the Professional Program Student Behavior Policy Committee will be selected by the chair and comprised of a panel from the currently serving pool of faculty and student members to review the case:

- From the department where the complaint DID originate. Two neutral faculty members (i.e., faculty not directly involved with this incident), and a student member at an equivalent educational level as the student defendant (i.e., undergraduate for an undergraduate defendant) with no direct connection to the complaint.
- From the department where the complaint DID NOT originate, two faculty and a student member at an equivalent educational level as the student respondent (e.g., undergraduate for an undergraduate defendant) with no

connection to the complaint, and a program director or department chair who will serve as chair of the Professional Program Student Behavior Policy Committee and an administrator for the complaint review.

Professional Program Student Behavior Policy Committee Hearing Process

The Professional Program Student Behavior Policy Committee will review all submitted written documentation and will conduct a hearing of the accused student and any appropriate witnesses to the event that led up to and including the specific circumstances of the complaint and any other action deemed necessary to support or oppose the interim action taken by the program director. Students are permitted to seek the support of an advocate who shall not actively participate in the proceedings. In all cases, the advocate must be a member of the University faculty, staff, or student body. In the event the advocate has legal training, a representative from the University's Office of General Counsel shall attend the hearing. The hearing shall be closed, with attendance limited to individuals directly connected to the case as determined by the chair of the Professional Program Student Behavior Policy Committee. The chair of the Professional Program Student Behavior Policy Committee shall be responsible for conducting the hearing in an efficient and decorous manner and shall rule on all disputes related to the procedures used throughout the proceedings. The chair may set reasonable limits that may be set on the length and nature of opening and closing statements, the evidence presented, and on the duration of the hearing. At any time, the chair may seek the advice of legal counsel. The procedures outlined are designed to assure fundamental fairness, to afford student notice and an opportunity to be heard, and to protect students from arbitrary or capricious disciplinary action. The committee shall make a decision based on a preponderance of the evidence standard, namely an assessment of whether it is more likely than not that the allegation(s) occurred. A written record of the committee's support or opposition to the interim action taken by the program director/chair shall be submitted to the program director/chair, the student,

the Dean of the Henson School of Science and Technology, and Office of Academic Affairs within two University business days of the review. Should the action (suspending or dismissing a student from the program) of the program director/chair be upheld by the Professional Program Student Behavior Policy Committee, the student may submit an appeal and request a review, as described within the Appeal Process section of this document.

The only appropriate grounds for appeal include: based upon

- (a) the exercise by the student of rights guaranteed by the First Amendment to the United States Constitution, or by the Maryland Constitution, or
- (b) the student's race, color, sex, religion, creed, national origin, age, disability, veteran's status, or other forms of discrimination prohibited under policies adopted by SU and USM, or
- (c) personal malice. For purposes of this section, the term "personal malice" means dislike, animosity, ill-will, or hatred based on personal characteristics, traits or circumstances of an individual.

Appeal Process

The following applies to all student appeals of the Henson School Professional Program Student Behavior Policy Committee:

Students are entitled to no more than one appeal review for any individual incident. For sanctions imposed by the program director/chair and substantiated by the Professional Program Student Behavior Policy Committee (e.g., dismissal from the program) the student may file a written appeal of the committee's findings within three University business days to the Assistant Vice President of Academic Affairs. The student's written appeal will be forwarded to the Academic Policies Committee within three University business days. Any finding by this Academic Policies Committee is final.

APPENDIX 1 – Professionalism Concerns Report Form

Salisbury University – Richard A. Henson School of Science and Technology

PROFESSIONALISM CONCERNS REPORT Type all Entries

Student Name Click here to enter text.	Course (Name & Course No.)* or Incident Site Click here to enter text.
Name of Course Faculty Member, Program Director, or Department Chair Click here to enter text.	Date of Incident(s) Click here to enter text.
Signature of Course Faculty Member, Program Director, or Department Chair Click here to enter text.	Date Discussed with Student Click here to enter text.

*If applicable

This report is prepared when a student exhibits behavior not consistent with the guidelines set by the Professional Programs Student Behavior Policy Committee and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a health care provider.

Check the appropriate categories. Comments are required.

Patient-Centered Care

- The student did not act in the best interest of the patient.
- The student did not demonstrate sensitivity to the needs, values or perspectives of patients, family members or caregivers.
- The student did not establish appropriate rapport with patients, family members or caregivers.
- The student did not demonstrate openness/responsiveness to the patient's ethnic and cultural background.
- The student did not respond to patient needs in a timely, safe or effective manner.
- Other unprofessional behavior related to Patient Centered Care (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where) Click here to enter text.
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Respect

- The student did not demonstrate respect for the rights of others in academic or professional settings.
- The student did not demonstrate respect in interactions with others.
- The student did not establish or maintain appropriate boundaries with patients, family members, fellow students, faculty or staff.
- Regardless of his/her intent and based on the recipient's response, the student did not demonstrate respect for all persons, regardless of race, gender, religion, sexual orientation, age, disability, gender identity, genetic identity, ethnicity or socioeconomic status.
- The student did not demonstrate respect for the confidentiality rights of patients or others.
- Other behavior that demonstrated lack of respect (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where)
[Click here to enter text.](#)

Integrity

- The student provided false or incomplete information in an academic, professional or administrative setting.
- The student acted outside the scope of his/her role in an academic, professional or administrative setting.
- The student presented the work of others as his/her own.
- The student used his/her professional position for personal advantage.
- The student used the physical or intellectual property of others without permission or attribution.
- Other behavior that demonstrated lack of integrity (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where)
[Click here to enter text.](#)

Service

- The student did not function collaboratively within the health care team.
- The student did not demonstrate sensitivity to the requests of the health care team.
- The student did not demonstrate the ability to collaborate with students, faculty and staff in a learning environment.
- Other behavior that impeded collaboration (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where)
[Click here to enter text.](#)

Responsibility

- The student was unprepared, tardy, absent and/or missed deadlines/appointments.
- The student was disruptive or rude.
- The student needed continual reminders in the fulfillment of responsibilities.
- The student did not accept responsibility for her/his actions, recommendations or errors.
- The student could not be relied upon to complete her/his responsibilities in a timely manner.
- The student did not adhere to policies, procedures and/or instructions:
- The student did not dress in attire appropriate for a patient care setting.
- Other irresponsible behavior (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where)
Click here to enter text.

Responsiveness & Adaptability

- The student was resistant or defensive when provided with constructive feedback.
- The student did not demonstrate awareness of her/his own limitations and/or was unwilling to seek help when appropriate.
- The student resisted adopting recommendations from faculty or others to improve learning or performance.
- The student did not demonstrate adaptability in a patient care or classroom environment.
- The student used the physical or intellectual property of others without permission or attribution.
- Other behavior that impeded reliability, adaptability or self-improvement (enumerate below):

Comments: (Describe the specifics of the incident-who, what, when, where)
Click here to enter text.

Faculty member/program director's recommendations and/or requirements for remedying the professionalism concerns listed on this report.

Comments: (Describe the specifics of the incident-who, what, when, where)
Click here to enter text.

This section is to be completed by the student (optional). Student comments can be attached separately, but must be submitted within one University business day of the discussion with the course faculty member/program director/department chair.

Comments: (Describe the specifics of the incident-who, what, when, where)
Click here to enter text.

I have read this evaluation and discussed it with the Course Faculty Member/
Program Director/Department Chair.

Student Signature

Date

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the PCR. If you disagree or want to comment, you are encouraged to comment in the space provided and on the back of this form if desired.

Faculty Member/Program Director Signature

Date

Print Name and Title

APPENDIX 2 – Executive Summary

Background (Page 1)

Salisbury University and the healthcare programs housed within the Henson School of Science and Technology strive to attract, matriculate, and educate students who not only possess the intellectual capacity for health professions but also have a high capacity for ethical and professional behavior.

Policy Objective (Page 1)

This document serves to provide students, faculty, and staff with clearly articulated expectations and policies regarding student ethical and professional behavior. Additionally, this document describes the procedures for managing and addressing student ethical and professional behavior and assurances that the standards are implemented consistent with principles of fairness, privacy, and due process.

Scope (Page 2)

All Henson School of Science and Technology Professional students are expected to demonstrate high standards of ethical and professional behavior in all educational and clinical settings.

Who May File (Page 4)

Complaints regarding suspected breaches of ethical and professional behavior may be initiated by individuals within the University, school or department, or by external sources. Additionally, if in the absence of a specific complaint, individuals within the University, school, or department become aware of conduct of an egregious or serious nature they will investigate in lieu of a formal complaint and will take all appropriate actions in compliance with the procedure outline in this document.

Complaint Categories (Page 4)

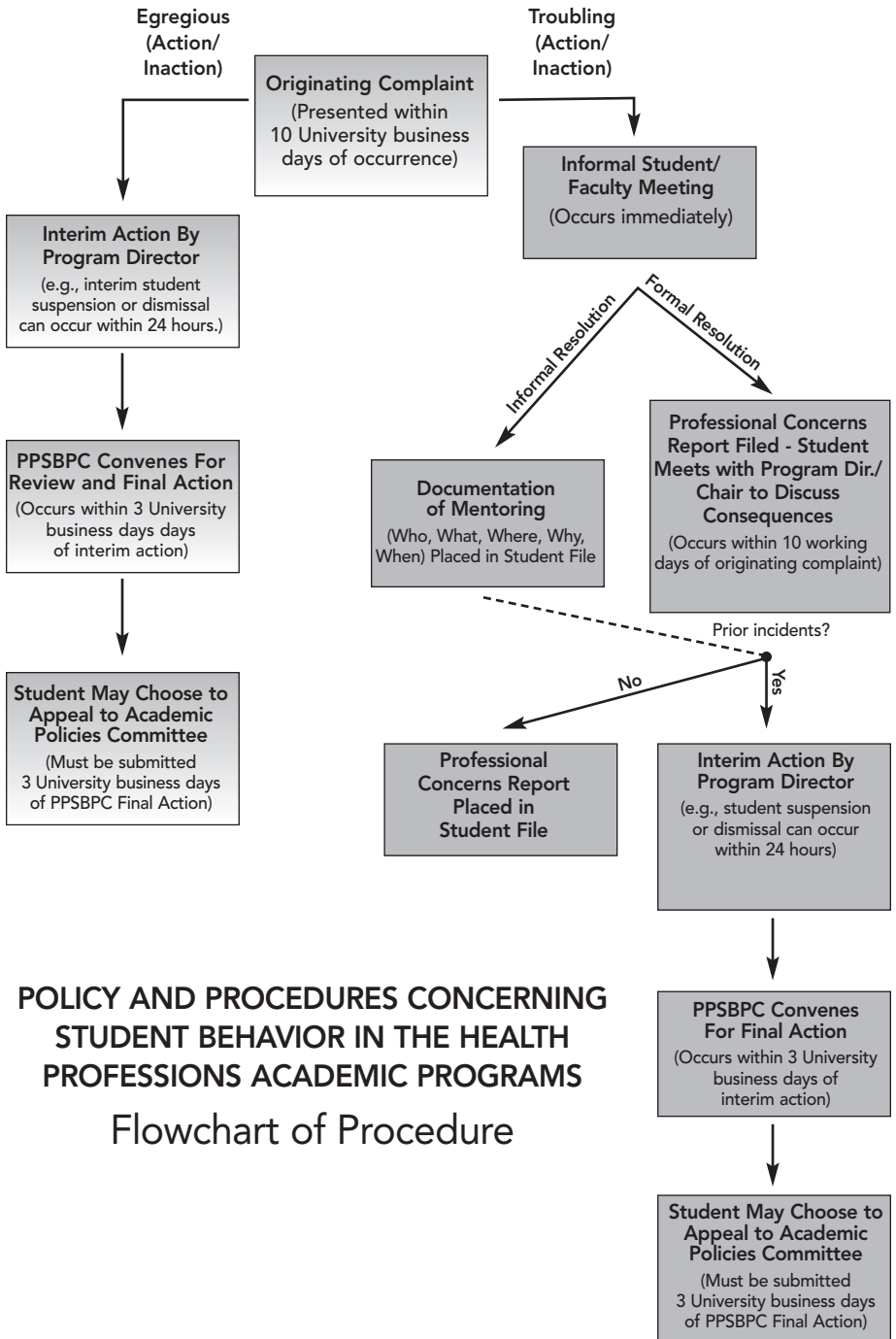
The complaints are categorized by severity of behavior and whether immediate punitive action is warranted. The three categories are as follows:

- **Egregious, Unethical, or Unprofessional Behavior** – Behavior that requires immediate action by the program director to institute an interim suspension or dismissal from the program.
- **Troubling Behavior (Teachable Opportunity)** – Provides an individual faculty member to remediate a student who has exhibited inappropriate behavior that is likely to be corrected through a single discussion.
- **Troubling Behavior (Professional Concerns Report)** – Provides the faculty and program director with a process for remediation of a student who has exhibited significant and/or serious behavior problems that does not warrant suspension or dismissal, but needs to be corrected.

Appeal Process (Page 8)

Students are entitled to no more than one appellate review. For sanctions imposed by the program director/chair and substantiated by the Professional Program Student Behavior Policy Committee (e.g., dismissal from the program) the student may file a written appeal of the committee's findings to the Assistant Vice President of Academic Affairs in the Office of Academic Affairs.

APPENDIX 3 – Procedure Flowchart



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Salisbury University Promise

The "Salisbury University Promise" is a statement of integrity and respect for others and reflects the core values of the institution. All current and new students are expected to abide by this pledge as a way of accepting the University's core values and expectations for all students.

I will connect what I learn with how I live.

I will demonstrate personal and academic integrity.

I will respect diverse groups and individuals.

I will strive to bring honor to the University as well as myself.

Acceptance of admission by any student to the University also carries with it the assumption of a sense of responsibility for the welfare of the community. In addition to the college's code of conduct, students are expected to obey local, state and federal laws. However, the University reserves the right to take necessary and appropriate judicial action against any individual or group whose conduct on or off campus threatens the safety and well being of the campus community and/or is viewed to be detrimental to the University's interest. Being associated with Salisbury University does not establish immunity or leniency from civil authorities.

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