



1 February 2013

To: Senate

From: Academic Policy Committee

Re: Professional Standards for Learners and Faculty Members in the Faculties of
Medicine and Dentistry

Motion: *“That Senate approve the revised Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry at the University of British Columbia as set out in the attached document.”*

Senate last approved the Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry in February 2005. The attached document represents and updated versions that both Faculties have agreed to after review by a committee that consisted of representatives from faculty, staff, graduate and undergraduate students, and post-graduate fellows. The standards of conduct set out within are expected to be followed by learners and faculty in professional programs wherever the learner or faculty member is representing the University or its interests.

The Academic Policy Committee, upon review, suggested to the Faculties a slight amendment to clause 4.13 in the attached. The clause originally read:

*Use social media responsibly, refraining from posting any information or comments related to patients, and from disclosing personal or confidential information about members of the health care team or academic community, **or yourself**. Do not post information that is untruthful, hurtful, or disrespectful.*

The amended clause, as set out in the attachment, reads as follows:

*Use social media responsibly, refraining from posting any information or comments related to patients, and from disclosing personal or confidential information about members of the health care team or academic community. Do not post information that is untruthful, hurtful, or disrespectful **and use discretion when posting personal information**.*

The Committee felt that the original construction of the clause was too restrictive toward learners and faculty members posting personal information on social media. We have confirmed with the proponents that the revised wording aligns with the Faculties' intent.

Respectfully submitted,

Dr Paul G. Harrison, Chair
Senate Academic Policy Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

December 5, 2012

Dr. David Farrar
Provost and Vice President Academic
The University of British Columbia
6th Floor, Walter C. Koerner Library
1958 Main Mall
Vancouver, BC V6T 1Z2

Dear Dr. Farrar,

Re: Request for approval from Senate, Professional Standards

We are writing to request approval from Senate on the updated *Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry at the University of British Columbia*. The revisions were approved at the November 20, 2012 Faculty of Medicine Executive Committee meeting and the Dentistry Council Meeting on November 29, 2012. The previous version was approved by Senate on February 23, 2005.

The Faculties of Medicine and Dentistry are committed to creating a learning and work environment conducive to optimal education, research, and clinical care. We have identified the standards of professional conduct set out in this policy as minimum requirements for the conduct of learners and faculty in professional programs. All learners and faculty are expected to abide by these standards of professional conduct at all times and in particular while in any setting where academic, research, clinical activities or extra-curricular sports and social activities are carried out under the auspices of the University or where the learner or faculty member is representing the University or its interests.

Thank you for your assistance moving this forward.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'G. Stuart MD'.

Gavin C.E. Stuart, MD, FRCSC
Dean, Faculty of Medicine
Vice Provost Health, UBC

A handwritten signature in black ink, appearing to read 'C. Shuler'.

Charles Shuler, DMD, PhD
Dean, Faculty of Dentistry

Enclosure

CC: Mr. Christopher Eaton, *Associate Registrar and Director, Senate and Curriculum Services*
Dr. Gurdeep Parhar, *Associate Dean, Equity and Professionalism*

/bs

PROFESSIONAL STANDARDS FOR LEARNERS¹ AND FACULTY MEMBERS IN THE FACULTIES OF MEDICINE AND DENTISTRY AT THE UNIVERSITY OF BRITISH COLUMBIA

The Faculties of Medicine and Dentistry are committed to creating a learning and work environment conducive to optimal education, research, and clinical care. This is sustained by learners and faculty committing to the highest level of professional conduct in their communications and interactions in all University-related activities.

Learners, faculty and staff are expected to be familiar with and comply with the policies of the University relating to conduct. This includes, but is not limited to: UBC Policy #3, Discrimination and Harassment; UBC Policy #85, Scholarly Integrity; UBC Policy #97, Conflict of Interest and Conflict of Commitment; and the UBC Statement on Respectful Environment for Students, Faculty and Staff, as amended from time to time. When learners, faculty and staff carry out work or training activities in clinical settings they are also expected to abide by relevant policies and procedures governing conduct within those clinical settings.

Membership in the health professions demands integrity, competence and adherence to ethical standards. Professional conduct is the set of attitudes, behaviours and characteristics deemed desirable in members of a profession and which define the profession and its relationship to its members and to society. Learners and faculty in professional programs are expected to meet expectations regarding professional behaviour set out in the codes of ethics and conduct of their respective professional organizations and regulatory bodies.

The Faculties of Medicine and Dentistry have identified the standards of professional conduct set out in this policy as minimum requirements for the conduct of learners and faculty in professional programs. All learners and faculty are expected to abide by these standards of professional conduct at all times and in particular while in any setting where academic, research, clinical activities or extra-curricular sports and social activities are carried out under the auspices of the University or where the learner or faculty member is representing the University or its interests.

In the Faculties of Dentistry and Medicine, learners' professional conduct is evaluated as a component of the academic evaluation required by their program. Learners in professional programs who fail to meet expectations regarding conduct set out in this policy in a training program within the Faculties, or in any applicable Code of Conduct of their respective professional organizations and regulatory bodies, may be deemed to be unsuitable for further training and may be dismissed from their program. Faculty who fail to meet expectations regarding conduct may be subject to discipline by the University.

Concerns that a learner or faculty member has breached these standards may be brought to the attention of the Associate Dean Equity and Professionalism in the Faculty of Medicine, or to the appropriate Department Head, School Director, Site Director, Associate Dean, or Program Director in either Faculty.

¹ Learners include undergraduate students, postgraduate learners, graduate students, post doctoral fellows, residents and fellows whether they are enrolled full time or part time in programs offered by the University of British Columbia or whether they are attending the University on a temporary basis as part of an elective or other program.

STANDARDS OF PROFESSIONAL CONDUCT

Learners and faculty are required to demonstrate the behaviours and to meet the expectations of professional conduct set out below:

1. Honesty

- 1.1. Act with integrity and demonstrate personal and academic honesty in all interactions and communications, verbal and written.
- 1.2. Conduct research in accordance with University policies and in an ethical and unbiased manner, record and report results truthfully, and credit work and ideas developed by others. Appropriately acknowledge the contributions made by others to your research, publications and other presentations.
- 1.3. Accurately report and record history and physical findings, test results, and other information pertinent to the care of the patient.
- 1.4. Neither give nor receive, aid in examinations unless such cooperation is expressly permitted by the instructor.
- 1.5. Engage in ethical interactions with industry, by declaring and managing conflicts of interest, real or perceived. Disclose to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the faculty member or learner should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from outside sources.

2. Respect for Others

- 2.1. Do not discriminate in interactions with others, on the basis of age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, unrelated criminal convictions, or any other ground protected by human rights legislation.
- 2.2. Create and maintain an atmosphere conducive to learning and to the conduct of professional work in all learning environments (classroom and all clinical settings). Maintain personal composure and consideration for others in all interactions. Model language, appearance, and demeanor appropriate to the academic or professional healthcare setting.
- 2.3. Ensure that all communications on the internet and social media are respectful and meet the same level of professionalism as would be expected in direct or other written communications with and about colleagues, instructors, learners, and patients.
- 2.4. Establish and maintain appropriate personal boundaries in relationships with patients, staff, learners and faculty, recognizing your potential influence over others and the vulnerability inherent in relationships in which there is a power disparity.
- 2.5. Respect the personal boundaries of others including, but not limited to, refraining from making unwanted romantic or sexual overtures, protecting personal information, and respecting individual workspace.
- 2.6. Do not engage in sexual or romantic relations with patients, or with individuals with whom you have a supervisor/supervisee relationship. Do not engage in exploitive relationships with colleagues, learners, patients, or their families for emotional, financial, research, educational or sexual purposes.

- 2.7. Treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team or academic community.
- 2.8. Treat all members of the health care team or academic community with respect and dignity in, or out of, their presence, in written communications, and in discussions with others.
- 2.9. Provide feedback, oral or written, to members of the health care team or academic community, in a timely, constructive and respectful manner to identify deficits and effect change and not to embarrass or humiliate.
- 2.10. Respect patient autonomy by disclosing findings and test results pertinent to the patient's care and by discussing treatment options with the patient or legal representative and by involving the patient, or legal representative, in the treatment options where appropriate and with regard to the patient's preferences
- 2.11. Adhere to the guidelines for informed consent and consult with the patient's legal representative when a patient lacks the capacity to make treatment decisions.
- 2.12. Respect the intellectual property of others by adhering to University policy and guidelines related to copyright and distribution of written, audio or digital materials.

3. Confidentiality

- 3.1. Respect and maintain the privacy and confidentiality of information about patients and research and educational participants. This includes limiting discussion of patient health issues to appropriate settings for clinical or educational purposes and to those family member caregivers identified by patient consent.
- 3.2. Avoid potential breaches of privacy and confidentiality when communicating through various modes of communication, especially the internet and social media, and take precautionary measures including using other more secure means of communicating as required.
- 3.3. Act in accordance with obligations imposed by privacy legislation related to collection, storage and disclosure of personal information and maintenance and use of health records.
- 3.4. Adhere to data access and security regulations in both academic and clinical settings. Do not share computer login codes, communicate patient data via unsecured networks, or obtain or use any other information outside the bounds of the defined access and use regulations. Use only institution-approved personal data storage devices, such as USB keys, and use appropriate password/encryption to protect sensitive data.
- 3.5. Do not access personal information related to patients or any other individuals stored in files or computers in the University or clinical setting unless you require that information for research projects approved by the applicable UBC or UBC-affiliated Review Ethics Board, or to fulfill your clinical duties to a patient with whom you have a current health professional/patient relationship.

4. Responsibility

- 4.1. Be accountable to yourself and all relevant stakeholders for personal decisions in the workplace and all learning environments.

- 4.2. Promote and maintain personal health and well-being and monitor your physical and mental fitness to perform duties in the academic and clinical setting. Seek appropriate assistance as required in the event you are physically or mentally unfit to perform your assigned duties.
- 4.3. Recognize personal limitations when the situation exceeds your level of experience or competence, and consult with and refer to appropriate professional colleagues.
- 4.4. Follow specified protocols to disclose and address clinical errors or misjudgments.
- 4.5. Do not use alcohol or drugs, including prescription drugs, in any way that could interfere with academic, professional or clinical responsibilities.
- 4.6. Participate in the processes of self-regulation of the profession.
- 4.7. Report professional misconduct to the appropriate authorities while taking care to avoid unjustly discrediting the reputation of members of the health care team or of the academic community.
- 4.8. Model behaviour consistent with the Code of Conduct and ethics of your professional and licensing bodies, and teach and promote concepts of professional behaviour, ethical research and practice.
- 4.9. Maintain and enhance competence through commitment to professional development and practice evaluation.
- 4.10. Demonstrate self awareness and responsibility for your actions by accepting and responding appropriately to supervision and feedback regarding academic and clinical and professional performance.
- 4.11. Meet expectations related to punctuality, attendance and participation in all academic classes and clinical settings including student placements. Meet deadlines for group or individual assignments, or for the submission of requested documentation and information in the clinical or academic setting. Make timely alternative arrangements when you are unable to meet stated deadlines.
- 4.12. Maintain fiscal responsibility and accountability in relation to clinical and research programs and contracts.
- 4.13. Use social media responsibly refraining from posting any information or comments related to patients, and from disclosing personal or confidential information about members of the health care team or academic community. Do not post information that is untruthful, hurtful, or disrespectful and use discretion when posting personal information.
- 4.14. Use computers provided in the academic or health care settings in accordance with the applicable policies and engage for personal use only as provided in the site policies.
- 4.15. Use personal communication devices in the academic or health care settings appropriately. Use of personal communication devices must not be disruptive or interfere with interactions with patients, families, or other health care providers. Comply with requests from patients or other health professionals to cease using personal communication devices in the academic or health care setting.

Ad Hoc Review Committee Members:

Gurdeep Parhar (Chair)
Setarah Astiani
Lisa Avery
Lesley Bainbridge
Kimberley Beck
Leandra Best
Geoffrey Blair
Idoo Bornstein
Tammy Brimmer
Kim Campbell
Oscar Casiro
Goldis Chami
Isabel Chen
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Sarah Chow
Lara Dahle
Liza Dao
Dawn Dewitt
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