



UBC FACULTY OF PHARMACEUTICAL SCIENCES CODE OF CONDUCT

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Introduction

The Faculty of Pharmaceutical Sciences at UBC is strongly committed to excellence and leadership in the areas of teaching, learning, practice and research. Consistent with the expectations of all professionals, all *members of the Faculty* are expected to exhibit the highest standards of conduct. While each member of the Faculty has his/her own set of personal beliefs and values, there is a set of professional standards expected of everyone who works and trains in our environment.

As recognized leaders for pharmacy education, research and practice, all members of the Faculty are ambassadors for our core values. They are committed to advocating, practicing, and modeling the attitudes, behaviors, and values of professionals and, as such, developing in *learners* the highest ethical and professional standards. When accepted into our Faculty, all members embark on a journey to develop knowledge, skills and attitudes that will foster excellence. We view the need to uphold these standards as a component of that journey.

The purpose of this Code of Conduct is to enhance a culture of professionalism for all members of the Faculty and to make the principles and responsibilities of professionalism clearly understood by all. It is not intended to establish measures that address lapses in conduct but rather to outline expectations for conduct that apply in addition to existing policies and evaluation mechanisms in specific courses and programs within the Faculty. The Code was developed by the UBC Faculty of Pharmaceutical Sciences Professionalism Committee in consultation with faculty members, students, and staff.

We recognize that any faculty member registered with the College of Pharmacists of BC and any learner entering the profession must abide by the standards of conduct and performance as well as the Code of Ethics adopted by the College. Thus, this Code of Conduct must be considered, when applicable, in addition to the standards set out by the College as well as those of the profession as a whole.

This Code outlines minimum teaching, learning, practice, research and social standards for all members of the Faculty. These standards guide Faculty activities that occur both at the University and in outside settings when conducted under the auspices of the Faculty. In addition, all members of the Faculty are expected to abide by all the policies of the University relating to conduct.¹

The Glossary of Terms at the end of this document provides an alphabetical list of terms that appear italicized throughout this Code, with accompanying contextual definitions and explanations.

For more information, please contact the Office of the Dean.

¹ This includes but is not limited to: Policy #3 - Discrimination and Harassment; the UBC Statement on Respectful Environment for Students, Faculty and Staff; Policy #97 - Conflict of Interest and Conflict of Commitment; the Student Conduct During Examinations section of the University calendar; the Student Conduct and Discipline sections of the University calendar; and Policy #85 - Scholarly Integrity.

Affirmation of the Commitments of Faculty, Staff and Students at the UBC Faculty of Pharmaceutical Sciences

Members of the UBC Faculty of Pharmaceutical Sciences are expected to commit to the following:

1. Accountability:

- Being accountable for performance and decisions, and accepting responsibility for the resulting outcomes.
- Practicing within the scope of knowledge, skills, and abilities.
- Being accountable to instructors, colleagues, peers and/or learners for adhering to these standards.

2. Care and Compassion:

- Demonstrating care and compassion.
- Conducting and participating in the *classroom* with compassion, acceptance, interest and insight for learners' developing potential.
- Expressing commitment to wellbeing, learning and development through positive influence, role modeling, mentorship, and empathy.
- Encouraging intellectual, personal, and professional growth.

3. Civility, Respectfulness, Courtesy, Punctuality, and Conflict Resolution:²

- Fostering an atmosphere of civility and respect in the academic, research, experiential, workplace, community and online environments.³
- Embracing a standard of behavior that reflects a conscious demonstration of mutual respect of others including, but not limited to, cooperation, consideration, tolerance, politeness, acceptance, inclusiveness, kindness, courtesy and patience.
- Contributing to a respectful atmosphere conducive to learning by being punctual, collegial, attentive, interactive and supportive.
- Respecting the personal (physical, mental, psychological and spiritual) and professional boundaries of others.^{3,4}
- Resolving conflicts collaboratively, non-defensively, and respectfully in order to achieve solutions that satisfy all parties involved.

4. Excellence, Self-improvement, and Life-Long Learning:

- Maintaining professional competence related to knowledge and abilities as new medications, devices, and technologies are developed, and as the provision of healthcare advances.
- Maintaining skills, abilities, and scholarship related to teaching and learning.
- Maintaining and enhancing personal competence through commitment to lifelong professional development and practice evaluation.
- Reflecting critically on personal actions and seeking to improve proficiency in all facets of responsibility.

5. Communication:

- Using *professional verbal, written, and nonverbal communication* in all interactions with instructors, colleagues, peers and/or learners.
- Using social media responsibly by refraining from posting information that is untruthful, hurtful, or disrespectful. In addition, agreeing to observe the guidelines of the University relating to social media.⁵
- Displaying attentive behavior in the classroom and during meetings by not talking while another person is talking, keeping all conversations focused on learning and meeting material only, and refraining from activities such as emailing, watching movies, instant/text messaging, and Internet browsing.
- Respecting questions and concerns raised by instructors, colleagues, peers and/or learners.

6. Confidentiality:

- Maintaining confidentiality by limiting discussions of sensitive matters pertaining to learners and/or colleagues (e.g., performance reviews, discipline, evaluations) to necessary instances, in appropriate settings, and only with appropriate individuals such as supervisors and course coordinators.

- Taking precautionary measures to ensure confidentiality when communicating with other learners about matters relating to the content of examinations.
- Taking precautionary measures to ensure confidentiality such as using secure means of communicating.
- Acting in accordance with obligations imposed by being a member of a disciplinary or admissions committee related to communication of personal information or performance.

7. Appropriate Consideration of Conflict of Interest:⁶

- Disclosing and managing all conflicts of interest, whether potential, actual or apparent.
- Not engaging in sexual or romantic relations when there is a supervisor/supervisee relationship.
- Not engaging in exploitive relationships with colleagues, learners, patients, or their families for emotional, financial, research, educational or sexual purposes.
- Not influencing academic decisions for others where personal relationships exist.
- Refraining from using Faculty or University resources for personal gain.^{3,7}
- Never misrepresenting personal interests as being those of the Faculty or University.

8. Constructive Evaluation of Behaviour in Self and Others:

- Accepting of limitations/errors committed and seeking to improve these.
- Accepting feedback and making appropriate changes in behaviour accordingly.
- Developing and implementing self-learning and self-improvement strategies based on identified limitations.
- Providing objective, fair, and timely constructive feedback of all members of the Faculty as required.

9. Honesty, Personal and Academic Integrity, Honour:^{8,9,10}

- Personally demonstrating professional and academic integrity and fostering integrity in others within the Faculty and the professional community.
- Being vigilant, and acting upon any observation or evidence of a *violation of integrity* or of the professional or academic principles embodied by this Code.
- Learning and upholding professional standards of learning and academic work.

10. Justice, Fairness, Respect for Diversity, Citizenship, Cultural and Social Awareness:⁴

- Not discriminating or intimidating in any actions or interactions with others on the basis of race, religion, color, sexual orientation or other areas covered under human rights legislation.
- Respecting the rights, privileges and property of all members of the Faculty.
- Not making derogatory comments or displaying derogatory behaviors towards others.
- Showing awareness of and commitment to health professionals' responsibilities and obligations to society.

Glossary of Terms

- **Member of the Faculty:** an individual who works and/or learns under the auspices of the UBC Faculty of Pharmaceutical Sciences (includes faculty members, staff, and learners of all programs within the UBC Faculty of Pharmaceutical Sciences).
- **Learner:** an individual enrolled as a student of any program within the UBC Faculty of Pharmaceutical Sciences.
- **Professional verbal, written, and nonverbal communication:** verbal and written communication (in the form of email, discussion boards, blogs, Facebook, LinkedIn, etc.) that is non-judgmental, that takes into consideration the format and style of writing based on whom it is intended for; communication that clearly and professionally expresses ideas using appropriate grammar, language and tone; communication written with consideration for whether it will be read in the intended way; communication which includes proper salutations at the start and end of the text based on whom it is intended for; communication that does not contain profane or slang language; communication provided in a timely manner. Nonverbal communication that is free of signals such as gestures, posture, tone of voice, lack of eye contact, and body movements that are intended to convey lack of respect, professionalism, interest or respect.
- **Classroom:** any room or venue, including tutorial rooms, laboratories, seminar rooms, virtual classrooms, experiential sites where learners acquire knowledge and/or skills and/or where learning or the exchange of ideas takes place.
- **Violation of integrity:** cheating, plagiarism, facilitating academic dishonesty, abuse of academic materials and property, stealing, or lying.

². See UBC Statement on Respectful Environment for Students, Faculty and Staff

³. See UBC Calendar Policies and Procedures: Student Code of Conduct.

⁴. See UBC Policy 3 and the B.C. Human Rights Code.

⁵. See UBC Social Media Guidelines.

⁶. See UBC Policy 97, Conflict of Interest and Conflict of Commitment.

⁷. See UBC Policy 16, Non-University Use of University Services and Facilities.

⁸. See the Student Conduct During Examinations section of the University calendar

⁹. See the Student Conduct and Discipline sections of the University calendar

¹⁰. See UBC Policy 85, Scholarly Integrity.