

DUQUESNE UNIVERSITY
DEPARTMENT OF HEALTH MANAGEMENT SYSTEMS

PROFESSIONAL BEHAVIOR

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Section 1

Policy on Professional Behavior

The faculty of the Duquesne University Department of Health Management Systems expect students accepted into the professional phase of the program to behave in accordance with standards of the profession. The Department has determined six *essential behaviors* required for successful completion of the Bachelor of Science in Health Management Systems and Masters of Health Management Systems degrees. These behaviors are: integrity, respect, responsibility, competence, maturity, and communication. A detailed description of these behaviors is included in the *Description of Professional Behaviors* section of this document.

Our goal is to foster students' progress in their professional development as they enter and proceed through the professional phase of the curriculum. We expect that all students will be successful in all parts of their education, including academic, behavioral, and external learning experiences. Just as there are standards and protocols established for students who require remediation for academic issues, we have established a similar process for professional behavior, as represented in this document. The following procedure outlines the identification of a professional behavior issue, a plan for remediation, and the process leading to further action.

Identification of Professional Behavior Issue

Standards for professional behavior are described in the *Description of Professional Behaviors* section of this document. Students are expected to behave according to these standards during academic and external learning experiences. If an academic or external learning experience faculty member identifies and documents a serious problem with a student's professional behavior or inability to maintain a standard within the realm of acceptable professional behavior, the following protocol will be followed:

1. The faculty member will meet with the student to identify the behavior and counsel the student to demonstrate behavior consistent with the professional standard.
2. If the faculty determines that the student has a recurrence of an unprofessional behavior prior to the completion of their professional program, both the student and faculty member will meet with the *Professional Behavior Committee* (consisting of the program chairperson, 1 health management systems faculty member, and 1 Rangos School of Health Science faculty member who does not teach in the health management systems program) to determine a remediation plan and contract for the student.

3. The remediation plan and contract will include the following items:
 - A description of the specific behaviors that the student is expected to demonstrate.
 - The specific tasks that the student is expected to accomplish.
 - Time frames related to accomplishing the tasks and behaviors.
 - Repercussions for unsuccessful remediation or inability to meet the terms of the contract.
 - Who will monitor the terms of the terms of the contract.
 - How the terms of the contract will be monitored.
4. The committee will meet again, at a time stated in the contract, to determine if the student has successfully completed the remediation plan and has met the terms of the contract.
5. The following are the repercussions resulting from unprofessional behavior.
 - a. Immediate dismissal: In addition to felony conviction, behaviors may be determined to be non-remediable.
 - b. Probation: Behaviors that the committee has determined are remediable. The terms of the probation and remediation will be outlined in the contract.
 - c. Dismissal: Behaviors that the committee has determined are remediable; however, the student has been unable or unwilling to remediate, as defined in the remediation plan and contract.

Section 2

Description of Professional Behaviors

The core values include: accountability, altruism, compassion, caring, excellence, integrity, professional duty, and social responsibility. The generic abilities include: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The following represents six *essential behaviors** with a focus on the academic environment.

1. Integrity: Represents one's own and others' abilities honestly; is truthful and sincere; accepts responsibility for one's actions; able to reflect on one's personal reactions to encounters with others.
2. Respect: Adheres to confidentiality and professional boundaries; works toward conflict resolution in a collegial way, demonstrates consideration for the opinions and values of others; shows regard for diversity.
3. Responsibility: Present and punctual for all learning experiences; able to cope with challenges, conflicts, and uncertainty; recognize one's limits and seeks help; recognizes the needs of others and responds appropriately; demonstrates willingness to discuss and confront problematic behavior of self and others.
4. Competence: Takes responsibility for one's own learning; participates equally and collegially in groups; demonstrates self-reflection and accurate self-assessment; able to identify personal barriers to learning; works with faculty to manage learning difficulties.
5. Maturity: Demonstrates emotional stability; appropriately confident yet humble; demonstrates appropriate professional dress, demeanor and language; accepts constructive criticism and applies it in a useful way; inspires confidence in others; displays appropriate emotions; is not hostile, disruptive confrontational, aggressive or isolated; does not engage in behavior that endangers or threatens self or others.
6. Communication: Able to communicate effectively with others; demonstrates courteous and respectful communication, even in difficult situations; uses active listening; communicates with empathy and compassion.

* Integrated Items from The American Physical Therapy Association *Generic Abilities, Core Values in Professionalism* and the *Code of Ethics and Guide for Professional Conduct* documents.

Section 3

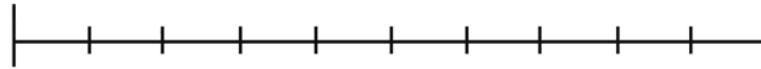
Professional Behavior Continuum

The *Professional Behavior Continuum* is a self-reflective tool for students to use to evaluate their professional behavior during their progression through the professional phase of the health management systems program. Students are encouraged to meet with their advisors to review their progress and to seek guidance as needed.

1. Integrity:

Lacks honesty
Lacks personal responsibility
Lacks self-reflection

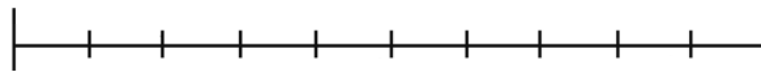
Always honest
Accepts responsibility for actions
Exceptional self-reflection



2. Respect:

Lacks respect for confidentiality/
professional boundaries
Does not resolve conflict in respectful/collegial way
Does not respect others' opinions/ values
Does not respect diversity

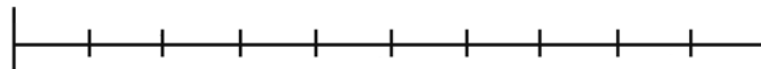
Respects confidentiality/
professional boundaries
Resolves conflict in respectful/collegial way
Respects others' opinions/ values
Respects diversity



3. Responsibility

Is not present/ punctual for learning
Does not cope w/ challenge/ conflict/ uncertainty
Does not recognize limits/ seek help
Does not recognize others' needs
Does not confront problematic behavior

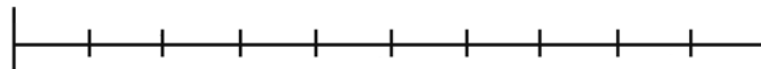
Present/ punctual for learning
Copes w/ challenge/ conflict/ uncertainty
Recognizes limits and seeks help
Recognizes/ responds to others' needs
Confronts problematic behavior



4. Competence

Does not take responsibility for learning
Lacks self-reflection
Unequal/ non-collegial participation
Does not identify learning barriers
Does not manage learning difficulties

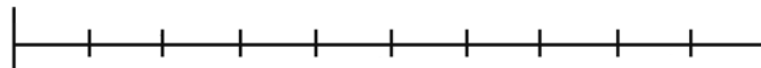
Takes responsibility for learning
Self-reflective
Equal/ collegial participation
Identifies learning barriers
Manages learning difficulties



5. Maturity

Lacks emotional stability
Lacks confidence/ humility
Lacks professional dress/ language
Does not use constructive criticism
Inappropriate behavior (hostile, aggressive...)

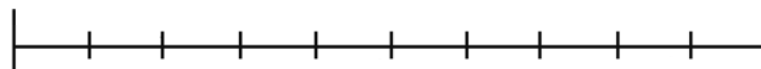
Demonstrates emotional stability
Confident and humble
Professional dress/language
Excellent use of constructive criticism
Appropriate behavior



6. Communication

Ineffective communication w/ others
Lacks respect/ courteousness
Lacks empathy/ compassion
Lacks active listening skills

Communicates effectively w/ others
Respectful/ courteous communication
Communicates w/ empathy/ compassion
Uses active listening skills



Section 4

Behavioral Expectations During Learning Activities

Students enrolled in the Duquesne University Health Management Systems program are expected to demonstrate professional behavior as determined by the Department of Health Management Systems of Duquesne University. Each student is expected to demonstrate appropriate professional behavior during all learning activities, including classroom, laboratory, experiential, group, community and external learning experiences. These professional behaviors include integrity, respect, responsibility, competence, maturity, and communication.

The following behaviors are expected in the academic setting.

1. Attend and participate in all scheduled learning activities at the scheduled times. Students who are unable to attend class due to personal illness or emergency are required to notify the course faculty prior to the scheduled class time. Respect your faculty and your classmates; be on time.
2. Optimal use of time during learning experiences. Students are expected to complete readings and assignments according to assigned dates/times in order to be prepared for learning experiences. Active participation is expected and students are to engage in fair and collegial group activities.
3. Recognize learning problems and seek faculty guidance. Students are expected to recognize learning difficulties and ask the course faculty for guidance. Students should develop a plan of learning that may include additional learning strategies, tutorial assistance, and use of University and external resources.
4. Integrity. Academic dishonesty will not be tolerated in any form and under any circumstance. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.
5. Professional Attire. Students are expected to portray the appearance of a responsible health care professional. Classroom guidelines include that clothing must be worn that does not expose the abdomen, chest, or buttocks. Hats and clothing with unprofessional wording or pictures are prohibited. Professional dress is required for activities that include guest speakers or patients and learning activities external to the University. Professional dress includes: (men) dress pants and shirt, dress shoes; (women) dress pants or skirts, tailored tops, dress shoes. Tattoos and body piercings must be concealed. Facial and tongue piercings must be removed. Long hair must be tied back for learning experiences that involve patients.

Section 5

Professional Behavior Committee

The Professional Behavior Committee consists of the Department Chairperson, one health management systems faculty members, and one Rangos School of Health Science faculty member who does not teach in the health management systems program.

Current Members:

Gregory H. Frazer, Ph.D.

Acting Chairperson

HMS Faculty Member

RSHS Faculty Member

Section 6

Signature Page

This confirms that I have read and fully understand the Duquesne University Department of Health Management Systems *Professional Behavior* document. I have been given the opportunity to discuss this document with my faculty advisor in the health management systems department.

Student _____

Faculty Advisor _____

Date _____