McLennan Community College
Health Professions

<u>Division Policies & Procedures</u>

Subject: Professional Behaviors   **Effective date**: March 22, 2023

Responsibility: Faculty, Program Directors, Clinical Coordinators

                                                        Review date: January 4, 2024

Purpose: To define standards & expectations of professional behavior necessary for success in Health Professions programs, disciplines, and the workforce, as well as provide a mechanism for reporting and addressing deficits in professional behavior.

Policy: Students enrolled in Health Professions (HP) programs at McLennan Community College are expected to maintain a professional decorum in the classroom, clinical, lab, and simulation setting that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Students in McLennan Health Professions programs have willingly applied for and entered into a professional degree program that prepares them for entry into the workforce, as well as readiness for licensure or certification. Implicit in professional degree programs is the need to develop professional behaviors as well as entry level competencies.

Professional behaviors include, but are not limited to, 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.

Each HP program will evaluate students on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of professional behaviors, program faculty will utilize discipline specific tools and forms to review and assess deficiencies, as well as develop a plan of action with constructive feedback with the intent to improve professionalism and performance in all settings. Professional performance improvement is considered a collaboration between the student and the faculty. Students are expected to actively participate in the improvement process when deficits are identified.

Deficits in professional behaviors include, but are not limited to:

- Lack of integrity and honesty in the classroom, clinical, lab, and simulation setting (e.g., cheating, falsifying documentation, deliberate plagiarism, practicing outside of defined scope).

- Failure to demonstrate professional demeanor or concern for self, peer, faculty, or patient safety (e.g., use of offensive language & gestures, self-harm, deliberate inappropriate use of equipment, being under the influence of alcohol or drugs in the classroom, clinical, lab, or simulation setting)
- Unmet professional responsibility (e.g., poor attendance, tardiness, disruptive, distracting or insensitive behavior in the classroom, lab, clinical, or simulation setting; unpreparedness or refusal to participate in skills demonstrations or tasks in the classroom, clinical, lab, or simulation center, whether in individual or in group settings; failing to show for scheduled meetings without notification (no call/no show)).
- Exhibiting disruptive behavior, incivility (e. g., inappropriate gestures, cursing, verbal or non-verbal intimidation, belittling or demeaning language, making statements attacking peers, faculty, or staff, the use of social media, chat rooms, or other venues to gossip, belittle, provoke fear, or stir emotions of or about peers, faculty, staff, or college leadership, etc.)
- Lack of effort toward self-improvement & adaptability (e.g., resistance or defensive attitude toward constructive feedback, failing to complete assigned improvement plans [outside of coursework], or follow up as instructed with meetings, assignments, check-ins, emails, phone calls, or forms [regardless of course assignments])
- Lack of respect for cultural diversity (e.g., disrespecting others regarding age, culture, race, religion, ethnic origin, gender, sexual orientation)

Any student who persists with the same deficiencies without positive actions to stop or measurably improve, or multiple repeated deficits in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional behavior. Failure to actively participate in any performance improvement plan (academic/classroom, clinical, skills, simulation) will indicate a lack of interest in professional behavior improvement, and will result in the escalation of the consequences of this policy to program dismissal. This policy is in effect throughout enrollment in any HP program, across all courses, program related activities and clinical work as professional behavior extends across all aspects of the program.

Procedure:

Complaints regarding a breach of professional behavior may be initiated by Health Professions students, faculty, or staff. External partners who wish to file a complaint should use the "Outside of Due Process" procedure.

HP Programs should follow discipline specific policy to address deficits in professional behaviors. Written documentation and a plan of action should be in place for a breach of professional behavior. Initial complaints should go immediately to the program director with written documentation. All subsequent complaints are to be sent to the program director and copied to any other members of the college discipline and leadership teams as instructed.

SPECIAL CIRCUMSTANCES:

As depicted in the Health Professions Professional Behaviors Policy and the General Conduct policy for MCC, certain behaviors are completely unacceptable and will escalate the violation process to third-level consequences which require failure of the course in which the violation occurred. These violations include but are not limited to bullying/cyberbullying, terroristic threats, physical harm to another student, faculty, or self; and engaging in activities that constitute cheating or deliberate plagiarism on quizzes, assignments, exams, or other assigned activities.