

# UNIVERSITY OF TORONTO

## Standards of Professional Practice Behaviour for all Health Professional Students

### Preamble

Health professional students engage in a variety of activities with patients/clients under supervision and as part of their academic programs. During this training, the University, training sites, and society more generally expect our health professional students to adhere to appropriate standards of behaviour and ethical values. All health profession students accept that their profession demands integrity, exemplary behaviour, dedication to the search for truth, and service to humanity in the pursuit of their education and the exercise of their profession.

These Standards express professional practice and ethical performance expected of students registered in undergraduate, graduate and postgraduate programs, courses, or training (for the purposes of this policy, students includes undergraduate/graduate students, trainees including post doctoral fellows, interns, residents, clinical and research fellows or the equivalents) in the:

- (a) Faculty of Dentistry;
- (b) Faculty of Medicine;
- (c) Lawrence S. Bloomberg Faculty of Nursing;
- (d) Leslie Dan Faculty of Pharmacy;
- (e) Faculty of Physical Education and Health;
- (f) Factor-Inwentash Faculty of Social Work;
- (g) Ontario Institute for Studies in Education (OISE Programs in School and Clinical Child Psychology; Counselling Psychology for Psychology Specialists; Counselling Psychology for Community and Educational Settings).

By registering at the University of Toronto in one of these Faculties or in courses they offer, a student accepts that he/she shall adhere to these Standards. These Standards apply to students in practice- related settings such as fieldwork, practicum, rotations, and other such activities arranged through the Faculty, program of study, or teaching staff. Other Faculties that have students engaged in such activities in health settings may also adopt these standards.

These Standards do not replace legal or ethical standards defined by professional or regulatory bodies or by a practice or field setting, nor by other academic standards or expectations existing at the University of Toronto. Action respecting these Standards by the Faculty responsible for the program or course does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies, or practice/field settings, or action under applicable law including the Criminal Code of Canada.

Breach of any of these Standards may, after appropriate evaluation of a student, and in accordance with applicable procedures, be cause for dismissal from a course or program or for failure to promote.

## **Standards of Professional Behaviour and Ethical Performance**

All students will strive to pursue excellence in their acquisition of knowledge, skills, and attitudes in their profession and will uphold the relevant behavioural and ethical standards of his or her health profession or Faculty, including:

1. Keeping proper patient/client records
2. Where patient/client informed consent to an action is required, the student will act only after valid informed consent has been obtained from the patient/client (or from an appropriate substitute decision-maker)
3. Providing appropriate transfer of responsibility for patient/client care
4. Being skilful at communicating and interacting appropriately with patients/clients, families, faculty/instructors, peers, colleagues, and other health care personnel
5. Not exploiting the patient/client relationship for personal benefit, gain, or gratification
6. Attending all mandatory educational sessions and clinical placements or provide appropriate notification of absence
7. Demonstrating the following qualities in the provision of care:
  - (a) empathy and compassion for patients/clients and their families and caregivers;
  - (b) concern for the needs of the patient/client and their families to understand the nature of the illness/problem and the goals and possible complications of investigations and treatment;
  - (c) concern for the psycho-social aspects of the patient's/client's illness/problem;
  - (d) assessment and consideration of a patient's/client's motivation and physical and mental capacity when arranging for appropriate services;
  - (e) respect for, and ability to work harmoniously with, instructors, peers, and other health professionals;
  - (f) respect for, and ability to work harmoniously with, the patient/client and all those involved in the promotion of his/her wellbeing;
  - (g) recognition of the importance of self-assessment and of continuing education;
  - (h) willingness to teach others in the same speciality and in other health professionals;
  - (i) understanding of the appropriate requirements for involvement of patients/clients and their families in research;
  - (j) awareness of the effects that differences in gender, sexual orientation, cultural and social background may have on the maintenance of health and the development and treatment of illness/problems;
  - (k) awareness of the effects that differences in gender, sexual orientation, and cultural and social background may have on the care we provide;

- (l) respect for confidentiality of all patient/client information; and,
- (m) ability to establish appropriate boundaries in relationships with patients/clients and with health professionals being supervised;

These Standards articulate the *minimum* expected behaviour and ethical performance; however, a student should always strive for exemplary ethical and professional behaviour.

(b) A student will refrain from taking any action which is inconsistent with the appropriate standards of professional behaviour and ethical performance, including refraining from the following conduct:

- 8. Misrepresenting or misleading anyone as to his or her qualifications or role
- 9. Providing treatment without supervision or authorization
- 10. Misusing or misrepresenting his/her institutional or professional affiliation
- 11. Stealing or misappropriating or misusing drugs, equipment, or other property
- 12. Contravention of the Ontario Human Rights Code
- 13. Unlawfully breaching confidentiality, including but not limited to accessing electronic records of patients/clients for whom s/he is not on the care team
- 14. Being under the influence of alcohol or recreational drugs while participating in patient/client care or on call or otherwise where professional behaviour is expected
- 15. Being unavailable while on call or on duty
- 16. Failing to respect patients'/clients' rights and dignity
- 17. Falsifying patient/client records
- 18. Committing sexual impropriety with a patient/client<sup>1</sup>
- 19. Committing any act that could reasonably be construed as mental or physical abuse
- 20. Behaving in a way that is unbecoming of a practising professional in his or her respective health profession or that is in violation of relevant and applicable Canadian law, including violation of the Canadian Criminal Code.

## **Assessment of Professional Behaviour and Ethical Performance**

The Faculties value the professional behaviour and ethical performance of their students and assessment of that behaviour and performance will form part of the academic assessment of health professions students in accordance with the Grading Practices Policy of the University of Toronto. Professional behaviour and ethical performance will be assessed in all rotations/fieldwork/practicum placements. These assessments will be timely in relation to the end of rotation/fieldwork placement/practicum and will be communicated to the student.

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<sup>1</sup> Students who have (or have had) a close personal relationship with a colleague, junior colleague, member of administrative staff or other hospital staff should be aware that obligations outlined in the Provost's Memorandum on Conflict of Interest and Close Personal Relations pertain to these Standards.  
<http://www.provost.utoronto.ca/policy/relations.htm>

Each Health Science Faculty will have specific guidelines related to these Standards that provide further elaboration with respect to their Faculty-specific behavioural standards and ethical performance, assessment of such standards and relevant procedures.

Breaches of these Standards or of Faculty-specific guidelines related to these Standards are serious academic matters and represent failure to meet the academic standards of the relevant health profession program. Poor performance with respect to professional or ethical behaviour may result in a performance assessment which includes a formal written reprimand, remedial work, denial of promotion, suspension, or dismissal from a program or a combination of these. In the case of suspension or dismissal from a program, the suspension or dismissal may be recorded on the student's academic record and transcript with a statement that these Standards have been breached.

With respect to undergraduate students, appeals against decisions under this policy may be made according to the guidelines for such appeals within the relevant Faculty.

In the case of graduate students, the procedures for academic appeals established in the School of Graduate Studies shall apply. Recommendation to terminate registration in a graduate program must be approved by the School of Graduate Studies. Decisions to terminate registration in a graduate program may be appealed directly to the School of Graduate Studies Graduate Academic Appeals Board (GAAB) in accordance with its practises and procedures.

In cases where the allegations of behaviour are serious, and if proven, could constitute a significant disruption to the program or the training site or a health and safety risk to other students, members of the University community, or patient/clients, the Dean of the Faculty responsible for the program or course is authorized to impose such interim conditions upon the student, including removal from the training site, as the Dean may consider appropriate.

In urgent situations, such as those involving serious threats or violent behaviour, a student may be removed from the University in accordance with the procedures set out in the Student Code of Conduct.



## University of Toronto Governing Council

### Standards of Professional Behaviour for Medical Undergraduate and Postgraduate Students of the Faculty of Medicine

June 28, 1995

To request an official copy of this policy, contact:

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## Standards of Professional Behaviour for Medical Undergraduate and Postgraduate Students of the Faculty of Medicine

### Standards Which Require Assessment in Medical Academic Programs

In this statement, "student" means a registered medical undergraduate or postgraduate student of the Faculty, and includes an intern, resident, clinical or research fellow or equivalent.

#### Preamble

Within the Faculty of Medicine the academic programs include training in ethics and the engaging of the students in the profession and practice of medicine under supervision. Throughout history, society has expected and physicians have held sacred, a standard of behaviour and ethical values of the highest order. Traditionally, the Oath of Hippocrates has represented one such code of behaviour. By registering in the Faculty of Medicine, University of Toronto, the student accepts that the profession demands universal integrity, exemplary behaviour and dedication to the search for truth and service to humanity. A student will adhere to the standards of ethical behaviour for the medical profession and his/her professional activities will be characterized by honesty, integrity, conscientiousness and reliability. Behaviour inconsistent with being a physician is viewed as a demonstration of lack of suitability to be a physician.

#### Assessment of Behavioural and Ethical Performance

The assessment will be related to the following educational objectives:

1. The student should display skill at communicating and interacting appropriately with patients, families and health care personnel.
2. The student should demonstrate:
  - a) empathy and compassion for patients and their families;
  - b) concern for the needs of the patients and their families to understand the nature of the illness and the goals and possible complications of investigations and treatment;
  - c) concern for the psycho-social aspects of the patient's illness;
  - d) respect for, and ability to work harmoniously with, other physicians and allied health care personnel;
  - e) recognition of the importance of self-assessment and of continuing medical education and a willingness to teach others in their own specialty, as well as other allied health care personnel;
  - f) understanding of the appropriate requirements for involvement of patients and their families in research;
  - g) awareness of the effects that differences in gender and cultural and social background may have on the maintenance of health and the development and treatment of illness.

Breach of any of the above principles of behaviour may, after appropriate evaluation of a student, be cause for dismissal from a course or program or failure to promote.

3. Behaviour unacceptable to the professional practice of medicine may include:
  - a) referring to oneself as, or holding oneself to be, more qualified than one is;
  - b) theft of drugs;
  - c) violation of the criminal code;
  - d) failure to be available while on call;
  - e) failure to respect patients' rights;

- f) breach of confidentiality;
- g) failure to provide transfer of responsibility for patient care;
- h) failure to keep proper medical records;
- i) falsification of medical records;
- j) sexual impropriety with a patient;
- k) being under the influence of alcohol or drugs while participating in patient care or on call;
- l) any other conduct unbecoming of a practising physician.

## Review of Behavioural and Ethical Performance

The Faculty will value the professional and ethical performance of its students and will assess these in accordance with the Grading Practices Policy of the University of Toronto.

The In-Training Evaluation Report may include a numerical mark based on the opinion of the assessors and will include written opinions by these assessors as part of the student record. It should be understood that these assessments are related to the performance expected of a professional as outlined above. They should be timely in relation to the end of a rotation and communicated to the student. If appropriate, and necessary, opportunities for remediation should be offered. Appeals against decisions made under the above standards may be made in the usual way to the Appeals Committee of the Faculty of Medicine and are subject to the regulations of the Faculty which cover such appeals.

Breaches of the ethical and behavioural standards are serious academic matters and represent failure to meet academic standards. Such failures will be included in the considerations of the Board of Examiners, as well as in In-Training Evaluation Reports of the College of Physicians and Surgeons of Ontario, the College of Family Physicians of Canada and the Royal College of Physicians and Surgeons of Canada. Poor performance may be grounds for the requirement of remedial work, denial of promotion, or dismissal from a program.

These standards do not replace legal or ethical standards defined by organizations or bodies such as the College of Physicians and Surgeons of Ontario, the Canadian Medical Association, the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada.

Action by the assessing bodies does not preclude action under other University policies or the Criminal Code.



## University of Toronto Governing Council

### Standards of Professional Practice Behaviour for Pharmacy Undergraduate and Postgraduate Students of the Faculty of Pharmacy

August 22, 1996

To request an official copy of this policy, contact:

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# Standards of Professional Practice Behaviour for Pharmacy Undergraduate and Postgraduate Students of the Faculty of Pharmacy<sup>1</sup>

## Standards Which Require Assessment in Pharmacy Academic Programs

### Preamble

This document articulates the standards of behaviour in a pharmacy practice setting that are expected of pharmacy students, exclusive of any standards already set in any existing University of Toronto or Faculty of Pharmacy code of behaviour.

Within the Faculty of Pharmacy, the academic programs include education in ethics and fieldwork practice under supervision. As well, students may be involved in extracurricular activities that bring them into contact with the public, other health care providers, members of the profession, peers, and faculty. It is expected that students will, at all times, adhere to the standards of ethical behaviour for the profession of pharmacy and that his/her professional activities will be characterized by honesty, integrity, conscientiousness and reliability. In particular, students will recognize that their involvement in the health care system may put them in positions of power with patients/clients. Students must not take advantage of this position to advocate for their personal gain, values, or beliefs.

### Standards

The behaviours outlined in this document do not replace behavioural standards of the profession or those of a practice setting in which a member/registrant of the Faculty finds him or herself. Indeed, it is assumed that the higher standard of behaviour will always be the reference point of acceptable practice.

1. The students are responsible for communicating and interacting appropriately with colleagues/peers, faculty/preceptor, patients/clients, families, care givers and health care personnel.

More specifically, the student should demonstrate:

- a) empathy and compassion for patients/clients, care givers and their families;
  - b) respect for and the ability to work harmoniously with the patient/client and all those involved in the promotion of his/her wellbeing;
  - c) concern for the psycho-social aspects of the patient's/client's illnesses and needs as well as concern for the patient's, their families' and care giver's understanding of the nature of the illness and possible complications of treatment;
  - d) respect for confidentiality of all patient/client information;
  - e) recognition of the importance of self-assessment and life long learning;
  - f) awareness of the effects that differences in age, gender and cultural and social background may have on the maintenance of health and on the development and treatment of illness;
  - g) respect for colleagues.
2. Behaviours that are unacceptable to the professional practice of pharmacy may include:
    - a) violation of the Criminal Code;
    - b) referring to oneself as, or holding oneself to be, more qualified than one is;

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<sup>1</sup> Adapted from the: Faculty of Medicine, Standards of Professional Behaviour, April 20, 1993; Department of Occupational Therapy, Standards of Professional Behaviour; Department of Physical Therapy, Standards of Professional Behaviour.

- c) failure to be available while on call or on duty;
- d) failure to respect patient's/client's rights;
- e) breach of confidentiality;
- f) failure to keep proper records;
- g) failure to accept responsibility and/or communicate the need for preventing or resolving a drug related problem as outlined by individual program policy;
- h) failure to provide transfer of responsibility for patient/client care as outlined by individual program policy;
- i) falsification of records;
- j) sexual impropriety with a patient;
- k) being impaired by alcohol or drugs while participating in patient/client care, on duty or on call;
- l) any other conduct unbecoming of a practising pharmacist;
- m) infractions of the Human Rights Code.

### Review of Behavioural and Ethical Performance

The professional and ethical performance of students is a highly valued component of the Faculty's educational and training programs. It will be assessed during and at the conclusion of all rotations/fieldwork placements in accordance with the Grading Practices Policy of the University of Toronto. If appropriate and necessary, opportunities for remediation will be offered. Appeals against decisions made under the above standards may be made in the usual way to the Faculty of Pharmacy and are subject to the regulations of the Faculty that cover such appeals. By virtue of publishing this document, the Faculty decrees that breaches of ethical and behavioural standards are serious and represent failure to meet academic standards. Poor performance may be grounds for the requirement of remedial work, denial of promotion, or dismissal from the program.



## University of Toronto Governing Council

### Social Work Code of Ethics

August 31, 1995

To request an official copy of this policy, contact:

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## Social Work Code of Ethics

### Foreword

Students in the Master of Social Work program are involved in field practica. Since field learning occurs through carrying a service role, concerns for client well being is of paramount importance. It is the responsibility of the Faculty of Social Work and the University of Toronto to identify standards of professional behaviour which apply to student practice education. Students will, at all times, adhere to the standards of professional behaviour for the social work profession. (Please refer to the Social Work Code of Ethics, Canadian Association of Social Workers, January 1, 1994).

### The MSW Social Work Student

The following guidelines will assist the social work student to develop and maintain professional relationships and ethical conduct with colleagues and clients.

1. The student is a member of the client's service team. Therefore, the social work student should accept responsibility to work co-operatively with peers, the instructor and other professionals to provide competent and safe client care.
2. The Faculty of Social Work adheres to the CASW Social Work Code of Ethics. Please note in particular Chapter Five which deals with Limits on Professional Relationships:
  - A social worker/social work student shall not exploit the relationship with a client for personal benefit, gain or gratification.
  - The social worker/social work student shall respect the client and act so that the dignity, individuality and rights of this person are protected.
  - The social worker/social work student shall assess and consider a client's motivation and physical and mental capacity in arranging for the provision of an appropriate service.
  - The social worker/social work student shall not have a sexual relationship with a client.
  - The social worker/social work student shall not have a business relationship with a client, borrow money from a client, or loan money to a client. (Note: Where a social worker/social work student does keep money or assets belonging to a client, the social worker/social work student should hold this money or asset in a trust account or hold the money or asset in conjunction with an additional professional person).
  - The social worker shall not have a sexual relationship with a social work student assigned to the social worker.
  - The social worker/social work student shall not harass any person.
3. The social work student must not be under the influence of substances (for instance, alcohol and drugs) at the practicum. In the event that a social work student has reason to believe that another student or professional is not giving competent or safe service, *and/or* is under the influence of drugs and/or alcohol, the student's first *obligations* are to protect the client from harm, to ensure that client dignity is respected, and to inform the field instructor or the Faculty/Field Liaison of the situation immediately.

### Review of Behavioural and Ethical Performance

The professional and ethical performance of students is a highly valued component of the MSW program. It will be assessed in accordance with the Graduate Grading and Evaluation Practices Policy of the University of Toronto.

Breaches of the ethical and behavioural standards are serious and represent failure to meet academic standards in a professional faculty.

The policies and procedures for meeting expectations and for withdrawal from the practicum as stated in the Field Practicum Manual will be followed. Note also that "students whose performance is considered to be unsatisfactory may have their registration and candidacy terminated at any time on the recommendation of their graduate unit and with the approval of the school (of Graduate Studies)" (1995-96 SGS Calendar, p. 26).

Action by the Faculty does not preclude action under other University policies, such as the Code of Behaviour on Academic Matters, the Code of Student Conduct, and the Policy and Procedures on Sexual Harassment, or under the Criminal Code.

August 1995