

<b>TITLE:</b>	Academic and Professional Code of Conduct Policy	<b>NUMBER:</b>	01-06
Section:	Learner Progression	Date Approved:	July 2016
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Distribution:	Nova Scotia Health Learning Institute for Health Care Providers	Approval:	Manager

## Policy

### Policy statement:

Learners are required to adhere to the Learning Institute Academic Code and Professional Code of Conduct while enrolled in a Learning Institute for Health Care Providers educational program.

### Purpose of Policy:

The purpose of this policy is to provide consistent guidelines for the codes that outline behavioral expectations of learners who are enrolled in any educational program at the Learning Institute. It includes communication of codes to learners, examples of code violations and actions that follow a claim of code violation.

Violation of the Academic Code and/or the Professional Code of Conduct results in disciplinary action ranging from a warning to program disqualification

### Definitions:

**Academic Code:** An academic code describes expectations that promote a high standard of honesty and integrity while participating in an educational program. Learners must be committed to:

- doing their own work
- citing others' ideas and words
- participating in all scheduled learning experiences (i.e., orientation, learning labs, clinical practicum)
- being responsible /accountable for her/his own actions

**Professional Code of Conduct:** A professional code of conduct includes adherence to a learner's own professional standards and all program guidelines when participating in any learning experience in the program. The following list provides examples of some behaviors demonstrating adherence

to the Professional Code of Conduct. This list is not inclusive and should be used only as a guide.

1. Precedence for client welfare over learner educational objectives.
  - The learner's primary responsibility is the welfare of the client.
  - The learner consults with faculty, the preceptor, and/or the attending physician regarding client management.
2. Maintenance of client privacy and confidentiality during educational experiences.
  - The learner respects the client's privacy and dignity.
  - The learner maintains client confidentiality in discussions and assignments.
3. Respectful of the contribution of other individuals to one's learning.
  - The learner demonstrates respect when interacting with other learners, faculty, staff, preceptors/buddies/peer reviewers and other health care professionals.
4. Exhibits effective interpersonal skills in all interactions.
  - The learner demonstrates respectful verbal and non-verbal communication behaviors when interacting with other learners, faculty, staff, preceptors/buddies/peer reviewers and other health care providers.

## Guidelines

- All learners enrolled in Learning Institute educational programs must be provided with access to the Academic Code and the Professional Code of Conduct upon enrollment. Both codes should be reviewed in program orientation.
- Adherence to the Learning Institute Academic Code and Professional Code of Conduct is assessed throughout the program and contributes to successful completion of the program. Faculty must provide clear educational expectations so that learners understand what they must accomplish to fulfill program requirements.
- The following list provides examples of actions that violate the Academic Code. This list is not inclusive and should be used only as a guide. Omission of a misconduct action from this list does not prevent the Learning Institute from investigating any alleged incident and carrying out disciplinary actions as required.

- Falsification of data/misrepresentation: Impersonation of another candidate in an exam/assignment; forging an academic record; fabricating data. (i.e. falsification of province of residence)
- Plagiarism: Presenting work done by someone else as if it were one's own; presenting direct quotes or large sections of materials without acknowledging the author and source (i.e.: internet site, journal, textbook)
- Misuse of test/assignment materials: Copying from another's work; allowing someone else to do assigned work (i.e.: assignments); submitting work done in part or in whole by someone else; taking or using test materials without faculty permission (e.g. accessing an online exam without permission or at a non-designated writing time)
- Receiving/giving unauthorized assistance: Copying from another learner; making information available to other learners; having unauthorized books, papers, and/or electronic computing, data storage or communication devices during an assessment (examination/assignment, skill testing, clinical performance)
- Theft of materials
- Once an alleged violation of the Academic and/or Professional Code of Conduct is suspected, program faculty presents the incident to the Learner Progression Committee using a Learner Progress Report.
- The case is investigated and the Learner Progression Committee will decide to either dismiss the case or recommend disciplinary action. Disciplinary actions may include:
  - A written warning
  - Temporary suspension of progression in the program, thus providing time to discuss the incident at the Learner Progression Committee
  - A probationary period with the term of probation being determined by the Learner Progression Committee
  - Disqualification from the program

## Process

### Course faculty will:

1. Faculty within a program will discuss the alleged violation of the academic or professional code with the learner and use the Learner Progress Report form to record incident (SBAR) and communication. Faculty involved need to inform other faculty in the program of the situation.
2. Completion of the Learner Progress Report and signing by the learner indicates they are aware of the concern and pending process. If the learner

refused to sign the Learner Progress Report, this must be indicated by faculty. If immediate action is required to ensure safety of learners or others (e.g., removal of learner from classroom, clinical practice area, etc.) the Manager is to be informed as soon as possible.

3. Faculty to submit a Learner Progress Report form to the Chair of Learner Progression via email within 5 days of the incident.
4. Subsequent Learner Progress Reports that relate to the same issue will indicate this and refrain from repeating information already presented in a previous report.

**Learner Progression Committee will:**

5. Review request from faculty as provided via the Learner Progress Report to the Chair of the Learner Progression Committee.
6. If additional information is required in order for Chair and/or LP Committee to make a decision, faculty may be asked to provide (in-person to committee or via email).
7. LP Committee will review incident and dismiss, or recommend disciplinary action as above. If learner is disqualified from program, please refer to Learning Institute Policy #01-10.
8. Outcome will be finalized and response communicated via email to requesting faculty and administrative staff using Learner Progress Report form within 5 business days of receipt of report.

**Administrative staff will:**

9. Using the Learner Progress Report form format the standardized letter as indicated and Director to review. Once signed, a copy will be:
  - a. Placed on the learner's file
  - b. E-mailed to the learner
  - c. Copied to the sponsoring employer, faculty and the Chair of the Learner Progression Committee
10. File the form and any accompanying documents on the learner's file.

**Related Documents:**

Learner Progress Report Form

Disqualification Policy