

Professional Conduct Guidelines

Faculty of Health Guidelines

Approving Authority: Faculty of Health Council

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Professional Conduct Guidelines set out the professional, ethical, and behavioural expectations for all students enrolled in the Faculty of Health. These guidelines are Faculty-specific expectations that apply in addition to policy [AC1300*](#), the University of Victoria Resolution of Non-Academic Misconduct Allegations.

Professional conduct is a fundamental responsibility for all students within the Faculty of Health. These guidelines reflect the shared values and cultural expectations of health professions and outline what we expect of one another as members of the Faculty of Health community. They articulate specific expectations for students that support the development of professional responsibility and competence. Adhering to these guidelines is also essential to learning, as students are expected to take active responsibility for their own learning and for developing the professional behaviours required for current study and future practice.

These guidelines apply in all learning environments, including:

- On-campus classes, labs, simulations, clinics, and events
- Online learning platforms and social media, when representing the Faculty or placement
- Community placements, practicums, clinical environments, outreach, fieldwork, and co-ops
- Community-engaged research activities
- Any setting where a student's conduct may impact patients/clients, peers, staff, or the reputation of the Faculty
- Any setting within the University where student conduct may be impactful

Core values

Faculty of Health students are expected to demonstrate:

- Respect and dignity for all individuals
- Integrity and honesty in academic and professional work
- Compassion and person-centred care
- Accountability for decisions and actions
- Equity, diversity, and inclusion in learning and practice
- Safety and professionalism in all environments

Respectful conduct

- Treat all people with courtesy and dignity, including patients/clients, peers, faculty, staff, and placement partners
- Use inclusive, non-discriminatory language and behaviour
- Refrain from harassment, bullying, intimidation, threats, or disruptive conduct
- Communicate clearly, respectfully, and professionally in person, writing, email, and online platforms and in a timely way
- Maintain appropriate boundaries and avoid derogatory or inflammatory comments
- Address concerns through appropriate channels
- Be punctual, present, free from distraction (e.g., on your phone), and actively participating in class and in practice

Cultural safety and inclusion

- Engage in culturally safer practices and respect diverse identities, beliefs, and experiences
- Avoid discriminatory actions related to race, ethnicity, nationality, religion, disability, gender identity, sexual orientation, age, socioeconomic status, or any protected characteristic under the Human Rights Act
- When possible, students are expected to engage in opportunities, training, and learning activities that promote equity and inclusive practice

Responsibility for learning

- Accept personal responsibility for continued academic and professional competency and learning
- Demonstrate accountability for learning, which includes full attendance, active engagement, and respectful participation in all classes, seminars, field experiences, and practica
- Demonstrate responsibility for learning which includes sharing accommodation needs, and compelling circumstances that may prevent participation in program requirements
- Seek appropriate supports and/or communicate with academic instructors or supervisors if experiencing barriers to learning or responsible engagement

Safe practice

- Follow safety protocols, infection prevention and control measures, and risk management procedures
- Practice within the limits of their training and scope as a student
- Seek supervision when uncertain and promptly report hazards, incidents, or near misses
- Maintain appropriate professional boundaries with patients/clients, families, supervisors and employers
- Avoid conflicts of interest and dual relationships where possible
- Always protect the privacy and confidentiality of patient/client and student information, confidential organizational data or databases, and obtain permission before reporting to

outside audiences. Access records only when authorized and necessary for learning responsibilities

- Follow applicable privacy laws and institutional/placement policies and ethical practices, including ethical research practices
- Never share identifiable information in casual conversations, messages, photos, or social media

Health, fitness to learn/practice, and duty of care

- Attend learning and placement activities prepared and fit to participate safely
- Refrain from attending clinical/practical settings when impaired by illness, fatigue, drugs/alcohol, or other factors that compromise safety
- Follow vaccination, screening, and occupational health requirements where applicable
- Seek support early if personal circumstances affect learning or professional responsibilities
- Take responsibility for learning and professional conduct

Speaking up

Health students play an important role in creating a respectful, ethical, and safe learning and practice environment. Speaking up about concerns is a professional responsibility and a valued part of health practice. If you witness or experience a concern, you are encouraged to report it promptly through appropriate channels. Raising concerns helps protect individuals, supports learning, and contributes to a culture of accountability and continuous improvement. Students are expected to follow reporting procedures and to cooperate respectfully with any related processes or investigations.

- Speak up about safety issues, unethical conduct, harassment, discrimination, or professional concerns
- Report concerns promptly to the appropriate faculty member, placement educator, supervisor, co-op coordinator, or designated reporting channel
- Follow procedures for incident reporting and participation in resolution processes or investigations as required

Failure to comply

If a concern is identified regarding non-compliance with professional conduct guidelines, the instructor will typically first meet with the student to discuss the situation. In the conversation, the instructor will provide the student with the evidence that suggests the student has not followed the guidelines. The student will receive feedback on meeting expectations for professional conduct, providing an opportunity to learn how to meet them. A recording of the conversation may appear as feedback/evaluation comments as part of program progression, as determined by the program expectations.

If the situation warrants consequences that may affect the student's ability to continue in their program, the instructor will refer it to the Director or Chair, who will notify the Office of Student Life and the Associate Dean of Academics. Consequences may include (but are not limited to):

- Required remediation, reflective practice tasks, or professionalism coaching
- Removal from placement, classroom, and program, or restricted access to
- labs/clinical activities
- Formal warnings or academic penalties under academic integrity rules
- Disciplinary action under institutional student conduct policies
- Reporting to placement sites or professional/regulatory bodies where required

*** Programs in the Faculty of Health may be guided by a professional Code of Ethics. Students engaged in research activity are guided by research ethics. Students are required to familiarize themselves with and incorporate those guidelines into their program outcomes.**