

# Clinical Assessments of Professionalism

The peer ratings and nominations were completed once in year 3 at the end of the internal medicine clerkship rotation. This clerkship was chosen because the students were interacting in group settings for the longest period of time in year 3.

The clinical faculty ratings were completed in conjunction with the normal clinical evaluations of the students. Because students were rated in each service during the clerkship, there were a variable number of clinical faculty evaluations for each student.

## MEASURES

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## **Professionalism Behaviors - Clinical faculty ratings in clerkship**

Student Name:

Clerkship:

Faculty/Resident Name:

### Professionalism Development Behaviors

The student behaviors presented below are based on the attributes of professionalism that medical students will exhibit during their Phase III required clerkships. You are asked to rate the student on each of the 11 scales for which you have had sufficient observation of that behavior, using the N/A when you are unsure of that aspect of the student.

Note: The gold standard on which the ratings are based is 'What would be expected of a graduating medical student if he/she had an appropriate level of professional development.' This standard projects the student behaviors beyond those observed during their specific Phase III clerkship experiences.

If you have not had sufficient observation of this student to complete the following rating of behaviors of professionalism, please click the check box below and then click the submit button at the bottom of this page. Thank you.

**Insufficient Observation**  [Go to bottom of page](#) and click Submit button.

1.	How active and involved was this student in the clerkship?	Very quiet	Some participation	Average	Quite active	Very involved		
		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2.	If this student makes an error, s/he _____ admits to it.	Rarely		Usually		Always		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7
								N/A
3.	In dealing with the values and beliefs of others (e.g. patients, staff), this student is _____.	Inconsiderate, disrespectful		Indifferent		Considerate, respectful		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
		1	2	3	4	5	6	7
								N/A
4.	In assessing her/his own knowledge and skills, this student generally _____ estimates them.	Under		Accurately		Overly		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
		1	2	3	4	5	6	7
								N/A
5.	This student _____ resolves group or interpersonal conflicts even if the resolution goes against her/his best interests.	Never		Sometimes		Always		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
		1	2	3	4	5	6	7
								N/A

6.	He/she understands the ethical aspects of patient care and responds appropriately.	Disagree			Uncertain			Agree	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
7.	S/he _____ tries to provide comfort/aid/assistance to others (e.g. patients, other students) who are struggling or in distress.	Rarely			Usually			Always	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
8.	When working with others in a clinical area to achieve common group goals, s/he is generally _____.	Uncooperative			Usually			Cooperative	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
9.	When faced with a clinical situation in which this student is "over their head" and needs assistance, s/he generally _____.	Doesn't realize help is needed			Knows but doesn't ask			Asks for help	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
10.	This student _____ demonstrates appropriate ethical and moral judgment, even when it was not popular to do so.	Never			Sometimes			Always	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
11.	This student _____ works for personal growth and develops plans to improve him/herself.	Never			Sometimes			Always	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A
12.	The personal/professional qualities of this student _____ my expectations of a student at this level of training.	Fail to meet			Indifferent			Exceed	
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		1	2	3	4	5	6	7	N/A

Below are six of the components of medical professionalism that are appropriate to expect of medical students. For each component, please rate the student on the scale of 1=very unprofessional to 7=very professional. (Click on link for a brief description of the component.)

	Very Unprofessional			Very Professional			N/A	
	1	2	3	4	5	6		7
<a href="#">Subordinate Self-Interests</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">Ethical and Moral Standards</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">Humanistic Values</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">Self-reflection</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">Accountability</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">Complexity and Uncertainty</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Submit Reset

## Peer Assessment - Nominations

Select up to 3 students from your class, not just your BCSP small group, whom you believe to be the most professional for each of the following attributes. Base your decision on your observation of their behaviors. You can list the same student for as many attributes as you consider appropriate.

<b>Subordinate Self-interests</b>	-
	-
	-
<b>Exercise Accountability</b>	-
	-
	-
<b>Incorporate Self-Reflection</b>	-
	-
	-
<b>Evince Core Humanistic Values</b>	-
	-
	-
<b>Maintain Ethical and Moral Standards</b>	-
	-
	-
<b>Deal with complexity and uncertainty</b>	-
	-
	-

Submit Reset

## **Peer Assessment - Ratings of attributes of professionalism**

## PROFESSIONALISM IN MEDICINE

You are requested to assist in a study to develop a model and the assessment of professionalism. There are several attributes of professionalism that will be addressed in the study, but one attribute is Accountability.








Accountability for oneself and for others is central to professionalism in medicine. Implicit in the relative autonomy granted to a profession is that its members will set and enforce standards of practice. Demonstrating true accountability is key to maintaining the privilege of autonomy which medicine has long enjoyed. Meaningful peer evaluation becomes one mechanism to enforce standards of practice and hence to exercise accountability.

You are asked to assess the development, or lack thereof, of several attributes of your fellow students in your small group. For each student, assign a value for each attribute that best represents your impression of that student based on your knowledge and experience in small group and from contact in general. Your assessment should be based on observations and behaviors you have personally experienced with that student.

Use the scale below to record your impressions. Your assessments will be kept strictly confidential and anonymous. They will have absolutely no bearing on the grade in Basic and Clinical Science Problems course or any other grading or promotions decisions.

7	Extremely professional. Fully developed, demonstrated all the time
6	--
5	Above what is expected of typical medical student Often seen positive behaviors
4	--
3	Slightly below what is expected of typical medical student Few positive behaviors, some negative behaviors
2	--
1	Extremely unprofessional Very problematic, often demonstrated antithetical behaviors

..and yes, because your picture is also with the group, you are asked to rate yourself on the attributes.

Click on the Attribute to bring up an explanation.						
Student	<a href="#">Subordinate Self-interests</a>	<a href="#">Exercise Accountability</a>	<a href="#">Incorporate Self-Reflection</a>	<a href="#">Evince Core Humanistic Values</a>	<a href="#">Maintain Ethical and Moral Standards</a>	<a href="#">Deal with complexity and uncertainty</a>
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾