

MEDICAL STUDENT PROFESSIONALISM EVALUATION FORMS

Medicine is a profession that requires high standards of behavior in addition to the mastery of a large body of knowledge and clinical skills. In addition to fulfilling all academic requirements, students are required to display behaviors consistent with accepted standards of professional conduct. The University of Illinois has approved a *Statement on Professional Behavior* which describes the College's expectations concerning the professional behavior of students.

The Medical Student Professionalism Evaluation Forms utilize the criteria outlined in the *Statement on Professional Behavior* and are designed to identify and record:

Exemplary Professionalism

Although all students are expected to master the qualities, behaviors and skills of professionalism that are detailed in these pages, there are instances of exemplary student professionalism that you feel should be singled out for recognition. Faculty, staff, administrators and students who directly observe such instances are encouraged to fill out the Medical Student Professionalism Exemplary Evaluation Form. The exemplary professionalism evaluation form should be discussed with the student and then forwarded to the Office of Student Affairs. Students receiving two or more forms will have their exemplary performance noted in the Dean's letter.

Deficient Professionalism

Some students may demonstrate deficiencies in certain professionalism skills and will require more intensive help in developing these skills. A faculty, staff, administrator, or student who is concerned about a student's behavior will give feedback to the student and make suggestions for improvement. **If the behavior is repeated or is initially serious**, the Medical Student Professionalism Deficiency Evaluation Form should be completed and discussed with the student. The form should note the deficiency or deficiencies and be forwarded to the site Dean for Student Affairs.

Please note that this form is not to supersede or replace one-to-one faculty to student feedback, which is the cornerstone of clinical learning. This form is to be reserved for those instances in which feedback has been attempted but the unacceptable professional behavior continued, and/or for those instances in which the behavior being displayed is seriously deficient. A plan for remediation should be established when discussing the behavior with the student.

If a student receives one or more professionalism deficiency evaluation forms, he/she will meet with the Senior Associate Dean for Students to discuss the incident. The Associate Dean for Student Affairs, in consultation with applicable committees, will decide whether the report of deficient professionalism will be mentioned in the Dean's letter. If a student receives two or more professionalism deficiency evaluation forms, the student may be referred to the Student Advancement Committee for consideration of a drop from medical school.

If you have any questions about the professionalism performance criteria, please contact Dr. Kathleen Kashima or designee in the COM Office of Student Affairs at (312) 996-2450.

Excerpted from the University of Illinois College of Medicine Student Promotions Guidelines

I. D: Statement on Professional Behavior

Medicine is a profession that requires the mastery of a large body of knowledge and the acquisition of clinical skills, as well as high standards of behavior and appropriate attitudes within and outside the academic setting. **In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct at the University of Illinois College of Medicine, and further defined by other professional documents in medicine¹. Students who fail to do so will be dismissed from the College of Medicine.** The faculty believes that certain dimensions of professionalism may be amenable to remediation, in which case students would be required to complete satisfactorily additional activities/experiences specified by the appropriate site committee and approved by the College Committee on Student Promotions. Satisfactory completion of additional activities/experiences may result in a delay in the student's progress toward graduation. Alternately, the appropriate site administrative officer may opt to prefer disciplinary charges through the Senate Committee on Student Discipline. It is incumbent upon any student who recognizes he/she is in jeopardy for any reason to seek the advice of the Office of Student Affairs.

The following personal characteristics and attitudes include, but are not limited to, those observed and evaluated throughout the medical curriculum. Students are expected to demonstrate these characteristics, both in their academic and personal pursuits.

Integrity: Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect patient care or contribute to threatening or harassing interactions with others.

Interpersonal relationships: Provides support and is empathetic in interactions with peers, patients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

Initiative: Independently identifies tasks to be performed and completes them satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance. Provides accurate contact information to COM officials and maintains communication with the COM whether actively enrolled or on leave. Ensures that immunizations are current.

Dependability: Completes tasks promptly and well. Arrives on time and actively participates in clinical and didactic activities. Follows through and is reliable. Responds promptly to COM officials.

Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

Function under stress: Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the clinical setting, in spite of inappropriate action on the part of others.

Appearance: Displays appropriate professional appearance and is appropriately groomed.

¹ Medical Professionalism Project: *The Physician Charter*. The American Board of Internal Medicine Foundation. <http://www.abimfoundation.org/>

AMA *Code of Medical Ethics*. The Council on Ethical and Judicial Affairs (CEJA). <http://www.ama-assn.org/>

**UIC COLLEGE OF MEDICINE
PROFESSIONALISM EVALUATION FORM - EXEMPLARY BEHAVIOR
FOR MEDICAL STUDENTS**

Student Name (*type or print legibly*)

Date this form was discussed with student

Faculty Name (*type or print legibly*)

Quarter, Year

THIS STUDENT HAS EXHIBITED EXEMPLARY BEHAVIOR IN WHICH OF THE FOLLOWING AREAS (CIRCLE ALL THAT APPLY)

1. Self improvement and adaptability
 - a. Maintaining professional composure in stressful situations
 - b. Exhibiting good personal clinical judgment in stressful situations

2. Relationships with students, faculty, staff and patients
 - a. Establishing rapport
 - b. Being sensitive to the needs of the patient, the patient's family and the health care team
 - c. Maintaining an appropriately sensitive, courteous and respectful manner with fellow students, staff, and faculty in a learning environment

3. Upholding the UIC College of Medicine Statement on Professional Behavior
 - a. Maintaining honesty
 - b. Contributing to an atmosphere conducive to learning (e.g. giving disruptive, verbal/non-verbal cues of non-participation would be an example of creating an atmosphere which is not conducive to learning)
 - c. Respecting the diversity of race, gender, religion, sexual orientation, age, disability or socioeconomic status of fellow students, members of the health care team, and patients.
 - d. Resolving conflicts in a manner that respects the dignity of every person involved.

Comments (Please explain why you checked what you checked)

THIS SECTION TO BE COMPLETED BY THE STUDENT

My comments are: (optional)

I have read this evaluation and discussed it with the faculty member.

Student Signature

Date

**UIC COLLEGE OF MEDICINE
PROFESSIONALISM EVALUATION FORM - DEFICIENT BEHAVIOR
FOR MEDICAL STUDENTS**

Student Name (*type or print legibly*)

Date this form was discussed with student

Faculty Name (*type or print legibly*)

Quarter, Year

THIS STUDENT HAS EXHIBITED DEFICIENCIES IN THE BEHAVIOR OF NOTE IN THE FOLLOWING AREAS (CIRCLE ALL THAT APPLY)

1. Reliability and responsibility
 - a.. Fulfilling responsibilities in a reliable manner
 - b. Completing assigned tasks promptly
 - c. Attendance as required (which includes:)
 - i. Appearing on time as scheduled
 - ii Remaining until the end of the activity as required
 - d. Notifying appropriate persons prior to missing required activities

2. **Self-improvement and adaptability**
 - a.. Accepting constructive feedback
 - b. Recognizing limitations and seeking help
 - c. Incorporating feedback in order to make changes in behavior
 - d. Recognizing and admitting mistakes as they occur
 - e. Maintaining professional composure in stressful situations
 - f. Exhibiting good personal clinical judgment in stressful situations

3. Relationships with students, faculty, staff and patients
 - a.. Establishing rapport
 - b. Putting the needs of the patient ahead of personal needs
 - c. Being sensitive to the needs of the patient, the patient's family and the health care team
 - d. Establishing and maintaining appropriate boundaries in work and learning situations
 - e. Maintaining an appropriately sensitive, courteous and respectful manner with fellow students in a learning environment
 - f. Maintaining an appropriately sensitive, courteous and respectful manner with staff in a learning environment
 - g. Maintaining an appropriately sensitive, courteous and respectful manner with faculty in a learning environment

4. Upholding the UIC College of Medicine Statement on Professional Behavior
 - a. Maintaining honesty
 - b. Contributing to an atmosphere conducive to learning (e.g. giving disruptive, verbal/non-verbal cues of non-participation would be an example of creating an atmosphere which is not conducive to learning)
 - c. Respecting the diversity of race, gender, religion, sexual orientation, age, disability or socioeconomic status of fellow students, members of the health care team, and patients.
 - d. Resolving conflicts in a manner that respects the dignity of every person involved.
 - e. Using professional language and being mindful of the environment.
 - f. Putting the needs of the patient ahead of one's personal needs
 - g. Protecting patient confidentiality
 - h. Dressing in a professional manner as appropriate to the learning environment.

Comments (Please explain why you checked what you checked)

Faculty signature

Printed Name

Contact # (Phone/email)

THIS SECTION TO BE COMPLETED BY THE STUDENT

My comments are: (optional)

I have read this evaluation and discussed it with the faculty member.

Student Signature

Date