

University of Maryland School of Medicine

Notes on Professionalism Evaluation Form 1S for the Pre-Clinical Years

Purpose:

The purpose of this **short** form is to evaluate professional behavior. It is a standard form to be used in Pre-Clinical Courses. The form is designed to reflect both positive and negative behaviors.

Use:

Form 1S is to be completed on each student at the end of the course. Tutors, or others delegated by the Course Director, can complete the form. It is assumed that in such cases of delegation, the assessor will be familiar with the student and can make a reasonable assessment.

Minor versus Major Lapses:

The difference between a minor and major lapse is a matter of judgement. Using the example of being late, a minor lapse is an occurrence where the student is late without providing an acceptable justification or pre-notice but no disruption to the class or patient care has occurred. A major lapse is an occurrence where the student is late without providing an acceptable justification or pre-notice and a resultant disruption to the class or patient care has occurred.

Similarly using an example of sensitivity to others, a minor lapse is an occurrence where a student makes an insensitive comment but the staff, patient or other health professional, is not offended by it. A major lapse is when a student makes an insensitive comment and the staff, patient or other health professional does take offence to the statement.

Steps in completing:

The following steps are recommended:

1. Indicate on the form, the ranking of the student on the global rating.
2. Attach copies of all relevant materials to the form. Be sure the documentation is complete.
3. All forms must be kept confidential from other faculty and staff.
4. In the usual situation where the student has done well, all such original forms are to be sent to the Office of Student Affairs. The Course Director should retain copies in his/her own course files.
5. Sign and date the form.

Appended:

The Guidelines for Evaluating Professionalism are appended. You may use these if you wish to document lapses.

University of Maryland School of Medicine Professionalism Evaluation Form 1S for the Pre-Clinical Years

Student's Name: _____ Course: _____

- Scale:** E. Exemplary demonstration of professional behavior.
5. Did not observe any unprofessional behavior
 4. Observed 1 or 2 minor lapses of professional behavior
 3. Observed 3 or more minor lapses of professional behavior
 2. Observed 1 or 2 major lapses of professional behavior
 1. Observed 4 or 5 major lapses of professional behavior
- N/O. Was not in a position to observe unprofessional behavior

Global Rating of Professionalism	Poor					Excellent	
	1	2	3	4	5	E	N/O

Comments:

Supervisor's Name: _____ Supervisor's Signature: _____

Date: _____

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Addendum to the Professionalism Evaluation Form 1S
Guidelines for Evaluating Professionalism in the Pre-Clinical Years

		E	5	4	3	2	1	N/O
		Exemp- lary	No lapses observed	1 or 2 Minor lapses	3 or more Minor lapses	1 or 2 Major lapses	3 or more Major lapses	Not in a position to observe
A	Duty: Reliability and Responsibility							
1	Completes assigned tasks timely and fully							
2	Fulfills obligations undertaken							
3	Takes on appropriate share of team assignments							
4	Informs supervisor/course director when faced with a conflict of interest							
B	Excellence: Self Improvement and Adaptability							
5	Accepts constructive feedback							
6	Recognizes own limitations and seeks appropriate help							
7	Incorporates feedback to make changes in behavior							
8	Adapts well to changing circumstances							
9	Reads up on patient cases							
10	Attends rounds, seminars, small groups and other learning events at expected level.							

		E	5	4	3	2	1	N/O
		Exemp- lary	No lapses observed	1 or 2 Minor lapses	3 or more Minor lapses	1 or 2 Major lapses	3 or more Major lapses	Not in a position to observe
C	Respect for Others: Relationships with Students, Faculty & Staff							
11	Establishes rapport with fellow students							
12	Maintains appropriate boundaries in work and learning situations							
13	Relates well to fellow students in a learning environment							
14	Relates well to faculty in a learning environment							
15	Relates well to other health care professionals in a learning environment							
D	Altruism							
16	Demonstrates sensitivity to others' needs							
17	Takes time and effort to explain information to others							
18	Takes time and effort to comfort others on difficulty							
19	Listens sympathetically to others							
20	Puts others' interests before his/her own							
21	Shows respect for others							
E	Honor and Integrity: Upholding Student and Professional Honor Code and Rules of Conduct							
22	Refers to self accurately with respect to qualifications							
23	Uses professional language in discussing patients and colleagues							
24	Resolves conflicts in a manner that respects the dignity of those involved							
25	Behaves honestly							
26	Respects the diversity of race, gender, religion, sexual orientation, age, disability, intelligence and socio-economic status							
27	Maintains appropriate boundaries with others							
28	Dresses in an appropriate professional manner							