# University of Maryland School of Medicine

## Notes on Professionalism Evaluation Form S-S (Student-Student)

*Purpose:*
The purpose of this form is to evaluate professional behavior. It is a standard form to be used by students to reflect both positive and negative behaviors.

*Use:*
Form S-S is to be completed on each student in a small group situation at the end of the course.

*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 each of the components.
2. Record a global rating. This global rating need not be the sum of the individual rankings but a correlation is expected. Major deviations (i.e. a ranking of a "1"or "2" in the global rating with all other ratings be over "3") should be explained in the comments section.
3. If any rankings in a major section (e.g. Altruism, Duty, etc.) or the global rating is a "1" or "2", this reasons must be documented.
4. All forms must be kept confidential from other students, faculty and staff.
5. Date the form.

*Adapted from the Task Force on Professionalism in Undergraduate Medicine at the University of Toronto, May 2001

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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:**

Date:_____

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Form S-S*
HELPERS-PRO

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Student's Name: _____ Course: _____

**Scale**: E. Exemplary demonstration of professional behavior.
6. 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

| | | **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. | | | | | | | |

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| | | 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 | | | | | | | |

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