



Assessment of Demonstrated Professional Behaviours

Preface: Assessment of student professional behaviour is organized according to six domains to reflect the important relationships and professional values of physicians. Each domain includes examples of behaviours that characterize the respective domain. Teachers are asked to assess students in each domain based on the student's learning activity. Teachers may indicate that they were not in a position to assess one or more of the professionalism domains.

Professional behaviours are assessed as a competency over all four years of medical training; this assessment represents one of many. Further details about the assessment of student professionalism the impact of a single assessment are provided in the MD Program's [Guidelines for the Assessment of Student Professionalism](#).

Teachers are asked to use this assessment tool to discuss both areas where improvement is required and exemplary professional behaviour. Use of the comment section is encouraged for all learners and is required for any scores of 1 or 2. If the score was based on a critical incident, the teacher will be required to provide additional information.

For more information on how to complete the assessment of professional behaviours form, are summarized in an [Introduction to Assessing Professionalism in the MD Program eModule](#).

Suspected breaches of academic integrity (e.g. cheating, plagiarism, etc.) are to be investigated and reported in accordance with the [MD Program's academic integrity guidelines](#).

This form must be completed no later than six weeks following the end of the required learning experience (e.g., a small group session). Please contact the Course Director if you have any professionalism concerns about a student not documented within this period. Please see the MD Program standards for timely completion of student assessment and release of marks.

	Meets very few applicable criteria or has significant deficiencies	Meets some applicable criteria with minor deficiencies	Usually meets applicable criteria with no deficiencies	Meets most applicable criteria and is exemplary in some areas	Consistently meets all applicable criteria and exemplary in many	Was not in a position to assess
Professional Domains and Criteria	1	2	3	4	5	N/A
<p>Interactions with Patients and Essential Care Partners</p> <ul style="list-style-type: none"> • Uses effective verbal and non-verbal communication • Shows respect for patients' time, space, and person (e.g., appropriate draping) • Takes time to comfort the patient • Navigates difficult or complex situations with empathy and sensitivity to the patient's lived experience • Demonstrates respect for donated tissues/cadavers • Establishes and maintains appropriate boundaries 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Reliability and Responsibility</p> <ul style="list-style-type: none"> • Fulfills obligations in a timely manner • Manages transitions of care effectively • Informs supervisor/colleagues when tasks are incomplete, mistakes or medical errors are made, or when faced with a conflict of interest • Manages lateness or absence in accordance with policy/expectations • Arrives prepared for work, including 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

maintaining an acceptable standard of appearance and hygiene (e.g., scrubs for OR)

Sample form only: Professionalism forms are completed on MedSIS

- Actively participates in patient care activities and learning activities (e.g., rounds, family meeting, CBL/HSR/Seminar, etc.)
- Fulfills call duties and academic responsibilities (e.g., attending rounds, seminars, classes)
- Timely completion of MD Program and hospital registration requirements

Growth and Adaptability

- Accepts and provides effective feedback
- Incorporates feedback by demonstrating changes in behaviour
- Recognizes own limits and seeks appropriate help
- Appropriately responds to unanticipated changes in schedules, clinical responsibilities, and other work/learning activities
- Understands the importance of reconciling self-care and care for patients. Consults with others when challenges arise

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Relationships with colleagues

- Maintains appropriate boundaries
- Balances the needs of the learner and the group/team (e.g., group work, leaving early)
- Collaborates effectively with team members (including physician colleagues, other health providers, other clinic/hospital staff, and patients/families/essential care partners)
- Communicates effectively with Temerty Faculty of Medicine staff/faculty
- Contributes to a psychologically and culturally safe learning environment
- Demonstrates awareness and support for peers-in-need

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Upholding Student and Professional Codes of Conduct

Sample form only: Professionalism forms are completed on MedSIS

- Accurately represents qualifications
- Uses appropriate language with patients, colleagues, and other staff
- Acts with honesty and integrity
- Employs effective conflict navigation strategies
- Respects confidentiality, privacy, and data stewardship
- Engages responsibly with social media and observes policies surrounding its use
- Promotes equity, diversity, and inclusion (e.g., race, gender, religion, sexual orientation etc.)
- Uses appropriate strategies to access and identify supports and pathways to respond to unprofessional behaviour and unethical behaviours

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Recognize and Respond to Ethical Issues

- Recognizes when ethical issues in patient care arise and responds appropriately, including asking for additional support as needed
- Communicates effectively when differences in personal and professional values arise (e.g., termination of pregnancy, medical assistance in dying)
- Applies ethical reasoning skills where appropriate

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments

(mandatory) Please provide comments regarding any scores of 1 or 2. If the score was based on a critical incident, please complete the critical incident section below

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Strengths:

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Areas for improvement:

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No	Yes
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Did the professionalism issue involve a critical incident? No Yes

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SAMPLE