



Professionalism Assessment

Preface: Assessment of student professionalism is organized according to six professionalism domains, each of which includes criteria that reflect specific behaviours that characterize the respective domain. Teachers are asked to assess students in each domain based on the criteria applicable to the student's learning activity. Teachers may indicate that they were not in a position to assess one or more of the professionalism domains.

Teachers are required to provide comments regarding any scores of 1 or 2. If the score was based on a critical incident, the teacher will be required to provide additional information. Teachers may also provide comments regarding a student's strengths and areas for improvement.

Further details about the assessment of student professionalism are provided in the MD Program's [Guidelines for the Assessment of Student Professionalism](#). Those guidelines, including case-based examples on how to fill out the professionalism assessment 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.

Professional Domains and Criteria	Meets very few applicable criteria or has significant deficiencies 1	Meets some applicable criteria with minor deficiencies 2	Usually meets applicable criteria with no deficiencies 3	Meets most applicable criteria and is exemplary in some areas 4	Consistently meets all applicable criteria and exemplary in many 5	Was not in a position to assess N/A
Altruism <ul style="list-style-type: none"> Balances group learning with his/her own Listens with empathy to others Demonstrates sensitivity to patients' and others' needs, including taking time to comfort the sick patient Prioritizes patients' interests appropriately 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duty: Reliability and Responsibility <ul style="list-style-type: none"> Prepared for academic and clinical encounters Actively participates in discussions Provides appropriate reasons for lateness or absence in a timely fashion Fulfills obligations in a timely manner, including transfer of responsibility for patient care Informs supervisor/colleagues when tasks are incomplete, mistakes or medical errors are made, or when faced with a conflict of interest Fulfills call duties Timely completion of MD Program and hospital registration requirements 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence: Self-improvement and Adaptability <ul style="list-style-type: none"> Accepts and provides constructive feedback Incorporates feedback to make changes in behaviour Recognizes own limits and seeks appropriate help Prioritizes rounds, seminars and other learning events appropriately 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for Others: Relationships with Students, Faculty and Staff <ul style="list-style-type: none"> Establishes rapport with team members Relates well to patients, colleagues, team members, laboratory staff, service, and administrative staff Maintains appropriate boundaries in work and educational settings Dresses in an appropriate manner (context specific) Respects donated tissue; cadavers 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honour and Integrity: Upholding Student and Professional Codes of Conduct <ul style="list-style-type: none"> Uses appropriate language in discussions about cases and with or about patients and colleagues Resolves conflicts in a manner that respects the dignity of those involved Respects diversity of race, gender, religion, sexual orientation, age, disability, intelligence and socio-economic status Behaves honestly Accurately represents qualifications Maintains appropriate boundaries with patients Respects confidentiality Uses social media appropriately 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and Respond to Ethical Issues in Practice <ul style="list-style-type: none"> Recognizes ethical issues and dilemmas in case vignettes and in practice Examines personal values in relation to challenges in educational and clinical settings Applies ethical reasoning skills to case situations Acts appropriately with respect to complex ethical issues Understands options to respond to unprofessional and unethical behaviours of others 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Strengths:

Areas for improvement:

	No	Yes
Did the professionalism issue involve a critical incident?	<input type="radio"/>	<input type="radio"/>