



Tomorrow's Doctors, Tomorrow's Cures

**GQ Graduation Questionnaire 2007**  
**Medical School Program Evaluation Survey**

**From:** Darrell Kirch, M.D., President, AAMC  
Jim Littlejohn, Chair, OSR

**To:** Medical Students Graduating in 2007

Thank you for participating in this year's Medical Student Graduation Questionnaire (GQ). The AAMC is very pleased to be able to offer you the GQ to assure your input into important medical education issues both at your school and nationally. The results of the GQ have been used since 1978 to assist the Association and medical schools in priority setting and program and policy development. The questions posed by the GQ focus on critical issues for all medical students and educators.

This year's GQ includes two separate surveys. The first, the Program Evaluation Survey, includes questions related to your experiences in medical school and provides you with an opportunity to evaluate the educational programs you experienced. This survey is anonymous, meaning that no personally identifiable information will be collected.

The second, the Supplemental Survey on Career Intentions, Financial Aid, and Indebtedness, includes questions related to financial aid, indebtedness, your career intentions, and the diversity of your medical school environment. This survey includes personally identifiable information that will be used for appropriate matching with other AAMC data sets for analytical purposes. This type of analysis allows AAMC to provide information that supports increased financial aid packages and graduate medical education stipends from the federal government. You will be given the option to release this identifiable information back to your school for further analyses.

Upon completion of the Program Evaluation Survey, you will be given the opportunity to proceed to the second survey in a new window of your web browser. The data from these two separate surveys will not be linked, ensuring the confidentiality of your responses.

Your classmates and colleagues are also completing these surveys-perhaps at this very moment! We look forward to your complete and candid responses. It should take you about 30 minutes to complete both surveys. Although you are encouraged to complete each survey in one session, you may exit at any time and finish it later. A high response rate at your school and nationally assures optimal information.

Please carefully read the disclosure statements at the beginning of each survey. They provide further details on the rationale for the survey, how your information will be treated, and your rights in participating in this project.

Congratulations on successfully completing your undergraduate medical education and best wishes for future success.

If you have any questions about the GQ, we encourage you to contact the AAMC via email at [GQ@aamc.org](mailto:GQ@aamc.org).

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## GQ Graduation Questionnaire 2007 Medical School Program Evaluation Survey

Please enter your School or User Token log in to the Medical School Graduation Questionnaire. This information is used only to control access and to let your medical school know when you have completed the questionnaire.

*Note: Please use the most current version of Microsoft Internet Explorer or Netscape Communicator to view the application. Free downloads/upgrades are available at: <http://www.microsoft.com/downloads/default.asp> or <http://browser.netscape.com>. JavaScript and cookies are enabled by default in the above browsers and must be enabled in order for this application to work properly.*

Token Number:

Submit

Reset

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**GQ Graduation Questionnaire 2007**  
**Medical School Program Evaluation Survey**

**Verification of Information**

Please take a moment to verify that the following school information is correct. If the information is correct, click the "Continue" button to continue with the survey. Where applicable, please update your campus information. If the school is incorrect, click the "Incorrect" button and contact [AAMC GQ staff](#) by email.

**Medical School Awarding Your M.D.:** George Washington University School of Medicine and Health Sciences (DC)

Continue

Incorrect

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**GQ Graduation Questionnaire 2007**  
**Medical School Program Evaluation Survey**

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**Logout**

Please print out this token for future login to the Medical School Program Evaluation Survey. This token is specific to your responses. You may use it to return to the survey if you choose to complete the survey in multiple sessions. Do not use your school specific token for future logins else you will be starting a new survey.

Only this token is associated with your responses. Since this survey is completely anonymous, if you lose this individual token no one will be able to retrieve it for you.

**Token ID:** dc3RbQ

[Submit](#)

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**GQ Graduation Questionnaire 2007  
Medical School Program Evaluation Survey**

**Tomorrow's Doctors, Tomorrow's Cures**

**Logout**

**Important Information About This Survey**

*Please Read Carefully*

The Medical Student Graduation Questionnaire (GQ), Program Evaluation Survey is a collaborative activity of the AAMC and its member medical schools. It seeks important information from graduating medical students that is used to improve medical education at the local level. The data may also be used for research on national trends in medical education.

The information provided by you on the GQ is retained by the AAMC in a secure database and kept strictly confidential. No personally identifiable information will be obtained or linked to your responses. All responses will be anonymous. In the history of the GQ, there has never been an unintended disclosure of GQ responses and the AAMC maintains procedures that prevent that from happening.

The data is routinely provided back to the school in reports that aggregate responses for all students at the school. On occasion, for the purpose of conducting further studies and analyses to improve their programs, schools seek to obtain their school data from the AAMC. Your acknowledgement of having read and understood this document and your agreement to submit your responses authorizes the inclusion of your anonymous responses in these reports and data files.

The individual sections of the questionnaire ask about your preparation for and experiences with medical school education. One section asks you to evaluate the student services provided by the school. These questions are aimed at gathering information that can be used to improve the quality of the medical education program at your school or nationally. Another section of the questionnaire includes questions related to potential student mistreatment, and seeks information that may be considered sensitive. The survey includes these questions about student mistreatment in order for the school and accrediting bodies to monitor the culture and climate of the school, to ensure that it is supportive of student learning and well being. Your complete responses to these questions assure that your school gets a comprehensive evaluation of its program. However, you have the right not to answer any question or set of questions, if you so choose. Failure to answer any question will not result in any adverse consequences to you.

If you have any questions about the questionnaire, how the information is used or the results, please contact the AAMC GQ staff by email ([gq@aamc.org](mailto:gq@aamc.org)).

The Medical Student Graduation Questionnaire has been approved by the American Institutes for Research Institutional Review Board. If you have any questions about this review, please contact the AAMC Office of Human Subjects Research Protection by email ([hsrppadministrator@aamc.org](mailto:hsrppadministrator@aamc.org)).

I have read and understood this disclosure.

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Please complete all sections of the questionnaire.

- After answering the questions in a section, use the "Save and Continue" button to save your answers.
- If all questions in a section are completed, the red X on this page will change to a blue check.
- You can see which questions you missed by using the Status Summary feature next to each section.

### Survey Not Yet Submitted

Section	Summary	Status
<a href="#">Pre-Medical and Pre-Clinical Experiences</a>	<a href="#">Status Summary</a>	
<a href="#">Clinical Experiences</a>	<a href="#">Status Summary</a>	
<a href="#">General Medical Education, Part I</a>	<a href="#">Status Summary</a>	
<a href="#">General Medical Education, Part II</a>	<a href="#">Status Summary</a>	
<a href="#">Student Services</a>	<a href="#">Status Summary</a>	
<a href="#">Medical School Experiences</a>	<a href="#">Status Summary</a>	
<a href="#">Strengths and Weaknesses of Your Medical School</a>	<a href="#">Status Summary</a>	
<a href="#">Demographics</a>	<a href="#">Status Summary</a>	

[Submit Completed Survey](#)

*(Last Login Date: 12/11/2006)*



## Pre-Medical and Pre-Clinical Experiences

Progress: (1 of 8)

### 1. How important were the following premedical courses in preparing you for medical school? (Scale: 1=Not Important to 5=Very Important)

	Not Important	Slightly Important	Somewhat Important	Moderately Important	Very Important
1. Organic Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Other Humanities, other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Based on your experiences, indicate whether you agree or disagree with the following statements about medical school: (Scale: 1=Strongly Agree to 5=Strongly Disagree)

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. Basic science content objectives were made clear to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Basic science content was sufficiently integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Basic science content objectives and examination content matched closely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Basic science content had sufficient illustrations of clinical relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Basic science content provided relevant preparation for clerkships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Indicate how well you think that instruction in the following sciences basic to medicine prepared you for clinical clerkships and electives: (Scale: 1=Excellent to 4=Poor)

	Excellent	Good	Fair	Poor	Not Applicable
1. Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. Biostatistics and epidemiology                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Genetics  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Gross anatomy   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Immunology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Introduction to Clinical Medicine/Introduction to the Patient | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Microanatomy/Histology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Microbiology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Neuroscience  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Pathology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Pharmacology   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Physiology   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Behavioral science   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Pathophysiology of disease                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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## Clinical Experiences

Progress: (2 of 8) 13%

### 4. Rate the quality of your educational experiences in the following clinical clerkships: (Scale: 1=Excellent to 4=Poor)

	Excellent	Good	Fair	Poor	Not Applicable
1. Emergency medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Family medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Internal medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Obstetrics and Gynecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Neurology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Radiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Surgery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5a. Indicate whether you agree or disagree with the statements about the following clerkships at your medical school: (Scale: 1=Strongly Agree to 5=Strongly Disagree)

#### I. Family Medicine

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. I received clear learning objectives for the clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My performance was assessed against the learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I had an opportunity to follow a variety of different patients (with different medical conditions) on the clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. A faculty member personally observed me taking a patient history during the clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A faculty member personally observed me performing physical examinations during the clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Faculty members provided me with sufficient feedback on my performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**II. Internal medicine**

- |  | Strongly Agree        | Agree                 | No<br>Opinion/Indifferent | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 1. I received clear learning objectives for the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 2. My performance was assessed against the learning objectives   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 3. I had an opportunity to follow a variety of different patients (with different medical conditions) on the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 4. A faculty member personally observed me taking a patient history during the clerkship                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 5. A faculty member personally observed me performing physical examinations during the clerkship                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 6. Faculty members provided me with sufficient feedback on my performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

**III. Obstetrics and gynecology**

- |  | Strongly Agree        | Agree                 | No<br>Opinion/Indifferent | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 1. I received clear learning objectives for the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 2. My performance was assessed against the learning objectives   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 3. I had an opportunity to follow a variety of different patients (with different medical conditions) on the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 4. A faculty member personally observed me taking a patient history during the clerkship                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 5. A faculty member personally observed me performing physical examinations during the clerkship                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 6. Faculty members provided me with sufficient feedback on my performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

**IV. Pediatrics**

- |  | Strongly Agree        | Agree                 | No<br>Opinion/Indifferent | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 1. I received clear learning objectives for the clerkship      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 2. My performance was assessed against the learning objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. I had an opportunity to follow a variety of different patients (with different medical conditions) on the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. A faculty member personally observed me taking a patient history during the clerkship                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. A faculty member personally observed me performing physical examinations during the clerkship                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Faculty members provided me with sufficient feedback on my performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### V. Psychiatry

- |  | Strongly Agree        | Agree                 | No<br>Opinion/Indifferent | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 1. I received clear learning objectives for the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 2. My performance was assessed against the learning objectives   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 3. I had an opportunity to follow a variety of different patients (with different medical conditions) on the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 4. A faculty member personally observed me taking a patient history during the clerkship                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 5. A faculty member personally observed me performing mental status examinations during the clerkship                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 6. Faculty members provided me with sufficient feedback on my performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

### VI. Surgery

- |   | Strongly Agree        | Agree                 | No<br>Opinion/Indifferent | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 1. I received clear learning objectives for the clerkship   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 2. My performance was assessed against the learning objectives  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 3. I had an opportunity to follow a variety of different patients (with different surgical conditions) on the clerkship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 4. A faculty member personally observed me taking a patient history during the clerkship                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 5. A faculty member personally observed me performing physical examinations during the clerkship                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 6. Faculty members provided me with sufficient feedback on my performance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |
| 7. Residents and fellows provided effective teaching during the clerkship   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

**5b. Which of the following evaluation methods were used as part of final evaluation for the clerkships?**

	Yes	No	N/A
1. Oral examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Observation by faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Evaluation by resident physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Case simulation using standardized patient(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Objective Structured Clinical Examination (OSCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Computerized case simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**General Medical Education, Part I**
**Progress:** (3 of 8) 25%
**6. Indicate the activities you will have participated in during medical school on an elective or volunteer (not required) basis:**

- Independent study project for credit
- Research project with faculty member
- Authorship (sole or joint) of a peer-reviewed paper submitted for publication
- Thesis project
- Global health experiences
- Educating elementary, high school or college students about careers in health professions or biological sciences
- Delivering health services to underserved populations at a clinical site
- Providing health education (e.g., HIV/AIDS education, breast cancer awareness, smoking cessation)
- Field experience in community health (e.g., adult/child protective services, family violence program, rape crises hotline)
- Field experience in home care
- Field experience in nursing home care
- Learned another language in order to improve communication with patients
- Experience related to minority health disparities
- Experience related to cultural awareness or cultural competence
- Worked on a project with a community-based multicultural group

**7. Do you believe that your instruction in the following areas was inadequate, appropriate, or excessive?**
**I. Clinical Decision Making and Clinical Care**

	Inadequate	Appropriate	Excessive
1. Care of hospitalized patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Care of ambulatory patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17. Biological, chemical and natural disaster management

**IV. Practice of Medicine**

- 1. Health care quality improvement
- 2. Practice management
- 3. Medical record-keeping
- 4. Managed care
- 5. Patient confidentiality and privacy/HIPAA
- 6. Health care systems
- 7. Medical economics
- 8. Medical licensure/regulation

	Inadequate	Appropriate	Excessive
1. Health care quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Practice management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Medical record-keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Managed care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Patient confidentiality and privacy/HIPAA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Health care systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Medical economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Medical licensure/regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**V. Other Medical Topics**

- 1. Law and medicine
- 2. Behavioral sciences
- 3. Medical genetics
- 4. Taking a genetic family history
- 5. Complementary and alternative medicine
- 6. Human sexuality
- 7. Palliative care/Pain Management
- 8. End of life care
- 9. Family/domestic violence
- 10. Drug and alcohol abuse
- 11. Biomedical ethics
- 12. Professionalism
- 13. Rehabilitative Care

	Inadequate	Appropriate	Excessive
1. Law and medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Behavioral sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Medical genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Taking a genetic family history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Complementary and alternative medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Human sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Palliative care/Pain Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. End of life care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Family/domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Biomedical ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Rehabilitative Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Indicate whether you agree or disagree with the following statements about your geriatrics and gerontology education during medical school: (Scale: 1=Strongly Agree to 5=Strongly Disagree)**

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. I learned about the health care needs of healthy older adults during my medical training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am well prepared to care for older adult patients in acute settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am well prepared to care for older adult patients in ambulatory settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am well prepared to care for older adult patients in long-term health care settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5. I was exposed to expert geriatric care by the attending faculty of my medical program.
- 6. Geriatric/gerontology education was part of all four years of my medical education.

**9. Where in the course of your medical education were the following issues most adequately emphasized?**

	Pre-Clinical	Clinical	Preceptorship	Special Project	Role Modeling	Not Addressed
1. A commitment to advocate at all times the interest of one's patients over one's own interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A commitment to advocate for access to health care for members of traditionally underserved populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The need to engage in lifelong learning to stay abreast of relevant scientific advances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The compassionate treatment of patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Respect for the privacy and dignity of patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Valuing honesty and integrity in all interactions with patients' families, colleagues, and others with whom physicians must interact in their professional lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The theories and principles that govern ethical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The major ethical dilemmas in medicine that arise at the beginning and end of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The major ethical dilemmas in medicine from the rapid expansion of knowledge in genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The recognition and acceptance of limitations in one's knowledge and clinical skills, and a commitment to continuously improve one's knowledge and ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Indicate whether you agree or disagree with the following statement: (Scale: 1=Strongly Agree to 5=Strongly Disagree)**

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
Overall, I am satisfied with the quality of my medical education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## General Medical Education, Part II

Progress: (4 of 8) 38%

### 11. Indicate your level of agreement with the following statements: (Scale: 1=Strongly Agree to 5=Strongly Disagree)

I am confident that I have the appropriate knowledge and skills to:

#### I. Communication Skills

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. Discuss a prescription error I made with the patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provide safe sex counseling to a patient whose sexual orientation differs from mine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Discuss treatment options with a patient with a terminal illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Initiate discussion of DNR orders with a patient or family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Negotiate with a patient who is requesting unnecessary tests or procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assess the health practices of a patient using alternative therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### II. Technology Skills

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. Carry out necessary sophisticated searches of medical information databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Critically review published research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Protect the confidentiality of private information obtained from patients and colleagues when the information is stored on a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4. Use a computer-based clinical record keeping program, both for finding and recording patient-specific information
- 5. Use of telemedicine
- 6. Use point of care technology for clinical purposes

**12. Indicate whether you agree or disagree with the following statements about your preparedness for beginning a residency program: (Scale: 1=Strongly Agree to 5=Strongly Disagree)**

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. I am confident that I have acquired the clinical skills required to begin a residency program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have the fundamental understanding of the basic disease mechanisms, clinical presentation, and principles of diagnosis and management for the common conditions encountered in the major clinical disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have the communication skills necessary to interact with patients and health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have basic skills in clinical decision making and the application of evidence based information to medical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a fundamental understanding of the issues in social sciences of medicine (e.g., ethics, humanism, professionalism, organization and structure of the health care system).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I understand the ethical and professional values that are expected of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I believe I am adequately prepared to care for patients from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Indicate whether you agree or disagree with the following statements about your fourth year of medical education: (Scale: 1=Strongly Agree to 5=Strongly Disagree)**

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. I received appropriate guidance in the selection of fourth year elective activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At my school, elective time in the fourth year was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Additional required activities should be added to the fourth year at my medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The fourth year was helpful in my preparations for residency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The fourth year was important for enhancing my clinical education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Student Services

Progress: (5 of 8) 
50%

### 14. Indicate your level of satisfaction with the following: (Scale: 1=Very Satisfied to 5=Very Dissatisfied)

#### I. Dean of Students, Associate Dean for Students

1. Accessibility to administration
2. Awareness of student concerns by administration
3. Responsiveness of administration to student problems
4. Participation of students on key medical school committees

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### II. Dean for Educational Programs/Academic Affairs

1. Accessibility to administration
2. Awareness of student concerns by administration
3. Responsiveness of administration to student problems
4. Participation of students on key medical school committees

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### III. Student Support

1. Personal counseling
2. Financial aid administrative services
3. Overall educational debt management counseling
4. Senior loan exit interview
5. Faculty mentoring

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**IV. Career Planning Services**

- 1. Career preference assessment activities
- 2. Information about specialties
- 3. Information about alternative medical careers
- 4. Overall satisfaction with career planning services

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**V. Student Health**

- 1. Student health services
- 2. Student mental health services
- 3. Student health insurance

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**VI. Other Student Services**

- 1. Library
- 2. Computer resource center
- 3. Student study space
- 4. Student relaxation space

Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Medical School Experiences

Progress: (6 of 8) 63%

15. Are you aware that your school has policies regarding the mistreatment of medical students?

- Yes  
 No

16. Have you personally been mistreated during medical school?

- Yes  
 No

17. Are you aware of procedures related to occupational exposure to infectious disease?

- Yes  
 No

18. Based on your experiences, indicate whether you agree or disagree with the following statements about medicine and the profession: (Scale: 1=Strongly Agree to 5=Strongly Disagree)

	Strongly Agree	Agree	No Opinion/ Indifferent	Disagree	Strongly Disagree
1. Medicine will not be as financially rewarding in the future as in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physicians will not receive the same respect from society in the future as they have in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Changes in the health care system are impairing physician independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The administrative requirements of the health care financing system are too burdensome on physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5. Physicians' legal liabilities and the high cost of malpractice insurance are major problems
- 6. The demands of a physician's work interfere too much with family relations
- 7. The demands of a physician's work interfere too much with other interests and pursuits
- 8. Specialists are less important than primary care physicians
- 9. Physicians who work hard will always be able to build a successful practice
- 10. Having interesting and intelligent colleagues is a major benefit of being a physician

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## Medical School Experiences

Progress: (6 of 8) 
63%

15. Are you aware that your school has policies regarding the mistreatment of medical students?

- Yes  
 No

16. Have you personally been mistreated during medical school?

- Yes  
 No

16a. For each of the following types of mistreatment, indicate the frequency you experienced it personally:

### General Mistreatment

1. Been publicly belittled or humiliated?
2. Been threatened with physical harm or been physically punished (e.g., hit, slapped, kicked)?
3. Been required to perform personal services (e.g., shopping, babysitting)?

	Never	Once	Occasionally	Frequently
1. Been publicly belittled or humiliated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Been threatened with physical harm or been physically punished (e.g., hit, slapped, kicked)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Been required to perform personal services (e.g., shopping, babysitting)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Sexual Mistreatment

4. Been denied opportunities for training or rewards because of your gender?
5. Been asked to exchange sexual favors for grades or other awards?
6. Been subjected to unwanted sexual advances by school personnel?

	Never	Once	Occasionally	Frequently
4. Been denied opportunities for training or rewards because of your gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Been asked to exchange sexual favors for grades or other awards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Been subjected to unwanted sexual advances by school personnel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. Been subjected to offensive sexist remarks/names directed at you personally?                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Received lower evaluations or grades solely because of your gender rather than performance? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Racial/Ethnic Mistreatment**

- |  | Never                 | Once                  | Occasionally          | Frequently            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. Been denied opportunities for training or rewards because of your race or ethnicity?                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Been subjected to racially or ethnically offensive remarks/names directed at you personally?           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Received lower evaluations or grades solely because of your race or ethnicity rather than performance? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Sexual Orientation Mistreatment**

- |  | Never                 | Once                  | Occasionally          | Frequently            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. Been denied opportunities for training or rewards because of your sexual orientation?                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Been subjected to offensive remarks/names directed at you personally because of your sexual orientation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Received lower evaluations or grades solely because of your sexual orientation rather than performance?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**16b. If you experienced mistreatment during medical school, please identify the source:**

- |                                    | Yes                   | No                    |
|------------------------------------|-----------------------|-----------------------|
| 1. Preclinical Faculty             | <input type="radio"/> | <input type="radio"/> |
| 2. Clinical Faculty (in classroom) | <input type="radio"/> | <input type="radio"/> |
| 3. Clinical Faculty (in hospital)  | <input type="radio"/> | <input type="radio"/> |
| 4. Residents/Interns               | <input type="radio"/> | <input type="radio"/> |
| 5. Nurses                          | <input type="radio"/> | <input type="radio"/> |
| 6. Administrators                  | <input type="radio"/> | <input type="radio"/> |
| 7. Students                        | <input type="radio"/> | <input type="radio"/> |
| 8. Patients                        | <input type="radio"/> | <input type="radio"/> |

**16c. Did you report the incident(s) to a designated faculty member or a member of the medical school administration empowered to handle such complaints?**

- Yes  
 No

16d. Whom did you tell about your experience(s) of mistreatment?

- Dean of Students
- Designated counselor/advocate
- Other medical school administrator
- Faculty member
- Other

**16e. If you did not report the incident(s), why not?**

- Incident(s) did not seem important enough to report
- Did not know what to do
- Fear of reprisal
- Other

**16f. How satisfied are you with the application of your school's student mistreatment procedures: (Scale: 1=Very Satisfied to 5=Very Dissatisfied)**

	Very Satisfied	Satisfied	No Opinion/Indifferent	Dissatisfied	Very Dissatisfied
1. Provided a non-threatening and easily accessible mechanism for the submission and processing of your complaint(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Objectively determined if further investigation was warranted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Equitably investigated and adjudicated complaint(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Appropriately protected your rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. Are you aware of procedures related to occupational exposure to infectious disease?**

- Yes
- No

**18. Based on your experiences, indicate whether you agree or disagree with the following statements about medicine and the profession: (Scale: 1=Strongly Agree to 5=Strongly Disagree)**

	Strongly Agree	Agree	No Opinion/Indifferent	Disagree	Strongly Disagree
1. Medicine will not be as financially rewarding in the future as in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physicians will not receive the same respect from society in the future as they have in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Changes in the health care system are impairing physician independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4. The administrative requirements of the health care financing system are too burdensome on physicians
- 5. Physicians' legal liabilities and the high cost of malpractice insurance are major problems
- 6. The demands of a physician's work interfere too much with family relations
- 7. The demands of a physician's work interfere too much with other interests and pursuits
- 8. Specialists are less important than primary care physicians
- 9. Physicians who work hard will always be able to build a successful practice
- 10. Having interesting and intelligent colleagues is a major benefit of being a physician

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## Strengths and Weaknesses of Your Medical School

Progress: (7 of 8)  75%

**Note: Your comments will be sent to your medical school without identifying you.**

A. Please comment on what you perceive to be the **strengths** of the medical school from which you are graduating.

B. Please comment on what you perceive to be the **weaknesses** of the medical school from which you are graduating.



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## Demographic Information

Progress: (8 of 8)  88%

Please take a moment to fill out the following information without identifying you.

**A. Gender:**

**B. Race:**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Other
- White

**C. Age at Graduation:**

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Demographic Information

Progress: (8 of 8) 88%

Please take a moment to fill out the following information without identifying you.

A. Gender:

Dropdown menu for gender

B. Race:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Other
- White

C. Age at Graduation:

Dropdown menu for age at graduation with options:

- Under 24
- 24 through 26
- 27 through 29
- 30 through 32
- 33 or older

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## Survey Evaluation

Thank you for completing the Program Evaluation Survey of the GQ and providing the critical guidance that can only come from you.

Please take a moment to enter your name in the box below to notify your school that you have complete the Program Evaluation Survey. Your notification **cannot and will not be linked to your responses**, and is simply an aid to the administrators at your school as they encourage all of their students to complete the GQ. This notification is optional.

Occasionally school administrators may ask for a copy of this page as certification of completion of the GQ survey. Please print the following page for your and the administrator's records.

Please enter your name to notify your school that you have completed the Program Evaluation Survey of the GQ.

First:  Last:

How many minutes did it take you to complete the Program Evaluation survey of the GQ?



## Thank You!

The link below will take you to the Supplemental Survey of the GQ, which focuses on your career intentions, financial aid, and indebtedness. This survey only takes a few minutes to complete, and the information you provide is vital in our shared efforts to address the challenges associated with rapidly rising educational costs and indebtedness.

### [GQ Supplemental Survey on Career Intentions, Financial Aid, and Indebtedness](#)

Once again, thank you for completing the Program Evaluation Survey of the GQ.