



## **GQ Graduation Questionnaire 2008**

### **Medical School Program Evaluation Survey**

**From:**

Darrell Kirch, M.D., President, AAMC

Diana Reis, Chair, OSR

**To:**

Medical Students Graduating in 2008

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 Student Survey on Priorities in Medical Education: Indebtedness, Career Intentions, and Diversity, 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. 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.



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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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## 2008 GQ Program Evaluation Survey

### **GQ Graduation Questionnaire 2008 Medical School Program Evaluation Survey**

#### **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. 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



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

- Yes
- No

**Pre-Medical and Pre-Clinical Experiences**

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"/>

**Clinical Experiences**

**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. - I. 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)**



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



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observed me performing physical examinations during the clerkship

6. Faculty members provided me with sufficient feedback on my performance

7. Residents and fellows provided effective teaching during the clerkship

### 5a. - II. Internal 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"/>



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- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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during the clerkship

**5a. - III. Obstetrics and gynecology**

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



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history

during the

clerkship

5. A faculty

member

personally

observed me

performing

physical

examinations

during the

clerkship

6. Faculty

members

provided me

with

sufficient

feedback on

my

performance

7. Residents

and fellows

provided

effective

teaching

during the

clerkship



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### 5a. - IV. Pediatrics

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



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personally  
observed me  
performing  
physical  
examinations  
during the  
clerkship

6. Faculty members provided me with sufficient feedback on my performance

7. Residents and fellows provided effective teaching during the clerkship

### 5a. - V. Psychiatry

Strongly  
Agree

Agree

No Opinion  
/  
Indifferent

Disagree

Strongly  
Disagree

1. I received clear learning objectives for the clerkship

2. My performance was assessed against the learning



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objectives

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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teaching  
during the  
clerkship

**5a. - VI. Surgery**

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

history

during the clerkship

5. A faculty member personally observed me performing physical examinations during the clerkship

6. Faculty members provided me with sufficient feedback on my performance

7. Residents and fellows provided effective teaching during the clerkship

**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 for faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Evaluation by resident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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physicians

4. Case

simulation

using

standardized

patient(s)

5. Objective

Structured

Clinical

Examination

(OSCE)

6.

Computerized

case

simulations

## **General Medical Education, Part I**

### **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. - I. Do you believe that your instruction in the following areas was inadequate, appropriate, or excessive?**

#### **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"/>
4. Long-term health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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- |  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| 5. Patient interviewing skills               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Physician-patients communication skills   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Physician-physician communication skills  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Diagnosis of disease                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Management of disease                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Teamwork with other health professionals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Clinical pharmacology                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Problem solving                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Clinical reasoning                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Ethical decision making                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Health maintenance                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Physical examination skills              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 7. - II. Evidence Based Medicine

- |                   | Inadequate            | Appropriate           | Excessive             |
|-------------------|-----------------------|-----------------------|-----------------------|
| 1. Evidence-based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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medicine in  
general

2.

Interpretation  
of clinical  
data and  
research  
reports

3. Conducting

systematic  
literature  
review

4.

Interpretation  
of laboratory  
results

5. Decision

analysis

## 7. - III. Population Based Medicine

	Inadequate	Appropriate	Excessive
1. Public health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Community medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Role of community health and social service agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Disease prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Epidemiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Biostatistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Women's health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Culturally appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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care for

diverse

populations

9.

Occupational  
medicine

10. Health

and

healthcare

disparities

11. Health

determinants

12. Health

policy

13. Health

services

financing

14.

Environmental

health

15. Global

health issues

16. Health

surveillance

strategies

17. Biological,

chemical and

natural

disaster

management

## 7. - IV. Practice of Medicine

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



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keeping

4. Managed care

5. Patient

confidentiality and  
privacy/HIPAA

6. Health care

systems

7. Medical

economics

8. Medical

licensure/regulation

## 7. - V. Other Medical Topics

	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"/>



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- |                         |                       |                       |                       |
|-------------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

**\*\*\* SPECIAL TOPIC \*\*\***

**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 can identify situations where co-morbid conditions, life expectancy, and/or functional status should modify (or override) standard recommendations for screening tests in older adults. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| 2. I can anticipate and identify hazards of hospitalization for older adults   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| 3. I can identify those medications that should be avoided or used   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |



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with caution in older adults.

4. I can differentiate the clinical presentations of delirium, dementia, and depression in older adults.

5. I can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs.

6. I can assess an older adult patient's fall risk, identify underlying causative factors, and make recommendations for further evaluation and initial management.

7. I can describe the differences in the presenting signs, symptoms, and laboratory findings of common conditions in older, as compared to younger, adults.

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







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recognition  
and  
acceptance of  
limitations in  
one's  
knowledge and  
clinical skills,  
and a  
commitment to  
continuously  
improve one's  
knowledge and  
ability

**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"/>

**General Medical Education, Part II**

**11. - I. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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member

5. Negotiate

with a patient who is requesting unnecessary tests or procedures

6. Assess

the health practices of a patient using alternative therapies

### 11 - 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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colleagues  
when the  
information is  
stored on a  
computer

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



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communication skills necessary to interact with patients and health professionals.

4. I have basic skills in clinical decision making and the application of evidence based information to medical practice.

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).

6. I understand the ethical and professional values that are expected of the profession.

7. I believe I am adequately prepared to care for patients from diverse backgrounds.



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



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was  
important  
for  
enhancing  
my clinical  
education.

**Student Services**

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

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

	Very Satisfied	Satisfied	No Opinion / Indifferent	Dissatisfied	Very Dissatisfied
1. Accessibility to administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns by administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness of administration to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participation of students on key medical school committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. - II. Dean for Educational Programs/Academic Affairs**

Very Satisfied	Satisfied	No Opinion / Indifferent	Dissatisfied	Very Dissatisfied
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1. Accessibility to administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns by administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness of administration to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participation of students on key medical school committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. - III. Student Support**

	Very Satisfied	Satisfied	No Opinion / Indifferent	Dissatisfied	Very Dissatisfied
1. Personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Financial aid administrative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall educational debt management counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Senior loan exit interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Faculty mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 14. - IV. Career Planning Services

	Very Satisfied	Satisfied	No Opinion / Indifferent	Dissatisfied	Very Dissatisfied
1. Career preference assessment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information about specialties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Information about alternative medical careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall satisfaction with career planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 14. - V. Student Health

	Very Satisfied	Satisfied	No Opinion/ Indifferent	Dissatisfied	Very Dissatisfied
1. Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Student mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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services

3. Student health insurance

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**14. - VI. Other Student Services**

	Very Satisfied	Satisfied	No Opinion / Indifferent	Dissatisfied	Very Dissatisfied
1. Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Computer resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Student relaxation space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Medical School Experiences**

**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 - I. For each of the following types of mistreatment, indicate the frequency you experienced it personally:**

### **General Mistreatment**

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



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(e.g.,  
shopping,  
babysitting)?

**16a. - II. Sexual Mistreatment**

	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"/>

**16a. - III. 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"/>

**16a. - IV. Sexual Orientation Mistreatment**

	Never	Once	Occasionally	Frequently
12. Been denied opportunities for training or rewards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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because of  
your sexual  
orientation?

13. Been      
subjected to  
offensive  
remarks/names  
directed at you  
personally

because of  
your sexual  
orientation?

14. Received      
lower  
evaluations or  
grades solely  
because of  
your sexual  
orientation  
rather than  
performance?

**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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |



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and  
processing of  
your  
complaint(s)

2.

Objectively  
determined  
if further  
investigation  
was  
warranted

3.

Equitably  
investigated  
and  
adjudicated  
complaint(s)

4.

Appropriately  
protected  
your rights

**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"/>



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- |   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The demands of a physician's work interfere too much with family relations                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The demands of a physician's work  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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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



**Strengths and Weaknesses of Your Medical School**

Note: Your Comments will be sent to your school without identifying you.

**19a.** Please comment on what you perceive to be the **strengths** of the medical school from which you are graduating.

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**19b.** Please comment on what you perceive to be the **weaknesses** of the medical school from which you are graduating.

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