



Q 2009 Program Evaluation Survey

From:

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To:

Medical Students Graduating in 2009

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 issues critical 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 Aspirations, and Diversity, includes questions related to financial aid, indebtedness, your career aspirations, 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. This survey is confidential and will not be given to anyone without your consent. You will be given the option to release this identifiable information back to your school for further analyses.

The data from these two separate surveys will not be linked, ensuring the confidentiality of your responses.

It should take you about 30 minutes to complete both surveys. 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. Although you are encouraged to complete each survey in one session, you may exit at any time and finish it later.

Your classmates and colleagues are also completing these surveys -- perhaps at this very moment! We look forward to your complete and candid responses. 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, and thank you for participating in this year's Medical Student Graduation Questionnaire (GQ).

If you have any questions about the GQ, we encourage you to contact the AAMC



Disclosure.

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. 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.

I have read and understood this disclosure.

- Yes
- No



Pre-Medical and Pre-Clinical Experience

1. Based on your experiences, indicate whether you agree or disagree with the following statements about medical school:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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"/>



2. How well did your study of the following sciences basic to medicine prepare you for clinical clerkships and electives:

	Poor	Fair	Good	Excellent	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

3. Rate the quality of your educational experiences in the following clinical clerkships:

	Poor	Fair	Good	Excellent	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"/>



4a. - I. Indicate whether you agree or disagree with the statements about the following clerkships at your medical school: I. Family Medicine

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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"/>



4a. - II. Internal Medicine

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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"/>



4a. - III. Obstetrics and gynecology

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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"/>



4a. - IV. Pediatrics

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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"/>



4a. - V. Psychiatry

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 health 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"/>



4a. - VI. Surgery

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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"/>



4b. Which of the following assessment methods were used as part of final evaluation for the clerkships?

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

Special Topics: Veterans Administration

VA1. Have you had a clinical training experience during medical school at a Department of Veterans Affairs medical facility?

- Yes
- No

VA2. How would you rate the value of your Department of Veterans Affairs clinical training experience

- Poor
- Fair
- Adequate
- Very Good
- Excellent



General Medical Education, Part I

5. Indicate the activities you will have participated in during medical school on an elective (for credit) 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
- Providing health education (e.g., HIV/AIDS education, breast cancer awareness, smoking cessation, obesity)
- 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
- Learned the proper use of the interpreter when needed
- Experience related to health disparities
- Experience related to cultural awareness and cultural competence
- Community-based research project
- Other: Please Specify _____



6. - 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. Patient interviewing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical examination skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Diagnosis of disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clinical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Management of disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Care of hospitalized patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Care of ambulatory patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Health maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Long-term health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Physician-patient communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Physician-patient communication skills with proper use of interpreter as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Physician-physician communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teamwork with other health professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Ethical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6. - II. Evidence Based Medicine

	Inadequate	Appropriate	Excessive
1. Interpretation of clinical data and research reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Conducting systematic literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Interpretation of laboratory results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Decision analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. - 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 care for diverse populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Occupational medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Environmental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Health and healthcare disparities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Health determinants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Health policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Global health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Health surveillance strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Biological, chemical and natural disaster management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6. - IV. Evidence Based Medicine

	Inadequate	Appropriate	Excessive
1. Interpretation of clinical data and research reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Conducting systematic literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Interpretation of laboratory results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Decision analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. - 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. Complementary and alternative medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Human sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Palliative care/Pain Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. End of life care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Family/domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Biomedical ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Rehabilitative Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



*** SPECIAL TOPIC ***

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 with caution in older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can differentiate the clinical presentations of delirium, dementia, and depression in older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can assess an older adult patient's fall risk, identify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

8. Indicate whether you agree or disagree with the following statement:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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

9. - I. Indicate your level of agreement with the following statements:

I. Communication Skills

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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. Discuss 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"/>



9. II. Technology Skills

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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. Critical review of published research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use a computer-based clinical record keeping program, both for finding and recording patient-specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use of telemedicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use point of care technology for clinical purposes	<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 statements about your preparedness for beginning a residency program:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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 different backgrounds.



11. Indicate whether you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I received appropriate guidance in the selection of electives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At my school, elective time 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 my final year at my medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The final year was important for enhancing my clinical education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The final year was helpful in my preparation for residency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Student Services

12. - I. Indicate your level of satisfaction with the following:

I. Dean of Students, Associate Dean for Students

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. - II. Dean for Educational Programs/Academic Affairs

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness 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"/>



12. - III. Student Support

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
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"/>

12. - IV. Career Planning Services

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
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"/>



12. - V. Student Health

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Student mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. - VI. Other Student Services

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
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

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

- Yes
- No

14. Have you personally been mistreated during medical school?

- Yes
- No

For each of the following types of mistreatment, indicate the frequency you experienced personally:

I. 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 (e.g., shopping, babysitting)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Sexual Mistreatment

	Never	Once	Occasionally	Frequently
4. Been asked to exchange sexual favors for grades or other awards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Been subjected to unwanted sexual advances by school personnel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Been subjected to offensive sexist remarks/names directed at you personally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



III. Gender Mistreatment

- | | Never | Once | Occasionally | Frequently |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. Been denied opportunities for training or rewards based on your gender? | <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"/> |

14a.

IV. 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"/> |



14a.

V. 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"/>

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. Other hospital staff (eg. Pharmacists, custodial)	<input type="radio"/>	<input type="radio"/>
7. Administrators	<input type="radio"/>	<input type="radio"/>
8. Students	<input type="radio"/>	<input type="radio"/>
9. Patients	<input type="radio"/>	<input type="radio"/>



14c. 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

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

- Dean of Students
- Designated counselor/advocate/ombudsman
- Other medical school administrator
- Faculty member
- Other: Please Specify Role _____

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 (please limit your response to 30 characters or less)
-



14f. How satisfied are you with the application of your school's student mistreatment procedures:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
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"/>



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

- Yes
- No

16. Based on your experiences, indicate whether you agree or disagree with the following statements about medicine and the profession:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I was encouraged/challenged to consider my professional relationships with pharmaceutical and other industries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Strengths and Weaknesses of Your Medical School Note: Your Comments will be sent to your school without identifying you.

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

Pre-Medical and Pre-Clinical Experiences _____

Clinical Experiences

General Medical Education

Student Services

Medical School Experiences



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

Pre-Medical and Pre-Clinical Experiences _____

Clinical Experiences _____

General Medical Education _____

Student Services _____

Medical School Experiences _____



Please indicate your age at the time of graduation:

- under 24
- 24 to 26
- 27 to 29
- 30 - 32
- 33 or older

Please indicate your Gender:

- Male
- Female

When you are asked to self-identify using one race/ethnicity category, which category do you use?

Select only one:

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