

MSPE Advisory Committee
DRAFT: Professionalism Assessment Form

	Inappropriate ←————→ Too Little ←-----→	Appropriate ↓	←-----→ Inappropriate ←-----→ Too Much		
	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *
HONESTY/INTEGRITY					
Truthfulness	Misrepresents position/status; misuses resources; falsifies data; plagiarizes; cheats; lies <input type="checkbox"/>	<input type="checkbox"/>	Displays honesty, forthrightness, and trustworthiness <input type="checkbox"/>	<input type="checkbox"/>	Displays insensitivity and tactlessness <input type="checkbox"/>
Adherence to Ethical Principles	Engages in unethical behavior (e.g., accepts inappropriate gifts, violates professional boundaries, steals, engages in fraudulent behavior); overlooks inappropriate behavior in colleagues <input type="checkbox"/>	<input type="checkbox"/>	Models ethical behavior; confronts or reports inappropriate behavior in colleagues <input type="checkbox"/>	<input type="checkbox"/>	Appears sanctimonious; displays intolerance; always finds fault; appears overly critical <input type="checkbox"/>
RESPONSIBILITY/RELIABILITY/ACCOUNTABILITY					
Punctuality	Is late; misses deadlines <input type="checkbox"/>	<input type="checkbox"/>	Is punctual; meets deadlines <input type="checkbox"/>	<input type="checkbox"/>	Emphasizes timeliness at the expense of thoroughness <input type="checkbox"/>
Compliance	Ignores policies, procedures, rules, and regulations; misses required sessions <input type="checkbox"/>	<input type="checkbox"/>	Follows policies, procedures, rules, and regulations; attends required sessions <input type="checkbox"/>	<input type="checkbox"/>	Displays inflexibility; rigidly relies on rules to the point of obstructionism <input type="checkbox"/>
Accountability	Avoids responsibility and work <input type="checkbox"/>	<input type="checkbox"/>	Appropriately assumes responsibility; asks for help when necessary <input type="checkbox"/>	<input type="checkbox"/>	Assumes too much responsibility; displays inability/unwillingness to delegate <input type="checkbox"/>
Feedback	Makes excuses; displaces blame; resists feedback; appears defensive <input type="checkbox"/>	<input type="checkbox"/>	Admits errors; seeks and incorporates feedback <input type="checkbox"/>	<input type="checkbox"/>	Appears afraid to act for fear of making errors; assumes blame inappropriately; requires constant reassurance and feedback <input type="checkbox"/>
RESPECT FOR OTHERS (e.g., colleagues, faculty, hospital and administrative staff)					
Appearance	Displays poor hygiene; wears dirty/sloppy clothes <input type="checkbox"/>	<input type="checkbox"/>	Maintains neat personal appearance <input type="checkbox"/>	<input type="checkbox"/>	Appears to dress to draw attention to self; although neat, dresses inappropriately for the occasion <input type="checkbox"/>
Interactions	Appears insecure and unable to act independently <input type="checkbox"/>	<input type="checkbox"/>	Respects authority and other professionals; appears appropriately confident; inspires trust <input type="checkbox"/>	<input type="checkbox"/>	Appears arrogant, overconfident, and demeaning <input type="checkbox"/>

Teamwork	Does not participate <input type="checkbox"/>	<input type="checkbox"/>	Works well with others <input type="checkbox"/>	<input type="checkbox"/>	Appears dominant, authoritarian, uncooperative, and overbearing <input type="checkbox"/>
ALTRUISM					
Concern for others	Concern for self appears to supercede concern for others; appears unwilling to extend self <input type="checkbox"/>	<input type="checkbox"/>	Shows appropriate concern for others; goes “the extra mile” without thought of reward <input type="checkbox"/>	<input type="checkbox"/>	Appears selfless to point of taking needless risks; over-extends self to own detriment <input type="checkbox"/>
EMPATHY					
Compassion	Exhibits little compassion for others; at times, appears cold, indifferent, and “heartless” <input type="checkbox"/>	<input type="checkbox"/>	Can put self “in others’ shoes,” but still maintains objectivity <input type="checkbox"/>	<input type="checkbox"/>	Appears emotionally over-responsive and unduly empathic, resulting in an inability to be objective or effective <input type="checkbox"/>
COMMITMENT TO EXCELLENCE					
Goal-setting	Appears aimless and educationally adrift <input type="checkbox"/>	<input type="checkbox"/>	Sets and achieves realistic goals <input type="checkbox"/>	<input type="checkbox"/>	Sets unachievable goals <input type="checkbox"/>
Motivation	Sets low standards of achievement; appears complacent <input type="checkbox"/>	<input type="checkbox"/>	Seeks additional knowledge and skills; strives for excellence <input type="checkbox"/>	<input type="checkbox"/>	Appears overly competitive and perfectionistic <input type="checkbox"/>
RESPECT FOR PATIENTS					
Relationships	Appears disrespectful and insensitive to patients (beliefs, opinions, gender, race, culture, religion, sexual orientation, and/or socioeconomic status) <input type="checkbox"/>	<input type="checkbox"/>	Demonstrates respect for, and sensitivity to, patients (beliefs, opinions, gender, race, culture, religion, sexual orientation, and/or socioeconomic status) <input type="checkbox"/>	<input type="checkbox"/>	Enables inappropriate/unhealthy patient behavior <input type="checkbox"/>
Confidentiality	Disregards patient confidentiality <input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and maintains sensitivity to confidential patient information <input type="checkbox"/>	<input type="checkbox"/>	Inappropriately upholds patients’ or others’ right to confidentiality, putting them and others at risk <input type="checkbox"/>

* Requires written comment

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