



Medical School Year Two Questionnaire

2015 All Schools Summary Report

February 2016

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2015 AAMC Medical School Year Two Questionnaire All Schools Summary Report & Individual School Report

Executive Summary

Background

The Association of American Medical Colleges (AAMC) developed the Medical School Year Two Questionnaire (Y2Q) as a means for the AAMC, medical schools, and other organizations to identify and address issues critical to the future of medical education and the well-being of medical students. These issues include satisfaction with an educational program's ability to help students adjust to medical school, career and specialty plans, and perceptions of the medical school learning environment. The Y2Q can be used by medical schools, faculty, students, and researchers for benchmarking purposes and for improving medical education programs.

The Y2Q, first administered in 2014, was informed by existing research on stress, wellness, and the learning environment, as well as by data obtained by the AAMC anonymous survey of second-year medical students conducted in 2013*. The Y2Q was also developed to align with the other AAMC Student Surveys; as a result, the Y2Q includes many questions also found in the AAMC Matriculating Student Questionnaire (MSQ) and the AAMC Medical School Graduation Questionnaire (GQ). The availability of these data across cohorts of students will help schools with program evaluation and will support longitudinal research.

The *All Schools Summary Report* includes national data from the 2014 and 2015 Y2Qs for comparison purposes, where comparison data are available. Copies of the *All Schools Summary Report* and the survey instrument are publicly available on the AAMC website at www.aamc.org/data/y2q. In addition to the *All Schools Summary Report*, each medical school is separately issued a school report displaying data for the school alongside the national data. By request, regional campuses and programs offering specialized medical training under the aegis of an accredited institution are also issued campus reports if the campus or program had five or more respondents. Campus reports display data for the campus alongside data for the parent institution (with combined data for all campuses). School and campus reports are made available to schools' authorized Y2Q contacts.

Methodology

The 2015 Y2Q *All Schools Summary Report* provides aggregate data from active second-year students at U.S. medical education programs accredited by the Liaison Committee on Medical Education (LCME). The 2015 Y2Q was open from October 1, 2015 through December 15, 2015. Initial participants were identified by the AAMC Student Records System (SRS). While the survey was open, medical schools could request changes to the list of eligible participants to reflect changes in second-year status. The AAMC sent email invitations and reminders to students at the email address on record in SRS.

The data in the 2015 Y2Q *All Schools Summary Report* reflect the responses of 11,586 individuals at the 141 medical schools that had active second-year students in the 2015-2016 academic year. This represents a 56.2 percent response rate of the 20,624 individuals identified by SRS as active second-year students when the survey closed. As a comparison, the 2014 Y2Q response rate was 50.5 percent. Survey data for participating individuals may not be comparable to data for nonparticipants.

The response rates for the 2015 Y2Q varied among the 141 schools. There were five medical schools with response rates of 90 percent or above; 26 medical schools with response rates between 70 and 89 percent; 45 medical schools with response rates between 50 and 69 percent; 47 medical schools with response rates between 30 and 49 percent; and 18 medical schools with response rates below 30 percent.

* https://www.aamc.org/download/377520/data/april2014aib_personalwell-beingamongmedicalstudents.pdf

The Y2Q included questions used to better understand the lifestyles, personal characteristics, and learning environment of second-year medical students. Established research scales were included to assess tolerance for ambiguity, empathy, quality of life, perceived stress, perceptions of the learning environment, and burnout. Descriptions of each scale and scoring conventions are provided within the report. Where applicable, a reliability estimate (Cronbach's alpha) is also provided as a measure of internal consistency. To examine the adequacy of these scales for use with medical students, we compared the Y2Q scores with scores reported in the research literature, where possible. This analysis showed that the means and standard deviations obtained for the Y2Q sample are similar to those found in the literature using these scales. A reference list of articles describing these scales is provided at the end of this report.

The Y2Q also included questions regarding gender identity and sexual orientation, the results of which are reported in the national report only (Q36, Q37). If participants did not self-identify with one of the available response options, they had the opportunity to indicate how they self-identify in a separate text box. These other responses are not reflected in the results. The gender identity data self-reported on the Y2Q may differ from the gender data displayed at Q1, which are provided from other AAMC data sources, such as SRS.

Percentages displayed in the report may not sum to 100 due to rounding or to questions permitting more than one response. All percentages are rounded. As a result, a percentage of "0.0" does not necessarily indicate that no student responded to that survey option.

Y2Q Content Changes

As part of ongoing efforts to re-engineer and align the AAMC Student Surveys, minor changes were made to the 2015 Y2Q. For new survey items, comparisons to prior years cannot be made. Blank rows and columns indicate that comparable data are not available.

The 2015 Y2Q added four questions related to career plans and considerations, which can be found in Q22, Q23, Q24, and Q28. The 2015 Y2Q also included changes to the specialty preference question presented in Q25. Specifically, this question no longer included the response options "Allergy and Immunology" or "Colon and Rectal Surgery." Additionally, in 2015, the response options "Internal Medicine/Pediatrics," "Vascular Surgery," and "I do not plan to practice medicine" were added to the list of response options. Lastly, the phrase "or subspecialty" was added to the corresponding specialties in order to capture possible subspecialty preferences within a specialty. As a result of these changes, the 2014 data presented in the 2015 report may differ from the data presented in the 2014 report.

Selected Findings

Nearly 86 percent of second-year medical students in 2015 reported being satisfied with the quality of their medical education. This figure comprises 56.4 percent who responded "Agree" and 29.1 percent who responded "Strongly agree" to the statement, "Overall, I am satisfied with the quality of my medical education."

In 2015, more than two-thirds (69.4 percent) of second-year medical students said they participated in required learning activities with students of other health professions. This was a six-point increase over the results of 2014 (63.1 percent).

More than half of all second-year medical students in 2015 reported having attended in-person pre-clerkship courses or lectures at their medical school "Most of the time" (37.6 percent) or "Often" (14.7 percent). About one in five (18.2 percent) reported "Almost never" attending in-person pre-clerkship courses or lectures. Half of all second-year medical students also said they attended a virtual pre-clerkship course or lecture at their medical school "Most of the time" (36.7 percent) or "Often" (15.8 percent).

Nearly half (49.7 percent) of second-year medical students in 2015 indicated that they accessed other online content for medical education information (e.g., Wikipedia) on a daily basis. Sixteen percent of second-year medical students said they used online medical education courses from other medical schools "At least once a week" (11.7 percent) or "Daily" (4.4 percent).

The proportion of 2015 second-year medical students who reported that they are "aware that your school has policies regarding the mistreatment of medical students" was eighty-six percent. Additionally, sixty-two percent of 2015 second-year medical students reported knowing the procedures at their medical school for reporting mistreatment.

Nearly two-thirds of 2015 second-year students felt that there are "Never" (17.7 percent) or "Almost never" (46.4 percent) "disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty." Over two-thirds of second-year medical students reported that their medical school faculty spends time "[p]roviding direction and constructive feedback" either "Always" (30.3 percent) or "Very often" (38.7 percent).

When asked to respond to the statement, "My medical school has done a good job fostering and nurturing my development as a future physician," more than nine out of ten second-year medical students reported that they "Agree" (47.9 percent) or "Strongly agree" (43.4 percent). When asked whether "My medical school has done a good job fostering and nurturing my development as a person," seven out of ten students indicated that they "Agree" (44.9 percent) or "Strongly agree" (25.8 percent).

When asked about their future career activities, 98 percent of 2015 second-year medical students indicated they would be involved in patient care, with 86 percent of those respondents indicating plans to practice full-time. Sixty-three percent reported the intention to go into teaching. Forty-seven percent indicated plans to be involved in research. Just over a third (33.9 percent) of second-year students said they had plans to serve as medical school faculty, while just under a third said they would be active in public health (30.1 percent).

When asked what specialty or subspecialty they were considering, second-year medical students in 2015 most frequently cited internal medicine (17.3 percent), followed by pediatrics (10.1 percent), emergency medicine (9.7 percent), surgery (7.1 percent), and family medicine (6.7 percent). About one in seven (13.8 percent) reported being undecided about specialty choice.

Second-year medical students in 2015 were asked what factors they considered when thinking about their career path after medical school. The factors most frequently selected as "Essential" were "Work/life balance" (52.0 percent), "Stable/secure future" (43.8 percent), and "Ability to pay off debt" (40.5 percent). The career considerations that were least frequently cited as essential were "Social recognition or status" (2.1 percent) and "High income potential" (4.7 percent).

When asked, "If you could revisit your career choice, would you choose to attend medical school again?" almost nine out of ten second-year medical students reported "Yes" (60.7 percent) or "Probably yes" (28.5 percent).

Corrections

In Q8 and Q9, which address interprofessional learning activities, the 2015 report shows national data for the year 2014 that differ from the data shown in the 2014 report. The 2014 report did not fully represent the total number of respondents who answered "Yes" at Q7 and who also actively responded to Q8 and Q9. These numbers have been revised from 6,338 to 6,395 for Q8 and from 6,341 to 6,395 for Q9. The 2014 report accurately displayed the percentages for each response option in Q8 and Q9, calculated on the correct number of respondents; thus, the percentages shown for the individual items in Q8 and Q9 remain unchanged.

Providing Feedback

We encourage constituents to provide feedback regarding the Y2Q reports. If you would like to provide feedback, please contact Y2Q@aamc.org, or David Matthew, Senior Research and Data Analyst, Data Operations and Services (dmatthew@aamc.org).

		All Schools	
		2014	2015
Total number of students who responded to the questionnaire:		10,270	11,586
1. Gender:			
Note: This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>
Male		48.9	49.2
Female		51.1	50.8
Number of respondents		10,270	11,586
2. Age during second-year:			
Note: This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>
Under 21		0.1	0.2
21 through 23		36.3	36.9
24 through 26		45.2	44.3
27 through 29		12.1	12.1
Over 29		6.2	6.6
Number of respondents		10,270	11,586
Median age at second-year		24	24
3. How do you self-identify?			
Note: Percentages may not sum to 100% as multiple responses are allowed. This information is populated from other AAMC data sources (e.g., SRS).			
		<u>Percent</u>	<u>Percent</u>
Hispanic, Latino, or of Spanish origin			
Argentinean		0.2	0.2
Colombian		0.7	0.4
Cuban		0.9	0.9
Dominican		0.3	0.3
Mexican, Mexican American, Chicano/Chicana		2.8	2.8
Peruvian		0.2	0.2
Puerto Rican		1.9	2.2
Other Hispanic, Latino, or of Spanish origin		2.0	1.7
American Indian or Alaska Native			
		1.0	1.0
Asian			
		20.6	21.0
Bangladeshi		0.2	0.3
Cambodian		0.1	0.1
Chinese		6.1	6.2
Filipino		1.1	1.2
Indian		5.8	5.8
Indonesian		0.1	0.1
Japanese		1.0	1.0
Korean		2.3	2.0
Laotian		0.0	0.0
Pakistani		0.8	0.9
Taiwanese		1.5	1.6
Vietnamese		1.6	1.8
Other Asian		0.8	0.6

		All Schools					
		2014	2015				
3.	How do you self-identify? Note: Percentages may not sum to 100% as multiple responses are allowed. This information is populated from other AAMC data sources (e.g., SRS). (Continued)						
		<u>Percent</u>	<u>Percent</u>				
	Black or African American	7.0	7.2				
	African	1.6	1.9				
	African American	4.2	4.4				
	Afro-Caribbean	1.5	1.2				
	Other Black or African American	0.1	0.2				
	Native Hawaiian or Other Pacific Islander	0.3	0.3				
	Guamanian	0.0	0.0				
	Native Hawaiian	0.2	0.1				
	Samoaan	0.0	0.0				
	Other Pacific Islander	0.1	0.2				
	White	66.1	65.7				
	Other	3.5	3.6				
	Number of respondents	9,286	10,884				
4.	What is your current marital status?						
		<u>Percent</u>	<u>Percent</u>				
	Single (never legally married)	84.1	85.2				
	Legally married	14.3	13.4				
	Common law or civil union	0.6	0.5				
	Divorced	0.7	0.6				
	Separated, but still legally married	0.3	0.2				
	Widowed	0.0	0.0				
	Number of respondents	8,892	10,481				
5.	How many dependents do you have (not including a spouse/partner)?						
		<u>Percent</u>	<u>Percent</u>				
	None	94.9	95.5				
	One	3.0	2.7				
	Two	1.4	1.2				
	Three	0.4	0.4				
	Four or more	0.2	0.2				
	Number of respondents	8,893	10,483				
6.	Please indicate the extent to which you agree with the following statement:						
		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
Overall, I am satisfied with the quality of my medical education							
All Medical Schools	2015	1.3	4.2	9.1	56.4	29.1	11,583
All Medical Schools	2014	1.1	4.4	9.1	55.6	29.8	10,264

		All Schools	
		2014	2015
7.	Have you participated in any required curricular activities where you had the opportunity to learn with students from different health professions?		
		<u>Percent</u>	<u>Percent</u>
	Yes	63.1	69.4
	No	30.5	24.7
	Not Sure	6.4	5.9
	Number of respondents	10,233	11,560
8.	With which other profession(s) have you had the opportunity to participate or interact in educational activities? Select all that apply. Note: Only those who responded "Yes" to Q7 could respond to this item. As multiple responses were permitted, totals may exceed 100%.		
		<u>Percent</u>	<u>Percent</u>
	Dentistry	31.2	30.1
	Nursing	70.3	70.9
	Occupational Therapy	24.9	26.4
	Osteopathic Medicine	7.6	6.7
	Pharmacy	55.3	60.5
	Physical Therapy	40.2	41.0
	Physician Assistants	38.3	36.2
	Psychology	10.9	10.3
	Public Health	28.1	27.9
	Social Work	27.2	30.4
	Veterinary Medicine	2.6	3.9
	Other	11.0	10.3
	Number of respondents	6,395	7,976
9.	What was the nature of the learning experience(s) with other health professions students? Select all that apply. Note: Only those who responded "Yes" to Q7 could respond to this item. As multiple responses were permitted, totals may exceed 100%.		
		<u>Percent</u>	<u>Percent</u>
	Lecture only, basic science	24.3	21.7
	Lecture only, clinical subject (i.e., universal precautions, informed consent, advanced cardiac life support (ACLS) certification, population health)	27.4	25.9
	Patient-centered case problems (classroom or student setting)	55.1	57.3
	Clinical simulations	29.3	29.3
	Active engagement with patients (i.e., inpatient or ambulatory based team rotation, longitudinal clinics, practice-based clerkships)	28.2	28.8
	Community projects or service learning activities	31.5	32.0
	Team Skills Training	36.2	39.6
	Other	6.3	6.3
	Number of respondents	6,395	7,976

10. Please describe how often you attend:

		Percentage of Respondents Selecting Each Rating					Count
		Almost never	Occasionally	Somewhat often	Often	Most of the time	
In-person pre-clerkship courses/lectures at YOUR medical school							
All Medical Schools	2015	18.2	16.7	12.9	14.7	37.6	11,318
All Medical Schools	2014	16.8	15.9	12.6	15.3	39.4	9,920
Virtual pre-clerkship courses/lectures (e.g., podcast or video) at YOUR medical school							
All Medical Schools	2015	20.3	15.9	11.3	15.8	36.7	11,202
All Medical Schools	2014	20.9	16.4	11.9	15.2	35.5	9,819

11. Please describe how often you utilize the following online resources:

		Percentage of Respondents Selecting Each Rating					Count
		Never	Less than once a month	At least once a month	At least once a week	Daily	
Online medical education courses/lectures from OTHER medical schools							
All Medical Schools	2015	37.5	29.5	16.9	11.7	4.4	11,344
All Medical Schools	2014	38.4	30.0	17.5	10.7	3.3	9,915
Online videos for medical education information (e.g., YouTube)							
All Medical Schools	2015	4.6	18.4	29.4	34.3	13.4	11,328
All Medical Schools	2014	5.7	22.6	31.8	30.7	9.1	9,908
Other online content for medical education information (e.g., Wikipedia)							
All Medical Schools	2015	1.1	3.2	10.0	36.0	49.7	11,312
All Medical Schools	2014	1.0	3.1	8.8	35.4	51.9	9,894

12. When did you take, or when do you expect to take, the USMLE Step 1 exam?

	All Schools	
	2014	2015
	<u>Percent</u>	<u>Percent</u>
I have already taken Step 1	0.2	0.2
I will take Step 1 before the end of the current calendar year	1.0	0.8
I will take Step 1 sometime from January to March of next year	11.4	14.4
I will take Step 1 sometime after March of next year	87.4	84.6
Number of respondents	9,936	11,356

		All Schools	
		2014	2015
13.	Are you aware that your school has policies regarding the mistreatment of medical students?		
		<u>Percent</u>	<u>Percent</u>
	Yes	84.6	86.0
	No	15.4	14.0
	Number of respondents	9,920	11,351

14.	Do you know the procedures at your school for reporting the mistreatment of medical students?		
		<u>Percent</u>	<u>Percent</u>
	Yes	58.3	61.6
	No	41.7	38.4
	Number of respondents	9,933	11,356

15. Please indicate the extent to which you agree with the following statements about your medical school:

		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
My medical school prepares students to effectively communicate with people across a broad spectrum of backgrounds							
All Medical Schools	2015	0.8	3.3	10.4	48.2	37.3	11,218
All Medical Schools	2014	0.6	2.9	9.7	49.4	37.3	9,744
I often feel isolated at school							
All Medical Schools	2015	28.6	42.0	15.1	10.9	3.4	11,188
All Medical Schools	2014	28.9	41.1	15.0	11.6	3.5	9,711
My teachers and mentors have told me that they have high standards for my performance							
All Medical Schools	2015	1.3	7.1	27.2	47.1	17.3	11,177
All Medical Schools	2014	1.3	7.7	26.5	47.9	16.5	9,713
I often feel that my performance is being judged more closely than others							
All Medical Schools	2015	27.4	47.8	16.5	6.2	2.1	11,200
All Medical Schools	2014	26.7	50.0	15.4	6.1	1.8	9,728
My teachers and mentors have told me that they feel sure that I can perform well against high standards							
All Medical Schools	2015	2.3	8.5	28.3	43.2	17.7	11,188
All Medical Schools	2014	1.9	8.9	28.7	42.9	17.5	9,728
I closely share the professional values and interests of most of my classmates							
All Medical Schools	2015	1.5	7.4	19.6	55.4	16.1	11,155
All Medical Schools	2014	1.7	7.8	20.5	54.6	15.3	9,683
I often feel as if my performance is being judged as a member of the identity group that I belong to more than as an individual							
All Medical Schools	2015	28.7	34.0	21.4	12.5	3.5	11,178
All Medical Schools	2014	26.1	35.5	21.8	13.2	3.4	9,714

15. Please indicate the extent to which you agree with the following statements about your medical school: (Continued)

		Percentage of Respondents Selecting Each Rating					Count
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Students learn effective tools for recognizing their own bias in interacting with people of different identity groups							
All Medical Schools	2015	3.0	10.3	24.2	47.6	14.9	11,159
All Medical Schools	2014	2.9	10.1	26.0	46.9	14.2	9,687
The medical school experience, to this point, contributes to students' ability to work in disadvantaged communities							
All Medical Schools	2015	2.8	9.5	22.6	45.2	19.9	11,194
All Medical Schools	2014	2.5	9.9	22.0	45.6	19.9	9,727

16. Learning Environment Scales

A shortened version of the Medical School Learning Environment Survey (MSLES) instrument consists of 11 items measuring three dimensions of the learning environment – emotional climate, student-faculty interaction, and student-student interaction. Each subscale is calculated by summing across the items, which are measured on a 0-5 point scale. **Higher scores for each subscale indicate more positive perceptions of the learning environment.** Only participants who responded to every item on the scale are included in the summary statistics. For each subscale, the mean score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

Emotional Climate

The emotional climate subscale combines the responses of three items assessing a student's affective response to the learning environment. These questions ask to what extent [or, how often] the educational experience leads to a sense of achievement, valuing oneself, and confidence in one's academic abilities. The possible range of responses for the emotional climate subscale is 0 to 15, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.9	9.2	3.1	10,688
All Medical Schools	2014	0.9	9.2	3.1	9,155

Student-Student Interaction

The student-student interaction subscale combines responses to four items assessing peer relations at the medical school. In addition to asking about perceived distance among students, these questions ask to what extent students get to know each other well, spend time assisting each other, and gather in informal activities. The possible range of responses for the student-student interaction subscale is 0 to 20, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	15.1	3.0	10,677
All Medical Schools	2014	0.8	15.1	3.1	9,181

16. Learning Environment Scales (Continued)
Student-Faculty Interaction

The student-faculty interaction subscale combines responses to four items assessing a student's perception of faculty supportiveness. In addition to asking about perceived distance between faculty and students, these questions ask to what extent students feel that faculty are helpful when providing academic advice, when providing non-academic advice, and when answering questions and providing criticism. The possible range of responses for the student-faculty interaction subscale is 0 to 20, and higher scores are correlated with positive perceptions of the learning environment.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	14.8	3.2	10,710
All Medical Schools	2014	0.8	14.7	3.2	9,160

17. Think about how often you experience the following at your medical school. Determine your response by choosing one of the categories of frequency given below. Choose the category that best approximates your perceptions.

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
There are disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty								
All Medical Schools	2015	17.7	46.4	24.3	5.9	4.3	1.4	10,837
All Medical Schools	2014	17.4	48.1	23.8	5.4	3.9	1.4	9,278

18. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty.

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
Respecting patient confidentiality								
All Medical Schools	2015	0.0	0.2	1.4	5.4	28.0	65.0	10,697
All Medical Schools	2014	0.0	0.2	1.3	5.2	28.5	64.9	9,152
Using professional language/avoiding derogatory language								
All Medical Schools	2015	0.5	1.0	2.6	8.9	38.3	48.6	10,684
All Medical Schools	2014	0.6	0.9	2.5	8.7	38.2	49.1	9,147
Dressing in a professional manner								
All Medical Schools	2015	0.0	0.1	1.3	5.4	32.5	60.7	10,667
All Medical Schools	2014	0.0	0.1	1.3	5.8	32.7	60.0	9,135
Resolving conflicts in ways that respect the dignity of all involved								
All Medical Schools	2015	0.2	0.5	4.3	11.0	39.0	45.0	10,627
All Medical Schools	2014	0.1	0.5	4.4	11.7	39.1	44.1	9,102
Being respectful of house staff and other physicians								
All Medical Schools	2015	0.0	0.2	2.1	7.9	36.6	53.1	10,649
All Medical Schools	2014	0.0	0.2	2.2	8.1	38.1	51.4	9,111
Respecting diversity								
All Medical Schools	2015	0.1	0.6	5.2	10.4	33.8	49.9	10,581
All Medical Schools	2014	0.2	0.5	3.8	9.8	34.3	51.4	9,070
Being respectful of other health professions								
All Medical Schools	2015	0.0	0.3	3.6	11.8	38.1	46.0	10,692
All Medical Schools	2014	0.1	0.4	3.7	12.5	39.4	43.8	9,140
Being respectful of other specialties								
All Medical Schools	2015	0.1	0.4	4.5	14.3	39.7	41.0	10,661
All Medical Schools	2014	0.1	0.4	4.9	15.2	40.8	38.6	9,113
Being on time and managing a schedule well								
All Medical Schools	2015	0.3	1.0	7.1	19.0	42.5	30.1	10,682
All Medical Schools	2014	0.3	1.2	7.1	19.6	42.9	28.9	9,124
Providing direction and constructive feedback								
All Medical Schools	2015	0.3	2.0	9.4	19.2	38.7	30.3	10,658
All Medical Schools	2014	0.4	2.2	9.5	20.1	39.4	28.4	9,120
Showing respectful interaction with students								
All Medical Schools	2015	0.1	0.4	3.8	11.3	42.3	42.0	10,668
All Medical Schools	2014	0.1	0.5	3.9	11.9	43.1	40.5	9,113

18. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty. (Continued)

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
Showing empathy and compassion								
All Medical Schools	2015	0.2	0.9	5.6	14.7	41.7	36.9	10,670
All Medical Schools	2014	0.3	0.8	5.8	15.0	42.5	35.6	9,129

19. Indicate whether you agree or disagree with the following statement.

		Percentage of Respondents Selecting Each Rating					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Count
My medical school has done a good job of fostering and nurturing my development as a person							
All Medical Schools	2015	2.2	6.5	20.6	44.9	25.8	10,130
All Medical Schools	2014	2.7	7.5	21.3	43.3	25.2	8,680
My medical school has done a good job of fostering and nurturing my development as a future physician							
All Medical Schools	2015	0.6	1.7	6.4	47.9	43.4	10,746
All Medical Schools	2014	0.5	1.8	6.5	47.2	44.0	9,173

20. Tolerance for Ambiguity (TFA) Scale

Tolerance for Ambiguity (TFA) is a measure of one’s ability to cope with situations of uncertainty. Scales measuring TFA have been used in prior research to show how ambiguity impacts medical education and medical care. TFA scores are calculated by summing across 7 items, which are measured on a 1-6 point scale. **The possible range of scores is 7 to 42, and higher scores are correlated with higher tolerance for ambiguity.** Only participants who responded to every item on the scale are included in the summary statistics. The mean TFA score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach’s alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is considered to be reliable if the estimate is 0.7 or higher.

Tolerance for Ambiguity (TFA) Scale		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	23.8	5.9	10,437
All Medical Schools	2014	0.8	23.7	5.8	8,887

21. Interpersonal Reactivity Index (IRI)

The Interpersonal Reactivity Index (IRI) is a measure of individual differences in empathy. Scales measuring empathy have been used in prior research to show how levels of empathy may change throughout medical education. For Y2Q purposes, the IRI consists of 8 items. These include 4 items from each of the IRI subscales – perspective taking and empathic concern. IRI scores are calculated by summing across the 8 items, which are measured on a 0-4 point scale. **The possible range of scores is 0 to 32, and higher scores are correlated with higher levels of empathy.** Only participants who responded to every item on the scale are included in the summary statistics. The mean IRI score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach’s alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is considered to be reliable if the estimate is 0.7 or higher.

Interpersonal Reactivity Index (IRI)		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	23.9	4.5	10,313
All Medical Schools	2014	0.8	23.8	4.4	8,791

All Schools

2014	2015
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22. In which of the following activities do you plan to participate during your career?

Note: Percentages may not sum to 100% as multiple responses are allowed.

	Percent	Percent
Patient Care		98.3
Research		47.0
Teaching		62.7
Medical School Faculty		33.9
Administration (e.g., Department Chair, Dean)		21.5
Military Service		4.8
Public Health		30.1
Other		3.0
Number of respondents		10,554

		All Schools	
		2014	2015
23.	Do you anticipate providing patient care full-time or part-time? Note: Only those who selected "Patient Care" at Q22 could respond to this item.		
		<u>Percent</u>	<u>Percent</u>
	Full-time (at least 36 hours a week)		86.2
	Part-time (less than 36 hours a week)		13.8
	Number of respondents		10,340
24.	How exclusively do you expect to be involved in research? Note: Only those who selected "Research" at Q22 could respond to this item.		
		<u>Percent</u>	<u>Percent</u>
	Full-time		2.8
	Significantly involved		41.3
	Involved in a limited way		55.9
	Number of respondents		4,953
25.	What general specialty are you considering? Note: In 2015, "Allergy and Immunology" and "Colon and Rectal Surgery" were removed, and "Internal Medicine/Pediatrics," "Vascular Surgery," and "I do not plan to practice medicine" were added. The phrase "or subspecialty" was added to the corresponding specialties in 2015.		
		<u>Percent</u>	<u>Percent</u>
	Anesthesiology or subspecialty	2.4	2.4
	Dermatology or subspecialty	1.6	1.6
	Emergency Medicine or subspecialty	9.6	9.7
	Family Medicine or subspecialty	6.8	6.7
	Internal Medicine or subspecialty	17.4	17.3
	Internal Medicine/Pediatrics		2.7
	Medical Genetics or subspecialty	0.3	0.1
	Neurological Surgery	1.8	1.7
	Neurology or subspecialty	2.7	2.7
	Nuclear Medicine	0.0	0.0
	Obstetrics and Gynecology or subspecialty	5.3	4.8
	Ophthalmology or subspecialty	2.1	2.2
	Orthopaedic Surgery or subspecialty	5.4	5.2
	Otolaryngology or subspecialty	1.7	1.4
	Pathology or subspecialty	1.0	1.0
	Pediatrics or subspecialty	12.6	10.1
	Physical Medicine and Rehabilitation or subspecialty	0.9	1.0
	Plastic Surgery or subspecialty	1.1	0.9
	Preventive Medicine or subspecialty	0.2	0.2
	Psychiatry or subspecialty	2.1	2.1
	Radiation Oncology	0.8	0.9
	Radiology or subspecialty	1.7	2.2
	Surgery or subspecialty	6.9	7.1
	Thoracic Surgery or subspecialty	1.0	0.9
	Urology or subspecialty	0.9	1.0
	Vascular Surgery or subspecialty		0.3
	Undecided	13.1	13.8
	I do not plan to practice medicine		0.1
	Number of respondents	8,985	10,560

26. You selected an interest in Family Medicine, Internal Medicine, Internal Medicine/Pediatrics, Obstetrics and Gynecology, or Pediatrics. What career are you considering?
Note: Only those who responded "Family Medicine," "Internal Medicine," "Internal Medicine/Pediatrics," "Obstetrics and Gynecology," or "Pediatrics" to Q25 could respond to this item.

	<u>Percent</u>	<u>Percent</u>
Primary care practice (i.e., office-based continuing care in general Family Medicine, general Internal Medicine, or general Pediatrics)	26.3	26.5
Hospitalist (i.e., salaried, full-time care of hospitalized patients)	6.9	7.0
Sub-specialty (e.g., Cardiology, Pediatric Oncology, Family Medicine/Sports Medicine)	45.0	46.1
Undecided	21.7	20.4
Number of respondents	3,780	4,385

27. Please tell us your estimate of the current average salary for the specialty you selected.
Note: Those who responded "Undecided" to Q25 could not respond to this item.

	<u>Percent</u>	<u>Percent</u>
Less than \$150,000	7.2	5.5
\$150,000 to \$199,999	24.8	22.6
\$200,000 to \$249,999	25.2	24.3
\$250,000 to \$299,999	15.8	17.5
\$300,000 to \$399,999	12.4	14.8
\$400,000 to \$499,999	3.9	5.0
\$500,000 or more	1.6	1.9
Don't know	9.0	8.4
Number of respondents	7,806	9,086

28. When thinking about your career path after medical school, how important are the following considerations?

		<u>Percentage of Respondents Selecting Each Rating</u>				
		Not important	Somewhat important	Very important	Essential	Count
Working for social change						
All Medical Schools	2015	9.5	38.8	34.0	17.6	10,516
All Medical Schools	2014					
High income potential						
All Medical Schools	2015	17.3	51.9	26.2	4.7	10,512
All Medical Schools	2014					
Social recognition or status						
All Medical Schools	2015	36.6	46.4	14.9	2.1	10,510
All Medical Schools	2014					

28. When thinking about your career path after medical school, how important are the following considerations? (Continued)

		Percentage of Respondents Selecting Each Rating				Count
		Not important	Somewhat important	Very important	Essential	
Stable, secure future						
All Medical Schools	2015	0.8	11.9	43.4	43.8	10,528
All Medical Schools	2014					
Creativity and initiative						
All Medical Schools	2015	4.3	31.4	43.7	20.6	10,530
All Medical Schools	2014					
Expression of personal values						
All Medical Schools	2015	4.7	24.0	42.7	28.6	10,513
All Medical Schools	2014					
Availability of jobs						
All Medical Schools	2015	2.4	23.7	47.9	25.9	10,526
All Medical Schools	2014					
Leadership potential						
All Medical Schools	2015	7.3	34.5	40.5	17.8	10,513
All Medical Schools	2014					
Work/life balance						
All Medical Schools	2015	1.3	12.0	34.7	52.0	10,527
All Medical Schools	2014					
Ability to pay off debt						
All Medical Schools	2015	12.6	17.2	29.7	40.5	10,517
All Medical Schools	2014					
Opportunity for innovation						
All Medical Schools	2015	6.3	36.6	36.6	20.5	10,522
All Medical Schools	2014					

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

		Percentage of Respondents Selecting Each Rating					
		No	Probably not	Neutral	Probably yes	Yes	Count
If you could revisit your career choice, would you choose to attend medical school again?							
All Medical Schools	2015	1.0	3.1	6.7	28.5	60.7	10,558
All Medical Schools	2014	1.3	3.5	7.7	29.8	57.7	8,993

30. Quality of Life (QOL) Scale

The Quality of Life (QOL) scale, which includes items from the Linear Analogue Self-Assessment Scale (LASA-6), is a measure of the following aspects of life: overall quality of life, mental (intellectual) well-being, physical well-being, emotional well-being, level of social activity, and spiritual well-being. The QOL questions ask about feelings that respondents experienced in the past week. QOL scores are calculated by summing across the six items, which are measured on a 0-10 point scale. **The possible range of responses is 0 to 60, and higher scores are correlated with higher quality of life.** Only participants who responded to every item on the scale are included in the summary statistics. The mean QOL score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.9	40.1	10.2	10,402
All Medical Schools	2014	0.9	40.4	10.3	8,859

Additional Quality of Life (QOL) Scales

Additional Quality of Life (QOL) items are also taken from the Linear Analogue Self-Assessment Scale (LASA) and are distinct measures of the following aspects of life: level of fatigue, level of social support from family and friends, and level of financial concerns. The QOL questions ask about feelings that respondents experienced in the past week, and the scores are calculated individually on 0-10 point scales. **The possible range of responses is 0 to 10, and higher scores represent more positive outcomes: no fatigue, higher levels of social support from family and friends, and no financial concerns.** The summary statistics displayed below include the mean score, the standard deviation, and the number of respondents. Because the additional QOL items are calculated individually, the internal consistency estimate is not provided.

		Mean	Standard Deviation	Count
QOL - Level of fatigue (0 = Constant tiredness, 10 = No fatigue)				
All Medical Schools	2015	4.8	2.3	10,513
All Medical Schools	2014	4.7	2.3	8,949

		Mean	Standard Deviation	Count
QOL - Level of social support from family and friends (0 = No support, 10 = Highest level of support)				
All Medical Schools	2015	8.0	2.0	10,500
All Medical Schools	2014	8.1	2.0	8,943

		Mean	Standard Deviation	Count
QOL - Level of financial concerns (0 = Constant concerns, 10 = No concerns)				
All Medical Schools	2015	5.4	3.0	10,529
All Medical Schools	2014	5.3	3.0	8,974

31. Perceived Stress Scale - 4

The Perceived Stress Scale - 4 (PSS-4) is a four-item version of a widely used instrument for measuring the perception of stress. The scale measures the degree to which situations in one's life are considered stressful. The scale also includes a number of direct questions about current levels of experienced stress. The PSS-4 also includes questions that ask about feelings and thoughts that respondents experienced during the last month. In each case, respondents are asked how often they felt a certain way. PSS-4 scores are calculated by summing across four items, which are measured on a 0-4 point scale. **The possible range of scores is 0 to 16, and higher scores are correlated with higher perceived levels of stress.** Only participants who responded to every item on the scale are included in the summary statistics. The mean PSS-4 score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	5.8	2.9	10,419
All Medical Schools	2014	0.8	5.8	2.9	8,886

32. Oldenburg Burnout Inventory for Medical Students Scale

The Oldenburg Burnout Inventory for Medical Students (OLBI-MS) is a modified and shortened version of the Oldenburg Burnout Inventory (OLBI). The OLBI-MS instrument consists of 16 items measuring two dimensions of burnout – exhaustion and disengagement. Each subscale is calculated by summing across the items, which are measured on a 0-3 point scale. **Higher scores are correlated with higher levels of burnout.** Only participants who responded to every item on the scale are included in the summary statistics. For each subscale, the mean score, the standard deviation, and the number of respondents are displayed below. Additionally, a reliability estimate (Cronbach's alpha) is shown as a measure of internal consistency. The measure varies from 0 to 1, and an instrument is often considered to be reliable if the estimate is 0.7 or higher.

Disengagement

The disengagement subscale includes eight items on a 0-3 point scale and refers to distancing oneself from the object and content of medical school work and to negative attitudes toward medical school in general. The possible range of responses for the disengagement subscale is 0 to 24, and higher scores are correlated with higher levels of burnout.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	9.7	3.7	10,215
All Medical Schools	2014	0.8	9.7	3.8	8,677

Exhaustion

The exhaustion subscale includes eight items on a 0-3 point scale and refers to the cognitive and physical strain as a consequence of the demands of medical school. The possible range of responses for the exhaustion subscale is 0 to 24, and higher scores are correlated with higher levels of burnout.

		Reliability Estimate	Mean	Standard Deviation	Count
All Medical Schools	2015	0.8	11.8	3.9	10,206
All Medical Schools	2014	0.8	11.8	3.9	8,664

- 33. In thinking about a typical week during your pre-clerkship education, please provide the average number of hours PER DAY that you spent doing the following activities?
Note: Responses needed to total 24 hours.**

		All Schools	
		2014	2015
Sleep	Mean	7.1	7.1
	Standard Deviation	1.0	1.0
Educational activities (e.g., attending class, studying)	Mean	10.1	10.2
	Standard Deviation	2.5	2.5
Non-educational activities (e.g., being with friends/family, solitary recreation)	Mean	3.6	3.6
	Standard Deviation	2.0	2.0
Paid work	Mean	0.1	0.1
	Standard Deviation	0.6	0.6
Exercise/sports	Mean	1.0	1.0
	Standard Deviation	0.7	0.7
Other	Mean	2.0	1.9
	Standard Deviation	1.9	1.9
Number of respondents		8,841	10,389

- 34. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.
During medical school, how frequently have you...**

		Percentage of Respondents Selecting Each Rating				
		Never	Once	Occasionally	Frequently	Count
Been publicly embarrassed?						
All Medical Schools	2015	75.4	14.8	9.4	0.4	10,427
All Medical Schools	2014	74.6	15.4	9.6	0.4	8,849
Been publicly humiliated?						
All Medical Schools	2015	91.9	5.5	2.3	0.2	10,417
All Medical Schools	2014	91.9	5.4	2.5	0.2	8,840
Been threatened with physical harm?						
All Medical Schools	2015	99.2	0.6	0.2	0.0	10,406
All Medical Schools	2014	99.2	0.5	0.3	0.0	8,836
Been physically harmed?						
All Medical Schools	2015	99.3	0.5	0.2	0.0	10,416
All Medical Schools	2014	99.3	0.5	0.2	0.0	8,827
Been required to perform personal services?						
All Medical Schools	2015	97.3	0.7	1.3	0.7	10,427
All Medical Schools	2014	97.5	0.8	1.3	0.4	8,841

- 34. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.
During medical school, how frequently have you... (Continued)**

		Percentage of Respondents Selecting Each Rating					
		Never	Once	Occasionally	Frequently	Count	
Been subjected to unwanted sexual advances?							
All Medical Schools	2015	97.3	1.5	1.1	0.0	10,419	
All Medical Schools	2014	96.9	1.8	1.2	0.1	8,839	
Been asked to exchange sexual favors for grades or other rewards?							
All Medical Schools	2015	99.7	0.1	0.2	0.0	10,423	
All Medical Schools	2014	99.7	0.1	0.2	0.0	8,831	
Been denied opportunities for training or rewards based on gender?							
All Medical Schools	2015	97.7	1.2	0.9	0.2	10,397	
All Medical Schools	2014	97.8	1.2	0.9	0.1	8,827	
Been subjected to offensive sexist remarks/names?							
All Medical Schools	2015	90.7	4.7	4.3	0.3	10,370	
All Medical Schools	2014	90.7	4.9	4.0	0.4	8,816	
Received lower evaluations or grades solely because of gender rather than performance?							
All Medical Schools	2015	98.6	0.8	0.5	0.1	10,418	
All Medical Schools	2014	98.6	0.9	0.5	0.0	8,840	
Been denied opportunities for training or rewards based on race or ethnicity?							
All Medical Schools	2015	96.7	1.2	1.7	0.5	10,420	
All Medical Schools	2014	96.3	1.1	2.0	0.6	8,832	
Been subjected to racially or ethnically offensive remarks/names?							
All Medical Schools	2015	94.4	2.7	2.6	0.3	10,407	
All Medical Schools	2014	94.3	2.8	2.7	0.2	8,833	
Received lower evaluations or grades solely because of race or ethnicity rather than performance?							
All Medical Schools	2015	99.0	0.5	0.4	0.0	10,397	
All Medical Schools	2014	99.0	0.5	0.4	0.1	8,817	
Been denied opportunities for training or rewards based on sexual orientation?							
All Medical Schools	2015	99.4	0.3	0.3	0.0	10,422	
All Medical Schools	2014	99.5	0.2	0.2	0.0	8,820	
Been subjected to offensive remarks/names related to sexual orientation?							
All Medical Schools	2015	97.9	1.1	1.0	0.1	10,400	
All Medical Schools	2014	98.1	0.9	0.9	0.1	8,822	

34. For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients. During medical school, how frequently have you... (Continued)

		Percentage of Respondents Selecting Each Rating				
		Never	Once	Occasionally	Frequently	Count
Received lower evaluations or grades solely because of sexual orientation rather than performance?						
All Medical Schools	2015	99.7	0.1	0.2	0.0	10,393
All Medical Schools	2014	99.7	0.1	0.2	0.0	8,818

		All Schools	
		2014	2015
35. Percent of respondents who indicated they personally experienced any of the listed behaviors, excluding "publicly embarrassed." The data are derived from the responses to the survey question reported in Q34 above.		<u>Percent</u>	<u>Percent</u>
Yes		24.4	23.8
No		75.6	76.2
Number of respondents		8,857	10,437

36. How do you self-identify?		<u>Percent</u>	<u>Percent</u>
Note: Respondents who indicated "Transgender female-to-male," "Transgender male-to-female," or "Transgender do not identify as exclusively male or female" are combined and displayed as "Transgender".			
Female		51.4	50.6
Male		48.4	49.2
Transgender		0.1	0.2
Number of respondents		8,886	10,479

37. How do you self-identify?		<u>Percent</u>	<u>Percent</u>
Bisexual		2.4	3.0
Gay or lesbian		3.1	3.6
Heterosexual or straight		94.6	93.4
Number of respondents		8,808	10,361

		All Schools	
		2014	2015
38. Control of medical school:			
	Note: This information is populated from other AAMC data sources.		
		<u>Percent</u>	<u>Percent</u>
Private		38.8	39.1
Public		61.2	60.9
Number of respondents		10,270	11,586

39. Region of medical school:			
	Note: This information is populated from other AAMC data sources.		
		<u>Percent</u>	<u>Percent</u>
Central		27.2	26.9
Northeast		27.6	28.1
South		32.7	33.9
West		12.5	11.1
Number of respondents		10,270	11,586

2015 Y2Q References

Each item number below refers to the question number in the 2015 Y2Q All Schools Summary Report.

Q16. Medical School Learning Environment Survey (MSLES)

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Q20. Tolerance for Ambiguity (TFA)

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Q21. Interpersonal Reactivity Index (IRI)

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Davis MH. Measuring individual differences in empathy: evidence for a multidimensional approach. *Journal of personality and social psychology*. 1983;44:113-126.

Q30: Quality of Life (QOL) Scale

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Q31: Perceived Stress Scale (PSS-4) Scale

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Cohen S, Kamarck T, Mermelstein R. A global measure of perceived stress. *Journal of health and social behavior*. 1983; 24(4):385-396.

Q32. Oldenburg Burnout Inventory for Medical Students Scale

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