



Behaviors & Attributes Feedback Form Instructions

The purpose of this form is to provide all medical students with feedback on core professional behaviors and attributes that are important to effective care of patients and interaction with diverse groups of teams.

- Items are divided into five professional attributes: *accountability, compassion, effective communication, respect, and capacity for improvement* (Phase 1) or *interprofessional practice* (Phases 2 & 3).
- Each attribute has a set of behaviors specific to their point in training that a student can demonstrate, and you can observe.
- Behaviors for each attribute are divided into three levels in the attached rubric.
 - Only select/circle the highest-level behavior **that you saw the student demonstrate** during their time with you.
 - If you did not observe a student demonstrate any of the listed behaviors, select “not applicable/not observed.”
 - Level 3 behaviors are often aspirational. A student may not demonstrate a level 3 behavior for some or all attributes.
- Written/narrative comments are also very valuable to the student.
- Your rating is used for feedback only; it does not contribute to the student’s final grade.



Professional Attributes and Behaviors Evaluation - Phase 1

Helping students to achieve high levels of professionalism is as important as education in the biological and clinical sciences. Below are selected professional attributes and behaviors identified by the UNMC College of Medicine as those to be embodied by our students applicable to preclinical education. Circle the highest level of behavior describing what you *observed* during your time with the student over the course of the semester.

*** Note that this information is used for feedback purposes only and does not contribute to a grade***

Accountability-- Fulfills obligations in a timely and satisfactory manner and is answerable for personal actions and performance.

| Behavior | Level 1 | Level 2 | Level 3 | |
|---|---|--|--|--------------------------------|
| Assumes responsibility for assigned/expected tasks and duties | Attends and participates in required educational activities consistently, including completion of required administrative tasks (5.4) | Follows through on assigned tasks, identifies gaps in knowledge, completes work in a timely manner (5.4) | Completes all tasks and goes beyond this by taking personal responsibility to identify self-perceived gaps in knowledge or performance (8.1) | Not applicable or not observed |

Compassion – Demonstrates a motivation to alleviate and be empathetic to the suffering of others

| Behavior | Level 1 | Level 2 | Level 3 | |
|---|---|--|--|--------------------------------|
| Attends to distress and suffering in others | Identifies instances in which others are in distress or suffering (5.1) | Expresses empathy for others distress or suffering (5.1) | Takes independent action (consistent with knowledge and skills) to relieve distress or suffering in others (Aspirational, 5.1) | Not applicable or not observed |



Effective communication-- Conveys information to diverse groups of individuals in a manner and using appropriate means to affect a desired outcome

| Behavior | Level 1 | Level 2 | Level 3 | |
|--|---|---|--|--------------------------------|
| Employs active listening skills with all members of the health care team | Rarely uses active listening skills (verbal and nonverbal) to gain appropriate information from patients, families, and other care team members (4.0) | Intermittently uses active listening skills (verbal and nonverbal) to gain appropriate information from patients, families, and other care team members (4.1) | Uses active listening skills (verbal and nonverbal) to gain appropriate information from patients, families, and other care team members (4.1) | Not applicable or not observed |

Capacity for improvement: Engages in behaviors and effectively adapts to ensure continuous improvement in the context/setting of their learning environment(s).

| Behavior | Level 1 | Level 2 | Level 3 | |
|---|---|--|--|--------------------------------|
| Receives, provides, and acts upon feedback in an effective manner | Receives from and provides feedback to instructors in a constructive, courteous, and respectful manner (3.3, 3.4) | Demonstrates evidence of incorporation of feedback into future performance (3.4) | Seeks feedback actively from multiple sources to and incorporates it to improve future performance (Aspirational, 3.0, 3.4, 8.0) | Not applicable or not observed |

Respect—Demonstrates positive attitudes toward the worth and dignity of every individual

| Behavior | Level 1 | Level 2 | Level 3 | |
|---------------------------------------|--|---|--|--------------------------------|
| Preserves patient dignity and modesty | Identifies instances in which a patient's dignity or modesty may be negatively impacted (5.1, 5.2) | Takes steps to preserve patient dignity or modesty during interactions (5.1, 5.2) | Intervenes in an appropriate manner when seeing others (e.g. students, staff, faculty) engaging in behaviors negatively impacting patient dignity or modesty. (Aspirational, 5.1, 5.2) | Not applicable or not observed |



Do you have concerns about this student regarding the above attributes? Yes or No
If yes, please explain:

Comments:

Student Name: _____

Preceptor Printed Name: _____

Preceptor Signature: _____

Date: _____