

Phase 2 Professional Behaviors and Attributes Rubric



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.

Phase 2 Professional Attributes and Behaviors Rubric



Student Name: _____

Faculty Name: _____

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)

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)

Interprofessional practice – Collaborates with other health care professionals to deliver patient-centered care

Behavior	Level 1	Level 2	Level 3
Works as an integrated health care team, sharing expertise in a collaborative learning environment, to achieve the best possible health care outcomes	Identifies the roles and relationships among members of the interprofessional medical team (7.1)	Recognizes and describes the value of all team members in the care of an individual patient (7.1)	Utilizes the expertise of other team members to optimize the learning and/or patient care environment (7.2)

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)
Conveys information in a manner useful to all healthcare professionals	Speaks and writes clearly using correct grammar and abbreviations (as applicable) (4.0)	Organizes information delivery in comprehensible manner (4.1)	Modifies communication strategies in various situations/settings based on the needs of the sender/recipient (4.2)
Conveys information in a manner useful to patient and families	Speaks clearly and uses correct grammar (4.0)	Defines specialized terms for adequate comprehension by all individuals as needed (e.g. avoids medical jargon) (4.1)	Modifies communication strategies in various situations/settings based on the needs of the sender/recipient (4.2)
Clinical documentation – synthesis of information	Completes documentation with minor inaccuracies and/or outdated priority or problem list	Effective and organized clinical documentation (4.4)	Comprehensive documentation that supports medical decision making and severity of illness (4.4)

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)

Additional comments:

If true, please select:

- I have concerns about this student regarding the above attributes.

Faculty Signature: _____

Date: _____