**NJMS Standards of Professionalism**

Appropriate professional behavior is a fundamental component of preclerkship and clinical competency. In addition to clinical performance and medical knowledge, interpersonal skills need to meet New Jersey Medical School standards. Interpersonal skills are described here as including (1) professional attributes and responsibilities; (2) self-improvement and adaptability; (3) effective relationships with patients; and (4) effective relationships with other members of the faculty, student body and members of the health care team. Each student should be familiar with the NJMS Guide to Professional Conduct and the NJMS Code of Conduct, the companion documents to this policy.

We must set a standard for the attainment of professionalism that is as high as those for the attainment of the cognitive skills. While cognitive competencies are judged in blocks of time (courses and clerkships), professionalism must be assessed and tracked over the continuum of the student’s medical education and career. Accountability for the professional development of students and the evaluation of their professionalism is the responsibility of all preclinical and clinical evaluators, despite the relatively short course/clerkships, changing sites and the perception that this is a subjective area.

To address lapses in professionalism, New Jersey Medical School employs a multi-tiered, developmental approach. A student whose behavior does not meet a standard, as defined above, is reported on either the Pre-Clerkship and Clinical Years or Institutional Professionalism Form. Subsequent action is taken in a manner appropriate to both the severity of the infraction and the student’s position along the continuum of the curriculum. The language on the forms was chosen to define the minimum standard of behavior the student has not met. The intent of each form is to identify a student with behavior(s) that does not meet a standard so that a plan of professional development may be instituted promptly.

**If you have an experience with a student that does not meet the standards stated above, the following steps must be taken:**

1. Discuss the situation with the Associate Dean for Student Affairs (ADSA) and through this consultation decide if it is appropriate to complete a Professionalism Form. If appropriate, the form is completed by the Course Director/Clerkship Director/Faculty/Administrator **fifteen (15) business days** from the clerkship or course end date or the date of incident, whichever is later.

2 The Course Director/Clerkship Director/Faculty/Administrator must discuss the form with the student. The student must sign to acknowledge receipt of the form.

3. The form is submitted to the ADSA who meets with the student to design and implement the plan for professional development.

4. The ADSA provides feedback to the Course Director/Clerkship Director/Faculty/Administrator as to the outcome of the report and involves faculty in the plan for professional development as necessary.

5. The form is placed in the student’s file.

**For students in the pre-clerkship years:**

* 1. If one or two professional forms are submitted for a student in the first two curricular years, the student is required to be counseled by the ADSA, who will arrange a plan for professional development. The form and the plan for professional development will not be referenced in the MSPE (Medical Student Performance Evaluation). The ADSA will report on these students to the CSA (Committee on Student Affairs) on a bi-monthly basis.
	2. If a student receives more than two forms in the first two curricular years then the student will be required to appear before the CSA. After meeting with the student, the CSA will decide whether or not the content of the forms, the professional development plan(s), and the meeting with the CSA will be referenced in the MSPE under the adverse action question in the academic history section.
	3. If a student receives more than two forms in the first two years and a subsequent form in the third or fourth year then the student is required to appear before the CSA and the forms, the professional improvement plan(s), and the meeting with the CSA shall be mentioned in the MSPE under the adverse action question in the academic history section.

**For students in the clerkship years:**

1. If student receives only one form in the third or fourth year and has had no prior forms submitted on his/her behalf, the student is required to be counseled by the ADSA, who will arrange a plan for professional development. The form and the plan for professional development will not be referenced in the MSPE (Medical Student Performance Evaluation).
2. If the student receives two or more forms in the third/fourth years then the student is required to appear before the CSA and the forms, the professional development plan(s), and the meeting with the CSA will be mentioned in the MSPE under the adverse action question in the academic history section.

Revised 6/2014

**New Jersey Medical School**

**Professionalism Evaluation Form**

**Pre-clerkship and Clinical Years**

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Student Name Course/Clerkship Title

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Course Director/Clerkship Director/Faculty Date of incident(s) & location

Course Dir./Clerkship Dir./Faculty Signature Date

Date this form was discussed with the student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other staff present \_\_\_\_\_\_\_

A student with a pattern of the following behavior has not sufficiently demonstrated professional and personal attributes for meeting the standards of professionalism inherent in being a physician:

***Circle the appropriate category(ies). Comments are required.***

1. Unmet professional responsibility:
2. The student cannot be relied upon to complete assigned tasks.
3. The student needs continual reminders in the fulfillment of responsibilities to patients or to other health care professionals.
4. The student has unexcused absences from course/clerkship requirements.
5. The student is frequently tardy for course/clerkship requirements.
6. The student does not work cooperatively with his/her peers.
7. The student is disruptive in the learning environment.
8. The student did not report a violation of the NJMS Code of Professional Conduct.

2. Lack of effort toward self-improvement and adaptability:

1. a. The student is resistant or defensive in accepting criticism.
2. The student remains unaware of his/her own inadequacies, and makes no effort to understand them.
3. The student resists considering or making changes is his/her behavior.
4. The student does not accept blame for failure, or responsibility for errors.
5. The student is abusive or overly critical.
6. The student demonstrates arrogance.

1. Diminished relationships with patient and families:
2. The student inadequately establishes rapport with patients or families.
3. The student is often insensitive to the patients’ or families’ feelings, needs, or wishes.
4. The student lacks empathy towards his/her patient or family members.
5. The student has inadequate personal commitment to honoring the wishes of the patients.

4. Diminished relationships with members of the health care team:

a. The student does not function well within a health care team.

b. The student is insensitive to the needs, feelings, and wishes of the health care team members.

c. The student does not communicate well with his/her peers or other members of the health care team.

d. The student does not cite/note proper credit and responsibility to colleagues and others who participated in research when publishing and presenting his/her reports.

**Course Director/Clerkship Director/Faculty:** Please make suggestions below regarding essential components of the professional development plan.

# **To be completed by the student**

I have read and discussed this evaluation with the Course Director/Clerkship Director/Faculty. By my signature, I acknowledge receipt of this form.

Student’s Signature Date

My comments (optional):

# **To be completed by the Associate Dean of Student Affairs**

Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussed with student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Development plan:

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**New Jersey Medical School**

**Institutional Professionalism Evaluation Form**

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Student Name

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Administrator Date of incident(s) & location

Administrator’s Signature Date

Date this form was discussed with the student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other staff present \_\_\_\_\_\_\_

A student with a pattern of the following behavior has not sufficiently demonstrated professional and personal attributes for meeting the standards of professionalism inherent in being a physician and a student at NJMS:

***Circle the appropriate category(ies). Comments are required.***

1. Unmet professional responsibility:
2. The student needs continual reminders in the fulfillment of administrative responsibilities, such as: immunization requirements, billing or financial aid deadlines, USMLE deadlines, registration tasks, FIT testing, annual corporate training and compliance duties, etc.
3. The student cannot be relied upon to complete assigned tasks by the given deadline.
4. The student communicates in a manner that is arrogant, abusive, or otherwise unprofessional.
5. The student has demonstrated a pattern of tardiness for an appointment or event without advance notification.
6. The student does not work cooperatively with administrative staff.
7. The student is disruptive in various settings.

**Administrator:** Please make suggestions below regarding essential components of the professional development plan.

# **To be completed by the student**

I have read and discussed this evaluation with the administrator. By my signature, I acknowledge receipt of this form.

Student’s Signature Date

My comments (optional):

# **To be completed by the Associate Dean of Student Affairs**

Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussed with student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Development plan:

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