

Element	Year 1	Year 2	Clerkships
<p>Honesty, integrity, adherence to ethical practice principles:</p> <ul style="list-style-type: none"> <li>•Confidentiality</li> <li>•Informed Consent</li> <li>•Moral Reasoning</li> <li>•Respect for privileges and codes of conduct</li> <li>•Honesty/ Integrity</li> </ul>	<p>Identifies situations where confidentiality is expected and important to maintain patient trust, and where it is appropriately or inappropriately breached</p> <p>Identifies components of patient competence as it relates to informed consent</p> <p>Understands the role of proxies when patients are unable to provide consent</p> <p>Respects appropriate patient confidentiality</p> <p>Upholds consistent regard for the highest standards of behavior</p> <p>Is fair and truthful</p> <p>Admits errors and omissions</p> <p>Adheres to Stanford codes of conduct</p> <p>Summarizes material in one's own voice, using appropriate references to acknowledge sources</p>	<p>Is forthright in interactions with patients, peers, and in all professional work, whether through documentation, personal communication, presentations, research, or other aspects of interaction</p> <p>Demonstrates awareness of situations that may result in conflict of interest or that result in personal gain at the expense of the best interest of the patient or others</p>	<p>Demonstrates ability to negotiate informed consent</p> <p>Reports accurate data that has been personally verified</p> <p>Makes appropriate attribution to sources of ideas and data</p> <p>Is honest about shortcomings.</p> <p>Is honest in clinical interactions and in communications about all interactions</p> <p>Appropriately and strategically discloses errors to all affected parties; consistently accepts responsibility for them</p> <p>Consistently demonstrates commitment to confidentiality</p>

Element	Year 1	Year 2	Clerkships
<p>Communication and relationships with patients and families:</p> <ul style="list-style-type: none"> <li>•Respect for diversity/ uniqueness</li> <li>•Politeness/courtesy/patience</li> <li>•Empathy/caring/compassion/ rapport</li> <li>•Manner/demeanor</li> <li>•Altruism</li> <li>•Includes patients in decision making</li> <li>•Maintains professional boundaries</li> <li>•Balances availability to others with care for oneself</li> </ul>	<p>Treats all persons with respect and regard for their individual worth and dignity</p> <p>Listens attentively and responds humanely to the concerns of patients and family members</p> <p>Appearance is appropriate to situations</p> <p>Exhibits sensitivity to cultural differences among patients</p> <p>Exhibits professional manner in interviews with standardized and actual patients</p> <p>Respects patients' dignity with form of address and attention to physical modesty</p> <p>Maintains appropriate boundaries in dealing with patients and their families</p>	<p>Recognizes that relationships between physicians, and patients and their families have unequal power and those relationships should be treated responsibly</p> <p>Responds humanely to the concerns of patients and family members</p> <p>Behaves with unselfish regard for the welfare of others</p> <p>Meets expectations during interviews with standardized and actual patients and in the CPX exam sequence</p> <p>Demonstrates empathy and compassion for others in most situations</p>	<p>Demonstrates appropriate empathy for and relief of pain, discomfort, and anxiety</p> <p>Is fair and nondiscriminatory and aware of emotional, personal, family, and cultural influences on patient well-being and patients' rights and choices for medical care</p> <p>Extends him/ herself to meet patient and family needs</p> <p>Maintains decorum even when patients or others behave inappropriately</p> <p>Shows sensitivity when discussing bad news, as appropriate</p> <p>Maintains composure and seeks consultation as necessary when working with challenging patients</p>

Element	Year 1	Year 2	Clerkships
<p>Communication and relationships with students, faculty, and staff:</p> <ul style="list-style-type: none"> <li>▪Teamwork</li> <li>▪Respect for diversity/ uniqueness</li> <li>▪Politeness/courtesy/ patience</li> <li>▪Manner/demeanor</li> <li>▪Maintains professional boundaries</li> </ul>	<p>Exhibits sensitivity to cultural differences among peers</p> <p>Demonstrates compassion for peers</p> <p>Maintains decorum within the classroom to promote a learning environment for classmates</p> <p>Speaks respectfully/ demonstrates respect for all specialties, disciplines and professions</p> <p>Maintains appropriate boundaries in work relationships</p> <p>Demonstrates positive attitude</p> <p>Attends to balance in personal and professional activities</p>	<p>Able to develop and sustain relationships with peers and team members</p> <p>Actively inclusive of others to achieve common educational and patient goals</p> <p>Examines the impact of own behavior on others and is cognizant of appropriate professional boundaries</p> <p>Appropriate appearance and hygiene at all times, in varying contexts</p>	<p>Recognizes that relationships between physicians and other healthcare workers are sometimes characterized by unequal power and these relationships should be treated responsibly</p> <p>Balances taking initiative and working with team</p> <p>Available to colleagues/ team</p> <p>Active and beneficial team member—modifies behavior according to dynamic nature of team activities</p> <p>Uses only respectfully objective language (avoids derogatory language)</p> <p>Any use of humor is appropriate to the situation and leaves no one uncomfortable</p> <p>Treats all medical staff with respect</p>

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<p>Reliability, responsibility:</p> <ul style="list-style-type: none"> <li>▪Accountability</li> <li>▪Punctuality</li> <li>▪Takes responsibility</li> <li>▪Organized</li> </ul>	<p>&gt; 95% attendance (minus excused absences) for all required small group activities</p> <p>Arrives on time and prepared for teaching activities</p> <p>Completes assignments in a timely fashion</p> <p>Fulfills obligations undertaken</p> <p>Absences rarely interfere with responsibilities</p> <p>Takes responsibility for shortcomings and areas for improvement</p> <p>Asks for and accepts feedback constructively</p> <p>Respectfully and tactfully questions unfair policies, procedures and practices</p>	<p>Accepts responsibility for errors</p> <p>Maintains composure in difficult situations</p> <p>Follows through on tasks undertaken</p> <p>Takes initiative, perseveres, and is able to prioritize and to manage time</p>	<p>Clarifies expectations and clinical responsibilities, including the student's role on the team</p> <p>Takes on appropriate share of team work</p> <p>Fulfills call duties and other clerkship responsibilities without prompting</p> <p>Reports accurately and fully on patient care activities</p> <p>Always ensures transfer of responsibility for patient care</p> <p>Informs supervisor/ team when mistakes occur or when faced with a conflict of interest</p> <p>Communicates with team regarding conflicting responsibilities</p> <p>Maintains personal control amidst adverse or trying circumstances</p> <p>Recognizes errors and impairments in peers and reports these to appropriate entities</p>

Element	Year 1	Year 2	Clerkships
<p>Commitment to Excellence: self improvement, adaptability, efforts to gather and respond to feedback:</p> <ul style="list-style-type: none"> <li>▪ Reflectiveness, personal awareness, and self-assessment</li> <li>▪ Seeks and responds to feedback</li> <li>▪ Responds to error</li> <li>▪ Recognizes limits</li> <li>▪ Lifelong learning</li> <li>▪ Deals with uncertainty</li> <li>▪ Excellence and scholarship</li> <li>▪ Wellness</li> </ul>	<p>Demonstrates ability to practice awareness and self reflection for lifelong personal and professional development</p> <p>Recognizes the impact of personal biases on professional conduct, including patience, empathy and awareness of cultural influences on patient well-being and patients' choices for medical care</p> <p>Actively solicits and incorporates feedback in a timely fashion</p> <p>Demonstrates caring, compassion and commitment to the physical and emotional wellness of self</p> <p>Strives for excellence</p> <p>Attends to balance in personal and professional activities</p> <p>Demonstrates a commitment to one's own physical and emotional health, recognizing its impact on professional conduct, including integrity, patience, empathy and concentration</p>	<p>Recognizes own limitations and seeks help</p> <p>Incorporates feedback to make changes in behavior</p> <p>Provides constructive feedback to improve instruction</p> <p>Proactively able to identify learning needs</p> <p>Demonstrates capacity for transforming experience into scholarship</p>	<p>Anticipates and prepares appropriately for all clerkship activities</p> <p>Strives to make evidence-based decisions when evidence is available</p> <p>Addresses own gaps in knowledge and/or skills</p> <p>Reads up on patient cases</p> <p>Manages uncertainty</p> <p>Formulates appropriate clinical questions</p> <p>Actively creates learning opportunities</p> <p>Pursues and commits to providing the highest quality of health care through lifelong learning, education and reflection</p>

Element	Year 1	Year 2	Clerkships
<p>Commitment to Excellence: improvement of systems and others, leadership, advocacy:</p> <ul style="list-style-type: none"> <li>▪ Provides feedback/teaching</li> <li>▪ People management</li> <li>▪ Leadership</li> <li>▪ Advocacy</li> <li>▪ Seeks and responds to results of an audit</li> <li>▪ Advance knowledge</li> </ul>	<p>Shares responsibility for group learning, feedback, and discussions</p> <p>Helps and teaches classmates</p> <p>Demonstrates caring, compassion and commitment to the physical and emotional wellness of others</p> <p>Actively participates in peer and faculty oral feedback sessions and written assessments</p> <p>Knows the important non-biological determinants of poor health</p> <p>Advocates for traditionally underserved populations</p> <p>Collaborates with communities to address the social and economic determinants of health</p>	<p>Assumes leadership roles</p> <p>Constructively approaches conflict resolution</p> <p>Shares responsibility for group learning, feedback, and discussions</p> <p>Shares responsibility for group learning, feedback</p> <p>Analogous to peer review process in hospitals, recognizes difficulties in peers and assists them in obtaining help or remediation</p> <p>Intervenes on behalf of colleagues when others behave unprofessionally; addresses unprofessional behavior</p>	<p>Respectfully and tactfully questions unfair policies, procedures, and practices in medical school or in the hospital</p> <p>Takes appropriate initiative for training level</p> <p>Uses constructive approaches for conflict resolution</p> <p>Demonstrates sensitivity to and actively addresses patients' needs</p> <p>Takes time and effort to explain information to patients</p> <p>Advocates on behalf of patients</p> <p>Identifies barriers to care</p>

Element	Year 1 - Sources of Evaluation	Year 2 - Sources of Evaluation	Sources of Clerkship Evaluation
	<p>Observation, feedback, evaluation and reflection by peers, faculty and self, using: videotape analysis, small group observation, triad interviewing with SPs, role plays, patient interviews with “bedside” observation</p> <ul style="list-style-type: none"> <li>▪ Ratings by SP final examinations</li> <li>▪ Micro CPX, min CPX and CPX exams</li> </ul>	<p>Observation, feedback, evaluation and reflection by peers, faculty and self, using: videotape analysis, small group observation, triad interviewing with SPs, role plays, patient interviews with “bedside” observation</p> <ul style="list-style-type: none"> <li>▪ Ratings by SP final examinations</li> <li>▪ Micro CPX, min CPX and CPX exams</li> </ul>	<p>360 degree evaluation, including members of interdisciplinary and multidisciplinary team -- RNs, MSW, peers, others</p>