

# **UMKC-SOM Climate of Professionalism Survey**

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## UMKC-SOM Climate of Professionalism Survey

**Directions:** Please rate the frequency that you have observed each group exhibiting each behavior during the past year.

Professionalism Behaviors	Medical Students				Residents				Faculty			
	Mostly	Often	Sometimes	Rarely	Mostly	Often	Sometimes	Rarely	Mostly	Often	Sometimes	Rarely
Show disrespect to patients, students, faculty, staff or other healthcare personnel												
Advocate for the well-being of patients, students, colleagues, the community and/or the medical profession												
Make selves look good at the expense of others												
Exceed expectations in patient care, class, conferences and/or rounds												
Finish their work and help others finish theirs												
Complain about professional obligations												
Lie to patients, professors, colleagues/peers or in the medical record												
Show respect and compassion toward patients, students, faculty, staff or other healthcare personnel												
Accurately and spontaneously report their own mistakes or uncertainties												
Ignore the unprofessional behavior of others												
Do just enough to get by in patient care, class, conferences and/or rounds												
Enjoy serving others												

The survey was developed by Louise E Arnold PhD, George S Thompson MD and Jennifer Quaintance, PhD at the University of Missouri-Kansas City School of Medicine and was funded in part by a grant from the Arnold P. Gold Foundation for Humanism in Medicine and by a Sarah Morrison Grant from UMKC-SOM. © 2008

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## UMKC-SOM Climate of Professionalism Survey

**Directions:** Please rate the frequency that most appropriately describes how your faculty supervisor/attending physician taught and modeled professional behavior over the past year.

<b>Professionalism Teaching Behaviors</b>	<b>My Faculty Supervisor</b>			
	<b>Mostly</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
Acts professionally in relating to patients, students, colleagues, and staff				
Teaches about professionalism				
Discusses his/her own strivings toward professionalism and his/her own shortcomings productively and sensitively				
Creates an environment of warmth and mutual respect in relating with students				
Is a good role model of professionalism for me to emulate				
Sets clear expectations for students' professional behavior				
Enforces those expectations				
Explicitly describes the way a student should relate to a patient in a difficult situation				
After describing the way a student should relate to a patient in a difficult situation, demonstrates that behavior for students				
After the demonstration, asks students what they saw and solicits their comments				

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## UMKC-SOM Climate of Professionalism Survey

**Directions:** Please rate the frequency that most appropriately describes how you taught and modeled professional behavior over the past year.

<b>Professionalism Teaching Behaviors Self-Assessment</b>	<b>Mostly</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
I aim to act professionally in relating to patients, students, colleagues, and staff				
I teach about professionalism				
I discuss my own strivings toward professionalism and my own shortcomings productively and sensitively				
I aim to create an environment of warmth and mutual respect in relating with students				
I am a good role model of professionalism for my students to emulate				
I set clear expectations for students' professional behavior				
I enforce those expectations				
I explicitly describe the way a student should relate to a patient in a difficult situation				
After I describe the way a student should relate to a patient in a difficult situation I explicitly demonstrate that behavior myself for students				
After the demonstration, I ask students what they saw and solicit their comments				

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