MD PROFESSIONAL BEHAVIOUR ASSESSMENT

High standards of professional behaviours are essential for doctors, and also for medical students who are often viewed by the community as having similar positions of trust and integrity. Medical students have certain privileges and responsibilities due to the nature of their studies including interactions with patients and having access to private and confidential information. By awarding a medical degree, UWA is confirming that their medical graduates are capable of undertaking clinical training. **All MD units have professional behaviour outcomes and assessment components; these are aligned with the progression rules** ([http://handbooks.uwa.edu.au/courses/coursedetails?id=c337](http://handbooks.uwa.edu.au/courses/coursedetails?id=c337)).

A Professional Behaviour Assessment process is important so that:

1. The student may be given clear information about any problems identified so they have the opportunity to reflect, remediate and improve.
2. Faculty can identify behaviours which may require student support, remediation or sanctions.

**Identifying exemplary, concerning or unsatisfactory behaviours is essential for ensuring graduates of the UWA MD program are of the highest calibre.**

Attendance and participation are also elements of professional behaviour. Students are expected to attend all required clinical and educational experiences unless they have professional justification (medical certificate, approval from the Student Affairs Office etc.).

For further information regarding professional behaviour please refer to the Faculty Policy [http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour](http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour)

The FMDHS Policy should be read in conjunction with the [UWA Regulations for Student Conduct and Discipline](http://www.governance.uwa.edu.au/regulations/student-conduct/appeals) and [UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct](http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour).
PROCESS

Assessors/Supervisors/Mentors

- For the majority of students with no professionalism concerns identified the Global Professional Assessment parts of the Professional Behaviour Assessment form (PBA, page 7) for Foundations/Systems or the Clinical Professional Rating forms (CPR, pages 8-10) for Integrated Medical Practice can be completed using ‘Meets Expectations’ as part of the Summative Assessment of a student’s professional behaviour by the senior supervising clinician. Students can receive a copy of the form.

  In the absence of any documented professionalism concerns, the assumption will be that the student ‘Meets expectations’. Supervisors of large student groups may provide a list of students who meet professional expectations to the unit coordinator rather than complete individual professional assessment forms.

- Clinical mentors provide annual formative assessments as part of the clinical mentoring program. If a mentor judges that a student ‘Needs Assistance’ the Mentoring Program coordinator will be notified and the student and mentor contacted to determine if there are professionalism issues.

- Those students identified as demonstrating exemplary behaviour should have ‘Exceeds Expectations’ ticked on the Global Professional Assessment parts of the Professional Behaviour Assessment form (PBA) for Foundations/Systems, or the Clinical Professional Rating form (CPR) for Integrated Medical Practice. The supervising clinician needs to provide a short comment in the section ‘Areas done especially well’ with the reason for the student exceeding professionalism expectations. The completed PBA/CPR forms are then given to the student to be used as Professional assets in their e-Portfolio.

- Those students identified as having ‘Unsatisfactory’ or ‘Possible Concern’ must have a Structured Professionalism Assessment Note (SPAN, page 12) completed. The SPAN can be completed by any teaching or clinical staff at any time to document examples of concerning or unsatisfactory behaviour and provide feedback/suggested remediation to the student.

  The SPAN contains examples of professional behaviour to assist in recognising professionalism variances. If an assessor is unsure about rating the student’s professional behaviour, this may be discussed with the Discipline/Unit Academic coordinator or senior colleague prior to completing the form. It is generally preferable to provide the student with specific feedback about their professional assessment as close to the time it occurred as possible.

  If the SPAN rating is:

  - ‘Possible concerns’- this rating is used when the assessor is concerned about the behaviour but unsure whether it is unacceptable.
  - ‘Unsatisfactory’- if the assessor believes the performance is below that expected and is inappropriate or inadequate behaviour for a medical student.

  The person who completes the SPAN sends it to the Professional Development Admin. coordinator: mdprofassess-fmdhs@uwa.edu.au, Ph: 6488 5075, Fax: 6488 6879.

- Discipline and Unit coordinators are notified by the Professional Development Admin. coordinator to review all SPAN with ‘Unsatisfactory’ or ‘Possible Concern’ and complete the Professionalism Assessment Review and Decision form (page 13). The professionalism rating for these students is confirmed when the Professionalism Assessment Review and Decision form has been completed.

- A copy of the SPAN can be given to the student.
Discipline and Unit coordinators

- The Discipline/Unit coordinators review all Structured Professional Assessment Notes (SPANs) and complete a Professional Assessment Review and Decision form (page 13). For any students with an ‘Unsatisfactory’ or ‘Possible Concern’ rating, the Discipline/Unit coordinators will review the incident, usually interview the student, and decide whether it constitutes unsatisfactory professional behaviour. Further advice on decisions or process can be obtained from the Professional Development/Mentoring coordinator and/or MD Program Director if required.

- At this point, the concern may not be substantiated and no further action will be taken. The Discipline/Unit coordinators will update the Professional Development Admin. coordinator using the Professionalism Assessment Review and Decision form. The Professional Development Admin. coordinator will ensure the student is informed.

- For any substantiated episodes of unsatisfactory professional behaviour, the Discipline and Unit coordinators will confirm a diagnostic and action plan for remediation and support with the student. The student will be monitored and reassessed in the remainder of the unit. The Professional Development Admin. coordinator will ensure the Year Sub-Dean is notified that the student is being monitored.

- For any episode of possible Major Misconduct (as defined in the Professional Behaviour Policy www.meddent.uwa.edu.au/teaching/policies/professional-behaviour) Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with ‘Unsatisfactory—possible major professionalism breach, PBAP’, and send to Professional Development Admin. coordinator. Professional Development Admin. coordinator ensures that Assoc. Dean for Student Affairs is informed.

- If the student has repeated episodes of professionalism concerns refer to Checklists- Recurrent Unsatisfactory Professionalism (page 5).
CHECKLISTS:

‘Typical’ student- no professionalism concerns identified

- Global Professionalism Assessment ‘Meets expectations’ completed as required on PBA/CPR form, feedback given to student, completed PBA/CPR forms given to Unit/Discipline coordinator for documentation; OR:
- For large student cohorts in the preclinical setting, list of students who meet expectations given to Unit/Discipline coordinator for documentation.

‘Exceeds expectations’ professional behaviour

- Assessor/Supervisor identifies student who ‘Exceeds Expectations’
- Assessor/Supervisor completes PBA/CPR form and provides a short comment in the section ‘Areas done especially well’ with the reason for the student exceeding professionalism expectations.
- The completed PBA/CPR forms are then given to the student to be used as Professional assets in their e-Portfolio.

‘Possible concern’ or ‘Unsatisfactory’ student professional behaviour- SPAN can be completed by any teaching or clinical staff at any time

- Assessor/Supervisor identifies student with ‘Possible concern’ or ‘Unsatisfactory’ professional behaviour
- Structured Professional Assessment Note (SPAN) + PBA/CPR to be completed by Assessor/Supervisor and sent to Professional Development Admin. coordinator: mdprofassign-fmdhs@uwa.edu.au, Ph: 6488 5075, Fax: 6488 6879
- Professional Development Admin. coordinator notifies Discipline/Unit coordinators to review the SPAN and any other relevant information
- Discipline and Unit coordinators review SPAN and complete the Professionalism Assessment Review and Decision form; this process will usually involve meeting the student.

Option A: Discipline/Unit coordinators confirm that concern not substantiated- the student ‘Meets expectations’

- Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with ‘Meets expectations’, and sends to Professional Development Admin. coordinator
- Professional Development Admin. coordinator confirms student informed.

Option B: Discipline/Unit coordinators determine possible ‘Major Misconduct’ (as per PBAP [www.meddent.uwa.edu.au/teaching/policies/professional-behaviour])

- Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with ‘Unsatisfactory- possible major professionalism breach, PBAP’, and send to Professional Development Admin. coordinator
- Professional Development Admin. coordinator ensures that Assoc. Dean for Student Affairs and the Year Sub-Dean is informed as the student will be monitored for the remainder of the year.
- Student informed as per PBAP.
Option C: Discipline/Unit coordinators confirm Student ‘Unsatisfactory’ professionalism behaviour

- Discipline/Unit coordinators inform the student and confirm a diagnostic and action plan for student remediation and/or support
- Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with ‘Unsatisfactory’, and send to Professional Development Admin. coordinator
- Discipline/Unit coordinators discuss the student with the Year Sub-Dean as the student will be monitored for the remainder of the year.

Option D: Discipline and Unit coordinators confirm Student ‘Possible concern’ professionalism behaviour

- Discipline/Unit coordinators inform the student and confirm a plan with the student for remediation and/or support
- Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with ‘Possible concern’, and send to Professional Development Admin. coordinator
- Discipline/Unit coordinators discuss the student with the Year Sub-Dean as the student will be monitored for the remainder of the year.

Recurrent ‘Unsatisfactory’ professionalism

For any first instances of substantiated episodes of unsatisfactory professional behaviour during a unit, the Discipline/Unit coordinators inform the student and develop a diagnostic and action plan for student remediation and/or support. The Discipline/Unit coordinators will complete a Professionalism Assessment Review and Decision form and discuss the student with the Year Sub-Dean as the student will be monitored and reassessed in the remainder of the unit (Option C).

If a student has a second SPAN form submitted within the unit, in addition:

- The Discipline/Unit coordinators and the Professional Development/Mentoring (PDM) coordinator will review the student’s SPAN, Professionalism Assessment Review and Decision forms and progress to date.
- If an Option B, C or D decision is pending, the student will be offered an interview with the Discipline/Unit coordinator +/- Professional Development/Mentoring (PDM) coordinator to explain any extenuating circumstances etc.
- If Options B or C are confirmed
  - Discipline/Unit coordinators will discuss the student with the Year Sub-Dean and inform Assoc. Dean Student Affairs and Professional Development/Mentoring (PDM) coordinator as the student will be closely monitored for the remainder of the year
  - Discipline/Unit coordinators complete a Professionalism Assessment Review and Decision form and send to the Professional Development Admin. coordinator as this will be recorded either ‘Unsatisfactory’ or ‘Unsatisfactory- possible major professionalism breach, PBAP’
  - The Professional Development Admin. coordinator will ensure that the student is informed that if they have a further unsatisfactory professional behaviour assessment in the same unit they will be discussed at the relevant Board of Examiners meeting. For students with three unsatisfactory professional behaviour assessments in the same unit, the usual penalty will be failure of the unit.
If a student has a third SPAN form submitted within the unit, in addition:

- The Discipline/Unit coordinators, Year Sub-Dean, Professional Development/Mentoring (PDM) coordinator +/- Course Director will review the student’s SPAN, Professionalism Assessment Review and Decision forms in addition to the student’s previous remediation and support and progress to date.
- If an Option B, C or D decision is pending, the student will be offered an interview with the Discipline/Unit coordinator + Professional Development/Mentoring (PDM) coordinator +/- Course Director to explain any extenuating circumstances etc.
- If Options B or C are confirmed
  - the Discipline/Unit coordinator informs the Course Director and year Sub-Dean
  - Discipline/Unit coordinators complete a Professionalism Assessment Review and Decision form and sends to the Professional Development Admin. coordinator as this will be recorded either ‘Unsatisfactory’ or ‘Unsatisfactory- possible major professionalism breach, PBAP’
  - the Professional Development Admin. coordinator informs the Manager of Student Affairs to list the student for discussion at the relevant Board of Examiners meeting. For students with three unsatisfactory professional behaviour assessments in the same unit, the usual penalty will be failure of the unit.

If a student has substantiated episodes of unsatisfactory behaviour over more than 1 unit:

- The Professional Development Admin. coordinator will notify the PDM coordinator and arrange for the student to meet the PDM coordinator
- If there is evidence of a recalcitrant pattern of behaviour, the PDM coordinator will use the PBAP process and advise the Professional Behaviour Advisory Panel.
### UWA MD Foundations and Systems

#### Professional Behaviour Assessment (PBA)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
</tr>
</thead>
</table>

#### Module
- Clinical/CEL
- Supervisor/Tutor

#### Global Professional Assessment (including Attendance)

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Possible Concern</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated inadequate or inappropriate professional behaviour or attendance</td>
<td>Concerning behaviour or attendance but unsure whether unacceptable</td>
<td>1. Self-Professionalism: honest, dependable, recognises limitations and seeks respect, empathic and seeks 2. Relates to others: works effectively in a team, practices safely, honest and integrity in work, punctual, good attendance</td>
<td>Exemplary behaviour above and beyond expectations</td>
</tr>
</tbody>
</table>

*Complete SPAN*

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| | | | |

**Suggestions for development/remediation**

**Areas done especially well**

This assessment has been based on: □ Close personal observation □ General Impressions □ Observations by others (specify)

Supervisor/Tutor’s Signature: ___________________________ Date: ___________________________

**NOTE TO ASSESSORS:** This form should be completed by the Senior Supervising Clinician/Tutor. For practical reasons the form may be completed by another person supervising the student, but MUST be counter-signed by the senior supervisor. Signatures of assessors must be clearly identified by capital letter printing. If the student is attached to more than one team/unit then each supervising clinician/tutor must complete a form. Please complete honestly and accurately – this is one of a number of assessments and will be used to document competence and help address deficiencies.
# UWA MD Integrated Medical Practice 1

## Clinical and Professional Rating (CPR)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Attachment (circle)</th>
<th>General Practice</th>
<th>Geriatric Medicine</th>
<th>Rheumatology</th>
<th>General Surgery</th>
<th>Psychiatry</th>
<th>Internal Medicine</th>
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</table>

<table>
<thead>
<tr>
<th>Hospital site/clinical area</th>
<th>Supervisor/Team</th>
<th>Rotation number (circle)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</table>

## Section 1. Global Professional Assessment (including Attendance)

<table>
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<th>Possible Concern</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th><em>Complete a Structured Professionalism Assessment Note (SPAN)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>See descriptors overleaf</td>
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## Section 2. Assessment of Clinical Abilities

<table>
<thead>
<tr>
<th>See descriptors overleaf</th>
<th>Unsatisfactory</th>
<th>Possible Concern</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
<th>Not Assessed/Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Clinical Assessment</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
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<tr>
<td>Diagnostic Reasoning</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Management</td>
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<tr>
<td>Care Planning &amp; Follow-Up</td>
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<tr>
<td>Case Presentation skills</td>
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<tr>
<td>Communication skills</td>
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### Suggestions for development/remediation

### Areas done especially well

This assessment has been based on:

- ☐ Close personal observation
- ☐ General Impressions
- ☐ Observations by others (specify)_____________________________________

Supervising Clinician’s Signature: ____________________ Date: ______________

**NOTE TO ASSESSORS:** This form should be completed by the Senior Supervising Clinician. For practical reasons the form may be completed by another person supervising the student, but MUST be counter-signed by the senior supervisor. Signatures of assessors must be clearly identified by capital letter printing. If the student is attached to more than one team/unit then each supervising clinician must complete a form. Please complete honestly and accurately – this is one of a number of assessments used to document competence and help address deficiencies.
# UWA MD Integrated Medical Practice 2

## Clinical and Professional Rating (CPR)

<table>
<thead>
<tr>
<th>Attachment (circle)</th>
<th>Pediatrics</th>
<th>Obs &amp; Gynae</th>
<th>Internal Medicine</th>
<th>Surgery</th>
<th>Psychiatry</th>
<th>General Practice/Ophthalmology</th>
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</thead>
</table>

### Hospital site/clinical area

### Supervisor/Team

### Rotation number (circle)

#### Section 1. Global Professional Assessment (including Attendance)

<table>
<thead>
<tr>
<th>Global Professional Assessment (including Attendance)</th>
<th>Unsatisfactory <em>Must Justify Complete SPAN</em></th>
<th>Possible Concern <em>Must Justify Complete SPAN</em></th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th><em>Complete a Structured Professionalism Assessment Note (SPAN)</em></th>
</tr>
</thead>
</table>

#### Section 2. Assessment of Clinical Abilities

<table>
<thead>
<tr>
<th>See descriptors overleaf</th>
<th>Unsatisfactory <em>Must Justify</em></th>
<th>Possible Concern <em>Must Justify</em></th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
<th>Not Assessed/Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Clinical Assessment</td>
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<tr>
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<tr>
<td>Case Presentation skills</td>
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<td>Communication skills</td>
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</table>

### Suggestions for development/remediation

### Areas done especially well

This assessment has been based on:
- ☐ Close personal observation
- ☐ General Impressions
- ☐ Observations by others (specify)______________________________

Supervising Clinician’s Signature: ____________________________ Date: ________________________

### NOTE TO ASSESSORS:

This form should be completed by the Senior Supervising Clinician. For practical reasons the form may be completed by another person supervising the student, but MUST be counter-signed by the senior supervisor. Signatures of assessors must be clearly identified by capital letter printing. If the student is attached to more than one team/unit then each supervising clinician must complete a form. Please complete honestly and accurately – this is one of a number of assessments used to document competence and help address deficiencies.
# UWA MD Integrated Medical Practice 3

## Clinical and Professional Rating (CPR)

### Section 1. Global Professional Assessment (including Attendance)

<table>
<thead>
<tr>
<th>Global Professional Assessment (including Attendance)</th>
<th>Unsatisfactory</th>
<th>Possible Concern</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>* Complete a Structured Professionalism Assessment Note (SPAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See descriptors overleaf</td>
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### Section 2. Assessment of Clinical Abilities

<table>
<thead>
<tr>
<th>See descriptors overleaf</th>
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<th>Meets Expectations</th>
<th>Exceeds expectations</th>
<th>Not Assessed/Not Applicable</th>
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<tbody>
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<tr>
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<tr>
<td>Communication skills</td>
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</table>

**Suggestions for development/remediation**

**Areas done especially well**

This assessment has been based on: ☐ Close personal observation ☐ General Impressions ☐ Observations by others (specify)__________________________

Supervising Clinician’s Signature: __________________ Date: __________________

**NOTE TO ASSESSORS:** This form should be completed by the Senior Supervising Clinician. For practical reasons the form may be completed by another person supervising the student, but MUST be counter-signed by the senior supervisor. Signatures of assessors must be clearly identified by capital letter printing. If the student is attached to more than one team/unit then each supervising clinician must complete a form. Please complete honestly and accurately – this is one of a number of assessments used to document competence and help address deficiencies.
## MARKING GUIDE

### UWA MD Integrated Medical Practice

Clinical & Professional Rating Form

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory*</th>
<th>Possible Concern *</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
</table>
| **Clinical Assessment** | Disorganised, misses core clinical features, lacking in breadth, detail and insight needed for safe assessment of patients | Aspects disorganised, misses some clinical features, insufficient breadth or detail in some areas raising concern about safety | 1. Able to elicit information relevant to presenting complaint  
2. Cover main categories including lifestyle and social factors where relevant  
3. Identification of relevant signs, including serious illness requiring critical care | Exemplary with performance at the level of a graduate doctor |
| **Diagnostic Reasoning** | Unable to identify problems or formulate any appropriate diagnosis | Problem list has some inadequacies; formulation broad, not prioritised and not targeted to the actual patient. | 1. Identifies a detailed and appropriate problem list  
2. Formulates a diagnosis and differential diagnoses relevant to a patient | Formulation exemplary with performance at the level of a graduate doctor |
| **Management**          | Unsafe or dangerous care; Unable to advise/perform or interpret appropriate investigations; unable to propose relevant or appropriate management plan | Significant gaps in the management plan which raise concerns for safe care | 1. Investigations appropriate to the possible diagnoses are advised and can be performed/interpreted  
2. Appropriate treatment for problem list is discussed  
3. Appropriate referral is considered  
4. Provides appropriate health-promoting advice  
5. Patient appropriately involved in management | Exemplary and insightful with performance at the level of a graduate doctor |
| **Follow up & Care Planning** | Unable to identify need for or type of ongoing care or follow up required | Significant gaps in the identification of ongoing care or follow up requirements | 1. Knows what follow-up is required and in what timeframe  
2. Knows the relevant services available for follow-up  
3. Appropriate care planning and follow up is advised | Exemplary with performance at the level of a graduate doctor |
| **Case Presentation Skills** | Unable to provide an organised, accurate or coherent presentation | Significant gaps in terms of safety, organisation, accuracy, coherence or presentation | 1. Succinct presentation containing key information  
2. Includes problem formulation, prioritized and relevant differential diagnosis and proposed management | Exemplary performance at the level of a graduate. |
| **Communication Skills** | Unable to establish meaningful rapport, inadequate or inappropriate use of verbal and non-verbal language, inadequate explanations, summary or closure | Gaps in one or more of rapport, responsiveness, use of verbal and non-verbal language, explanations summary or closure | 1. Establishes rapport, including being responsive to culture/ context  
2. Uses appropriate verbal and non-verbal language with: Active listening; appropriate language; eye contact; open body posture; expressed warmth; cue identification.  
3. Clearly explains clinical exam and permission clearly sought  
4. Summarises accurately and succinctly  
5. Deals skilfully with patient’s feelings, emotions and expectations  
6. Provides closure, eliciting patient understanding, inviting questions | Communication exemplary with performance at the level of a graduate doctor |
| **Global Professional Assessment** | *Complete SPAN* Demonstrated inadequate or inappropriate professional behaviour or attendance | *Complete SPAN* Concerning behaviour or attendance but unsure whether unacceptable | 1. Self-Professionality: honest, dependable, recognises limitations  
2. Relates to others: respect, empathic and seeks appropriate consent  
3. Systems: works effectively in a team, provides safe care, honesty and integrity in work, punctual, attends | Exemplary behaviour above and beyond expectations |
**MD Structured Professional Assessment Note (SPAN) (MD Years 1-4)**

*To be completed by a member of the clinical or teaching staff if ‘Possible concern’ or ‘Unsatisfactory’ Professional Behaviour is noted.*

<table>
<thead>
<tr>
<th>Assessor Name:</th>
<th>Assessor Contact (email/ph):</th>
<th>Date of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Number:</th>
<th>MD Year</th>
<th>Unit/Rotation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
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</tbody>
</table>

*Please note the examples are not exhaustive*

**Self-Professional Behaviour:** Honest, dependable, fulfils academic/clinical commitments
- Seeks and responds appropriately to feedback, displays reflective practice
- Recognises own abilities and limitations
- Takes appropriate action if own health problems are affecting their work

**Relating to others:** Displays appropriate respect for rights, roles, abilities, cultural values and beliefs of others (patients, relatives and carers, the public, other health care professionals, teaching staff, peers)
- Displays empathic and caring behaviour towards patients, relatives and carers
- Displays student professionalism in educational and health care settings incl. identify themselves as medical students, ensures appropriate consent is obtained prior to their involvement in patient care, observes professional boundaries

**Systems / work based professional behaviour:** Works effectively within a team (clinical and non-clinical)
- e.g. takes appropriate responsibility, takes suitable action if concerns about professionalism of others, collaborative.
- Complies with the rules and regulations of the medical school, hospital or other health care provider including dress code/ grooming, patient/ health information confidentiality and privacy, the use of social media. Displays honesty and originality in their academic or clinical work (plagiarism).
- Displays safety in the clinical environment (e.g. infection control/biological hazards), alerts health care professionals if patient safety concerns identified.

**Other professional behaviour concerns including ATTENDANCE / PARTICIPATION (please specify)**

**Action Plan (e.g. Remediation goals, mechanism to improve, time frame)**

*Comments: It is essential to provide specific details of any professional behaviour to document ‘Possible concern’ or ‘Unsatisfactory’*

Assessor Name/Sign

Please send completed form to the Professional Development Admin coordinator: mdprofassess-fmdhs@uwa.edu.au, P: 6488 5075, Fax: 6488 6879
# UWA MD Professional Assessment REVIEW + DECISION (MD Years 1-4)

<table>
<thead>
<tr>
<th>Names of persons completing REVIEW + DECISION form:</th>
<th>Student Name:</th>
<th>Prev. ‘Unsatisfactory’ or ‘Possible Concern’ SPAN forms: Y / N</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>IF Y- details:</td>
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<td>Student Number:</td>
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<tr>
<th>Best contact (email/ph):</th>
<th>MD Year</th>
<th>Student interviewed: Y / N</th>
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<td>1 2 3 4</td>
<td>IF Y- date:</td>
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<tr>
<th>Date SPAN form received:</th>
<th>Unit/Rotation:</th>
<th>PROFESSIONAL ASSESSMENT REVIEW/DECISION completed date:</th>
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<tr>
<th>Initial Assessor SPAN (please circle):</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Possible Concern</td>
<td></td>
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<tr>
<td>Unsatisfactory</td>
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</table>

Self-Professional Behaviour:

Relating to others:

Systems / work based professional behaviour:

Other professional behaviour concerns including ATTENDANCE/ PARTICIPATION (please specify):

Proposed Action Plan (e.g. Remediation goals, mechanism to improve, time frame):

If 1st REVIEW within 1 unit: Decision made by Discipline/Unit coordinator
- Please circle: Meets expectations (option A) Unsatisfactory (option B) Unsatisfactory (option C) Possible Concern (Option D)

If 2nd REVIEW within 1 unit: Decision made by Discipline/Unit coordinator + PDM coordinator
- Please circle: Meets expectations (option A) Unsatisfactory (option B) Unsatisfactory (option C) Possible Concern (Option D)

If 3rd REVIEW within 1 unit: Decision made by Discipline/Unit coordinator + PDM coordinator + Year Sub-Dean +/-Course Director
- Please circle: Meets expectations (option A) Unsatisfactory (option B) Unsatisfactory (option C) Possible Concern (Option D)

Please send completed form to the Professional Development Admin coordinator: mdprofassess-fmdhs@uwa.edu.au, P: 6488 5075, Fax: 6488 6879
Templates for correspondence:

Letter to Student – Invitation to interview (1st SPAN in a unit)

Date/Month/Year

Student Name & Address

RE: Structured Professional Assessment Note (SPAN) - Possible concern or Unsatisfactory. Request for meeting.

Dear (Name of Student),

As <Discipline/Unit coordinator of X>, I am writing to you in regards to a SPAN which has been brought to my attention, a copy of which is enclosed. Students have the opportunity to meet and discuss their circumstances and perspective on this issue with the <either or both the Discipline/Unit coordinator> before a final decision is made on their professionalism. As such, I invite you to meet with <me/us> to discuss the matter further. A meeting has been set up for this purpose, the details of which are provided below <minimum 5 days notice req’d>.

Date: Time:
Place:
Contact: <insert details of staff member student should contact, if necessary>

Confirmation of your attendance is required by return email <insert no. of days notice> in advance of the scheduled meeting. You may be also be accompanied by a support person to the meeting. For example, this may include a representative from your student society, a friend or family member.

Please note that if you fail to attend the meeting, the matter will be considered in your absence.

Yours sincerely <Discipline/Unit coordinator of X>

cc Professional Development Admin. coordinator: mdprofassess-fmdhs@uwa.edu.au

For further information regarding professional behaviour please refer to the Faculty Policy http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour
The FMDHS Policy should be read in conjunction with the UWA Regulations for Student Conduct and Discipline and UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct.
Letter to Student – Invitation to interview (2\textsuperscript{nd} SPAN in a unit)

Date/Month/Year

Student Name & Address

RE: Structured Professional Assessment Note (SPAN) – 2\textsuperscript{nd} Possible concern or Unsatisfactory. Request for meeting.

Dear (Name of Student),

As <Discipline/Unit coordinator of X>, I am writing to you in regards to a SPAN which has been brought to my attention, a copy of which is enclosed. Students have the opportunity to meet and discuss their circumstances and perspective on this issue with the <Discipline and/or Unit and/or PDM coordinators > before a final decision is made on their professionalism. As such, I invite you to meet with <me/us> to discuss the matter further. A meeting has been set up for this purpose, the details of which are provided below <minimum 5 days notice req’d>.

Date: Time:  
Place:  
Contact: <insert details of staff member student should contact, if necessary>

Confirmation of your attendance is required by return email <insert no. of days notice> in advance of the scheduled meeting. You may be also be accompanied by a support person to the meeting. For example, this may include a representative from your student society, a friend or family member.

Please note that if you fail to attend the meeting, the matter will be considered in your absence. Students with three unsatisfactory professional behaviour assessments in the same unit will be discussed at the BOE and may fail the unit.

Yours sincerely  
<Discipline/Unit coordinator of X>  

cc Professional Development Admin. coordinator: mdprofassess-fmdhs@uwa.edu.au

For further information regarding professional behaviour please refer to the Faculty Policy  
http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour

The FMDHS Policy should be read in conjunction with the UWA Regulations for Student Conduct and Discipline and UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct.  
Letter to Student – Invitation to interview (3rd SPAN in a unit)

Date/Month/Year

Student Name & Address

RE: Structured Professional Assessment Note (SPAN) – 3rd Possible concern or Unsatisfactory. Request for meeting.

Dear (Name of Student),

As <Discipline/Unit coordinator of X>, I am writing to you in regards to a SPAN which has been brought to my attention, a copy of which is enclosed. Students have the opportunity to meet and discuss their circumstances and perspective on this issue with the <Discipline and/or Unit and/or PDM coordinators and/or Course Director> before a final decision is made on their professionalism. As such, I invite you to meet with <me/us> to discuss the matter further. A meeting has been set up for this purpose, the details of which are provided below <minimum 5 days notice req’d>.

Date: Time:
Place:
Contact: <insert details of staff member student should contact, if necessary>

Confirmation of your attendance is required by return email <insert no. of days notice> in advance of the scheduled meeting. You may be also be accompanied by a support person to the meeting. For example, this may include a representative from your student society, a friend or family member.

Please note that if you fail to attend the meeting, the matter will be considered in your absence. Students with three unsatisfactory professional behaviour assessments in the same unit will be discussed at the BOE and may fail the unit.

Yours sincerely

<Discipline/Unit coordinator of X>

cc Professional Development Admin. coordinator: mdprofassess-fmdhs@uwa.edu.au

For further information regarding professional behaviour please refer to the Faculty Policy
http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour
The FMDHS Policy should be read in conjunction with the UWA Regulations for Student Conduct and Discipline and UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct.
Letter to Student – Outcome interview SPAN notification in a unit

Date/Month/Year
Name & Address

RE: Outcome of meeting on SPAN Possible concern or Unsatisfactory

Dear (Name of Student),
As <Discipline/Unit coordinator of X or Professional Development Admin. coordinator >, I am writing to you in regards to the SPAN, a copy of which is enclosed.

After <reviewing the SPAN/meeting with you>, the Faculty have decided that:

**Option A:** the concern was not substantiated, and that you have met professionalism expectations.

cc: Professional Development Admin. coordinator mdprofassess-fmdhs@uwa.edu.au

The Professional Development Admin. coordinator informs the student if this has not occurred via <Discipline/Unit coordinator of X>

**Option B:** the SPAN correctly identified ‘Unsatisfactory’ professionalism behaviour and the <Discipline/Unit coordinator> determined a possible ‘Major Professionalism’ breach; follow up will be as per PBAP (www.meddent.uwa.edu.au/teaching/policies/professional-behaviour). The Assoc. Dean for Student Affairs will be informed. The Year Sub-Dean will be informed as you will be monitored for the remainder of the year.

Students with three unsatisfactory professional behaviour assessments in the same unit will be discussed at the BOE and may fail the unit.

cc: Professional Development Admin. coordinator mdprofassess-fmdhs@uwa.edu.au
cc: Dean for Student Affairs
cc: Year Sub-Dean

**Option C:** the SPAN correctly identified ‘Unsatisfactory’ professionalism behaviour. The following is a plan for your remediation and/or support....

The Year Sub-Dean will be informed as you will be monitored for the remainder of the year.

Students with three unsatisfactory professional behaviour assessments in the same unit will be discussed at the BOE and may fail the unit.

cc: Professional Development Admin. coordinator mdprofassess-fmdhs@uwa.edu.au
cc: Year Sub-Dean
**Option D:** this is ‘Possibly concerning’ professionalism behaviour. The following is a plan for your remediation and/or support....

The Year Sub-Dean will be informed as you will be monitored for the remainder of the year. **Students with three unsatisfactory professional behaviour assessments in the same unit will be discussed at the BOE and may fail the unit.**

cc: Professional Development Admin. coordinator mdprofassess-fmdhs@uwa.edu.au
cc: Year Sub-Dean

Yours sincerely,

<Discipline/Unit coordinator of X>

For further information regarding professional behaviour please refer to the Faculty Policy [http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour](http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour)

The FMDHS Policy should be read in conjunction with the [UWA Regulations for Student Conduct and Discipline](http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour) and [UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct](http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour).

Letter to Student – Outcome interview SPAN notification in a unit

Date/Month/Year
Name & Address

RE: Outcome of meeting on SPAN Possible concern or Unsatisfactory (2nd or 3rd within same unit)

Dear (Name of Student),
As <Discipline/Unit coordinator of X / Professional Development coordinator/ Course Director>, I am writing to you in regards to the SPAN, a copy of which is enclosed.

Unless Option A (concern not substantiated) chosen, the main body of letter should be individualised to include:
1. Previous professionalism concerns and remediation/ support provided
2. Specifics of concerns identified and remediation/ support to be provided. If this is the 3rd unsatisfactory then document that this will go to the Manager of Student Affairs.
3. Pastoral care/support information

Yours sincerely,

<Discipline/Unit coordinator of X/ Professional Development coordinator/ Course Director>

For further information regarding professional behaviour please refer to the Faculty Policy http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour
The FMDHS Policy should be read in conjunction with the UWA Regulations for Student Conduct and Discipline and UWA Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct.

cc: Professional Development Admin. coordinator mdprofassess-fmdhs@uwa.edu.au
cc: Dean for Student Affairs
cc: Year Sub-Dean
cc: If 3rd ‘Unsatisfactory’ then Manager of Student Affairs note for discussion at BOE.