

## Description of the UT Southwestern Institutional Physicianship Evaluation Form

Professionalism is a core competency for UT Southwestern medical students and is fundamental to the practice of medicine.

Students are expected to demonstrate adequate professional and personal attributes both within and outside the boundaries of a course or clerkship. If inadequate professional behaviors are noted outside of course work or clinical experiences but in the context of their role as a medical student at UT Southwestern, students will be subject to receiving an Institutional Physicianship Form from the central educational administration. Concerns will be summarized and the form will be completed by the Associate Dean for Student Affairs, rather than course or clerkship directors. Therefore, this category of evaluation is called "Institutional Physicianship." The evaluation describes areas in which improvement in professional performance is needed, and is parallel to and includes the standard physicianship evaluation criteria: ability to meet professional responsibilities; ability to improve and adapt; and ability to establish adequate relationships with faculty and administrative personnel.

The following examples describe the kinds of behavior that would warrant an institutional professionalism evaluation: a student does not respond in a reasonable manner to multiple communications from the Offices of Curriculum/Medical Education, Student Affairs or his/her College mentor; a student does not meet the requirements that are in place to progress to clinical responsibility, including but not limited to receiving required immunizations, completed necessary training, and scheduling and completing USMLE Step 1 and Step 2 by the required dates; a student repeatedly and after feedback is disrespectful to staff.

Rapid, timely feedback to students is a goal of this evaluation process and will be prioritized whenever information becomes available. An institutional physicianship evaluation will be completed and submitted after attempts to give the student feedback about these issues have been unsuccessful. Such feedback, though strongly encouraged, is not required in order to submit an institutional physicianship evaluation. The Associate Dean for Student Affairs will meet with the student to discuss ways in which unprofessional behavior can be improved, thus allowing the student adequate opportunity to make appropriate changes. To document this process, the student will sign and date the form and may respond to the evaluation by providing additional information.

If after discussion with the course director and Associate Dean for Student Affairs, a student disagrees with the assessment of the behaviors/situation, he/she may request a review by a committee of students and faculty appointed by the Dean. In the case of an appeal, the ad hoc committee will have access to any previous physicianship forms in the student's record and may consider that history in their decision. If the committee determines that the behavior under consideration does not warrant a physicianship form, the decision will be final.

The academic consequence of receiving an institutional physicianship evaluation is the same as receiving a physicianship evaluation from a course or clerkship director. If a first or second-year student receives one or more physicianship evaluations, s/he meets with the associate dean for counseling and remediation. Reference to these sessions is not made in the Medical Student Performance Evaluation (MSPE). However, if a student receives two or more physicianship evaluations in the pre-clinical years and subsequently receives one or more physicianship evaluations in the third or fourth years, or receives two or more professionalism evaluations in years 3 or 4, then issues concerning the student's professional behavior are mentioned in the MSPE. Should a student receive a second professionalism evaluation in years 3 or 4 after the MSPE has been transmitted, the school will notify residency program directors of the ongoing concerns about performance in the domain of professionalism.

Students who receive two or more physicianship evaluations in the clinical years (or more than 1 physicianship evaluation in the pre-clinical years and then an additional one in years 3 or 4) will be placed on academic probation and will be referred to the Student Promotions Committee (SPC) for review of the deficiencies and issues are mentioned in the MSPE as described above (unless deemed otherwise by the SPC).

If you have questions about the institutional professionalism process or evaluation criteria, please contact Associate Dean for Student Affairs at (214) 648-2168.

**UT SOUTHWESTERN MEDICAL SCHOOL  
INSTITUTIONAL PHYSICIANSHIP EVALUATION**

\_\_\_\_\_  
Student name (*type or print legibly*)

\_\_\_\_\_  
Date form completed

\_\_\_\_\_  
Signature of the Associate Dean:

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

The institutional physicianship evaluation has been submitted on the student because s/he has demonstrated insufficient professional and personal attributes to meet the standards of professionalism inherent in being a physician:

*Circle the appropriate category. Comments are required.*

**1. Unmet professional responsibility:**

The student needs continual reminders in the fulfillment of responsibilities that are essential to being a medical student at UT Southwestern. These responsibilities include but are not limited to: responding in a reasonable manner to communications from the Offices of Medical Education or Student Affairs or the College mentor; completing the requirements necessary to progress to clinical responsibility, including completing required immunizations and scheduling and completing USMLE Step 1 and Step 2 by the required dates.

- a. The student cannot be relied upon to communicate effectively.
- b. The student does not complete essential responsibilities in a timely manner.

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

- a. The student is resistant or defensive in accepting criticism.
- b. The student remains unaware of his/her own inadequacies.
- c. The student resists considering or making changes.
- d. The student does not accept responsibility for failure or for errors.
- e. The student is abusive during times of stress.
- f. The student demonstrates arrogance.

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