

Summary

A Comparison of Three Approaches to Collecting Information about Professional Behavior

Purpose: Three approaches to collecting information about professionalism were compared to determine the most effective method for detecting deficiencies in professional behavior.¹

Method: The records of 18 third-year internal medicine clerkship students, who required remediation for deficiencies in professional behavior, were examined. Information obtained from checklists, written narratives, and comments recorded during formal evaluation sessions was compared. Although the checklist was designed to obtain information about a range of clinical behaviors, six items addressed professionalism. These items were: reliability and commitment, response to instruction, self-directed learning, patient interactions, response to stress, and working relationships. Each item was rated on a five-point scale ranging from “outstanding” to “unacceptable.” Qualitative data were obtained from an open-ended “comments” section of the checklist and from notes recorded during formal evaluation sessions with students. These data were coded into the six categories described above, and rated from 1 to 5 using the checklist scale. The results indicated that significantly more professionalism deficiencies were identified using notes recorded during evaluation sessions than by checklists or written comments. There was little difference in the extent to which checklists and “comments” identified professional deficiencies.

1. Hemmer PA, Hawkins R, Jackson JL, Pangaro LN. Assessing how well three evaluation methods detect deficiencies in medical students’ professionalism in two settings of an internal medicine clerkship. *Acad Med.* 2000;75:167-73.