

2. Aspiring to Excellence

Student appeared uninterested or disengaged in curricular or community activities.

Student lets major errors in work go uncorrected or unaddressed.

Student was unprepared for curricular activities which impacted community members (i.e. PEARLS).

Other: _____

If one of the above options for **Aspiring to Excellence** is selected, documentation describing the concern is required for this section

3. Conscientiousness

Student failed to attend, arrived late, or left early for required curricular or clinical responsibilities.

Student did not recognize significant errors and/or does not consult colleagues when appropriate.

Student was not thorough or systematic in approaching tasks.

Other: _____

If one of the above options for **Conscientiousness** is selected, documentation describing the concern is required for this section

4. Equanimity

Student lost composure, said or did inappropriate things, became argumentative or uncivil.

Student displayed poor decision making skills

Other: _____

If one of the above options for **Equanimity** is selected, documentation describing the concern is required for this section

5. Integrity

Student engaged in conduct that put patients or their privacy at risk, such as misrepresented a medical record or engaged in a conflict of interest.

Student knowingly disregarded rules, regulations, or failed to comply with school, university or health system policies and procedures.

Student did not adhere to personal appearance standards (i.e. inappropriate dress).

Student displayed signs of substance abuse.

Student used status for personal gain, wasted, or mismanaged institutional resources or personnel.

Student failed to uphold ethical standards, plagiarized, or mismanaged information.

Other: _____

If one of the above options for **Integrity** is selected, documentation describing the concern is required for this section

6. Patient-Centeredness

- Student put individual needs above those of the patient, failed to advocate on behalf of the patient, or did not provide complete, accurate information when answering questions or acknowledge decisions ultimately rest with patient.

Student demonstrated no interest in relieving pain, suffering, or lacked empathy.

Student appeared passive and unengaged with patients, used pejorative terms to refer to patients (i.e. hits), or did not follow up or encourage questions.

- Student did not anticipate safe handoffs or put patient at risk.

Student discriminated, displayed a lack of tolerance, or disrespected patients or families, based on age, gender, race, culture, nationality, religion, socioeconomic status, etc. (i.e. used inappropriate language, did not use interpretive services when needed).

- Other: _____

If one of the above options for **Patient-Centeredness** is selected, documentation describing the concern is required for this section.

7. Teamwork

- Student refused to help or did not volunteer for colleagues when asked for assistance.

Student discouraged idea sharing, collaboration or dominated team conversation or action.

Student actions reflected bias or partial treatment toward certain team members, such as inappropriately excluded team members from team activities.

Student blamed coworkers for errors that were not their fault.

Student demonstrated a lack of respect for teammates or criticized colleagues in public in a disrespectful manner.

Other: _____

If one of the above options for **Teamwork** is selected, documentation describing the concern is required for this section.

Use the space below to document the discussion with the student about the professionalism concern described above.

Please use this section to document and emphasize details about the conversation.

False Allegations

Intentionally making false accusations can have a negative impact on the individuals involved and the community. An individual who knowingly and intentionally files a false complaint under this policy is subject to discipline.

Part A completed by: Signature:

Date form was discussed with Student:

I, , discussed the professionalism concern with

I understand that I have 10 business days from submission of Part A in which to respond by completing and submitting Part B of the Professionalism Concern Form to som.professionalism@hofstra.edu. Failure to submit Part B in time will result in the Professionalism Committee evaluating the concern without Part B.

Student Signature:

Once signatures have been obtained and form is complete please email Part A to som.professionalism@hofstra.edu and CC the student.

PART B – Student Documents

Part B must be completed by the student with identified professionalism concern within ten business days from submission of Part A. Part B should be submitted to som.professionalism@hofstra.edu for review by the Professionalism Committee at their next scheduled meeting. Failure to submit Part B in time will result in the committee continuing to evaluate concern without Part B.

Please document your account of the professionalism concern described above and the discussion that took place that was described in Part A.

Student Comments:

False Allegations

Intentionally making false accusations can have a negative impact on the individuals involved and the community. An individual who knowingly and intentionally files a false complaint under this policy is subject to discipline.

Student Signature:

Date: