

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 MD Progress Rules, which form part of the MD Course Rules (available [here](#) for students in MD1 in 2021 or 2022 or 2023, and [here](#) for all other students in the MD Program

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. Staff and supervisors can identify behaviours which may require student support, remediation or sanctions.

PRINCIPLES

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

The UWA MD professional assessment processes aims to:

- be procedurally fair and operate in a manner consistent with the ethical and conduct standards of UWA
- recognise both exemplary as well as concerning/unsatisfactory behaviours
- have an emphasis on remediation rather than being punitive if concerns are identified

This Procedure should be read in conjunction with the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#), [PBAP](#) and [Student Involvement in Patient Care protocol](#).

Attendance and participation are also elements of professional behaviour. Students are expected to meet all required clinical and educational experiences as outlined in their unit and discipline guidebooks, unless they have approval from the unit or discipline coordinator.

Note: There are two units (Elective and Preparation for Internship) where a single professionalism assessment is a barrier to progress if unsatisfactory. Please refer to the relevant unit guidebook for more information.

RCS students should refer to the Professional Behaviour Assessment contained in the RCS guidebook.

PROCEDURE

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 MD1 or the Clinical Professional Rating forms (CPR, pages 8-10) for MD2, 3 and 4 can be completed with a 'Meets Expectations' rating.
 - 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.
 - Students who demonstrate exemplary behaviour should have 'Exceeds Expectations' ticked on the Global Professional Assessment parts of the Professional Behaviour Assessment form (PBA) for MD1 or the Clinical Professional Rating form (CPR) for MD2, 3 and 4. The supervising clinician should 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 for their records.
 - Those students identified as having 'Unsatisfactory' or 'Possible Concern' must have a Structured Professionalism Assessment Note (SPAN, page 13) 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 behaviour, this may be discussed with the Discipline/Unit Academic coordinator or senior colleague prior to completing the form. It is 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 concern'- 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: 6457 3804.
- Discipline and Unit coordinators are notified by the Professional Development Admin. coordinator to review all SPANs with 'Unsatisfactory' or 'Possible Concern'. The Professionalism Assessment Review and Decision form (page 14) or a written report with equivalent information is used to confirm the final decision and action plan.
 - A copy of the SPAN and/or Professionalism Assessment Review and Decision (PARD) form/written report can be given to the student.

Discipline and Unit coordinators

- For students with an 'Unsatisfactory' or 'Possible Concern' rating, the Discipline or Unit coordinator will review the incident, usually interview the student, decide whether it constitutes unsatisfactory professional behaviour, and complete a Professional Assessment Review and Decision form (page 14). Further advice on decisions or process can be obtained from [Deputy Head of School \(Student Matters\)](#) 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 or Unit coordinator will update the Professional Development Admin. coordinator using the Professionalism Assessment Review and Decision form or written report with equivalent information. The Professional Development Admin. coordinator will ensure the student is informed.
- For any substantiated episodes of unsatisfactory professional behaviour, the Discipline or 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 Procedures](#)) Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form with 'Unsatisfactory- possible major professionalism breach, PBAP' or written report with equivalent information, and send to Professional Development Admin. coordinator.
- If the student has repeated episodes of professionalism concerns, refer to Checklists - Recurrent Unsatisfactory Professionalism (page 5).

CHECKLISTS

'Typical' student- no professionalism concerns identified

1. 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:
2. 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

1. Assessor/Supervisor identifies student who '*Exceeds Expectations*'
2. 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.
3. The completed PBA/CPR forms are then given to the student for their records.

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

1. Assessor/Supervisor identifies student with 'Possible concern' or 'Unsatisfactory' professional behaviour
2. Structured Professional Assessment Note (SPAN) +/- PBA/CPR or equivalent report to be completed by Assessor/Supervisor and sent to Professional Development Admin. coordinator:
3. Professional Development Admin. coordinator notifies Discipline/Unit coordinators to review the SPAN and any other relevant information
4. Discipline and Unit coordinators review SPAN and complete the Professionalism Assessment Review and Decision form or equivalent report; this process will usually involve meeting the student.
5. Option A: Discipline/Unit coordinators confirm that concern is not substantiated and the student '*Meets expectations*':
 - 5.1 Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form or equivalent report with '*Meets expectations*', and sends to Professional Development Admin. Coordinator who confirms student informed.
6. Option B: Discipline/Unit coordinators determine possible '*Major Misconduct*' (as per Professional Behaviour Procedures):
 - 6.1 Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form or equivalent report with '*Unsatisfactory- possible major professionalism breach, PBAP*', and send to Professional Development Admin. Coordinator, who ensures that the Year Sub-Dean is informed, as the student will be monitored for the remainder of the year.
 - 6.2 Professional Development Admin. Coordinator confirms that student is informed as per the Professional Behaviour Procedures.
7. Option C: Discipline/Unit coordinators confirm Student '*Unsatisfactory*' professionalism behaviour:
 - 7.1 Discipline/Unit coordinators inform the student and confirm a diagnostic and action plan for student remediation and/or support.
 - 7.2 Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form or equivalent report with '*Unsatisfactory*', and send to Professional Development Admin. coordinator
 - 7.3 Discipline/Unit coordinators discuss the student with the Year Sub-Dean as the student will be monitored for the remainder of the year.
8. Option D: Discipline and Unit coordinators confirm Student '*Possible concern*' professionalism behaviour



- 8.1 Discipline/Unit coordinators inform the student and confirm a plan with the student for remediation and/or support
- 8.2 Discipline/Unit coordinators complete Professionalism Assessment Review and Decision form or equivalent report with 'Possible concern', and send to Professional Development Admin. coordinator
- 8.3 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 first instances of substantiated episodes of unsatisfactory professional behaviour during a unit:

1. the Discipline/Unit coordinators inform the student and develop a diagnostic and action plan for student remediation and/or support.
2. 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:

3. The Discipline/Unit coordinators and the Professional Development/Mentoring (PDM) coordinator will review the student's SPAN, Professionalism Assessment Review and Decision forms or equivalent reports and progress to date.
4. 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 the Professional Development/Mentoring (PDM) coordinator as the student will be closely monitored for the remainder of the year
5. Discipline/Unit coordinators complete a Professionalism Assessment Review and Decision form or equivalent report and send to the Professional Development Admin. coordinator as this will be recorded either 'Unsatisfactory' or 'Unsatisfactory- possible major professionalism breach, PBAP'
6. 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 (<http://handbooks.uwa.edu.au/coursedetails?id=c337>).

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

1. 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 or equivalent reports in addition to the student's previous remediation and support and progress to date.
2. 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.
3. If Options B or C are confirmed: the Discipline/Unit coordinator informs the Course Director and year Sub-Dean
4. Discipline/Unit coordinators complete a Professionalism Assessment Review and Decision form or equivalent report and sends to the Professional Development Admin. coordinator as this will be recorded either 'Unsatisfactory' or 'Unsatisfactory - possible major professionalism breach'.
5. The Professional Development Admin. coordinator informs the Unit Coordinator 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.

6. If a student has substantiated episodes of unsatisfactory behaviour over more than 1 unit:
7. The Professional Development Admin. coordinator will notify the PDM coordinator and arrange for the student to meet the PDM coordinator
8. 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 Integrated Medical Systems 1 and 2 Professional Behaviour Assessment (PBA)			
Student Name:		Student Number:	
Supervisor/Tutor			
Class:			
Global Professional Assessment (including Attendance)			
Unsatisfactory Demonstrated inadequate or inappropriate professional behaviour or attendance	Possible Concern Concerning behaviour or attendance but unsure whether unacceptable	Meets Expectations 1. Self-Professionalism: honest, dependable, recognises limitations 2. Relates to others: respect, empathic and observes professional boundaries 3. Systems: works effectively in a team, practices safely, honesty and integrity in work, punctual, good attendance	Exceeds Expectations Exemplary behaviour above and beyond expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Details:			
Suggestions for development/remediation		Areas done especially well	
This assessment has been based on: <input type="checkbox"/> Close personal observation <input type="checkbox"/> General Impressions <input type="checkbox"/> Observations by others (specify)			
Supervisor/Tutor's Signature:			Date:
Supervisor/Tutor's Name (please print):			

NOTE TO ASSESSORS: This form should be completed by the Senior Supervising Clinician/Tutor or delegated authority. For practical reasons the form may be completed by another person supervising the student but **MUST** be counter-signed by the senior supervisor. If the student is attached to more than one team/unit then each supervising clinician/tutor should complete a form. **Please complete honestly and accurately with detail – 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 (Parts 1 and 2)
Clinical and Professional Rating (CPR)**

Student Name: _____ Student Number: _____

Attachment (circle)	Clinical Preparation	Internal Medicine	Geriatrics/ Rheumatology	Surgery	Psychiatry	General Practice
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Hospital site/clinical area _____

Supervisor/Team _____

Rotation number (circle) 1 2 3 4 5 6

Section 1. Global Professional Assessment (including Attendance)

Global Professional Assessment	Unsatisfactory <i>Complete SPAN*</i>	Possible Concern <i>Complete SPAN*</i>	Meets Expectations	Exceeds Expectations	<i>* Complete a Structured Professionalism Assessment Note (SPAN)</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 2. Assessment of Clinical Abilities

See descriptors overleaf	Unsatisfactory <i>*Must Justify</i>	Possible Concern <i>*Must Justify</i>	Meets expectations	Exceeds expectations	Not Assessed/ Not Applicable
Clinical Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care Planning & Follow-Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: _____

Supervising Clinician's Name (please print): _____

NOTE TO ASSESSORS: This form should be completed by the Senior Supervising Clinician/Tutor or delegated authority. For practical reasons the form may be completed by another person supervising the student but **MUST** be counter-signed by the senior supervisor. If the student is attached to more than one team/unit then each supervising clinician/tutor should complete a form. **Please complete honestly and accurately with detail – this is one of a number of assessments and will be used to document competence and help address deficiencies.**

**UWA MD Integrated Medical Practice 2 (Parts 1 and 2)
Clinical and Professional Rating (CPR)**

Student Name:			Student Number:			
Attachment (circle)	Paediatrics	Obstetrics & Gynaecology	Internal Medicine	Surgery/ Psychiatry	General Practice/ Ophthalmology	
Hospital site/clinical area						
Supervisor/Team						
Rotation number (circle)	1	2	3	4	5	6
Section 1. Global Professional Assessment (including Attendance)						
Global Professional Assessment (including Attendance) See descriptors overleaf	Unsatisfactory Complete SPAN	Possible Concern Complete SPAN	Meets Expectations	Exceeds Expectations		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Section 2. Assessment of Clinical Abilities						
See descriptors overleaf	Unsatisfactory <i>*Must Justify</i>	Possible Concern <i>*Must Justify</i>	Meets expectations	Exceeds expectations	Not Assessed/ Not Applicable	
Clinical Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Diagnostic Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Care Planning & Follow-Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Suggestions for development/remediation			Areas done especially well			
This assessment has been based on:						
<input type="checkbox"/> Close personal observation <input type="checkbox"/> General Impressions <input type="checkbox"/> Observations by others (specify)						
Supervising Clinician's Signature:				Date:		
Supervising Clinician's Name (please print):						

NOTE TO ASSESSORS: This form should be completed by the Senior Supervising Clinician/Tutor or delegated authority. For practical reasons the form may be completed by another person supervising the student but **MUST** be counter-signed by the senior supervisor. If the student is attached to more than one team/unit then each supervising clinician/tutor should complete a form. **Please complete honestly and accurately with detail – this is one of a number of assessments and will be used to document competence and help address deficiencies.**



UWA MD Integrated Medical Practice 3 (Parts 1 and 2) Clinical and Professional Rating (CPR)						
Student Name:			Student Number:			
Attachment (circle)	Emergency Medicine	Internal Medicine	Surgery	Rural GP	Selective	Anaesthesia Oncology Palliative Care
Hospital site/clinical area						
Supervisor/Team						
Rotation number (circle)	1	2	3	4	5	6
Section 1. Global Professional Assessment (including Attendance)						
Global Professional Assessment (including Attendance) See descriptors overleaf	Unsatisfactory <i>Must Justify</i> Complete SPAN*	Possible Concern <i>Must Justify</i> Complete SPAN*	Meets Expectations	Exceeds Expectations <i>Insert comment</i> <input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Section 2. Assessment of Clinical Abilities						
See descriptors overleaf	Unsatisfactory <i>*Must Justify</i>	Possible Concern <i>*Must Justify</i>	Meets expectations	Exceeds Expectations <i>Insert comment</i> <input type="checkbox"/>	Not Assessed/ Not Applicable	
Clinical Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Diagnostic Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Care Planning & Follow-Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Suggestions for development/remediation			Areas done especially well			
This assessment has been based on:						
<input type="checkbox"/> Close personal observation <input type="checkbox"/> General Impressions <input type="checkbox"/> Observations by others (specify)						
Supervising Clinician's Signature:					Date:	
Supervising Clinician's Name (please print):						

NOTE TO ASSESSORS: This form should be completed by the Senior Supervising Clinician/Tutor or delegated authority. For practical reasons the form may be completed by another person supervising the student but **MUST** be counter-signed by the senior supervisor. If the student is attached to more than one team/unit then each supervising clinician/tutor should complete a form. **Please complete honestly and accurately with detail – this is one of a number of assessments and will be used to document competence and help address deficiencies.**

UWA MD Preparation for Internship Clinical and Professional Rating (CPR)					
Student Name:			Student Number:		
Attachment (Please specify)					
Hospital site/clinical area					
Supervisor/Team					
Rotation (circle)	Extension		Transition To Internship		
Section 1. Global Professional Assessment (including Attendance)					
Global Professional Assessment (including Attendance) See descriptors overleaf	Unsatisfactory Complete SPAN*	Possible Concern Complete SPAN*	Meets Expectations	Exceeds Expectations	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 2. Assessment of Clinical Abilities					
See descriptors overleaf	Unsatisfactory <i>*Must Justify</i>	Possible Concern <i>*Must Justify</i>	Meets expectations	Exceeds expectations	Not Assessed/ Not Applicable
Clinical Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care Planning & Follow-Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggestions for development/remediation			Areas done especially well		
This assessment has been based on:					
<input type="checkbox"/> Close personal observation <input type="checkbox"/> General Impressions <input type="checkbox"/> Observations by others (specify)					
Supervising Clinician's Signature:				Date:	
Supervising Clinician's Name (please print):					

NOTE TO ASSESSORS: This form should be completed by the Senior Supervising Clinician/Tutor or delegated authority. For practical reasons the form may be completed by another person supervising the student but MUST be counter-signed by the senior supervisor. If the student is attached to more than one team/unit then each supervising clinician/tutor should complete a form. **Please complete honestly and accurately with detail – this is one of a number of assessments and will be used to document competence and help address deficiencies.**



MARKING GUIDE UWA MD Integrated Medical Practice Clinical & Professional Rating Form				
	Unsatisfactory* Justify	Possible Concern * Justify	Meets expectations	Exceeds expectations
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	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 skillfully 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	<ol style="list-style-type: none"> 1. Self-Professionalism: 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) <i>To be completed by a member of the clinical or teaching staff if 'Possible concern' or 'Unsatisfactory' Professional Behaviour is noted.</i>				
Assessor Name:	Assessor Contact (email/ph):		Date of Assessment:	
Student Name:	Student Number:	MD Year	Unit/Rotation:	
		1 2 3 4		
<i>Please note the examples are not exhaustive</i>			Comments: It is essential to provide specific details of any professional behaviour to document 'Possible concern' or 'Unsatisfactory'	
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)			Assessor Name/Sign	
Please send completed form to the Professional Development Admin coordinator: mdprofassess-fmdhs@uwa.edu.au, P: 6457 3804.				

MD Structured Professional Assessment REVIEW + DECISION (MD Years 1-4)

Names of persons completing REVIEW + DECISION form:	Student Name:	Prev. 'Unsatisfactory' or 'Possible Concern' SPAN forms: Y / N If Y- details:
	Student Number:	
Best contact (email/ph):	MD Year 1 2 3 4	
Date SPAN form received:	Student interviewed: Y / N If Y- date:	
Initial Assessor SPAN (please circle): Possible Concern Unsatisfactory	Unit/Rotation:	PROFESSIONAL ASSESSMENT REVIEW/DECISION completed date:
	Comments	
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)
Prep for Internship Unit: one confirmed unsatisfactory review leads to failure of the 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 3804		

Templates for correspondence:

Letter to Student – Invitation to interview (1st SPAN in a unit not Elective or Prep for Internship 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 regard 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 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 [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

Letter to Student – Invitation to interview (2nd SPAN in a unit)

Date/Month/Year

Student Name & Address

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

Dear (Name of Student),

As <Discipline/Unit coordinator of X>, I am writing to you in regard 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 [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

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 regard 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 [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

Letter to Student – Outcome interview SPAN notification in a unit (not Elective or Prep for Internship unit)

Date/Month/Year

Student Name & Address

RE: Outcome of meeting on SPAN Possible concern or Unsatisfactory (1st SPAN within same unit)

Dear (Name of Student),

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

After <reviewing the SPAN/meeting with you>, the School has decided that:

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

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 ([Professional Behaviour Procedures](#)). The Year Sub-Dean will be informed as you will be monitored for the remainder of the year.

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.

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.

Yours sincerely,

<Discipline/Unit coordinator of X>

For further information regarding professional behaviour please refer to the [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

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

cc: Year Sub-Dean

cc: If 3rd 'Unsatisfactory' then Manager of Student Affairs note for discussion at BOE.

Letter to Student – Outcome interview SPAN notification in a unit not Elective or Prep for Internship

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 regard 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 [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

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

cc: Year Sub-Dean

Letter to Student – Invitation to interview (SPAN in Elective or Preparation for Internship 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 IMED5421>, I am writing to you in regard 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 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 one unsatisfactory professional behaviour assessment in either Elective or Preparation for Internship unit will be discussed at the BOE and may fail the unit.

Yours sincerely

<Discipline/Unit coordinator of X>

For further information regarding professional behaviour please refer to the [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

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

Letter to Student – Outcome interview SPAN notification in Elective or Prep for Internship unit

Date/Month/Year

Student 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 regard to the SPAN, a copy of which is enclosed.

After <reviewing the SPAN/meeting with you>, the School has decided that:

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

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 the [Professional Behaviour Procedures](#). The Year Sub-Dean will be informed.

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

Students with one unsatisfactory professional behaviour assessment in the Prep for Internship unit will be discussed at the BOE and may fail the unit.

Yours sincerely,

<Discipline/Unit coordinator of X>

For further information regarding professional behaviour please refer to the [Professional Behaviour Procedures](#) and the [UWA Code of Ethics and Code of Conduct](#), the [UWA Academic Integrity Policy](#) and the [UWA Policy on Review and Appeals of Academic Decisions Relating to Students](#)

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

cc: Year Sub-Dean

FAQs:

How will I know if I've had a professionalism concern raised?

In circumstances where an Assessor/Supervisor identifies student with 'Possible concern' or 'Unsatisfactory' professional behaviour, they will usually inform the student. This is only the first stage in the process. The Discipline/Unit Coordinator reviews any of these professional concerns and if they consider it to be possible concern or unsatisfactory, they will contact the person who raised the concern as well as the student.

How many 'Unsatisfactory' professionalism assessments are needed before student progression is discussed at the Board of Examiners (BOE)?

The MD Progress Rules determine a student's ability to progress. If students have three confirmed 'Unsatisfactory' professional assessments over the course of one unit, this will usually result in a BOE discussion about the student's progression in the course.

What support is available to students during professional assessment processes?

We recognise that this can be a stressful time for students and will endeavour to provide you with support. Any student who wishes to avail of student support services can contact their year Sub-Dean, the Guild <http://www.uwastudentguild.com/assist/>, Student Health Services <https://www.uwa.edu.au/students/Support-services>, your GP or mentor.

Can I bring a support person to the Professionalism interview?

Yes - you may be accompanied by a support person to the meeting, but you need to inform the interview panel. The support person may be a representative from your student society, a friend or family member. Please note that this person is to support you but not represent your case. The interviewers will want to find out your perspective on what has led to the professionalism concerns and if there were extenuating circumstances.

Does the Medical School record 'Possible concerns' or previous unsubstantiated concerns?

The School records the outcomes on a secure database which is not part of your student record. Previous unsubstantiated outcomes are not shared. Year Sub-Deans and/or relevant unit coordinators may be informed about students with possible concerns or unsatisfactory professional assessments identified in the relevant year so that additional resources and/or remediation can be provided.

Does the Medical School report confirmed 'Unsatisfactory' professional conduct to other agencies (AHPRA or future employers)?

UWA will only report mandatory concerns. These are listed here:

<https://www.ahpra.gov.au/Registration/Student-Registrations/fact-sheet-for-education-providers.aspx>