

## Self-Awareness, Self-Care & Personal Growth: Level II

Student's Name \_\_\_\_\_ Assessor's Name \_\_\_\_\_

Graduation Year \_\_\_\_\_ Date \_\_\_\_\_

The **Level Two** student will:

- Have examined issues of selfawareness, selfcare, and personal growth as they relate to the professional context of medicine.
- Recognize the impact of their beliefs, values, style and priorities on the doctor-patient relationship and how they influence effective care.
- Demonstrate a monitoring system to identify personal stress and strategies for coping with stresses.
- Be able to delineate how interpersonal behaviors impact on and are reacted to by professional contacts.
- Be able to list professional goals.
- Be able to receive and respond to performance feedback constructively.
- Be able to strategize time management in terms of balancing learning, professional activities and personal pursuits.

### A. Recognizes personal strengths and limitations relevant to the practice of medicine

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unaware of personal learning style; cannot verbalize personal strengths and weaknesses		Aware of personal leaning style; can differentiate between personally easy and personally difficult activities		Fully cognizant of personal learning style, strengths, and weaknesses; exploits all

### B. Identifies and addresses problems - emotional, personal, health related - that might affect professional capabilities

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unaware of components of well-being; cannot recognize personal emotional and health risks common in medical students and physicians; ignores problems; fails to seek assistance from experts		Aware of components of well-being; recognizes personal emotional and health risks common in medical students and physicians; works on problems; sometimes seeks assistance from experts		Assured in understanding of well-being; fully aware of personal emotional and health risks common in medical professionals; works on problems; seeks assistance from experts

### C. Copes adaptively with stresses occurring in medical training and practice

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Disconnected and oblivious to personal physical and behavioral responses to stress and their effects on others; obviously suffers in stress situations; uses time poorly and cannot relax		Recognizes onset and characteristics of personal physical and behavioral responses to stress and their effects on others; has learned to adapt to identified stress situations; uses time well and can relax when appropriate		Well-developed responses to stress and their effects on others; controls stress situations; carefully manages time; uses relaxation time to maximal effect

### D. Recognizes role of interpersonal interactions in professional and personal settings

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Personal difficulties with areas of interpersonal relations are not seen; oblivious to personal interactions in group situations; does not look to others for examples		Identifies personal difficulties with areas of interpersonal relations; aware of personal interactions in group situations; finds professional role models		In control of any personal difficulties with areas of interpersonal relations; very thoughtful in personal interactions in group situations; emulates professional role models

### E. Manages performance feedback as part of training and practice

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Defensive and resentful of feedback; fails to modify behavior appropriately to constructive comments; cannot provide useful feedback to others		Hears and acknowledges the merit of feedback; modifies behavior appropriately to constructive comments; gives useful feedback to others		Actively seeks and values feedback; maximally utilizes constructive comments; exceptional in giving feedback to others

**Over**

### F. Recognizes and states personal values and beliefs relevant to the practice of medicine

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Personal professional priorities and values toward patient care poorly developed; cannot recite personal views on religion and ethics in medicine; seems unable to describe physician's role toward other physicians and community		Can describe personal professional priorities and values in patient care; can recite personal views on religion and ethics in medicine; has view of physician's role toward other physicians and community		Carefully articulates personal professional priorities and values in patient care; very conscious of personal views on religion and ethics in medicine; fully cognizant of physician's role toward other physicians and community

Please average the scores from each of the activities that you assessed [e.g., (A + B + C + D + E + F) ÷ 6]

Average Score \_\_\_\_\_

Comments: