

# PI-5: Professionalism Critical Learning Event Characterization - Faculty Form

Please describe the professionalism Critical Learning Event (CLE):

**Pattern**

The professionalism CLE occurred as

- An isolated event
- A pattern of unprofessional behavior that improved with feedback
- A pattern of unprofessional behavior that improved with an improvement plan that entailed more than feedback
- A pattern of unprofessional behavior that did not improve despite interventions. \*, \*\*

**Impact**

The professionalism CLE impacted or could have impacted

- Self
- Others in the team
- A patient/family\*
- Multiple patients\*

The impact of the professionalism CLE was or had a likely potential to be

- Barely noticeable
- Temporary
- Long lasting\*
- Difficulty to mitigate\*

**Interplay /Contributing Factors**

The professionalism CLE was done in the context of trying to balance multiple competing professionalism values or involved factors outside of the students' control (i.e. school related issues, faculty related professionalism lapses)

- Strongly agree\*\*
- Agree \*\*
- Disagree
- Strongly disagree

**Intentionality**

The professionalism CLE was

- Done intentionally, but with belief that action was the best option
- Unintentional
- Intentional but its negative impact was underestimated\*
- Done with intent to have a harmful impact\*

**Integrity**

The individual

- Was forthcoming in reporting the professionalism CLE and accepted responsibility for his or her role in the lapse. \*\*\*
- Accepted responsibility when approached about the professionalism CLE
- Did not dispute CLE but did not accept responsibility for actions\*
- Was deceptive about involvement in professionalism CLE. \*

**Insight and Involvement in Professionalism Development**

Upon discussion with the individual about this, he or she was

- Fully engaged as partner in meaningfully developing and participating in his or her professionalism improvement plan\*\*\*
- Engaged in critical self reflection and took the CLE as an opportunity to improve as a professional
- Went through behavioral improvements but showed limited reflection into root causes and missed opportunities for ongoing self-improvement\*
- Was resistant/presented obstacles to improving on professionalism\*
- Refused to engage in professionalism improvement\*

**Additional comments:**

**Date when student was notified about the lapse:**

**Date when I discussed this lapse with the student:**

\* Consider higher administrative level

\*\*Consider Professionalism Consultation

\*\*\*Consider submitting a professionalism praise letter to higher administrative level

For inquiries about these guidelines, please contact Laura Kenkel, MD, Professionalism Improvement Committee Chair, UC Davis School of Medicine, [lekenkel@ucdavis.edu](mailto:lekenkel@ucdavis.edu)