

<b>Professional domains</b>	<b>Acceptable</b>	<b>Cause for concern</b>	<b>Unacceptable</b>
<b>Honesty and integrity</b>	Always honest with patients, peers, staff and in professional work (presentations, documentation, communication)	One episode of dishonesty with patients, mentor, staff or professional work (presentations, documentation, communication)	More than one episode of dishonesty with patients, mentor, staff or professional work (presentations, documentation, communication). Acts of Plagiarism.
<b>Reliability &amp; responsibility</b>	Reliable and conscientious. Punctual. Completes assigned tasks. Accepts responsibility for errors.	One episode of poor reliability or irresponsibility. Late on more than one occasion, fails to complete assigned tasks, one episode of avoiding responsibility for personal role in errors. Not conscientious on more than one occasion. Occasionally lets down peers in group work. Fails to complete assigned tasks.	Repeated evidence of poor reliability or irresponsibility. Repeatedly late, fails to complete assigned tasks. Avoids responsibility for personal role in errors. Not conscientious. Lets down peers in group work. Fails to complete assigned tasks.
<b>Respect for patients</b>	Consistently demonstrates respect for patient's autonomy and dignity. Maintains confidentiality at all times. Maintains professional boundaries at all times. Always appropriately dressed for clinical setting.	Single demonstration of disrespect for patient's autonomy and dignity. Inappropriately dressed for clinical setting on more than one occasion. Maintains confidentiality at all times. Maintains professional boundaries at all times.	Repeated demonstration of disrespect for patient's autonomy and dignity. One episode of breaching patient confidentiality. One episode of having an inappropriate professional boundary with patient. Inappropriately dressed for clinical setting on more than one occasion.
<b>Respect for others</b>	Shows respect for patient's relatives, other health care team professionals and members of staff. Demonstrates respect towards teachers and peers by arriving on time, turning off cell phones, not talking or laughing with other students, and complying with other specific expectations defined by the faculty. We will enter or leave the classroom quietly and to the best of our ability, only during designated breaks.	Single episode of showing disrespect to any of patient's relatives, other health care team professionals and other members of staff.	Repeated pattern of showing disrespect to any of patient's relatives, other health care team professionals and members of staff.

<b>Approach to learning</b>	Full participation in professional and interprofessional seminars and other learning opportunities.	Variable participation in small groups. Variable attitude towards learning opportunities – negative on occasion.	Poor participation and attitude to learning in seminars and other learning opportunities.
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<b>Communication and Collaboration</b>	Works co-operatively and communicates effectively with patients and health care team members.	Occasional lapse in ability to communicate well with peers and mentors, and or health care team members. Occasional lapses in reliable collaboration.	Pattern of poor communication to mentors, peers, clinical teams. Little effort to communicate well with teachers or teams. Can disrupt working groups' effectiveness by lack of collaboration.
<b>Self-awareness and knowledge of limits</b>	Recognises need for guidance and supervision, aware of appropriate professional boundaries. Personal beliefs do not prejudice approach to patients. Honest about errors.	Patchy insight into need for guidance and supervision. May take on more responsibility than is appropriate for stage of learning, or overly cautious. Personal beliefs may prejudice approach to patients.	Lack of insight into his or her level of competence. Doesn't recognise need for guidance and supervision where appropriate. Any breach of appropriate professional boundaries, or behaviour which suggests lack of awareness. Personal beliefs do prejudice approach to patients.
<b>Altruism and advocacy</b>	Adheres to the best interests of patients, and advocates for them.	Occasionally fails to advocate for patients when needed. Occasionally shows little interest in the needs of patient compared with own needs.	Lack of insight regarding altruism or regularly puts interests of self above those of patient. Fails to advocate for patients when necessary.
<b>Health</b>	Does not allow his/her own health or condition to put patients and others at risk.		Allows his or her health or condition to put patients and others at risk
<b>Appearance</b>	Adheres to institutional dress code in the clinical setting. Does not come to class wearing pyjamas, sleep pants, or workout attire.	One episode of inappropriate attire in the classroom or clinical setting.	Repeated episodes of inappropriate attire in the classroom or clinical setting.