**PROF2. Trustworthiness that makes colleagues feel secure when one is responsible for the care of patients**

| Not yet Assessable                                                                 | Level 1                                                                                                                                                                                                 | Level 2                                                                                                                                                                                                 | Level 3                                                                                                                                                                                                 | Level 4                                                                                                                                                                                                 | Level 5                                                                                                                                                                                                 | Example: A learner calls his supervisor at home to present a patient that he admitted. Key laboratory results are missing in the presentation and the supervisor requests that the learner seek this critical information and report back. Several hours later on rounds, the individual is |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------| Example: On hand-over of patients from the day team to the night team, several tasks are identified as needing follow-up or completion during the next shift. The following day, when the service is handed back over to the original learner, |
| Has significant knowledge gaps or is unaware of knowledge gaps and demonstrates lapses in data-gathering or in follow-through of assigned tasks; may misrepresent data (for a number of reasons) or omit important data, leaving others uncertain as to the nature of the learner’s truthfulness or awareness of the importance of attention to detail and accuracy; overt lack of truth-telling is assessed in a professionalism competency | Has a solid foundation in knowledge and skill, but is not always aware of or seeks help when confronted with limitations; demonstrates lapses in follow-up or follow-through with tasks, despite awareness of the importance of these tasks; follow-through can be partial, but limited due to inconsistency or yielding to barriers; when such barriers are experienced, no escalation occurs (such as notifying others or pursuing alternative solutions) | Has a solid foundation in knowledge and skill with realistic insight into limits with responsive help seeking; data-gathering is complete with consideration of anticipated patient care needs, and careful consideration of high-risk conditions first and foremost; requires little prompting for follow-up | Has a broad scope of knowledge and skill and assumes full responsibility for all aspects of patient care, anticipating problems and demonstrating vigilance in all aspects of management; pursues answers to questions, and communications include open, transparent expression of uncertainty and limits of knowledge | Same as Level 4, but any uncertainty brings about rigorous search for answers and conscientious and ongoing review of information to address the evolution of change; may seek the help of a master in addition to primary source literature | Example: This is the practitioner who leaves no stone unturned. Colleagues are confident when handing-off a patient that he will receive exemplary care. In fact, when there is a complex patient, colleagues are relieved when this |
again questioned about the laboratory values, and reports that the results are normal, but is unable to locate those results in his paperwork.
D-2, C-1, T-2

KSA= Knowledge, skills & attitudes
D= Discernment
C= Conscientiousness
T= Truth telling
Number refers to performance level (1-5)

several of these tasks were either incomplete or not completed as specified in the signed-out. When questioned about these tasks, the night-float individual indicated that things were busy, he forgot, or gives another excuse indicating an awareness of the expectation but failure to complete the tasks. KSA-3, D-2, C-3

disease process and the individual’s awareness of gaps in his knowledge. Careful attention to detail and accuracy are evident in the history and physical examination that is presented. The next day, the service is busy and the learner needs reminding to re-check the send-out labs. KSA-3, D-3, C-3

unexplained findings on laboratory or physical examination. Findings are reported to supervisors as change with unidentified meaning (and potential concern). KSA-4, D-4, T-4

practitioner is on-call because he typically invests much time and energy in searching for needed answers and meticulously reports back on all important developments.
KSA-4, D-4, C-4, T-4

Comments: