

From: [Zehle, Christa H](#)
To: [Zehle, Christa H](#)
Cc: [StudentCOMServices](#)
Subject: Important - 2019 AAMC Graduation Questionnaire (GQ) opens today
Date: Thursday, February 14, 2019 5:34:15 PM
Attachments: [2019 GQ medical school student information letter.docx](#)
[2019 GQ sample survey.pdf](#)
[2019 GQ Approved IRB Protocol.pdf](#)
[2018_GQ_YouSaidWeDid.pdf](#)
Importance: High



RE: 2019 AAMC Graduation Questionnaire

Dear Class of 2019,

The 2019 GQ has arrived and that means you are one step closer to graduation! The GQ is an Association of American Medical Colleges survey that includes questions (see attached 2019 GQ sample survey) about your:

- Basic science and clinical education
- Preparedness for residency
- Medical education experiences
- Educational environment
- Personal characteristics and background information
- Well-being
- Career plans
- School administration, student affairs, and student services
- Behaviors experienced during medical school

- Financing of education
- Opportunity to comment on strengths and areas for improvement

Today, February 14th, you hopefully received your personal survey link via email (see attached 2019 GQ medical school student information letter for additional details). Your opinion is important to us and we want you to answer the questionnaire honestly. However, there are also some compliance questions that are not based on opinion, rather are fact, where the LCME expects medical schools to have 100% compliance. As an institution, we work diligently to meet this LCME expectation, and we want to take every opportunity to make sure you are informed of these policies. Prior to completing the survey, please consider reviewing the information provided below. The following are two examples of compliance questions:

Are you aware that your school has policies regarding the mistreatment of medical students?

- To ensure that you are aware, the following is a policy within our LCOM Medical Student Handbook: [Positive Learning Environment and Mistreatment Prevention Policy](#)

Do you know the procedures at your school for reporting the mistreatment of medical students?

- To ensure that you know, the following is a policy within our LCOM Medical Student Handbook: [Procedure for Reporting Violations of the Positive Learning Environment and Mistreatment Prevention Policy](#)

Additional information about the curriculum and the learning environment that may be helpful to review prior to completing the survey includes:

- Information about the [curriculum](#) and the [VIC](#).
- Information about the [Learning Environment](#).

Your feedback on your medical education experience at LCOM is very important to us, and we use the information from the GQ to modify and/or improve the medical education we provide. Please see the attached **You Said / We Did** summary to see how OMSE/LCOM responded to **Areas for Improvement** feedback we received from the Class of 2018.

I am confident that we will have **full participation** this year, so thank you in advance for making that happen. Please note that you do not need to complete the survey all at once. You are able to begin the survey, save your responses, and return to the survey at a later time. If you have any questions regarding the survey please contact the [Medical Student Services Team](#). To encourage your participation, we are offering the following incentives:

- **Weekly drawings for FUN prizes!** Print your confirmation email that you receive after submitting your survey to the OMSE and place in the white drop box in OMSE for weekly drawings! Drawings will occur every Wednesday. First opportunity to win will be

Wednesday, February 18, 2019!

- OMSE will donate \$1 per student who completes the survey by survey closure on June 7, 2019, to your class gift!
- If we have 100% participation by the week of May 6, 2019 we will host an ice cream social for your class during graduation week!

Thank you, in advance, for participating in this important AAMC survey!

Kind regards,

Your appreciative Interim Senior Associate Dean for Medical Education and Dean for Students



Christa H. Zehle, MD

The Robert Larner, MD College of Medicine at the University of Vermont | Interim Senior Associate Dean for Medical Education

The Robert Larner, MD College of Medicine at the University of Vermont | Associate Dean for Students

The University of Vermont Children's Hospital | Associate Professor of Pediatrics

The University of Vermont Children's Hospital | Pediatric Hospitalist

MEDICAL STUDENT EDUCATION OFFICE

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Pronouns: She/Her

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Graduation Questionnaire (GQ) – You Said, We Did

Larner College of Medicine

MISTREATMENT	
What students said needed work:	What we did to change:
Students did not know we had a policy	Improved and increased communications regarding the policy.
Students did not know how to report	New confidential reporting tools. Established Director of Learning Environment position.
High rates of being denied training or rewards based on gender	Hosted focus groups. Developing an anonymous survey to all students to find out specific information about these incidents so we can be strategic in learning environment quality improvement efforts.
CLERKSHIP	
What students said needed work:	What we did to change:
OBGYN educational quality rating went up	Identified successful methods and recommended implementing those methods across all clerkships.
Internal medicine educational quality rating was low	Teaching Academy hosted focus groups to establish suggested improvements. Inpatient medicine clerkship leadership met with OB/GYN clerkship leadership for advisement.
ACTIVITIES DURING MEDICAL SCHOOL	
What students said needed work:	What we did to change:
Lower rates regarding students participating in research projects with faculty members	Enhanced coordination of student research (e.g., hired Director of Medical Student Research). Developed a comprehensive list of past faculty mentors who have engaged in research with students .

Medical Student Services	
What students said needed work:	What we did to change:
Dip in 2017 rating of satisfaction with student mental health services	Dr. Lee Rosen and students organize a mental health panel led by students to enhance emotional climate and reduce stigma of students seeking mental health services.
Career Planning /Selection	OMSE hired a medical student as a summer intern to review and further develop our specialty advising program. Outcomes included training modules and a handbook for specialty advisors.
Overall ranking of student services/wellness initiatives/accessibility of Deans	<p>Friday morning coffee conversation with administration.</p> <p>Focus groups led by Active Learning team.</p> <p>Saturday school for Step 1.</p> <p>Additional wellness initiatives.</p> <p>Renovation of Dana Medical Library</p> <p>Dedicated library study space and new furnishings for student area.</p> <p>Creation of Brickyard study space for health sciences and medical students.</p> <p>Enhancements to study lounge spaces.</p>

Have questions?

Foundations Team: curriculum.services@med.uvm.edu

Active Learning Team: activelearning@med.uvm.edu

Student Education Group (SEG): StudentEducationGroup@med.uvm.edu

Medical Student Services: studentCOMservices@med.uvm.edu



Dear Graduating Medical Student,

I would like to thank you in advance for your participation in the 2019 Medical School Graduation Questionnaire (GQ), which is provided by the Association of American Medical Colleges (AAMC) and its member medical schools. The GQ will be open from February 14 until June 7.

To access the GQ, use the link that will be sent to you in an email from gq@aamc.org on February 14.

Your input to the GQ will provide valuable information to the medical school for benchmarking and improving medical education programs. GQ topics include:

- Preparedness for residency
- Elective experiences
- Learning environment
- Adequacy of student services
- Specialty choice and career plans
- Financing of education
- Strengths of your medical education and areas needing improvement

The GQ is confidential; all responses and any comments you write will be provided back to the school but without identifying you. The GQ is voluntary; the medical school has been informed of the GQ protocol requiring non-coercive encouragement of student participation. If you have any questions about your rights as a participant, contact the AAMC Office of Human Subjects Research Protection by email (humansubjects@aamc.org) or telephone (202-909-2071). The GQ is IRB-approved. The survey will take 35-50 minutes to complete—possibly more, depending on the depth of your written responses, which are very valuable. The GQ can also be completed in stages; you can always save your responses and return later.

If you have any questions about the GQ, please visit www.aamc.org/data/gq, or contact AAMC GQ staff directly at 202-862-6151 or at gq@aamc.org.

You have spent countless hours earning your medical degree. Please take the professional courtesy of spending several minutes to give feedback to help improve the medical education experiences of those who will follow you.

Sincerely,

David A. Matthew, PhD
Senior Research and Data Analyst
AAMC Student Surveys Staff
Association of American Medical Colleges



(<https://www.aamc.org/start.htm>)

2019 AAMC Medical School Graduation Questionnaire

-- This survey link is unique and yours alone. It is not transferable. Until the survey closes, anyone who has your link will be able to view and alter your responses, even if you have completed the survey, so do not share your link with anyone else.

-- The Graduation Questionnaire is designed to be taken on a standard desktop or laptop computer with a browser that has cookies and Java enabled. Taking the survey on a mobile browser is not recommended.

-- Returning to a "Saved" survey? Your previous responses will be saved and visible. Students requested the ability to move freely backward and forward throughout the entire survey and to change responses as needed. To enable this functionality, the survey tool must restart a saved survey at the first page.

Welcome!

Your participation in the Graduation Questionnaire is an important way to provide feedback to improve medical education and student support services at your medical school. The questionnaire is a primary source of data on clinical training effectiveness, specialty and career plans, financial aid and student wellness.

After the survey closes, the AAMC will provide reports that aggregate results at the school level. These results are compared to national aggregated responses to benchmark how your school is performing in certain critical areas. The AAMC also uses these responses to provide information to support advocacy efforts for medical education.

Thank you,

Darrell G. Kirch, MD, President and CEO, Association of American Medical Colleges

The AAMC GQ is endorsed by the following groups, who encourage broad participation to ensure that students' voices are heard:

Christle Nwora, Chair, AAMC Organization of Student Representatives
[Name, Title, Medical Student Organization]

Verification of Information

Please take a moment to verify the information below to ensure that your responses are correctly associated with you and your medical school. Your survey responses will remain confidential.

FIRST NAME: %[FIRST_NAME]Q4_1%
MIDDLE NAME: %[MIDDLE_NAME]Q5_1%
LAST NAME: %[LAST_NAME]Q6_1%
MEDICAL SCHOOL: %[INST_NAME]Q3_1%

Is your information above correct?

- ☐ Yes
☐ No

Please tell us what information needs to be corrected:

After entering the correct information below, select either the "NEXT PAGE" or "Save and Return Later" button. This will notify AAMC staff to generate a new GQ survey link for you with the corrected information. You will be sent a new GQ survey link within 1-2 business days.

300 characters left.

Important Information about the Graduation Questionnaire (GQ)

The AAMC Medical School Graduation Questionnaire (GQ) seeks information from graduating medical students to help medical schools benchmark and improve their medical education programs. The information is also used for research on national trends in medical education and by the Liaison Committee on Medical Education (LCME), the accrediting authority for programs leading to the MD degree in U.S. medical schools. The GQ asks your opinions about the student services and educational programs at your school, your preparation for residency, your education financing, and your career aspirations. The GQ also asks questions aimed at understanding the learning environment at your medical school. In addition, the GQ gives you the opportunity to inform your medical school about specific program areas that are strong or in need of improvement. The GQ will take approximately 30 to 45 minutes to complete.

Participation Is Voluntary

Participation in the GQ is voluntary. You have the right not to answer any question or set of questions. To help ensure participation is voluntary, the AAMC will not inform medical schools which students have begun or completed the GQ. If you believe you are being coerced into participation, contact the AAMC Office of Human Subjects Research Protection by email (humansubjects@aamc.org) (<mailto:humansubjects@aamc.org>). Your medical school has been informed of regulations and guidelines regarding the administration of the GQ. By encouraging your participation, your medical school agrees to this protocol.

Confidentiality Statement

The data collected in the GQ are classified as confidential. Confidential data are data that may not be released with individual identification, except with permission. (Your agreement to participate in the GQ is not considered to be permission to release your identified responses.) The AAMC takes extensive measures to ensure the security of the data and the confidentiality of the responses. The responses you provide on the GQ are retained by the AAMC in a secure confidential database to which only a small number of designated AAMC staff has access.

Benefits and Risks of Participation

Benefits of Participation: By participating, you will be contributing to medical education research, national benchmarking, and the improvement of medical education programs.

Risks of Participation: This data collection is considered to be minimal risk. If individually identified data were made public, it could prove embarrassing.

How Responses are Used

Medical schools receive GQ data in reports that aggregate responses at the national, medical school, and (where applicable) campus levels. For Institutional Review Board (IRB) approved research, the AAMC might provide medical schools and other medical researchers a file of de-identified individual responses. In such files, your GQ responses may be linked with information in other databases, but only in formats without identification. Those receiving such files will be required to agree to a Data Licensing Agreement with the AAMC that outlines how the data may be used and for how long. The AAMC reduces the probability of connecting responses to specific individuals by not providing information where the small number of respondents in a specific category would allow individuals to be easily identified.

Comments you write about where your school's programs have strengths or areas in need of improvement will be provided to your medical school verbatim. The verbatim responses will not be linked to your identity and will not be linked to GQ data other than the campus location to which your school has assigned you. In responding to these essay-type questions, you should not provide self-identifying information unless you intend to make your identity known. Your responses to questions about negative behaviors or experiences during medical school might be sensitive. Because of this they will be released to schools only in a form aggregated at the medical school or campus level.

This data collection activity has been reviewed according to AAMC policies and procedures and its Institutional Review Board.

Contact Information

If you have any questions about your rights as a participant, contact the AAMC Office of Human Subjects Research Protection by email (humansubjects@aamc.org (mailto:humansubjects@aamc.org)). If you have any technical questions about the GQ, contact GQ staff by email (GQ@aamc.org (mailto:GQ@aamc.org)) or telephone (202-862-6151).

I have read and understood this confidentiality statement and agree to participate. By continuing with this survey I grant permission to share my responses in the confidential manner described above.

- ☐ Yes (to continue on to the survey)
- ☐ No

Indicate whether you agree or disagree with the following statement:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Overall, I am satisfied with the quality of my medical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- At the end of the survey, you will have the opportunity to provide extended comments about what you perceive to be the strengths of your medical school's programs and any areas that may need improving.

Basic Science Education

Based on your experiences, indicate whether you agree or disagree with the following statements about medical school:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Basic science coursework had sufficient illustrations of clinical relevance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Required clinical experiences integrated basic science contents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well did your study of the following sciences basic to medicine prepare you for clinical clerkships and electives?

	Poor	Fair	Good	Excellent	Not applicable
Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biostatistics and epidemiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Excellent	Not applicable
Genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immunology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to Clinical Medicine/Introduction to the Patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microanatomy/Histology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microbiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuroscience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pathology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pathophysiology of disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clinical Education

Rate the quality of your educational experiences in the following clinical clerkships. (Note: If you participated in an integrated clerkship, please answer this question in terms of your educational experience in each discipline. If you had no clinical experiences in the discipline, select 'Not applicable'.)

	Poor	Fair	Good	Excellent	Not applicable
Emergency Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neurology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obstetrics-Gynecology/Women's Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Excellent	Not applicable
Psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surgery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Next, you will be asked some additional questions about each of your applicable clerkship experiences excluding Emergency Medicine.

Clinical Education

Please respond to each of the three questions below for each clinical clerkship. (Note: if you participated in an integrated clerkship, please answer this question in terms of your educational experience in each discipline.)

	1. Were you observed taking the relevant portions of the patient history?		2. Were you observed performing the relevant portions of the physical or mental status exam?		3. Were you provided with mid-clerkship feedback?	
	Yes	No	Yes	No	Yes	No
Family Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neurology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obstetrics-Gynecology/Women's Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surgery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Each row should have three total responses, one for each question block.

Clinical Education

For each clerkship, please indicate the extent to which you agree with the statements below. (Note: If you participated in an integrated clerkship, please answer this question in terms of your educational experience in each discipline.)

Faculty provided effective teaching during the clerkship:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Faculty Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neurology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obstetrics-Gynecology/Women's Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surgery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Residents provided effective teaching during the clerkship:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Faculty Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neurology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obstetrics-Gynecology/Women's Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surgery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clinical Education

In the workplace (clinical setting), how often during medical school have supervising residents or faculty members **directly observed you performing the following activity and also provided you with immediate (within 24 hours) verbal or written feedback** on your performance of the activity?

Include only activities involving real patients. Do NOT include activities involving standardized or simulated patients.

	Never	Once	2 to 5 times	More than 5 times
Gather a history and perform a physical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize a differential diagnosis following a clinical encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommend and interpret common diagnostic and screening tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter and discuss orders and prescriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document a clinical encounter in the patient record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide an oral presentation of a clinical encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	2 to 5 times	More than 5 times
Form clinical questions and retrieve evidence to advance patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give or receive a patient handover to transition care responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate as a member of an interprofessional team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain informed consent for tests and/or procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform basic Cardiopulmonary Resuscitation (CPR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	2 to 5 times	More than 5 times
Perform bag and mask ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform venipuncture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insert an intravenous (IV) line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once	2 to 5 times	More than 5 times
Place a urinary catheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report patient safety concerns using system reporting structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparedness for Residency

Indicate whether you agree or disagree with the following statements about your preparedness for beginning a residency program:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I am confident that I have acquired the clinical skills required to begin a residency program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have the fundamental understanding of common conditions and their management encountered in the major clinical disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have the communication skills necessary to interact with patients and health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have basic skills in clinical decision making and the application of evidence based information to medical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a fundamental understanding of the issues in social sciences of medicine (e.g., ethics, humanism, professionalism, organization and structure of the health care system).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I understand the ethical and professional values that are expected of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I believe I am adequately prepared to care for patients from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparedness for Residency

Indicate whether you agree or disagree with the following statements about your preparedness for beginning a residency program:

I have the skills to...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gather a history and perform a physical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize a differential diagnosis following a clinical encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommend and interpret common diagnostic and screening tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter and discuss orders and prescriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document a clinical encounter in the patient record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provide an oral presentation of a clinical encounter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Form clinical questions and retrieve evidence to advance patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give or receive a patient handover to transition care responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate as a member of an interprofessional team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize a patient requiring urgent or emergent care and initiate evaluation and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Obtain informed consent for tests and/or procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform general procedures of a physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report patient safety concerns using system reporting structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply the principles of high value care (e.g., quality, safety, cost) in medical decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address the social determinants that differentially influence the health status of patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Medical Education Experiences

Have you had a clinical training experience during medical school at a Department of Veterans Affairs medical facility?

- ☐ Yes
☐ No

How would you rate the value of your Department of Veterans Affairs clinical training experience?

- ☐ Poor
☐ Fair
☐ Adequate
☐ Very good
☐ Excellent

Medical Education Experiences

Indicate the activities you will have participated in during medical school on an elective (for credit) or volunteer (not required) basis:

- ☐ Independent study project for credit
☐ Research project with faculty member
☐ Authorship (sole or joint) of a peer-reviewed paper submitted for publication
☐ Authorship (sole or joint) of a peer-reviewed oral or poster presentation
☐ Global health experience
☐ Educating elementary, high school or college students about careers in health professions or biological sciences
☐ Providing health education (e.g., HIV/AIDS education, breast cancer awareness, smoking cessation, obesity)
☐ Field experience in providing health education in the community (e.g., adult/child protective services, family violence program, rape crisis hotline)
☐ Field experience in home care
☐ Learned another language in order to improve communication with patients
☐ Learned the proper use of the interpreter when needed
☐ Experience related to health disparities
☐ Experience related to cultural awareness and cultural competence
☐ Community-based research project
☐ Field experience in nursing home care
☐ Experience with a free clinic for the underserved population
☐ Other (please specify):

Indicate whether you agree or disagree with the following statement:

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I received appropriate guidance in the selection of electives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

By the time you have graduated from medical school, will you have completed any away rotations? Include only rotations that were not required by your medical school for graduation AND were at institutions not affiliated with your medical school.

- ☐ Yes
☐ No

How many away rotations will you have completed? Include only rotations that were not required by your medical school for graduation AND were at institutions not affiliated with your medical school.

Number of away rotations:

(enter number)	<input type="text"/>
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Medical Education Experiences

Based on your experiences, indicate whether you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Medical Education Experiences

Have you been introduced to the concept of Entrustable Professional Activities (EPAs) in your medical education?

- ☐ Yes
☐ No
☐ Unsure / do not recall

Educational Environment

Think about HOW OFTEN you experience[d] the following at your medical school. Determine your response by choosing one of the categories of frequency given below. Choose the category that best approximates your perceptions.

[illegible]

Educational Environment

Please rate how often the following professional behaviors/attitudes are [were] demonstrated by your medical school's faculty:

[illegible]

Respecting diversity.	Never	Almost never	Sometimes	Fairly often	Very often	Always
Being respectful of other health professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Almost never	Sometimes	Fairly often	Very often	Always
Being respectful of other specialties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing direction and constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing respectful interaction with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing empathy and compassion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being respectful of patients' dignity and autonomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Almost never	Sometimes	Fairly often	Very often	Always
Actively listened and showed interest in patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking time and effort to explain information to patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating appropriately on behalf of his/her patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving conflicts in ways that respect the dignity of all involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Environment

Indicate whether you agree or disagree with the following statement:

My medical school has done a good job of fostering and nurturing my development as a:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Characteristics

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
It really disturbs me when I am unable to follow another person's train of thought.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am uncertain about the responsibilities involved in a particular task, I get very anxious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before any important task, I must know how long it will take.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like to work on a problem unless there is a possibility of getting a clear-cut and unambiguous answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The best part of working on a jigsaw puzzle is putting in that last piece.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often uncomfortable with people unless I feel that I can understand their behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good task is one in which what is to be done and how it is to be done are always clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Characteristics

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate number on the scale: 1, 2, 3, 4, or 5. Read each item carefully before responding. Answer as honestly as you can.

	Does not describe me well = 1	2	3	4	Describes me very well = 5
I often have tender, concerned feelings for people less fortunate than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes try to understand my friends better by imagining how things look from their perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people's misfortunes do not usually disturb me a great deal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm upset at someone, I usually try to "put myself in their shoes" for a while.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often quite touched by things that I see happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does not describe me well = 1	2	3	4	Describes me very well = 5
I try to look at everybody's side of a disagreement before I make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would describe myself as a pretty soft-hearted person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Well-Being

Please indicate the extent to which you agree with the following statements:

As a medical student...

	Strongly disagree	Disagree	Agree	Strongly agree
I always find new and interesting aspects in my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are days when I feel tired before I arrive at medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It happens more and more often that I talk about my medical school work in a negative way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I tend to need more time than in the past in order to relax and feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tolerate the pressure of my medical school work very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lately, I tend to think less at medical school and do my medical school work almost mechanically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find my medical school work to be a positive challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my medical school work, I often feel emotionally drained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Well-Being

Please indicate the extent to which you agree with the following statements:

As a medical student...

	Strongly disagree	Disagree	Agree	Strongly agree
Over time, one can become disconnected from medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I have enough energy for my leisure activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel sickened by my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I usually feel worn out and weary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The study of medicine is the only thing that I can imagine myself doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usually, I can manage the amount of my medical school work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more and more engaged in my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am at medical school, I usually feel energized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career Plans

In which of the following activities do you plan to participate during your career? Select all that apply.

- ☐ Patient Care
- ☐ Research
- ☐ Teaching
- ☐ Medical School Faculty
- ☐ Administration (e.g., Department Chair, Dean)
- ☐ Military Service
- ☐ Public Health
- ☐ Other (please specify):

Do you anticipate providing patient care full-time or part-time?

- ☐ Full-time (at least 36 hours a week)
- ☐ Part-time (less than 36 hours a week)

How exclusively do you expect to be involved in research?

- ☐ Full-time
 - ☐ Significantly involved
 - ☐ Involved in a limited way
-

Career Plans

When thinking about your career, what is your intended area of practice?

- Note: selecting any response that includes "or subspecialty" will enable additional choices below

- ☐ Anesthesiology or subspecialty
- ☐ Child Neurology
- ☐ Dermatology or subspecialty
- ☐ Emergency Medicine or subspecialty
- ☐ Family Medicine or subspecialty
- ☐ Internal Medicine or subspecialty
- ☐ Internal Medicine/Pediatrics
- ☐ Medical Genetics or subspecialty
- ☐ Neurological Surgery
- ☐ Neurology or subspecialty
- ☐ Nuclear Medicine
- ☐ Obstetrics and Gynecology or subspecialty
- ☐ Ophthalmology or subspecialty
- ☐ Orthopaedic Surgery or subspecialty
- ☐ Otolaryngology or subspecialty
- ☐ Pathology or subspecialty
- ☐ Pediatrics or subspecialty
- ☐ Physical Medicine and Rehabilitation or subspecialty
- ☐ Plastic Surgery or subspecialty
- ☐ Preventive Medicine or subspecialty
- ☐ Psychiatry or subspecialty
- ☐ Radiology or subspecialty
- ☐ Radiation Oncology
- ☐ Surgery - General Surgery or subspecialty
- ☐ Thoracic Surgery or subspecialty
- ☐ Urology or subspecialty
- ☐ Vascular Surgery
- ☐ *Undecided*

☐ *I do not plan to practice medicine*

Anesthesiology choices:

- ☐ Anesthesiology (general)
- ☐ Critical Care Medicine
- ☐ Hospice and Palliative Medicine
- ☐ Pain Medicine
- ☐ Pediatric Anesthesiology
- ☐ Sleep Medicine
- ☐ *Undecided*

Dermatology choices:

- ☐ Dermatology (general)
- ☐ Dermatopathology
- ☐ Pediatric Dermatology
- ☐ *Undecided*

Emergency Medicine choices:

- ☐ Emergency Medicine (general)
- ☐ Anesthesiology Critical Care Medicine
- ☐ Emergency Medical Services
- ☐ Hospice and Palliative Medicine
- ☐ Internal Medicine-Critical Care Medicine
- ☐ Medical Toxicology
- ☐ Pediatric Emergency Medicine
- ☐ Sports Medicine
- ☐ Undersea and Hyperbaric Medicine
- ☐ *Undecided*

Family Medicine choices:

- ☐ Family Medicine (general)
- ☐ Adolescent Medicine
- ☐ Geriatric Medicine

- ☐ Hospice and Palliative Medicine
- ☐ Sleep Medicine
- ☐ Sports Medicine
- ☐ *Undecided*

Internal Medicine choices:

- ☐ Internal Medicine (general)
- ☐ Adolescent Medicine
- ☐ Adult Congenital Heart Disease
- ☐ Advanced Heart Failure and Transplant Cardiology
- ☐ Allergy and Immunology
- ☐ Cardiovascular Disease
- ☐ Clinical Cardiac Electrophysiology
- ☐ Critical Care Medicine
- ☐ Endocrinology, Diabetes and Metabolism
- ☐ Gastroenterology
- ☐ Geriatric Medicine
- ☐ Hematology
- ☐ Hematology-Oncology
- ☐ Hospice and Palliative Medicine
- ☐ Infectious Disease
- ☐ Interventional Cardiology
- ☐ Nephrology
- ☐ Oncology
- ☐ Pulmonary Disease
- ☐ Rheumatology
- ☐ Sleep Medicine
- ☐ Sports Medicine
- ☐ Transplant Hepatology
- ☐ *Undecided*

Medical Genetics choices:

- ☐ Medical Genetics (general)
- ☐ Medical Biochemical Genetics
- ☐ Molecular Genetic Pathology
- ☐ *Undecided*

Neurology choices:

- ☐ Neurology (general)
- ☐ Brain Injury Medicine
- ☐ Child Neurology
- ☐ Clinical Neurophysiology
- ☐ Endovascular Surgical Neuroradiology
- ☐ Epilepsy
- ☐ Hospice and Palliative Medicine
- ☐ Neuromuscular Medicine
- ☐ Neurodevelopmental Disabilities
- ☐ Pain Medicine
- ☐ Sleep Medicine
- ☐ Vascular Neurology
- ☐ *Undecided*

Obstetrics and Gynecology choices:

- ☐ Obstetrics and Gynecology (general)
- ☐ Critical Care Medicine
- ☐ Female Pelvic Medicine and Reconstructive Surgery
- ☐ Gynecologic Oncology
- ☐ Hospice and Palliative Medicine
- ☐ Maternal and Fetal Medicine
- ☐ Reproductive Endocrinology/Infertility
- ☐ *Undecided*

Ophthalmology choices:

- ☐ Ophthalmology (general)
- ☐ Ophthalmic Plastic and Reconstructive Surgery
- ☐ *Undecided*

Orthopaedic Surgery choices:

- ☐ Orthopaedic Surgery (general)
- ☐ Orthopaedic Sports Medicine

- ☐ Surgery of the Hand
- ☐ *Undecided*

Otolaryngology choices:

- ☐ Otolaryngology (general)
- ☐ Neurotology
- ☐ Pediatric Otolaryngology
- ☐ Plastic Surgery Within the Head and Neck
- ☐ Sleep Medicine
- ☐ *Undecided*

Pathology choices:

- ☐ Pathology-Anatomic/Pathology-Clinical (general)
- ☐ Blood Banking/Transfusion Medicine
- ☐ Clinical Informatics
- ☐ Cytopathology
- ☐ Dermatopathology
- ☐ Neuropathology
- ☐ Pathology-Chemical
- ☐ Pathology-Forensic
- ☐ Pathology-Hematology
- ☐ Pathology-Medical Microbiology
- ☐ Pathology-Molecular Genetic
- ☐ Pathology-Pediatric
- ☐ Pathology-Selective
- ☐ *Undecided*

Pediatrics choices:

- ☐ Pediatrics (general)
- ☐ Adolescent Medicine
- ☐ Allergy and Immunology
- ☐ Child Abuse Pediatrics
- ☐ Developmental-Behavioral Pediatrics
- ☐ Hospice and Palliative Medicine
- ☐ Medical Toxicology

- ☐ Neonatal-Perinatal Medicine
- ☐ Neurodevelopmental Disabilities
- ☐ Pediatric Cardiology
- ☐ Pediatric Critical Care Medicine
- ☐ Pediatric Emergency Medicine
- ☐ Pediatric Endocrinology
- ☐ Pediatric Gastroenterology
- ☐ Pediatric Hematology-Oncology
- ☐ Pediatric Infectious Diseases
- ☐ Pediatric Nephrology
- ☐ Pediatric Pulmonology
- ☐ Pediatric Rheumatology
- ☐ Pediatric Transplant Hepatology
- ☐ Sleep Medicine
- ☐ Sports Medicine
- ☐ *Undecided*

Physical Medicine and Rehabilitation choices:

- ☐ Physical Medicine and Rehabilitation (general)
- ☐ Brain Injury Medicine
- ☐ Hospice and Palliative Medicine
- ☐ Neuromuscular Medicine
- ☐ Pain Medicine
- ☐ Pediatric Rehabilitation Medicine
- ☐ Spinal Cord Injury Medicine
- ☐ Sports Medicine
- ☐ *Undecided*

Plastic Surgery choices:

- ☐ Plastic Surgery (general)
- ☐ Plastic Surgery Within the Head and Neck
- ☐ Surgery of the Hand
- ☐ *Undecided*

Preventive Medicine choices:

- ☐ Public Health and General Preventive Medicine (general)
- ☐ Aerospace Medicine
- ☐ Occupational Medicine
- ☐ Addiction Medicine
- ☐ Clinical Informatics
- ☐ Medical Toxicology
- ☐ Undersea and Hyperbaric Medicine
- ☐ *Undecided*

Psychiatry choices:

- ☐ Psychiatry (general)
- ☐ Addiction Psychiatry
- ☐ Brain Injury Medicine
- ☐ Child and Adolescent Psychiatry
- ☐ Forensic Psychiatry
- ☐ Geriatric Psychiatry
- ☐ Psychosomatic Medicine
- ☐ *Undecided*

Radiology choices:

- ☐ Radiology-Diagnostic (general)
- ☐ Abdominal Radiology
- ☐ Hospice and Palliative Medicine
- ☐ Interventional Radiology and Diagnostic Radiology
- ☐ Medical Physics
- ☐ Musculoskeletal Radiology
- ☐ Neuroradiology
- ☐ Nuclear Radiology
- ☐ Pediatric Radiology
- ☐ Radiation Oncology
- ☐ Vascular and Interventional Radiology
- ☐ *Undecided*

Surgery choices:

- ☐ Surgery (general)
- ☐ Colon and Rectal Surgery
- ☐ Complex General Surgical Oncology
- ☐ Hospice and Palliative Medicine
- ☐ Pediatric Surgery
- ☐ Surgery of the Hand
- ☐ Surgical Critical Care
- ☐ Vascular Surgery
- ☐ *Undecided*

Thoracic Surgery choices:

- ☐ Thoracic and Cardiac Surgery (general)
- ☐ Congenital Cardiac Surgery
- ☐ *Undecided*

Urology choices:

- ☐ Urology (general)
- ☐ Female Pelvic Medicine and Reconstructive Surgery
- ☐ Pediatric Urology
- ☐ *Undecided*

Career Plans

Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hospitalized patients)?

- ☐ Yes
- ☐ No
- ☐ Not sure

Career Plans

How useful were the following resources in learning about specialty choice and career planning?

Not useful	Somewhat useful	Moderately useful	Very useful	Did not use
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	Not useful	Somewhat useful	Moderately useful	Very useful	Did not use
Advising/Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AAMC's Careers in Medicine website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialty interest group-sponsored panels and presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-sponsored career planning workshops and courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in in-house and extramural electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications and web-based resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How influential were the following in helping you choose your specialty?

	No influence	Minor influence	Moderate influence	Strong influence
Competitiveness of specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of educational debt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role model influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Options for fellowship training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Income expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of residency training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My future family plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work/Life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit with personality, interests, and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career Plans

Where do you hope to work after completing your medical training?
Choose from the list of U.S. states and other regions in the dropdown box below:

(Click here to choose) ▼

Please indicate the setting in which you plan to work after the completion of your medical education and training:

- ☐ Large City (Population 500,000 or More)
- ☐ Suburb of a Large City
- ☐ City of Moderate Size (Population 50,000 to 500,000)
- ☐ Suburb of Moderate Size City
- ☐ Small City (Population 10,000 to 50,000--Other Than Suburb)
- ☐ Town (Population 2,500 to 10,000--Other Than Suburb)
- ☐ Small Town (Population Less Than 2,500)
- ☐ Rural/Unincorporated Area
- ☐ Undecided or No Preference

Do you plan to work primarily in an underserved area?

- ☐ Yes
- ☐ No
- ☐ Undecided

Regardless of location, do you plan to care primarily for an underserved population?

- ☐ Yes
- ☐ No
- ☐ Undecided

Career Plans

If you could revisit your career choice, would you choose to attend medical school again?

- ☐ No
 - ☐ Probably not
 - ☐ Neutral
 - ☐ Probably yes
 - ☐ Yes
-

School Administration, Student Affairs, and Student Services

Note: If your medical school has multiple campuses, your medical school may want you to answer the items below with regard to a specific campus. Schools requesting campus-level reports of GQ results provide the AAMC with the campus assignment of each student.

Indicate your level of satisfaction with the following:

Office of the Dean of Students/Associate Dean for Students

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Office of the Dean for Educational Programs/Curricular Affairs

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responsiveness to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participation of students on key medical school committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Administration, Student Affairs, and Student Services

Note: If your medical school has multiple campuses, your medical school may want you to answer the items below with regard to a specific campus. Schools requesting campus-level reports of GQ results provide the AAMC with the campus assignment of each student.

Indicate your level of satisfaction with the following:

Student Support

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
1. Academic counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Financial aid administrative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Overall educational debt management counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Senior loan exit interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Faculty mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career Planning Services

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
1. Career preference assessment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information about specialties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Information about alternative medical careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall satisfaction with career planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wellness

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very dissatisfied	Did not use
1. Student programs/activities that promote effective stress management, a balanced lifestyle and overall well being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: If your medical school has multiple campuses, your medical school may want you to answer the items below with regard to a specific campus. Schools requesting campus-level reports of GQ results provide the AAMC with the campus assignment of each student.

Indicate your level of satisfaction with the following:

Student Health

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
1. Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Student mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Student Services

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
1. Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Computer resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Student relaxation space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Administration, Student Affairs, and Student Services

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

Do you have a disability as defined by the ADA?

- ☐ Yes
- ☐ No
- ☐ I don't know

Which of the following best describes your disability? Select all that apply.

- ☐ Attention deficit/hyperactivity disorder

- ☐ Chronic health issue
- ☐ Hearing impairment
- ☐ Mobility disability
- ☐ Psychological disability
- ☐ Vision impairment
- ☐ Other (please specify):

Has your medical school provided accommodations for your disability?

- ☐ Yes
- ☐ No

Which of the following best describes why your medical school did not or has not provided accommodations:

- ☐ My request for accommodations was denied
- ☐ My request for accommodations is under review
- ☐ I have not requested accommodations because I feel I do not need accommodations
- ☐ I have not requested accommodations for other reasons

Use the space below if you would like to share anything about your experiences regarding disability and medical school:

1500 characters left.

School Administration, Student Affairs, and Student Services

School Policies Regarding Mistreatment

	Yes	No
1. Are you aware that your school has policies regarding the mistreatment of medical students?	<input type="radio"/>	<input type="radio"/>
2. Do you know the procedures at your school for reporting the mistreatment of medical students?	<input type="radio"/>	<input type="radio"/>

Behaviors Experienced During Medical School

Your responses to the following questions about behaviors or experiences during medical school might be sensitive. Because of this they will be released to schools only in a form aggregated to the medical school or campus level and after review by AAMC staff to reduce the probability that you could be identified by your responses.

Behaviors Directed at You

For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.

During medical school, how frequently have you...

	Never	Once	Occasionally	Frequently
Been publicly embarrassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been publicly humiliated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been threatened with physical harm?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been physically harmed (e.g., hit, slapped, kicked)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been required to perform personal services (e.g., shopping, babysitting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to unwanted sexual advances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been asked to exchange sexual favors for grades or other rewards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to offensive sexist remarks/names?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	Occasionally	Frequently
Received lower evaluations or grades solely because of gender rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to racially or ethnically offensive remarks/names?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received lower evaluations or grades solely because of race or ethnicity rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to offensive remarks/names related to sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Preclerkship faculty	Clerkship faculty (classroom)	Clerkship faculty (clinical setting)	Resident/ Intern	Nurse	Administrator	Other institution employee	Student
Subjected to offensive remarks/names related to sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received lower evaluations or grades solely because of sexual orientation rather than performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subjected to negative or offensive behavior(s) based on your personal beliefs or characteristics other than your gender, race/ethnicity, or sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you report any of the behaviors listed above to a designated faculty member or member of the medical school administration empowered to handle such complaints?

- ☐ Yes
☐ No

To whom did you report the behavior(s)? Check all that apply.

- ☐ Dean of Students
☐ Designated counselor/advocate/ombudsperson
☐ Other medical school administrator
☐ Faculty member
☐ Other (please specify):

Satisfaction with the Outcome:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
How satisfied are you with the outcome of having reported the behavior(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide details regarding your experience of reporting and your level of satisfaction with the outcome. To reduce the possibility that you could be identified by the details you provide, verbatim responses to this question will not be given to your school.
(500 character limit)

500 characters left.

Behaviors Experienced During Medical School

Your responses to the following questions about behaviors or experiences during medical school might be sensitive. Because of this they will be released to schools only in a form aggregated to the medical school or campus level and after review by AAMC staff to reduce the probability that you could be identified by your responses.

Behaviors Directed at You

If there were any incidents of these behaviors that you did not report, why didn't you report them? Check all that apply.

- ☐ I reported all incidents of these behaviors
- ☐ The incident did not seem important enough to report
- ☐ I resolved the issue myself
- ☐ I did not think anything would be done about it
- ☐ Fear of reprisal
- ☐ I did not know what to do
- ☐ Other (please specify)

Behaviors Witnessed During Medical School

Your responses to the following questions about behaviors or experiences during medical school might be sensitive. Because of this they will be released to schools only in a form aggregated to the medical school or campus level and after review by AAMC staff to reduce the probability that you could be identified by your responses.

Behaviors Directed at Other Students

Here again is a list of the behaviors we showed you earlier. Note that "publicly embarrassed" is NOT included in this list.
We would now like to know whether you witnessed other students subjected to any of these behaviors during medical school:

- * Publicly humiliated
- * Threatened with physical harm
- * Physically harmed (e.g., hit, slapped, kicked)
- * Required to perform personal services (e.g., shopping, babysitting)
- * Subjected to unwanted sexual advances
- * Asked to exchange sexual favors for grades or other rewards
- * Denied opportunities for training or rewards based on gender
- * Subjected to offensive sexist remarks/names
- * Received lower evaluations or grades solely because of gender rather than performance
- * Denied opportunities for training or rewards based on race or ethnicity
- * Subjected to racially or ethnically offensive remarks/names
- * Received lower evaluations or grades solely because of race or ethnicity rather than performance
- * Denied opportunities for training or rewards based on sexual orientation
- * Subjected to offensive remarks/names related to sexual orientation
- * Received lower evaluations or grades solely because of sexual orientation rather than performance
- * Subjected to negative or offensive behavior(s) based on personal beliefs or personal characteristics other than gender, race/ethnicity, or sexual orientation

During medical school, did you witness other students subjected to any of the behaviors listed above?
Do not include experiences of embarrassment or behaviors performed by patients.

- ☐ Yes
- ☐ No

Did you report any of the behaviors you witnessed to a designated faculty member or a member of the medical school administration empowered to handle such complaints?

- ☐ Yes

☐ No

Behaviors Experienced or Witnessed During Medical School

Optional: Provide Feedback to Your School about the Behaviors You Experienced or Witnessed

Is there anything you would like to share directly with your medical school about the behaviors that you have indicated you (a) experienced personally, or (b) witnessed happening to other students? To help your medical school understand and improve the learning environment, your response below will be given to the staff at your medical school who receive your school's GQ report, but not until after the annual GQ reports have been issued in July.

Note: Any comments you write below about your school's programs will be provided to your medical school verbatim. The verbatim responses will not be linked to your identity and will not be linked to GQ data other than your campus location. In responding to this question, you should not provide self-identifying information unless it is your intention that your identity be known.

5000 characters left.

Financing of Education

All the information you share in this survey, including financial information, is confidential and will not be given to your school with your identification.

Your information will help the medical community better understand the costs of medical education and the rising levels of medical student indebtedness. The information may be used for benchmarking by, and comparison among, medical schools.

Confidential financial information is also used to inform the Financial Information, Resources, Services and Tools (FIRST) program of the AAMC to help the medical community navigate the complexities of student debt. For more about FIRST, see www.aamc.org/services/first (<https://www.aamc.org/services/first>)

If you cannot remember the actual figures for some of the questions that follow, please enter rough estimates.

Scholarships, Stipends, and Grants

Did you receive any scholarships, stipends, or grants (not loans) for medical school?

☐ Yes

☐ No

Estimate the total dollar amount of all the scholarships, stipends, and/or grants you will have received for medical school. (Do not include loans.)

Total dollar amount:

\$	(enter amount)	
----	----------------	--

Financing of Education

Loans for Premedical / College Education

Do you have any outstanding education loans for your college/premedical education?

- ☐ Yes
☐ No

Enter the amount you owe on your premedical/college education loans.

Principal amount borrowed (do not include interest):

\$	(enter amount)	
----	----------------	--

Financing of Education

Loans for Medical School Education

Do you have any outstanding education loans (including loan service commitments) for your medical school education?

- ☐ Yes
☐ No

Enter the amount you owe on your medical education loans.

Principal amount borrowed (do not include interest):

\$	(enter amount)	
----	----------------	--

Financing of Education

Total Education Debt

Your total education debt will be reported, without identification, using these two amounts that you provided.

If these figures are accurate, continue to the next page. If they are not accurate, please use the "Back" button below to correct your previous responses.

Total education debt:

Premed/college loans:

\$	123,456	
----	---------	--

Medical school loans:

	123,456	
--	---------	--

**Total
education
debt: \$** **0**

Financing of Education

Noneducational Loans

Do you have any noneducational, consumer debt that you are legally required to repay? (This includes credit card debt, car loans, home mortgages, residency and relocation loans, or other consumer debt.)

☐ Yes

☐ No

Please list the amount of your noneducational, consumer debt for each category listed below. Enter 0 (zero) for non-applicable categories. Note: Enter the amount (not percentages) that you owe for each category. For example, if you owed eight hundred dollars on your credit cards, four thousand dollars for a car loan, and had no other consumer debt, you would enter 800, 4000, and then 0 on each of the remaining lines. The total would then appear below as 4,800. Please do not use commas or periods.

Credit Cards:

\$	(enter amount)	
----	----------------	--

Car Loans:

\$	(enter amount)	
----	----------------	--

Mortgage:

\$	(enter amount)	
----	----------------	--

Residency and Relocation Loans:

\$	(enter amount)	
----	----------------	--

Other Consumer Loans:

\$	(enter amount)	
----	----------------	--

Total Amount: \$

\$	0	
----	---	--

Financing of Education

Loan Forgiveness Programs

Do you plan to enter into a loan forgiveness program?

- ☐ Yes
- ☐ No

Select the type of loan forgiveness program in which you plan to participate:

- ☐ Department of Education's Public Service Loan Forgiveness (PSLF)
- ☐ National Health Service Corps
- ☐ Indian Health Service Corps
- ☐ Armed Services (Navy, Army, Air Force)
- ☐ Uniformed Service (CDC, HHS)
- ☐ State loan forgiveness program
- ☐ Hospital program (e.g., sign-on bonus)
- ☐ Private loan forgiveness program:
- ☐ Other:

Background Information

What is your current marital status?

- ☐ Single (never legally married)
- ☐ Legally married
- ☐ Common law or civil union
- ☐ Divorced
- ☐ Separated, but still legally married
- ☐ Widowed

How many dependents do you have (not including a spouse/partner)?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

What sex were you assigned at birth?

- ☐ Male
- ☐ Female

What is your current gender identity? Select all that apply:

- ☐ Male
- ☐ Female
- ☐ Trans male/Trans man
- ☐ Trans female/Trans woman
- ☐ Genderqueer/Gender non-conforming
- ☐ Different identity (please state):

Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

How do you self-identify?

- ☐ Bisexual
- ☐ Gay or lesbian
- ☐ Heterosexual or straight

If one of the above three identities did not best describe you, then with what identity do you feel more comfortable?

I self-identify as:

Medical School Strengths and Areas for Improvement

Any comments you write below about your school's programs will be provided to your medical school verbatim. The verbatim responses will not be linked to your identity and will not be linked to GQ data other than your campus location. In responding to these essay-type questions, you should not provide self-identifying information unless it is your intention that your identity be known.

1.a. Preclinical Education: Strengths

Please comment on what you perceive to be the strengths of your basic science education during medical school. (3000 character limit)

3000 characters left.

1.b. Preclinical Education: Areas for Improvement

Please comment on any areas where you believe your medical school could improve basic science education. (3000 character limit)

3000 characters left.

2.a. Clinical Education: Strengths

Please comment on what you perceive to be the strengths of your clinical education during medical school. (3000 character limit)

3000 characters left.

2.b. Clinical Education: Areas for Improvement

Please comment on any areas where you believe your medical school could improve clinical education. (3000 character limit)

3000 characters left.

3.a. Administration, Services, and Student Affairs: Strengths

Please comment on what you perceive to be the strengths of the administration, services, and student affairs programs of the medical school from which you are graduating. (3000 character limit)

3000 characters left.

3.b. Administration, Services, and Student Affairs: Areas for Improvement

Please comment on any areas where you believe your medical school's administration, student services, and student affairs programs could be improved. (3000 character limit)

3000 characters left.

You're Almost Done!

Your Feedback is Appreciated

You have reached the end of the Medical School Graduation Questionnaire (GQ).

We hope you will take a moment to offer any feedback about the survey that may help us improve the GQ. (1500 character limit)

1500 characters left.

Submit Your Survey

Please read carefully:

Clicking on "Submit Survey" below will complete the survey and direct you to a final page that displays your name. You may print that page for personal purposes, or for purposes such as raffles, prize drawings, or other incentives that your school or student organization may have offered to encourage your participation in this survey.

If you have questions you have not completed, you may use the "Back" button below to review your prior responses.

(Optional:) Would you like an email confirming your participation in the GQ?

Indicate your preference below:

- ☐ Email me confirmation of my participation in the GQ, which will be sent after I click "Submit Survey" below
- ☐ Do not email me confirmation of my participation. I understand that I can use the standard confirmation page that will be displayed after I click "Submit Survey" below.

An email confirming your participation in the GQ will be sent to:

%(EMAIL)Q12_1%

Note: If you do not see our confirmation email in your Inbox soon after submitting your survey, please check your junk or spam folder first. It is possible that your email provider may direct our confirmation email to a junk or spam folder.

If you would also like us to cc your confirmation to an alternate email address for yourself, please enter it below:

Your alternate email address:

Re-enter your alternate email address:

[NEXT PAGE](#)

Powered by Verint survey software (<http://www.verint.com>)

REVIEW OF SAFEGUARDS FOR HUMAN SUBJECTS

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007

Institutional Review Board
IRB00000436

Project number: EX00163

Project Director/Proposal Author: David Matthew

Project/Proposal title: 2019 Medical School Graduation Questionnaire

1. Type of review:

(Check one)

- ☒ Expedited review
☐ Full IRB review

(Check one)

- ☒ Initial review
☐ Scheduled re-review (e.g., annual)
☐ Requested re-review (e.g., new data collection component, research plan change)

2. Review determination:

After reviewing the above *AAMC 2019 Medical School Graduation Questionnaire* the Institutional Review Board (or member signing below) has determined the following:

☐ Determination of Exemption: the project is exempt from further IRB review because it does not constitute research or because it does not involve human subjects.

☐ Provisional Approval: the submitted *insert "project/study/proposal or other descriptive"* is approved pending development of the research plan (45CFR46.118), which must be reviewed before enrollment of subjects or collection of data can begin.
Proposed date of review: ____

☐ Conditional Approval: data collection of *insert "project/study/proposal or other descriptive"* can proceed after meeting the following conditions:

☒ **Approval: approval of the AAMC 2019 Medical School Graduation Questionnaire is granted and data collection can proceed. In keeping with our Federalwide Assurance mandate, the IRB must conduct reviews at least annually for each project. This project will be reviewed again on 12/9/19.**

☐ Approval Denied: approval of *insert "project/study/proposal or other descriptive"* is denied and data collection may not proceed for the following reasons:

3. Consent Procedures

The Institutional Review Board has determined that consent procedures:

- ☐ are not applicable to the project.
- ☐ must be reviewed on .
- ☒ **are approved as submitted.**
- ☐ are approved under the following conditions:
- ☐ are not approved for the following reasons:

4. Individually Identifiable Information Safeguards

The Institutional Review Board has determined that the safeguards planned for individually identifiable information:

- ☐ are not applicable to the project.
- ☐ must be reviewed on .
- ☒ **are approved as submitted.**
- ☐ are approved under the following conditions:
- ☐ are not approved for the following reasons:

5. Comments

On the basis of this review, the IRB has determined that the study, as described in the materials you submitted, is approved. The risks to the participants are minimized, the procedures for obtaining informed consent are appropriate, and the procedures for protecting the confidentiality of the collected data are adequate.

6. IRB Signature(s):

January 9, 2019
Date



Elizabeth Spier
IRB Representative

Please keep in mind that any material changes made to the study or the study procedures require the submission of an updated IRB package.



AMERICAN INSTITUTES FOR RESEARCH

IRB CONTROL FORM**ORGANIZATION:** AAMC**AIR PROJECT NUMBER:** EX00163**PROJECT TITLE:** Medical School Graduation Questionnaire 2019**PROJECT MANAGER:** David Matthew**AIR PROJECT MANAGER:****PART I: Project Information**

Proposal Submission or Project Start Date: 12/31/2018	Estimated Start Date of Data Collection: 2/14/2019	Estimated End Date of Data Collection: 6/7/2019
Is an IRB review and approval form (OMB 0990-0263) needed for submission of an application or proposal to funding agency? Yes <input type="checkbox"/> No x	Will new data about living human beings be systematically gathered through personal contacts such as interviews, focus groups or testing? Yes <input type="checkbox"/> No x	Will extant data about living human beings from records or databases be accessed in this research? Yes x No
Do you anticipate using part-time data collectors?		Yes <input type="checkbox"/> No x

PART II: Request for IRB review

The project manager hereby requests an IRB review of this project and will, on or before 1/15/2019 (thirty days before data collection begins in order to provide time for review), submit a protocol to the IRB Administrator for review. The protocol will address the following issues:

- (1) **Subjects:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.
- (2) **Data:** Identify the sources of research material obtained concerning individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data. Indicate extent to which the data are publicly available. Indicate whether data address illegal conduct, drug abuse or sexual behavior. Describe the extent to which the data contain information such as names, addresses, identifying numbers, photographs and audio recordings that could be used to identify subjects.
- (3) **Recruitment/Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent (attach a copy of proposed consent form).
- (4) **Risks/Benefits:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.
- (5) **Protections:** Describe the procedures for protecting against or minimizing potential risks (including risk of physical harm and risks arising from breaches of confidentiality such as harassment, ostracism, psychological harm, civil liability, criminal prosecution, loss of employability and financial loss), including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.
- (6) **Risk/Benefit Analysis:** Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Confidentiality:** Describe plans for ensuring the confidentiality of individually identifiable data, including training of researchers in confidentiality procedures, physical security of data and eventual disposal of sensitive materials.

PART III: Supporting Documentation

Submit consent form(s), protocol or topic guide, survey instrument, recruiting material, and other relevant data collection instruments.

PROJECT MANAGER SIGNATURE: David Matthew**DATE:** 12/31/2018

IRB Protocol
Medical School Graduation Questionnaire (GQ) - 2019

Subjects

The subjects of the Association of American Medical Colleges (AAMC) Medical School Graduation Questionnaire (GQ) are the graduating medical students from the 152 Liaison Committee on Medical Education (LCME) accredited medical schools in the U.S. We estimate that roughly 20,000 students will be eligible to complete the Graduation Questionnaire. These students are approximately 28 years old with the majority between 18-45 years old with the possibility of a few outliers. When preparing the list of eligible participants, we do not include anyone under the age of 18. Although the health status of the subject population is not measured in the survey, they can be generally assumed to be of good health and of sound mind. Slightly more than half ($\approx 50.5\%$) of the subject population is male and broadly dispersed among numerous racial and ethnic categories.

Our single participant inclusion criterion is that they must be a graduating student of one of the 152 afore-mentioned U.S. medical schools. Students outside this population are excluded from participation. Because medical schools admit many different types of students, subject population may include adults with disabilities and/or pregnant women but that this information is not documented or recorded, nor should it interfere with the completion of the survey.

Data

The responses collected in the Graduation Questionnaire are obtained for program evaluation and policy development for the AAMC and its member institutions. The responses may also be used for research purposes by institutional officials, AAMC staff, or other interested parties who meet our criteria and conform to our data policies to use these data.

Students access the survey using a unique survey link sent to their email address by GQ staff of the AAMC. Personally identifiable data, including internal AAMC identification numbers and the subject's full name are directly obtained from the AAMC's Student Record System (SRS). This personally identifiable information is matched with the medical school roster from SRS to confirm the subject's individual eligibility for participation. Demographic data, including age at graduation, gender, racial and ethnic categorization, number of years between matriculation and graduation, and degree program information are also obtained from the SRS.

We produce and make available to the public a national aggregated publication. This report can be accessed at <https://www.aamc.org/data/gq/allschoolsreports/>. Medical schools receive GQ data in reports that aggregate responses at the national, medical school, and campus levels. Designated student representatives at each of the schools also have access to these school-level reports, if requested. In support of research approved by an Institutional Review Board (IRB), the AAMC may provide medical schools and other medical researchers a file of de-identified individual responses. In such files, an individual's GQ responses may be linked with information from AAMC or other databases, but only in formats without identification. Those receiving such files will be required to agree to terms that outline how the data may be used and for how long. The AAMC reviews reports and data files prior to sending. The AAMC reduces the probability of connecting responses to specific individuals by not providing information where the small number of respondents in a specific category would allow individuals to be reasonably identified.

All of the personally identifiable information used is obtained from the SRS. This includes the student's AAMC ID Number, full name (first, middle, and last), date of birth, and sex. Limited demographic items regarding marital status, the number of dependents, gender identity, and sexual orientation are included in the GQ. Personally identifiable data are never published in any manner. The subjects' addresses (beyond the state in which their medical school resides), photographs, or audio or video recordings are not obtained in any manner in the survey.

The survey does not address specific illegal conduct, drug abuse, or sexual behavior of the subjects. The survey does, however, include a section on student mistreatment, and contains items related to possible sexual mistreatment of the students by peers, colleagues and school personnel. These responses will only be released to individual medical schools in aggregated form. Responses to the gender identity and sexual orientation questions will be excluded from de-identified data files.

A copy of the survey instrument is included in the attached documentation.

Survey topics:

- Pre-Clinical Experiences
- Clinical Experiences
- General Medical Education
- Student Services
- Diversity
- Special Topics
- Financial Aid, including indebtedness
- Career Intentions, including specialty choice
- Behaviors experienced or witnessed during medical school (“Mistreatment”)
- Demographic information

Rationale for questions on Student Mistreatment:

To be eligible for accreditation by the Liaison Committee on Medical Education (LCME – www.lcme.org), a medical school is required to document that it meets criteria related to Medical Students, Student Services, Financial Aid Counseling and Resources (Section III, B, 2), and Medical Students, The Learning Environment (Section III, D).

Under Standard 3: Academic and Learning Environments, sections 3.4 and 3.5, , LCME accreditation standards published April 2015 indicate that, “*A medical school does not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation*” and “*A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect.*” (italics added).

With this information as background, the basis for inclusion of questions in the AAMC Graduation Questionnaire regarding student mistreatment, include questions about sexual mistreatment, racial or ethnic mistreatment, gender mistreatment, and sexual orientation mistreatment. Because the public places their trust in medical school to educate future doctors to high professional standards, schools utilize these data to identify any problem and to develop and implement policies to ensure an appropriate learning environment. The AAMC’s spring 2000 publication, *Appropriate Treatment in Medicine*, and the AAMC’s Organization of Student Representatives *Draw the Line* project both respond to mistreatment problems reported by students in the Graduation Questionnaire. These AAMC efforts also served to assist schools in developing and implementing school-specific documents, policies, and programs to ensure the maintenance of environments conducive to learning for all students.

It is important to note that these questions are about mistreatment of students, not about students’ personal sexual behavior. These questions relate exclusively to experiences of belittlement, threats of physical harm, requirements to perform personal services (e.g., shopping), being denied opportunities because of gender or sexual orientation, being the victim of unwanted sexual advances, or being subject to demeaning sexist, racial or ethnic remarks. Just to reiterate, there are no questions about a student’s individual sexual behavior.

Rationale for questions on Financial Aid

Additionally, to be eligible for accreditation by the LCME, a medical school must also document that it meets criteria related to Medical Students, Student Services, Financial Aid Counseling and Resources (Section III, B, 2), and Medical Students, The Learning Environment (Section III, D).

Under Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services, Section 12.1, LCME accreditation standards published April 2015 indicate that, “*A medical school provides its medical students with effective financial aid and debt management counseling and has mechanisms in place to minimize the impact of direct educational expenses (i.e., tuition, fees, books, supplies) on medical student indebtedness.*” (italics added).

Similarly, because of the stresses associated with bearing the costs of paying for a medical education and with the repayment of student loans following medical school graduation, the basis for inclusion of questions in the AAMC Graduation Questionnaire regarding students’ “Financing of Education” and “Non-Educational Loans” is also apparent. AAMC data indicate that the median educational debt of all indebted medical school graduates in 2018 was \$200,000. Schools use these data to identify any financial aid, debt management, and debt counseling problems and develop and

implement school strategies to alleviate these problems for students. An effective school-based financial aid program assists students by considering options to graduate with minimal debt, select least expensive loans, and manage their consumer debt such as very expensive credit card debt.

The AAMC believes it is a strategic imperative to gather more detailed information on non-educational debt. This specific kind of debt can further impact a graduate's ability to repay their educational debt in a timely manner, and thus leads to an the potential impact on a school's default rate, interest rates on educational loans, and future alumni giving. With continued anticipated increases in medical student educational indebtedness, we believe it is vital for financial aid officers to have access to more specific information about non-educational debt to determine the components of new financial/debt management programming that would be beneficial for their students. The questions on the GQ provide the fundamental data resource for these studies and activities.

Recruitment/Consent

As a member of a distinct population of graduating medical students, participants are pre-selected for participation in the survey. Because the survey is administered during the fourth year of medical school, the majority of the students are dispersed to a variety of clinical sites and it is difficult to identify a single opportunity for the students to complete the survey. One reason for creating a web-accessible survey was to allow students to complete the survey without specific time or location restraints.

The AAMC will send a letter to AAMC Student Surveys Contacts at each medical school including the link to the informational page on the GQ (available on the AAMC website), an informational letter that can be sent to students about the survey, and sample GQ promotional material such as a flyer/poster.

The AAMC will maintain primary responsibility for participant recruitment, but the schools may also actively encourage student participation. AAMC staff will send an initial recruitment email to each eligible participant, and several follow-up emails (using the same or similar language to the initial recruitment message) to those who have not completed the survey (refer to the attached document labeled "GQ email invitation and reminders". These emails will contain the eligible participant's unique survey link. These emails may include a few brief, de-identified comments of feedback about the GQ provided by past or current GQ respondents. AAMC staff only will have access to the list of individuals who have and have not completed the survey. School AAMC Student Surveys Contacts will not have access to this information. The schools may choose to use the medical school student encouragement sample letter and may use any of the methods in the list of approved methods for encouraging participation, included with the AAMC Student Surveys Contacts letter.

The following links are sample materials that the schools have used in the past to encourage participation and that are allowable under this protocol:

- Posting information about the importance of the survey to one's website
- Posting the AAMC medical school student encouragement sample letter on the medical school's website
- Offering raffles/prizes: (As an optional section in the attached email encouraging participation):
- Placing the GQ on the medical school graduation information page
- Sending a letter from the dean and/or posting a letter from a dean to one's website.

The letter to the AAMC Student Surveys Contacts at each medical school also outlines appropriate and inappropriate methods of encouraging student participation. If we receive a student complaint about an institution using coercive tactics, we will investigate. Appropriate methods for encouraging student participation include:

- Use of promotional and reminder materials such as posters, reminder postcards, and newsletters
- Prize drawings for the students who have completed the survey
- Provision of easy access to computers
 - Designate computer lab time for the survey
 - Reserve computers solely for the survey in the medical library or other sites
- Designation of a completion week prior to graduation
- Establishing the completion of the survey as a routine final-year activity for each class and part of their professional responsibility (but not a requirement for graduation)
- Communication from the Dean indicating the importance of the survey

In addition, the AAMC's Organization of Student Representatives, the student-led governance branch of the AAMC, is active in endorsing the survey and encourages students to complete the survey as part of their professional duties. The AAMC asks this representative to review and personally endorse the current GQ, and permission to name the representative as one of those "Welcoming" the participant on the first page of the current GQ. This AAMC representative also may reach out to other student leaders at other organizations requesting their personal endorsements and permissions to name them in the "Welcoming" section of the GQ.

To access the Graduation Questionnaire, students must log in using the unique, personal link provided in an email from GQ staff at the AAMC. This ensures that students' survey access and responses are kept confidential, while permitting students the ability to participate from anywhere in the country or abroad. Schools will be able to view a list of eligible participants to verify student eligibility, but will see no additional information about whether or not a student has completed the survey. Schools will also be able to see their overall response rate.

Schools are not allowed to require that students complete any portion of this survey, including log-in. The survey consent form and the letter to AAMC Student Surveys Contacts include the contact information for the AAMC staff responsible for the survey, and AAMC's Human Subjects Research Protection administrator, who will address any additional questions or comments. A copy of the disclosure form is included in the attached documentation.

Risks and Benefits

Risks:

If the information regarding student mistreatment or financial aid were to be made public, it could prove harmful to a respondent's career or employability because of issues relating to retribution.

Benefits:

The questions asked on the survey provide valuable feedback to the medical schools about whether or not they are meeting their goals as an institution, whether or not there are major problems within a certain curriculum, and whether or not there are severe problems of mistreatment at an institution. This feedback is used to inform administrative decisions at the medical schools and thus respondents to the survey are helping to foster positive changes within institutions. The information is used also by the LCME as one metric of how schools are meeting the various standards for accreditation. Although participants will not directly benefit from participating in the survey their responses help to inform educational decisions and policies for future medical students.

Protections

Personally identifiable data are never published in any manner, thereby minimizing the potential risks to participants in the survey. The subjects' addresses (beyond the state in which their medical school resides), photographs, or audio or video recordings are not obtained in any manner in the survey.

As part of the normal monitoring and quality assurance process of the survey, a small number of AAMC staff (both programmatic and technical) has access to a survey application database during the time period in which the survey is accessible to students. As a condition of continued employment with the AAMC, all AAMC staff members are required to complete an employee agreement regarding the handling and confidentiality of such information. Additionally, the agreement addresses instances of unauthorized disclosure or access of information, as well as instances of an employee's separation from employment with the AAMC.

While the survey is being conducted the responses reside in a secured off-site Internet Data Center (IDC). The database server is located behind a firewall preventing direct access to the server except from computers on the AAMC network. The only people with access to the GQ responses at that location are staff within our Mission Support Cluster section for Information Technology (IT) and select staff involved in the survey administration.

Once the survey is completed, the responses are copied to our Data Warehouse staging server where IT staff process the information for permanent storage in the Data Warehouse. These two databases are Oracle databases on a server located in our secured computer center at the AAMC headquarters. This server is behind a firewall preventing direct access to the server from outside the AAMC network. While the responses are in the staging environment only Data Warehouse staff,

IT staff assigned to the Graduation Questionnaire project, and the Database Administrators (DBAs) have access to the Graduation Questionnaire responses. One of the processing steps is to verify that each person's Graduation Questionnaire responses can be linked to their other data (for example, their medical school application data, their MCAT results and their Matriculating Student Questionnaire data). Two identifiers are used for this purpose, an AAMC_ID that is a public identifier (that is, a non-secret ID number that can be looked up for anyone in our various databases) and a research ID (R_ID). The R_ID is an encrypted version of the AAMC_ID used to allow researchers to link personal data from multiple sources without having access to any meaningful personal identifiers (, name, date of birth, address, AAMC_ID).

Once the responses have been processed in the staging environment, they are copied to the AAMC Data Warehouse (DW). DW is the only location where AAMC researchers can access the survey responses, and only after being granted access by the designated Data Steward for survey. Researchers do not have access to personally identifiable Graduation Questionnaire data. That is, researchers cannot see the names, addresses, dates of birth or AAMC_IDs of the Graduation Questionnaire records in DW. They do have access to R_ID that they can use to link the survey data to other personal records in DW (that have also been de-identified). This masking of personal identification in DW is implemented through database views. The underlying tables do contain the personally identifiable data, but only Data Warehouse staff and the DBAs have access to those tables.

Risk/Benefit Analysis

We consider this survey minimal risk. Any risks that may potentially present themselves are far outweighed by the numerous benefits provided to future medical students and academic medical institutions. As stated above, participants receive no direct benefit from participating in the GQ. On the institutional level, the program evaluation and policy development that is made possible and enhanced by information reported in the survey carries substantial benefits. This information ensures the continued evolution and improvement of the medical education process in a manner that is beneficial to the students, faculty, institution, and potentially the general community as a whole, by ensuring that future physicians are adequately and properly educated and trained. For the students, in addition to the furthering of their medical education, information from the survey is of vital importance to such activities as financial aid policies regarding rising student indebtedness and in addressing factors and occurrences of student mistreatment. For the AAMC itself, the combination of these potential benefits for our students, residents, and institutions ensures the progression of our primary purposes, including "the improvement of the nation's health through the advancement of medical schools and teaching hospitals."

Confidentiality

As noted, all of the reports for the Graduation Questionnaire are published in aggregate form with no personal identifiers. Personally identified responses will not be released to the schools. If a school requests a de-identified file, the requesting official will be required to agree to terms that outline how the data may be used and for how long. The AAMC reviews reports and data files prior to sending. The AAMC reduces the probability of connecting responses to specific individuals by not providing information where the small number of respondents in a specific category would allow individuals to be reasonably identified.

As part of the normal monitoring and quality assurance process of the survey, a small number of AAMC staff (both programmatic and technical) has access to a survey application database during the period in which the survey is accessible to students. As a condition of continued employment with the AAMC, all AAMC staff members are required to complete an employee agreement regarding the handling and confidentiality of such information. Additionally, the agreement addresses instances of unauthorized disclosure or access of information, as well as instances of an employee's separation from employment with the AAMC.