



The AAMC PREview™ Exam

Practice Exam Booklet





Contents

Overview	2
AAMC PREview Practice Exam	3
Instructions	3
Scoring Key	34
Scoring Key Rationales	37



AAMC PREview™ Exam: Practice Exam Booklet

Overview

The AAMC PREview™ exam (Professional Readiness Exam, formerly known as the AAMC Situational Judgment Test) presents a series of hypothetical scenarios students may encounter in medical school and asks you to evaluate the effectiveness of a series of behavioral responses to each scenario. The exam is designed to measure your knowledge of effective and ineffective pre-professional behavior.

The AAMC has created a set of practice exam materials in collaboration with subject matter experts from the medical school community to help you prepare for the AAMC PREview exam. These include:

- (1) Practice exam
- (2) Scoring key
- (3) Scoring key rationales

These practice exam materials provide you with the opportunity to familiarize yourself with the exam format and the types of scenarios you'll see on the actual exam and to better understand the process for evaluating the effectiveness of responses (items).

The practice exam includes 30 scenario sets and 186 items. It is a full-length exam. If you plan to use the practice exam to practice timing, we recommend allotting 75 minutes to complete the practice exam¹.

The AAMC has also made a scoring key available for the practice exam and a rationale to explain the scoring key for each response.

¹ If you were approved to take the test with accommodations, we recommend practicing with the amount of time indicated in your approval letter.



AAMC PREview Practice Exam

This section includes instructions and the practice exam (30 scenario sets and 186 items). We recommend allotting 75 minutes to complete the practice exam².

Instructions

You are about to begin the AAMC PREview exam. This exam contains scenarios that measure competencies that are important to be a successful medical student and doctor.

You will be presented with 30 scenario sets, which include 186 items. A scenario set includes a scenario and items. Each scenario is a short paragraph describing a situation that medical students may encounter during medical school. The items (responses) represent a range of possible actions someone could take in response to the situation.

For each scenario, you should assume the role of a medical student. You will be asked to rate the effectiveness of each response on a four-point scale.

Very Ineffective (1)	Ineffective (2)	Effective (3)	Very Effective (4)
The response will cause additional problems or make the situation worse.	The response will not improve the situation or may cause a problem.	The response could help but will not significantly improve the situation.	The response will significantly improve the situation.

Read each scenario and response carefully before rating the effectiveness of the response.

As you evaluate the responses, please follow the instructions and guidance below:

- Consider each response as an **immediate next step** in the scenario, unless otherwise noted.
- Everything you need to know to evaluate each response is included in the scenario and the response itself. Do not assume anything beyond what is written in the scenario or response.
- Evaluate and rate each response independently. Do not compare the responses to each other or rank order the responses.
- Within a scenario set, each effectiveness rating can be used more than once or not at all. Not all scenario sets will include responses that reflect each effectiveness rating.
- As in real life, there may be multiple ways to respond to a situation. The response you think may be most or least effective may not be present. Each scenario set includes a sample of possible responses to the situation.

² If you were approved to take the test with accommodations, we recommend practicing with the amount of time indicated in your approval letter.

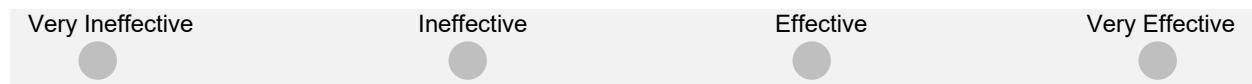


Scenario 1 of 30

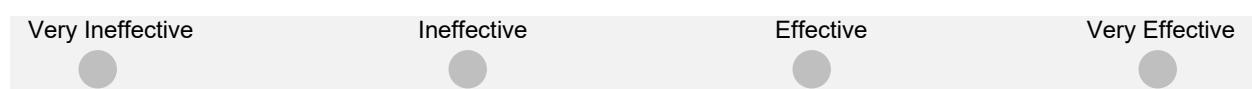
You are pursuing a two-week volunteer opportunity at a well-regarded local clinic. When you receive your course schedule, you realize the volunteer opportunity would conflict with your weekly required lab. This is the only time that the lab is offered this semester, so you are not able to make up the lab. Participation in the lab will count toward your grade.

Please rate the effectiveness of each response to this situation.

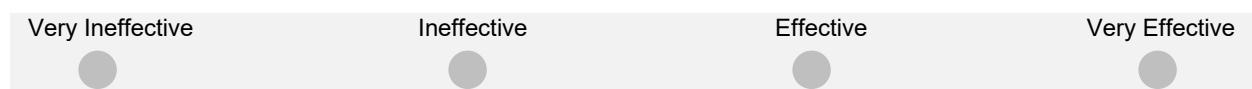
1. Skip your lab for two weeks to attend the volunteer opportunity.



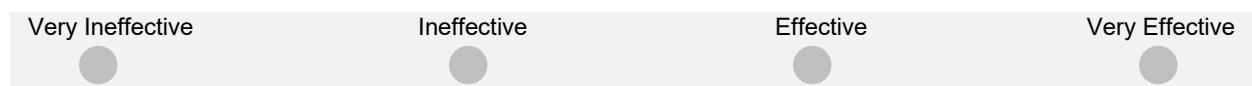
2. Ask your lab instructor to identify a solution that will allow you to attend both.



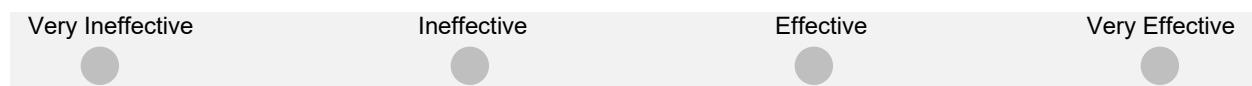
3. Stop pursuing the volunteer opportunity so that you can attend the required lab.



4. Tell your lab instructor in advance that you will miss two of your scheduled lab sessions.



5. Attend the lab and investigate if similar volunteer opportunities are available at another time.



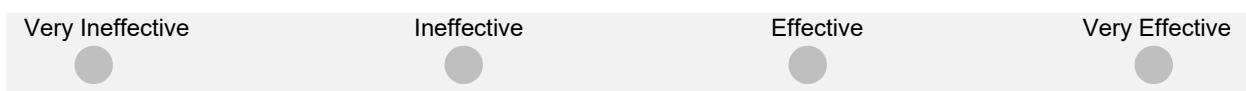


Scenario 2 of 30

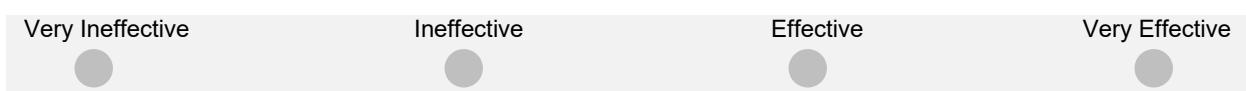
You are assigned to a small group in your clinical skills course. One of your group members has recently struggled with their assignments. The group member is often late to sessions, prepares materials of poor quality, and needs numerous reminders to complete tasks. Your group receives a new assignment that is due in three weeks and will be graded based on the group's overall performance.

Please rate the effectiveness of each response to this situation.

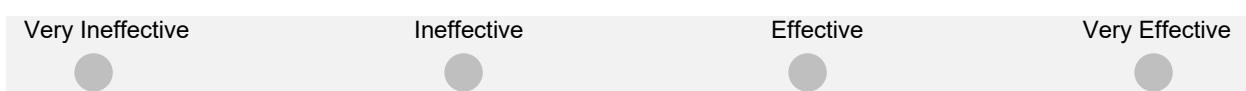
1. Encourage the group member to speak to the professor about creating a plan to handle their workload.



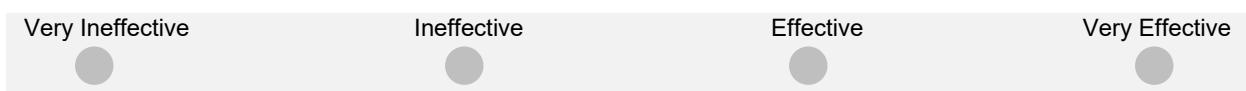
2. Meet with the group member one-on-one and ask how you can help them contribute more effectively to the assignment.



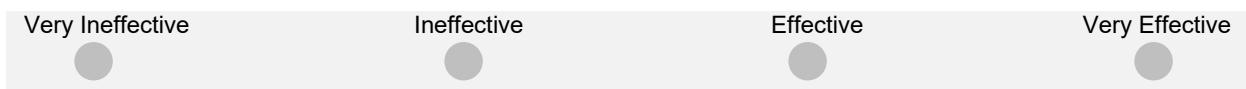
3. Meet with your group and evenly divide tasks across all members, making sure expectations are clear.



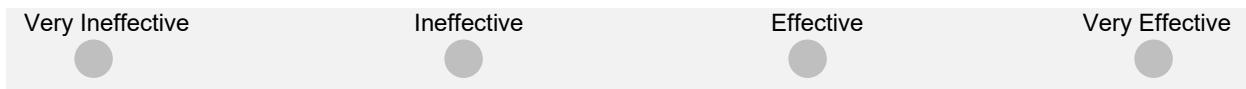
4. Ask the professor to assign the group member to a different group.



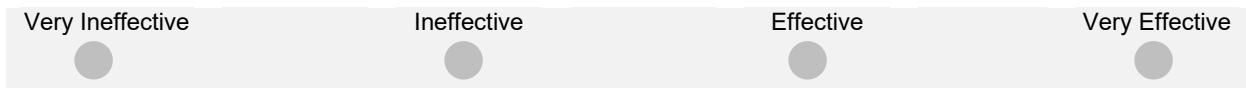
5. Work with the other members of your group to complete the assignment without the group member.



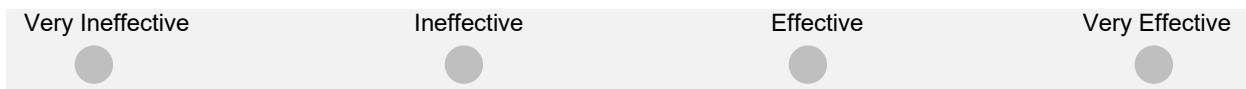
6. Request that your professor grade each group member independently.



7. Schedule recurring group meetings to review the work completed by each group member.



8. Tell the group member their lack of accountability places the entire group's performance and grade at risk.



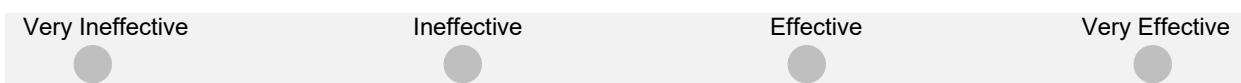


Scenario 3 of 30

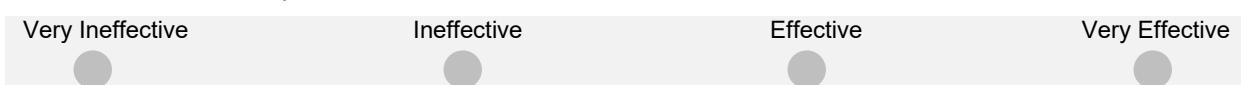
During class, your professor observes you participating in a role-play exercise with one of your classmates. You are acting as a doctor, and your classmate is acting as an angry patient. The role-play is tense but stays on course. You think you performed well, but, after class, your classmate gives you unexpected negative feedback that you missed several opportunities to comfort the patient and calm the situation. You are now expected to attend a debriefing session with your professor.

Please rate the effectiveness of each response to this situation.

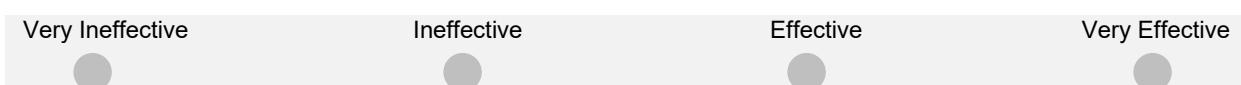
1. Tell your classmate that only the professor is qualified to provide feedback.



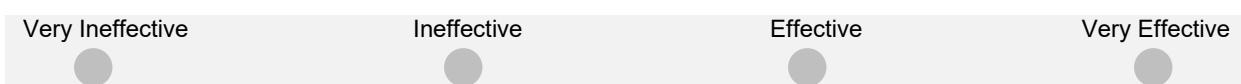
2. Explain to your professor that you understand you missed some opportunities during the exercise and discuss how to improve.



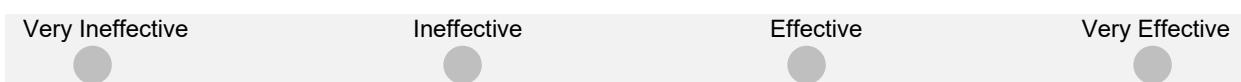
3. Skip the debriefing session because you have already received feedback.



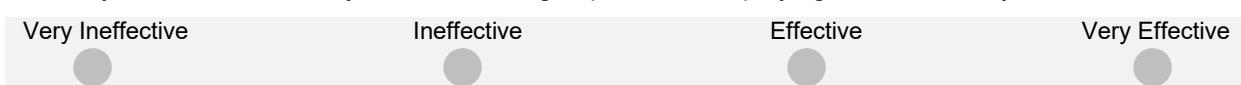
4. Ask your classmate how you could improve your performance in the future.



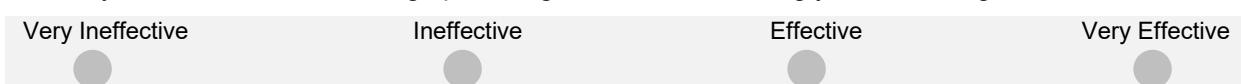
5. Explain to your professor why you were satisfied with your performance.



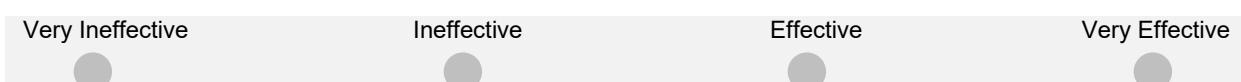
6. Ask your classmate if they would be willing to practice role playing in advance of your next exercise.



7. Ask your classmate not to bring up the negative feedback during your debriefing session.



8. Confirm your classmate's feedback with your professor.



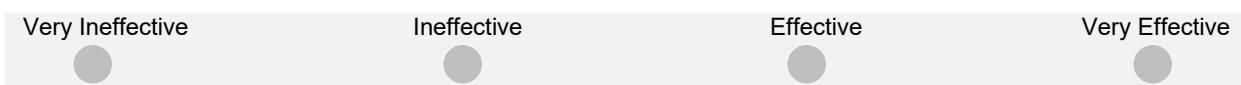


Scenario 4 of 30

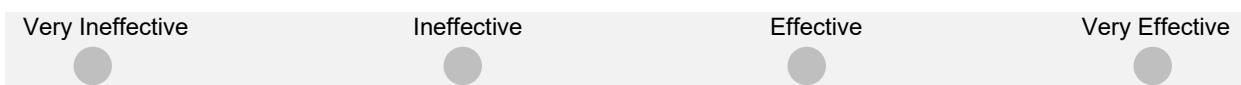
For the past few days, you have been checking up on several patients, including a patient who is recovering from surgery. The patient has been in the hospital for one week and has not received any visitors. The patient is friendly, cheerful, and enjoys sharing stories about their career as a photographer. However, you are finding it difficult to politely end your conversations so that you can spend enough time with other patients with whom you were assigned to meet.

Please rate the effectiveness of each response to this situation.

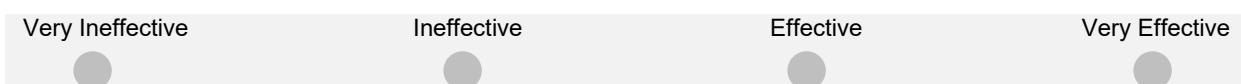
1. Spend additional time visiting with the patient once you have completed your other patient visits.



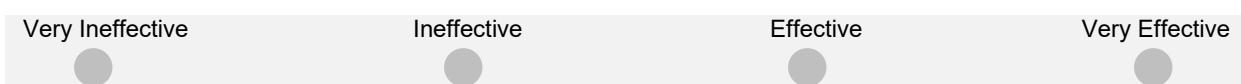
2. Tell the patient that you do not enjoy photography, so you can shorten your interactions with them.



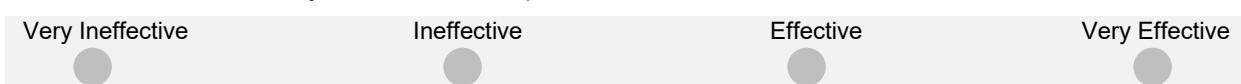
3. Ask another student to visit the patient, so you can focus on your other patients.



4. Determine if any of your tasks can be done more efficiently, so you can spend more time with the patient.



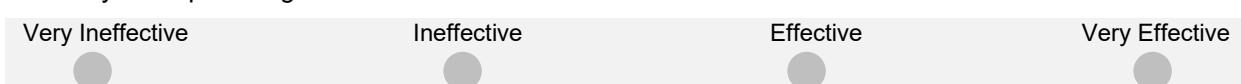
5. Create an excuse, so you can leave the patient's room.



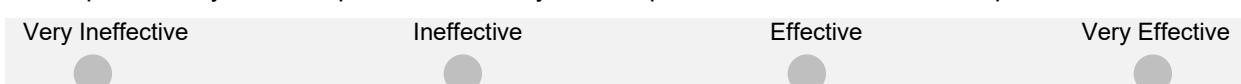
6. Tell the patient you have other patients to visit, but you will try to stop by later if you have time.



7. Ask your supervising doctor for advice on how to handle the situation.



8. Skip some of your other patient visits, so you can spend additional time with the patient.



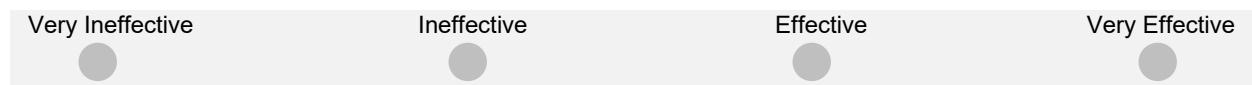


Scenario 5 of 30

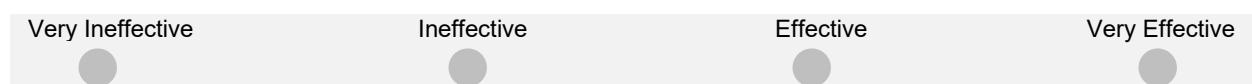
While viewing a classmate's social media profile, you notice that your classmate has made negative comments about treating a recent patient. Your classmate describes the patient and the patient's condition in detail, which violates patient privacy regulations.

Please rate the effectiveness of each response to this situation.

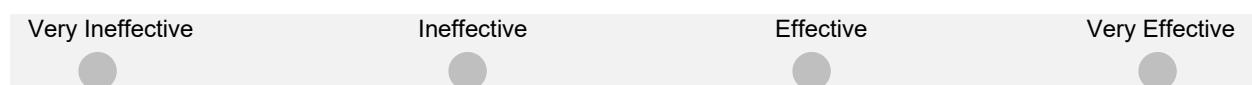
1. Explain to your classmate the importance of patient privacy and ask them to remove the comments.



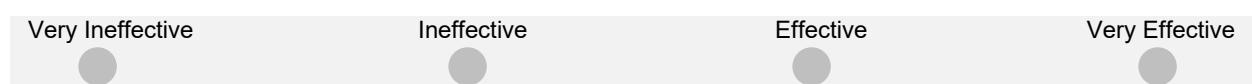
2. Report your classmate's behavior as a privacy violation.



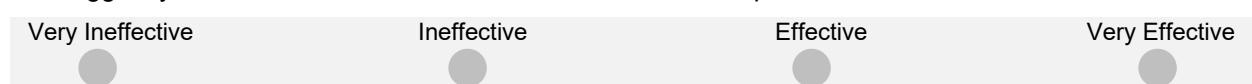
3. Read through your classmate's previous comments to see how often they comment about patients.



4. Let other students know your classmate should not be trusted with private information.



5. Suggest your classmate remove the comments as soon as possible.



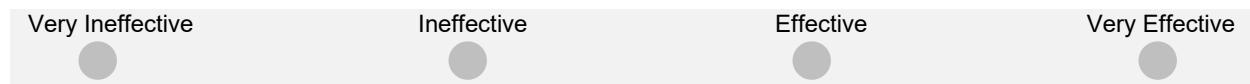


Scenario 6 of 30

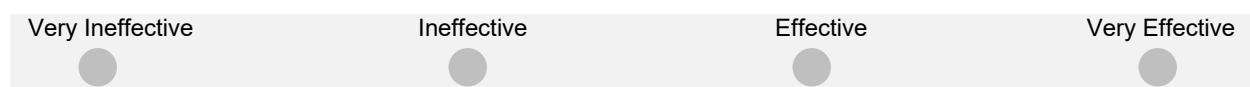
Your professor assigned you to a weekly study group with several classmates. During your first session, you are having trouble keeping up with the discussion and think you are not as prepared as the other students. At the end of the study session, you are still confused on the topic, but the rest of the group seems ready to move on to next week's topic.

Please rate the effectiveness of each response to this situation.

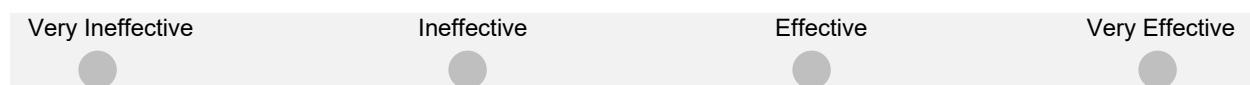
1. Ask one of the study group members if they have time to review the material with you.



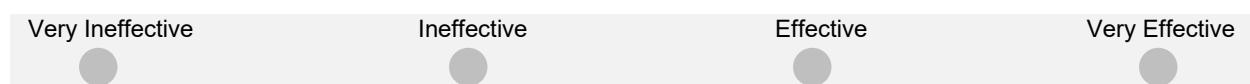
2. Tell the study group to slow down to accommodate all learning paces in the group.



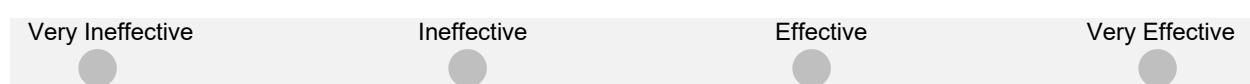
3. Ask to be assigned to a different study group that may be more conducive to your learning.



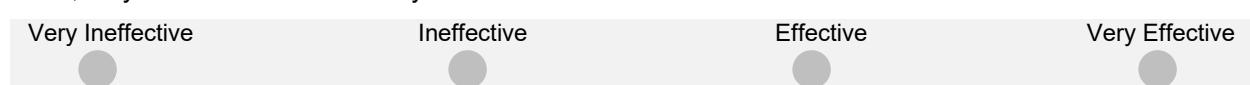
4. Stop attending the study group and study on your own for the rest of the semester.



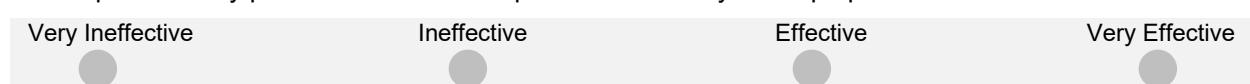
5. Ask the professor if the material that you are confused about will be included on any upcoming exams.



6. Ask your study group if any group member would share their notes on the topic you are struggling with, so you can review them on your own.



7. Prepare a study plan for next week's topic to make sure you keep up with the next discussion.



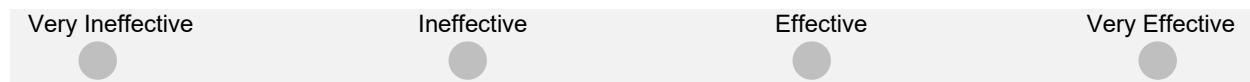


Scenario 7 of 30

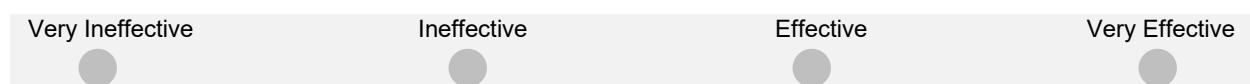
You are speaking with a patient who recently immigrated to the United States. The patient is undergoing minor surgery and asks you to contact their family in their home country if anything unexpected occurs. The patient shares the customs that should be followed when someone dies and asks you to ensure that those customs are respected.

Please rate the effectiveness of each response to this situation.

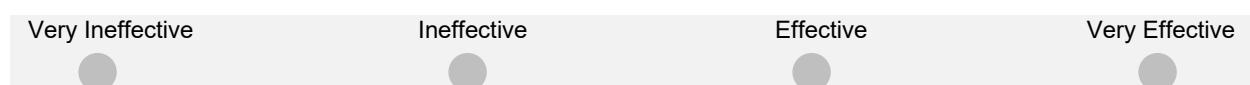
1. Tell the patient that, because the surgery is minor, it is not necessary to worry about the customs.



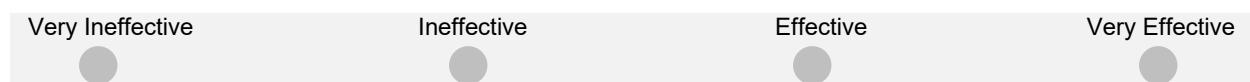
2. Tell the patient that you will respect the customs, but that you cannot guarantee the actions of other hospital staff.



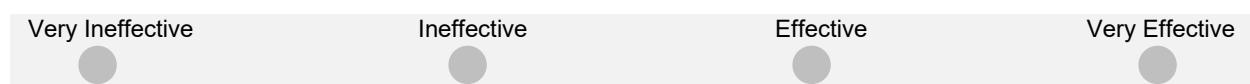
3. Suggest the patient share their request with other hospital staff to ensure the customs are respected by everyone.



4. Tell the patient that you will ask whether the hospital will be able to honor the patient's requests.



5. Discuss the patient's request with your supervisor and ask how to proceed.



6. Tell the patient you will try to find a different student who is more familiar with their culture.



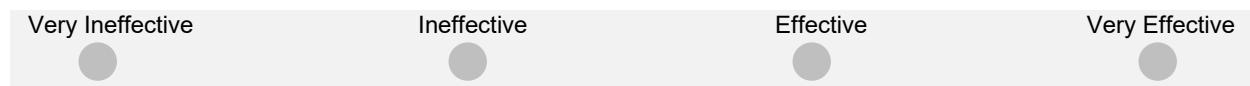


Scenario 8 of 30

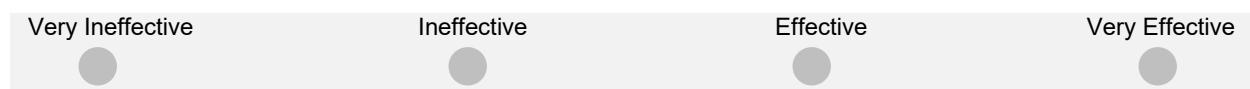
You just received a lower course grade than you expected. You worked extremely hard and don't believe your course grade accurately reflects your performance in the course. You are also worried this grade will reflect poorly on you when you apply to residency, so you are meeting with your professor to discuss your grade.

Please rate the effectiveness of each response to this situation.

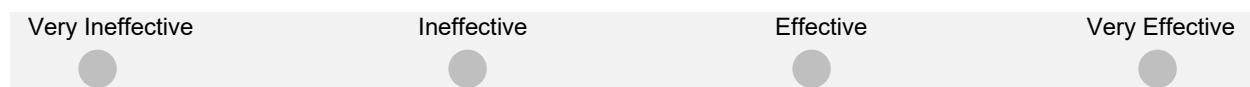
1. Ask the professor for feedback on why you earned a lower grade.



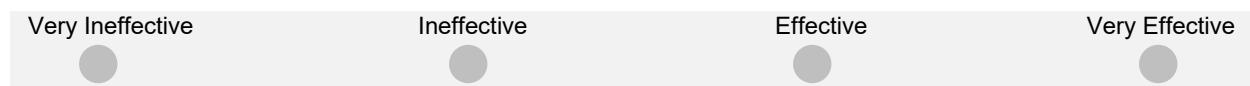
2. Tell the professor that you deserve a better grade for this course.



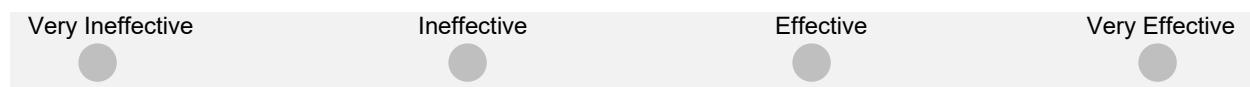
3. Question the professor's application of the grading rubric.



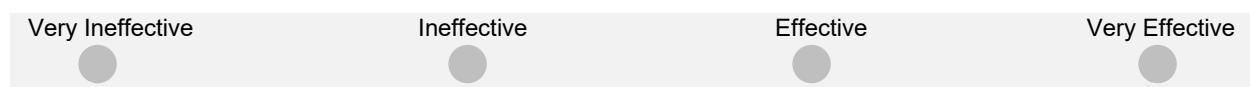
4. Ask your professor if there are any additional assignments you can do to raise your grade.



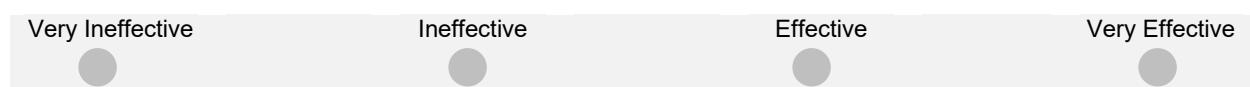
5. Ask the professor to make an exception for you given your level of effort.



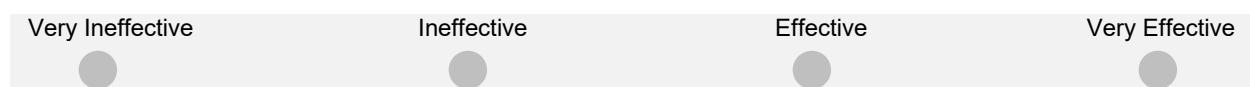
6. Ask the professor how you can improve your performance in the future.



7. Discuss your situation with classmates to determine whether their understanding of the grading rubric matches yours.



8. Explain to your professor why you feel the grade does not reflect your performance.



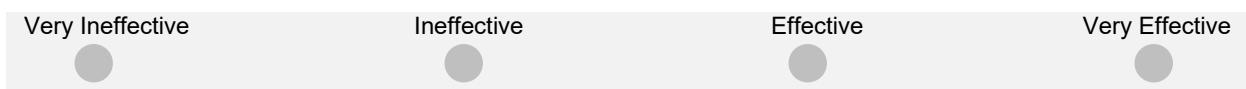


Scenario 9 of 30

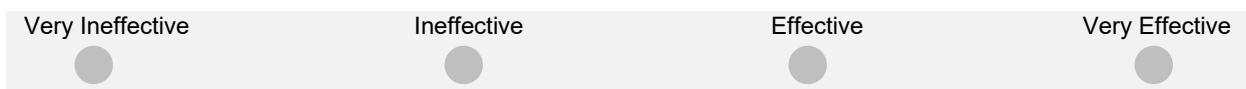
You have been elected president of your student government. Students have expressed ongoing concerns that the school's pass rates on national certification exams are below average, and that the school's curriculum is not preparing students adequately for these exams. Even though faculty are aware of this concern, they have been reluctant to make changes to the curriculum. You and the other student representatives are meeting with faculty members to discuss the concern.

Please rate the effectiveness of each response to this situation.

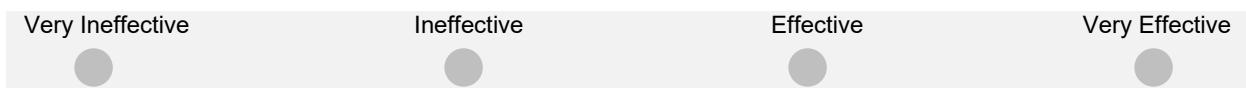
1. Present the faculty with a list of expected updates to the curriculum.



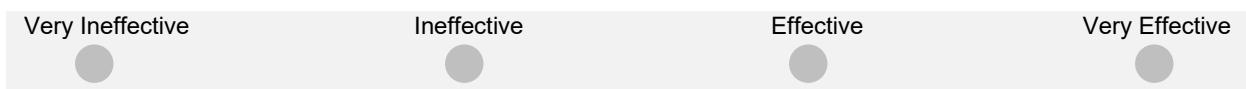
2. Ask the faculty to share their perspective on how students should better prepare for exams.



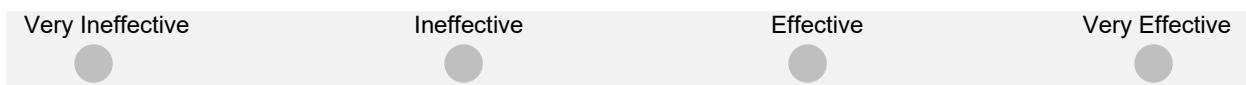
3. Ask the faculty to explain why they have been unwilling to change the curriculum.



4. Propose setting up a series of meetings with both faculty and students to discuss the curriculum.



5. Tell the faculty that the curriculum must change immediately given the students' concerns.



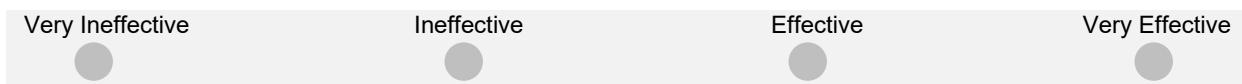


Scenario 10 of 30

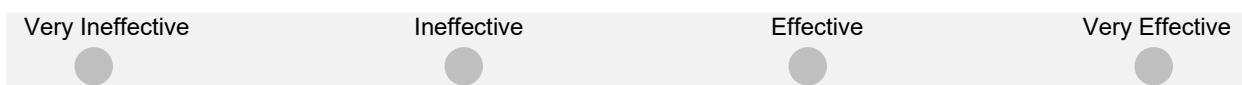
You are working in a hospital's emergency department. This clerkship rotation has been particularly challenging. Your workload has become overwhelming and stressful. A lack of sleep combined with stress is starting to impact your judgment. You are concerned because you still have three weeks remaining in your hospital assignment.

Please rate the effectiveness of each response to this situation.

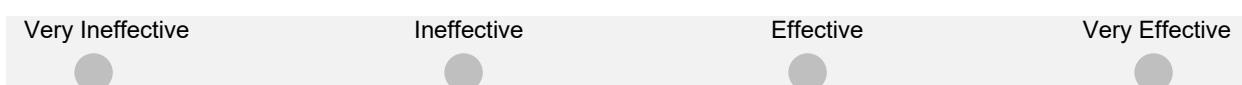
1. Join a support group for students who are facing similar challenges.



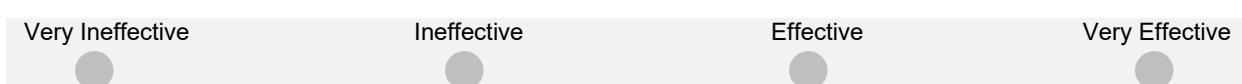
2. Seek advice from other students who appear to be successfully coping with their stress.



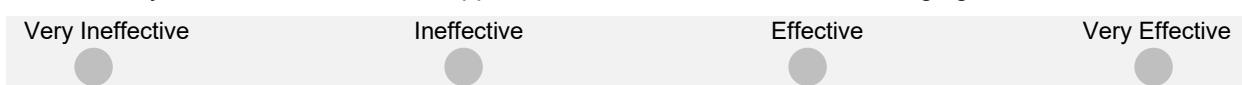
3. Tell your supervisor you are concerned that your lack of sleep and stress is starting to impact your judgment.



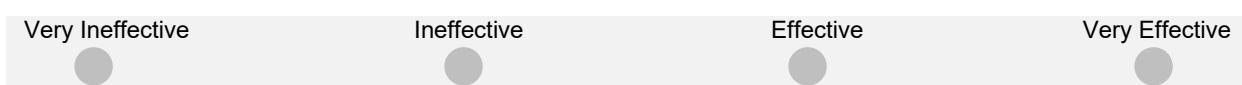
4. Tell your supervisor that you are unable to return to work unless they are willing to reduce your hours.



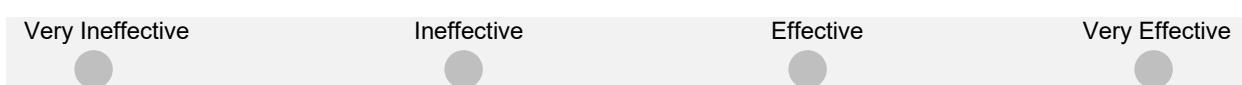
5. Contact your school's academic support office to seek advice about managing the situation.



6. Ask your supervisor if it would be possible to have a day off to recuperate.



7. Contact your school's academic support office and explain that the hospital's expectations are unreasonable for students.



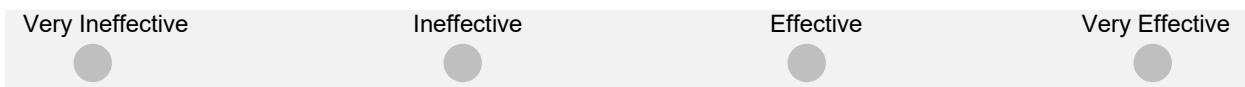


Scenario 11 of 30

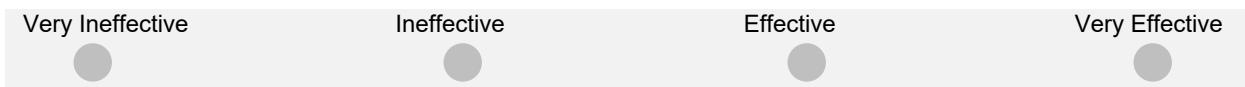
You and a classmate stay late after class one day to ask a teaching assistant some questions about an assignment they graded. While the three of you are talking, the teaching assistant teases your classmate about their ethnic background, saying your classmate is the smart kid with the overbearing and pushy parents. You see from your classmate's face that they are offended, and they walk out of the room.

Please rate the effectiveness of each response to this situation.

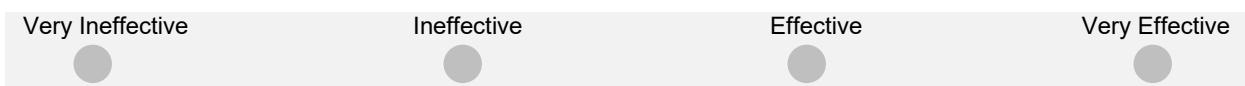
1. Ask the teaching assistant to stop making these comments.



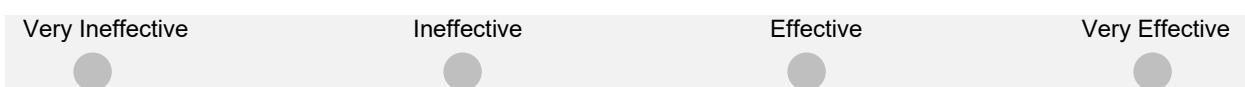
2. Report the interaction to a school administrator.



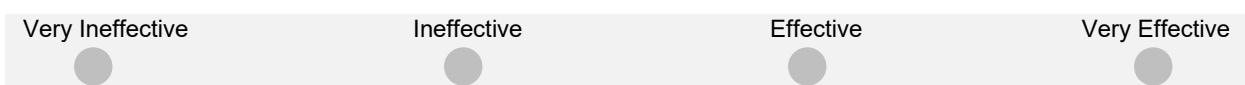
3. Laugh at the teaching assistant's joke to be polite.



4. Ask the teaching assistant a question related to the course material to take the attention off of their comment.



5. Explain to the teaching assistant that it is not okay to make comments about your classmate's ethnicity.



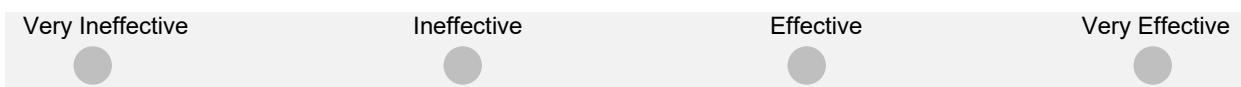


Scenario 12 of 30

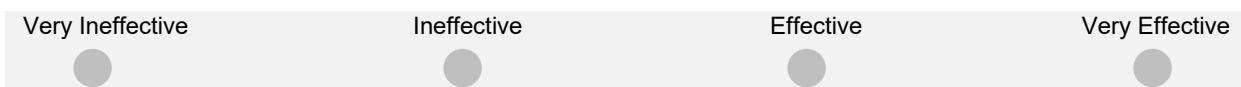
You are attending a guest lecture about a subject that is very important to medical students' clinical education. The lecture was organized by one of your professors. Although there are multiple valid perspectives on the subject, the guest lecturer focused their presentation on only one perspective. As the question and answer section begins, the lecturer is quickly dismissing other valid perspectives in their responses to students' questions.

Please rate the effectiveness of each response to this situation.

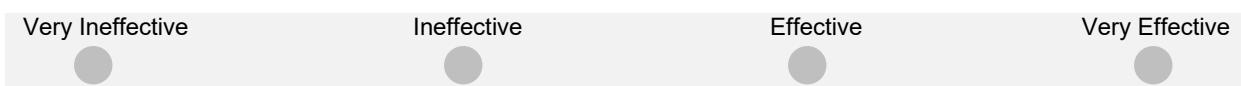
1. Consider the merits of the lecture and what you can learn from the lecturer.



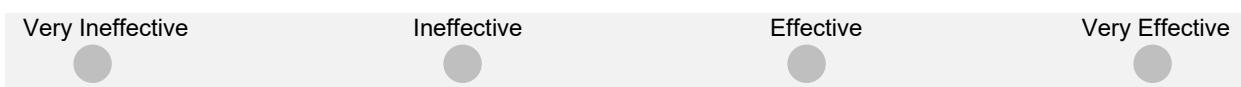
2. After the lecture, submit a request to your professor to provide resources on the other perspectives.



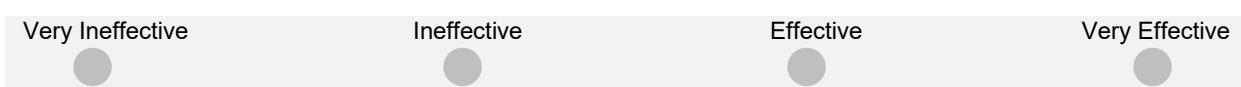
3. After the lecture, suggest your professor reconsider inviting the guest lecturer back in the future.



4. After the lecture, tell the guest lecturer their behavior was unprofessional.



5. After the lecture, suggest to the guest lecturer that they consider alternative perspectives in future discussions.



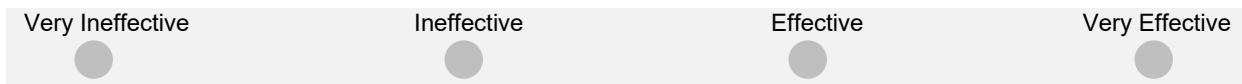


Scenario 13 of 30

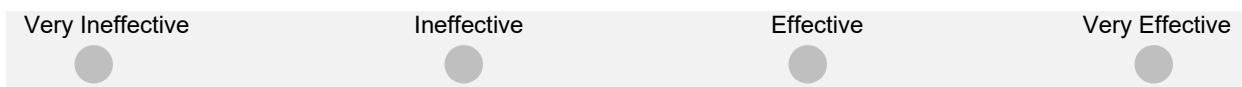
You and several classmates are conducting blood pressure screenings at a community clinic. The clinic closes in 30 minutes. You are with a patient when a previous patient interrupts and asks you to explain the blood pressure results. You explained to the patient earlier that their results were normal, but the patient says they still don't understand the numbers or what they mean.

Please rate the effectiveness of each response to this situation.

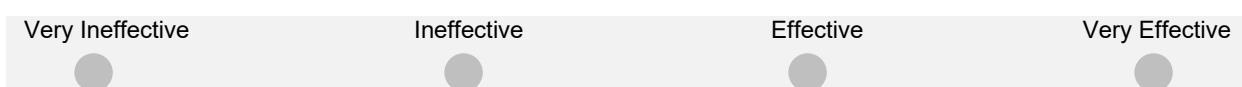
1. Offer to help the patient as soon as you are finished with your current patient.



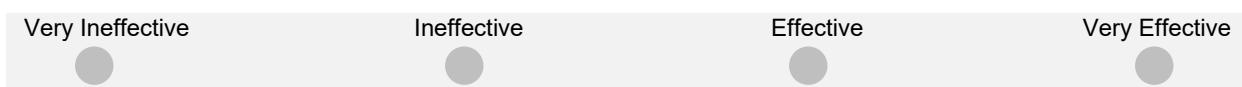
2. Tell the patient to find someone else to explain the results to them because you are busy.



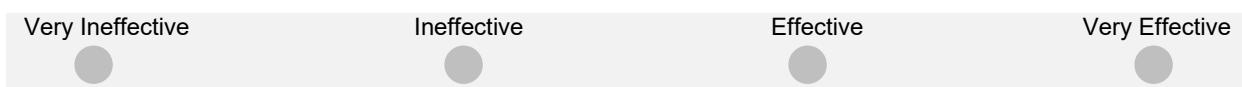
3. Explain to the patient that if they can wait for 30 minutes until the clinic closes, you will explain the results then.



4. Reassure the patient that the numbers are normal and there is nothing to worry about.



5. Ask an available volunteer if they can discuss the results with the patient.



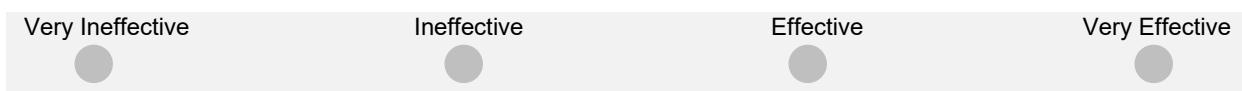


Scenario 14 of 30

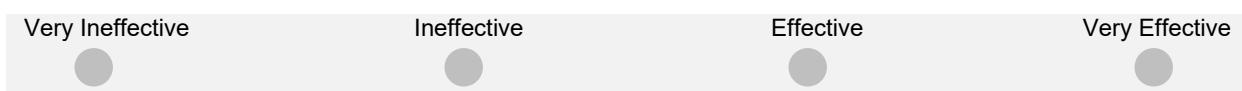
You have a paid position as a tutor for a group of pre-med students. Your supervisor relies on you to independently schedule and conduct tutoring sessions. Ten minutes before a scheduled tutoring session, you remember that you need to attend a final exam review during the same 2-hour timeframe. The final exam is 50% of your final grade, and you are worried that you won't do as well on the final exam if you miss the review session.

Please rate the effectiveness of each response to this situation.

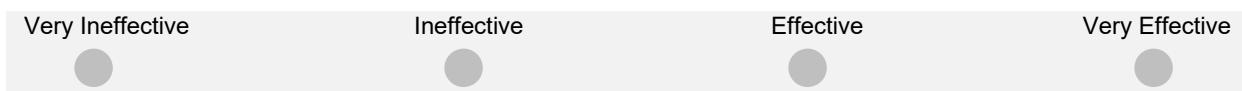
1. Conduct the tutoring session for one hour instead of two, and then attend the second hour of the exam review.



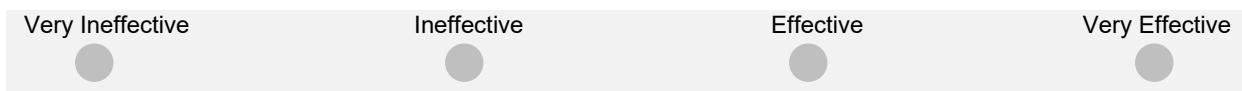
2. Notify the pre-med students that today's tutoring session has been cancelled because you have an exam review.



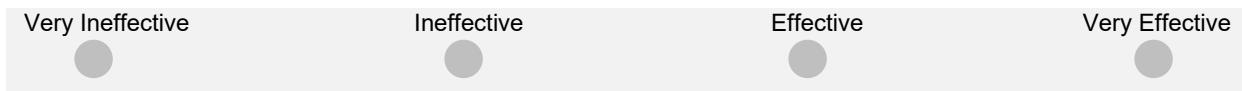
3. Ask your professor if they can postpone the exam review, so that you can attend.



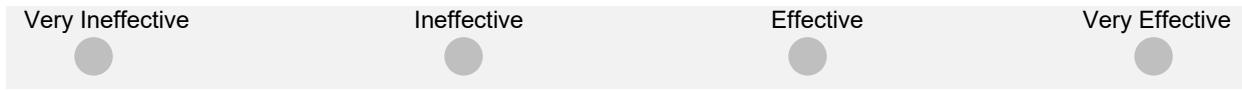
4. Conduct the tutoring session and ask a trusted classmate if they will share notes from the review session.



5. Ask the pre-med students to conduct the tutoring session on their own because you need to attend the exam review.



6. Contact the pre-med students to identify an alternate time to conduct the tutoring session.



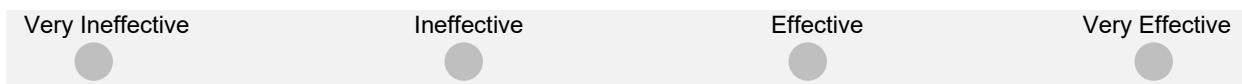


Scenario 15 of 30

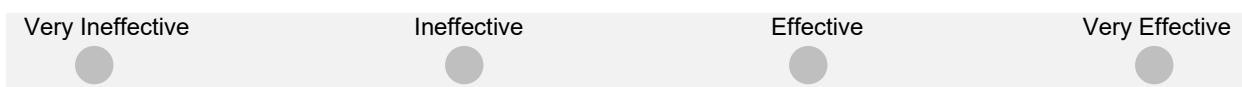
A new semester has started, and your first lecture has just ended. It is important to you that you perform well in this course. Before leaving class, you approach the professor and politely ask if there is a study guide for the exams. The professor tells you to study your assigned readings and lecture notes and that it is not their responsibility to provide you with an additional study guide.

Please rate the effectiveness of each response to this situation.

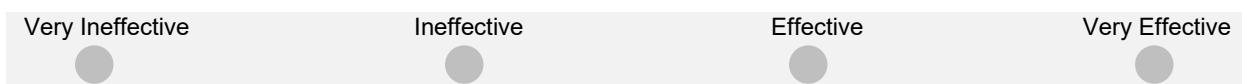
1. Form a study group with your classmates to prepare for the exams.



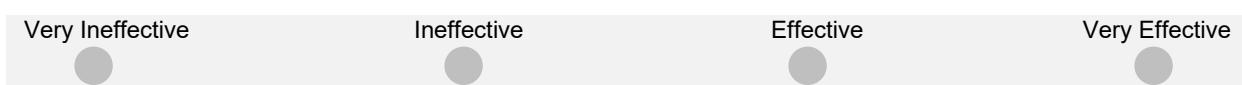
2. Avoid asking the professor questions in the future.



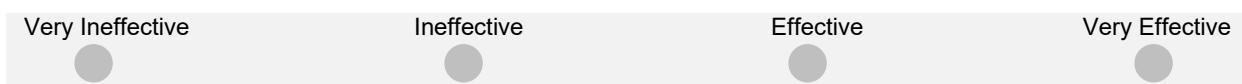
3. Work with your classmates to prepare study guides for yourselves.



4. Ask students who have already completed the course for advice on how to effectively study for the course.



5. Ask the professor's teaching assistant if they could provide a study guide.



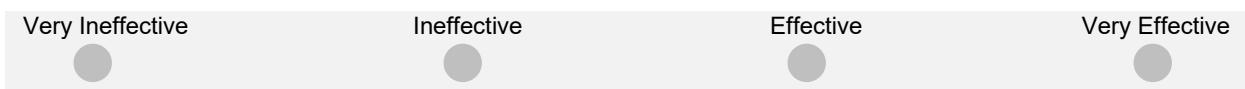


Scenario 16 of 30

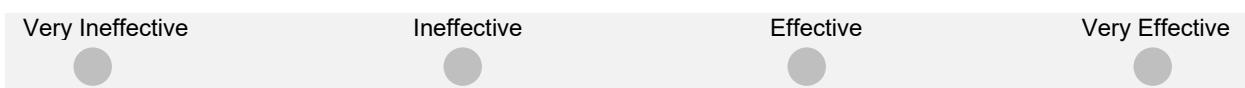
You are assisting a physician at a local hospital. Upon entering a patient's room, you forgot to wash your hands because you are nervous. In front of the patient, the doctor explains that you did not follow protocol because you did not wash your hands.

Please rate the effectiveness of each response to this situation.

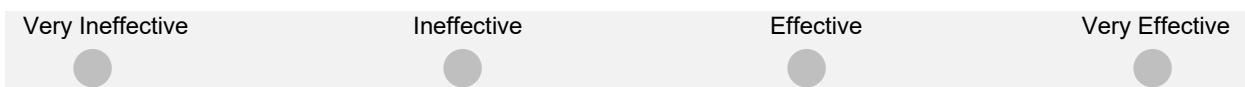
1. Explain to the doctor that you were nervous and forgot to wash your hands.



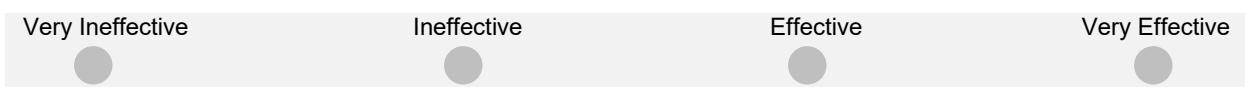
2. Apologize for your mistake and assure the doctor that it will not happen again.



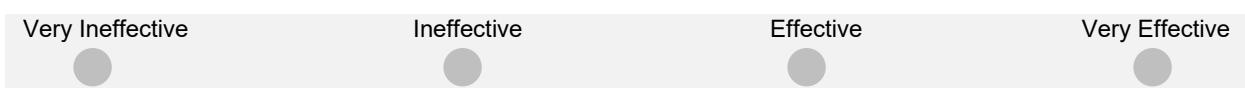
3. Tell the doctor that you have not gotten a chance to do it yet.



4. Assure the patient that your hands are clean.



5. Wash your hands immediately.



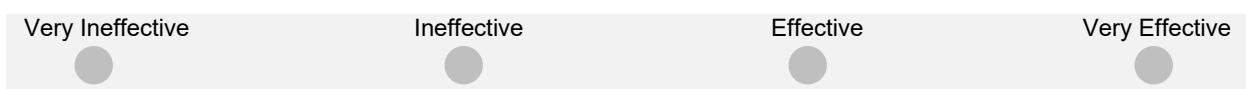


Scenario 17 of 30

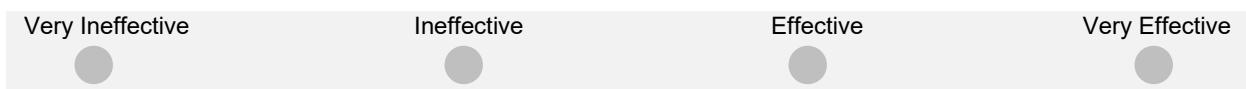
For one of your classes, you must work in 4-person groups to complete weekly assignments. Your group has been dividing the workload equally across members. The group has been meeting once weekly to combine the individual pieces; however, this week, two group members got into an argument and neither wants to attend the meeting this week. It seems unlikely that the assignment could be completed between you and the remaining group member.

Please rate the effectiveness of each response to this situation.

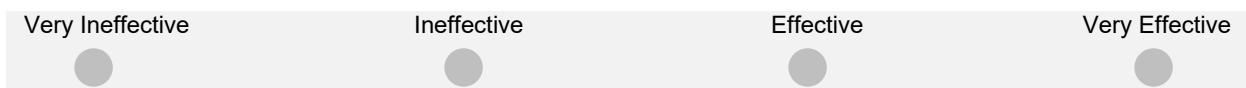
1. Tell the course instructor about the situation and ask for an extension on the assignment.



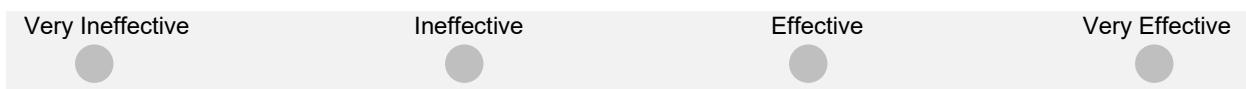
2. Tell the two group members to stop acting immaturely and attend the weekly meeting.



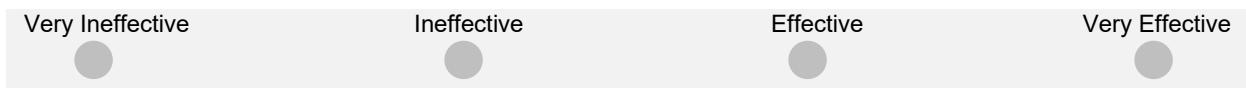
3. Ask the two group members to set aside their differences for the sake of the project.



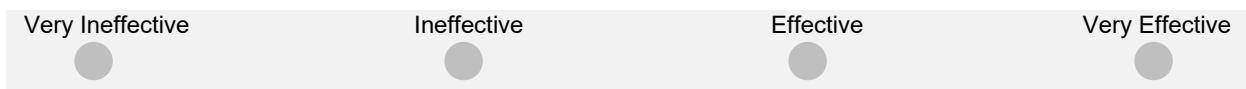
4. Remind the two group members that you all need to work together to complete assignments.



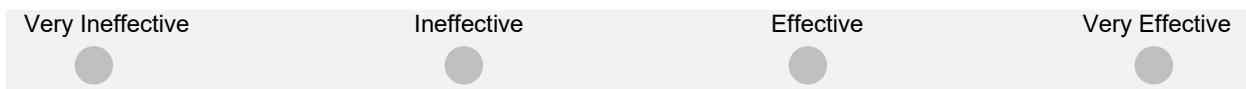
5. Tell the course instructor about the situation and ask if the individual pieces of work can be submitted separately.



6. Ask the group member who has contributed most to work with you and the remaining group member.



7. Ask the course instructor if you can be reassigned to a different group.



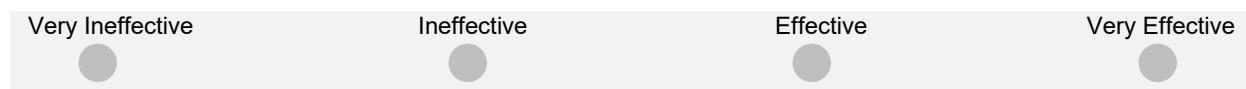


Scenario 18 of 30

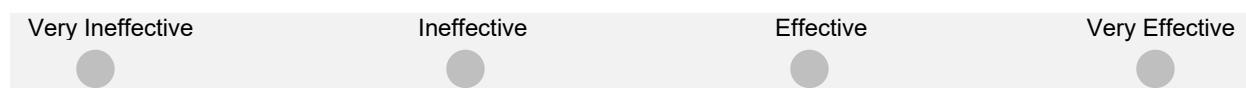
You receive a low grade on your first major assignment in your biochemistry course. You ask the instructor for feedback. They tell you that your submission did not use the formatting style specified in the syllabus. You realize you were so busy that you forgot to read through the syllabus for this course.

Please rate the effectiveness of each response to this situation.

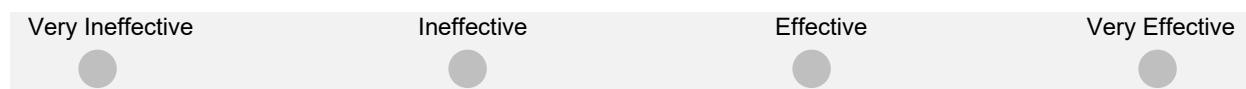
1. Tell the instructor that you will pay better attention to the syllabus from now on.



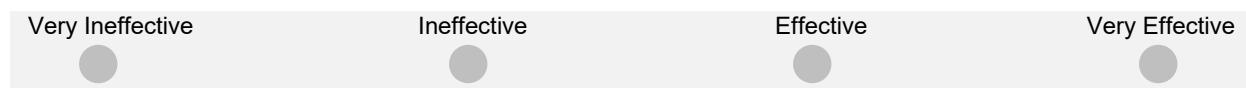
2. Explain to the instructor that you should not be punished for being overwhelmed with coursework.



3. Offer to submit another version of the assignment that is consistent with the course syllabus requirements.



4. Ask the instructor how using the correct formatting style contributes to the quality of the assignment.



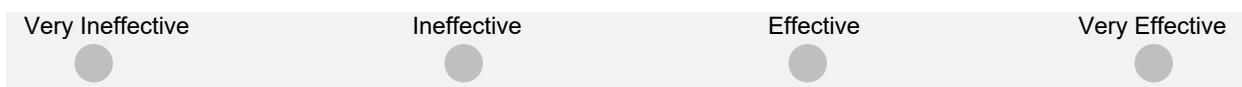


Scenario 19 of 30

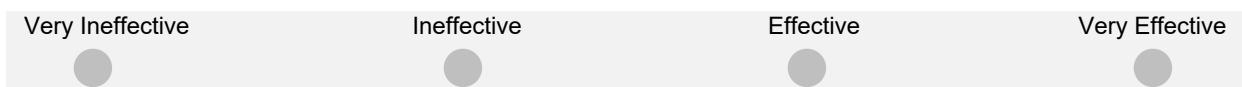
During a new rotation, you are having difficulty working with others on your medical team. The rotation director asked to meet with you to share feedback about your performance from other peer members on your team. During the meeting, the director states that your peers believe your professional conduct needs improvement. The director also shares specific feedback about your behavior and offers to discuss your areas for improvement in greater detail.

Please rate the effectiveness of each response to this situation.

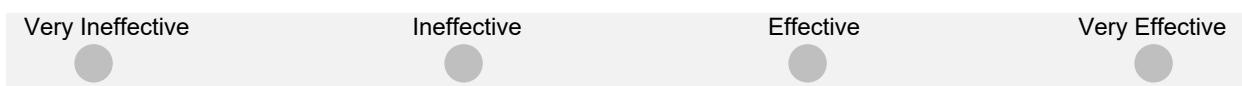
1. Tell the director that you will find additional time to work on your professional behavior.



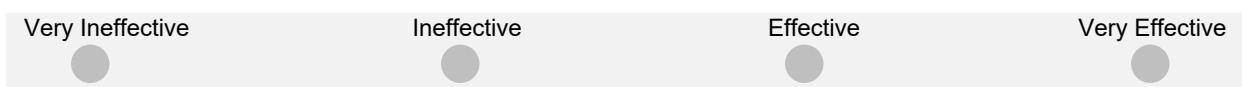
2. Tell the director that your peers' opinions do not accurately reflect your true behavior on the job.



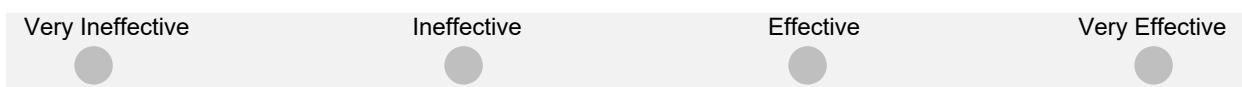
3. Suggest to the director that the other team members may misunderstand your behavior.



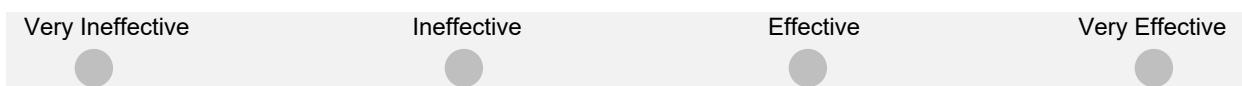
4. Remind the director that sometimes it takes time to adjust to working with new team members.



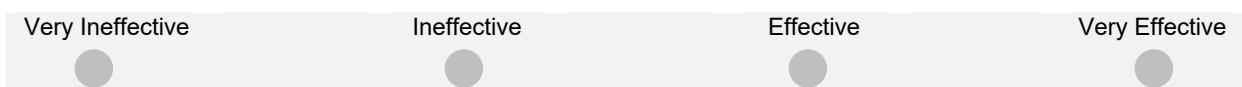
5. Ask the director if you can set up a follow up meeting in the near future to discuss your progress.



6. Explain that you haven't noticed any difficulties in working with the medical team.



7. Discuss with the director for possible solutions to address your peers' feedback.



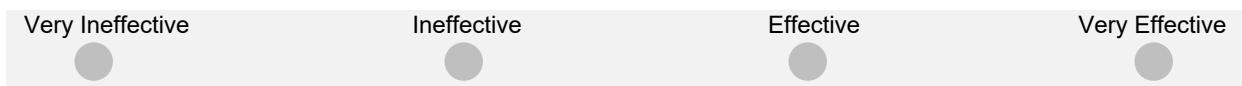


Scenario 20 of 30

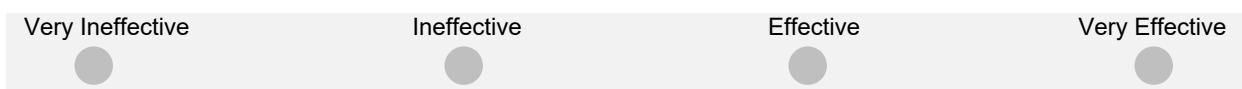
You are enrolled in your school's tutoring program and are doing very well in your neuroanatomy course. However, many of your classmates are struggling. One of your classmates is having a particularly difficult time in the laboratory section of the class. The classmate tells you that, despite studying extensively, they are worried they will fail the course.

Please rate the effectiveness of each response to this situation.

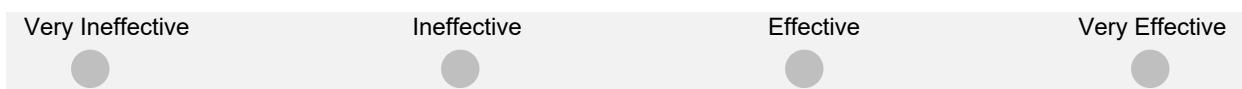
1. Tell the classmate about the tutoring program that helped you.



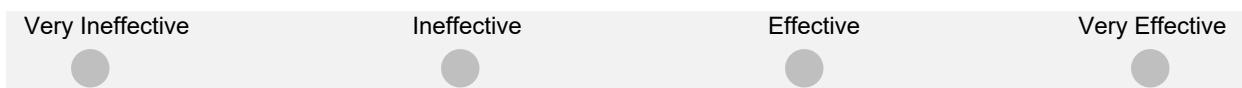
2. Sympathize with the classmate that neuroanatomy is a difficult subject for many students.



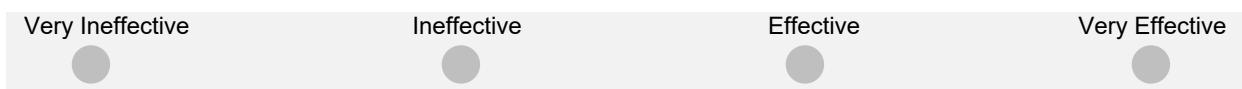
3. Offer to study with the classmate to help them learn the material.



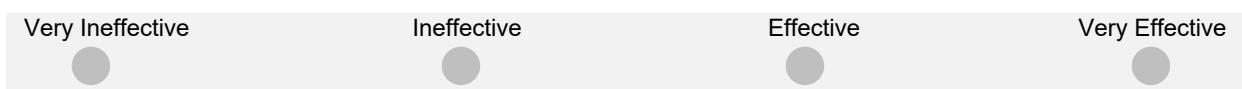
4. Suggest that the classmate request supplementary learning materials from the professor.



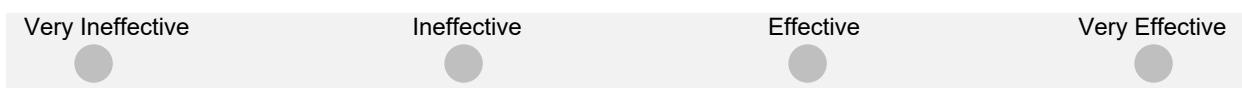
5. Explain to the classmate that some students may not excel in the course.



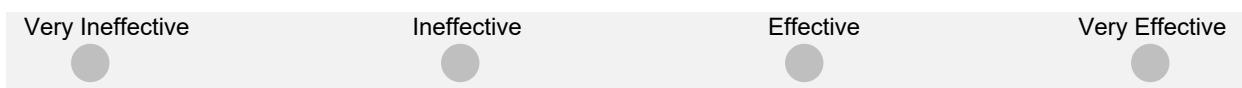
6. Suggest the classmate spend more time and effort studying.



7. Tell the classmate you cannot help because you have other classes to focus on.



8. Suggest to the student that they meet with the professor to develop a study plan.



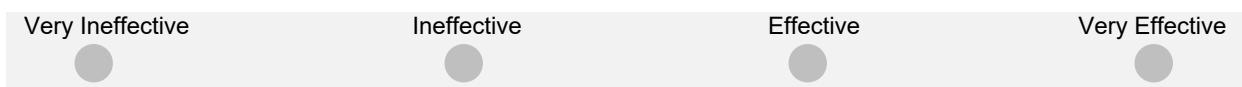


Scenario 21 of 30

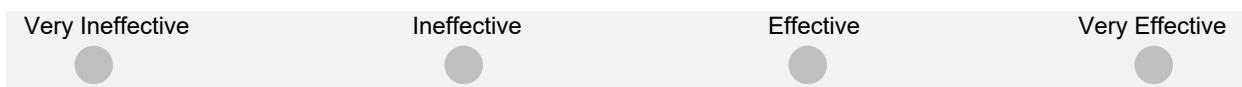
Your professor tells your class about a patient care team that went to great lengths to contact the family members of a deceased patient to obtain consent for organ donation. The patient had recently immigrated to the U.S., but the rest of the family stayed in their native country. After hearing the story, a classmate quietly tells you, "the care team wasted their time on an undocumented immigrant".

Please rate the effectiveness of each response to this situation.

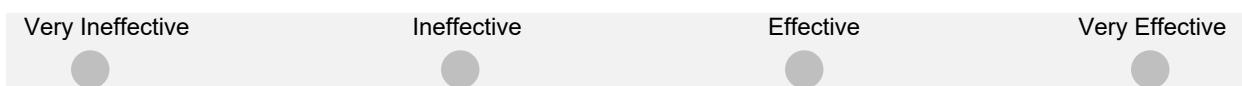
1. Remind the classmate that the care team is responsible for the patient regardless of the patient's immigration status.



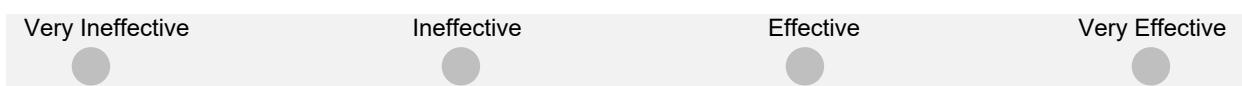
2. Ask your classmate to explain why they think the patient was an undocumented immigrant.



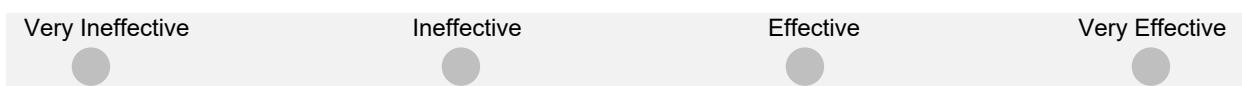
3. Quietly agree with your classmate so that you do not interrupt the professor.



4. Tell your classmate you doubt the team would have done that if the patient was an undocumented immigrant.



5. After class, privately explain to the classmate why you felt their comment was inappropriate.



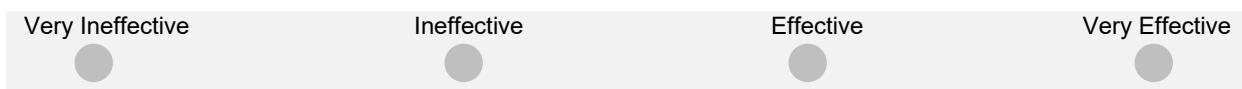


Scenario 22 of 30

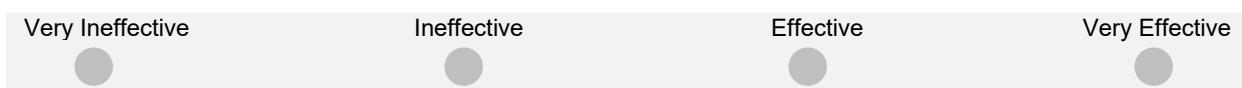
You are leading a study group with some classmates when two classmates begin arguing about one of the course topics. The argument is tense but stays on-topic until one student insults the other's intelligence. The other student responds by insulting the first student's appearance.

Please rate the effectiveness of each response to this situation.

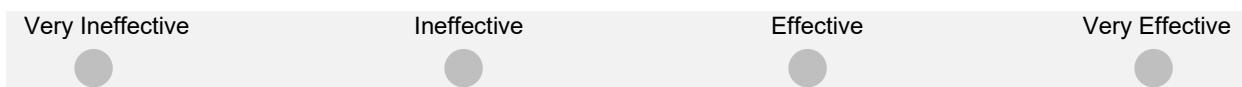
1. Ask another classmate to diffuse the argument.



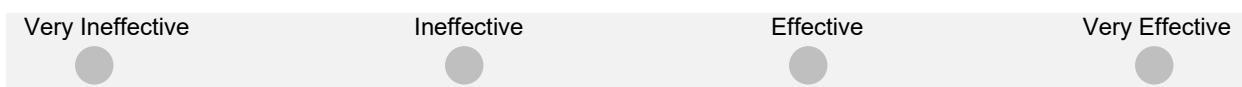
2. Let the two classmates handle the situation themselves, as you were not involved in the argument.



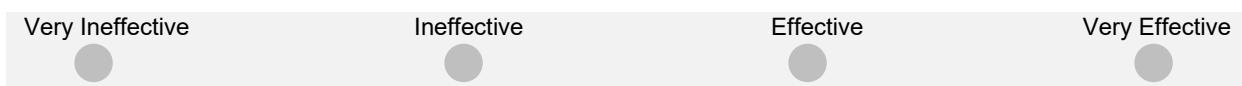
3. Tell the two classmates you are no longer willing to work with them.



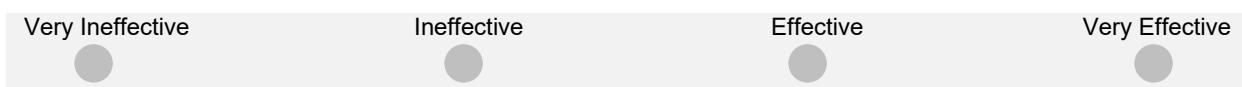
4. Tell the two classmates that personal attacks are not acceptable.



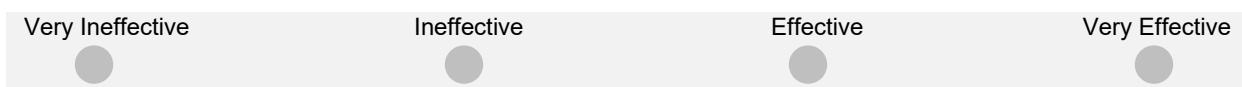
5. Ask the two classmates to resolve their issue privately.



6. Tell the study group to take a short break and offer to speak with the two classmates privately.



7. Ignore the classmates' argument and continue leading the discussion with the other group members.



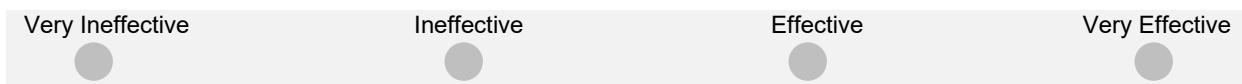


Scenario 23 of 30

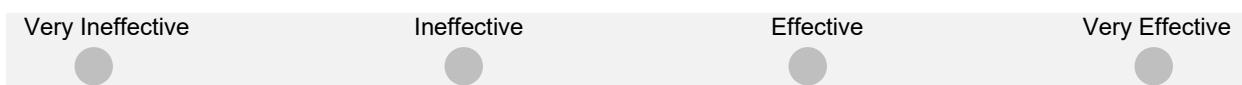
This year, medical school is much harder than you expected. Course material has become challenging to understand, and you are having difficulty balancing your schoolwork and your personal life. Completing course work and preparing for exams is consuming more of your free time than ever before. In casual conversations, other students are saying that they are facing similar difficulties.

Please rate the effectiveness of each response to this situation.

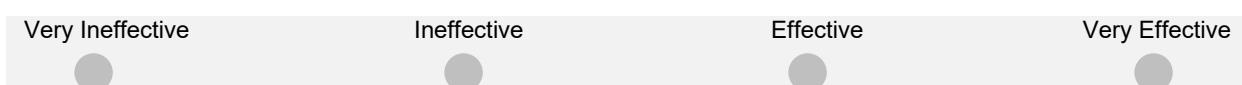
1. Work with classmates to create a forum to discuss how to balance schoolwork and personal life.



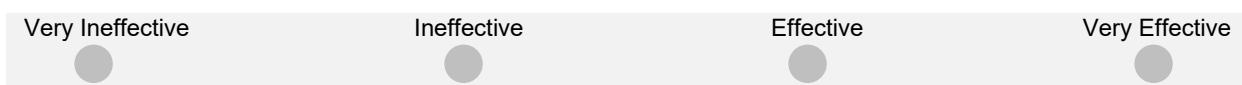
2. Seek suggestions from more senior students for balancing your schoolwork and personal life.



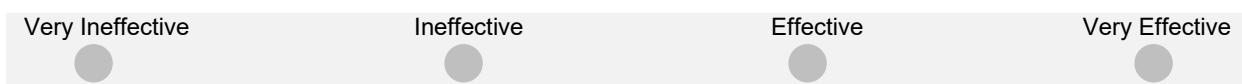
3. Prioritize your schoolwork and make time for your personal life after you've met your obligations at school.



4. Ask a trusted faculty member for advice on managing school-related and personal responsibilities.



5. Make a schedule that limits the amount of time you spend studying each day.



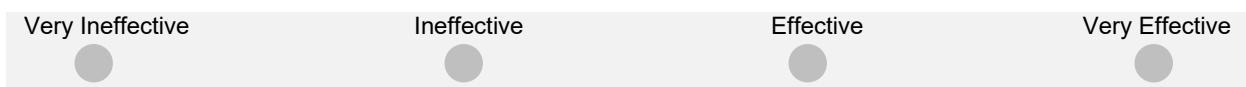


Scenario 24 of 30

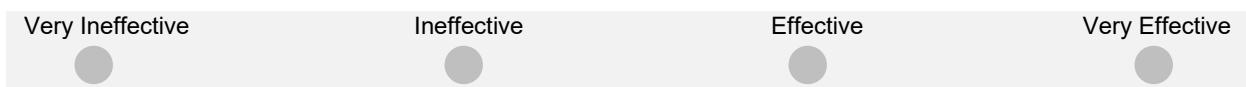
You are part of a team assigned to a group project. During your first group meeting, you and most of your team members discuss how you want to do extra work on the project in an effort to get a higher grade. However, one team member says they don't have time to do extra work due to their volunteer commitments.

Please rate the effectiveness of each response to this situation.

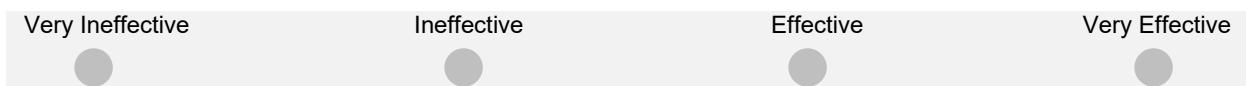
1. Discuss with the team member their other commitments to understand what work they will be able to complete for the group project.



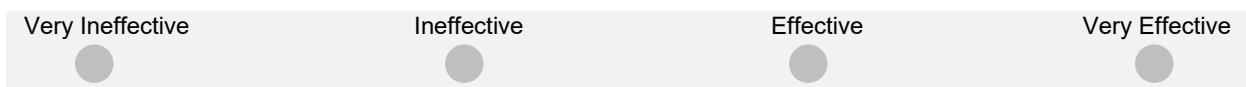
2. Discuss as a team which parts of the project each person is able to complete.



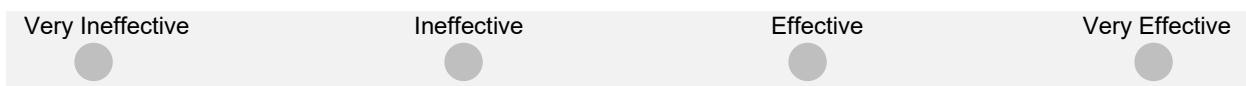
3. Suggest the team assign the team member fewer tasks to accommodate their schedule.



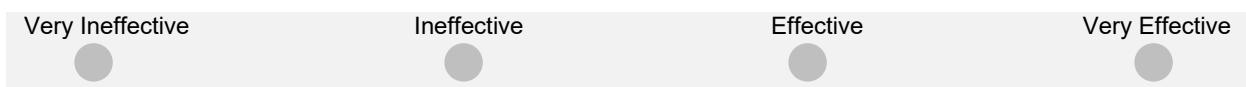
4. Tell the team member that if they don't do enough work on the project, you will tell the instructor.



5. Suggest the team member ask the instructor for a new team that agrees with their approach to the project.



6. Ask your team member if they can adjust their volunteer commitments to make time for this project.



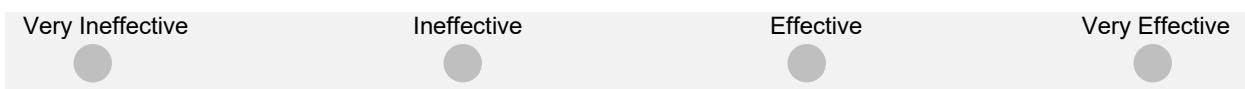


Scenario 25 of 30

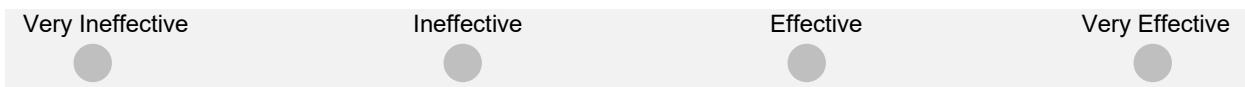
You just started working at a local clinic. You are responsible for meeting with patients and documenting their health concerns before they see the doctor. Before you meet with a patient complaining of stomach pain, a more experienced student pulls you aside and says: "That person is homeless and comes to the clinic all the time. They're obviously making up concerns so they can stay here for a while. Don't waste your time meeting with the patient".

Please rate the effectiveness of each response to this situation.

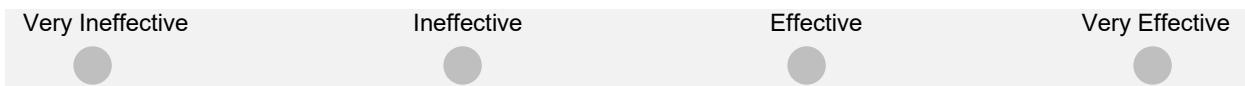
1. Acknowledge the student's comments but meet with the patient regardless.



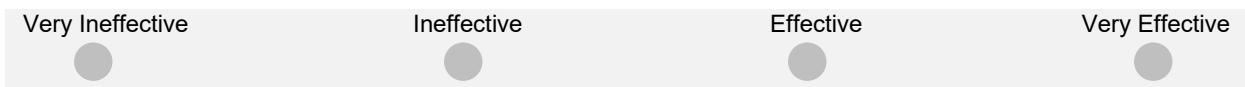
2. Tell the student it's important to assist the patient in case there actually is a problem.



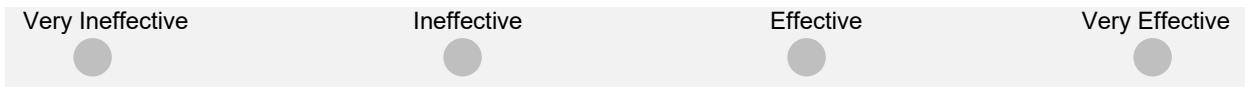
3. Tell the student you're not going to treat the patient differently because they happen to be homeless.



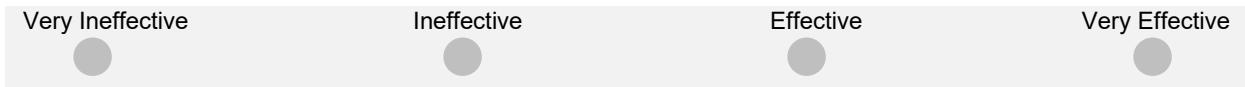
4. Let your supervisor know you would prefer not to see the patient.



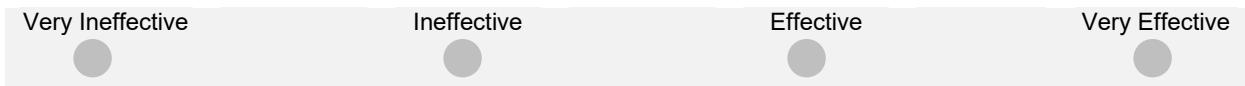
5. Tell the student it can be frustrating when people use clinic resources they don't really need.



6. Tell the student their comments are inappropriate and biased.



7. Ignore the student's comments and meet with the patient.



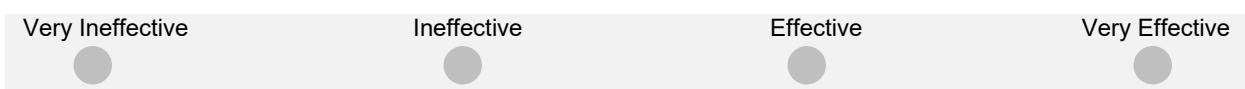


Scenario 26 of 30

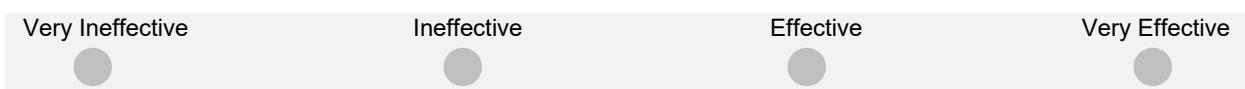
As part of a class assignment, you're leading a team of students in a group activity. One student is trying their best but is struggling to keep up with the rest of the team. The student's pace is making it difficult for everyone else to complete their tasks, so you suggest the student briefly stop working and instead watch and learn from other team members. The next day the student tells you they didn't receive credit for the assignment because the professor saw they didn't participate the entire time.

Please rate the effectiveness of each response to this situation.

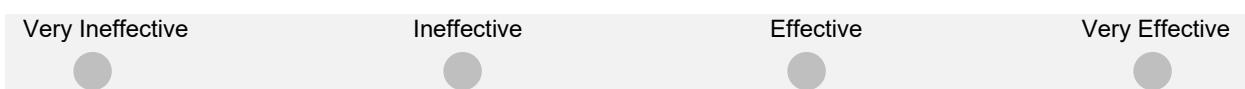
1. Share with the professor that the student was participating for the majority of the task.



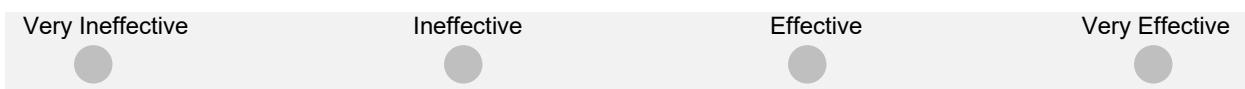
2. Explain to the professor that you asked the student to stop working to learn from others.



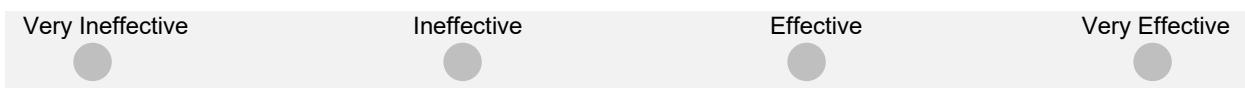
3. Offer to meet with the student and the professor to explain that you asked the student to stop working.



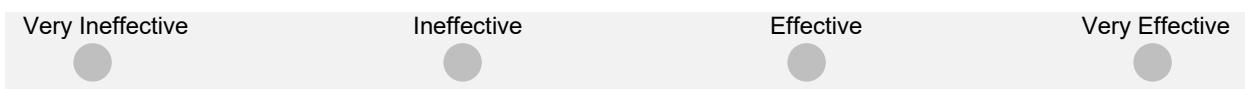
4. Ask the other students in the team if they think the student should get credit.



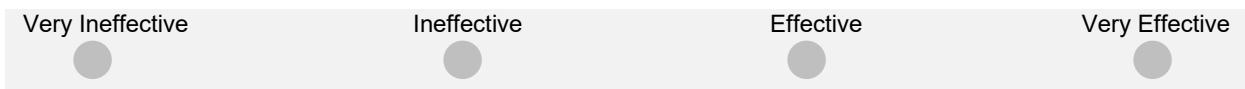
5. Acknowledge your mistake to the student and ask if there is any way you can help them.



6. Offer to help the student with another assignment in the future.



7. Remind the student that they were slowing down the team.



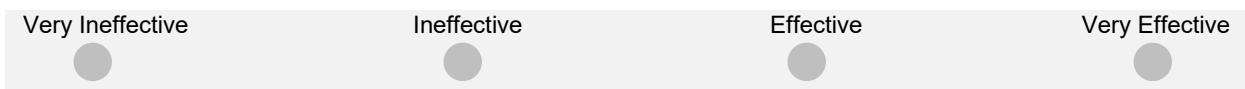


Scenario 27 of 30

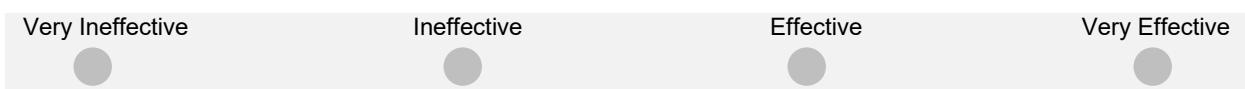
You are working on a class project that will require extensive group collaboration and is due soon. Your group hasn't made any progress, and no one has created a plan for how to complete the project by the due date. During the last meeting, you raised concerns to your team about the lack of progress, but your team members said they have been too busy with other school commitments to work on it. You are heading to the next group meeting and remain unclear about the work you should do for the project.

Please rate the effectiveness of each response to this situation.

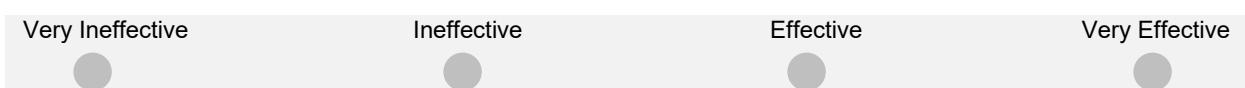
1. Suggest you work as a group to make a checklist of tasks and a timeline.



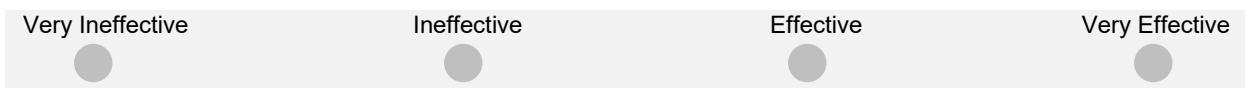
2. Tell your team they must prioritize this project over other commitments.



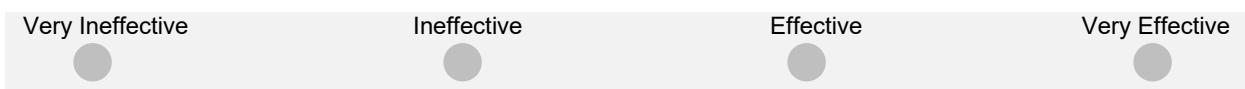
3. Start a conversation with your group by telling them which part of the project you would like to work on.



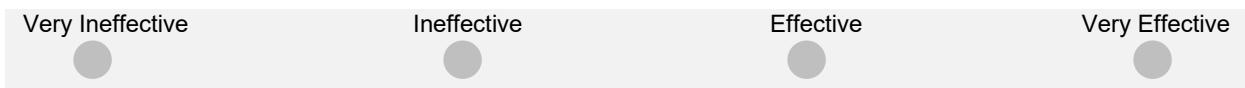
4. Tell your group that you will complete the project without them.



5. Ask group members to share their upcoming schedules with you so the team can find time to work on the project.



6. Present a project plan to the group and ask the group to commit to following it.



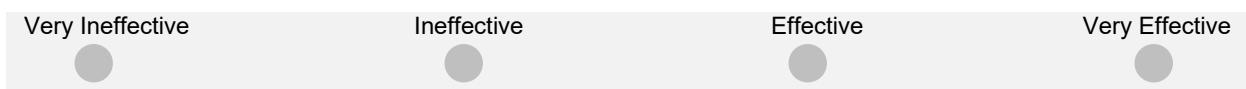


Scenario 28 of 30

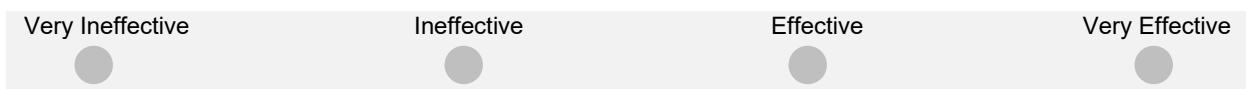
You and a classmate volunteer at a health clinic where you both commit to several shifts during a month. Your classmate tells you they are particularly busy with school obligations over the next few weeks and are struggling to balance all of their responsibilities. Your classmate asks if you can cover their 4-hour shift at the clinic this weekend. You do not have any conflicting obligations, but this is your first weekend with a break in the last couple of months.

Please rate the effectiveness of each response to this situation.

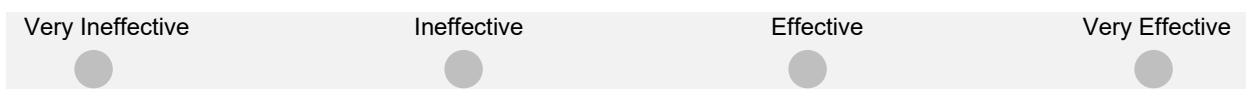
1. Ask your classmate if they would be willing to swap shifts for a time when they are less busy.



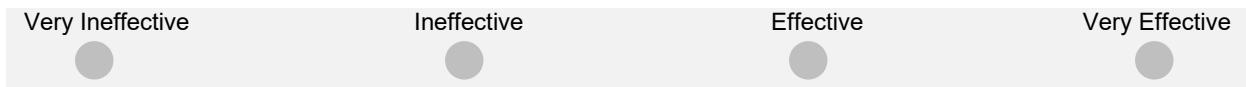
2. Tell your classmate that it is only fair that everyone completes their own shifts.



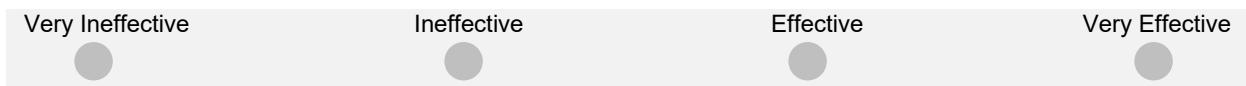
3. Decline the shift but ask your classmate if there is anything else you could do to help with their other obligations.



4. Decline and suggest your classmate contact their supervisor to ask if they can have the day off.



5. Let your classmate know you will cover their shift if they cannot find a replacement volunteer.



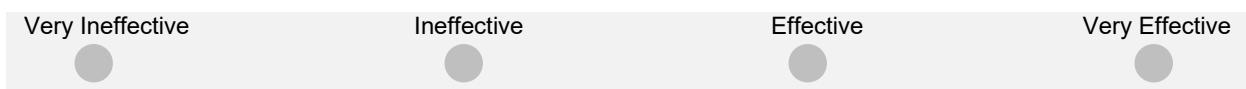


Scenario 29 of 30

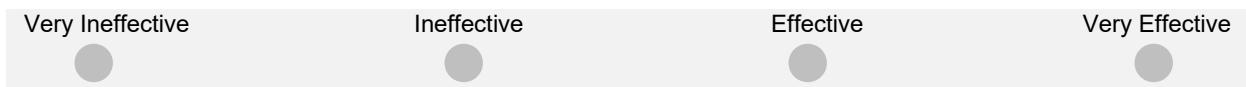
During a class exercise, you and a partner are assigned to work together. As a team, you must conduct interviews of volunteers who are pretending to be patients. You must each collect information from the volunteers using the information sheet. Together, you must write a summary report describing the volunteers' answers. Your partner suggests using a hidden cell phone to record the interviews even though the instructor explicitly said to only use the information sheet.

Please rate the effectiveness of each response to this situation.

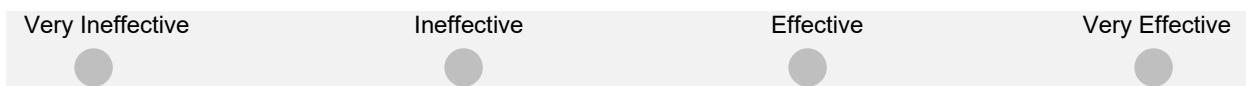
1. Tell your partner that you both should only use the information sheet as instructed.



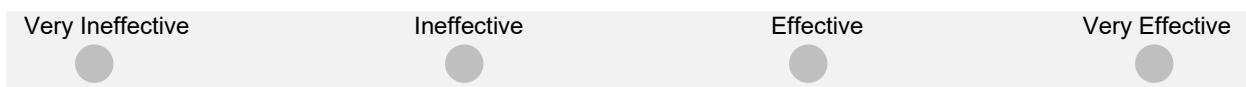
2. Agree and allow your partner to use their phone to record the interviews.



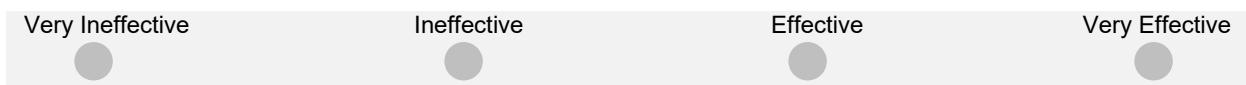
3. Ignore your partner's suggestion and do the interviews as originally planned.



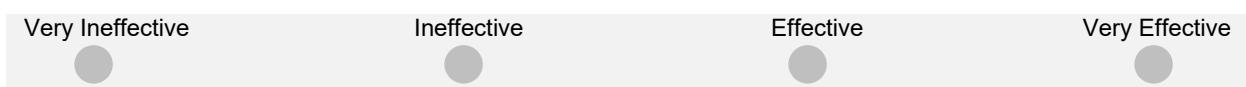
4. Ask your other classmates if they plan to record their interviews before making a decision.



5. Tell your partner you're not comfortable with their suggestion.



6. Tell your partner that you will complete the assignment yourself and plan to use only the information sheet.



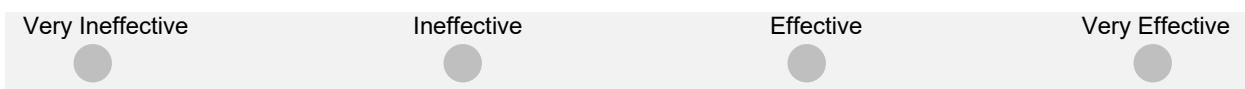


Scenario 30 of 30

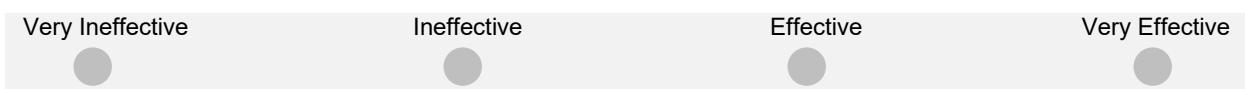
As you are finishing a lab session, your lab partner reminds you about a voluntary lecture you were both planning to attend. Your lab partner suggests leaving without cleaning or resetting your shared workspace because otherwise you will be a few minutes late to the lecture. Your instructor encourages students to clean and reset their workspaces after lab so students in the next day's class don't have to. However, you have noticed that students sometimes leave without completing these steps.

Please rate the effectiveness of each response to this situation.

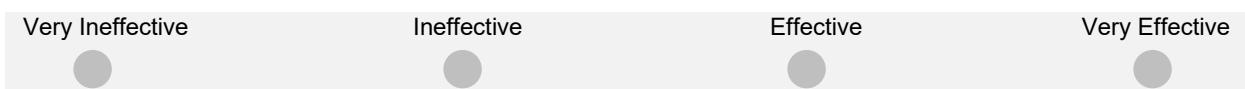
1. Leave to attend the lecture without cleaning and resetting your workspace.



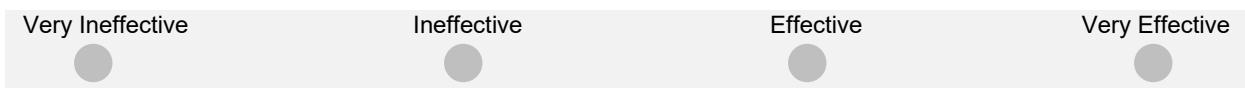
2. Suggest that your lab partner go to the lecture on time and offer to stay to clean and reset the lab by yourself.



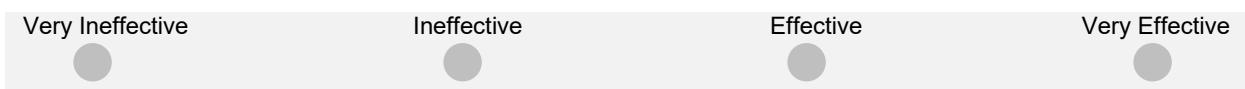
3. Inform your instructor that you want to leave early and cannot clean and reset your workspace.



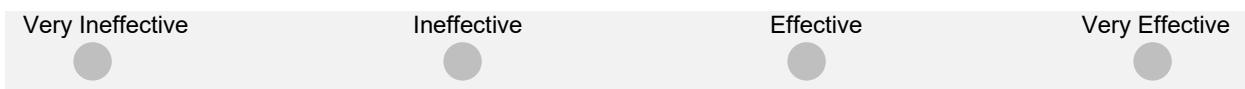
4. Tell your lab partner that cleaning and resetting the workspace should take priority over attending the voluntary lecture on time.



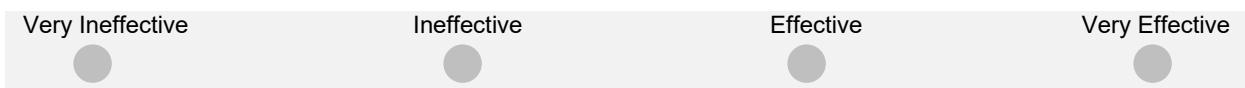
5. Ask another classmate in your lab to clean and reset your workspace so you can leave to attend the lecture.



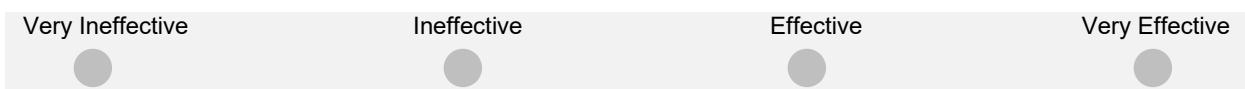
6. Leave to attend the lecture and plan to return to clean and reset your workspace before the day ends.



7. Remind your lab partner that it may be inconvenient for the next class if you do not clean and reset the workspace and encourage them to stay.



8. Quickly clean the workspace but do not reset it for the next class to get to the lecture as soon as possible.





Scoring Key

This section presents the scoring key for each scenario set in the practice exam. We recommend that you compare your effectiveness rating for each response (item) to the scoring key to better understand your performance on the practice exam.

Your AAMC PREview exam score is based on the extent to which your effectiveness ratings of the responses (items) align with medical educators' ratings. Full credit is awarded for an item if your rating matches the medical educators' rating. Partial credit is awarded if your rating is close to the medical educators' rating.

Response Number	Scoring Key
Scenario 1	
1.1	Very ineffective
1.2	Ineffective
1.3	Effective
1.4	Very ineffective
1.5	Very effective
Scenario 2	
2.1	Effective
2.2	Very effective
2.3	Effective
2.4	Very ineffective
2.5	Very ineffective
2.6	Very ineffective
2.7	Very effective
2.8	Ineffective
Scenario 3	
3.1	Ineffective
3.2	Very effective
3.3	Very ineffective
3.4	Very effective
3.5	Ineffective
3.6	Very effective
3.7	Very ineffective
3.8	Effective

Response Number	Scoring Key
Scenario 4	
4.1	Very effective
4.2	Very ineffective
4.3	Ineffective
4.4	Effective
4.5	Very ineffective
4.6	Effective
4.7	Very effective
4.8	Very ineffective
Scenario 5	
5.1	Effective
5.2	Very effective
5.3	Ineffective
5.4	Very ineffective
5.5	Effective
Scenario 6	
6.1	Very effective
6.2	Very ineffective
6.3	Ineffective
6.4	Very ineffective
6.5	Ineffective
6.6	Very effective
6.7	Effective

Response Number	Scoring Key
Scenario 7	
7.1	Very ineffective
7.2	Ineffective
7.3	Effective
7.4	Very effective
7.5	Very effective
7.6	Ineffective
Scenario 8	
8.1	Very effective
8.2	Very ineffective
8.3	Very ineffective
8.4	Ineffective
8.5	Very ineffective
8.6	Very effective
8.7	Effective
8.8	Ineffective
Scenario 9	
9.1	Ineffective
9.2	Very effective
9.3	Ineffective
9.4	Very effective
9.5	Very ineffective



Response Number	Scoring Key
Scenario 10	
10.1	Effective
10.2	Effective
10.3	Very effective
10.4	Very ineffective
10.5	Very effective
10.6	Effective
10.7	Ineffective
Scenario 11	
11.1	Effective
11.2	Very effective
11.3	Very ineffective
11.4	Ineffective
11.5	Very effective
Scenario 12	
12.1	Effective
12.2	Very effective
12.3	Ineffective
12.4	Very ineffective
12.5	Effective
Scenario 13	
13.1	Very effective
13.2	Very ineffective
13.3	Effective
13.4	Ineffective
13.5	Very effective

Response Number	Scoring Key
Scenario 14	
14.1	Ineffective
14.2	Very ineffective
14.3	Ineffective
14.4	Very effective
14.5	Very ineffective
14.6	Effective
Scenario 15	
15.1	Very effective
15.2	Very ineffective
15.3	Very effective
15.4	Effective
15.5	Ineffective
Scenario 16	
16.1	Effective
16.2	Very effective
16.3	Very ineffective
16.4	Very ineffective
16.5	Very effective
Scenario 17	
17.1	Ineffective
17.2	Ineffective
17.3	Effective
17.4	Effective
17.5	Ineffective
17.6	Very ineffective
17.7	Very ineffective

Response Number	Scoring Key
Scenario 18	
18.1	Effective
18.2	Very ineffective
18.3	Effective
18.4	Very ineffective
Scenario 19	
19.1	Effective
19.2	Very ineffective
19.3	Ineffective
19.4	Ineffective
19.5	Very effective
19.6	Very ineffective
19.7	Very effective
Scenario 20	
20.1	Very effective
20.2	Effective
20.3	Effective
20.4	Effective
20.5	Very ineffective
20.6	Very ineffective
20.7	Very ineffective
20.8	Effective
Scenario 21	
21.1	Effective
21.2	Ineffective
21.3	Very ineffective
21.4	Very ineffective
21.5	Very effective



Response Number	Scoring Key
Scenario 22	
22.1	Ineffective
22.2	Ineffective
22.3	Ineffective
22.4	Very effective
22.5	Effective
22.6	Very effective
22.7	Very ineffective
Scenario 23	
23.1	Very effective
23.2	Effective
23.3	Ineffective
23.4	Very effective
23.5	Ineffective
Scenario 24	
24.1	Very effective
24.2	Very effective
24.3	Effective
24.4	Very ineffective
24.5	Very ineffective
24.6	Effective
Scenario 25	
25.1	Ineffective
25.2	Very effective
25.3	Very effective
25.4	Very ineffective
25.5	Very ineffective
25.6	Effective
25.7	Effective

Response Number	Scoring Key
Scenario 26	
26.1	Effective
26.2	Very effective
26.3	Very effective
26.4	Very ineffective
26.5	Effective
26.6	Ineffective
26.7	Very ineffective
Scenario 27	
27.1	Very effective
27.2	Very ineffective
27.3	Effective
27.4	Very ineffective
27.5	Effective
27.6	Ineffective
Scenario 28	
28.1	Very effective
28.2	Very ineffective
28.3	Ineffective
28.4	Ineffective
28.5	Very effective
Scenario 29	
29.1	Very effective
29.2	Very ineffective
29.3	Ineffective
29.4	Very ineffective
29.5	Very effective
29.6	Ineffective

Response Number	Scoring Key
Scenario 30	
30.1	Very ineffective
30.2	Very effective
30.3	Ineffective
30.4	Effective
30.5	Ineffective
30.6	Ineffective
30.7	Very effective
30.8	Ineffective



Scoring Key Rationales

The AAMC has provided a rationale to explain the scoring key for each response (item) in this practice exam. The purpose of the rationales is to help familiarize you with the process for evaluating the effectiveness of responses, including how to apply the effectiveness rating scale. We recommend that you review the rationales after you have completed the practice exam. Compare your effectiveness rating for each item with the scoring key and review the corresponding rationale to get a better sense of the reasoning applied by our medical school experts.

Scenario 1 of 30

You are pursuing a two-week volunteer opportunity at a well-regarded local clinic. When you receive your course schedule, you realize the volunteer opportunity would conflict with your weekly required lab. This is the only time that the lab is offered this semester, so you are not able to make up the lab. Participation in the lab will count toward your grade.

1. Skip your lab for two weeks to attend the volunteer opportunity.

Effectiveness Rating: Very ineffective

Rationale: The scenario specifies that the student has a required lab. By skipping the lab, the individual is failing to fulfill their obligations as a medical student. This behavior would likely jeopardize their performance in the lab as well as their understanding of course material. The student should explore if a solution is available that would accommodate both the student's professional interests and their obligations to the lab.

2. Ask your lab instructor to identify a solution that will allow you to attend both.

Effectiveness Rating: Ineffective

Rationale: While the student may have recognized the importance of attending the lab, they are placing the burden of identifying a solution on their instructor rather than taking personal responsibility and finding a solution on their own.

3. Stop pursuing the volunteer opportunity so that you can attend the required lab.

Effectiveness Rating: Effective

Rationale: By attending the required lab rather than pursuing the volunteer opportunity, the student is taking personal responsibility and fulfilling their school obligations. However, the behavior is not very effective because the student does not first explore if a solution is available that would accommodate both the student's professional interests and their obligations to the lab.

4. Tell your lab instructor in advance that you will miss two of your scheduled lab sessions.

Effectiveness Rating: Very ineffective

Rationale: Although the student gives the instructor advance notice that they will be absent for lab, this behavior is very ineffective because they have decided to prioritize the volunteer opportunity rather than their previous obligation to a school commitment. It may communicate to your professor a lack of respect or perceived value for the lab. Additionally, this would likely jeopardize their performance in the lab as well as their understanding of course material.



5. Attend the lab and investigate if similar volunteer opportunities are available at another time.

Effectiveness Rating: Very effective

Rationale: The student is not only fulfilling their previously established responsibilities, but also taking the initiative to find other volunteer opportunities that may benefit them in the future.



Scenario 2 of 30

You are assigned to a small group in your clinical skills course. One of your group members has recently struggled with their assignments. The group member is often late to sessions, prepares materials of poor quality, and needs numerous reminders to complete tasks. Your group receives a new assignment that is due in three weeks and will be graded based on the group's overall performance.

1. Encourage the group member to speak to the professor about creating a plan to handle their workload.

Effectiveness Rating: Effective

Rationale: The student recognizes that their fellow group member has struggled with assignments in the past and identifies a potential solution. The behavior is effective, but not very effective because the student does not take any action to collaborate with or help the group member on their own or with their group.

2. Meet with the group member one-on-one and ask how you can help them contribute more effectively to the assignment.

Effectiveness Rating: Very effective

Rationale: This behavior demonstrates an understanding of the group member's past struggles and may help both the group member and the larger group. By meeting with the group member individually, the student is proactively making an effort to identify any challenges the group member may face and determining if there is a way to resolve those challenges.

3. Meet with your group and evenly divide tasks across all members, making sure expectations are clear.

Effectiveness Rating: Effective

Rationale: It is important to set goals and expectations for all group members. However, merely setting expectations for the group's tasks upfront may be insufficient in helping the group member complete those tasks effectively.

4. Ask the professor to assign the group member to a different group.

Effectiveness Rating: Very ineffective

Rationale: The student appears to have recognized that working with the group member may be challenging, but the student chooses to disengage. Not only is this solution inconsiderate toward the group member, but the student's request defies the original group assignment and is unlikely to be well-received by the professor.



5. Work with the other members of your group to complete the assignment without the group member.

Effectiveness Rating: Very ineffective

Rationale: The student chooses to dismiss the struggling team member from the group rather than finding a solution to help the group member be more effective. This demonstrates poor teamwork skills, a lack of compassion toward the group member, and a refusal to take responsibility given the group member was assigned to be a contributing group member. In addition, this response creates additional work for other group members.

6. Request that your professor grade each group member independently.

Effectiveness Rating: Very ineffective

Rationale: The student is prioritizing their own interests (i.e., their grade) rather than exploring a potential solution that will help the group function more cohesively. This request is also likely to elicit a negative response from the professor as they specified it is a group project. The student needs to learn how adapt to varying personalities and skill levels during team-based activities.

7. Schedule recurring group meetings to review the work completed by each group member.

Effectiveness Rating: Very effective

Rationale: The student identifies a proactive solution that will better allow the group to check on progress and work quality as well as identify potential challenges faced by group members throughout the project timeline. This demonstrates a responsible and considerate solution that will likely help improve overall team functioning.

8. Tell the group member their lack of accountability places the entire group's performance and grade at risk.

Effectiveness Rating: Ineffective

Rationale: The student recognizes that the group member's unreliability may negatively impact the group's performance and course grade and brings this issue to the attention of the group member. However, simply raising the issue may not change the struggling group member's behavior, because it does not offer constructive feedback or suggestions to help the group member more effectively contribute to the group's performance.



Scenario 3 of 30

During class, your professor observes you participating in a role-play exercise with one of your classmates. You are acting as a doctor, and your classmate is acting as an angry patient. The role-play is tense but stays on course. You think you performed well, but, after class, your classmate gives you unexpected negative feedback that you missed several opportunities to comfort the patient and calm the situation. You are now expected to attend a debriefing session with your professor.

1. Tell your classmate that only the professor is qualified to provide feedback.

Effectiveness Rating: Ineffective

Rationale: Although the student may recognize that the professor's feedback is important, they should also take the classmate's feedback into consideration, and perhaps use it as a learning opportunity and to potentially improve their performance. Further, the behavior communicates that the classmate's feedback is not important, which could create challenges when working with the classmate in the future.

2. Explain to your professor that you understand you missed some opportunities during the exercise and discuss how to improve.

Effectiveness Rating: Very effective

Rationale: This behavior suggests that the student has acknowledged the classmate's feedback. In addition, the student uses the feedback as a starting point in their conversation with their professor, showing a desire to learn and improve their performance in the future.

3. Skip the debriefing session because you have already received feedback.

Effectiveness Rating: Very ineffective

Rationale: This behavior would create significant issues for the student in the future. The student is not only failing to fulfill a responsibility by skipping their meeting with their professor, but they have also incorrectly assumed their classmate's feedback would be just as valuable as their professor's feedback or that the professor would not have additional feedback to share.

4. Ask your classmate how you could improve your performance in the future.

Effectiveness Rating: Very effective

Rationale: This behavior both acknowledges the student's critique of their performance and requests additional feedback, which demonstrates an openness to feedback and a desire to improve their performance in the future.

5. Explain to your professor why you were satisfied with your performance.

Effectiveness Rating: Ineffective

Rationale: This behavior in and of itself does not show an openness to the classmate's critique or an interest in improving the student's performance; however, it would not necessarily make the situation worse because it doesn't preclude further discussion. The student should enter the debriefing session with an open mind to learn and improve in the future, especially considering they have already received some negative feedback.



6. Ask your classmate if they would be willing to practice role playing in advance of your next exercise.

Effectiveness Rating: Very effective

Rationale: This behavior both acknowledges their classmate's feedback and shows a desire to improve their performance by continuing to practice with their classmate with the goal of improving their performance.

7. Ask your classmate not to bring up the negative feedback during your debriefing session.

Effectiveness Rating: Very Ineffective

Rationale: The student should recognize that the classmate's feedback, while negative, could be useful for them to improve their performance. Instead, they attempt to hide the classmate's criticism from their professor, which is both dishonest and unhelpful for their growth as a physician.

8. Confirm your classmate's feedback with your professor.

Effectiveness Rating: Effective

Rationale: The professor's feedback is likely more valuable in this instance than the classmate's, so it is important to seek their feedback in addition to the classmate's. However, this behavior is not very effective because the student fails to recognize that the classmate's feedback has its own merits.



Scenario 4 of 30

For the past few days, you have been checking up on several patients, including a patient who is recovering from surgery. The patient has been in the hospital for one week and has not received any visitors. The patient is friendly, cheerful, and enjoys sharing stories about their career as a photographer. However, you are finding it difficult to politely end your conversations so that you can spend enough time with other patients with whom you were assigned to meet.

1. Spend additional time visiting with the patient once you have completed your other patient visits.

Effectiveness Rating: Very effective

Rationale: The scenario specifies that the patient has not received any visitors. By spending additional time visiting the patient, the student is demonstrating empathy and compassion toward the patient. Further, the student recognizes that they have other important appointments to attend and identifies a solution that will allow them to spend extra time with the patient while fulfilling their other obligations.

2. Tell the patient that you do not enjoy photography, so you can shorten your interactions with them.

Effectiveness Rating: Very ineffective

Rationale: This is a very ineffective way to respond because it is dismissive and disrespectful toward the patient's feelings and lacks emotional intelligence. Instead, the student should choose to communicate in a more empathetic and respectful manner.

3. Ask another student to visit the patient, so you can focus on your other patients.

Effectiveness Rating: Ineffective

Rationale: The student tries to make sure the patient has a visitor and that they have time to spend their other patients, however they don't complete what they are assigned to do. This may also be imposing on the other student who has similar responsibilities.

4. Determine if any of your tasks can be done more efficiently, so you can spend more time with the patient.

Effectiveness Rating: Effective

Rationale: The student is proactively managing their schedule so that they can address their other responsibilities in an efficient manner, while also allocating more time to spend with the patient. However, their willingness to spend more time with the patient depends on whether it fits within their schedule.

5. Create an excuse, so you can leave the patient's room.

Effectiveness Rating: Very ineffective

Rationale: By creating an excuse, the student is demonstrating poor integrity and could potentially create challenges in working with the patient in the future. Rather, the student should either be honest with the patient about their availability, or ideally, find a way to spend additional time with the patient after completing other tasks.



6. Tell the patient you have other patients to visit, but you will try to stop by later if you have time.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates an honest response to the patient, given the student has other commitments they must fulfill. This represents an effective way to communicate the student's dilemma to the patient. However, a more effective response would include finding a solution that addresses the patient's desire to interact with others given that they haven't had any visitors.

7. Ask your supervising doctor for advice on how to handle the situation.

Effectiveness Rating: Very effective

Rationale: Medical students are in the process of learning how to interact with and manage patients. Thus, it is reasonable for the student to request advice from a supervising physician who likely has significant patient management experience. This also shows an interest in learning how to care for patients under time constraints.

8. Skip some of your other patient visits so you can spend additional time with the patient.

Effectiveness Rating: Very ineffective

Rationale: Although the student may be acting compassionately toward the patient, they are not fulfilling their responsibilities to other patients. By skipping their other appointments, the student is not providing adequate patient care. Rather, the student should uphold their commitments to all patients.



Scenario 5 of 30

While viewing a classmate's social media profile, you notice that your classmate has made negative comments about treating a recent patient. Your classmate describes the patient and the patient's condition in detail, which violates patient privacy regulations.

1. Explain to your classmate the importance of patient privacy and ask them to remove the comments.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates ethical responsibility in two ways. One, the student understands the importance of educating their peer on the importance of patient privacy. Two, the student understands the importance of communicating to their peer that they remove the comments given they violate privacy regulations. This is not a very effective response because it does not report the regulation violation to an authority, which is critical given the severity of the violation.

2. Report your classmate's behavior as a privacy violation.

Effectiveness Rating: Very effective

Rationale: The classmate's actions are specified as a breach of patient privacy regulations, which should be reported immediately given the severity of the violation. This behavior shifts the responsibility to the proper entity.

3. Read through your classmate's previous comments to see how often they comment about patients.

Effectiveness Rating: Ineffective

Rationale: As an immediate next step, reading through the classmate's social media comments is an ineffective response as it fails to address the patient privacy violation at hand. While this behavior is unlikely to help the situation as it doesn't directly address the violation, it is unlikely to make the situation significantly worse given the possibility of finding additional privacy violations that need to be reported.

4. Let other students know your classmate should not be trusted with private information.

Effectiveness Rating: Very ineffective

Rationale: While the classmate demonstrated poor ethical judgment and made a serious error, they may not have realized the gravity of their mistake. Rather than making an effort to correct the classmate's behavior or use the experience as a learning opportunity, this behavior would likely alienate the classmate and create additional problems.

5. Suggest your classmate remove the comments as soon as possible.

Effectiveness Rating: Effective

Rationale: The behavior demonstrates awareness of the patient privacy violation and represents a step toward addressing the violation. However, the student's behavior is not very effective in resolving the situation because they are only suggesting the classmate remove the comments and not the importance of patient privacy to prevent future occurrences.



Scenario 6 of 30

Your professor assigned you to a weekly study group with several classmates. During your first session, you are having trouble keeping up with the discussion and think you are not as prepared as the other students. At the end of the study session, you are still confused on the topic, but the rest of the group seems ready to move on to next week's topic.

1. Ask one of the study group members if they have time to review the material with you.

Effectiveness Rating: Very effective

Rationale: The student demonstrates resilience by reaching out to a study group member and requesting their help to better understand the topic. Further, the behavior is very effective because the student is communicating this request in a polite manner and recognizes the student may also be busy with other work.

2. Tell the study group to slow down to accommodate all learning paces in the group.

Effectiveness Rating: Very ineffective

Rationale: This behavior places the student's burden on the other group members, even though the rest of the group appears to be ready to advance to the next topic. The student should find a solution that does not prioritize their own struggle over the needs and interests of the other group members. Telling the group to slow down rather than requesting that they slowdown is also unprofessional.

3. Ask to be assigned to a different study group that may be more conducive to your learning.

Effectiveness Rating: Ineffective

Rationale: It is important to recognize one's limitations and acknowledge when there may be a gap in understanding of course material; however, the scenario notes that this is only the first session of the weekly study group meetings. Thus, the student should demonstrate greater resilience as a next step rather than immediately searching for a new study group.

4. Stop attending the study group and study on your own for the rest of the semester.

Effectiveness Rating: Very ineffective

Rationale: The student is giving up on the possibility that they could catch up or that the study group could be a valuable experience. The student is also not fulfilling their responsibility to the study group and their assignment, given that the professor assigned them to this group. Before giving up, the student should try to find a more effective way to prepare for study sessions.

5. Ask the professor if the material that you are confused about will be included on any upcoming exams.

Effectiveness Rating: Ineffective

Rationale: This behavior suggests that the student is primarily concerned about their grade rather than comprehension of the material. The student should recognize that the course material they are expected to study is important to their learning. This behavior may also create problems for the student, given that they will likely face challenging course material in the future.



6. Ask your study group if any group member would share their notes on the topic you are struggling with, so you can review them on your own.

Effectiveness Rating: Very effective

Rationale: The student demonstrates resilience by identifying a potential solution to their challenge. By requesting the study group's notes, the student has identified a potential study resource that could help them better understand the course material. Their request also does not impose upon the study group.

7. Prepare a study plan for next week's topic to make sure you keep up with the next discussion.

Effectiveness Rating: Effective

Rationale: The student recognizes their preparation for the first topic may not be sufficient and identifies an actionable solution that should help them prepare for discussion of the next topic. However, this action does not address the student's need to learn the information they found confusing in the first week's topic.



Scenario 7 of 30

You are speaking with a patient who recently immigrated to the United States. The patient is undergoing minor surgery and asks you to contact their family in their home country if anything unexpected occurs. The patient shares the customs that should be followed when someone dies and asks you to ensure that those customs are respected.

1. Tell the patient that, because the surgery is minor, it is not necessary to worry about the customs.

Effectiveness Rating: Very ineffective

Rationale: The student has failed to demonstrate empathy toward the patient by dismissing their concerns, which could cause the patient stress or anxiety and damage the student's relationship with the patient. Rather, the student should recognize that the patient is concerned about the procedure and should also make an effort to adhere to their request.

2. Tell the patient that you will respect the customs, but that you cannot guarantee the actions of other hospital staff.

Effectiveness Rating: Ineffective

Rationale: Although the student acknowledges that they personally will acknowledge the patient's request, explaining that the hospital staff may not acknowledge the patients request is not helpful as an immediate next step. It could cause the patient stress.

3. Suggest the patient share their request with other hospital staff to ensure the customs are respected by everyone.

Effectiveness Rating: Effective

Rationale: This behavior recognizes that the hospital may have a protocol in place for the patient's customs, but it places the burden of further sharing the request on the patient. It is important for the student to recognize the importance of sharing the patient's customs with other hospital staff, but the student should take the patient's request to staff themselves.

4. Tell the patient that you will ask whether the hospital will be able to honor the patient's requests.

Effectiveness Rating: Very effective

Rationale: The student has demonstrated empathy and listening skills by acknowledging the patient's request and also taking action to make sure other hospital staff are aware of the request.

5. Discuss the patient's request with your supervisor and ask how to proceed.

Effectiveness Rating: Very effective

Rationale: While it is critical to acknowledge the patient's request, the student should also consider that there may be a specific protocol in place when managing similar requests. The student is acting responsibly by bringing this request to their supervisor's attention and asking for advice on how to proceed.



6. Tell the patient you will try to find a different student who is more familiar with their culture.

Effectiveness Rating: Ineffective

Rationale: Although the student has offered to find another student to help the patient, they have demonstrated a lack of cultural competence by not personally engaging with the patient's customs. The student should also demonstrate accountability by acknowledging the patient's concern and taking action to accommodate their request, if possible. Lastly, while another student may be able to help, they may also lack an understanding of the hospital's protocol for handling the patient's request.



Scenario 8 of 30

You just received a lower course grade than you expected. You worked extremely hard and don't believe your course grade accurately reflects your performance in the course. You are also worried this grade will reflect poorly on you when you apply to residency, so you are meeting with your professor to discuss your grade.

1. Ask the professor for feedback on why you earned a lower grade.

Effectiveness Rating: Very effective

Rationale: The student seeks feedback from their professor regarding their course grade as an immediate next step. This response demonstrates a desire to learn from and potentially improve the student's performance in the future.

2. Tell the professor that you deserve a better grade for this course.

Effectiveness Rating: Very ineffective

Rationale: The student fails to enter the conversation with an open mind, nor do they communicate their perspective in an appropriate manner. The student's behavior also demonstrates that they are unwilling to accept or learn from this setback.

3. Question the professor's application of the grading rubric.

Effectiveness Rating: Very ineffective

Rationale: The student does not show an openness to additional feedback or to learn from the professor's evaluation. Instead, the student treats their professor with a lack of respect by presuming they are better suited to evaluate their performance than the professor.

4. Ask your professor if there are any additional assignments you can do to raise your grade.

Effectiveness Rating: Ineffective

Rationale: While the student seeks opportunities to improve their grade, they fail to demonstrate a willingness to learn from their performance in the class. Given that the scenario specifies that the student believes their course grade does not match their performance, the student should instead seek feedback on why they received a lower than expected grade.

5. Ask the professor to make an exception for you given your level of effort.

Effectiveness Rating: Very ineffective

Rationale: This response suggests the student is unwilling to take responsibility for their course grade. The student does not show any interest in additional feedback or desire to listen to the professor's perspective or learn from their evaluation.

6. Ask the professor how you can improve your performance in the future.

Effectiveness Rating: Very effective

Rationale: Although the course has ended, the student proactively seeks input from their professor regarding how they can improve in the future. The response demonstrates a commitment to ongoing improvement in the student's development as a physician.



7. Discuss your situation with classmates to determine whether their understanding of the grading rubric matches yours.

Effectiveness Rating: Effective

Rationale: By seeking input from classmates, the student makes an effort to better understand the grading rubric as it pertains to their own performance. However, as an immediate next step, the student should first consult with the professor given the professor's role as an evaluator.

8. Explain to your professor why you feel the grade does not reflect your performance.

Effectiveness Rating: Ineffective

Rationale: While the student may be advised to share their perspective with the professor, they should enter the conversation with a more open mind regarding their professor's evaluation of their performance.



Scenario 9 of 30

You have been elected president of your student government. Students have expressed ongoing concerns that the school's pass rates on national certification exams are below average, and that the school's curriculum is not preparing students adequately for these exams. Even though faculty are aware of this concern, they have been reluctant to make changes to the curriculum. You and the other student representatives are meeting with faculty members to discuss the concern.

1. Present the faculty with a list of expected updates to the curriculum.

Effectiveness Rating: Ineffective

Rationale: By presenting a list of "expected updates," the student fails to demonstrate an openness toward collaborating with faculty or hearing their perspective. However, the behavior is not very ineffective because the student is merely presenting the students' request, which wouldn't necessarily rule out further discussion.

2. Ask the faculty to share their perspective on how students should better prepare for exams.

Effectiveness Rating: Very effective

Rationale: As an immediate next step, this response is very effective as the student takes initiative to hear the faculty perspective on the issue. This not only demonstrates a willingness to listen to others' perspectives, but it may also provide clarity to other classmates and eventually allow for a more transparent dialogue between parties.

3. Ask the faculty to explain why they have been unwilling to change the curriculum.

Effectiveness Rating: Ineffective

Rationale: The student places responsibility on faculty members to justify the school curriculum, which fails to invite discussion or show a willingness to collaborate. The behavior is not very ineffective because the student is merely asking the faculty for their justification, which would not necessarily cause additional problems.

4. Propose setting up a series of meetings with both faculty and students to discuss the curriculum.

Effectiveness Rating: Very effective

Rationale: By meeting to discuss the issue, the student finds a solution that proactively serves the students' ongoing concerns while demonstrating a willingness to listen to and collaborate with faculty members on the issue.

5. Tell the faculty that the curriculum must change immediately given the students' concerns.

Effectiveness Rating: Very ineffective

Rationale: The student demands changes despite knowing faculty are reluctant to make changes. This behavior fails to demonstrate a willingness to listen to others' perspectives and collaborate and could make the situation worse by closing off future discussion and collaboration for change.



Scenario 10 of 30

You are working in a hospital's emergency department. This clerkship rotation has been particularly challenging. Your workload has become overwhelming and stressful. A lack of sleep combined with stress is starting to impact your judgment. You are concerned because you still have three weeks remaining in your hospital assignment.

1. Join a support group for students who are facing similar challenges.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates the student is taking responsibility to address the situation and resolve their stress, but it is not very effective because adding a support group to their existing schedule may exacerbate their existing time constraints.

2. Seek advice from other students who appear to be successfully coping with their stress.

Effectiveness Rating: Effective

Rationale: This behavior shows the student is being resourceful by seeking input from others who have successfully adapted in similar situations. However, it is not very effective because it is not clear that talking to other students will provide effective solutions or remedies for helping improve their own situation.

3. Tell your supervisor you are concerned that your lack of sleep and stress is starting to impact your judgment.

Effectiveness Rating: Very effective

Rationale: The scenario acknowledges the student's work is being impacted. This behavior shows the student is being transparent about their concerns regarding the impact on their judgment, as well as acting ethically to prevent problems at work that could arise given their current state.

4. Tell your supervisor that you are unable to return to work unless they are willing to reduce your hours.

Effectiveness Rating: Very ineffective

Rationale: The student is not only unwilling to take responsibility for finding a solution to their problem, but they are also refusing to fulfill their commitments to their clerkship rotation until their supervisor gives them a reduced workload. Further, the student presents a demand to their supervisor rather than holding an open conversation, which may create problems for the relationship between the student and their supervisor.

5. Contact your school's academic support office to seek advice about managing the situation.

Effectiveness Rating: Very effective

Rationale: The student recognizes the importance of seeking advice from others on how to manage the situation, which shows an understanding of the need to adapt to a stressful situation. In addition, the student seeks resources from official channels that are likely to help provide a more immediate solution to their situation.



6. Ask your supervisor if it would be possible to have a day off to recuperate.

Effectiveness Rating: Effective

Rationale: Although the student takes personal responsibility for their situation and acts ethically to prevent problems at work that could arise given their current state, it is not very effective because it does not attempt to address or resolve the underlying issues that may be causing their stress.

7. Contact your school's academic support office and explain that the hospital's expectations are unreasonable for students.

Effectiveness Rating: Ineffective

Rationale: Although the student identifies that the rotation may be problematic for students and attempts to raise awareness of this issue, the student is unwilling to take personal responsibility for resolving their situation. The student also fails to consider that the situation may be specific to them rather than a systemic problem.



Scenario 11 of 30

You and a classmate stay late after class one day to ask a teaching assistant some questions about an assignment they graded. While the three of you are talking, the teaching assistant teases your classmate about their ethnic background, saying your classmate is the smart kid with the overbearing and pushy parents. You see from your classmate's face that they are offended, and they walk out of the room.

1. Ask the teaching assistant to stop making these comments.

Effectiveness Rating: Effective

Rationale: The student acknowledges that the teaching assistant's comments are inappropriate and takes action. While the student is considerate of the classmate's feelings, the response is not very effective because it doesn't necessarily address the cultural insensitivity of the comments.

2. Report the interaction to a school administrator.

Effectiveness Rating: Very effective

Rationale: The student recognizes that the teaching assistant made inappropriate comments regarding a classmate's ethnicity that were hurtful to the classmate and takes action to report the behavior. This response demonstrates a very effective and appropriate way to address bias in others and may help prevent a similar situation from occurring in the future.

3. Laugh at the teaching assistant's joke to be polite.

Effectiveness Rating: Very Ineffective

Rationale: This response does not consider the classmate who was targeted by the teaching assistant. Further, by laughing at the comments rather than addressing them, the student enables the teaching assistant's behavior and potentially encourages them to behave inappropriately in the future.

4. Ask the teaching assistant a question related to the course material to take the attention off of their comment.

Effectiveness Rating: Ineffective

Rationale: By switching the subject, the student recognizes that the teaching assistant made an inappropriate comment and prioritizes redirecting the conversation; however, the response is ineffective because the student fails to address the comment or make an effort to correct the teaching assistant's behavior.

5. Explain to the teaching assistant that it is not okay to make comments about your classmate's ethnicity.

Effectiveness Rating: Very effective

Rationale: This response is very effective because the student recognizes and directly addresses the inappropriate comment. The student takes action to explain why the comment is culturally insensitive, which may help prevent the situation from reoccurring in the future.



Scenario 12 of 30

You are attending a guest lecture about a subject that is very important to medical students' clinical education. The lecture was organized by one of your professors. Although there are multiple valid perspectives on the subject, the guest presenter focused their presentation on only one perspective. As the question and answer section begins, the presenter is quickly dismissing other valid perspectives in their responses to students' questions.

1. Consider the merits of the lecture and what you can learn from the lecturer.

Effectiveness Rating: Effective

Rationale: *This behavior shows that the student is trying to be open to the guest lecturer's perspective and is willing to take into account multiple perspectives. However, this response is not very effective because the student does not take action to help the other medical students learn about the other perspectives on this issue.*

2. After the lecture, submit a request to your professor to provide resources on the other perspectives.

Effectiveness Rating: Very effective

Rationale: *This behavior is a respectful way for the student to try to ensure that all sides of the topic are covered so the students receive balanced and comprehensive information. It also demonstrates an initiative to stand up for what is best for the medical students' clinical education on the subject.*

3. After the lecture, suggest your professor reconsider inviting the guest lecturer back in the future.

Effectiveness Rating: Ineffective

Rationale: *Although they recognize the importance of trying to address the problematic lecturer, the student's approach may be considered disrespectful by the professor. In addition, this behavior does not help ensure the current or future medical students receive balanced and comprehensive information on the topic.*

4. After the lecture, tell the guest lecturer their behavior was unprofessional.

Effectiveness Rating: Very ineffective

Rationale: *The student fails to treat the guest lecturer with respect and instead takes a confrontational approach with the guest lecturer. The student fails to share their concerns in a constructive manner that could improve the situation.*

5. After the lecture, suggest to the guest lecturer that they consider alternative perspectives in future discussions.

Effectiveness Rating: Effective

Rationale: *This behavior is a respectful way for the student to bring up their concern over the one-sidedness of the lecture and also demonstrates that the student is willing to stand up for what they think is best for the future students' clinical education. However, it is not very effective because the student does not take steps to ensure students will receive information about the other perspectives.*



Scenario 13 of 30

You and several classmates are conducting blood pressure screenings at a community clinic. The clinic closes in 30 minutes. You are with a patient when a previous patient interrupts and asks you to explain the blood pressure results. You explained to the patient earlier that their results were normal, but the patient says they still don't understand the numbers or what they mean.

1. Offer to help the patient as soon as you are finished with your current patient.

Effectiveness Rating: Very effective

Rationale: The student recognizes the importance of helping the previous patient, while also recognizing their responsibility to continue serving their current patient. The student finds a balance and addresses both patients' needs in a respectful manner.

2. Tell the patient to find someone else to explain the results to them because you are busy.

Effectiveness Rating: Very ineffective

Rationale: The student's immediate response is dismissive and shifts the responsibility to the patient to find someone else at the clinic who can help them. The student fails to make an effort to help a patient in need of assistance and communicates their message in a disrespectful manner.

3. Explain to the patient that if they can wait for 30 minutes until the clinic closes, you will explain the results then.

Effectiveness Rating: Effective

Rationale: This response shows the student's willingness to address the previous patient's needs while also being respectful of the current patient's time. However, the behavior is not very effective because the student's actions will cause a delay for the patient when they could find a more immediate solution.

4. Reassure the patient that the numbers are normal and there is nothing to worry about.

Effectiveness Rating: Ineffective

Rationale: Although attempting to reassure the patient that there is nothing to worry about may be compassionate, the student fails to help the patient by not addressing their desire for an explanation of the results. This response may also be perceived as dismissive by the patient given the patient specifically asked the student to expand on the results.

5. Ask an available volunteer if they can discuss the results with the patient.

Effectiveness Rating: Very effective

Rationale: By seeking help from an available volunteer, the student finds a viable way to address the previous patient's needs while being respectful of their current patient's time.



Scenario 14 of 30

You have a paid position as a tutor for a group of pre-med students. Your supervisor relies on you to independently schedule and conduct tutoring sessions. Ten minutes before a scheduled tutoring session, you remember that you need to attend a final exam review session during the same 2-hour time frame. The final exam is 50% of your final grade, and you are worried that you won't do as well on the final exam if you miss the review session.

1. Conduct the tutoring session for one hour instead of two, and then attend the second hour of the exam review.

Effectiveness Rating: Ineffective

Rationale: While this response intends to address both responsibilities, the student ultimately prioritizes their own needs over the needs of the tutoring group by reducing the length of the tutoring session. The student may also be putting themselves and the pre-med students at a disadvantage by reducing the allotted time for their respective review sessions.

2. Notify the pre-med students that today's tutoring session has been cancelled because you have an exam review.

Effectiveness Rating: Very ineffective

Rationale: The student fails to fulfill their obligations by canceling the exam review as an immediate next step while not offering an alternative solution for the group. This response also prioritizes the student's own needs over the needs of the group.

3. Ask your professor if they can postpone the exam review so that you can attend.

Effectiveness Rating: Ineffective

Rationale: If granted, the student's request could potentially inconvenience the professor and classmates planning to attend the scheduled exam review session. However, it would not necessarily make the situation worse because the student is merely asking the professor if it is possible to postpone the review session.

4. Conduct the tutoring session and ask a trusted classmate if they will share notes from the review session.

Effectiveness Rating: Very effective

Rationale: The student identifies a solution that allows them to attend their work obligation and address their academic needs while not placing a burden on the pre-med students. The student's actions demonstrate effective time management skills and the ability to adapt in a difficult situation.

5. Ask the pre-med students to conduct the tutoring session on their own because you need to attend the exam review.

Effectiveness Rating: Very ineffective

Rationale: The student prioritizes their own needs over the needs of the group. This response also places significant burden on the tutoring group by expecting them to conduct their own tutoring session.



6. Contact the pre-med students to identify an alternate time to conduct the tutoring session.

Effectiveness Rating: Effective

Rationale: The student is being proactive by contacting the tutoring group and attempting to find a time that will work with the group. However, the student's response may place a burden on the tutoring group by not honoring the original time.



Scenario 15 of 30

A new semester has started, and your first lecture has just ended. It is important to you that you perform well in this course. Before leaving class, you approach the professor and politely ask if there is a study guide for the exams. The professor tells you to study your assigned readings and lecture notes and that it is not their responsibility to provide you with an additional study guide.

1. Form a study group with your classmates to prepare for the exams.

Effectiveness Rating: Very effective

Rationale: The student identifies an alternative solution to prepare for exams, which demonstrates a willingness to adapt and take responsibility for their own learning. Further, the student's solution involves working with peer classmates who are in the same position, which may help the student better navigate the course.

2. Avoid asking the professor questions in the future.

Effectiveness Rating: Very ineffective

Rationale: The student fails to adapt effectively in response to a difficult encounter. Further, this response could potentially create long term problems for the student in the likely event that they have questions for their professor in the future.

3. Work with your classmates to prepare study guides for yourselves.

Effectiveness Rating: Very effective

Rationale: Working with others to create study guides shows the student acknowledges the professor's comments and identifies an alternative solution to prepare for exams.

4. Ask students who have already completed the course for advice on how to effectively study for the course.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates the student's commitment to learning and shows that the student is willing to reach out to others for advice. However, it is not very effective because other students' learning styles and methods for studying may not be suitable for the student. Further, the student merely asks for advice rather than taking a more actionable step that will lead to success.

5. Ask the professor's teaching assistant if they could provide a study guide.

Effectiveness Rating: Ineffective

Rationale: Although this behavior may not cause any additional conflict, it shows the student is ignoring the professor's recommendations and is unable to think of an alternative solution to prepare for exams. Instead, the student fails to respect the professor's guidance by asking the same request of the teaching assistant, which is likely to result in the same outcome.



Scenario 16 of 30

You are assisting a physician at a local hospital. Upon entering a patient's room, you forgot to wash your hands because you are nervous. In front of the patient, the doctor explains that you did not follow protocol because you did not wash your hands.

1. Explain to the doctor that you were nervous and forgot to wash your hands.

Effectiveness Rating: Effective

Rationale: The student acknowledges the doctor's comment and offers an explanation for why they made a mistake. However, the response isn't very effective because the student does not take accountability for their actions or make an effort to correct their mistake.

2. Apologize for your mistake and assure the doctor that it will not happen again.

Effectiveness Rating: Very effective

Rationale: The student both acknowledges the doctor's comment and takes responsibility for their mistake. Further, the student attempts to instill trust in the doctor by communicating that they will make an effort to avoid similar mistakes in the future.

3. Tell the doctor that you have not gotten a chance to do it yet.

Effectiveness Rating: Very ineffective

Rationale: The student fails to take accountability for their mistake. Further, the response may indicate resistance to feedback from the doctor, which will be ineffective to the student's future learning and development.

4. Assure the patient that your hands are clean.

Effectiveness Rating: Very ineffective

Rationale: The response is very ineffective because the student fails to take personal responsibility for their actions. Further, the student's response indicates a violation of the hand-washing protocol established in the scenario, which demonstrates poor ethical responsibility to self and others.

5. Wash your hands immediately.

Effectiveness Rating: Very effective

Rationale: This response is very effective because the student addresses the doctor's feedback and adheres to the hand-washing protocol. The student demonstrates accountability for their mistake by correcting their behavior.



Scenario 17 of 30

For one of your classes, you must work in 4-person groups to complete weekly assignments. Your group has been dividing the workload equally across members. The group has been meeting once weekly to combine the individual pieces; however, this week, two group members got into an argument and neither wants to attend the meeting this week. It seems unlikely that the assignment could be completed between you and the remaining group member.

1. Tell the course instructor about the situation and ask for an extension on the assignment.

Effectiveness Rating: Ineffective

Rationale: Although this response doesn't cause additional conflict within the team, it shows the student does not try to first resolve the conflict within the team before asking the instructor for an extension. This behavior is also problematic because the student does not discuss talking to the instructor with their team before asking for an extension.

2. Tell the two members to stop acting immaturely and attend the weekly meeting.

Effectiveness Rating: Ineffective

Rationale: While the student recognizes that the team members need to resolve their differences for the project to move forward, this response fails to demonstrate an appropriate level of respect toward the team members and does not help address the reason for their original conflict.

3. Ask the members to set aside their differences for the sake of the project.

Effectiveness Rating: Effective

Rationale: The student reminds their teammates about the team's shared goal to help move them past their conflict. This response is not very effective because it does not help the team members resolve their underlying conflict.

4. Remind the two members that they need to work together to complete assignments, so they should come to the meeting.

Effectiveness Rating: Effective

Rationale: The student reminds their teammates that their involvement in the project is necessary for the team to achieve their goal, hoping it will help move them past their conflict. This response is not very effective because the student does not make an effort to help the team members resolve their underlying conflict.

5. Tell the course instructor about the situation and ask if the individual pieces of work can be submitted separately.

Effectiveness Rating: Ineffective

Rationale: Although this response does not cause additional conflict within the team, the student does not try to help their team resolve the conflict and prioritizes their own goals above the team's goals. The student also talks to the instructor before discussing this option with their team, which demonstrates poor collaboration with their team.



6. Ask the team member who has contributed most to work with you and the remaining group member.

Effectiveness Rating: Very ineffective

Rationale: The student fails to try to resolve the conflict within their team. Further, their approach will create additional conflict by trying to remove one of the team members from the project work.

7. Ask the course instructor if you can be reassigned to a different group.

Effectiveness Rating: Very ineffective

Rationale: The student does not make an effort to help address the issues within their team. Instead, this response prioritizes the student's own goals over those of their team members, which demonstrates poor teamwork skills.



Scenario 18 of 30

You receive a low grade on your first major assignment in your biochemistry course. You ask the instructor for feedback. They tell you that your submission did not use the formatting style specified in the syllabus. You realize you were so busy that you forgot to read through the syllabus for this course.

1. Tell the instructor that you will pay better attention to the syllabus from now on.

Effectiveness Rating: Effective

Rationale: While the student takes responsibility for their actions by acknowledging they should be more attentive in the future, a more effective response would attempt to address the underlying cause, such as attempting to balance the student's schedule to avoid this mistake in the future.

2. Explain to the instructor that you should not be punished for being overwhelmed with coursework.

Effectiveness Rating: Very ineffective

Rationale: The student demonstrates poor personal maturity and a lack of respect to the instructor, who provided expectations for the course in the syllabus. Further, this response suggests that the student is unwilling to accept responsibility for failing to read through the syllabus.

3. Offer to submit another version of the assignment that is consistent with the requirements of the course syllabus.

Effectiveness Rating: Effective

Rationale: The student proactively seeks an opportunity to remediate their work, which demonstrates that they are willing to act on critical feedback. However, this is only the first assignment of the course; as an immediate next step, the student should use this opportunity to reflect on strategies for not overlooking critical information about the course in the future.

4. Ask the instructor how using the correct formatting style contributes to the quality of the assignment.

Effectiveness Rating: Very ineffective

Rationale: The student should expect requirements included in the syllabus will be important to the instructor and their performance on the course. The student demonstrates poor personal maturity and is disrespectful to the instructor by questioning their evaluation methods for the course, which may damage the student's reputation with the instructor.



Scenario 19 of 30

During a new rotation, you are having difficulty working with others on the medical team. The rotation director asked to meet with you to share feedback about your performance from other peer members of the team. During the meeting, the director states that your peers believe your professional conduct needs improvement. The director also shares specific feedback about your behavior and offers to discuss your areas for improvement in greater detail.

1. Tell the director that you will find additional time to work on your professional behavior.

Effectiveness Rating: Effective

Rationale: *The student acknowledges the feedback regarding their performance, which is a positive first step toward improving. The response is not very effective because, while it reflects a willingness to improve, the student doesn't specify any tangible steps that would help improve their performance.*

2. Tell the director that your peers' opinions do not accurately reflect your true behavior on the job.

Effectiveness Rating: Very ineffective

Rationale: *The student fails to acknowledge peer feedback regarding their professionalism, which reflects poorly on the student's willingness to listen to others' perspectives and desire to improve. Further, the rotation director may respond negatively to the student's comment in the context of offering performance feedback, which could jeopardize their working relationship and/or be reflected in the student's evaluation.*

3. Suggest to the director that the other members of the team may misunderstand your behavior.

Effectiveness Rating: Ineffective

Rationale: *Instead of being open to critical feedback regarding their performance, the student attempts to rationalize the feedback. The student fails to demonstrate an attempt to understand and improve based on the feedback.*

4. Remind the director that sometimes it takes time to adjust to working with members of a new team.

Effectiveness Rating: Ineffective

Rationale: *As an immediate next step, the student offers a possible rationale for their peer feedback. While the student doesn't necessarily reject the peer feedback, the response is ineffective because the student fails to demonstrate an openness to different perspectives regarding their performance.*

5. Ask the director if you can set up a follow up meeting in the near future to discuss your progress.

Effectiveness Rating: Very effective

Rationale: *The student not only shows they are open to feedback, but also takes initiative to address feedback by asking to set up a future meeting to discuss progress. The student demonstrates an initiative to improve and have the rotation director reassess their progress in the near future.*



6. Explain that you haven't noticed any difficulties in working with the medical team.

Effectiveness Rating: Very ineffective

Rationale: Rather than being open to peer feedback, the student disputes the feedback, which could result in future performance issues. Further, the student is demonstrating poor ethical responsibility by lying to the rotation director about not having noticed any difficulties working with their team, which would likely create additional problems for the student.

7. Discuss with the director possible solutions to address your peers' feedback.

Effectiveness Rating: Very effective

Rationale: The student demonstrates a willingness to listen to their peers' feedback. Further, the student takes initiative to address the feedback by seeking solutions from the rotation director who presented the feedback to the student.



Scenario 20 of 30

You are enrolled in your school's tutoring program and are doing very well in your neuroanatomy course. However, many of your classmates are struggling. One of your classmates is having a particularly difficult time in the laboratory section of the class. The classmate tells you that, despite studying extensively, they are worried they will fail the course.

1. Tell the classmate about the tutoring program that helped you.

Effectiveness Rating: Very effective

Rationale: The student not only recognizes their classmate's concern regarding their academic struggles, but they also demonstrate a desire to help the classmate by offering a potential solution to improve the classmate's methods of studying based on their own positive experience.

2. Sympathize with the classmate that neuroanatomy is a difficult subject for many students.

Effectiveness Rating: Effective

Rationale: Although the student recognizes and validates their classmate's struggle in the class, the response is not very effective because the student does not offer any sort of solution for how to improve their situation.

3. Offer to study with the classmate to help them learn the material.

Effectiveness Rating: Effective

Rationale: By offering to study with the classmate, the student is supportive toward their classmate and offers a solution that may help them improve their grade. However, this response may add an additional burden onto the student. Rather, the student could direct their classmate to the tutoring program that has been successful for them.

4. Suggest that the classmate request supplementary learning materials from the professor.

Effectiveness Rating: Effective

Rationale: The student recognizes the classmate's struggle and attempts to support them by providing a possible solution to their problem. However, the response is not very effective given the student fails to acknowledge the tutoring program, which they found very helpful in preparing for the course; rather, the student suggests a less actionable solution.

5. Explain to the classmate that some students may not excel in the course.

Effectiveness Rating: Very ineffective

Rationale: This response is insensitive to the classmate's struggle and could discourage the classmate. Further, the student fails to demonstrate a desire to help the classmate by not offering a potential solution to the classmate's problem.



6. Suggest the classmate spend more time and effort studying.

Effectiveness Rating: Very ineffective

Rationale: This response fails to demonstrate awareness and recognition of their classmate's struggle and responds in an insensitive manner. Further, the student fails to demonstrate a desire to help their classmate by offering a solution that ignores the classmate's concerns.

7. Tell the classmate you cannot help because you have other classes to focus on.

Effectiveness Rating: Very ineffective

Rationale: By not offering any potential solutions for the classmate's challenge, or advice, the student fails to demonstrate a desire to help, and recognize the needs of, their classmate.

8. Suggest to the student that they meet with the professor to develop a study plan.

Effectiveness Rating: Effective

Rationale: This behavior shows the student recognizes the needs of their classmate and demonstrates a desire to help their classmate by offering a possible solution to help them improve their studying. However, it is not very effective because the student does not direct the classmate to the tutoring program that has been successful for them.



Scenario 21 of 30

Your professor tells your class about a patient care team that went to great lengths to contact the family members of a deceased patient to obtain consent for organ donation. The patient had recently immigrated to the U.S. but the rest of the family stayed in their native country. After hearing the story, a classmate quietly tells you, “the care team wasted their time on an undocumented immigrant”.

1. Remind the classmate that the care team is responsible for the patient regardless of the patient's immigration status.

Effectiveness Rating: Effective

Rationale: This response shows an understanding of the patient care team's responsibility toward the patient. The student shows initiative by communicating this to the classmate. However, the response is not very effective because the student does not make an effort to address why the classmate's comment was inappropriate.

2. Ask your classmate to explain why they think the patient was an undocumented immigrant.

Effectiveness Rating: Ineffective

Rationale: As an immediate next step, this response is ineffective because the student entertains the classmate's inappropriate and culturally insensitive comment. Rather, a more effective next step would be to correct the classmate's behavior or convey why their comment is inappropriate.

3. Quietly agree with your classmate so that you do not interrupt the professor.

Effectiveness Rating: Very ineffective

Rationale: The student's comment potentially encourages the classmate's bias against patients who have immigrated to the U.S. and endorses an insensitive stereotype. The student should address and speak to why the classmate's comment is inappropriate rather than condoning and potentially encouraging the classmate's comment.

4. Tell your classmate you doubt the team would have done that if the patient was an undocumented immigrant.

Effectiveness Rating: Very ineffective

Rationale: This response suggests the student agrees with the classmate's culturally insensitive comment. The student demonstrates both a lack of empathy toward the patient's family and an openness to discriminating against patients based on their cultural background or national origin.

5. After class, privately explain to the classmate why you felt their comment was inappropriate.

Effectiveness Rating: Very effective

Rationale: The student recognizes the comment is inappropriate and takes initiative to not only address the comment with the classmate, but also to explain why their comment was inappropriate. Thus, the student recognizes and appropriately addresses bias in others, which demonstrates very effective cultural competence.



Scenario 22 of 30

You are leading a study group with some classmates when two classmates begin arguing about one of the course topics. The argument is tense but stays on-topic until one student insults the other's intelligence, and the other responds by insulting the first student's appearance.

1. Ask another classmate to diffuse the argument.

Effectiveness Rating: Ineffective

Rationale: Although this response illustrates a desire to resolve the conflict, the student places the burden onto another student to diffuse the argument. As group leader, the student should both recognize and take steps to resolve the interpersonal conflict among group members.

2. Let the two classmates handle the situation themselves, as you were not involved in the argument.

Effectiveness Rating: Ineffective

Rationale: While the student may prefer not to intervene in what has become a personal argument, as group leader, they should take initiative to address the conflict as it has disrupted the group discussion. Further, there is no indication that the classmates will be able to resolve the conflict on their own.

3. Tell the two classmates you are no longer willing to work with them.

Effectiveness Rating: Ineffective

Rationale: This response may benefit other group members by removing the two distracting students and potentially improving the overall group dynamic. However, the response is ineffective as it does not attempt to resolve the interpersonal conflict among group members.

4. Tell the two classmates that personal attacks are not acceptable.

Effectiveness Rating: Very effective

Rationale: The student recognizes the importance of addressing the group members' distracting behavior. The student acts appropriately as group leader by pointing out that the personal attacks are not acceptable in this context, which demonstrates an effort to maintain group cohesion.

5. Ask the two classmates to resolve their issue privately.

Effectiveness Rating: Effective

Rationale: This response acknowledges that the two group members need to resolve their interpersonal conflict and potentially allows the group to stay on topic. However, the response is not very effective as the student avoids directly addressing the conflict with the group members.

6. Tell the study group to take a short break and offer to speak with the two classmates privately.

Effectiveness Rating: Very effective

Rationale: As a group leader, the student takes responsibility by addressing the interpersonal conflict among group members. The student also takes initiative to address the classmates privately which may help diffuse the situation.



7. Ignore the classmates' argument and continue leading the discussion with the other group members.

Effectiveness Rating: Very ineffective

Rationale: By allowing the argument to continue, the student will be unable to keep other group members engaged and attentive as they will find the argument to be distracting and disruptive. Further, as a group leader, the student should make an effort to address the interpersonal conflict among team members.



Scenario 23 of 30

This year, medical school is much harder than you expected. Course material has become challenging to understand, and you are having difficulty balancing your schoolwork and your personal life. Completing course work and preparing for exams is consuming more of your free time than ever before. In casual conversations, other students are saying that they are facing similar difficulties.

1. Work with classmates to create a forum to discuss how to balance schoolwork and personal life.

Effectiveness Rating: Very effective

Rationale: This response demonstrates the student's maturity and resilience by finding a way to adapt to the stressful situation. The student identifies an approach to share and learn from other students, which could also help other students facing similar difficulties.

2. Seek suggestions from more senior students for balancing your schoolwork and personal life.

Effectiveness Rating: Effective

Rationale: The student is proactive in seeking suggestions from more senior students who may have successfully navigated the curriculum before. However, the response is not very effective as there is no indication that the senior students performed well or that they would be a helpful resource for the student's own individual situation.

3. Prioritize your schoolwork and make time for your personal life after you've met your obligations at school.

Effectiveness Rating: Ineffective

Rationale: While the student understands the importance of fulfilling school responsibilities, their decision to deprioritize their personal life represents a failure to adapt effectively in a stressful situation and could have consequences down the road.

4. Ask a trusted faculty member for advice on managing school-related and personal responsibilities.

Effectiveness Rating: Very effective

Rationale: The student acknowledges that they are struggling to balance their schoolwork and personal life and proactively seeks a trusted advisor, thus demonstrating resilience and a willingness to adapt to a challenging and stressful situation.

5. Make a schedule that limits the amount of time you spend studying each day.

Effectiveness Rating: Ineffective

Rationale: While the student recognizes the importance of making time for their personal life, their approach does not address the student's struggle with managing their workload. The student fails to adapt in a way that would effectively address their ever-growing academic demands while balancing their personal life.



Scenario 24 of 30

You are part of a team assigned to a group project. During your first group meeting, you and most of your team members discuss how you want to do extra work on the project in an effort to get a higher grade. However, one team member says they don't have time to do extra work due to their volunteer commitments.

1. Discuss with the team member their other commitments to understand what work they will be able to complete for the group project.

Effectiveness Rating: Very effective

Rationale: The student has acknowledged their team member's situation and offers a solution that accommodates the team member's schedule in the context of fulfilling team goals.

2. Discuss as a team which parts of the project each person is able to complete.

Effectiveness Rating: Very effective

Rationale: The student takes initiative by delegating project tasks across team members to achieve their team goal (i.e., completing the project). This response acknowledges the importance of collaborating with team members and prioritizing team goals.

3. Suggest the team assign the team member fewer tasks to accommodate their schedule.

Effectiveness Rating: Effective

Rationale: The student is willing to make adjustments for their team member due to their busy schedule and offers a solution that seeks to achieve the rest of the team's goals. However, the behavior is less effective because the student doesn't take the time to understand their team member's other responsibilities and or learn how they would like to help on the project.

4. Tell the team member that if they don't do enough work on the project, you will tell the instructor.

Effectiveness Rating: Very ineffective

Rationale: This response shows that the student is unwilling to work with or listen to their team member to find an acceptable solution. Rather, the student fails to demonstrate awareness of their team members needs and interests, and treats the team member in a disrespectful manner by suggesting they will report the team member.

5. Suggest the team member ask the instructor for a new team that agrees with their approach to the project.

Effectiveness Rating: Very ineffective

Rationale: The student chooses to completely disengage from collaborating with the team member. Not only is this solution inconsiderate toward the team member, but the student's request defies the original group assignment and is unlikely to be well-received by the professor.



6. Ask your team member if they can adjust their volunteer commitments to make time for this project.

Effectiveness Rating: Effective

Rationale: This behavior shows the student is willing to start a conversation with their team member and how they can make adjustments to help accomplish the team goal. However, it is not very effective because it places a burden on the team member to adjust their schedule to fit the team goals without first exploring what their team member is able or willing to do to help finish the project.



Scenario 25 of 30

You just started working at a local clinic. You are responsible for meeting with patients and documenting their health concerns before they see the doctor. Before you meet with a patient complaining of stomach pain, a more experienced student pulls you aside and says: "That person is homeless and comes to the clinic all the time. They're obviously making up concerns so they can stay here for a while. Don't waste your time meeting with the patient".

1. Acknowledge the student's comments but meet with the patient regardless.

Effectiveness Rating: Ineffective

Rationale: Although the student expresses that they would like to meet with the patient to complete their task, the student should not acknowledge the other student's comments given the biased and inappropriate nature of the comments.

2. Tell the student it's important to assist the patient in case there actually is a problem.

Effectiveness Rating: Very effective

Rationale: The student recognizes that it is their responsibility to treat the patient the same regardless of the other student's assumptions. The student shows awareness of the importance of fulfilling their responsibilities and recognizes the need to serve others.

3. Tell the student you're not going to treat the patient differently because they happen to be homeless.

Effectiveness Rating: Very effective

Rationale: This behavior shows the student does not let a person's possible background influence the way they are treated, and further, explains to the other student the honest and ethical way to treat any patient.

4. Let your supervisor know you would prefer not to see the patient.

Effectiveness Rating: Very ineffective

Rationale: The student fails to carry out their responsibilities and demonstrates poor ethical responsibility toward the patient. Further, the student's decision suggests they agreed with the other student's biased comments and even incorporated them into their decision making.

5. Tell the student it can be frustrating when people use clinic resources they don't really need.

Effectiveness Rating: Very ineffective

Rationale: This response is very ineffective because it does not help or protect the patient. Further, by acknowledging the other student's point of view rather than addressing it, the primary student condones the biased comments and potentially enables them to behave inappropriately in the future.



6. Tell the student their comments are inappropriate and biased.

Effectiveness Rating: Effective

Rationale: This behavior shows the student is willing to address the biased and unprofessional comment. However, this response is not very effective as it may be perceived as confrontational and does not necessarily open up a conversation with the other student.

7. Ignore the student's comments and meet with the patient.

Effectiveness Rating: Effective

Rationale: The student fulfills their obligations by meeting with the patient, as assigned. However, the response is not very effective as the student fails to address the other student's inappropriate comments.



Scenario 26 of 30

As part of a class assignment, you're leading a team of students in a group activity. One student is trying their best but is struggling to keep up with the rest of the team. The student's pace is making it difficult for everyone else to complete their tasks, so you suggest the student briefly stop working and instead watch and learn from other team members. The next day the student tells you they didn't receive credit for the assignment because the professor saw they didn't participate the entire time.

1. Share with the professor that the student was participating for the majority of the task.

Effectiveness Rating: Effective

Rationale: The student takes initiative to remedy the situation by speaking with the professor and honestly reporting the amount of work the team member completed. However, the response is not very effective as it doesn't acknowledge the student's own role in stopping the team member's work.

2. Explain to the professor that you asked the student to stop working to learn from others.

Effectiveness Rating: Very effective

Rationale: The student acknowledges their role in stopping the team member from working and explains to the professor the reason was to try to help their team member improve. Thus, the student takes responsibility for their actions and addresses the intentions behind their decision in an honest manner.

3. Offer to meet with the student and the professor to explain that you asked the student to stop working.

Effectiveness Rating: Very effective

Rationale: This response demonstrates personal responsibility as the student offers to meet with the team member to discuss the issue, and also acknowledges their role in the situation to the professor.

4. Ask the other students in the team if they think the student should get credit.

Effectiveness Rating: Very ineffective

Rationale: This behavior suggests the student is unwilling to take personal responsibility and ownership for their actions by relying on team members to come to a decision on how to resolve the issue.

5. Acknowledge your mistake to the student and ask if there is any way you can help them.

Effectiveness Rating: Effective

Rationale: The student is willing to both accept responsibility for the situation and help the student. However, the response is not very effective because the student places the burden of identifying a solution on their team member rather than taking personal responsibility and seeking a solution on their own.



6. Offer to help the student with another assignment in the future.

Effectiveness Rating: Ineffective

Rationale: While the student demonstrates a desire to help their team member, this response does not help address the immediate problem. Rather, the student should demonstrate personal responsibility for the situation and attempt to resolve the team member's immediate concern.

7. Remind the student that they were slowing down the team.

Effectiveness Rating: Very ineffective

Rationale: This response fails to acknowledge the student's own role in the situation and instead places blame entirely on the team member. In addition, this response disregards the team member's concern and would fail to alleviate their distress.



Scenario 27 of 30

You are working on a class project that will require extensive group collaboration and is due soon. Your group hasn't made any progress, and no one has created a plan for how to complete the project by the due date. During the last meeting, you raised concerns to your team about the lack of progress, but your team members said they have been too busy with other school commitments to work on it. You are heading to the next group meeting and remain unclear about the work you should do for the project.

1. Suggest you work as a group to make a checklist of tasks and a timeline.

Effectiveness Rating: Very effective

Rationale: The student takes initiative by suggesting an approach that will keep the team organized and on track to finish the project on time. This demonstrates a responsible and team-oriented solution that will better enable the team to complete their project.

2. Tell your team they must prioritize this project over other commitments.

Effectiveness Rating: Very ineffective

Rationale: This response demonstrates a lack of consideration toward the team members, who expressed that they are busy with school commitments. Further, the student's demand is unlikely to be received positively by group members, which could cause additional conflict within the team and may hinder their ability to complete the project.

3. Start a conversation with your group by telling them which part of the project you would like to work on.

Effectiveness Rating: Effective

Rationale: The student takes initiative by beginning a conversation about the project, which may encourage the group to work collaboratively to establish a path forward. However, the response is not very effective because the student's approach emphasizes their own interests before soliciting input from other team members.

4. Tell your group that you will complete the project without them.

Effectiveness Rating: Very ineffective

Rationale: The student does not make an effort to collaborate with other team members. Instead, this response prioritizes the student's own goals over those of their team members.

5. Ask group members to share their upcoming schedules with you so the team can find time to work on the project.

Effectiveness Rating: Effective

Rationale: This behavior shows the student is interested in supporting team members by helping them identify free time to work on the project. However, the response is not very effective as it doesn't address the fact that the team has been unwilling to advance the project due to their busy schedules, nor does the student offer actionable steps on how to complete the project.



6. Present a project plan to the group and ask the group to commit to following it.

Effectiveness Rating: Ineffective

Rationale: Although the student takes steps to initiate work on the project, this response is ineffective as the student's approach fails to incorporate collaboration with team members with respect to decision-making.



Scenario 28 of 30

You and a classmate volunteer at a health clinic where you both commit to several shifts during a month. Your classmate tells you they are particularly busy with school obligations over the next few weeks and are struggling to balance all of their responsibilities. Your classmate asks if you can cover their 4-hour shift at the clinic this weekend. You do not have any conflicting obligations, but this is your first weekend with a break in the last couple of months.

1. Ask your classmate if they would be willing to swap shifts for a time when they are less busy.

Effectiveness Rating: Very effective

Rationale: This response demonstrates compassion for the classmate's situation and shows willingness to help lessen their immediate burden. Furthermore, the student suggests a solution that would allow both students to complete their shifts at a time when it would be more convenient for them.

2. Tell your classmate that it is only fair that everyone completes their own shifts.

Effectiveness Rating: Very ineffective

Rationale: The student is not only unwilling to help their classmate in any way after learning about their classmate's situation, but they also respond in a way that lacks empathy for the classmate's situation.

3. Decline the shift but ask your classmate if there is anything else you could do to help with their other obligations.

Effectiveness Rating: Ineffective

Rationale: Although the student may demonstrate a desire to help the classmate by addressing their other obligations, the student's response fails to make an effort to address the classmate's immediate request, which is a more tangible area in which the student could assist their classmate.

4. Decline and suggest your classmate contact their supervisor to ask if they can have the day off.

Effectiveness Rating: Ineffective

Rationale: The student offers a solution that could potentially help address the classmate's concern while respecting their own time. However, the response is ineffective as the student does not offer a solution that helps the classmate find a replacement for their shift.

5. Let your classmate know you will cover their shift if they cannot find a replacement volunteer.

Effectiveness Rating: Very effective

Rationale: The student finds a solution that could potentially help address the classmate's concern by offering to take the shift, if needed. This response balances the student's own time while leaving the door open to helping their classmate in the event that the classmate cannot find a replacement.



Scenario 29 of 30

During a class exercise, you and a partner are assigned to work together. As a team, you must conduct interviews of volunteers who are pretending to be patients. You must each collect information from the volunteers using the information sheet. Together, you must write a summary report describing the volunteers' answers. Your partner suggests using a hidden cell phone to record the interviews even though the instructor explicitly said to only use the information sheet.

1. Tell your partner that you both should only use the information sheet as instructed.

Effectiveness Rating: Very effective

Rationale: The student demonstrates integrity and ethical responsibility to others by not only declining the partner's request to use the cell phone, but also encouraging the partner to behave ethically, as well.

2. Agree and allow your partner to use their phone to record the interviews.

Effectiveness Rating: Very ineffective

Rationale: The student demonstrates poor integrity and ethical responsibility to others by agreeing to the partner's request and enabling them to violate the rules of the assignment.

3. Ignore your partner's suggestion and do the interviews as originally planned.

Effectiveness Rating: Ineffective

Rationale: Although the student does not break the rules of the assignment, this response fails to acknowledge and address the partner's request to violate the rules of the assignment. Instead, the student should make an effort to encourage their partner to behave in an ethical manner by adhering to the instructor's explicit instructions.

4. Ask your other classmates if they plan to record their interviews before making a decision.

Effectiveness Rating: Very ineffective

Rationale: This response shows the student is open to the idea of violating the rules of the assignment. The student should know to follow the stated instructions without requiring input from other classmates, and should not allow the behaviors of others to influence their decision making.

5. Tell your partner you're not comfortable with their suggestion.

Effectiveness Rating: Very effective

Rationale: The student communicates they are unwilling to violate the rules and provides a clear explanation regarding their perspective on the matter. The response also serves as a useful starting point in a conversation to encourage the partner to behave ethically.



6. Tell your partner that you will complete the assignment yourself and plan to use only the information sheet.

Effectiveness Rating: Ineffective

Rationale: While the student understands the importance of following the rules of the assignment, their response handles the situation in an ineffective manner as the student assumes all responsibility for the task to avoid addressing the unethical behavior with their partner.



Scenario 30 of 30

As you are finishing a lab session, your lab partner reminds you about a voluntary lecture you were both planning to attend. Your lab partner suggests leaving without cleaning or resetting your shared workspace because otherwise you will be a few minutes late to the lecture. Your instructor encourages students to clean and reset their workspaces after lab so students in the next day's class don't have to. However, you have noticed that students sometimes leave without completing these steps.

1. Leave to attend the lecture without cleaning and resetting your workspace.

Effectiveness Rating: Very ineffective

Rationale: The student's response is inconsiderate toward the next day's class and places the burden of cleaning and resetting the workspace on someone else.

2. Suggest that your lab partner go to the lecture on time and offer to stay to clean and reset the lab by yourself.

Effectiveness Rating: Very effective

Rationale: This response demonstrates a willingness to fulfill their obligations to others in a timely manner. Further, the response demonstrates a desire to help the lab partner by offering to take on the responsibility of cleaning and allowing the lab partner to attend the lecture.

3. Inform your instructor that you want to leave early and cannot clean and reset your workspace.

Effectiveness Rating: Ineffective

Rationale: While the student takes initiative to inform their instructor that they have a time sensitive issue to address, they still place the burden of cleaning and resetting the workspace on someone else. The student prioritizes their own interests and fails to fulfill their obligations by choosing not to clean and reset their shared workspace.

4. Tell your lab partner that cleaning and resetting the workspace should take priority over attending the voluntary lecture on time.

Effectiveness Rating: Effective

Rationale: By prioritizing cleaning and resetting the shared workspace, the student shows an understanding of the importance of fulfilling responsibilities and obligations to others. However, the response is not very effective as the student's response dismisses their lab partner's concern regarding arriving to the voluntary lecture on time.

5. Ask another classmate in your lab to clean and reset your workspace so you can leave to attend the lecture.

Effectiveness Rating: Ineffective

Rationale: The student recognizes the importance of cleaning and resetting the workspace, but fails to take responsibility for their own obligations. By asking another classmate to take care of their work, the student places the burden of cleaning and resetting the student's workplace on someone else.



6. Leave to attend the lecture and plan to return to clean and reset your workspace before the day ends.

Effectiveness Rating: Ineffective

Rationale: This response suggests the student understands their obligations to the shared workspace. However, the instructor encourages students to clean their workspaces after lab, and so the student should adhere to this request in a timely manner rather than delaying until later.

7. Remind your lab partner that it may be inconvenient for the next class if you do not clean and reset the workspace and encourage them to stay.

Effectiveness Rating: Very effective

Rationale: The student responds in a way that not only encourages the lab partner to stay and help fulfill their obligations, but also provides a rationale that is considerate toward the next class, which could instill a more responsible attitude in the lab partner in the future.

8. Quickly clean the workspace but do not reset it for the next class to get to the lecture as soon as possible.

Effectiveness Rating: Ineffective

Rationale: While the student shows an understanding of the need to address their obligations, their approach does not adequately fulfill their responsibilities as they are only completing part of the work encouraged by their lab instructor.



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