



# The AAMC PREview® Exam Practice Exam Booklet 2





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# AAMC PREview® Exam: Practice Exam Booklet

## Overview

The AAMC PREview® professional readiness exam 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 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 exams
- (2) Scoring key
- (3) Scoring key rationales

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 is a full-length exam with 186 items.** If you plan to use the practice exam to practice timing, we recommend allotting 75 minutes to complete the practice exam<sup>1</sup>.

The AAMC has also made a scoring key available for the practice exam and a rationale to explain the scoring key for each response, displayed at the end of this booklet.

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<sup>1</sup> 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 (186 items). We recommend allotting 75 minutes to complete the practice exam<sup>2</sup>.

### 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 31 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 <b>cause additional problems or make the situation worse.</b>	The response will <b>not improve the situation or may cause a problem.</b>	The response <b>could help but will not significantly improve the situation.</b>	The response will <b>significantly improve the situation.</b>

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.

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<sup>2</sup> 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 31

You are practicing blood pressure checks during your weekly clinical skills lab. You notice a classmate is having a lot of difficulty and getting visibly frustrated. You have more experience taking blood pressure than them, but you have an appointment with your research advisor immediately after the lab.

*Please rate the effectiveness of each response to this situation.*

1. Offer to spend time outside of the lab to teach the classmate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Provide encouraging words to the classmate while you prepare to leave for your appointment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the classmate what they find most difficult and demonstrate how you do it.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Check to see if another student could assist the classmate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Offer a couple of tips or suggestions with the classmate while you finish.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Encourage the classmate to calm down and act in a professional manner.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Scenario 2 of 31

You are one of several teaching assistants responsible for providing weekly tutoring sessions. The professor asks you to hold an impromptu tutoring session the day before the final exam. You realize that you cannot because you are scheduled to volunteer at a student-run clinic that day.

*Please rate the effectiveness of each response to this situation.*

1. Ask the professor if another teaching assistant could provide the tutoring session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the clinic supervisor if they could write you a note explaining why you cannot provide the tutoring session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask another teaching assistant if they can provide the tutoring session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Notify the professor about your scheduling conflict.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Call in sick to the clinic shift so that you can provide the tutoring session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 3 of 31

Your group is presenting a non-graded research project to your professor. One student in the group independently completed the analyses for the project, which took a great deal of time, so other group members could make progress on other aspects of the project. After the presentation, the professor congratulates your group and comments that the analyses were excellent. One of the group members who did not work on the analyses thanks the professor and explains that they completed that portion.

*Please rate the effectiveness of each response to this situation.*

1. After class, privately ask the group member to explain why they took credit for the analyses.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Explain to the professor that your group worked hard on all sections of the project.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the professor that the analyses were a group effort.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Say that you thought that the other group member completed the analyses and ask for clarification.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. After class, request that the group member clarify with the professor that the other student conducted the analyses.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. After class, recommend the group member apologize to the student who conducted the analyses.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. After class, tell the student who conducted the analyses that they did a great job.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. After class, let the student who conducted the analyses know you think it was unfair someone took credit for their work.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





### Scenario 4 of 31

You and your friend are taking a neuroscience course. Your friend often makes comments about being smarter than the professor. One day, after arriving 15 minutes late to class, your friend leans over to you and says, "It doesn't matter that I'm late. There's nothing they can teach me anyway." Several students and the professor overhear this comment.

*Please rate the effectiveness of each response to this situation.*

1. Nod your head to affirm you heard your friend's comment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell your friend the course is not a good use of their time.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask your friend if they realize other students might perceive the comment as disrespectful.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest that your friend might still learn something in the class.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





### Scenario 5 of 31

Your school hosts an annual event where students present their research. A faculty member nominates you and a classmate to present research at this event. Your classmate offers to lead the presentation so that you can prepare for an exam you have on the morning of the day of the event. The day before the event, your classmate asks you to do the presentation alone because they received a ticket to a sold-out concert on the day of the event.

*Please rate the effectiveness of each response to this situation.*

1. Explain to your classmate that you cannot present because you have not prepared.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Request that your classmate help you prepare that evening and agree to do the presentation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Explain to your classmate that you need to prepare for your exam.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the event coordinator if you can withdraw the research project.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell your classmate that the research presentation is more important than the concert.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Request that the classmate reconsider as you will not have sufficient time to prepare.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Request that your classmate reconsider as they made a commitment to you and your faculty member.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 6 of 31

You and a group of medical students are shadowing a surgeon as part of a clinical experience. The surgeon mentions that they need a volunteer to assist with an operation. You overhear a male student ask the female students if he can volunteer because he believes most women are not interested in surgery anyway. After the clinical experience, one of your classmates complains to you about the male student's comment.

*Please rate the effectiveness of each response to this situation.*

1. Tell the student that he needs to be more aware of his behavior and comments.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the student that his remarks are insensitive to women.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask your classmates to join you and address the classmate's concern with the male student together.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Make a joke about the student to your classmate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Suggest that the student apologize for their remarks as they were insensitive to their classmates.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 7 of 31

You have been working on a group project with other students in your lab. Each group member is required to complete a part of the project individually. The group is meeting to review everyone's work. You realize that you are the only group member on target to reach the project deadline in two days. The other group members inform you that they are struggling to complete their work because the content is difficult to understand. As a result, your group might not be able to reach the deadline.

*Please rate the effectiveness of each response to this situation.*

1. Ask the group members to identify which content is most difficult to understand to identify ways to help them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Inform your lab instructor that your group members are having difficulty understanding the content.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Suggest to the group members that they set aside extra time to complete their work over the next two days.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the group members why they did not notify you earlier of their challenges completing the work.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Notify the lab instructor that you completed your work on time to make sure you receive a fair grade.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Express to the group your concern that the group will not meet the deadline.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Meet one-on-one with each group member to better understand the challenges they are facing.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Propose the group meet to discuss the difficult content together to better understand it.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 8 of 31

One of your courses requires you to go to a physician's office to learn how to interact with patients. The physician's practice has limited opportunities to interact with patients. You feel you will not get what you need out of this experience.

*Please rate the effectiveness of each response to this situation.*

1. Tell the physician you would only like to interact with patients from now on.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Request to be assigned to a different physician's office.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Seek out additional opportunities elsewhere to gain the experience you need.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Discuss your concerns with the physician to identify ways to enhance your experience.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 9 of 31

You and another classmate are at a social mixer with medical school applicants. You and the classmate are discussing your experiences as medical students with the applicants. Your classmate repeatedly uses profanity while speaking about topics that excite them. You notice that it makes the applicants visibly uncomfortable.

*Please rate the effectiveness of each response to this situation.*

1. Privately let the classmate know they should act more professionally when representing your school.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Privately suggest that the student apologize to the applicants.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the applicants about their interests in order to switch topics.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Interrupt the conversation to explain why the classmate should not use profanity.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Privately acknowledge the applicants' discomfort and apologize to them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask the classmate to stop attending future activities with applicants.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 10 of 31

You notice that one of your talkative classmates appears to be unusually quiet. You approach them after class and learn they are worried about their family who lives in a country that is currently experiencing conflict. As a result, they are having trouble concentrating on their studies.

*Please rate the effectiveness of each response to this situation.*

1. Express your sympathies for your classmate's situation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Share your class notes with your classmate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Suggest that your classmate take some time off from school to focus on their family.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask your classmate if there is anything you can do to help.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell your classmate that everyone faces challenges in medical school.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Let your classmate know you are available to listen to their concerns if it would help.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ask your classmate for additional details regarding the conflict their country is experiencing.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 11 of 31

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.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Report the interaction to a school administrator.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





### Scenario 12 of 31

While in the library studying for an exam, you find several loose pages of course materials related to your exam in a library book. They contain what appear to be official exam questions and answers for the upcoming exam as well as hand-written notes. You do not know who they belong to or how long they have been in the book.

*Please rate the effectiveness of each response to this situation.*

1. Photocopy the materials to help you study and place the original copies back in the book.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the course professor about the information you found.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Review the materials closely to determine whether there is information you need.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the course instructor if you can meet so you can give them the materials you found.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Bring the materials to the library's front desk and ask what you should do.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Leave the documents where you found them and tell the professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 13 of 31

Your medical school hosts an annual charity event. Students are expected to volunteer in shifts to assist with the event; however, volunteering is not required. You and some of your medical school friends sign up to cover a shift together. The day before the event, your friends tell you they are going to call in sick to the event to attend a professional development seminar instead. The seminar is optional but other students have said it is really interesting and you should not miss it.

*Please rate the effectiveness of each response to this situation.*

1. Call in sick for the charity event and attend the professional development seminar with your friends.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the charity event coordinator to find someone to take your shift.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Contact other students to see if they can cover your volunteer shift.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Notify the event coordinator that you are cancelling and explain the importance of the seminar.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell your friends you intend to work your volunteer shift and they should too.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Complete your volunteer shift and ask your friends to share what they learned at the seminar.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Encourage your friends to uphold their volunteer commitment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Tell your friends they are putting the school in a challenging position by withdrawing just one day in advance.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 14 of 31

You are several weeks into a course, and you believe the instructor's expectations of students are overly burdensome. The instructor gives fast-paced lectures that cover a lot of important material in a short period of time. The midterm exam is in two weeks. Everyone in your class is stressed, and no one thinks they will do well on the exam.

*Please rate the effectiveness of each response to this situation.*

1. Organize a study group with your classmates.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Explain to the course instructor that you and other students are having a negative experience in the course.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Create a plan with your classmates on how to manage the workload.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask your classmates if they would like to meet with the instructor as a group to express their concerns.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 15 of 31

You are taking a course that requires you to conduct interviews with actors portraying patients. Several weeks into your course, you realize that every patient you have interviewed is White. When you suggest to the course instructor that the actors lack diversity, your course instructor responds that the patients have been successful for years and there is no need to make changes.

*Please rate the effectiveness of each response to this situation.*

1. Request permission to identify new actors from different backgrounds.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the course instructor if you can further discuss the merits of a diverse patient population.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell your instructor that you will not complete any additional patient interviews until they take action.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask a staff member in diversity affairs for guidance on how to proceed.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell the course instructor you will report them if they do not make changes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Build support among your classmates for increasing the diversity of patient cases.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thank them for letting you know and complete the remaining patient interviews as instructed.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 16 of 31

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.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 17 of 31

You have been volunteering for six months with a patient who recently confided in you that you are the only member of the healthcare team they trust. In a month, you will begin a new clinical rotation in a different state and will be relocating, and a new volunteer will be assigned to the patient. You fear the patient will not get along well with another volunteer, and the patient's medical care will suffer without a strong relationship with the medical team.

*Please rate the effectiveness of each response to this situation.*

1. Increase the number of interactions you have with the patient over the next month.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Find a time to explain to the patient that you are relocating and will be leaving.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Suggest that you, a new volunteer, and the patient work together for a transition period.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Encourage the new volunteer to spend extra time building rapport with the patient.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Create a plan with the clinic and the new volunteer to ensure a smooth transition with the new assignment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 18 of 31

You are asked by a supervising physician to write medical notes for one of their patients. Although it is your first attempt at writing medical notes, you do your best and provide the physician your notes. The physician tells you that they are disappointed in the quality and organization of your notes.

*Please rate the effectiveness of each response to this situation.*

1. Ask if you can write medical notes on the next patient to gain more experience.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Explain that you feel confident about the quality of your medical notes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the physician to provide specific edits that would enhance the quality of your notes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the physician if they can share examples of their medical notes for you to learn from.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. After your shift, research ways to organize medical notes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Tell the physician you are trying your best.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Remind the physician that this is your first time writing medical notes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





### Scenario 19 of 31

You and a classmate have been exchanging emails that include some unprofessional jokes about one of your professors. On your most recent response, you accidentally send the email exchange to your professor.

*Please rate the effectiveness of each response to this situation.*

1. Send the professor a personal email apologizing for your email.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Continue attending the professor's class as though nothing has happened.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Skip the next class with the professor and hope they forget.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Email the professor and explain that the email was not meant for them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask your classmate if they are comfortable apologizing to the professor on your behalf.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Suggest to the classmate that you meet with the professor together to apologize.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 20 of 31

You are assigned to a dissecting table in your anatomy course with three other students. Over the first few weeks of class, you notice one student at your table silently says a prayer before beginning any dissection. The other two students at the table often mock the student while the student is not paying attention. They are mocking the student again today during the student's prayers.

*Please rate the effectiveness of each response to this situation.*

1. Ignore the other two students' behavior.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. After class, tell the other two students they should stop their behavior.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Interrupt the student's prayer to let them know they are being mocked by their classmates.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Quietly tell the students that mocking the student is disrespectful.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. After class, recommend to the student that they pray before coming to lab so that they will not be mocked.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. After class, explain to the two students why you feel their behavior is disrespectful.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 21 of 31

You have been assigned by your professor to lead a group discussion. Although this exercise will not be graded, you have been informed that the other students in your group will provide constructive feedback on your performance as group leader. During the discussion, a student in the group frequently interrupts you and tries to take over the discussion.

*Please rate the effectiveness of each response to this situation.*

1. After the discussion, ask other students what you could do in the future to maintain control of the discussion.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Keep trying to lead the discussion and ignore their interruptions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Allow the student to lead the discussion.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the student to be quiet for the remainder of the discussion.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Encourage other students to share their thoughts on the topic.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Request that the student wait to share their thoughts until you are done speaking.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thank the student for their interest in the discussion topic and encourage them to allow others to share their thoughts.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Remind the student that it is important that other students can hear you since you are leader.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Scenario 22 of 31

You are observing a student who is completing a medical history on a patient who is with their family. As you are leaving the patient's room, the student makes a joke about the patient's appearance. You suspect the patient's family members overheard the comment, but you are not certain.

*Please rate the effectiveness of each response to this situation.*

1. Make note of the event and take action if the student makes another inappropriate joke.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the student to show more respect for patients.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the student not to make jokes when patients' families are around.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest the student consider how comments like that make a patient or a patient's family feel.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ignore the student's comments and continue with your own work.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Explain how physicians must treat all patients with respect, regardless of how they look, act, or think, so no jokes should be made about them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 23 of 31

You are offered an opportunity to help underserved communities abroad. This program would also look great on your resume and allow you to network with well-known doctors. The program would require you to leave during the summer after your first year of medical school. However, you already committed to lead your school's in-person study sessions this summer with students preparing for the medical entrance exam.

1. Ask the program coordinator if you can participate in the program for a shorter period of time.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the program coordinator if you can participate in the program during your next academic break.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the school if you may lead the sessions remotely from abroad.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Explain your dilemma to a designated career advisor at your school and ask for their guidance.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Request that the school find someone else to lead the study sessions so you can attend the opportunity abroad.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Let the school know you have a commitment you cannot get out of and can no longer lead the study sessions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Let the school know you will lead the sessions remotely from abroad.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 24 of 31

As part of your clinical medicine class, students are required to attend a series of weekly presentations by local physicians. Attendance is not recorded, but students must write a summary of each presentation, which is graded. A classmate asks if you will share this week's presentation summary with them because they want to volunteer at a homeless shelter and will not be at this week's presentation.

*Please rate the effectiveness of each response to this situation.*

1. Suggest that your classmate explain their situation to the professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask your classmate why they want to volunteer during the weekly presentation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell your classmate that you will not share your summary with them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Agree to share your summary if they will share theirs for a presentation in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 25 of 31

Your anatomy lab requires each medical student to join a lab team with another student to perform dissections. Each week, a different lab team instructs the rest of the class on how to perform a dissection on a designated area of the human body and receives a grade for their performance. During your team's instruction, your partner is very nervous and forgets the material you rehearsed together earlier in the week.

*Please rate the effectiveness of each response to this situation.*

1. Ask the professor for a short break to allow you and your partner time to regroup.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask your partner leading questions to prompt their recollection of the material.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the class questions on the procedure to direct attention away from your lab partner.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell your partner that you will finish giving the instruction by yourself.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Quietly suggest to your partner that they pause and take a deep breath before continuing with the instruction.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Allow your partner to continue the presentation on their own.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ask your professor if you and your partner can give the instruction on a different day.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Offer to your classmate to lead the next portion of the instruction so they can take a break.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





### Scenario 26 of 31

You are required to present a patient's case to a supervising doctor. You have been assigned a complex case, so you spend a lot of time creating slides for your presentation. Although you have not seen other students use slides before, you believe your case is much more complex. After presenting your case to the doctor and other students, the doctor tells you it is unacceptable to use slides to present a patient's case. However, you are uncertain how you could have presented the case sufficiently without slides.

*Please rate the effectiveness of each response to this situation.*

1. Ask the other students if they agree with your use of slides in your presentation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Meet with the doctor to discuss how you can improve your presentation skills in the absence of slides.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the doctor the slides improved the presentation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the doctor for guidance on how to report complex patient conditions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask the other students to share how they report complex patient conditions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Take note of how other students present complex patient conditions without slides to adjust your approach in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 27 of 31

For several weeks, you have been working on an essay for a scholarship application at the suggestion of a faculty advisor who is in charge of granting the award. Two of your friends are also applying for the scholarship, and the three of you have been discussing each other's work. The final draft of your essay is saved only on your computer. The night before the application deadline, your computer stops working and you can no longer access your files. The application is due at noon the next day.

*Please rate the effectiveness of each response to this situation.*

1. Notify the faculty advisor that you will not be able to apply for the scholarship.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask your friends to send copies of their essays so that you can use them to rewrite your essay.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Search online for instructions on how to fix your computer.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the faculty advisor to extend the application deadline by one day.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Go to the computer lab to write new versions of the essay.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 28 of 31

One of your classmates volunteers as a language interpreter in a local clinic and teaches Spanish to medical students. The classmate tells you they are having difficulty keeping up in class and performed poorly on the last exam. They ask you how they could do better on the next exam.

*Please rate the effectiveness of each response to this situation.*

1. Ask the classmate if they would like to join a study group with you.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Recommend that the classmate stop all of their volunteer activities.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Suggest that medical students do not need to know Spanish to be successful in medical school.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest that the classmate temporarily cut back on volunteering hours to focus on schoolwork.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Suggest that the student shouldn't have volunteered for the opportunity to begin with.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Let the classmate know everyone has to balance their own personal responsibilities.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 29 of 31

During anatomy lab, you observe two classmates taking photographs of themselves with cadavers in the background. This is not permitted. After seeing you, the classmates hide what they were doing and pretend to be reviewing class materials.

*Please rate the effectiveness of each response to this situation.*

1. Approach the classmates to explain that their behavior is unprofessional.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Encourage the classmates to be more considerate of the cadavers.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the classmates it is disrespectful to take pictures with the cadavers and they should delete the photos.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Remind the classmates that taking photos is not permitted and ask to see the deleted photos.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Pretend you didn't see your classmates take the photos.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Tell the classmates you hope this will be a one-time occurrence.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 30 of 31

You and two new classmates are having lunch together. One classmate shares a story about how their faith once helped them as they recovered from an injury. The classmate explains that their religion has been important to them in their journey to medical school. The other classmate laughs at their story and asserts that religious beliefs had nothing to do with their recovery.

*Please rate the effectiveness of each response to this situation.*

1. Change the subject to talk about something else.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the classmate to share how their faith was important to them during their recovery.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Agree that the quality of care the classmate received, not their faith, allowed them to recover.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Explain to the classmate who laughed why their response may be perceived as impolite.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Explain why the classmate's religious beliefs may be problematic once they become a doctor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Scenario 31 of 31

You and a few students formed a study group to prepare for an anatomy exam. Your group spent a lot of time creating a study guide for the exam. Another classmate who is not in the group asks you if the group will share the study guide. The classmate has missed a couple of classes because they have been dealing with some personal issues. You tell the other members of the group about the classmate's request, and they say they do not want to share the guide with the classmate who did not contribute.

*Please rate the effectiveness of each response to this situation.*

1. Suggest that the group sell the study guide to the classmate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Suggest that the group share portions of the study guide related to the missed classes.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Explain to your classmate that you understand their concerns, but the rest of the group decided not to share the materials.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Express to the group your concern for your classmate if they do not share the study guide and recommend sharing it.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 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
<b>Scenario 1</b>	
1.1	Very Effective
1.2	Effective
1.3	Very Effective
1.4	Effective
1.5	Effective
1.6	Very Ineffective
<b>Scenario 2</b>	
2.1	Effective
2.2	Ineffective
2.3	Effective
2.4	Very Effective
2.5	Very Ineffective
<b>Scenario 3</b>	
3.1	Effective
3.2	Ineffective
3.3	Very Ineffective
3.4	Very Effective
3.5	Very Effective
3.6	Effective
3.7	Ineffective
3.8	Ineffective

Response Number	Scoring Key
<b>Scenario 4</b>	
4.1	Very Ineffective
4.2	Very Ineffective
4.3	Very Effective
4.4	Effective
<b>Scenario 5</b>	
5.1	Ineffective
5.2	Effective
5.3	Ineffective
5.4	Very Ineffective
5.5	Ineffective
5.6	Very Effective
5.7	Very Effective
<b>Scenario 6</b>	
6.1	Effective
6.2	Effective
6.3	Ineffective
6.4	Very Ineffective
6.5	Very Effective

Response Number	Scoring Key
<b>Scenario 7</b>	
7.1	Very Effective
7.2	Ineffective
7.3	Ineffective
7.4	Ineffective
7.5	Very Ineffective
7.6	Ineffective
7.7	Effective
7.8	Very Effective
<b>Scenario 8</b>	
8.1	Very Ineffective
8.2	Ineffective
8.3	Effective
8.4	Very Effective
<b>Scenario 9</b>	
9.1	Very Effective
9.2	Effective
9.3	Ineffective
9.4	Ineffective
9.5	Effective
9.6	Very Ineffective





Response Number	Scoring Key
<b>Scenario 10</b>	
10.1	Effective
10.2	Effective
10.3	Ineffective
10.4	Very Effective
10.5	Very Ineffective
10.6	Very Effective
10.7	Ineffective
<b>Scenario 11</b>	
11.1	Effective
11.2	Very Effective
11.3	Very Ineffective
11.4	Ineffective
11.5	Very Effective
<b>Scenario 12</b>	
12.1	Very Ineffective
12.2	Very Effective
12.3	Very Ineffective
12.4	Very Effective
12.5	Effective
12.6	Ineffective
<b>Scenario 13</b>	
13.1	Very Ineffective
13.2	Very Ineffective
13.3	Effective
13.4	Ineffective
13.5	Very Effective
13.6	Effective
13.7	Very Effective
13.8	Very Effective

Response Number	Scoring Key
<b>Scenario 14</b>	
14.1	Very Effective
14.2	Ineffective
14.3	Very Effective
14.4	Effective
<b>Scenario 15</b>	
15.1	Effective
15.2	Very Effective
15.3	Very Ineffective
15.4	Very Effective
15.5	Very Ineffective
15.6	Effective
15.7	Ineffective
<b>Scenario 16</b>	
16.1	Ineffective
16.2	Ineffective
16.3	Effective
16.4	Effective
16.5	Ineffective
16.6	Very Ineffective
16.7	Very Ineffective
<b>Scenario 17</b>	
17.1	Ineffective
17.2	Effective
17.3	Very Effective
17.4	Effective
17.5	Very Effective

Response Number	Scoring Key
<b>Scenario 18</b>	
18.1	Effective
18.2	Very Ineffective
18.3	Very Effective
18.4	Very Effective
18.5	Effective
18.6	Very Ineffective
18.7	Ineffective
<b>Scenario 19</b>	
19.1	Very Effective
19.2	Very Ineffective
19.3	Very Ineffective
19.4	Ineffective
19.5	Very Ineffective
19.6	Very Effective
<b>Scenario 20</b>	
20.1	Very Ineffective
20.2	Effective
20.3	Very Ineffective
20.4	Effective
20.5	Very Ineffective
20.6	Very Effective
<b>Scenario 21</b>	
21.1	Effective
21.2	Very Ineffective
21.3	Very Ineffective
21.4	Very Ineffective
21.5	Effective
21.6	Very Effective
21.7	Very Effective
21.8	Ineffective



Response Number	Scoring Key
<b>Scenario 22</b>	
22.1	Ineffective
22.2	Effective
22.3	Very Ineffective
22.4	Very Effective
22.5	Very Ineffective
22.6	Very Effective
<b>Scenario 23</b>	
23.1	Effective
23.2	Very Effective
23.3	Effective
23.4	Very Effective
23.5	Ineffective
23.6	Very Ineffective
23.7	Very Ineffective
<b>Scenario 24</b>	
24.1	Very Effective
24.2	Ineffective
24.3	Effective
24.4	Very Ineffective
<b>Scenario 25</b>	
25.1	Effective
25.2	Very Effective
25.3	Ineffective
25.4	Very Ineffective
25.5	Effective
25.6	Very Ineffective
25.7	Ineffective
25.8	Ineffective

Response Number	Scoring Key
<b>Scenario 26</b>	
26.1	Very Ineffective
26.2	Very Effective
26.3	Very Ineffective
26.4	Very Effective
26.5	Effective
26.6	Effective
<b>Scenario 27</b>	
27.1	Very Ineffective
27.2	Very Ineffective
27.3	Effective
27.4	Ineffective
27.5	Very Effective
<b>Scenario 28</b>	
28.1	Very Effective
28.2	Ineffective
28.3	Very Ineffective
28.4	Effective
28.5	Very Ineffective
28.6	Very Ineffective
<b>Scenario 29</b>	
29.1	Effective
29.2	Effective
29.3	Very Effective
29.4	Very Effective
29.5	Very Ineffective
29.6	Ineffective

Response Number	Scoring Key
<b>Scenario 30</b>	
30.1	Ineffective
30.2	Very Effective
30.3	Very Ineffective
30.4	Effective
30.5	Very Ineffective
<b>Scenario 31</b>	
31.1	Very Ineffective
31.2	Effective
31.3	Ineffective
31.4	Effective



## 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 31

You are practicing blood pressure checks during your weekly clinical skills lab. You notice a classmate is having a lot of difficulty and getting visibly frustrated. You have more experience taking blood pressure than them, but you have an appointment with your research advisor immediately after the lab.

1. Offer to spend time outside of the lab to teach the classmate.

*Effectiveness Rating: Very Effective*

*Rationale: This is an empathetic reaction to the situation that demonstrates a willingness to help a classmate in need. The student's response also avoids jeopardizing their meeting with their research advisor, which reflects awareness of their own personal responsibilities and obligations.*

2. Provide encouraging words to the classmate while you prepare to leave for your appointment.

*Effectiveness Rating: Effective*

*Rationale: The student shows support toward their classmate and addresses the emotional needs of their classmate by offering encouraging words. However, this response is not very effective because the student misses an opportunity to actively help the classmate improve their ability to perform the task.*

3. Ask the classmate what they find most difficult and demonstrate how you do it.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes their classmate's frustration and offers a practical way to help them improve. The response is very effective as an immediate next step as they are demonstrating the skill during the allotted lab time. This way, the student does not risk being late for their appointment with their research advisor.*

4. Check to see if another student could assist the classmate.

*Effectiveness Rating: Effective*

*Rationale: This student shows support for their classmate by taking initiative to find someone with availability to help them. However, the student could be more supportive by offering their own help in some capacity, particularly because they have experience with this task.*



5. Offer a couple of tips or suggestions with the classmate while you finish.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes their classmate is struggling and offers suggestions on how their classmate could improve. This response is effective but not very effective, because their support is passive in nature and may be insufficient in helping the classmate improve their ability on the task.*

6. Encourage the classmate to calm down and act in a professional manner.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response is a dismissive and disrespectful way to respond to the classmate's frustrations and shows a lack of emotional intelligence. Not only does the student not offer any support or help to their classmate, but this response is likely to make them feel even worse while they are struggling with their task.*



## Scenario 2 of 31

You are one of several teaching assistants responsible for providing weekly tutoring sessions. The professor asks you to hold an impromptu tutoring session the day before the final exam. You realize that you cannot because you are scheduled to volunteer at a student-run clinic that day.

1. Ask the professor if another teaching assistant could provide the tutoring session.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes they have a conflicting obligation and inquires about another way to ensure the tutoring session is covered. However, the student does not inform the professor of their conflict.*

2. Ask the clinic supervisor if they could write you a note explaining why you cannot provide the tutoring session.

*Effectiveness Rating: Ineffective*

*Rationale: This response puts unnecessary burden on both the student and the clinic supervisor. It would have been a better use of time for the student to talk to the professor directly so they can promptly find another teaching assistant.*

3. Ask another teaching assistant if they can provide the tutoring session.

*Effectiveness Rating: Effective*

*Rationale: The student takes initiative in trying to find another teaching assistant for the tutoring session. However, the professor chose to ask them to run the session and may prefer to select an alternate teaching assistant who is well-suited to run the session if the student cannot.*

4. Notify the professor about your scheduling conflict.

*Effectiveness Rating: Very Effective*

*Rationale: The student is being responsible by prioritizing their existing obligation and notifying their professor. This honors their commitment to the clinic and gives the professor an opportunity to identify an alternate teaching assistant.*

5. Call in sick to the clinic shift so that you can provide the tutoring session.

*Effectiveness Rating: Very Ineffective*

*Rationale: By acting dishonestly, the student fails to balance their commitments or attempt to resolve their scheduling conflict. The student may also be jeopardizing their reputation and relationships with others in the clinic.*



### Scenario 3 of 31

Your group is presenting a non-graded research project to your professor. One student in the group independently completed the analyses for the project, which took a great deal of time, so other group members could make progress on other aspects of the project. After the presentation, the professor congratulates your group and comments that the analyses were excellent. One of the group members who did not work on the analyses thanks the professor and explains that they completed that portion.

1. After class, privately ask the group member to explain why they took credit for the analyses.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes it was unfair for the group member to take credit for conducting the analyses and respectfully asks them about their actions. The response is not very effective because it misses the opportunity to highlight the negative consequence of their actions for the other student.*

2. Explain to the professor that your group worked hard on all sections of the project.

*Effectiveness Rating: Ineffective*

*Rationale: While the response emphasizes their entire team's effort toward the project, it does not clarify who conducted the analyses. The professor will likely continue to credit the group member who falsely claimed the work on the analysis section.*

3. Tell the professor that the analyses were a group effort.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response not only fails to acknowledge the lie the group member told but builds upon that lie by suggesting the rest of the group should also receive credit for the analysis. This continues to deny credit to the student who deserves credit for the analysis portion.*

4. Say that you thought that the other group member completed the analyses and ask for clarification.

*Effectiveness Rating: Very Effective*

*Rationale: Rather than create confrontation by directly accusing the group member of lying, this response seeks clarification. This response offers the student an opportunity to correct themselves and give credit to the other student.*

5. After class, request that the group member clarify with the professor that the other student conducted the analyses.

*Effectiveness Rating: Very Effective*

*Rationale: This response is very effective because it encourages the student to take responsibility for their actions and correct their lie with the professor. Doing so holds the group member accountable and corrects the professor's understanding of who completed the analysis.*



6. After class, recommend the group member apologize to the student who conducted the analyses.

*Effectiveness Rating: Effective*

*Rationale: By suggesting the group member apologize, the response recognizes and makes the group member aware of the potential impact of their lie on the other student. However, it does not take steps to correct the misunderstanding with the professor.*

7. After class, tell the student who conducted the analyses that they did a great job.

*Effectiveness Rating: Ineffective*

*Rationale: This response considers the impact on the student who completed the analyses and acknowledges their work. However, the response misses the opportunity to hold the other group member accountable for their lie.*

8. After class, let the student who conducted the analyses know you think it was unfair someone took credit for their work.

*Effectiveness Rating: Ineffective*

*Rationale: Acknowledging the other group member's wrongdoing to the other student offers support and may validate the student's feelings. However, the response misses the opportunity to hold the other group member accountable for their lie.*





## Scenario 4 of 31

You and your friend are taking a neuroscience course. Your friend often makes comments about being smarter than the professor. One day, after arriving 15 minutes late to class, your friend leans over to you and says, "It doesn't matter that I'm late. There's nothing they can teach me anyway." Several students and the professor overhear this comment.

1. Nod your head to affirm you heard your friend's comment.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response does not address the friend's comments nor does it acknowledge that the friend's comments are inappropriate. Further, the student's response enables their friend's behavior and potentially encourages them to behave inappropriately in the future.*

2. Tell your friend the course is not a good use of their time.

*Effectiveness Rating: Very Ineffective*

*Rationale: By responding this way, the student validates the friend's viewpoint and inadvertently discourages them from embracing valuable learning opportunities. The friend's perspective also dismisses their professor.*

3. Ask your friend if they realize other students might perceive the comment as disrespectful.

*Effectiveness Rating: Very Effective*

*Rationale: The student acknowledges that their friend's comments are inappropriate and may be hurtful to others. This response encourages the friend to self-reflect and consider the implications of their comments.*

4. Suggest that your friend might still learn something in the class.

*Effectiveness Rating: Effective*

*Rationale: This behavior encourages the friend to be open-minded and consider that they can learn something from the class. However, this response is only effective because it doesn't directly address the inappropriate and disrespectful nature of the friend's comments.*





## Scenario 5 of 31

Your school hosts an annual event where students present their research. A faculty member nominates you and a classmate to present research at this event. Your classmate offers to lead the presentation so that you can prepare for an exam you have on the morning of the day of the event. The day before the event, your classmate asks you to do the presentation alone because they received a ticket to a sold-out concert on the day of the event.

1. Explain to your classmate that you cannot present because you have not prepared.

*Effectiveness Rating: Ineffective*

*Rationale: While the student recognizes that the classmate's request should not be prioritized over their need to study, the student is equally accountable for the outcome of the presentation. As an immediate next step, the response is ineffective as it does not work toward a solution nor does it communicate the importance of honoring commitments.*

2. Request that your classmate help you prepare that evening and agree to do the presentation.

*Effectiveness Rating: Effective*

*Rationale: The response offers a solution that helps balance their need to study and desire to assist their classmate. However, agreeing to take on additional responsibility that could jeopardize their preparation is not very effective given the circumstance.*

3. Explain to your classmate that you need to prepare for your exam.

*Effectiveness Rating: Ineffective*

*Rationale: The student reminds the classmate of their need to study; however, the classmate is already aware since they offered to lead the presentation. This response would result in an impasse and is unlikely to improve the situation for either party.*

4. Ask the event coordinator if you can withdraw the research project.

*Effectiveness Rating: Very Ineffective*

*Rationale: While the response recognizes the importance of preparing for their exam, the student does not try to find a solution to fulfill their obligation to the research presentation. The response may also impact the relationship with the faculty member who entrusted them with this opportunity.*

5. Tell your classmate that the research presentation is more important than the concert.

*Effectiveness Rating: Ineffective*

*Rationale: While the student recognizes and communicates the importance of the presentation, their response is dismissive and insensitive to the classmate's interests. The student should identify a kinder way to express their concern and demonstrate an openness to identifying a solution with the classmate.*



6. Request that the classmate reconsider as you will not have sufficient time to prepare.

*Effectiveness Rating: Very Effective*

*Rationale: This response is very effective as an immediate next step because it communicates that the classmate's request could jeopardize the student's preparation for and performance on the exam and rescinds their original offer to lead the presentation. The student's response recognizes that preparing for their exam should take priority. Further, the response communicates the impact to others when failing to honor one's commitments.*

7. Request that your classmate reconsider as they made a commitment to you and your faculty member.

*Effectiveness Rating: Very Effective*

*Rationale: This response is very effective as an immediate next step because the classmate's request could jeopardize the student's preparation for and performance on the exam. Further, the response communicates the importance of honoring commitments.*



## Scenario 6 of 31

You and a group of medical students are shadowing a surgeon as part of a clinical experience. The surgeon mentions that they need a volunteer to assist with an operation. You overhear a male student ask the female students if he can volunteer because he believes most women are not interested in surgery anyway. After the clinical experience, one of your classmates complains to you about the male student's comment.

1. Tell the student that he needs to be more aware of his behavior and comments.

*Effectiveness Rating: Effective*

*Rationale: This response acknowledges that the male student's comments were inappropriate and that they should behave in a more professional manner. While effective, this behavior misses an opportunity to offer specific feedback to the student or even recommend that the student apologize for stereotyping his fellow classmates.*

2. Tell the student that his remarks are insensitive to women.

*Effectiveness Rating: Effective*

*Rationale: This behavior demonstrates awareness of stereotypes and effectively communicates to the male student that their behavior was insensitive. However, the response is not very effective as it misses an opportunity to recommend a solution that helps the male student take accountability for their actions.*

3. Ask your classmates to join you and address the classmate's concern with the male student together.

*Effectiveness Rating: Ineffective*

*Rationale: While the student may find it helpful to speak with the male student as a group, this response reflects a passive way to address the situation. The student misses an opportunity to share their concern with the male student privately in a less confrontational manner that may be more receptive to the student.*

4. Make a joke about the student to your classmate.

*Effectiveness Rating: Very Ineffective*

*Rationale: Making jokes about the male student is unprofessional and could also promote disrespectful behavior toward others. Further, this response does nothing productive to help address the classmate's concern regarding the student's comments.*

5. Suggest that the student apologize for their remarks as they were insensitive to their classmates.

*Effectiveness Rating: Very Effective*

*Rationale: The student demonstrates awareness of the male student's insensitive stereotype. This response encourages the male student to consider the feelings and perspective of their colleagues while also helping them demonstrate accountability for their comments.*



## Scenario 7 of 31

You have been working on a group project with other students in your lab. Each group member is required to complete a part of the project individually. The group is meeting to review everyone's work. You realize that you are the only group member on target to reach the project deadline in two days. The other group members inform you that they are struggling to complete their work because the content is difficult to understand. As a result, your group might not be able to reach the deadline.

1. Ask the group members to identify which content is most difficult to understand to identify ways to help them.

*Effectiveness Rating: Very Effective*

*Rationale: The student takes the initiative to better understand the group members' difficulty by asking for more detail and seeking ways to address those specific issues. This response demonstrates consideration and respect for as well as a desire to continue collaborating with group members during a difficult situation.*

2. Inform your lab instructor that your group members are having difficulty understanding the content.

*Effectiveness Rating: Ineffective*

*Rationale: While the instructor may be able to help the group members understand the content, it does not find a way to work together to help the group members and complete the project on time. As an immediate next step, talking to the instructor before discussing with their group demonstrates poor collaboration; it also is not the instructor's responsibility to ensure the group members complete their work.*

3. Suggest to the group members that they set aside extra time to complete their work over the next two days.

*Effectiveness Rating: Ineffective*

*Rationale: This response suggests a way for the group members to complete their tasks by the deadline. However, this response is not very effective because it does not address the underlying issue that the group members need help understanding the content to successfully complete their parts of the project. Further, it assumes the group members have extra time in the next two days to devote to the project, which may not be accurate.*

4. Ask the group members why they did not notify you earlier of their challenges completing the work.

*Effectiveness Rating: Ineffective*

*Rationale: While the student may respond this way to establish accountability, their response communicates frustration with the group members. This may be viewed as patronizing and could create tension within the group and make it more difficult to collaborate going forward. The student misses the opportunity to further understand their group members' challenges or try to work toward a solution to accomplish their work by the deadline.*



5. Notify the lab instructor that you completed your work on time to make sure you receive a fair grade.

*Effectiveness Rating: Very Ineffective*

*Rationale: This student makes no effort to collaborate with their group to find a way for everyone to complete their tasks. Instead, this response assumes there is nothing that can be done to help the group members and prioritizes the student's own goal of receiving a good grade.*

6. Express to the group your concern that the group will not meet the deadline.

*Effectiveness Rating: Ineffective*

*Rationale: This response communicates the student's concern to their group members, focusing on the impact to group goals (i.e., meeting the deadline) instead of blaming the group members. However, the student does not address the challenge their group members are experiencing.*

7. Meet one-on-one with each group member to better understand the challenges they are facing.

*Effectiveness Rating: Effective*

*Rationale: The student takes the initiative to better understand each group member's specific needs. However, the student takes an inefficient approach to addressing the issue when the group is at risk of missing the deadline. The student also presumes that they know enough to help each group member individually when a more group-oriented approach would be more suitable during a group project.*

8. Propose the group meet to discuss the difficult content together to better understand it.

*Effectiveness Rating: Very Effective*

*Rationale: The student acknowledges their group members' difficulty with the project content and offers an immediate next step that will support their understanding of the material. This is an important precursor to completing the project on time and reflects a collaborative and team-oriented response.*



## Scenario 8 of 31

One of your courses requires you to go to a physician's office to learn how to interact with patients. The physician's practice has limited opportunities to interact with patients. You feel you will not get what you need out of this experience.

1. Tell the physician you would only like to interact with patients from now on.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response is ineffective because the student presents a demand to their physician rather than holding an open conversation, which may create problems for the relationship between the student and the physician. The student demonstrates that they are not open to other developmental opportunities from the experience that do not require interacting with patients.*

2. Request to be assigned to a different physician's office.

*Effectiveness Rating: Ineffective*

*Rationale: The scenario indicates the student is certain that they will not get the most out of the experience. Rather than voicing their concerns to the appropriate administrator or considering how they could grow and develop in their current opportunity, the student requests to be reassigned, which suggests a lack of flexibility and willingness to step outside of their comfort zone.*

3. Seek out additional opportunities elsewhere to gain the experience you need.

*Effectiveness Rating: Effective*

*Rationale: This response demonstrates that the student is committed to their professional growth. However, it would be more effective to confirm if there are additional developmental opportunities at the physician's office that fulfill the course requirement before seeking them elsewhere.*

4. Discuss your concerns with the physician to identify ways to enhance your experience.

*Effectiveness Rating: Very Effective*

*Rationale: The student proactively seeks input from the physician to get the most out of their experience. The student uses an appropriate channel to demonstrate their commitment to ongoing improvement in the student's development as a physician.*





## Scenario 9 of 31

You and another classmate are at a social mixer with medical school applicants. You and the classmate are discussing your experiences as medical students with the applicants. Your classmate repeatedly uses profanity while speaking about topics that excite them. You notice that it makes the applicants visibly uncomfortable.

1. Privately let the classmate know they should act more professionally when representing your school.

*Effectiveness Rating: Very Effective*

*Rationale: This response suggests that the student understands the importance of maintaining professional conduct, particularly when representing one's institution. The student recognizes the importance of communicating this directly to the classmate and does so privately to avoid potential embarrassment.*

2. Privately suggest that the student apologize to the applicants.

*Effectiveness Rating: Effective*

*Rationale: The student successfully recognizes that their classmate's behavior is inappropriate. In this context, an apology may help make the applicants feel more comfortable. However, a more effective response would communicate to the classmate why their behavior was inappropriate with the goal of using the experience as a learning opportunity.*

3. Ask the applicants about their interests in order to switch topics.

*Effectiveness Rating: Ineffective*

*Rationale: This response may help temporarily stop their classmate's inappropriate behavior; however, the student should directly address the classmate to help them understand why the behavior was inappropriate and ensure they do not continue behaving inappropriately in front of the applicants.*

4. Interrupt the conversation to explain why the classmate should not use profanity.

*Effectiveness Rating: Ineffective*

*Rationale: While the student recognizes that the applicants are uncomfortable, this response may be embarrassing for the classmate and could lead to further discomfort for everyone involved in the conversation. Instead, the student should find a more appropriate context in which to communicate feedback to their classmate.*

5. Privately acknowledge the applicants' discomfort and apologize to them.

*Effectiveness Rating: Effective*

*Rationale: This response may help put the applicants at ease by assuring them that you do not condone the classmate's behavior. However, the response is not very effective as it doesn't promote individual accountability on the part of the classmate. The student should directly address the situation with the classmate and give them an opportunity to offer their own apology.*



6. Ask the classmate to stop attending future activities with applicants.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response fails to address the classmate's inappropriate behavior, nor does it help reduce the applicants' discomfort with the situation. Moreover, the response is likely to isolate the classmate. The student should instead use this opportunity to help their classmate understand why the behavior was inappropriate and take ownership for their actions rather than excluding them from future events.*





## Scenario 10 of 31

You notice that one of your talkative classmates appears to be unusually quiet. You approach them after class and learn they are worried about their family who lives in a country that is currently experiencing conflict. As a result, they are having trouble concentrating on their studies.

1. Express your sympathies for your classmate's situation.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes and validates their classmate's emotional state, which reflects an empathetic way to respond in this situation. The response is not very effective because the student misses an opportunity to offer support or make themselves available to help their classmate, should they want it.*

2. Share your class notes with your classmate.

*Effectiveness Rating: Effective*

*Rationale: This response reflects a kind gesture that could help improve the classmate's ability to stay up to date with class materials. However, while the student offers academic support, they miss an opportunity to demonstrate emotional support and to make themselves available to a classmate who was willing to confide in them about a difficult personal matter.*

3. Suggest that your classmate take some time off from school to focus on their family.

*Effectiveness Rating: Ineffective*

*Rationale: While the student's proposal demonstrates empathy toward the classmate's situation, taking time off from school could result in the classmate falling further behind in coursework. As an immediate next step, the student can be supportive in more practical ways that take into consideration the classmate's concern regarding their inability to focus on their studies.*

4. Ask your classmate if there is anything you can do to help.

*Effectiveness Rating: Very Effective*

*Rationale: This response demonstrates an understanding of how to show support for someone who has expressed concerns; it clearly expresses a desire to help the classmate while allowing them space to identify the ways in which they want to be helped.*

5. Tell your classmate that everyone faces challenges in medical school.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student dismisses the struggling classmate rather than offering support. The student's response lacks empathy, would make their classmate feel unsupported, and fails to make any effort to validate their classmate's feelings.*



6. Let your classmate know you are available to listen to their concerns if it would help.

*Effectiveness Rating: Very Effective*

*Rationale: This response demonstrates empathy toward and awareness of the classmate's feelings. The student also allows the classmate an opportunity to decide if they want to talk more, which could help the student feel recognized and supported during a difficult time.*

7. Ask your classmate for additional details regarding the conflict their country is experiencing.

*Effectiveness Rating: Ineffective*

*Rationale: Although the student may be interested in learning more about the situation, this response may be insensitive in the moment, especially since the student may not be ready to talk about the situation in detail. Rather, the student should prioritize ways to offer support and understanding and recognize that their peer is experiencing a distressing situation.*



## Scenario 11 of 31

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 31

While in the library studying for an exam, you find several loose pages of course materials related to your exam in a library book. They contain what appear to be official exam questions and answers for the upcoming exam as well as hand-written notes. You do not know who they belong to or how long they have been in the book.

1. Photocopy the materials to help you study and place the original copies back in the book.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response fails to acknowledge that it would be unethical to use official exam questions if not approved by the professor. It would also give the student an unfair advantage over the rest of the class. Although using the materials may improve their performance on the test it may not improve their understanding of the content as would studying without them.*

2. Tell the course professor about the information you found.

*Effectiveness Rating: Very Effective*

*Rationale: This behavior shows integrity by sharing what they found with the professor and not using the materials for their personal gain. This alerts the professor who is responsible for the class that their exam may be compromised and may prevent unethical use of the materials in the future.*

3. Review the materials closely to determine whether there is information you need.

*Effectiveness Rating: Very Ineffective*

*Rationale: Regardless of whether the student intends to study the materials or not, they should not look at the materials once they realize the questions were likely from the exam. Even if there are no bad intentions, it is still engaging in unethical behavior and gives them an unfair advantage in the exam.*

4. Ask the course instructor if you can meet so you can give them the materials you found.

*Effectiveness Rating: Very Effective*

*Rationale: This response is very effective because it demonstrates integrity. Turning in the exam materials prevents further use of the materials by other students and alerts the professor that their exam questions may be compromised.*

5. Bring the materials to the library's front desk and ask what you should do.

*Effectiveness Rating: Effective*

*Rationale: This response shows an understanding that the found materials are a concern and brings them to someone's attention. However, this response is not very effective because it puts responsibility on the librarian to decide how to handle the situation instead of the student going to the course instructor directly.*



6. Leave the documents where you found them and tell the professor.

*Effectiveness Rating: Ineffective*

*Rationale: Although the student recognizes the importance of telling the professor about the materials, this response is ineffective because the student does not take responsibility for ensuring the materials stay out of others' hands and leaves materials available for others to use or take.*



### Scenario 13 of 31

Your medical school hosts an annual charity event. Students are expected to volunteer in shifts to assist with the event; however, volunteering is not required. You and some of your medical school friends signed up to cover a shift together. The day before the event, your friends tell you they are going to call in sick to the event to attend a professional development seminar instead. The seminar is optional but other students have said it is really interesting and you should not miss it.

1. Call in sick for the charity event and attend the professional development seminar with your friends.

*Effectiveness Rating: Very Ineffective*

*Rationale: By calling in sick, the student is not only failing to fulfill their obligation but being dishonest as well. The student prioritizes their own interests rather than considering the consequences of their actions. Since the student calls in sick, the charity event will unlikely be able to find a replacement on time.*

2. Ask the charity event coordinator to find someone to take your shift.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student is placing the burden of finding someone to take their shift on the event coordinator rather than taking personal responsibility and finding a solution on their own. Given the late notice, this may jeopardize the event if another volunteer isn't available.*

3. Contact other students to see if they can cover your volunteer shift.

*Effectiveness Rating: Effective*

*Rationale: The student is taking responsibility by looking for someone to cover their volunteer shift; however, they are not upholding their prior commitment to the event.*

4. Notify the event coordinator that you are cancelling and explain the importance of the seminar.

*Effectiveness Rating: Ineffective*

*Rationale: Although the student notifies the event coordinator in advance, this behavior is ineffective because the student does not honor their commitment and places burden on the event coordinator to find someone else. It is possible the event coordinator will be unable to find a replacement with such limited notice.*

5. Tell your friends you intend to work your volunteer shift and they should too.

*Effectiveness Rating: Very Effective*

*Rationale: The student is being accountable by prioritizing the volunteer shift that they agreed to take and also suggesting to their friends they should too. This behavior suggests the student understands the possible negative consequence if students withdraw from their commitments.*



6. Complete your volunteer shift and ask your friends to share what they learned at the seminar.

*Effectiveness Rating: Effective*

*Rationale: The response prioritizes and fulfills their volunteer shift and identifies a solution that benefits their professional development. However, the student misses the opportunity to discourage their friends from calling in sick.*

7. Encourage your friends to uphold their volunteer commitment.

*Effectiveness Rating: Very Effective*

*Rationale: By encouraging their friends to uphold their commitments, the student demonstrates an understanding of the importance of following through on commitments.*

8. Tell your friends they are putting the school in a challenging position by withdrawing just one day in advance.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes the possible negative consequences for the school if their friends withdraw at the last minute. Highlighting this challenging circumstance may prompt their friends to reconsider withdrawing and instead uphold their commitments.*





## Scenario 14 of 31

You are several weeks into a course, and you believe the instructor's expectations of students are overly burdensome. The instructor gives fast-paced lectures that cover a lot of important material in a short period of time. The midterm exam is in two weeks. Everyone in your class is stressed, and no one thinks they will do well on the exam.

1. Organize a study group with your classmates.

*Effectiveness Rating: Very Effective*

*Rationale: The student demonstrates resilience in a stressful situation by identifying a solution that could help them better prepare for the exam. Further, the student finds a solution where other students facing similar difficulties can benefit as well.*

2. Explain to the course instructor that you and other students are having a negative experience in the course.

*Effectiveness Rating: Ineffective*

*Rationale: Although the student voices a concern that they and other students have, they do not elaborate on why the experience is negative in a way that could potentially improve the learning environment. The student may also be revealing information that other students do not want to share with the professor.*

3. Create a plan with your classmates on how to manage the workload.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes that they are struggling in the course and proactively seeks input from classmates who may have additional insight on how to prepare for the exam. This response demonstrates the student's maturity and resilience by finding a way to adapt to the stressful situation. The response also demonstrates collaboration as the student works with classmates to identify a viable approach as a group.*

4. Ask your classmates if they would like to meet with the instructor as a group to express their concerns.

*Effectiveness Rating: Effective*

*Rationale: The student proactively identifies a way to communicate their concern to the professor with involvement from their classmates. While this may improve the situation, this is not very effective as a next step as the student misses an opportunity to adapt and engage in other approaches to improve their performance in the course, either independently or with their classmates.*



## Scenario 15 of 31

You are taking a course that requires you to conduct interviews with actors portraying patients. Several weeks into your course, you realize that every patient you have interviewed is White. When you suggest to the course instructor that the actors lack diversity, your course instructor responds that the patients have been successful for years and there is no need to make changes.

1. Request permission to identify new actors from different backgrounds.

*Effectiveness Rating: Effective*

*Rationale: The student understands the importance of including diverse and representative patients in this exercise. However, the scenario states that the professor is initially reluctant to change. While this response is effective, the student could approach the situation in a more collaborative way and help inform the professor of the importance of making change in this context.*

2. Ask the course instructor if you can further discuss the merits of a diverse patient population.

*Effectiveness Rating: Very Effective*

*Rationale: Taking the time to discuss the merits of patient diversity could help create an open dialogue with the instructor and share important concerns related to bias in medicine. This behavior shows that the student values, and encourages others to consider the merits of, diversity and inclusivity.*

3. Tell your instructor that you will not complete any additional patient interviews until they take action.

*Effectiveness Rating: Very Ineffective*

*Rationale: By refusing to complete any work until a change is made, the student demonstrates a lack of personal maturity. Further, this response is unlikely to change the professor's mind; rather, it may further harm the student and instructor's relationship while failing to make progress toward the student's original goals.*

4. Ask a staff member in diversity affairs for guidance on how to proceed.

*Effectiveness Rating: Very Effective*

*Rationale: The student identifies an appropriate channel at their institution to help address their concerns about inclusivity. Since the instructor has initially refused to make change, the student understands that they may need support from other professionals at their institution to promote diversity and make a worthwhile change to the group of actors portraying patients.*

5. Tell the course instructor you will report them if they do not make changes.

*Effectiveness Rating: Very Ineffective*

*Rationale: As an immediate next step, threatening to report the staff member will likely shut down communication and may create unnecessary tension between the instructor and the student. The student fails to express their concerns in a professional manner, nor do they seek a solution that could foster learning and understanding.*



6. Build support among your classmates for increasing the diversity of patient cases.

*Effectiveness Rating: Effective*

*Rationale: The student identifies a productive way to build support among their peers and promote diversity and inclusion in the group of actors portraying patients. However, this decision ultimately belongs to the instructor, and thus the student should consider ways to engage with faculty and staff to enact meaningful change.*

7. Thank them for letting you know and complete the remaining patient interviews as instructed.

*Effectiveness Rating: Ineffective*

*Rationale: This behavior misses an opportunity to promote diversity or inclusion and help inform the instructor of valid concerns regarding the diversity among the actors portraying patients. While the student respectfully acknowledges the instructor's perspective, they should use this opportunity to pursue change that could improve cultural awareness among students and faculty alike.*



## Scenario 16 of 31

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 group members that you all need to work together to complete assignments.

*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 group 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 17 of 31

You have been volunteering for six months with a patient who recently confided in you that you are the only member of the healthcare team they trust. In a month, you will begin a new clinical rotation in a different state and will be relocating, and a new volunteer will be assigned to the patient. You fear the patient will not get along well with another volunteer, and the patient's medical care will suffer without a strong relationship with the medical team.

1. Increase the number of interactions you have with the patient over the next month.

*Effectiveness Rating: Ineffective*

*Rationale: Although this response attempts to address the patient's immediate needs, it is ineffective because it fails to prepare for the transition to the new volunteer. This response may make the transition more difficult as the patient could become further reliant on the student and not provide the patient enough time to adjust to a new volunteer.*

2. Find a time to explain to the patient that you are relocating and will be leaving.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes their responsibility to explain the upcoming change to the patient and the importance of having that conversation in a timely manner. However, the response is not very effective because it does not address concerns the patient may have or offer any assurance for a smooth transition.*

3. Suggest that you, a new volunteer, and the patient work together for a transition period.

*Effectiveness Rating: Very Effective*

*Rationale: This response is very effective because the student recognizes that it may be challenging for the patient to transition to a new volunteer and offers a suggestion to give the patient and new volunteer an opportunity to develop a relationship and maintain the quality of care for their patient.*

4. Encourage the new volunteer to spend extra time building rapport with the patient.

*Effectiveness Rating: Effective*

*Rationale: The student acknowledges the difficulty the patient has had trusting other healthcare team members and suggests the new volunteer spend time with the patient. While the intent is to help the patient begin building trust and feel comfortable with the new volunteer before the student leaves, it does not consider what else may be needed to ensure a smooth transition.*



5. Create a plan with the clinic and the new volunteer to ensure a smooth transition with the new assignment.

*Effectiveness Rating: Very Effective*

*Rationale: This response recognizes the importance of maintaining the patient's trust during the transition and thoughtful planning that is required to do so. The student also recognizes the need to collaborate with other team members to ensure a smooth and successful transition for the patient.*





## Scenario 18 of 31

You are asked by a supervising physician to write medical notes for one of their patients. Although it is your first attempt at writing medical notes, you do your best and provide the physician with your notes. The physician tells you that they are disappointed in the quality and organization of your notes.

1. Ask if you can write medical notes on the next patient to gain more experience.

*Effectiveness Rating: Effective*

*Rationale: The student seeks an opportunity to gain more experience, which demonstrates their commitment to their professional growth. However, as an immediate next step, the student should demonstrate awareness of their initial poor performance and consider how to modify their performance based on the feedback they have received.*

2. Explain that you feel confident about the quality of your medical notes.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response does not reflect an openness to receiving feedback; rather, the student's response is dismissive. The student presumes they are better suited to evaluate their performance than the physician, which will be a barrier to future learning and development.*

3. Ask the physician to provide specific edits that would enhance the quality of your notes.

*Effectiveness Rating: Very Effective*

*Rationale: By asking for specific feedback on their notes, the student demonstrates a desire to learn and understand the physician's expectations for the quality of their notes moving forward.*

4. Ask the physician if they can share examples of their medical notes for you to learn from.

*Effectiveness Rating: Very Effective*

*Rationale: By requesting to review some examples, the student can better understand the physician's expectations for medical notes. The response demonstrates the student's desire to learn and willingness to adapt their note taking to align with the physician's expectations moving forward.*

5. After your shift, research ways to organize medical notes.

*Effectiveness Rating: Effective*

*Rationale: The student proactively seeks information that will help them organize their notes in the future. However, this response misses the opportunity to clarify with the supervising physician their expectations on the desired organization and quality of the notes.*





6. Tell the physician you are trying your best.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response focuses on defending their performance rather than being open to others' perspectives. The response shows a lack of desire to learn and grow and will prevent the student from improving their performance.*

7. Remind the physician that this is your first time writing medical notes.

*Effectiveness Rating: Ineffective*

*Rationale: This response focuses on defending their performance rather than seeking how to learn and improve. While the response may not cause a problem, it suggests the student is not be open to receiving critical feedback or ready to improve upon their notes.*



### Scenario 19 of 31

You and a classmate have been exchanging emails that include some unprofessional jokes about one of your professors. On your most recent response, you accidentally send the email exchange to your professor.

1. Send the professor a personal email apologizing for your email.

*Effectiveness Rating: Very Effective*

*Rationale: This response shows personal accountability for their mistake and provides the professor with an apology for the unprofessional behavior.*

2. Continue attending the professor's class as though nothing has happened.

*Effectiveness Rating: Very Ineffective*

*Rationale: The response is very ineffective because the student fails to take responsibility for their actions. Pretending nothing has happened suggests the student may not recognize the negative consequences of the email on the professor. This could negatively impact their relationship with the professor.*

3. Skip the next class with the professor and hope they forget.

*Effectiveness Rating: Very Ineffective*

*Rationale: Skipping class does not show accountability for the unprofessional email. The student also fails to fulfill their obligation as a student to attend class which could negatively impact their learning, their standing in the class, and their relationship with their professor.*

4. Email the professor and explain that the email was not meant for them.

*Effectiveness Rating: Ineffective*

*Rationale: The student recognizes the importance of contacting the professor after they were included on the unprofessional email, but their response does not take personal accountability by acknowledging or addressing the disrespectful content. The response also does not address the negative impact it likely had on the professor.*

5. Ask your classmate if they are comfortable apologizing to the professor on your behalf.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response suggests an unwillingness to fully accept responsibility for their actions. Although the student acknowledges the importance of apologizing to the professor, they attempt to shift the burden of responsibility to their classmate.*



6. Suggest to the classmate that you meet with the professor together to apologize.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes the importance of taking responsibility for their actions and addressing the need to show respect to the professor after the misdeed. It also encourages these behaviors in their classmate.*



## Scenario 20 of 31

You are assigned to a dissecting table in your anatomy course with three other students. Over the first few weeks of class, you notice one student at your table silently says a prayer before beginning any dissection. The other two students at the table often mock the student while the student is not paying attention. They are mocking the student again today during the student's prayers.

1. Ignore the other two students' behavior.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student fails to recognize that the student's behavior is wrong even when the student praying is unaware and allows the offensive behavior to continue. The student misses an opportunity to encourage inclusivity.*

2. After class, tell the other two students they should stop their behavior.

*Effectiveness Rating: Effective*

*Rationale: This response is effective because it acknowledges the offensive behavior and addresses it with the students privately. Although the student calls out the inappropriate behavior without escalating the situation in the lab, it is not very effective because the student does not explain why the comments are inappropriate.*

3. Interrupt the student's prayer to let them know they are being mocked by their classmates.

*Effectiveness Rating: Very Ineffective*

*Rationale: Interrupting the student's prayer is very ineffective because it is disrespectful of their religious practice and calls their attention to insensitive behavior that may alienate the student from the group. Notifying the student of others' mocking them also places the burden of responsibility on the student rather than taking initiative to address the behavior oneself.*

4. Quietly tell the students that mocking the student is disrespectful.

*Effectiveness Rating: Effective*

*Rationale: This response provides specific feedback to the students about their offensive behavior without disrupting the student's prayers. However, the student misses the opportunity to advise the students to stop their behavior.*

5. After class, recommend to the student that they pray before coming to lab so that they will not be mocked.

*Effectiveness Rating: Very Ineffective*

*Rationale: While the student's intention may be to protect the student from the offensive behavior, this response may communicate to the student that prayer is not welcome in the lab. The student places the burden of responsibility on the student to avoid this behavior in the future rather than addressing the students who were mocking them.*



6. After class, explain to the two students why you feel their behavior is disrespectful.

*Effectiveness Rating: Very Effective*

*Rationale: This behavior is very effective because it educates the students on how their behavior is offensive, which may help to prevent this behavior toward the student or others in the future.*



## Scenario 21 of 31

You have been assigned by your professor to lead a group discussion about medical ethics. Although this exercise will not be graded, you have been informed that the other students in your group will provide constructive feedback on your performance as group leader. During the discussion, a student in the group frequently interrupts you and tries to take over the discussion.

1. After the discussion, ask other students what you could do in the future to maintain control of the discussion.

*Effectiveness Rating: Effective*

*Rationale: This response shows a desire for improvement by enlisting others' advice for the future. However, the student does not take any action to address the student's interruptions during the discussion, so interruptions are likely to continue.*

2. Keep trying to lead the discussion and ignore their interruptions.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response is very ineffective because persisting without adjusting is likely to cause additional problems. Because the student was frequently interrupting, they are likely to continue, which may also harm others' experience during the discussion.*

3. Allow the student to lead the discussion.

*Effectiveness Rating: Very Ineffective*

*Rationale: Rather than adjust their approach to leading the discussion, the student disregards the professor's instruction and forfeits the student's opportunity to receive feedback on the discussion.*

4. Ask the student to be quiet for the remainder of the discussion.

*Effectiveness Rating: Very Ineffective*

*Rationale: This behavior is very ineffective because it removes the student from the discussion rather than finding a way to encourage more effective participation from the student. This behavior is dismissive and likely to elicit a negative response from the student.*

5. Encourage other students to share their thoughts on the topic.

*Effectiveness Rating: Effective*

*Rationale: The student adjusts their approach to the discussion. Seeking others' input may encourage more participation from those students and discourage participation from the student interrupting. While this may improve the balance of participation in the discussion, it does not directly address the student's behavior which may continue.*



6. Request that the student wait to share their thoughts until you are done speaking.

*Effectiveness Rating: Very Effective*

*Rationale: This behavior is very effective because it invites the other student to continue participating while also reminding them that you need time to speak as well. This is a respectful way for the student to try to prevent continued interruptions.*

7. Thank the student for their interest in the discussion topic and encourage them to allow others to share their thoughts.

*Effectiveness Rating: Very Effective*

*Rationale: This response shows appreciation for the student's participation while also encouraging the student to engage more effectively in the discussion.*

8. Remind the student that it is important that other students can hear you since you are leader.

*Effectiveness Rating: Ineffective*

*Rationale: This response reminds the student of your role in the discussion while trying not to discourage them from participating. However, the student may perceive the response as dismissive or discouraging them from participating.*



## Scenario 22 of 31

You are observing a student who is completing a medical history on a patient who is with their family. As you are leaving the patient's room, the student makes a joke about the patient's appearance. You suspect the patient's family members overheard the comment, but you are not certain.

1. Make note of the event and take action if the student makes another inappropriate joke.

*Effectiveness Rating: Ineffective*

*Rationale: Although the response recognizes the joke is unprofessional, there is no effort to inform the student that their comment was inappropriate. It also suggests that this kind of comment only needs to be addressed if made more than once, whereas an effective response would involve responding after the first instance.*

2. Tell the student to show more respect for patients.

*Effectiveness Rating: Effective*

*Rationale: This response directly communicates standards for what is not acceptable behavior and holds the student accountable for their actions. However, it is not very effective because it does not offer specific feedback on what they said or help foster a culture of respect towards patients and family members.*

3. Tell the student not to make jokes when patients' families are around.

*Effectiveness Rating: Very Ineffective*

*Rationale: This behavior suggests that making inappropriate jokes is acceptable in certain contexts. The student fails to acknowledge that professional behavior should be maintained in all situations while at the workplace and fails to offer any specific feedback regarding why the student's behavior is unprofessional.*

4. Suggest the student consider how comments like that make a patient or a patient's family feel.

*Effectiveness Rating: Very Effective*

*Rationale: This response appeals to the student's empathy and compassion to explain why making inappropriate jokes is unacceptable. It not only directly addresses the inappropriate comments in the moment, but also demonstrates a way to offer constructive feedback to the student.*

5. Ignore the student's comments and continue with your own work.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response not only fails to acknowledge that the joke was inappropriate, but also encourages the idea that similar behaviors could be ignored. Further, ignoring the inappropriate comment that may have been overheard is particularly ineffective because it could compromise the patient's trust in their healthcare team.*





6. Explain how physicians must treat all patients with respect, regardless of how they look, act, or think, so no jokes should be made about them.

*Effectiveness Rating: Very Effective*

*Rationale: This response demonstrates awareness of a physician's duties and responsibility to treat all patients with respect. The student uses this opportunity to appeal to the student's identity as a future physician and encourages the student to engage in more respectful conduct in the future.*



## Scenario 23 of 31

You are offered an opportunity to help underserved communities abroad. This program would also look great on your resume and allow you to network with well-known doctors. The program would require you to leave during the summer after your first year of medical school. However, you already committed to lead your school's in-person study sessions this summer with students preparing for the medical entrance exam.

1. Ask the program coordinator if you can participate in the program for a shorter period of time.

*Effectiveness Rating: Effective*

*Rationale: While the student identifies a solution that allows them to participate in both opportunities, the student will not be able to fulfill the responsibilities they originally agreed to take on. This may be an agreeable compromise, but it puts burden on the program to accommodate the student's needs.*

2. Ask the program coordinator if you can participate in the program during your next academic break.

*Effectiveness Rating: Very Effective*

*Rationale: The student identifies an alternative solution that allows them to fulfill their existing commitment and pursue the opportunity abroad in the future. This response acknowledges the importance of upholding commitments while considering opportunities for personal growth.*

3. Ask the school if you may lead the sessions remotely from abroad.

*Effectiveness Rating: Effective*

*Rationale: The student tries to find a solution that allows them to pursue both opportunities. While this may be an appropriate compromise, it is not very effective as it may be an inconvenience to students who expect their tutor to be in person and could place a burden on the school to change the format of the course to suit the student's needs.*

4. Explain your dilemma to a designated career advisor at your school and ask for their guidance.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes they could seek advice on the challenge of balancing prior commitments and career goals. In addition, the student seeks resources from an unbiased party who is best positioned to provide guidance on the student's situation.*

5. Request that the school find someone else to lead the study sessions so you can attend the opportunity abroad.

*Effectiveness Rating: Ineffective*

*Rationale: While the student's response acknowledges that a replacement would be needed to lead the study sessions, the student is placing the burden of finding a replacement on the school. The student offers no rationale or explanation for their abrupt departure which could be viewed negatively in light of the commitment they have made.*



6. Let the school know you have a commitment you cannot get out of and can no longer lead the study sessions.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student fails to uphold their prior commitment to the school without any explanation and without seeking an alternative solution to support the study sessions. Further, the student's response to the school is dishonest and lacks specificity which may be interpreted as dismissive and possibly even rude.*

7. Let the school know you will lead the sessions remotely from abroad.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student imposes a solution on the school which may not only be an inconvenience to students who expect their tutor to be in person but would also place a burden on the school to change the format of the course to suit the student's needs.*



## Scenario 24 of 31

As part of your clinical medicine class, students are required to attend a series of weekly presentations by local physicians. Attendance is not recorded, but students must write a summary of each presentation, which is graded. A classmate asks if you will share this week's presentation summary with them because they want to volunteer at a homeless shelter and will not be at this week's presentation.

1. Suggest that your classmate explain their situation to the professor.

*Effectiveness Rating: Very Effective*

*Rationale: The student does not condone the classmate's plan to not attend the presentation, but instead provides a suggestion for how the classmate could honestly address the scheduling conflict with the instructor to find a solution. This response directs the classmate to a next step that helps them follow more appropriate processes without becoming involved in the situation.*

2. Ask your classmate why they want to volunteer during the weekly presentation.

*Effectiveness Rating: Ineffective*

*Rationale: This response fails to address the fact that by pursuing the volunteer opportunity, the classmate will fail to fulfill their obligations as a medical student. While this response wouldn't necessarily create new problems, it misses an opportunity to address the dishonest behavior and help them identify a more appropriate solution.*

3. Tell your classmate that you will not share your summary with them.

*Effectiveness Rating: Effective*

*Rationale: The student behaves ethically by not condoning or supporting the actions of their classmate. However, the response is not very effective because no attempt is made to explain why the classmate's request is unethical, nor does the response offer support to the student to find a more appropriate solution to their dilemma.*

4. Agree to share your summary if they will share theirs for a presentation in the future.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response supports the classmate's request, which not only encourages the student to engage in dishonest behavior but also to neglect their responsibilities as a medical student. Further, it also suggests that the student is also willing to break the rules and will expect their classmate to help enable similar unethical behavior in the future.*



## Scenario 25 of 31

Your anatomy lab requires each medical student to join a lab team with another student to perform dissections. Each week, a different lab team instructs the rest of the class on how to perform a dissection on a designated area of the human body and receives a grade for their performance. During your team's instruction, your partner is very nervous and forgets the material you rehearsed together earlier in the week.

1. Ask the professor for a short break to allow you and your partner time to regroup.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes how their partner is feeling and offers support by creating an opportunity for them to regain their composure. However, without knowing whether the partner would prefer a break, the public request to take a break may embarrass them.*

2. Ask your partner leading questions to prompt their recollection of the material.

*Effectiveness Rating: Very Effective*

*Rationale: This response acknowledges the partner's feelings and adjusts behavior to help their partner's instruction go more smoothly and improve the team's performance. This subtle approach to helping the partner shows empathy and treats the partner with dignity and respect.*

3. Ask the class questions on the procedure to direct attention away from your lab partner.

*Effectiveness Rating: Ineffective*

*Rationale: This response recognizes the partner is experiencing difficulty. However, the student's attempt to draw attention away from the partner may be perceived as taking control of the presentation rather than helping the partner improve their performance.*

4. Tell your partner that you will finish giving the instruction by yourself.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response is very ineffective because it dismisses the partner rather than trying to find a way to help them. The student is solely focused on the team's grade rather than supporting the partner. The student fails to consider how their actions might negatively impact their partner, which could also harm future interactions and collaborations.*

5. Quietly suggest to your partner that they pause and take a deep breath before continuing with the instruction.

*Effectiveness Rating: Effective*

*Rationale: The student recognizes their partner's feelings and tries to support them by creating an opportunity for them to regain composure. The response is not very effective because suggesting they take a breath in front of the class might cause them embarrassment and further disrupt their performance.*



6. Allow your partner to continue the presentation on their own.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response shows a lack of awareness for the partner's feelings or effort to help them. As a result, the partner may feel unsupported and continue to have difficulty, also negatively impacting the team's performance.*

7. Ask your professor if you and your partner can give the instruction on a different day.

*Effectiveness Rating: Ineffective*

*Rationale: The student recognizes their partner is struggling and tries to find another opportunity for them to succeed. However, as an immediate next step, requesting to change days for the assigned presentation without attempting to help the partner may be an overreaction to the situation. It could also communicate disapproval of the partner's performance, potentially damaging their relationship.*

8. Offer to your partner to lead the next portion of the instruction so they can take a break.

*Effectiveness Rating: Ineffective*

*Rationale: This response is ineffective because it focuses more on the team's grade than supporting the partner. As an immediate next step, offering to take over the instruction does not help the partner feel less nervous. Offering to take over may also communicate to the partner a lack of confidence in their partner's ability to successfully perform the task, which could damage team morale.*



## Scenario 26 of 31

You are required to present a patient's case to a supervising doctor. You have been assigned a complex case, so you spend a lot of time creating slides for your presentation. Although you have not seen other students use slides before, you believe your case is much more complex. After presenting your case to the doctor and other students, the doctor tells you it is unacceptable to use slides to present a patient's case. However, you are uncertain how you could have presented the case sufficiently without slides.

1. Ask the other students if they agree with your use of slides in your presentation.

*Effectiveness Rating: Very Ineffective*

*Rationale: The doctor clearly communicated that slides were not permitted following the presentation. However, the student is reluctant to accept the feedback and looks for justification from the other students for their approach. Doing so may put the classmates in an uncomfortable position.*

2. Meet with the doctor to discuss how you can improve your presentation skills in the absence of slides.

*Effectiveness Rating: Very Effective*

*Rationale: The student acknowledges the doctor's critique of their use of slides in their presentation. In response, the student requests additional feedback, which demonstrates an openness to feedback and a desire to improve their performance in the future.*

3. Tell the doctor the slides improved the presentation.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student dismisses the doctor's feedback which suggests a lack of openness to input from others. Further, the student shows a lack of respect by presuming they are better suited to evaluate their performance than the doctor, which may damage the student's reputation with the doctor in the future.*

4. Ask the doctor for guidance on how to report complex patient conditions.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes the challenge of reporting complex patient conditions and asks the doctor, who has expertise, to provide them with guidance. This response demonstrates the student's willingness to adapt based on feedback they've received and take responsibility for their learning.*

5. Ask the other students to share how they report complex patient conditions.

*Effectiveness Rating: Effective*

*Rationale: This response demonstrates the student's commitment to learning and willingness to seek advice from their peers. However, as an immediate next step, the student should first consult with the supervising doctor given their role as an evaluator.*



6. Take note of how other students present complex patient conditions without slides to adjust your approach in the future.

*Effectiveness Rating: Effective*

*Rationale: This response is effective as it may help the student learn from their peers and adjust their approach in the future. However, it would be more effective to get specific guidance directly from the supervising doctor as they can inform the student of their own expectations.*





## Scenario 27 of 31

For several weeks, you have been working on an essay for a scholarship application at the suggestion of a faculty advisor who is in charge of granting the award. Two of your friends are also applying for the scholarship, and the three of you have been discussing each other's work. The final draft of your essay is saved only on your computer. The night before the application deadline, your computer stops working and you can no longer access your files. The application is due at noon the next day.

1. Notify the faculty advisor that you will not be able to apply for the scholarship.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student does not attempt to identify a solution but rather gives up on applying for the scholarship. This response demonstrates a failure to recover from setbacks. The student decides to no longer pursue an opportunity that may benefit their professional growth.*

2. Ask your friends to send copies of their essays so that you can use them to rewrite your essay.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response is very ineffective as it resorts to unethical behavior rather than trying to find an alternative solution. The student puts their friends who are also applying for the scholarship in an uncomfortable position by asking their help in potentially plagiarizing their work.*

3. Search online for instructions on how to fix your computer.

*Effectiveness Rating: Effective*

*Rationale: The student makes an attempt to recover their file; however, this response does not guarantee the student will be able to find a solution and recover their file before the deadline.*

4. Ask the faculty advisor to extend the application deadline by one day.

*Effectiveness Rating: Ineffective*

*Rationale: As an immediate next step, asking the faculty advisor to accommodate them demonstrates an unwillingness to adapt to this situation and may influence the advisor's final decision about who gets the award.*

5. Go to the computer lab to write a new version of the essay.

*Effectiveness Rating: Very Effective*

*Rationale: The student recognizes they may not have control over recovering their file and takes ownership of the situation. They stay focused on their goal, quickly adapting to this stressful situation to still meet the application deadline.*



## Scenario 28 of 31

One of your classmates volunteers as a language interpreter in a local clinic and teaches Spanish to medical students. The classmate tells you they are having difficulty keeping up in class and performed poorly on the last exam. They ask you how they could do better on the next exam.

1. Ask the classmate if they would like to join a study group with you.

*Effectiveness Rating: Very Effective*

*Rationale: The student not only recognizes their classmate's concern regarding their academic struggles, but also demonstrates a desire to help the classmate by inviting them to join a study group. This offers a potential solution to the classmate balancing their academic workload and fulfilling their volunteer obligation.*

2. Recommend that the classmate stop all of their volunteer activities.

*Effectiveness Rating: Ineffective*

*Rationale: This response is ineffective because the student does not offer a solution that allows the classmate to fulfill both their school and volunteer obligations. The student recognizes their classmate's dilemma and understands the importance of fulfilling school obligations; however, their solution disregards the classmate's stated interests.*

3. Suggest that medical students do not need to know Spanish to be successful in medical school.

*Effectiveness Rating: Very Ineffective*

*Rationale: The student not only fails to offer any potential solutions for the classmate's challenges, they insult the classmate's volunteer opportunity and respond in an insensitive manner.*

4. Suggest that the classmate temporarily cut back on volunteering hours to focus on schoolwork.

*Effectiveness Rating: Effective*

*Rationale: This response acknowledges the classmate's concerns and proposes a solution that could assist with time management. However, this response is not very effective as the classmate's performance issues may only temporarily be addressed by cutting back on volunteer hours for a finite period of time.*

5. Suggest that the student shouldn't have volunteered for the opportunity to begin with.

*Effectiveness Rating: Very Ineffective*

*Rationale: This is an insensitive and dismissive response to a classmate who is confiding in the student about a challenge they're experiencing. The student should refrain from criticizing the choices their classmate has made – particularly because the classmate has come to the student looking for advice.*



6. Let the classmate know everyone has to balance their own personal responsibilities.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response dismisses the classmate's concerns without offering any support or practical guidance. Instead, the student responds in an unsympathetic manner that will not help their classmate address their individual challenges.*



## Scenario 29 of 31

During anatomy lab, you observe two classmates taking photographs of themselves with cadavers in the background. This is not permitted. After seeing you, the classmates hide what they were doing and pretend to be reviewing class materials.

1. Approach the classmates to explain that their behavior is unprofessional.

*Effectiveness Rating: Effective*

*Rationale: The student demonstrates integrity by recognizing their classmates' unethical behavior and communicating that it is unacceptable. While effective, the response is not very effective because it does not communicate expectations to the classmates that the photo should be deleted.*

2. Encourage the classmates to be more considerate of the cadavers.

*Effectiveness Rating: Effective*

*Rationale: This response demonstrates awareness that the classmates' behavior is inappropriate by encouraging them to show respect for the cadavers. However, the response is not very effective because the student's response may not convey the seriousness of the ethical breach in this context and does not explicitly call for the photos to be deleted.*

3. Tell the classmates it is disrespectful to take pictures with the cadavers and they should delete the photos.

*Effectiveness Rating: Very Effective*

*Rationale: The response clearly communicates why taking pictures of cadavers is unethical and what the appropriate recourse is for the classmates. The response reflects the importance of explaining to others why ethical standards are important and should be upheld.*

4. Remind the classmates that taking photos is not permitted and ask to see the deleted photos.

*Effectiveness Rating: Very Effective*

*Rationale: The scenario specifies that taking photos with the cadavers is not permitted. This behavior demonstrates the ability to call on the rule as the standard of behavior that was violated and supports the ethical standard set by the rule by ensuring the photos are deleted.*

5. Pretend you didn't see your classmates take the photos.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response fails to demonstrate awareness that the students' behavior is unethical and disrespectful. No effort is made to explain why the behavior is acceptable, or to address the inappropriate actions taken by the classmates.*



6. Tell the classmates you hope this will be a one-time occurrence.

*Effectiveness Rating: Ineffective*

*Rationale: Although the student acknowledges the unethical behavior, this response suggests that taking the photos one time is not necessarily a problem. The student is missing an opportunity to take proactive action to explain why the classmates' behavior is an ethical breach and should be stopped immediately.*



### Scenario 30 of 31

You and two new classmates are having lunch together. One classmate shares a story about how their faith once helped them as they recovered from an injury. The classmate explains that their religion has been important to them in their journey to medical school. The other classmate laughs at their story and asserts that religious beliefs had nothing to do with their recovery.

1. Change the subject to talk about something else.

*Effectiveness Rating: Ineffective*

*Rationale: The student misses an opportunity to address the classmate's insensitive comments. While changing the subject is one way to create a less uncomfortable situation for the classmate who shared their story, it fails to address the other classmate's comments and could enable insensitive behavior in the future.*

2. Ask the classmate to share how their faith was important to them during their recovery.

*Effectiveness Rating: Very Effective*

*Rationale: This response shows support for the classmate who was laughed at for expressing their personal beliefs. Further, this response could help their other classmate hear a different perspective which may foster open-mindedness and compassion toward others' beliefs.*

3. Agree that the quality of care the classmate received, not their faith, allowed them to recover.

*Effectiveness Rating: Very Ineffective*

*Rationale: As an immediate next step, this response is insensitive towards the classmate's religious beliefs and may alienate them. The student not only misses an opportunity to address the insensitive behavior, but also condones their inconsiderate comments regarding the student's faith.*

4. Explain to the classmate who laughed why their response may be perceived as impolite.

*Effectiveness Rating: Effective*

*Rationale: The student understands that the classmate's dismissal of their fellow classmate's beliefs was insensitive. While effective, addressing the classmate in front of the other classmate could possibly create tension; addressing the situation privately to avoid embarrassment in either party may be a more effective approach to take.*

5. Explain why the classmate's religious beliefs may be problematic once they become a doctor.

*Effectiveness Rating: Very Ineffective*

*Rationale: This behavior is very ineffective because it is biased and insensitive toward the influence of religion in well-being. The student makes assumptions about the classmate's ability to practice as a physician in the future, which reflects a lack of open-mindedness toward others' beliefs. It is also inconsiderate.*



### Scenario 31 of 31

You and a few students formed a study group to prepare for an anatomy exam. Your group spent a lot of time creating a study guide for the exam. Another classmate who is not in the group asks you if the group will share the study guide. The classmate has missed a couple of classes because they have been dealing with some personal issues. You tell the other members of the group about the classmate's request, and they say they do not want to share the guide with the classmate who did not contribute.

1. Suggest that the group sell the study guide to the classmate.

*Effectiveness Rating: Very Ineffective*

*Rationale: This response actively goes against the idea of helping others by attaching a financial requirement to receiving the study guide. This response is particularly unhelpful and discourteous because the student is aware that their classmate was unable to attend meetings due to a personal matter.*

2. Suggest that the group share portions of the study guide related to the missed classes.

*Effectiveness Rating: Effective*

*Rationale: This response addresses the needs and concerns of the classmate by identifying a compromise that would allow them to use a portion of the study materials. However, it is not very effective as it does not consider the group's concerns related to fairness in consideration of the time and effort that went into creating the study guide.*

3. Explain to your classmate that you understand their concerns, but the rest of the group decided not to share the materials.

*Effectiveness Rating: Ineffective*

*Rationale: Although this response respectfully acknowledges the classmate's concerns, the student does nothing to try to help the classmate with their situation. Even if the study guide is not provided, there could be other options for helping a classmate who has fallen behind on material.*

4. Express to the group your concern for your classmate if they do not share the study guide and recommend sharing it.

*Effectiveness Rating: Effective*

*Rationale: The student expresses empathy toward the student by taking into consideration their personal matter and encourages their fellow group members to be more considerate. However, this response isn't very effective because it doesn't take the group's perspective into consideration and may not lead to a practical solution that addresses each party's needs.*



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