



Gold Humanism Honor Society Nomination Process: Medical Student Peer Evaluation Survey

The use of peer-to-peer evaluation has been shown to be successful in identifying physicians who serve as role models to others. A multi-institutional study published in *Academic Medicine*¹ revealed that a peer nomination survey given to medical students can be used to select for student exemplars who manifest characteristics of clinical competence, caring and community service. We believe this survey, reproduced below, is a reliable tool for your institution to use in identifying students for nomination to the Gold Humanism Honor Society (GHHS).

In addition to selection into GHHS, outcomes of this survey can be used to highlight students' strengths in their Medical Student Progress Evaluations (MSPE or Dean's letters) at your institution. One of the engaging aspects of this survey is that it highlights only students' strengths.

If you have been asked to complete this survey, please respond to the following six statements. For each, name three students from your class who would best fit the situation described. **Try to make your choices quickly and spontaneously.** Please do not identify yourself as the person completing the survey, *i.e.*, do not put your name at the top of the page. Completion of this survey is anonymous and voluntary.

1. The classmates you would like to have work at your side in a medical emergency.

2. The classmates who best personify the quote "The secret of good patient care lies in caring for the patient."

3. The classmates who have shown exceptional interest in service to their communities.

4. The classmates who would be the best choices for a highly desired residency. Residencies for future graduates will depend on these persons' performance.

5. The classmates you would want as the doctor for yourself or a loved one.

6. The classmates who have the best listening skills with patients.

¹McCormack WT, Lazarus MD, Stern D, Small PA. Peer nomination: a tool for identifying medical student exemplars in clinical competence and caring, evaluated at three medical schools. *Academic Medicine* 2007; 82(11):1033-39.