**Appendix 1: the 32-item medical professionalism questionnaire (based the definition of ABIM)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Items | Five-point scale of importance | | | | |
| 1 | 2 | 3 | 4 | 5 |
|  | Enduring unavoidable risks to oneself when a patient’s welfare is at stake |  |  |  |  |  |
|  | Accepting inconvenience to meet the needs of one’s patients |  |  |  |  |  |
| 1. \* | Seeking active roles in professional organizations |  |  |  |  |  |
|  | Being straightforward |  |  |  |  |  |
| 1. \* | Volunteering one’s skills and expertise for the welfare of the community |  |  |  |  |  |
| 1. \* | Dress properly |  |  |  |  |  |
|  | Being available and responsive when ‘‘on call’’ |  |  |  |  |  |
| 1. \* | Address, decorum, and etiquette |  |  |  |  |  |
| 1. \* | Being culture sensitive |  |  |  |  |  |
|  | Meeting commitments, dedication |  |  |  |  |  |
| 1. \* | A conscientious to exceed ordinary expectations |  |  |  |  |  |
| 1. \* | Being accountable to society for addressing the health needs of the public |  |  |  |  |  |
| 1. \* | Commitment to improving access to care |  |  |  |  |  |
|  | Self-assessment |  |  |  |  |  |
| 1. \* | A conscientious to make a commitment to life-long learning |  |  |  |  |  |
|  | Work discipline |  |  |  |  |  |
|  | Integrity fair |  |  |  |  |  |
|  | Pursing the best interest of patients, not self-interest |  |  |  |  |  |
|  | Time-honored |  |  |  |  |  |
|  | Recognition of the possibility of conflict of interest and avoidance of relationships that allow personal gain to supersede the best interest of the patient |  |  |  |  |  |
| 1. \* | Awareness of their limitations |  |  |  |  |  |
|  | Commitment to maintaining appropriate relations with patients |  |  |  |  |  |
| 1. \* | Advocating the best possible care regardless of ability to pay |  |  |  |  |  |
| 1. \* | Caring, compassion, empathy |  |  |  |  |  |
|  | Being truthful, keeping one’s word |  |  |  |  |  |
| 1. \* | Being capable to provide best health care |  |  |  |  |  |
|  | Respect other physicians and professional colleagues such as nurses, medical students, residents, and subspecialty fellows |  |  |  |  |  |
| 1. \* | Masterly communications and expression, being able to listen |  |  |  |  |  |
|  | The refusal to violate one’s personal and professional codes |  |  |  |  |  |
| 1. \* | Respect patients and their families, commitment to patient confidentiality |  |  |  |  |  |
| 1. \* | Prudence |  |  |  |  |  |
| 1. \* | Being accountable to their patients for fulfilling the implied contract governing the patient/physician relationship |  |  |  |  |  |

(\*) only scores of these items were used for data analysis in the study

**Note:** Reproduced from Nhan VT. An instrument to assess of the perceptions of the medical professionalism of Vietnamese medical students and physicians: A psychometric analysis [unpublished doctoral dissertation]. Italy: University Ambrosiana; 2011.33