



Medical Student Performance Evaluation for Sandra Student November 1, 2010

Identifying Information

Sandra Student is a fourth-year student at Northwestern University Feinberg School of Medicine in Chicago, Illinois.

Unique Characteristics

Throughout her medical training, Sandra has demonstrated intellectual curiosity and leadership in her clinical, research, and community service endeavors. Sandra's interactions with patients have inspired her to actively engage in medical research in order to seek a deeper understanding of disease processes and generate novel therapies. At Feinberg, Sandra pursued her research interests by performing clinical cardiology research. In 2008 Sandra was awarded a Howard Hughes Medical Institute Fellowship to pursue basic science research studying myocardial stunning. By actively seeking opportunities to enhance her clinical and research expertise, Sandra has strengthened her interest in pursuing a career at an academic institution. In addition to her coursework and research activities, in Feinberg's Camp Wildcat, Sandra organized fun and exciting events for under-privileged Chicago youth and provided opportunities for other medical students to serve as positive role models to youth in the communities. For her academic excellence, leadership skills, and commitment to service, Sandra was one of ten students awarded the Hoyt Scholarship. As a physician, Sandra plans on continuing her health education and volunteerism projects while serving the medical needs of under-served communities.

Academic History

Date of Expected Graduation from Medical School:	May 2010
Date of Initial Matriculation in Medical School:	August 2005
Please explain any extensions, leave(s) of absence, gap(s), or break(s) in the student's educational program. Sandra took a one-year leave to pursue research as part of the HHMI Fellowship program.	
<i>For transfer students:</i>	
Date of Initial Matriculation in Prior Medical School:	Not applicable
Date of Transfer from Prior Medical School:	Not applicable
<i>For dual/joint/combined degree students:</i>	
Date of Initial Matriculation in other degree program:	Not applicable
Date of Expected graduation from other degree program:	Not applicable

Type of other degree program:	Not Applicable
Was this student required to repeat or otherwise remediate any coursework during his/her medical education?	No
Was this student the recipient of any adverse action(s) by the medical school or its parent institution?	No

Professional Performance

We have assessed all students' capabilities to meet standards for: accountability, self-improvement and adaptability, appropriate relationship with patients, relationship with healthcare team, initiative, professional demeanor, and behavior under stress. Unless otherwise noted, all students have met the stated objectives for professionalism at Feinberg.

Academic Progress

Sandra Student earned grades of Pass in all preclerkship courses and recorded a score of 221 on Step I of the USMLE exam.

Preclinical/Basic Science Curriculum

(Details are provided in Appendix E.)

Core Clinical Clerkships

Following are the unedited narrative evaluations of Sandra's performance on the successive clerkships and electives. Appendix B summarizes this information graphically.

NEUROLOGY: HIGH PASS 7/30/2007 - 8/24/2007

Sandra did a very good job on her clinical neurology rotation. Her histories were detailed and accurate. Her physical examination skills were systematic with good technique. Her oral presentations were excellent and clear. Her differential diagnoses were well thought out reflecting strong clinical acumen and knowledge. This was impressive considering this was her first clinical rotation. Her written shelf exam score was below the mean. She demonstrated the ability to evaluate and formulate reasonable management plans on routine and most complex neurological patients.

She was very motivated and professional. She interacted very well with all of her teammates and was very compassionate and professional with her patients. For her overall performance on this rotation, she is awarded the grade of HIGH PASS.

PSYCHIATRY: HONORS 8/27/2007 - 9/21/2007

Sandra is a very mature and thoughtful student who did an outstanding job on the inpatient service at NMH. She was consistently interested and inquisitive, and maintained a wonderful working relationship with staff. She showed empathy and a sense of caring for her patients, and took personal responsibility for their care. She was very psychologically-minded and thoughtful in her evaluation of patients. Her assessments did an excellent job of applying the biopsychosocial model. In the outpatient VA setting, she was a quick learner, and demonstrated interest, care, and concern for her patients. She displayed strong problem-solving skills and was a great team player. She wrote an outstanding case report on patients with

bipolar disorder; in addition to being well-researched, the write-up demonstrated tremendous empathy for the patient. Her score on the shelf exam was above the Northwestern mean (76th percentile nationwide), revealing an excellent fund of knowledge for her level of training. She has great aptitude for psychiatry, and will make a wonderfully compassionate, caring physician. She receives a grade of HONORS for the rotation.

MEDICINE: HIGH PASS 9/24/2007 - 12/14/2007

Sandra was an excellent student who was motivated and enthusiastic. She had a positive outlook, and was the first person to jump at any work that needed to be done. Her patients responded well to her and her obvious care and concern for them. Her written H&Ps were thorough, well organized and thoughtful. Her physical exam skills were excellent. She has excellent interpersonal skills. She brought the team informative articles and wrote summaries to hand out. Her final grade is High Pass.

PEDIATRICS: PASS 1/2/2008 - 2/8/2008

During her six week pediatric clerkship Sandra rendered a very good performance. Her history taking skills were above average for her level of training. She was organized in her thoughts and her presentations were clear and direct. Sandra was able to develop plans for her patients and clearly convey those plans to the team. She was extremely helpful and took ownership of her patients. Sandra spent time with her patients to gain more knowledge of their illnesses. She got along extremely well with patients, families, and staff. She was intellectually curious, read about her patients' conditions and shared her knowledge with others. Sandra's fund of knowledge as assessed by her clinical evaluators was appropriate. Her score on the NBME Subject Examination was below the national average. On the basis of her performance we believe she will make a very good house officer and physician. She receives a final grade of pass for the pediatric clerkship.

OBSTETRICS & GYNECOLOGY: PASS 2/11/2008 - 3/21/2008

Sandra was a professional, thoughtful and intelligent student during her obstetrics and gynecology rotation at Evanston Hospital. She quickly came to appreciate team work and was an asset in her contribution to patient care. She had a strong knowledge base and was able to nicely assimilate her reading and research into her clinical activities. She performed excellent histories and physicals and rendered accurate differentials. Her assessments were appropriate and focused on relevant findings. Sandra's presentations were well above average and always contained important details that contributed to efficient patient care. She was always interested in her learning experience and often asked for feedback. She was punctual and always available to her team. Sandra is a very mature student who demonstrated great interpersonal skills, always extending extra effort to help patients and her co-workers. Her overall performance was very good. Final grade: Pass.

INTERDISCIPLINARY MEDICINE: PASS

SURGERY: PASS 3/24/2008 - 6/13/2008

Sandra did an excellent job on the surgery clerkship and receives a grade of Pass. Her knowledge as assessed on the wards, on the midterm and on the NBME surgery subject exam was very good. She is dedicated to learning and asks appropriate questions. She routinely researched topics related to her patients, seeking to maximize her understanding of the disease processes she encountered. Her shelf exam score was 71 with a class mean of 77. Her clinical skills as measured on the wards and on the OSCE were excellent. She has very good organizational skills and confidence for her level of training. She was always prepared in the mornings and handled morning tasks at the level of an intern. She is proactive and diligent. Her

physical exam skills are above average. Her notes were concise yet complete and informative. Her OSCE score was 97 with a class mean of 94. Her reasoning and judgment were very good. Her communication skills were excellent. She is always professional, positive, and excited for the day's activities. She has a great bedside manner. She is a great team player. In summary, Sandra did an excellent job on the surgery clerkship and receives a grade of Pass.

PRIMARY CARE: HONORS

7/7/2008 - 8/1/2008

Sandra performed at an outstanding level in all areas of the Primary Care Clerkship. She takes complete histories and physicals never missing important details. Her oral case presentations are well above most 3rd year medical students. She has an excellent grasp at how to present even complex patients. Her fund of knowledge is solid. Her preceptor wrote, "This was one of the best students I have worked with. The most outstanding quality was her curiosity. She has a thirst for knowledge that will make her a superb MD because she is not satisfied with not knowing." In Weekly Report she had excellent participation and was a good leader in small group discussions. She researched her patients well. Her Learner Centered Learning Goal's presentation on EKG reading was very good. Her other clinical preceptor wrote, "Sandra was a joy to have in the clinic. She was well liked by the nursing staff as well as patients. I received several comments from patients about her professionalism and competence. She easily adapted to the flow of a busy clinic and actually saved me time. Sandra is exceptionally reliable and had good initiative. She independently called the pharmacy to ensure a patient with public aid would receive the needed medications. She educated patients on smoking cessation. She has moved beyond the reporter interpreter stage to manager and educator." This is above the level of almost all 3rd year medical students. Sandra receives a grade of Honors for her work during this clerkship.

EMERGENCY MEDICINE: HIGH PASS

8/3/2009 - 8/28/2009

Sandra had an excellent performance during her Emergency Medicine clerkship. She has excellent clinical skills. Her case presentations are comprehensive yet concise and focused. She develops diagnostic and therapeutic plans that reflect an attention to detail and recognition of potential life threats. Sandra has an above average knowledge base and uses each patient encounter to improve. She actively seeks out and is receptive to feedback. Sandra demonstrated significant improvement during her clerkship and was able to function independently by the end of the month. Sandra is able to gain the trust and confidence of her patients quickly. She worked well with all members of the ED team and had excellent nursing evaluations. Sandra completed all required procedures. She participated actively in conferences. Sandra passed the final examination. She will be an excellent resident. The final grade for the clerkship is HIGH PASS.

MEDICINE SUBINTERNSHIP: HONORS

8/31/2009 - 9/27/2009

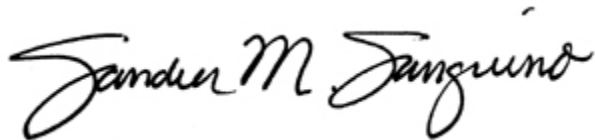
Sandra was an outstanding Northwestern service subintern. She was extremely reliable and always professional in all of her patient care interactions. All of her team members felt that she was operating at (or above) the level of a PGY1. Her fund of knowledge on the wards as well as in conferences was excellent. Her resident mentioned that she showed great judgment and proposed independent plans with evidence to back them up. She was described by her attending as "a natural leader" and "wonderful team player." She constantly sought feedback and wanted to improve. She had clear skills as a lifelong-learner and was great at teaching her M3's. This was clearly an honors-level performance. Sandra will have no problems transitioning to intern year.

SUMMARY

Sandra has demonstrated great effort and ability and has clearly excelled during her time at Feinberg School of Medicine. Please refer to Appendix E for information on the caliber of students accepted to the Feinberg School of Medicine and their performance on USMLE Step 1 and Step 2 CK.

Based on review of Sandra's entire academic record, her overall medical school performance is **excellent** in comparison to that of her peers at this institution. Please refer to Appendix D for details on how students have been categorized this year. We believe that Sandra will be an outstanding addition to your residency program.

Please contact us if you would like additional information on this candidate. We also welcome any comments on this Medical Student Performance Evaluation.

A handwritten signature in black ink that reads "Sandra M. Sanguino". The signature is written in a cursive, flowing style.

Sandra M. Sanguino, MD, MPH
Associate Dean for Student Programs and Career Development

A handwritten signature in black ink that reads "John X. Thomas Jr.". The signature is written in a cursive, flowing style.

John X. Thomas, PhD.
Senior Associate Dean for Medical Education

APPENDICES

Appendix A: Comparative Performance in Preclinical/Basic Science Coursework

During the first and second years of the curriculum, the only grades assigned to students are Pass or Fail. Students must receive a grade of “Pass”, in each preclinical course before beginning the clerkships.

Appendix B: Graphic Representations of Comparative Performance in Core Clinical Clerkships

Grades in Required M3 Clerkships/Courses

Sandra Student's grade for each clerkship is indicated inside the bracket beside the clerkship name.

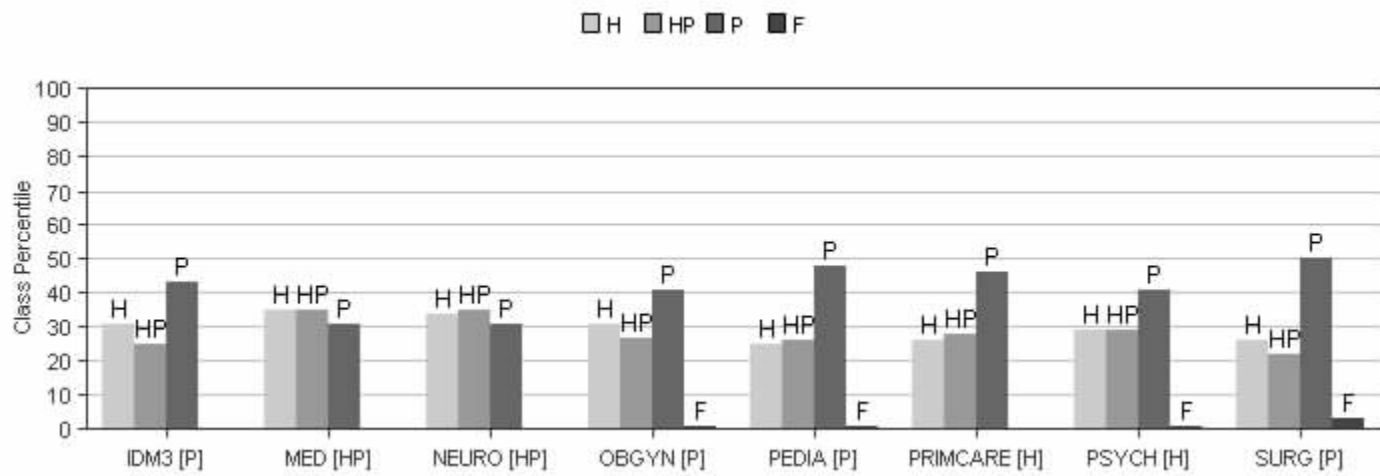


Table 1- Grade Percentages for Each Required M3 Clerkships/Courses

	IDM3	MED	NEURO	OBGYN	PEDIA	PRIMCARE	PSYCH	SURG
H	31	35	34	31	25	26	29	25
HP	25	35	35	27	26	28	29	21
P	43	31	31	41	48	46	41	49
F	0	0	0	1	1	0	1	3

Appendix C: Performance in Professional Attributes

Parameters have been measured to assess Professional Performance on a scale from 1 (low) to 9 (high) during each of the required third year clerkships. Each parameter has anchor statements to focus the evaluation to the standards.

Appendix D: Overall Comparative Performance in Medical School

For the Class of 2010, each of the 160 members was placed into one of the following categories based upon overall academic performance in our educational program prior to the M4 year. The score from the USMLE Step 1 examination was used as another factor in deciding the category in which to place the student. The approximate percentage of the class in each of the top three categories (Distinguished, Outstanding, and Excellent) is provided. There is no formal designation of class rank.

Distinguished:

These students have met all requirements without any difficulty and have demonstrated their ability to consistently excel. These students have met and exceeded the criteria for excellence in their clinical evaluations in required clerkships (for the most part honors and high pass evaluations **in every clerkship**). In general, these students have also received an exceptional USMLE Step 1 score as compared to the national average. This group constitutes approximately 26% of the Class of 2010.

Outstanding:

These students have met all requirements without any difficulty and have consistently demonstrated their ability to excel in the required clerkships. These students have met the criteria for excellence in their clinical evaluations in required clerkships (honors or high pass evaluations **in the majority of clerkships**). In general, these students have USMLE Step 1 scores that are well above the national average. This group constitutes approximately 24% of the Class of 2010.

Excellent:

In general, these students have met all requirements without difficulty and have demonstrated their ability to excel in one or more of the required third year clerkships. Most of these students also have a USMLE Step 1 score at or above the national average. This group constitutes approximately 25% of the Class of 2010.

Very Good:

In general, these students have met all requirements without any difficulty. These are students who have passed all of the required clerkships, and on some occasions have excelled. These students have passed USMLE Step 1 and, in some instances, have performed well above the national mean.

Good:

In general, these are students who have had some academic difficulty during their four year required curriculum but have successfully remediated their academic difficulty and then progressed to fulfill all graduation requirements.

Appendix E: Medical School Information Page**Medical School Information Page****Feinberg School of Medicine**

Medical School Name

Chicago, Illinois

City, State

Special programmatic emphases, strengths, mission/goal(s) of the medical school:

The missions of the Feinberg School of Medicine are education, research and professional services, a major component of the latter being the delivery of high quality patient care. The Medical School supports the overall mission of the University to achieve excellence in its scholarly and service programs and to participate in its framework for distinction. The goal of the medical curriculum at the Feinberg School of Medicine is to prepare broadly educated, responsible physicians capable of pursuing postgraduate medical education in any clinical discipline and/or pursuing a career in medically related research. The curriculum provides for a general professional education and incorporates the fundamental principles of medicine and scientific concepts. The objectives for the educational program require each student to attain facility in the following areas: (1) knowledge of the scientific basis and language of medicine; (2) information management; (3) communication; (4) clinical data gathering; (5) clinical decision making; (6) professional attitudes based on an appreciation of medical ethics and humanities; (7) commitment to health promotion and disease prevention; and (8) commitment to lifelong learning. The educational leadership, which includes the medical school administration, faculty on the curriculum committee and the course and clerkship directors, continuously uses these objectives as an effective guide for educational program planning and evaluation. These objectives are central to the medical school's mission and provide the necessary resources to achieve them has, and will continue to be the highest priority. Education is conducted in such a manner that students are imbued with the commitment to life-long learning, professional and personal growth. Our graduates are trained to be committed to the practice of ethical and humane medicine and contribute to enhancing the ethical status of the profession.

Students are encouraged to consider themselves part of a community of scholars and to pursue research. To that end, the medical school offers several opportunities for students to engage in research, including the Summer Research Program and a number of more intense research programs. Students use a variety of methods to perform in-depth investigations in the basic sciences, clinical sciences, social sciences, public health, medical humanities, medical informatics, history of medicine, bioethics, health policy, patient-physician communication and medical education.

Feinberg Student Attributes: The Feinberg School of Medicine is fortunate to attract students who possess grade-point averages and MCAT scores which are above the national average. The exact data for the Class of 2010 is shown in the table below:

	GPA Science	GPA Total	MCAT Verbal	MCAT Physical	MCAT Biological
National	3.57	3.64	9.8	10.1	10.5
Feinberg	3.65	3.71	10.7	11.3	11.6

In addition, the average scores for Feinberg students on the United States Medical Licensing Examination for Step 1 and for Step 2 CK are well above the national average for these examinations. Performance on USMLE Step 2 CS from the most recent annual report and subsequent data indicated that approximately 100% of the students have passed the examination.

In summary, based on the data from external sources and the history of where our graduates match for postgraduate education, students who are at the 50th percentile in our academic setting would rank at a significantly higher percentile within the national cohort of students graduating in 2010.

Special characteristics of the medical school's educational program:

Preclerkship Courses:

Structure-Function (S-F) is a lecture and laboratory course that integrates the basic science topics of biochemistry, cell biology, molecular biology, genetics, embryology, histology, physiology, and gross anatomy in an interdisciplinary approach.

Scientific Basis of Medicine (SBM) is the basic science course that occupies the mornings of the second year. It consists of lectures and a variety of small group activities that focus on organ system pathobiology.

Medical Decision Making (MDM I, II, & III) is a series of courses that address the knowledge and skills that are required in making basic and complex decisions in the practice of medicine. It is taught in three blocks (MDM I, II, and III).

Problem Based Learning (PBL) is an adjunct to the S-F and SBM courses. It takes place in small-group sessions using cases designed to integrate information across the basic sciences in the context of medicine. PBL is a student-centered, self-directed learning experience that promotes a variety of educational objectives. These include learning how to work independently and in groups; to analyze problems; to frame questions; to develop and test hypotheses; to recognize knowledge deficiencies and to pursue strategies for addressing them; to communicate with colleagues; and to develop professional skills and attitudes. There are four PBL "blocks" in the first year and three in the second year

Patient, Physician, and Society (PPS 1 & 2) courses are designed to provide a comprehensive, integrated introduction to professional skills and perspectives. The course meets two afternoons per week throughout the first two years and then once a month in the last two years. For the first two years, one afternoon is devoted to the Patient and Physician relationship; students begin to build clinical skills through learning experiences that provide an integrated, biopsychosocial perspective of patient care. The other afternoon deals with Physician and Society matters and addresses ethics and human values, public health, and health policy.

Unique Courses taught during the Clerkship Years:

M3 Interdisciplinary Medicine (IDM)

In the third year, students have Interdisciplinary Medicine one Friday a month. The overall goal of IDM is to enhance what students learn in their clinical clerkships by applying interdisciplinary perspectives. The curriculum is designed to help students develop knowledge, skills, and professional values in an ongoing reflective manner throughout the clinical years of medical school. Topics include: Advanced Physical Diagnosis, Nutrition, Health Law, Career Development, Complementary and Alternative Medicine, Ethical, Legal, and Social Implications of Medicine, Geriatrics, Palliative Care, Medical Decision-Making/Evidence Based Medicine, Difficult Conversations, Practice-Based Learning and Quality Improvement, and Patient, Physician & Society III: Professional Perspectives.

M4 Patient, Physician, and Society IV

This course meets once a month for a total of ten times during the year. Students cover the following topics: health economics, teaching skills and professional perspectives. This is the culminating course of the students' four years of Patient, Physician and Society courses.

Average length of enrollment (initial matriculation to graduation) at the medical school:

Four years and three months.

Description of the evaluation system used at the medical school:

Preclerkship courses in the first two years are evaluated on a Pass or Fail basis. Therefore, whether the performance in an individual course is exemplary or satisfactory, the grade of Pass is assigned. A passing score on the M2 Clinical Skills Assessment examination is required at the end of the second year prior to entering the clerkships.

Required Clerkships are evaluated using Honors, High-Pass, Pass and Fail. Specific criteria for the grade of Honors or High Pass have been established for each clerkship as opposed to a signing an arbitrary percentage. The distribution of grades for the class of 2010 is shown in Table 1. The grade of Pass is given to all other students who satisfactorily meet the objectives of the clerkship. In some instances, extra time was required to fulfill all requirements of the clerkship or to remediate a particular aspect; in which case the grade of "Pass after remediation" is given. Required M3 Clerkships: Medicine, Surgery, Obstetrics-Gynecology, Pediatrics, Neurology, Primary Care, and Psychiatry. Required M4 Clerkships: Sub-internship (Medicine or Pediatrics), Emergency Medicine, ICU, and PM & R.

Elective Clerkships are usually evaluated using Honors, Pass and Fail. In some elective clerkships, the only grades awarded are Pass or Fail; this situation is usually noted in the narrative evaluation for the clerkship. Three months of elective credit can be granted for research, providing the research is approved and deemed meritorious by the Student Research Committee.

There is no formal designation of class rank. About 4% of the students in the Class of 2010 have received a course grade of Fail at one time or another. Any failed course or clerkship must be repeated, in which case both courses and final grades are shown on the transcript. In the remediated courses or clerkships, the only grade possible is a Pass. The remediated course is indicated with a P* on the transcript.

Medical school requirements for successful completion of USMLE Step 1, 2 (check all that apply):

USMLE Step 1:

- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

USMLE Step 2:

- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

Medical school requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) at medical school. OSCEs are used for (check all that apply):

- Completion of course
- Completion of clerkship
- Completion of third year
- Graduation
- Other:

Utilization of the course, clerkship, or elective director's narrative comments in composition of the MSPE. The narrative comments contained in the attached MSPE can best be described as (check one):

- Reported exactly as written
- Edited for length or grammar, but not for content
- Edited for content or included selectively

Utilization by the medical school of the AAMC "Guidelines for Medical Schools Regarding Academic Transcripts." This medical school is:

- Completely in compliance with Guidelines' recommendations
- Partially in compliance with Guidelines' recommendations

Exceptions:

- Not in compliance with Guidelines' recommendations

Description of the process by which the MSPE is composed at the medical school (including number of school personnel involved in composition of the MSPE).

The MSPE for individual students is the product of collection and assimilation of all objective and subjective formal evaluations during the undergraduate medical education period. Other information included is supplied by the student regarding his or her extracurricular and research experiences. All MSPEs are prepared by the Associate Dean for Student Programs & Professional Development and the Senior Associate Dean for Medical Education and selected members of their respective staffs.

Students are permitted to review the MSPE prior to its transmission:

- Yes
- No