

Medical Student Performance Evaluation for Typical Student October 1, 2017

Identifying Information

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

Noteworthy Characteristics

- Typical was awarded a summer stipend from the National Institute of Diabetes and Kidney Disease to study at UCLA/Cedars Sinai. He has since presented projects in obstetrics/gynecology and otolaryngology.
- Typical has been dedicated to service as a medical student by volunteering at the Student Outreach Clinic, a student-run clinic providing basic medical care to the underserved community.
- Typical has developed his interest in medical education as a supplemental instructor for the cardiopulmonary block and volunteer instructor at anatomy lab review sessions.

Academic History

| | |
|---|----------------|
| Date of Initial Matriculation in Medical School: | August 2014 |
| Date of Expected Graduation from Medical School: | May 2018 |
| Please explain any extensions, leave(s) of absence, gap(s), or break(s) in the student's educational program. | Not applicable |
| <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

ACADEMIC PERFORMANCE

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.

Preclinical/Basic Science Curriculum

During the first phase of the curriculum (Phase 1A& Phase 1B), the only grades assigned are Pass or Fail. Students must receive a grade of "Pass", in each block prior to beginning clerkships.

Typical Student earned grades of Pass in all preclerkship courses and recorded a score of XXX on Step 1 of the USMLE exam and XXX on Step 2 of the USMLE exam.

Core Clinical Clerkships

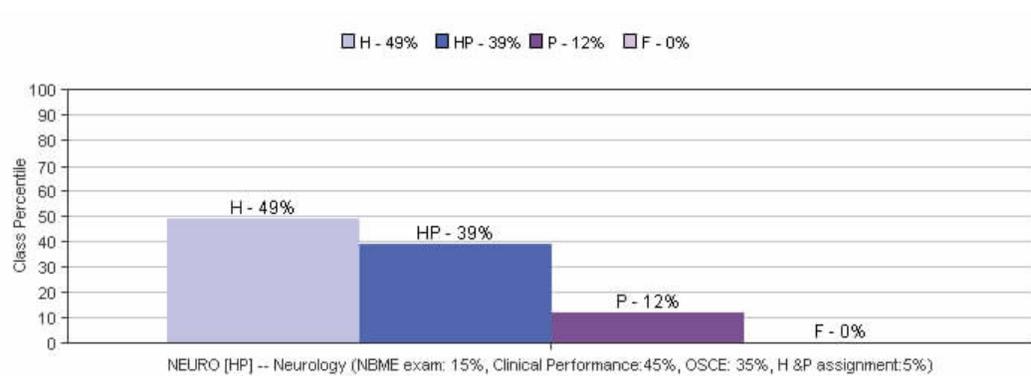
Following are the unedited narrative evaluations of Typical's performance on the successive clerkships and electives.

NEUROLOGY: HIGH PASS 5/31/2016 - 6/24/2016

Mr. Student did a very good job on the neurology rotation. He was able to elicit most of the pertinent details of a neurological history. his neurological examination technique was as expected for his level of training and his exam findings were usually accurate and reliable. his oral presentations were thorough but at times disorganized. He sometimes needed helped with synthesis of the information he gathered, though his written H&Ps demonstrated an ability to generate a relevant differential diagnosis, assessment and plan. He gave a very thorough didactic presentation on Dementia. He scored in the 72nd percentile of the nation on the written neurology shelf examination. His score on the OSCEs (1 standardized patient case and 2 written short cases, and 2 multiple choice cases- total of 9 stations) was: 90%.

Typical was an integral member of his neurology team. He was helpful, proactive and engaged. He demonstrated an exemplary bedside manner and had excellent interpersonal skills.

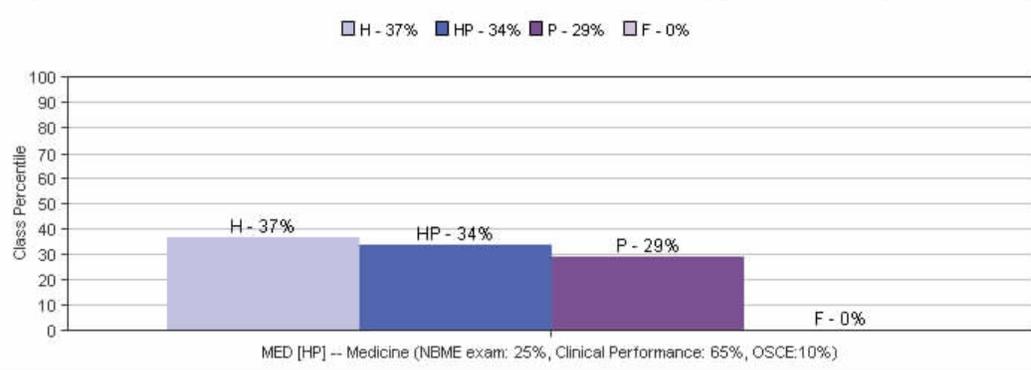
For overall performance on this rotation, the grade of HIGH PASS is awarded.



MEDICINE CLERKSHIP: HIGH PASS

6/27/2016 - 8/19/2016

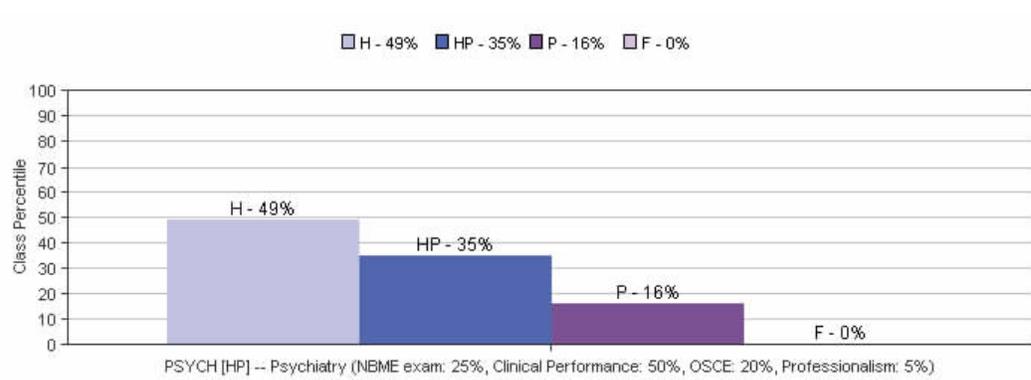
Typical was an excellent student who is hard-working and energetic. He excelled interacting with his patients and was attentive to each of their needs. His fund of knowledge assessed by his preceptors and the final exam was appropriate for his level of training. He was a great intern helper, always willing to help out with whatever was needed. He functioned as an integral member of the team and was clearly a patient advocate. He was consistently engaged in conferences, actively contributing to the case discussions. His written H&P's were appropriate in their organization, thoroughness, and assessment of the pertinent clinical issues. His oral presentations were well organized; he continues to make them more succinct. Typical's final grade is High Pass.



PSYCHIATRY: HIGH PASS

8/29/2016 - 9/23/2016

Typical completed two weeks on the inpatient service and two weeks on the C/L service at Northwestern Memorial Hospital. His team remarked, "Typical was truly a pleasure to work with. He exceeds expectations for an MS3 in his clinical skills, particularly the psychiatric interview, and application of knowledge to treatment planning. He reads consistently, and demonstrates his knowledge in his communication with oral presentations and write ups. He is compassionate with his patients and collaborates well with staff. He will be an excellent physician in whichever field he chooses." He scored an 84 on the shelf exam demonstrating a very strong fund of knowledge. On the OSCE, he displayed excellent communication skills and clinical reasoning. Overall, he did very good work on the rotation and receives a grade of High Pass.



RESEARCH ELECTIVE: CREDIT

9/26/2016 - 10/21/2016

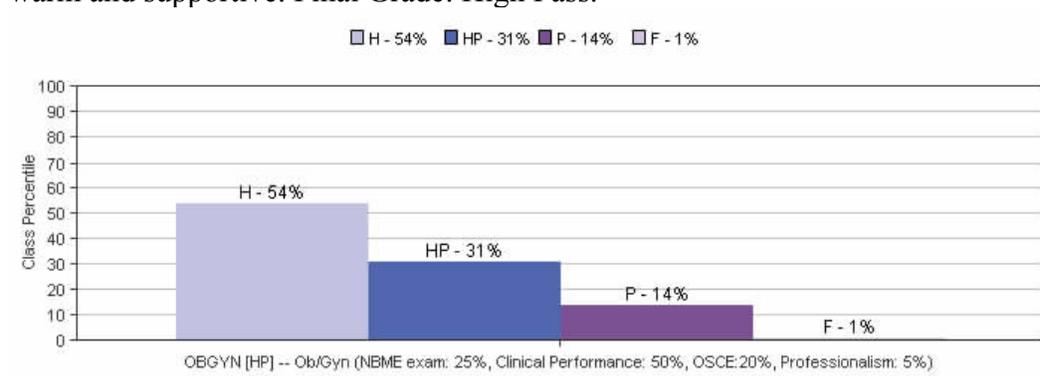
Typical was exceptionally self-motivated, conscientious, and did outstanding research work in preparing his AOSC project for publication.

OBSTETRICS & GYNECOLOGY: HIGH PASS

10/24/2016 - 12/2/2016

Typical is a motivated student whose overall performance during the Obstetrics and Gynecology clerkship was excellent. He spent the majority of the six week rotation at Prentice Women's

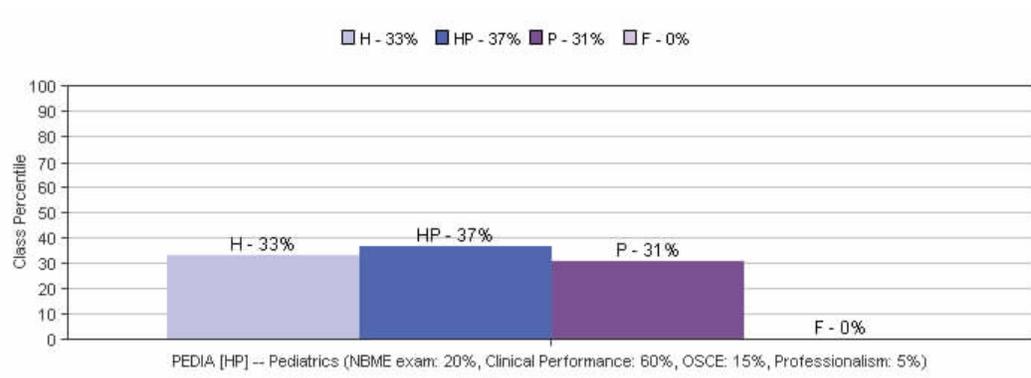
Hospital. His written notes were detailed, organized and flowed logically. They contained accurate assessments and plans for moderately complex patients. Typical's oral presentations exceeded those of his peers in their organization, succinctness of delivery and command of his patients' medical information. Typical collaborated extremely well on all of his health care teams. He won praise for his dedication to his patients and his ability to develop a quick and meaningful rapport with them and their families. Several patients even requested him to be at their bedside. He was proactive and could be relied upon to efficiently obtain H&Ps on the busy Labor and Delivery floor or in the outpatient clinic. Typical's energy and enthusiasm was appreciated by all who worked with him. He took ownership of his patients and kept the team updated with their progress. His fund of knowledge was very good. Typical's technical skills and dexterity were good and improved steadily over the course of the rotation. Classmates found him to be an exceptional teammate, always willing to work hard for the needs of the team, discuss patients, and they commented that he was "a role model for great communication skills." Nursing evaluators noted that he "caters to patients needs and is very helpful to the team" and "had a great bedside manner". Patients found him to be warm and supportive. Final Grade: High Pass.



PEDIATRICS: HIGH PASS

12/5/2016 - 1/27/2017

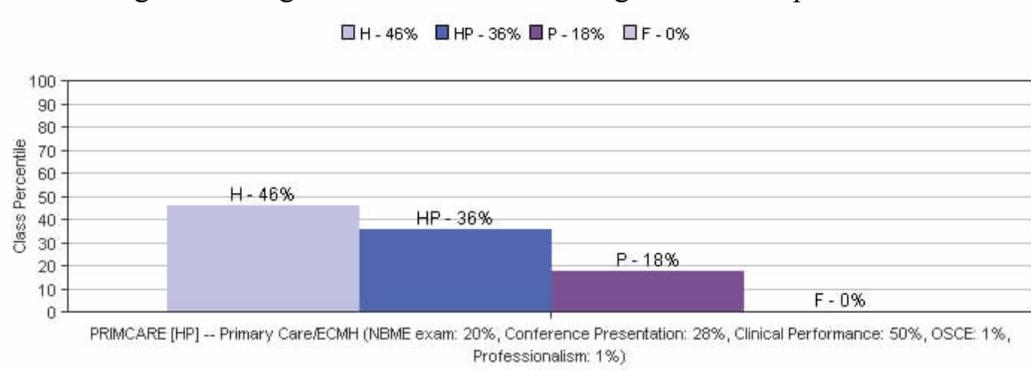
During his six-week pediatric clerkship, Typical rendered an excellent performance. His history taking skills were above average for his level of training. He was an active member of the healthcare team and was a strong advocate for his patients. Typical followed his patients diligently, and knew every detail about his patients. In addition, Typical was intellectually curious and was constantly reading about his patients. He researched the literature and was eager to share his findings with the medical team. His oral case presentations were clear and well organized. Typical was enthusiastic about learning and improving his clinical skills. He was a quick learner and responded well to feedback. His written histories and physicals demonstrated a clear thought process. According to his outpatient preceptor, "Typical had excellent clinical skills. He performed good PE's and well thought out differentials. He even did well with complex patients." His fund of knowledge, as assessed by his clinical evaluators was excellent. His score on the NBME Subject Examination was at the national average. On the basis of his performance, we believe Typical will make an excellent house officer and physician. He receives a grade of HIGH PASS for the pediatric clerkship.



PRIMARY CARE: HIGH PASS

1/30/2017 - 2/24/2017

Typical performed at an excellent level during the Primary Care Clerkship. He demonstrated very good ability to take a history and perform a physical examination. He worked very well with the team and adapted to a busy outpatient medical practice. He communicated well with patients and his write-ups were outstanding. He was very well prepared for his Weekly Report sessions. His oral case presentations were concise, organized and well delivered. He revealed outstanding depth of reading, often going to the original literature, which he used to teach his peers. He taught very well with nicely focused teaching points. His Learner Centered Learning Goal presentation on “Outpatient Management of Asthma” was considered excellent. It was researched and presented in a straightforward manner. His NBME Ambulatory Medicine score was 72, which is just below the national mean, however his clinical judgment was consider very good. His clinical preceptor felt his strengths to be data gathering, write-ups and collaboration. He is reliable and professional. He receives a grade of High Pass for his work during this clerkship.



SURGERY CLERKSHIP: PASS

2/27/2017 - 4/21/2017

Typical did a good job on the surgery clerkship and earns a grade of Pass.

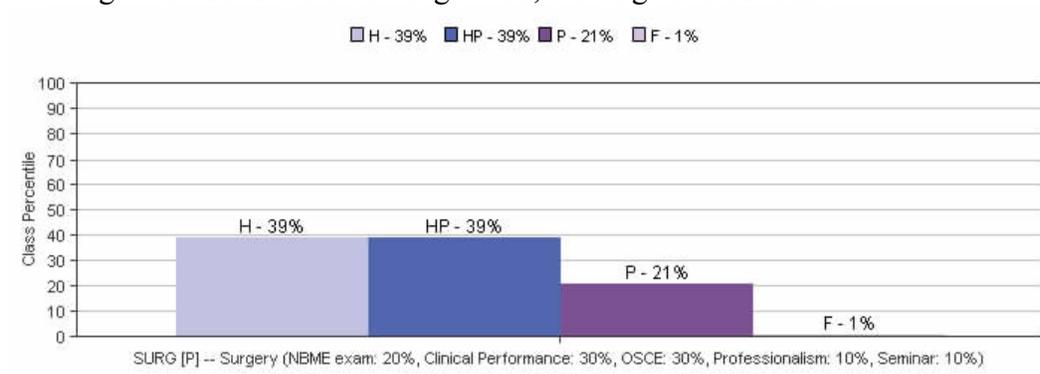
His knowledge as assessed on the NBME Surgery Subject Exam was very good, as demonstrated by a score in the 70th percentile nationally. On service, Typical’s preceptors and residents found his fund of knowledge to be below the level of peers.

Typical’s preceptors and residents found his clinical performance to be good. His reasoning and judgement were very good.

Typical’s professional behaviors and attitudes as measured on performance appraisals were fair. As a team member, Typical was a very good collaborator and a good communicator.

Typical’s preceptors and residents describe him as organized and hard working. "I have the students keep a log of patients seen in clinic and whom they participated in surgery. Typical's was very

complete and detailed, indicating he is a self-learner. He did well in the OR taking a proactive role." "Typical was reliable and engaged. He picks up quickly on ways he can help. He is consistently professional." "Overall, Typical's performance was solid. He is intelligent, motivated, and hard working. His H&P's were well organized, thorough and concise."



ENDOCRINOLOGY: HONORS

5/8/2017 - 6/2/2017

Typical is an excellent student and will make a fine resident. He is mature, easy to work with, and did a great job working with patients and families, as well as the health care team. He had well thought-out histories, physicals, and especially thorough and thoughtful impressions and plans. He was also able to complete all of his notes and documentation in an efficient and thorough manner. In addition, he was quite thoughtful when working with less experienced medical students and did some teaching of his own. It was a pleasure working with Typical and we hope to work with him again.

MEDICINE SUBINTERNSHIP: HIGH PASS

7/3/2017 - 7/28/2017

Typical did an excellent job during his medicine sub-internship. He worked well with the team and functioned at the level of an intern. During the month, Typical demonstrated a strong work ethic, enthusiasm for patient care, and excellent patient rapport. Typical's team was impressed with his use of the medical literature to help answer clinical questions or provide evidenced based care for his patients. He taught the junior students on the team daily. Typical was able to communicate with consultants and ancillary staff, as well as his patients. Typical was very receptive to feedback and worked to improve his knowledge and patient care throughout the month. His resident commented, "Typical is a great communicator, humble and a team player." His attending stated, "Typical is a thoughtful, dedicated, and conscientious student doctor, who worked tirelessly throughout this rotation. He consistently taught something about every patient to the rest of the team." Typical's final grade for the medicine sub-internship is High Pass.

EMERGENCY MEDICINE: PASS

7/31/2017 - 8/25/2017

Typical had a very good performance during his Emergency Medicine clerkship. He has excellent clinical skills and sound judgment. He is often able to perform thorough yet problem focused histories and physical examinations. His case presentations are generally concise and focused. Typical is able to develop ED appropriate diagnostic and therapeutic plan for his patients. He is able to apply his knowledge to the given clinical situation during case discussions. He is eager to learn and receptive to feedback. Typical demonstrated consistent improvement throughout the month and was often able to function independently by the end of the clerkship. He communicates effectively with his patients as well as ED staff; he integrated into established teams. He completed all required procedures and his technical skills are appropriate for his level of training. Comments made about his clinical performance include: "personable and professional; great rapport with patients; accurate clinical impressions; seeks feedback appropriately." His fund of knowledge, as measured on the NBME subject examination, is on par with his peers. He was prepared for and

participated in conferences. Typical will be an excellent resident. The final grade for the clerkship is PASS.

SUMMARY

Typical has demonstrated immense effort and aptitude and has clearly excelled during his career at the Feinberg School of Medicine. He has been selected as a member of the Gold Humanism Honor Society for his demonstration of excellence in humanistic clinical care, leadership, compassion and service.

Based on a comprehensive review of Typical's academic record, his overall medical school performance has been **excellent** in comparison to that of his peers at this institution. Students in the "excellent" category (third tier) have demonstrated their ability to excel in several of the required clerkships. This group constitutes approximately 28% of the Class of 2018. Category placement is determined by grades in the required clerkships. Grades of Honors are awarded one point, High Pass 0.5 points and Pass 0 points. The point total is weighted by the length of the clerkship. Please note that USMLE scores, leadership roles and extracurricular activities are not considered in category placement. The Feinberg School of Medicine does not compute class rank.

We believe that Typical will be an excellent addition to your residency program.

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



Sandra M. Sanguino, MD, MPH
Associate Dean for Student Affairs



Marianne Green, MD
Senior Associate Dean for Medical Education

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 demonstrate competency achievement in the following competencies: (1) Patient-Centered Medical Care; (2) Effective Communication & Interpersonal Skills; (3) Medical Knowledge & Scholarship; (4) System Awareness & Team-Based Care; (5) Personal Awareness & Self-Care; (6) Community Engagement & Service; (7) Continuous Learning & Quality Improvement; and (8) Professional Behavior & Moral Reasoning. 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.

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 2018 is shown in the table below:

| | GPA Science | GPA Total | MCAT Verbal | MCAT Physical | MCAT Biological |
|-----------------|--------------------|------------------|--------------------|----------------------|------------------------|
| National | 3.63 | 3.69 | 10.0 | 10.6 | 10.9 |
| Feinberg | 3.78 | 3.82 | 10.8 | 12.3 | 12.3 |

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 currently 99% 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 2018.

Special characteristics of the medical school's educational program:

The Feinberg curriculum is divided into 3 phases. There are 4 major curricular elements: Science in Medicine, Professional Development, Health & Society, and Clinical Medicine. In addition, each element has associated curricular "threads" that continue throughout all three phases of the curriculum.

Phase 1 consists of a number of modules that begins with "Foundations" and then moves through 11 organ system- based modules. There are several "Synthesis and Application modules" (SAM) that are meant to help students apply information from previous modules in active learning formats (TBL, simulation, and small group work). Each module has content from all 4 elements and associated threads. In addition, each student is required to develop and complete an "Area of Scholarly Concentration", which is a faculty mentored research project before graduation (except for dual degree students). Students complete Phase 1, prepare for USMLE Step 1, and can begin their clinical rotations in the first week of May of their second year.

Phase 2 and 3 consists of required clinical rotations with additional SAM modules. There is also a Capstone course that all students must complete in the spring of 2018.

Unique Courses taught during the Clerkship Years:

Phase 2 Interdisciplinary Curriculum (IC- 2)

In Phase 2, students have the Interdisciplinary Curriculum one Friday afternoon a month. The overall goal of IC-2 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.

Education Centered Medical Home (ECMH)

Some students in the Class of 2018 participated in an ECMH. The ECMH is a four-year, longitudinal, ambulatory experience based in existing primary care clinics where multi-level student teams (4 from each class) work collaboratively to care for "high-risk" patient panels. Didactics (monthly ECMH Grand Rounds) focus on nationally endorsed Patient-Centered Medical Home principles. This is indicated on their transcript and they receive 4 weeks credit in the M3 and/or M4 years.

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 Phase 1 are evaluated on a Pass or Fail basis.

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 assigning an arbitrary percentage. 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 Phase 2 Clerkships: Medicine, Surgery, Obstetrics-Gynecology, Pediatrics, Neurology, Primary Care, (or an Education Centered Medical Home), and Psychiatry. Required Phase 3 Clerkships: Sub-internship (Medicine, Pediatrics, Surgery or Ob-Gyn), Emergency Medicine, Intensive Care Unit Rotation (Medicine or Pediatrics), and Physical Medicine & Rehabilitation.

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. Elective credit can be granted for research, providing the research is approved and deemed meritorious by the Student Research Committee.

Overall evaluation of the Class of 2018

Based on their performance in the required clerkships, students have been placed in one of four tiers as suggested by the AAMC MSPE Recommendations. We have numbered these tiers from the highest (first tier) downward (second tier) etc. The individual student's tier is specified in the "Summary section."

There is no numerical designation of class rank. About 1% of the students in the Class of 2018 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 (all that apply are listed in BOLD):

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 Affairs 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