

The Medical Student Performance Evaluation – MSPE

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History

- 1989 – Dean’s letter becomes an official document
- Not a letter of recommendation but a letter of evaluation
- Letter should be able to “distinguish the applicant from his/her peers”
- Letters of recommendation should be separate

Dean's Letter Advisory Committee

- 2000 – lack of uniform implementation of 1989 recommendations
- A decline in the importance of the Dean's letter to the GME community
- The institution of ERAS (Electronic Residency Application Service)

DLAC Recommendations

- 2002 AAMC approval
- Timeline – after successful completion of all core clinical (3rd year) rotations
- Responsibility – This is a faculty responsibility. The writer must have access to all relevant information. Each student should be interviewed.
- Student Review – As an institutional assessment, student review is permitted

Current Practices

- Author – In U.S., primarily Student Affairs Deans. In Canada, always Education Deans. – Student Affairs “parent, not principal”
- Release Date – released by ERAS on 10/31 at midnight

ERAS

- Launched 1995 with first electronic transmission – one specialty, Ob/Gyn
- 2003 – ERAS for Osteopathic Programs launched. All D.O. schools now provide a MSPE for their students.
- ECFMG strongly recommends that international medical schools also use the MSPE format
- In 2010, almost 2.5 million MSPEs sent via ERAS on behalf of > 40,000 applicants

Components of the MSPE

- Name, Med School, Dates entered/graduate
- Unique Characteristics
- Challenges/Problems during medical school
- Academic history
 - Actions, Time out
- Narratives from courses
- Summative assessment
- Appendices - 2

Appendices

- A – graph of class academically
- B – graph of final ranking of class

MEDICAL STUDENT PERFORMANCE EVALUATION

**For
Student**

November 1, 2010

Student is a fourth-year student at the University of
..... School of Medicine in

UNIQUE CHARACTERISTICS

Student came to the School of Medicine with a Bachelor's degree from Cornell University where he majored in Chemistry and Chemical Biology. After college, Student took a year off and worked as a research assistant in the Voelker laboratory at National Jewish. His project was a study of lipid biochemistry in a yeast model and he was part of the team that discovered a novel lipid biochemical pathway. He has published this work. In addition to his time in the laboratory, Student also shadowed a pulmonologist in order to gain additional clinical experience. Student also started working as a counselor at the Chinese Heritage Camp this year and he has continued this work throughout medical school. He works with children who have been adopted from Asian countries to Caucasian households helping them learn about their cultural background. Student has done well in medical school, and he has been recognized for his excellence in research and leadership with a number of awards. After completing the first year, he was accepted to a summer Oncology Research Fellowship program at The Children's Hospital of Los Angeles and the University of Southern California. During this work, he learned additional techniques and completed another research paper. In addition to his academic and research accomplishments, Student has been active in a number of extracurricular venues. He has served as co-president of his class, as a voting member of our Admissions Committee and he has been both treasurer and vice-president of Medical Student Council. Student also was co-chair of the Internal Medicine Interest Group and the Executive Chair of the Oncology Student Academic Community and he is active with the local Asian American Community. Student is a successful student who is also a leader and a teacher and he says that one of his strengths is his ability to relate to difficult patients and to educate his patients.

ACADEMIC HISTORY AND PROGRESS

Expected Graduation Date: May 2011

Matriculation Date: August 6, 2007

USMLE Step 1 Passed 2009

USMLE Step 2CK Passed 2010

Alpha Omega Alpha 2010

Years 1 & 2

Basic Science and Foundations of Doctoring Record:

Student completed the basic science curriculum in two years, successfully passing all his courses with honors grades in those listed below.

First Year Honors

Molecules to Medicine

Nervous System

Blood and Lymph

Digestive, Endocrine, Metabolism Systems

Second Year Honors

Disease and Defense

Life Cycle

Health Care/Public Policy (elective)

Infectious Disease

Clinical Clerkship Record:

(Chronological order)

PSYCHIATRIC CARE (4 WEEKS) HONORS

The Psychiatry attending in the Denver Health Medical Center Emergency Department said Student was an exceptional student. He was prompt, reliable, and extremely helpful; eagerly going above and beyond what was required. The nursing staff was also very complimentary. Another attending said Student did an outstanding job on this rotation. He is clearly very bright, interested in the patients, an active participant, and very professional. His fund of knowledge and skill with patients was well above expectations for a student at this level of their training. He needs to seriously consider psychiatry. The course director said Student gave an excellent presentation, "Self Mutilation" in the Students' Seminar.

Fourth Year Clerkships:

CARDIOTHORACIC SURGERY: HONORS

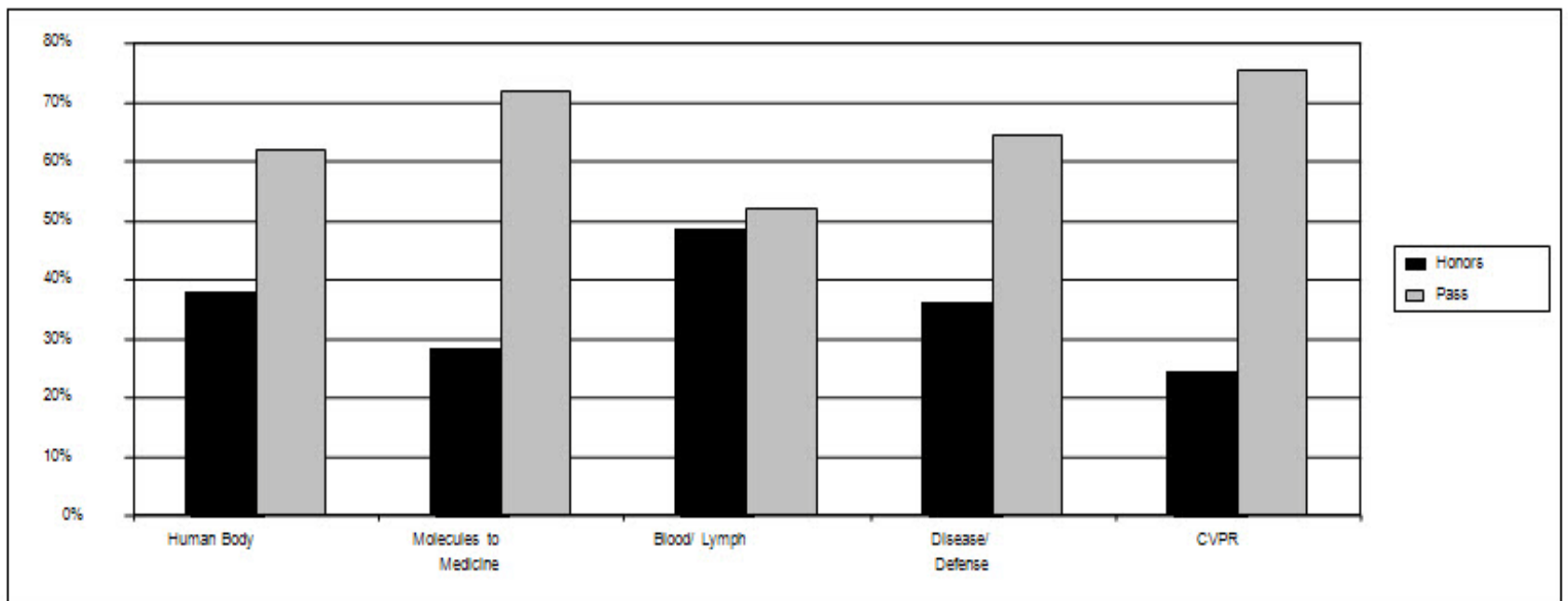
One attending on this senior rotation described Student as an excellent student who was well organized and thought out plans well. He did an outstanding job. A second attending said Student was a highly skilled and articulate student with exceptional bedside presentation skills. He had a good knowledge base and was improving in formulating his working plans/diagnosis for patients. The team's resident said Student was a very charismatic person who works very well. He was always very helpful and quickly took responsibilities. She had worked with Student in third year and was impressed with his progression.

SUMMARY

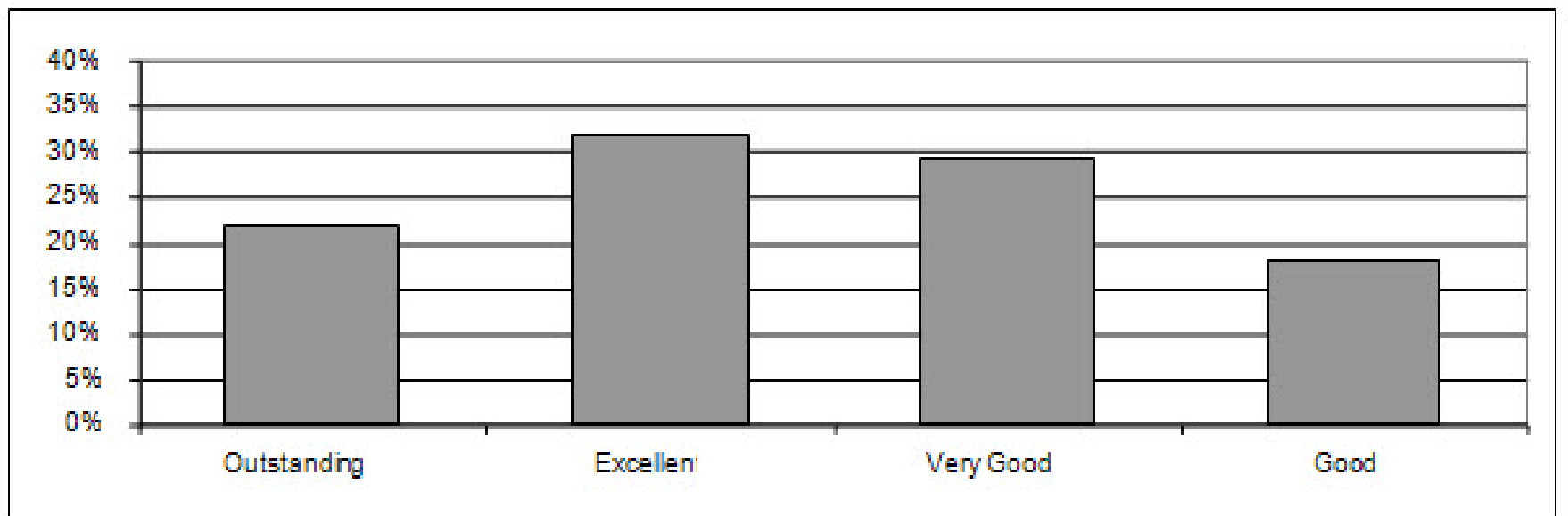
Student is a very bright student who is a leader and a teacher. He had an outstanding performance in the basic science curriculum with Honors grades in the majority of the first and second year blocks. He then went on to a truly outstanding third year performance, with Honors grades in every clerkship where this grade is given. The written evaluations support these grades as he was consistently noted to be working well above expectations. Many of the faculty who worked with him described him as one of their best students and tried to recruit him to their fields. Student came to each rotation with an extremely strong knowledge base and he demonstrated that he could easily apply the knowledge to clinical care. His many strengths include his strong clinical skills and his ability to relate to his patients with an exceptional bedside manner. His professionalism and a very strong work ethic endeared him to his patients and his colleagues. An attending on surgery said Student was better prepared for cases than many of the senior residents, with an excellent grasp of surgical principles. Student continues to excel as a senior, with Honors grades in all of his rotations and comments that reflect his readiness to become a strong resident. He was described as a charismatic student who took ownership of his patients and he was already working at the intern level with very little supervision needed. Student is going to be a very strong asset to the program that selects him and he is going to make an outstanding physician. Student is ranked as **outstanding** compared with his peers at the School of Medicine.



Appendix A



Appendix B



SONDHEIMER



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Tomorrow's Doctors, Tomorrow's Cures

Learn

Serve

Lead

Association of
American Medical Colleges