



Medical Student Performance Evaluation
for
Jane Doe Smith
October 1, 2015

Identifying Information

Jane Doe Smith is a fourth-year student at the University of Central Florida College of Medicine in Orlando, Florida.

Unique Characteristics

Born and raised in Satellite Beach, Florida, Jane is the eldest of two siblings. Her mother, currently employed as a project manager in defense contracting, was a homemaker during Jane's childhood and taught her the importance of integrity and compassion. Her father, an accountant, instilled in her a desire to strive for excellence and set high standards for herself. Despite having no physicians in the family, she was drawn to the medical field at an early age, and her interests were strengthened by her aptitude for science and mathematics throughout high school, where she was the recipient of the Rensselaer Medal. Following high school, Jane attended New College of Florida in Sarasota, Florida.

Unfortunately, Jane's father suffered an early death during her undergraduate years. Despite this tragedy, Jane persevered and graduated from New College of Florida in 2010 with a Bachelor of Arts degree in chemistry. At New College, Jane was involved in laboratory research in bioinorganic chemistry under Suzanne Sherman, Ph.D., and she had the unique experience of being employed part-time as the sole polymer chemist for Salvatore Ophthalmics, a Sarasota-based company that manufactured contact lenses. She also served as a teaching assistant for both general and organic chemistry, as well as a tutor for a high school student in math and science. Her love for teaching grew, and she ultimately chose an educational project for her required senior thesis at New College: she was responsible for developing a computer program using HyperCard to teach students how to solve organic chemistry problems. She had initially planned to attend graduate school in chemistry after graduating from New College, but during her senior year, she realized that her real passion was for applying her aptitude for science to the care of patients. Following her graduation from New College in 2010, Jane spent a year teaching earth science, integrated science, and biology at Rockledge High School, where she also served as the basketball cheerleading coach, while she applied for medical school.

Since arriving at the University of Central Florida in August of 2011, Jane has proven to be a determined leader with a strong work ethic. She was elected by her peers to serve as president of the UCF COM AMSA chapter in her second year, leading one of our most active student organizations in community service. In particular, Jane served as co-chair of the annual health fair and our Students Teaching AIDS To Students (STATS) program, in which medical students teach middle school students about preventing sexually transmitted infections. Jane also dedicated her time to serving the underserved, volunteering at our KNIGHTS Clinic, which is a student-run, free clinic in Orlando. During her second year of medical school, Jane's mother suffered a traumatic brain injury

after falling off of a 6 foot ladder, fracturing her skull. As the oldest child, Jane felt a tremendous sense of responsibility for her family, and she played a significant role in helping her mother to recover, particularly in terms of securing employment and ensuring a strong financial future. This event had a significant impact on her personal growth and development, and she handled this with a maturity beyond her years. Her father's death and her mother's head injury have instilled in her a sense of compassion and empathy for her patients that can only come from personal experience.

Academic History

| | |
|---|----------------|
| Date of Expected Graduation from Medical School: | May 2016 |
| Date of Initial Matriculation in Medical School: | August 2012 |
| 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 Progress

Preclinical/Basic Science Curriculum:
Jane earned primarily A (Excellent) grades, with 1 B (Good) grade, in the preclerkship curriculum. She passed the USMLE Step 1 examination with a score of 230.

Core Clinical Clerkships:
Jane passed the USMLE Step 2 CK examination with a score of 236, and she passed the USMLE Step 2 CS examination.

Following are the narrative comments submitted by clerkship directors, attending physicians, and residents in the order in which Jane experienced the core clinical clerkships. The comments are edited only for length, grammar, and redundancy. Given that we are a new medical school, it is important to note that the majority of the clinical faculty who evaluate our third and fourth year medical students have a long history of undergraduate and graduate medical education experience; in particular, our clinical faculty have experience working with third and fourth year medical students from other state medical schools, as well as with students on visiting electives, and they are able to compare our students' performance to that of students from other institutions.

Neurology: B5/18/2014 – 6/28/2014

Attending physicians commented, “She was outstanding in her abilities across the board, and even her fund of knowledge regarding the subject matter at hand was exceptional and spontaneous. She is very respectful to patient’s needs and takes excellent medical histories. I am very impressed and recommend her highly.” Our team was impressed with her clinical performance and recommends her highly. Great job.

Psychiatry: A6/29/2014 – 8/8/2014

Ms. Smith’s performance was rated very highly by her preceptors, who described her as motivated, prompt to volunteer to do clinical work, and as showing initiative to utilize relevant research findings from the literature. Her preceptors clearly enjoyed working with her and found her very mature and compassionate.

Internal & Family Medicine: A8/18/2014 – 11/8/2014

Attending and resident physicians described Jane as “very motivated to learn and very professional. She showed great interest and enthusiasm during rounds and actively participated in discussions about patient care. Her questions were pertinent and reflected good clinical insight. Her presentations are well organized and complete, and she appears to be very comfortable in the clinical setting. She was an excellent student, a pleasure to work with and an asset to our team. She worked beyond the level of a third year student, and she will be an excellent clinician in whatever field she chooses.”

Jane did an excellent overall job during her internal and family medicine clerkship. Jane has consistently had an excellent attitude while working in the clinical environment. She is always a consummate professional and was well-received by her resident and attending physician preceptors alike. She was noted to always be prepared and ready to work. Significant strengths noted include her intrinsic motivation and ability to show strong self-initiative. More than one preceptor commented on this ability and noted that her ability to go “above and beyond” what was expected set her apart from other medical students. Her strong clinical skills and intuitive clinical knowledge were noted by one preceptor to be above the level of a third year medical student. Overall, Jane is clearly on her way to becoming a caring and competent physician.

Pediatrics: B11/9/2014 – 12/19/2014

Attending and resident physicians noted that, “Ms. Smith is a very confident, motivated individual with a keen interest in learning and participating in patient care. She exhibited a natural and engaging manner with patients and their families, and this allowed her to obtain the pertinent medical information as well as perform examinations on children who are often not cooperative. She demonstrated the highest level of professionalism and was a pleasure to have in our office. Jane has a thirst for knowledge. Jane will have a great career in medicine, whatever field she chooses. She has the makings of an excellent physician.”

The unique combination of great attitude, pleasant personality, incredible professionalism, and well-developed clinical skills (data gathering to decision making to patient communication) made Jane Smith immensely successful on her pediatric clerkship. She is an avid reader and applies her reading to patient care as well as taking it upon herself to educate her peers – a skill to be encouraged at this early level of training. This student is genuinely interested in all aspects of medicine and has a gift for sharing her enthusiasm.

Obstetrics and Gynecology: A

1/5/2015 – 2/14/2015

Attending physicians described Ms. Smith as “a pleasure to work with. She was well-prepared and well-read on this rotation. She made a strong effort to do her best and it showed. She took initiative both in seeing patients and learning. I was especially impressed with her bedside manner, her work ethic and with her enthusiasm. I am sure that she will excel in her chosen field, and we (Ob/Gyn) would be fortunate if she chooses ours!”

Ms. Smith received a well-deserved grade of A for her performance on the rotation in Obstetrics and Gynecology. In all aspects of the rotation, she clearly excelled. Attendings and residents consistently described her as one of the best students they have worked with in the past year. She was proactive in her learning, demonstrated advanced surgical skills for her level of training, and had a strong fund of knowledge. She was always engaged and enthusiastic and actively sought feedback on her performance in order to augment her skill set.

Surgery & Surgery Selectives: A

2/15/2015 – 5/9/2015

Attending and resident physicians described Jane as “an exceptional student who possesses an unusual combination of confidence and appropriate aggressiveness while maintaining humility and a teachable mindset. Jane is simply a joy to teach. She is consistently eager to be actively involved in patient care and is outstanding in the operating room. She has great fund of knowledge for a student at her level, and if she doesn’t know something one day, she comes back the next day well-read on the subject.”

Summary

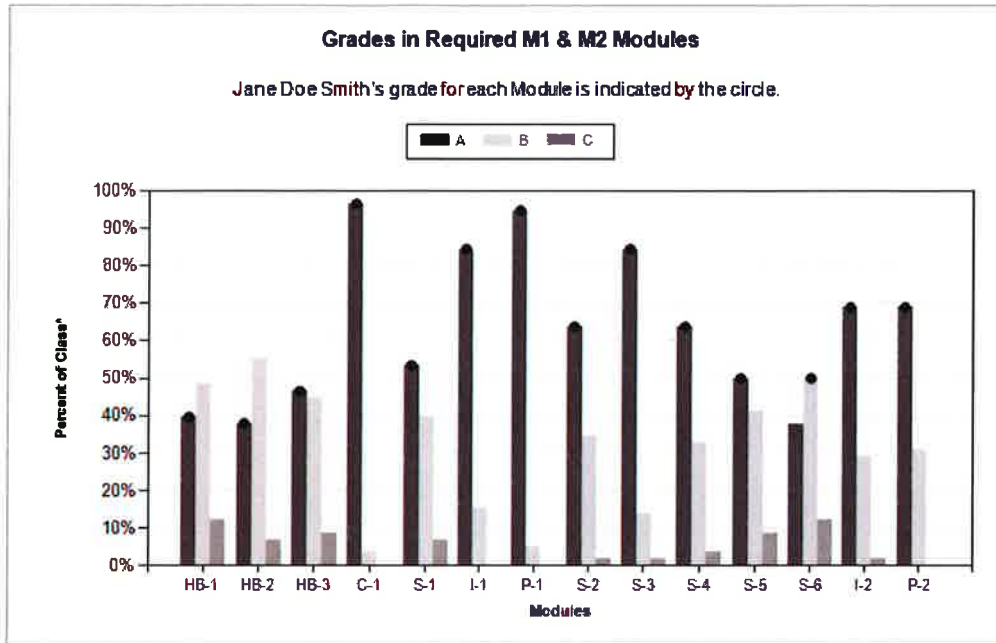
Jane is a hardworking, dedicated, and gifted student who is passionate in her pursuit of excellence. She is academically talented, as evidenced by her excellent academic performance across both the preclinical and clinical years of her education. Her evaluations in the clinical clerkships reveal a student who consistently exceeds expectations and performs at a level beyond her years of training. She is enthusiastic, motivated, and clinically and technically gifted. Not only is she academically bright and a talented clinician, but she also has strong leadership skills and the ability to bring out the best in others.

In conclusion, Jane’s overall performance in medical school is **excellent** in comparison to that of her peers at UCF. Please refer to Appendix D for information on how student performance has been categorized at our institution. We believe Jane will be an excellent physician and a stellar addition to any residency program.

If we can provide any additional information, please do not hesitate to contact us.

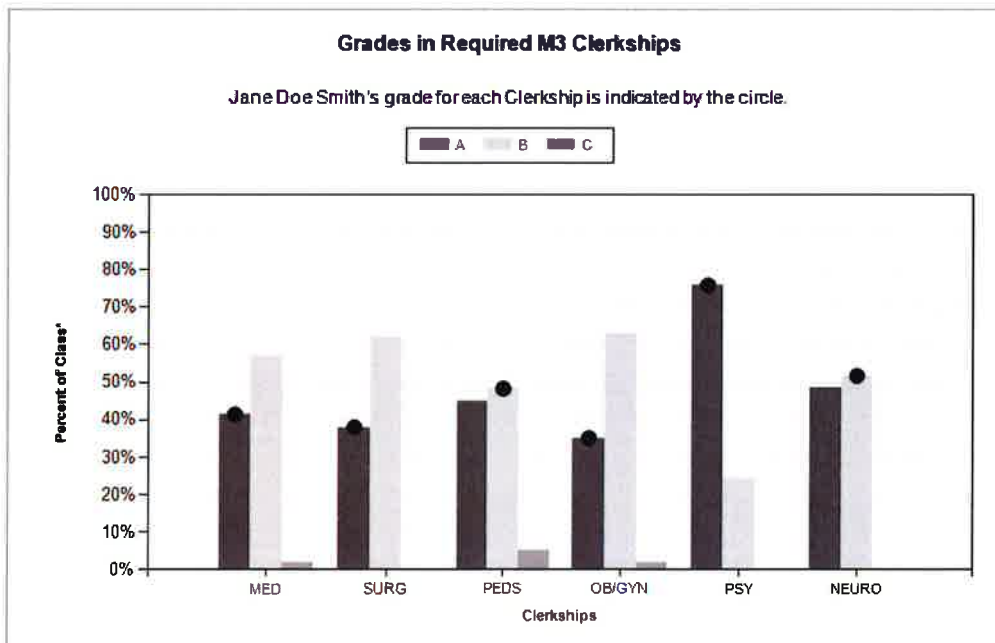
APPENDICES

Appendix A: Graphic Representations of Comparative Performance in Preclinical Coursework



* The percentage is based on a total class enrollment in each module

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



* The percentage is based on a total class enrollment in each module

Appendix C: Performance in Professional Attributes

The University of Central Florida College of Medicine demands that our students maintain the highest standards of professionalism. Any notable performance deviations, either above or below our expectations, are described in the narrative comments. Otherwise, all students meet our high standards of professionalism.

Appendix D: Overall Comparative Performance in Medical School

The University of Central Florida College of Medicine does not calculate a grade point average or designate a formal class rank. Instead, a qualitative ranking system is used to compare an individual student's performance to his/her class. The students in the Class of 2015 were designated as **outstanding, excellent, very good, good** or **satisfactory** on the basis of their overall academic performance in years 1 through 3 of our curriculum. We have included a description of the categories, as well as the percentage of the class in the top three categories, below:

Outstanding: Students in this category have maintained the highest standards of excellence throughout their entire undergraduate medical education. They have received the highest possible evaluations in their required clinical clerkships. They have earned nearly all A grades throughout the M3 year, and for the most part, the entire MD curriculum. Approximately 22% of the class is in this category.

Excellent: Students in this category have consistently demonstrated the ability to excel throughout their undergraduate medical education. They have received excellent evaluations in their required clinical clerkships. They have earned A grades in the majority of the clerkships and modules throughout the entire MD curriculum. Approximately 31% of the class is in this category.

Very Good: Students in this category have demonstrated the ability to excel in several of the required components of the curriculum. They have received strong evaluations in their required clinical clerkships, and they have earned mostly A and B grades throughout their undergraduate medical education. Approximately 20% of the class is in this category.

Good: Students in this category have met all requirements of the MD curriculum without difficulty, and in some areas, they have excelled. They have received solid evaluations in their required clinical clerkships.

Satisfactory: Students in this category have met all requirements of the MD curriculum. While these students may have encountered some academic difficulty during their undergraduate medical education, they have successfully remediated any difficulties and progressed through the curriculum.

Appendix E: Medical School Information Page
University of Central Florida College of Medicine
Orlando, Florida

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

Mission Statement: The University of Central Florida College of Medicine educates and inspires individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all. Our patient-centered mission is achieved by outstanding medical care and services, groundbreaking research, and leading edge medical and biomedical education in an environment enriched by diversity.

Special characteristics of the medical school's educational program:

Overall, the four year medical curriculum at UCF is designed to fully integrate basic science and clinical medicine, provide students with an appreciation of cultural diversity and the need for sensitivity in treating patients, foster professionalism in all interactions, and ignite a passion for life-long learning. The first two years of the curriculum are structured into modules, with the first year focusing on a fundamental understanding of how the various basic science disciplines relate to the normal human body. The second year takes an organ system-based approach and applies the basic knowledge of the first year to the study of clinical disease, pathological processes, and treatment. The curriculum also covers psychosocial issues, cultural differences, communication skills, and physical diagnosis skills as they relate to the different topics in medicine. Included in the first two years is the Focused Individualized Research Experience (FIRE) module. The central purpose of this module is to allow each student to independently pursue an area of passion that brought him or her to medical school. Students receive training, tools, and mentorship enabling them to successfully conduct a rigorous, independent, and scholarly research project.

Pre-clerkship Modules:

Human Body (HB) modules are a series of modules that integrate the basic science topics relevant to a medical education in an interdisciplinary approach throughout the first year curriculum. The first HB module (HB-1), *Molecules to Cells*, integrates the disciplines of biochemistry, molecular biology, genetics, nutrition, pharmacology, and cell biology. The second HB module (HB-2), *Structure and Function*, is a multidisciplinary approach to anatomy, physiology, histology, embryology, and neuroscience. The final HB module (HB-3), *Health and Disease*, integrates microbiology, pharmacology, and immunology.

System (S) modules take an organ system-based approach and apply the basic knowledge of the HB modules to the study of clinical disease, pathological processes, and treatment. The S modules begin at the end of the first year of study and span the entire second year curriculum. The S modules include *Hematology and Oncology*, *Endocrine and Reproductive Systems*, *Cardiovascular and Pulmonary Systems*, *Gastrointestinal and Renal Systems*, *Skin and Musculoskeletal Systems*, and *Brain and Behavior*.

The **Practice of Medicine (P) modules** run throughout the entire first and second year curriculum and are designed to prepare students for the clinical aspects of medicine, including communication, physical examination, and documentation skills.

The **Focused Individualized Research Experience (FIRE) module** spans the first and second years of study and requires that each student prepare a proposal, complete an independent research project, and present their findings in a mini-conference at the end of the second year.

The **Psychosocial Issues in Healthcare (C)** module, which wraps up the first year studies, provides students with an understanding of the role of psychosocial factors in illness and its treatment. This module is taught entirely by Team-Based Learning (TBL), which further fosters the teamwork and collaborative spirit necessary for development into a successful physician.

Third and Fourth Year Curriculum:

The third and fourth years of the curriculum are devoted to clinical experience through clerkships, selectives, and electives. The third year is composed of six core clerkships, which include *Internal and Family Medicine* (12 weeks), *General Surgery and Surgical Selectives* (12 weeks), *Pediatrics* (6 weeks), *Obstetrics and Gynecology* (6 weeks), *Psychiatry* (6 weeks), and *Neurology* (6 weeks). The fourth year includes a required clerkship in *Emergency Medicine* (4 weeks), two required Acting Internships, and five to eight electives.

Integrated throughout all four years of the M.D. program, **Longitudinal Curricular Themes (LCT's)** emphasize critical aspects of medicine and medical care that are not addressed in the basic core curriculum. The LCT's include Ethics and Humanities, Gender-Based Medicine, Medical Informatics, Medical Nutrition, Geriatrics and Principles of Palliative Care, Cultural, Health and Society, and Patient Safety.

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

Four years

Description of evaluation system used at the medical school:

Pre-clerkship modules in the first two years and required clerkships in the third and fourth years are evaluated on an A (Excellent), B (Good), C (Conditional), F (Unacceptable) basis.

Electives are evaluated on a Pass or Fail basis.

The UCF College of Medicine does not calculate a GPA or use a formal class rank.

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
- 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).

All MSPE's are prepared by the Associate Dean for Students, Assistant Dean for Students, or the Associate Dean for Faculty and Academic Affairs and selected members of their staff. The Associate and Assistant Deans for Students hold individual meetings with each student at the end of the third year during which time the student's entire academic record is reviewed and the student provides information regarding his/her leadership, extracurricular, and research experiences. The MSPE is then prepared from the student's official evaluations, editing the narrative clerkship evaluations only for length, grammar, and redundancy, and the student is given the opportunity to review the MSPE for accuracy prior to its transmission.

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

- Yes
- No