

# The Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) is a major part of the residency application process. It describes, in a sequential manner, your performance through three full years of medical school. The MSPE includes an assessment of your academic performance and highlights professional attributes. The MSPE is not a letter of recommendation but rather a compilation of your academic record and information you choose to highlight. The AAMC issued new recommendations for the MSPE this past fall, which can be found here: <https://www.aamc.org/download/470400/data/mspe-recommendations.pdf>. The recommendations aim to reduce redundancy in the residency application, increase standardization and transparency, and provide opportunities for program directors to holistically review applicants. We will be adhering closely to these guidelines.

The Office of Student Affairs compiles your data into one document to form the MSPE. In addition, and as a reminder No single person writes the MSPE, and no one involved in the MSPE preparation has a role in evaluating you. You will meet with your Faculty Advisor at the end of third year (or beginning of 4th year) to review the MSPE.

The MSPE is considered a component of the students' academic record and, thus, is available for your review. We allow a review of the MSPE in mid-July and a final review in mid-September for the purposes of fact checking, but do not allow revisions to the evaluative statements in the MSPE.

If you are in the MSTP Program, you will have a letter added to your MSPE written by Graduate School of Bio-medical Sciences. This letter will explain your progress as a PhD student and your accomplishments. This will be at the beginning of your MSPE, prior to your identifying information. Student Affairs works with the MD/PhD Program to ensure that this portion of the MSPE is complete.

The MSPE does not stipulate a student's specialty choice.

Please see comments below that describe in each section of the MSPE where the information comes from and how it is compiled.

Office of Student Affairs



Office of Student Affairs  
Department of Medical Education

T 212.241.4426  
F 212.369.6013  
student.affairs@mssm.edu

Mount Sinai  
One Gustave L. Levy Place, Box 1257  
New York, NY 10029-6574

## MEDICAL STUDENT PERFORMANCE EVALUATION

for  
**Leslie Student**  
**October 1, 2017**

Your legal name, as listed in the school's records.

Date that MSPE will be released to programs.

### IDENTIFYING INFORMATION

Leslie Student is a fourth-year student at the Icahn School of Medicine at Mount Sinai in New York, New York.

Static for all students, only thing that is different is the name of student in their specific MSPE. Additional wording will be added for MD/PhD Students.

### NOTEWORTHY CHARACTERISTICS

Leslie Student grew up in Buffalo, NY where she was a competitive swimmer in high school. She went on to complete her Bachelor of Arts in Biology at Case Western Reserve University and worked for Teach for America for two years before medical school. Here at ISMMS, Leslie:

Written by the student using a template and guidelines, and edited together with the Faculty Advisor.

- Was involved in the Student National Medical Association (SNMA) since early in her first year. She took on a series of progressively larger leadership roles, culminating in the position of Treasurer nationally, and spearheaded a fundraising effort that garnered over \$30,000 for the organization.
- Was runner up for the William Carlos Williams Poetry Competition in 2015, and won first prize in 2016. She has had four of her poems published, one in the Journal of the American Medical Association.
- Has been an avid runner and completed one marathon for each of the years that she was in medical school. She qualified for the Boston Marathon which she is aiming to run this spring.

Maximum three characteristics.

This information is compiled directly from the student's academic record, from the Registrar's Office.

### ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	August 2014
Date of Expected Graduation from Medical School	May 2018
<i>For dual/joint/combined degree students:</i>	
Date of Initial Matriculation in other degree program:	Date
Date of Expected Graduation from other degree program:	Date
Type of other degree program:	Program

This will be added for dual/joint degree students only.

<p><i>For early assurance students:</i></p> <p>Leslie Student was admitted through the School of Medicine's Humanities and Medicine Program, a program established to allow attract qualified undergraduate students majoring in the humanities and/or social sciences early acceptance to the School of Medicine.</p>	
<p>Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:</p> <ul style="list-style-type: none"> <li>• Leslie Student took a leave of absence from January 1, 2016 to May 30, 2016</li> </ul>	Not Applicable (or Yes)
<p>Was the student required to repeat or otherwise remediate any coursework during her medical education? If yes, please explain.</p> <ul style="list-style-type: none"> <li>• Leslie Student successfully passed COURSE NAME on her second attempt.</li> </ul>	No (or Yes)
<p>Was the student the recipient of any adverse action(s) by the medical school or its parent institution?</p> <ul style="list-style-type: none"> <li>• Students with a disciplinary action from the Promotions Committee</li> </ul>	No (or Yes)

This will be added for early assurance students only.

**ACADEMIC PROGRESS**

**Professional Performance**

Leslie Student has achieved the competences for professionalism as specified by the Core Competencies of the Icahn School of Medicine. These competencies fall under the domains of service, advocacy, leadership and accountability, honesty and integrity, empathy and respect. We assess professionalism through a variety of methods including clinical evaluations, standardized patient exercises, mentorship and recognition programs.

Static for all students, except for students with a disciplinary action from the Promotions Committee.

**Leslie Student received commendation/commendations for exemplary professional behaviors) in the area of:**

- Teaching
- Tutoring
- School service
- Patient care

Will be added on a case by case basis.

## Year 1 and 2 Record

Static for all students.

Year 1 and 2 courses utilize a Pass/Fail grading system. The Art and Science of Medicine course also provides a narrative summary of a student's performance which is provided below.

Leslie Student passed all courses in year 1 and 2.

This will reflect if you have or haven't passed all of your year 1 & 2 courses. This information comes from the Registrar's records and student's transcript.

The following narrative evaluation is from The Art and Science of Medicine (ASM) course, which spans Years 1 and 2:

Leslie Student exceeded expectations in the domains of course session preparation, contribution of resources and knowledge to group discussions, demonstration of growth and ability to understand and apply new material, generation of hypotheses to explain problems under discussion, communicating clearly and logically, and showing responsibility towards peers and faculty.

In addition, in observed patient interactions, Ms. Student met expectations in her medical interviewing, physical examination skills, and communication skills.

The narrative is the student's final grade paragraph developed by the ASM course directors - students should have reviewed on Blackboard when grade was released.

## Year 3 and 4 Record

Static for all students.

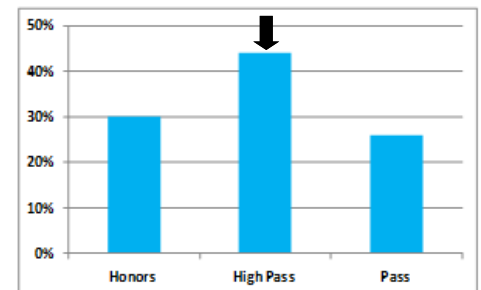
Year 3 and 4 clerkships and rotations utilize an Honors/High Pass/Pass/Fail system. In addition to the clinical rotations, students participate in five InFocus weeks which focus on patient safety and quality, advanced clinical skills, the law and economics of medicine, leadership skills, teaching skills and career planning. InFocus weeks are graded on a pass/fail basis. The following are narrative evaluations from required clerkships completed to date, shown in the order taken:

### Pediatrics

#### Grade: High Pass

Overall grade based on: Inpatient Clinical: 20%, Shelf Exam: 20%, Clinical presentation preceptor evaluation: 20%, Outpatient Clinical: 15%, Clinical reasoning assessment: 10%, Case seminar preceptor evaluation: 5%, Observed clinical encounter: 5%, Soap Note Form: 5%

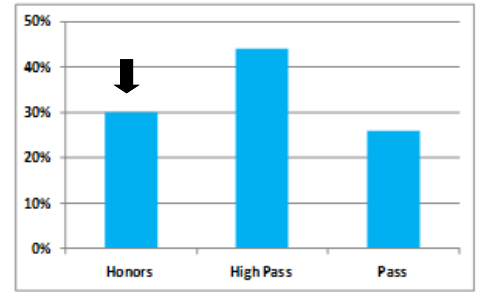
Leslie Student performed in an excellent to outstanding fashion during her Pediatric Clerkship. Faculty and housestaff rated her self-directed learning skills as outstanding, her medical knowledge and clinical application of knowledge were rated as excellent to outstanding, her communication skills and professional qualities as excellent and her interpersonal relationships with patients and peers as very good. Her potential as a house officer is excellent. Her score on the final oral examination was 40/40. The result of her NBME shelf examination was in the 90th percentile. Leslie's overall performance was excellent to outstanding, and she has earned a grade of High Pass for her pediatric clerkship.



## Surgery-Anesthesiology

### Grade: Honors

Overall grade based on: Clinical: 50%, Shelf Exam: 15%, Weekly quizzes: 10%, H&P Write-ups: 10%, Patient Centered Integrated Longitudinal Project: 10%, Procedure Card: 5%



Leslie was a truly outstanding surgical clerk. Attendings and residents alike praised her enthusiasm, dedication to patient care, and ability to work as part of a team. Her attending mentor wrote that Leslie was "an extremely smart, logical student who should make a very competent clinician." Her fund of knowledge was demonstrated by her score on the NBME Subject examination earning the 80th percentile. She earned the grade of Honors.

## Inpatient Medicine

### Pediatrics

### Ambulatory Care – Geriatrics

### Neurology

### Psychiatry

### InterACT

Static for all students, except dual degree which will be added in.

## SUMMARY

Leslie Student has, to date, achieved the core competencies for the MD program (and include here any joint degree from Sinai) at the Icahn School of Medicine at Mount Sinai. Our school does not rank students. Comparative performance in the core clerkships is included in the Academic Progress section, and Leslie Student's unique experiences and major accomplishments can be found in the Noteworthy Characteristics section.

Sincerely,

David Muller, MD  
Dean, Medical Education  
Marietta and Charles C. Morchand Chair  
Department of Medical Education  
Icahn School of Medicine at Mount Sinai

Leslie Student

Page 4 of 5

# MEDICAL SCHOOL INFORMATION

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

The mission of the Icahn School of Medicine at Mount Sinai is to train outstanding physicians and scientists who are prepared to enter society as informed advocates and activists, able to advance science and clinical care, and capable of promoting change.

Special characteristics of the medical school's educational program:

- Years 1 and 2 provide students with foundational science and core clinical skills. Year 3 includes core clinical rotations and Year 4 includes required advanced clinical rotations. Clinical electives are offered throughout years 3 and 4.
- Active, small group and team-based learning opportunities that encourage collective problem-solving and peer teaching in Years 1 and 2
- From Year 1, course content that is thematically integrated with a Longitudinal Clinical Experience partnering pairs of medical students with a patient and supervising physician
- InFocus weeks across all four years explore vital topics such as research methods, global health, service learning, leadership, patient safety and quality, and scientific innovation
- Clinical, translational, basic, or educational research opportunities mentored by world-class faculty that culminate in a required scholarly product or the ability to enroll in joint degree programs
- Protected half-days of FlexTime in Years 1 and 2 for self-directed individualized learning, discovery, and leadership development
- A strong emphasis on service learning and urban primary care
- Flexible scheduling during Years 3 and 4 including the option of adding a scholarly research year
- Exposure to pioneering clinical experiences such as home-based care, palliative care and an integrated longitudinal clerkship
- Use of state-of-the-art simulation and standardized patient experiences for feedback and assessment of learning
- Medical missions to raise awareness and address the health care needs of our global community

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

3 Years 9 Months

### Description of the evaluation system used at the medical school:

Years One and Two: Pass/Fail

Years One, Two, Three and Four: InFocus weeks: Pass/Fail

Years Three and Four: Required Clerkships: Honors/High Pass/Pass/Fail

Years Three and Four: Electives: Honors/Pass/Fail

### 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 CK and CS

- 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 third year
- Completion of clerkship
- Graduation

### 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):

Information is compiled from a student's portfolio, academic records and evaluations. Each student meets individually with his or her Faculty Advisor to review each section of the MSPE for accuracy and completeness. The student is responsible for the content of the Noteworthy Characteristics Section.

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

- Yes
- No

Leslie Student

Page 5 of 5