



AAMC

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# Recommendations for Revising the Medical Student Performance Evaluation (MSPE)

Association of  
American Medical Colleges

## MSPE Sample 1: Leslie Lee



**University of Maine**  
Walter Cronkite School of Medicine

October 2016

### IDENTIFYING INFORMATION

Leslie Lee is a fourth-year student in the University of Maine, Walter Cronkite School of Medicine in Portland, ME.

### NOTEWORTHY CHARACTERISTICS

- ❖ During her second year, Ms. Lee served as the student coordinator for the Community-Based Sanctuary Clinic and secured a \$500,000 grant from the United Way of Maine to equip a new seven-room ophthalmology suite for the facility.
- ❖ Ms. Lee passed her USMLE Step 1 examination two months after the death of her mother in a motor vehicle accident.
- ❖ Ms. Lee gave birth to a son this past August. She successfully completed all her M3 clinical rotations on time, spent the month of August on a pre-arranged research rotation, and commenced her Emergency Medicine rotation in mid-September.

### ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	August 2013
Date of Expected Graduation from Medical School	May 2017
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	Not applicable
Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs.	Not applicable
Was the student required to repeat or otherwise remediate any course work during her medical education? If yes, please explain.	Yes
<ul style="list-style-type: none"><li>• Ms. Lee successfully completed the second-year Microbiology &amp; Infectious Disease course through reexamination</li></ul>	
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	No

### ACADEMIC PROGRESS

#### Professional Performance

Ms. Lee has met all the stated objectives for professionalism at University of Maine, Walter Cronkite School of Medicine. We have assessed all students' communication skills, adaptability, respect for patients and respect for the health care team, cultural competency, accountability, initiative, and composure under stress.

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### Preclinical Coursework

Ms. Lee successfully completed the Foundational Sciences curriculum, which is graded pass-fail.

In the first-year Introduction to Clinical Medicine course, the faculty said, “Ms. Lee had worked as a scribe in an ER, and she put her experience to good use. She consistently did outstanding write-ups. She contributed well and was willing to share her knowledge and experience with the class. She was willing to listen to feedback and was thoughtful about it. She did a lovely job as the group’s representative to the ICM Student Advisory Council—always soliciting feedback and sharing reports from the meetings. Leslie was also very reflective about her learning and worked hard to improve her own and others’ experiences.”

In the second-year Introduction to Clinical Medicine course, the faculty noted, “Ms. Lee consistently contributed a strong team mindedness and a reassuring, amiable, and uplifting collegiality with peers and patients alike. Progressively through the year, Leslie honed commendably facilitative interview rapport and repartee with individual patients from a striking diversity of backgrounds. She also demonstrated advanced skills with written and oral clinical communications and clinical reasoning. Her OCPs became direct, crisp, and effective across bedside and work-room zones. Leslie could be counted on to be eager and spirited with all learning opportunities. She was on a good road to good doctoring. It was a pleasure to serve as her mentor and preceptor.”

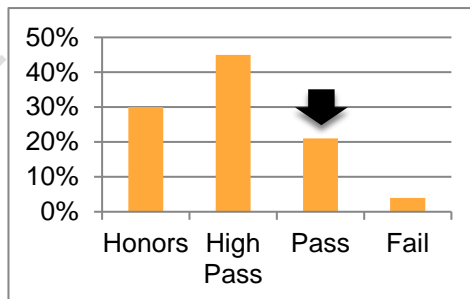
### Clerkships (in chronological order)

#### Surgery (August - October 2015) Grade: Pass

Overall grade based on: Clinical: 33%, Exam: 33%, OSCE: 34%

Ms. Lee had a strong start for clinical rotations. Residents reported, “[She] conscientiously cared. Eager to help. Asked good questions. Always wanted to learn in each setting.” Her anesthesiology attending said, “Came promptly each day.” She was assigned to neurological surgery for her specialty rotation and her attending commented, “Good student for this time of year.

Will be able to present more succinctly as she gains clinical experience. She passed her OSCE without difficulty. We advised her to practice focused presentations. Good job for the first rotation.”

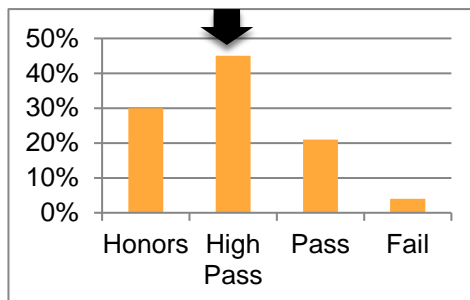


#### Psychiatry (October - November 2015) Grade: High Pass

Overall grade based on: Clinical: 50%, Exam: 20%, OSCE: 30%

Ms. Lee had an excellent rotation. Her child psychiatry team commented, “We enjoyed having Leslie work on 3SW with us. She rapidly developed rapport with our patients and actively participated in group meetings. She not only knew her patients, but also obviously had read about the other patients on the team.

In one case, she noted that her patient, a gymnast, developed worsened symptoms of anxiety when she was not able to exercise. This led her to a study of mood and exercise with Dr. Bernard Shaw. Staff found her to be caring and to communicate well. Initially, she was a bit terse in her presentations, but this quickly resolved within one week. Very unexpectedly, she had difficulties with the shelf exam, but passed upon retaking it. We hope she chooses psychiatry!”



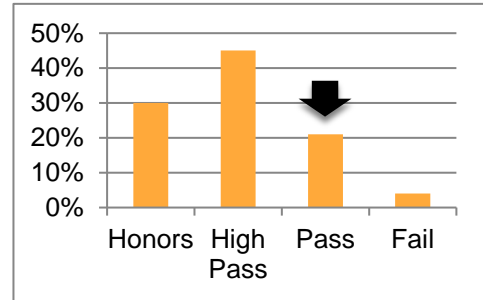
## MSPE Sample 1

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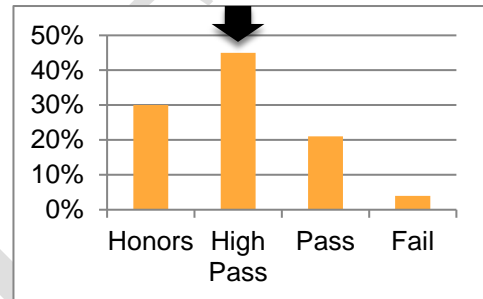
**Family Medicine (December 2015) Grade: Pass** Overall grade based on: Clinical: 10%, Exam: 90%

Ms. Lee rotated in the office of Paul Harvey, MD, one of our rural family medicine faculty members. His comments were: "Good student. Worked hard." Suggestion: "Read more."



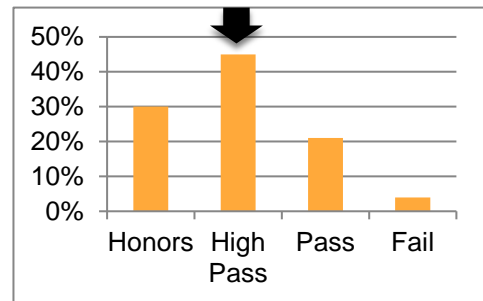
**Internal Medicine (January - March 2016) Grade: High Pass** Overall grade based on: Clinical: 40%, Exam: 25%, OSCE: 20%, Documentation: 15%

Her first rotation was in ambulatory medicine where her preceptor commented, "Very good student. She was well prepared for clinic. Stayed late to help on several nights." Her next rotation was inpatient VA where her attending commented, "Excellent student who knew her patients well. She responded to all of my questions on rounds and looked up the medical literature." Her resident commented, "I recommend Leslie strongly. She integrated with the team and always wanted to help us with ward work. I would love to have her on my team next year." Her final rotation was Nephrology at University Medical Center. Her preceptor commented, "Pleasant, easy to teach. I think she is interested in pediatrics, but still put forth good effort on our service."



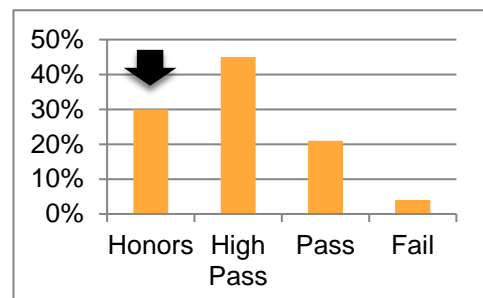
**Obstetrics-Gynecology (April 2016) Grade: High Pass** Overall grade based on: Clinical: 75%, Exam: 25%

Really great teamwork. Residents reported she quickly fit into the team and made sure all the work was done whether it was on her patients or those of her colleagues. The L&D director wrote, "Absolutely delightful student with a great sense of humor and tremendous work ethic. When one of our interns called in sick, Leslie stepped up to staff the triage station and performed splendidly. She even could read rhythm strips accurately. The nurses commented they preferred her communication and teamwork to the intern who had been scheduled. We would take her into our program in a fetal heart beat." Her Gynecology Oncologist attending reported, "Very cooperative. Read a lot."



**Pediatrics (May - June 2016) Grade: Honors** Overall grade based on: Clinical: 40%, Exam: 40%, Project: 20%

On 5200, her attending raved about her: "Dr. Lee clearly is the best M3 with whom I have worked for two years. She efficiently bonds with the children and communicates well with family members. Many parents told me they would want her for their pediatrician! She helped educate the team with the latest journal



## MSPE Sample 1

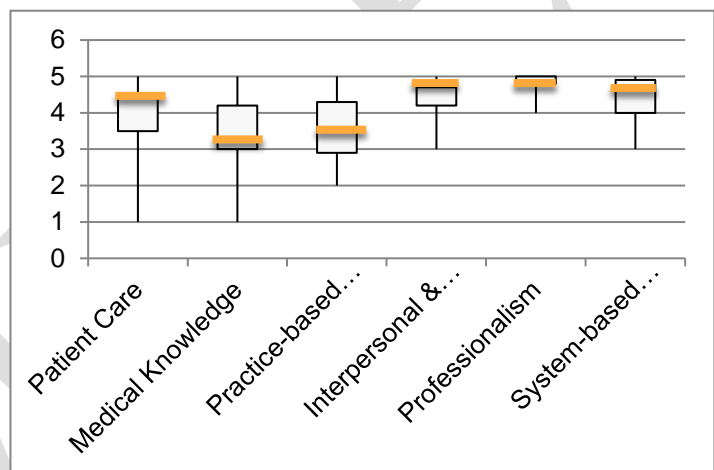
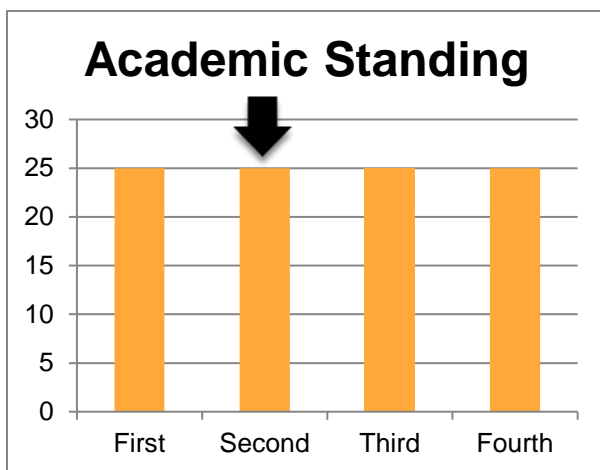
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articles on the esoteric cases. In fact, she was able to suggest tuberculous meningitis in one patient based on her reading and this proved to be correct! She helped the entire team stay on task and even made sure our case manager and the parents were kept informed of all plans. We hope she will stay at CSOM for residency." Her clinic preceptor, Katie Couric, MD, commented, "It is students like Leslie Lee that remind me why I teach and even why I went into pediatrics. She is a joy. My office staff all wanted her to stay longer. Please send more such outstanding students." Suggestion for improvement: "Stay with us!"

## SUMMARY

Ms. Lee's performance places her in the **2<sup>nd</sup> quartile** of her class. Class quartile is calculated based on 3<sup>rd</sup> year rotation performance that combines shelf exams (30%), clinical grades (50%) and OSCE performance (20%). In addition, we provide comparative information on Ms. Lee's performance in the six general competencies.



Sincerely,

*Jorge Ramos*

Jorge Ramos, MD

Senior Dean for Student Affairs

## MEDICAL SCHOOL INFORMATION

For additional information about the University of Maine, Walter Cronkite School of Medicine, please see: [www.maine.edu/csom/medicalschoollinformation2017](http://www.maine.edu/csom/medicalschoollinformation2017)

Walter Cronkite College of Medicine  
University of Maine Medical Campus  
1000 Medical Center Drive  
Portland, ME 04123  
(207) 555-5555

## MSPE Sample 2: Shelby Rey



October 2016

### IDENTIFYING INFORMATION

Shelby Rey is a fourth-year student in the Medical College of Montana in Medicine Lake, MT.

### NOTEWORTHY CHARACTERISTICS

- ❖ Mr. Rey began has been conducting research with Myrna Loy, MD, PhD, on the subject of epigenetic factors influencing childhood obesity since the end of his first year of medical school. This research has resulted in a series of publications including one with him as first author in the journal Lancet.
- ❖ Mr. Rey is the first member of his family to graduate from college.

### ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	August 2012
Date of Expected Graduation from Medical School	May 2017
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	September 2013 – July 2014
In August 2013, Mr. Rey pled guilty to Driving While Intoxicated. He sought treatment under the guidance of the school's Physician Well-Being Committee. He also used this time to further his research, but his primary focus was his health and the safety of his patients. He has not had any evidence of further issues and in fact has become an advocate for physician health.	
Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs.	Not applicable
Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain.	No
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	No

### ACADEMIC PROGRESS

#### Professional Performance

The Medical College of Montana uses the ACGME definition of professionalism and assesses the student's commitment professional conduct and ethical principles; altruism; compassion; honesty; integrity; cultural competency; accountability; and teamwork. As noted above, Mr. Rey pled guilty to a DWI in 2013 and took full ownership of his behavior and actively engaged in his treatment. Mr. Rey has met all court/legal requirements. He openly shares his experiences with his peers and encourages them to seek help when experiencing any difficulty. Mr. Rey has not had any additional problems during his tenure and therefore has met the stated objectives for professionalism at MCM.



### Preclinical Coursework

Mr. Rey successfully completed the Foundational Sciences curriculum which is graded pass-fail.

In the first-year Introduction to Clinical Medicine course, the faculty said, “Mr. Rey was polite and deferential. He completed his assignments and assisted the group in discussing the cases assigned. Although quiet, the depth of his knowledge impressed me.”

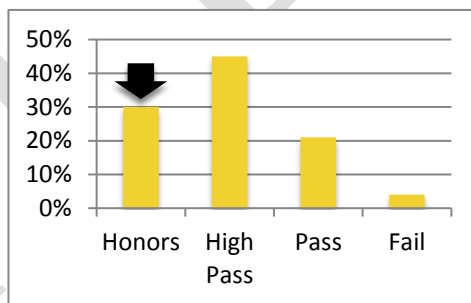
In the second-year Introduction to Clinical Medicine course, the faculty noted, “Mr. Rey developed into a student leader with the group. He often helped organize the learning assignments and even coached his classmates in their presentations. His colleagues learned they could rely on his knowledge and mentoring. He appeared relaxed in his interactions with patients, often using humor to improve communication. He also demonstrated advanced skills with written and oral clinical communications and clinical reasoning. His OCPs were among the best in the class in terms of delivery and content.”

### Clerkships (in chronological order)

#### Surgery (August - October 2015) Grade: Honors

Overall grade based on: Clinical 33%, Exam: 33%, OSCE: 34%

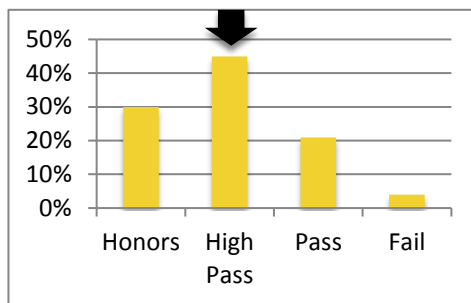
Mr. Rey started off his clinical rotations in outstanding fashion. His orthopedic surgery attending commented, “Knows his anatomy better than most of my residents. Always came prepared for surgery. He eagerly participated in all areas of the care of patients from seeing them in the ER through discharge. Fun student to teach!” His anesthesiology attending said, “Vast knowledge of physiology and pharmacology. Wanted to learn techniques.” On the trauma surgery service, his attending noted, “Impressive knowledge of anatomy combined with ‘great hands.’ He could close as well as most interns. This is impressive for this stage in his training. I hope he will chose trauma surgery as a career.” He was assigned to neurological surgery for his specialty rotation and his attending commented, "Good student for this time of year. Will be able to present more succinctly as he gains clinical experience." He scored at the 95th percentile on the shelf exam and did very well on the OSCE.



#### Psychiatry (October - November 2015) Grade: High Pass

Overall grade based on: Clinical 50%, Exam: 20%, and OSCE: 30%.

Mr. Rey proved a strong medical student. His ability to conduct an interview in English or Spanish proved highly useful. He particular seemed to enjoy working with Dr. Martha Jane Canary-Burke on our psychiatry emergency service. She reports, “Mr. Rey could be counted on to be the first person to see new consults in the ED and to provide an outstanding summary of the case.” He achieved one of the highest grades on the shelf exam this year.



## MSPE Sample 2

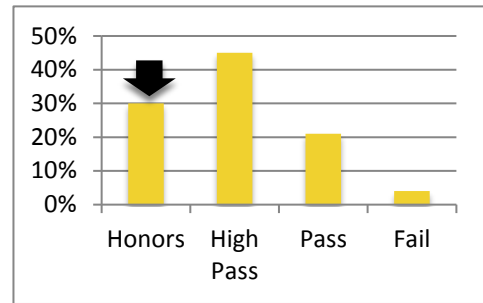
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### Family Medicine (December 2015) Grade: Honors Overall

grade based on: Clinical 10% and Exam 90%.

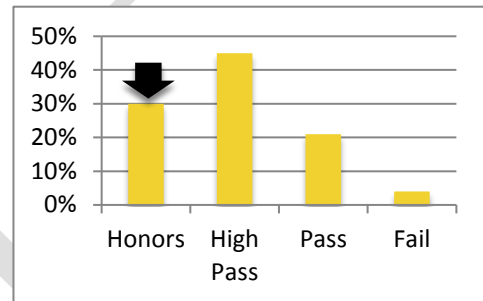
Mr. Rey rotated at the Montana Mesa Mission Medical Group for his Family Medicine rotation. The supervising physicians there indicated he worked hard and knew his facts well. One of them commented, "He worked hard and won the admiration of the staff." Another said, "I had no idea what he was talking about in his research, but he managed to even explain it to a country doctor!"



### Internal Medicine (January - March 2016) Grade: Honors Overall

grade based on: Clinical 40%, Exam 25%, OSCE 20%, and Documentation 15%

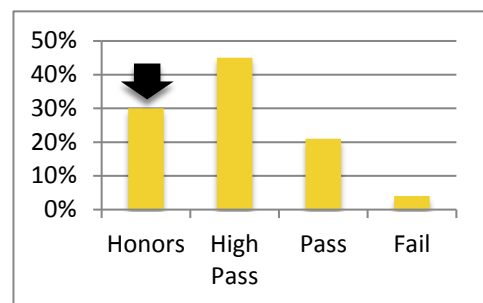
His first rotation was inpatient at St. Eligius Hospital where his attending commented, "Shelby's brilliance becomes evident on first day. He can facilely discuss the pathophysiology and microbiology of many of our ward patients' conditions. Now you might think this would make him disliked by the other members of the team, but instead, because of his self-effacing humor and dedication to supporting his colleagues, the interns and residents unanimously told me they felt he was the best student they had met." On ambulatory medicine his preceptor commented, "Very good student. He was well prepared for clinic." His final assignment was the CCU at University Medical Center where the fellow wrote, "One of the best students I have ever met. He has a tremendous trove of knowledge, but fits into the team smoothly." The attending commented, "Mr. Rey represents the ideal of the scholarly physician which I feared no longer existed. He constantly seemed to provide references to germane literature. His discussions of his cases proved succinct and delightful. I hope I convinced him that interventional cardiology would fit his talents ideally."



### Obstetrics-Gynecology (April 2016) Grade: Honors Overall

grade based on Clinical 75% and Exam 25%

Impressive mix of outstanding medical knowledge with teamwork and strong work ethic. Residents reported he meshed with the team. He could be counted upon to provide the latest literature on controversial subjects. The L&D director wrote, "Hard working. Knowledgeable. Enjoyable to teach." His IVF attending reported, "With his research background in epigenetics, he proved an informative colleague to me and my staff. We greatly enjoyed learning of his groundbreaking findings in epigenetics related to obesity. But he was not at all snobbish. On the contrary, he remained humble and inquisitive. We hope to recruit him into our residency program."





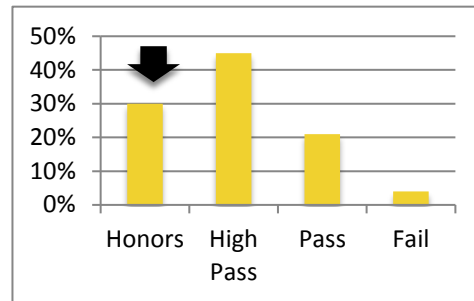
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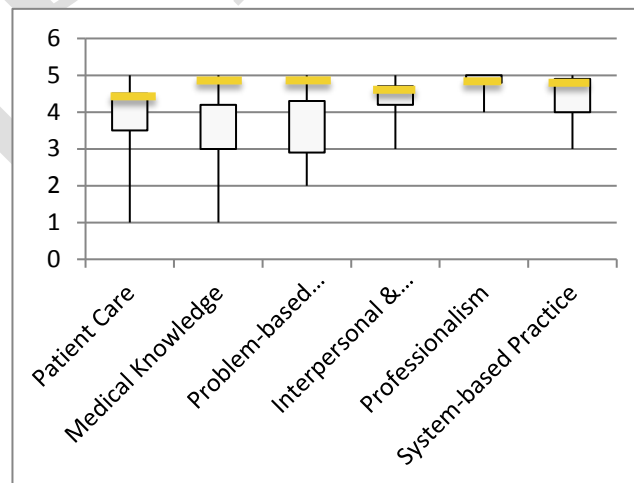
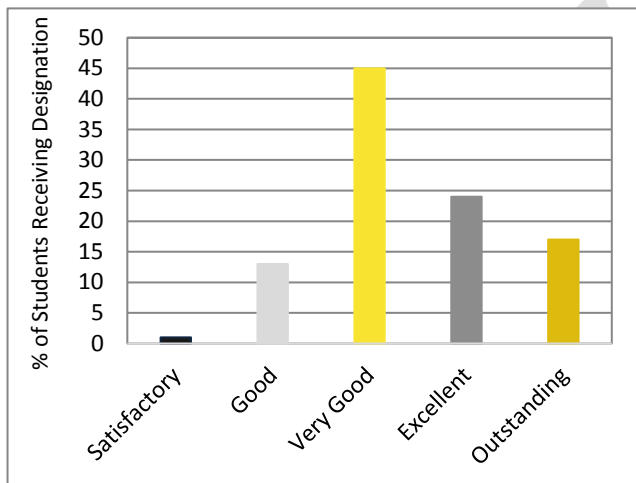
**Pediatrics (May - June 2016) Grade: Honors** Overall grade based on: Clinicals 40%, Exam 40%, and Project: 20%.

On 2700, his attending commented, "Dr. Rey proved to be a hard-working, well-read medical student who related well to the parents as well as the clinical staff. He was perhaps a bit tentative with some of the younger patients, but seemed to care deeply about their care." He did his ambulatory rotation with Charlie Pride, DO, who commented, "I was honored to have Shelby in our Free Weigh Program. He even provided a lecture to the teens at our summer camp about his findings in his research. One of the most impressive aspects of this lecture is how he communicated his findings from the Lancet article into a talk that adolescents not only understood, but enjoyed. This included him creating a video based on Beyoncé's 'Formation' to illustrate his talk. He clearly can communicate with teens!"



## SUMMARY

Mr. Rey has earned a designation of **outstanding** as a candidate for graduate medical education. This evaluation is based upon shelf exams (50%), clinical grades (25%), and OSCE performance (25%). In addition, we provide comparative information on Mr. Rey's performance in the six general competencies.



Sincerely,

*Gary Cooper*

Gary Cooper, MD

Senior Vice Dean for Academic Affairs

**MSPE Sample 2**

Re: Shelby Rey

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**MEDICAL SCHOOL INFORMATION**

For additional information about the Medical College of Montana, please see [www.MCM.edu/medicalschooinformation2017](http://www.MCM.edu/medicalschooinformation2017)

**Medical College of Montana**

**Office of the Dean  
25 Tombstone Way  
Medicine Lake, MT 59247  
(406) 555-5555**

SAMPLE



**Association of  
American Medical Colleges**

655 K Street, N.W., Suite 100, Washington, D.C. 20001-2399

T 202 828 0400

[www.aamc.org](http://www.aamc.org)