



SCHOOL OF MEDICINE
MEDICAL EDUCATION

521 PARNASSUS AVENUE
SAN FRANCISCO, CALIFORNIA 94143-0710
STUDENT.ASSESSMENT@UCSF.EDU

CONFIDENTIAL

SEPTEMBER 26, 2024

**MEDICAL STUDENT PERFORMANCE EVALUATION FOR
STUDENT NAME (THEY/THEM/THEIRS)**

IDENTIFYING INFORMATION

Student Name is a fourth-year medical student at the University of California, San Francisco (UCSF) School of Medicine.

NOTEWORTHY CHARACTERISTICS

- Student Name is dedicated to serving the Filipino community by reducing barriers to accessing high-quality healthcare. They volunteered with the non-profit Mabuhay Health Center, which provides free health services to the disadvantaged Filipino population in San Francisco. In this role, they coordinated with a multidisciplinary team that included more than 50 volunteer physicians, students, and staff to provide comprehensive primary care for more than 100 patients. Student Name also worked with Faculty Name, MD, to develop and create a cultural competency learning module for first and second-year UCSF medical students, and presented a poster of this work at the 2023 UCSF FCM Rodnick Annual Colloquium.
- Student Name advocated for students with disabilities and led initiatives to increase awareness and access to disability support. They co-led the UCSF Disability Advocacy and Support Group to promote disability awareness and connect UCSF students with student disability services, campus resources, and support groups. They also co-piloted, coordinated, and facilitated the Disability and Chronic Disease Elective, in which disability advocates present topics promoting disability awareness to UCSF students. Student Name was also an active member of the UCSF Committee on Disability Inclusion, serving as student delegate for the School of Medicine. In this role, they surveyed classmates to identify accommodation issues in order to inform policy and project decisions on improving disability support for UCSF students, faculty, and staff. Student Name received a UCSF Chancellor's Award for Diversity: Disability Service in recognition of this work.
- Student Name served on the leadership team for UCSF HealthLink, a partnership between UCSF professional school students, Bay Area public schools, and community organizations that aims to inspire and support students underrepresented in health professions. In this role, they acted as leader of Team Fun, devising strategies for creating a lively and open learning environment for mentors and mentees. In addition, Student Name worked with students from Life Academy, a public high school in Oakland serving students of diverse backgrounds focused on health and bioscience. They participated in a panel for a UCSF visit of Life Academy students, sharing their path to medicine and the life of a medical student.

ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	August 2020
Date of Expected Graduation from Medical School	May 2025
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	N/A
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.	N/A
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	No

ACADEMIC PROGRESS**Professional Performance**

Student Name has met all the stated objectives for professionalism at University of California, San Francisco School of Medicine. We have assessed all students in the core competency of professionalism according to the School's MD Program Objectives: <https://meded.ucsf.edu/md-program/current-students/curriculum/md-program-objectives>.

Foundations 1

Student Name successfully completed the Bridges Foundations 1 Curriculum, which is graded pass/fail. In the longitudinal Clinical Microsystems Clerkship (CMC), Student Name demonstrated expected competence for direct patient-care clinical skills. In addition, Student Name successfully used the lean/A3 approach to investigate and address a health systems improvement challenge at Zuckerberg San Francisco General Hospital in the Emergency Department. To address the problem of inconsistent communication during transfers of care, Student Name conducted a literature review, collected data about the current state, conducted a gap analysis, proposed and implemented an intervention, and assessed its effectiveness. After implementing reminder signs and a protocol that outlined the steps in contact and preferred contact means, the microsystem recorded a 20% increase in the presence of a member of the procedural team at the patient handoff.

Foundations 2 and Career Launch

All evaluations received prior to a fall deadline (determined annually) are included.

The School of Medicine has a pass/fail grading system for Foundations 2. All other courses graded as pass/fail only are so noted.

Core Clerkship in Pediatrics (January – February 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance, clerkship exam, and completion of online cases. Grading is pass/fail only.

Student Name actively sought out feedback for improving their clinical skills, specifically their notes and oral presentations. They had a superior fund of knowledge and consistently demonstrated thoughtful answers to questions posed to them, demonstrating strong clinical-reasoning skills. They were able to generate a reasonable differential diagnosis for most patients. They also showed ability in evaluating the utility of obtaining basic lab tests and imaging. Student Name was always eager to seek out new ways to improve their patient-care experience, such as seeking out radiologists to review films and ultrasounds independently. They took ownership of their patients and always followed up on contracts made with patients, like providing a list of local dentists for an ED patient who was being discharged for an unrelated complaint. They were an eager

and flexible student, open and motivated to get the best learning experience possible. It was a pleasure to work with them throughout the rotation.

Core Clerkship in Neurology (March 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance and clerkship exam. Grading is pass/fail only.

Student Name was an all-around excellent student during their core neurology clerkship. They were always well prepared for rounds, and their oral presentations were fantastic. Their patient-care skills were excellent: their history taking was thorough, including nearly all of the key components for the chief complaint each patient presented with. They also showed the ability to focus their neurological exam based on the history and chief complaint. Their written documentation was complete and well written, demonstrating a clear and logical thought process. They were committed to learning more about their patients' conditions and would regularly read and research the literature, presenting their findings as short oral presentations during rounds. Their medical knowledge was excellent. Their ability to formulate plans was advanced for their level. They had excellent interpersonal and communication skills, and established excellent rapport with their patients, families, and the medical team. They were a tireless advocate for their patients and a fantastic team player, willing and eager to help the team with an outstanding work ethic and a proactive approach.

Core Clerkship in Psychiatry (April – May 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance and clerkship exam. Grading is pass/fail only.

Student Name psychiatry clerkship was based on the consultation service at the San Francisco General Hospital and included a four-week outpatient clinic. Student Name was a poised and unflappable clinician who worked hard to develop their interviewing skills, nicely balancing data acquisition with the formation of strong therapeutic alliances. They were able to focus patients towards a structured but individualized wellness strategy, and their presentations demonstrated a thoughtful and broad differential-generating ability. They were a strong critical thinker who read and researched topics brought up by their cases and then brought that new learning back to the team. They had outstanding communication skills with a warm and highly-tuned empathic sense that was felt as soon as they sat down with someone. They were very responsive to feedback and always striving to do their best.

Core Clerkship in Surgery (June – July 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance, clerkship exam, and observed physical exam. Grading is pass/fail only.

Student Name's integrated well into the team and was a valuable member. They were reliable and industrious. They were able to execute tasks assigned to them with great skill and tirelessly sought learning opportunities. They were conscientious, dependable, and demonstrated a solid fund of knowledge enhanced by self-directed learning. Student Name was an active participant in small group teaching sessions and independently read about their patients' conditions. They asked appropriate questions and were always prepared to present their patients. Their histories and physical examinations were thoughtful, and they were able to use the information obtained to help come up with relevant, focused diagnoses and plans. Student Name's presentations were clear. They demonstrated an excellent bedside manner. They were empathic and compassionate in their interactions with patients. They were dedicated to self-improvement and quick to implement changes to their practice based on feedback they actively solicited.

Core Clerkship in Anesthesia (August 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance. Grading is pass/fail only.

Student Name was described by educators as enthusiastic and actively engaged in their learning. One educator noted, "They demonstrated a good pre-op exam and communication with an anxious patient, and showed good reasoning about hemodynamics and thinking through the rational treatment of cardiogenic and distributive shock." Another evaluator stated, "They were very enthusiastic about learning during our time

together. They asked insightful questions and had a great sense of when to help versus stepping back when we needed to take care of patients.” An additional educator noted, “Student Name was friendly, professional, and interacted well with patients, looked for feedback on how to improve, and was comfortable accepting constructive criticism.”

Core Clerkship in Medicine September – October 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance and clerkship exam. Grading is pass/fail only.

Student Name’s many strengths, including their fund of medical knowledge, curiosity, work ethic, bedside manner, collegiality, and critical-thinking ability were evident during their clerkship. Student Name’s differentials were always focused on the patient at hand, with relevant information to what was happening in each particular situation. One resident noted, “A patient we admitted was missing a critical part of the exam and history that my intern, the Emergency Department, and I had all overlooked. Student Name not only brought this to our attention but also proposed a reasonable plan. In my experience, it is uncommon for MS3s to have a real impact on a patient’s clinical course, but Student Name absolutely changed what we did in this case, all of which they formulated independently by thinking critically about the patient.” Student Name had fantastic communication skills with patients and their families. They were compassionate, thoughtful, and served as the point person for family members on multiple occasions, doing an amazing job helping to lead family meetings. Student Name was exceptionally mature and was able to advocate for their difficult patients with a sophistication that was both effective and humbling.

Core Clerkship in Obstetrics & Gynecology (November – December 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance and clerkship exam. Grading is pass/fail only.

Student Name did their OBGYN rotation at a community hospital in a midsized city serving a private practice population. They had outstanding clinical skills. Their notes were very detailed and thorough. They were responsive and timely about pre-rounding and provided accurate morning presentations. In the operating room, it was noted that their suturing skills were excellent. They did well on the shelf exam and was noted to have outstanding medical knowledge. They had a solid grip on the fundamental OBGYN topics and had an interest in more advanced topics. They did a well-researched presentations on cervical cancer, screening, treatment, and evidence. They communicated exceptionally well with both patients and their clinical team. They had an excellent bedside manner, and were caring and patient on labor and delivery. They took initiative to work with patients, spent time with their patients and their families, comforted them during difficult labors, and was a caring professional throughout their labor and delivery experience.

Core Clerkship in Family & Community Medicine (January - December 2023) — Grade: Pass

Overall grade based on achieving expectations for clinical performance, clerkship exam, and completion of online cases. Grading is pass/fail only.

Student Name did their FCM 110 clerkship in a yearlong longitudinal format working at Kaiser Santa Rosa clinic where they provided primary care in a busy outpatient setting. Their preceptors wrote: “With a mature, confident manner, Student Name develops a warm rapport with patients. They stand out for their impressive fund of knowledge and clinical-reasoning skills that exceed their level of training. They took initiative for self-directed learning: they read about their patients’ problems, referenced many sources, and applied what they learned to enhance patient care. A motivated learner, they are very open to feedback and integrate constructive suggestions well into their performance to improve their skills. As a result, they made wonderful progress in their already strong clinical skills.”

Clinical Immersion Experiences (CIEx)

Narrative evaluations are not completed for these courses, which are graded as pass/fail only.

Clinical Immersion Experience (CIEx) courses are required clinical electives that allow students to explore a clinical topic and gain insight into how it integrates across specialties, build clinical skills, and gain experience in a subspecialty or potential field of career interest.

Clinical Immersion Experience – Care for Adolescents with Disabilities (May 2023) — Grade: Pass

Clinical Immersion Experience – Eating Disorders (August 2023) — Grade: Pass

Clinical Immersion Experience – Autism & Neurodevelopment (November 2023) — Grade: Pass

Introduction to Career Launch — Grade: Pass

Narrative evaluations are not completed for this course, which is graded as pass/fail only.

Designing Clinical Research — Grade: Pass

Narrative evaluations are not completed for this course, which is graded as pass/fail only.

ARCH/PI Weeks — Grade: Pass

Narrative evaluations are not completed for these courses, which are graded as pass/fail only.

Throughout the curriculum, students participate in eight ARCH (Assessment, Reflection, Coaching and Health) Weeks.

Elective in FCM – Care of Adolescents & Adults with Developmental Disabilities (April - May 2024) — Grade: Pass

This course is graded as pass/fail only.

Student Name was a conscientious student who clearly mastered the knowledge content of the elective as evidenced by her strong performance on her oral exam. Their community project on health education for youth with intellectual disabilities was well received. Their mentors at the Independent Living Resource Center remarked, “Student name particularly impressed us with how well they presented information at an understandable level, and with respect and sensitivity.” Student Name’s clinical skills were also strong: they integrated information on complex patients, performed an appropriate exam, and presented clear and coherent assessments. Their notes included a neurodevelopmental profile and were clear, concise, and complete.

Clinical Performance Exam — Completed

At the end of Foundations 2, students must meet expectations on a required comprehensive standardized patient Clinical Performance Exam (CPX) in alignment with the California Consortium for the Assessment of Clinical Competence.

Acting Internship in Medicine – VAMC (June - August 2024) — Grade: Honors

Overall grade based on achieving expectations for clinical performance.

Student Name efficiently gathered pertinent histories and synthesized them into accurate, succinct, and thoughtful presentations. They generated prioritized problem lists with plans, including of complicated patients with multiple concerns. They looked up information they needed to care for a patient without being asked, and often brought their new knowledge to the team for everyone’s learning. Student Name communicated with patients and families in a compassionate, professional way. Their resident noted, “Even with some emotionally-challenging patients, they never shied away from their sense of responsibility for the patient and their care.” Student Name respectfully and effectively worked with all members of the interdisciplinary team. They continuously asked for feedback and incorporated it immediately and functioned at the level of an intern.

Deep Explore: Deep Explore is dedicated time during the Career Launch phase of the curriculum for students to complete a scholarly project. Advised by Faculty Name, MD, Student Name is working on a project titled, “Access to Sexual Health Education for Youth with Disabilities.”

SPAN (Specialty Practice Ambulatory Subinternship)

This course is graded as pass/fail only.

SPAN is a required longitudinal ambulatory preceptorship that allows students to develop advanced patient-care skills and knowledge in a specialty or subspecialty of their choosing. Student Name will complete SPAN in an adolescent medicine setting.

SUMMARY

The UCSF School of Medicine does not assign an MSPE adjective or class rank.

[The Diversity Statement below will be included if applicable]:

The University of California, San Francisco, is committed to promoting health equity through training a diverse and culturally responsive physician workforce. [Student first name] has effectively contributed to our efforts to build an equitable, inclusive, and anti-oppressive environment. We are confident that they will do the same in your institution.

Student Name has successfully completed all requirements to date and is expected to be awarded an MD in May 2025.

Sincerely,

John Davis, PhD, MD
Associate Dean for Curriculum
Interim Associate Dean for Assessment

JD/ljm
enc