



SCHOOL OF MEDICINE  
MEDICAL EDUCATION

521 PARNASSUS AVENUE  
SAN FRANCISCO, CALIFORNIA 94143-0710  
[STUDENT.ASSESSMENT@UCSF.EDU](mailto:STUDENT.ASSESSMENT@UCSF.EDU)

**CONFIDENTIAL**

**SEPTEMBER 28, 2022**

**MEDICAL STUDENT PERFORMANCE EVALUATION FOR  
STUDENT NAME (SHE/HER/HERS)**

**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 served as a clinic coordinator and volunteered with the student-run UCSF Shelter Clinic, which provides health services to San Francisco's vulnerable and disadvantaged population. In this role, she directly supervised weekly clinic sessions throughout her third year, coordinated the efforts of more than 100 clinic staff and volunteer physicians, and organized the care of more than 300 patients. In addition, Student Name volunteered with the student-run Clínica Martín-Baró, and the Mabuhay Health Center, both of which serve San Francisco's medically underserved communities.
- Student Name was selected as a peer teacher for UCSF's Peer Teaching Program, in which second-year students provide review sessions to complement required courses for first-year students. Student Name also served on the UCSF School of Medicine's Admissions Committee, reviewing prospective applicants and making recommendations to the committee. She was also an active member of the California Medical Association and the San Francisco Medical Society, serving as a student delegate and organizing policy events to help inform fellow classmates of current and local legislative action.
- Student Name was awarded a UCSF Yearlong Inquiry Program Fellowship to work with Kim Nguyen, PhD, studying novel approaches to fetal congenital heart defect imaging at Children's Hospital Oakland. She authored an article based on this work that was published in *Diagnostic and Interventional Imaging* (March 2022), an abstract that has been accepted for publication in *Cardiac Imaging* (in press 2022), and presented a virtual poster at the 2022 Annual Program on Fetal Congenital Heart Disease. In addition, Student Name worked with faculty in the UCSF Department of Radiology on additional research focused on fetal cardiac imaging, including a project to develop a novel, motion-corrected 3D image registration software, and a review of a national survey of obstetric sonographers in the United States on barriers to prenatal cardiac screening.

**ACADEMIC HISTORY**

*This student's academic experience was affected by COVID-19: please see the Academic Progress section for more detail.*

Date of Initial Matriculation in Medical School	August 2018
Date of Expected Graduation from Medical School	May 2023
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program below:	July 2021 – June 2022
Student Name extended her medical education to conduct research.	
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 September 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. In 2020, Foundations 2 was divided into a remote didactic portion followed by in-person clinical experiences due to the impacts of COVID-19. From March 30 – July 12, 2020, Block Clerkship students studied for and completed NBME clinical sciences mastery exams during the didactic portion, and from July 13 – December 31, 2020, they completed the remaining clinical portions of the core clerkships. Longitudinal Integrated Clerkship students resumed virtual clinics as early as April 2020 and later resumed in-person experiences, and took clerkship exams throughout the year.

**Core Clerkship in Pediatrics (January - March 2020) — Grade: Pass**

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

Student Name demonstrated very good clinical skills, excellent fund of knowledge, and outstanding professionalism/interpersonal skills throughout her pediatrics rotation. Student Name actively sought out feedback for improving her clinical skills, specifically her notes and oral presentations. She had a superior fund of knowledge and consistently demonstrated thoughtful answers to questions posed to her, demonstrating strong clinical-reasoning skills. She was able to generate a reasonable differential diagnosis for most patients. She 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 her patient-care experience, such as seeking out radiologists to review films and ultrasounds independently. She took ownership of her 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. She was an eager and flexible student, open and motivated to get the best learning experience possible. It was a pleasure to work with her throughout the rotation.

**Core Clerkship in Neurology (July - August 2020) — 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 her core neurology clerkship. She was always well prepared for rounds, and her oral presentations were fantastic. Her patient-care skills were excellent: her history taking was thorough, including nearly all of the key components for the chief complaint each patient presented with. She also showed the ability to focus her neurological exam based on the history and chief complaint. Her written documentation was complete and well written, demonstrating a clear and logical thought process. She was committed to learning more about her patients' conditions and would regularly read and research the literature, presenting her findings as short oral presentations during rounds. Her medical knowledge was excellent. Her ability to formulate plans was advanced for her level. She had excellent interpersonal and communication skills, and established excellent rapport with her patients, families, and the medical team. She was a tireless advocate for her patients and a fantastic team player, willing and eager to help the team with an outstanding work ethic and a proactive approach. She was receptive to feedback and was able to implement changes based on suggestions. Student Name also had a keen sense of quality improvement and systems-based practice that is rare in a medical student. During her rotation, she took it upon herself to improve the "code stroke" paging system as a quality-improvement project. She clearly has a bright future!

**Core Clerkship in Psychiatry (August 2020) — 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 demonstrated an outstanding fund of knowledge, clinical skills, and interpersonal and professionalism skills during her rotation. She was a poised and unflappable clinician who never shirked a chance to provide outstanding care for her patients. She worked hard to develop her interviewing skills, nicely balancing data acquisition with the formation of strong therapeutic alliances. She was able to focus patients towards a structured but individualized wellness strategy, and her presentations demonstrated a thoughtful and broad differential-generating ability. She was a strong critical thinker who would read and research topics brought up by her cases and then soon after, step into the educator role and teach the team what she had just learned. She had outstanding communication skills with a warm and highly-tuned empathic sense that was felt as soon as she sat down with someone. She was very responsive to feedback and always striving to do her best: she was utterly reliable and a model of professionalism.

**Core Clerkship in Surgery (August - September 2020) — 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 performance on the surgery clerkship was judged to be outstanding overall. She was highly motivated and hardworking. She integrated well into the team and was a valuable member. She was reliable and industrious. She was able to execute tasks assigned to her with skill and sought learning opportunities. She was conscientious and dependable. She demonstrated a solid fund of knowledge and was a self-directed learner. She was an active participant in small group teaching sessions. She independently read about her patients' conditions and was always prepared. She asked appropriate questions and was inquisitive. Her histories and physical examinations were thoughtful, and she was able to use the information obtained to help come up with relevant, focused diagnoses and plans. Student Name's presentations were clear. She demonstrated an excellent bedside manner. She was empathic and compassionate in her interactions with patients. She was keen on self-improvement and was quick to implement changes to her practice. She was a team player and always professional. She will make an excellent house officer.

**Core Clerkship in Anesthesia (September 2020) — 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 her learning. One educator noted, "She 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, "She was very enthusiastic about learning during our time together. She 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." Overall, her performance on this rotation was excellent.

**Core Clerkship in Medicine (October – November 2020) — 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 her fund of medical knowledge, curiosity, work ethic, bedside manner, collegiality, and critical-thinking ability were evident during her clerkship at Zuckerberg San Francisco General Hospital. She displayed an outstanding fund of knowledge, clinical skills, and professional attributes. 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 she formulated independently by thinking critically about the patient." She took meticulous care of her patients, always going the extra mile. Student Name had fantastic communication skills with patients and their families. She was compassionate, thoughtful, and served as the point person for family members on multiple occasions, doing an amazing job helping to lead family meetings. She was a complete joy to work with. She was always positive, motivated, and brought great energy to the team. Everyone loved working with her. Student Name was exceptionally mature and was able to advocate for her difficult patients with a sophistication that was both effective and humbling.

**Core Clerkship in Obstetrics & Gynecology (November - December 2020) — Grade: Pass**

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

Student Name did her OB/GYN rotation at a community hospital in a midsized city serving a private practice population. She had outstanding clinical skills. Her notes were very detailed and thorough. She was responsive and timely about pre-rounding and provided accurate morning presentations. In the operating room, it was noted that her suturing skills were excellent. She did well on the shelf exam and was noted to have outstanding medical knowledge. She had a solid grip on the fundamental OB/GYN topics and had an interest in more advanced topics. She did three well-researched presentations on cervical cancer, screening, treatment, and evidence; bilateral oophorectomy, surgical menopause, and hormone replacement; and pelvic pain. She communicated exceptionally well with both patients and her clinical team. She had an excellent bedside manner, and was caring and patient on labor and delivery. She took initiative to work with patients, spent time with her patients and their families, comforted them during difficult labors, and was a caring professional throughout their labor and delivery experience. She is hardworking and very responsible. She will make an excellent house officer.

**Core Clerkship in Family & Community Medicine (January - December 2020) — 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 her FCM 110 clerkship in a yearlong longitudinal format working at Kaiser Santa Rosa clinic where she provided primary care in a busy outpatient setting. Student Name has excellent clinical skills. Her patient histories and physical exams are reliable and detailed. She has outstanding clinical problem-solving skills and an equally strong fund of knowledge. She has excellent interpersonal and professional skills. Her preceptors wrote: “With a mature, confident manner, Student Name develops a warm rapport with patients. She stands out for her impressive fund of knowledge and clinical-reasoning skills that exceed her level of training. She took initiative for self-directed learning: she read about her patients’ problems, referenced many sources, and applied what she learned to enhance patient care. A motivated learner, she is very open to feedback and integrates constructive suggestions well into her performance to improve her skills. As a result, she made wonderful progress in her already strong clinical skills.” Student Name did excellent work in FCM 110.

**Clinical Immersion Experiences (CIEx)**

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

Clinical Immersion Experiences 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 – Surgical Apprenticeship (March 2020) — Grade: Pass**

**Clinical Immersion Experience – Interventional Radiology (May 2020) — Grade: Pass**

**Clinical Immersion Experience – Critical Care Elective (November 2020) — Grade: Pass**

**Introduction to Career Launch — Grade: Pass**

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

**ARCH 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.

**Subinternship in Medicine – Clinical Cardiology (April - May 2021) — Grade: Honors**

Student Name did a fantastic job this month on the cardiology consult service. She did an excellent job getting to know her patients on a medical and personal level. She volunteered to follow several very difficult end-of-life cases, learning about the patients and their families, and providing valuable information and support. Her fund of knowledge was excellent and she continued to expand it during the month. Her presentations and notes were both clear and comprehensive.

**Elective Clerkship in Radiology – Clinical (May 2021) — Grade: Pass**

*This course is graded as pass/fail only.*

It was a pleasure to have Student Name on the rotation. She came with a clinical knowledge base that helped the team in the read-out process and brought a new perspective to the group. She worked diligently to make the most of her radiology rotation and gain knowledge that will be applicable to her medical career. She was engaged during the read-out process and asked relevant questions that advanced both her learning and the thought process of the entire team.

**Clinical Performance Exam — Completed**

Due to COVID-19, the usual 8-station in-person standardized patient examination could not be held. Instead, students were required to complete a standardized patient Clinical Performance Exam (CPX) administered in a virtual format.

**Research Year – Radiology**

Upon successful completion of the yearlong research requirements, Student Name will graduate with an MD with Distinction. Advised by Kim Nguyen, PhD, and funded by a Yearlong Inquiry Program Research Fellowship, Student Name conducted a research project titled, “Novel Approaches to Fetal Congenital Heart Defect Imaging.”

**Acting Internship in Medicine – ZSFG (July - August 2022) — Grade: Honors**

*Overall grade based on achieving expectations for clinical performance.*

Student Name displayed an outstanding fund of knowledge, problem solving, clinical skills, and interpersonal communication skills. She performed at the level of an intern, gathering pertinent histories and synthesizing them into accurate, succinct, and thoughtful presentations. She was efficient in gathering data. Student Name generated prioritized problem lists with plans, including of complicated patients with multiple concerns. She looked up information she needed to care for a patient without being asked, and often brought her new knowledge to the team for everyone’s learning. Student Name communicated with patients and families in a compassionate, professional way. Her resident noted, “Even with some emotionally-challenging patients, she never shied away from her sense of responsibility for the patient and their care.” Student Name respectfully and effectively worked with all members of the interdisciplinary team. She continuously asked for feedback and incorporated it immediately. She functioned at the level of an intern.

**SPAN (Specialty Practice Ambulatory Subinternship)**

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 diagnostic radiology at an academic practice.

**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 she 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 2023.

Sincerely,

Karen E. Hauer, MD, PhD  
Associate Dean for Competency Assessment and Professional Standards

KEH/ljm  
enc