



# Why Your Words Count

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# Learning Objectives

- ▶ Introduce/Review Medical Student Performance Evaluation (MSPE, aka the Dean's Letter)
- ▶ Review Standardized Mid-Rotation Feedback Evaluation form for Clerkship Students
- ▶ Review Standardized End of Rotation Clinical Evaluation for Clerkship Students (One45 form)
- ▶ Review Grading
- ▶ Introduce qualitative evaluation vocabulary

# The MSPE (formerly the Dean's Letter)

- ▶ The Medical Student Performance Evaluation (MSPE) is one component of a student's application to residency programs. **The MSPE is an objective letter of evaluation that summarizes a student's academic record at their medical school in narrative format.**

<http://medstudenthandbook.hms.harvard.edu/222-medical-student-performance-evaluation-mspe-deans-letter>

# Why Your Words Count

- ▶ **The MSPE remains the third most common factor cited by residency program directors in selecting applicants to interview.** Despite the AAMC's prior efforts to encourage medical school deans to include the comparative information and standardize MSPE's, compliance with both the letter and spirit of these recommendations has been limited. MSPEs that provide a standardized, transparent and comparative assessment and a holistic review of students would not only improve program director efficiency in reviewing applications, but would also likely result in matching student to programs that best suit their strengths.

# Mid-Rotation Feedback Form

Mid-Rotation Feedback				
Student Name _____		Preceptor Name _____		
Clerkship: _____		Site: _____		
Date _____				
Competency	Student to complete <i>prior</i> to meeting		Preceptor to complete <i>during</i> meeting	
	Self-Evaluation	Goals	Evaluation Comments	Suggestions for Improvement
<b>Professionalism:</b> Demonstrate professional behavior, commitment to ethical principles, and sensitivity to diverse patient populations.				
<i>integrity, honesty, ethics, dependability, punctuality, compassion, respect, altruism</i>  <input type="radio"/> Acceptable <input type="radio"/> Unacceptable				
<b>Patient Care:</b> Provide compassionate patient and family centered care that promotes health and the management of illness.				
<i>history, exam, differential dx, diagnostic reasoning, procedures</i>  <input type="radio"/> Acceptable <input type="radio"/> Unacceptable				
<b>Medical Knowledge:</b> Master foundation of clinical knowledge integrating basic sciences and translation of that knowledge to the clinical setting.				
<i>applying basic and clinical science knowledge to patient care</i>  <input type="radio"/> Acceptable <input type="radio"/> Unacceptable				

# Mid-Rotation Feedback Form

<b>Interpersonal and Communication Skills:</b> Effectively communicate and collaborate with patients, families, and professional associates.				
<i>rapport, listening, verbal and non-verbal expression, recognizing barriers to communication, and written documentation</i> <ul style="list-style-type: none"> <li><input type="radio"/> Acceptable</li> <li><input type="radio"/> Unacceptable</li> </ul>				
<b>Practice-Based Learning and Improvement:</b> Investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.				
<i>curiosity, recognizing learning needs, critical appraisal of resources, applying new knowledge, accepting feedback, improving performance</i> <ul style="list-style-type: none"> <li><input type="radio"/> Acceptable</li> <li><input type="radio"/> Unacceptable</li> </ul>				
<b>Systems Based Practice:</b> Develop an awareness of available health care system resources and demonstrate an ability to use them appropriately to provide optimal quality patient care.				
<i>working within team, health system, use of resources</i> <ul style="list-style-type: none"> <li><input type="radio"/> Acceptable</li> <li><input type="radio"/> Unacceptable</li> </ul>				
<b>Signatures/Date:</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Faculty (REQUIRED) _____</li> <li><input type="radio"/> Resident _____</li> </ul>			
<input type="radio"/> Reviewed Patient logs (if required by clerkship)				
<b>Additional Comments by Student or Preceptor:</b>				

# Mid-Rotation Feedback

- ▶ Clarify your expectations on day 1 and revisit them at the mid-rotation mark
- ▶ Clarify the student's expectations on day 1 and revisit them at the mid-rotation mark
- ▶ Be clear with students what your expectations are at the least with regards to “Meeting Expectations”
  - ▶ Showing up and doing expected work is “Meeting Expectations” or a “high C to low B” NOT an “A”



# Exceeding Expectations

## Examples of behaviors and skills that exceed expectations:

### Professionalism

- inspires others by example
- takes on extra work to help the team

### Patient Care:

- Finds subtleties from the patient history that others don't discern
- Elicits advanced and subtle findings from the physical exam
- Generates differential diagnoses for less common clinical presentations
- Formulates treatment plans independently; can select among options for his/her patients

### Medical Knowledge

- applies an advanced fund of knowledge to patient care

### Interpersonal and Communication Skills

- seen as the principal communicator for their patients
- includes key and nuanced findings in clinical presentations, as relevant to the patient situation
- adds interpretation and synthesis to written notes
- Takes an active role in educating themselves, colleagues and patients

### Practice-based learning and improvement:

- able to appraise the basic types of research studies; accurately applies findings from studies to patient care; differentiates credibility of different sources of evidence
- uses evidence to add to team discussions and development of patient care plans
- readily seeks feedback
- educates the team

### Systems-based practice

- leads the team for their patients















# Overall Comments

\*Overall comments on this student's performance on this clerkship [NOTE: These comments will be included in the student's Medical Student Performance Evaluation (MSPE) (formerly, Dean's Letter)]:

Feedback to the student, not included in Dean's letter unless consistent theme:

The feedback provided in the section above (feedback which is not included in the Dean's letter) reflects a concern regarding this student's performance or behavior.

Yes (Only choose "yes" if the comment reflects a concern about the student's performance or behavior)

# Words to use carefully

- ▶ The following adjectives are **typically used to describe the ability and promise of students in relation to their graduating class:**
  - ▶ outstanding
  - ▶ superior
  - ▶ excellent
  - ▶ very good
  - ▶ good

# Superlatives

- ▶ Unique
  - ▶ “her background in nursing led her to easily establish rapport”
- ▶ Mature
  - ▶ “her clinical application of medical knowledge demonstrated a mature perspective that is not typical of medical students at this stage”
- ▶ Self-Directed
  - ▶ “his learning was entirely self-directed and always on point”

# Superlatives

- ▶ Nuanced
  - ▶ "Because of this student's nuanced and thorough history and physical exam, a rare diagnosis was ultimately ruled in"
- ▶ Admirable
  - ▶ "the extra time this student took to acknowledge and support the nursing staff was admirable"

# Superlatives

- ▶ Highly Ethical

- ▶ “a high ethical standard was clearly demonstrated when the student presented a difficult case relating to end-of-life care”

- ▶ Professional

- ▶ “she was extremely professional in her promptness, efficiency, thoroughness and interactions with patients and staff”

# Superlatives

- ▶ Adaptable

- ▶ “The student was very adaptable when mid-rotation we had to re-route him to a different clinic due to a faculty emergency, staff were immediately impressed by his positive attitude”

- ▶ Motivated

- ▶ “His motivation was evident as he read about each of his patients without prompting”

# Superlatives

- ▶ Reliable

- ▶ “I could rely on this student to have all of the patient data organize and at the ready on rounds”

- ▶ Energetic

- ▶ “this student demonstrated an energetic approach to

patient care that was infectious”

- ▶ Enthusiastic

- ▶ “this student’s boundless enthusiasm for educating patients on their diagnosis and treatment plan benefited my practice”

# Superlatives

- ▶ Engaged

- ▶ “it is rare to work with a student so focused and engaged in patient advocacy”

- ▶ Committed

- ▶ “her commitment was evident in the extra hours she put in to make sure that the patient’s discharge plan was well-coordinated”

# Conclusion

- ▶ Set expectations early and reiterate often
- ▶ Jot down any notable encounters with the student
- ▶ Conduct a timely mid-rotation feedback session
- ▶ Complete final evaluation
  - ▶ Include comments and ideally, examples, describing student qualities and performance

Thank You

