



**The Ohio State University
College of Medicine**

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MEDICAL STUDENT PERFORMANCE EVALUATION

for

BRUTUS B. BUCKEYE

October 1, 2020

IDENTIFYING INFORMATION

Brutus B. Buckeye is a fourth-year student at The Ohio State University College of Medicine (OSUCOM) in Columbus, Ohio.

NOTEWORTHY CHARACTERISTICS

- Brutus is a first-generation college student and the first in his family to attend medical school. His core values include compassion, integrity, and hard work, which he considers to be invaluable in providing patient-centered, evidence-based care.
- Brutus volunteered at the Physicians Care Connection, a student-run clinic providing basic medical care to underserved communities. He is grateful for the opportunity he had to develop important skills while serving those who otherwise did not have access to medical care.
- Brutus served on the OSUCOM Admissions Committee and enjoyed the opportunity to share his passion for medicine and help recruit student physicians. He found it meaningful to advocate for the selection of those he interviewed and to be involved in the development of the entering classes of students who want to study medicine at Ohio State.

ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	August 2017
Date of Expected Graduation from Medical School	May 2021
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 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

The Lead.Serve.Inspire curriculum (LSI) is a three-part, four-year program that fully integrates basic science learning in the classroom with clinical science applied in the clinical arena.

PROFESSIONAL PERFORMANCE

The Ohio State University College of Medicine defines professionalism as the consistent demonstration of compassion, respect, honesty, integrity, accountability, altruism, prudence, social justice and commitment to excellence in all professional and personal responsibilities. Lead.Serve.Inspire (LSI) assures that students consistently demonstrate professional values by measuring performance across all curricular units, in multiple settings (with patients, with peers/healthcare team members, and through meeting responsibilities), and using multiple assessment types (objective structured clinical examinations [OSCE], peer assessments, faculty classroom assessments, clinical performance assessments, and task completion). Students must meet competency standards at key points before progressing in the curriculum.

PART 1, CLINICAL FOUNDATIONS (15 MONTHS)

This academic program consists of nine organ/system-based blocks that integrate all foundational sciences. Students also participate in weekly small group sessions (Longitudinal Group) and twice-monthly clinic sessions (Longitudinal Practice), both intended to assist students with development of clinical skills and provide a clinical context for learning. Individualized projects in Health Coaching and Community Health Education are also completed.

Overall Grade: Satisfactory

Longitudinal Group/Practice

In Longitudinal Group, Brutus was always prepared and very respectful, bringing new ideas to elevate the level of discussion. He was very knowledgeable, insightful, enthusiastic and genuinely interested in contributing, learning, and growing.

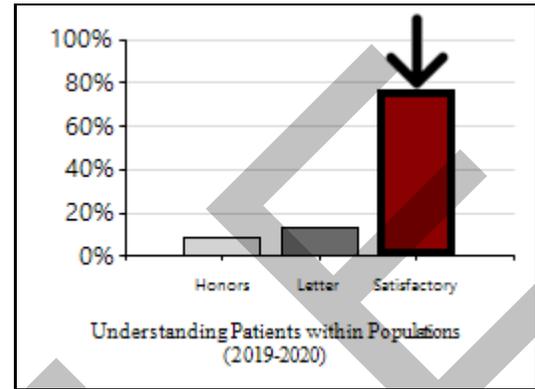
In Longitudinal Group, Brutus showed appreciation for his learning opportunities. He gathered appropriate histories, and his presentations were clear and concise. Brutus was always willing to try new procedures. He accepted feedback well and always had a positive attitude.

PART 2, CLINICAL APPLICATIONS (12 MONTHS)

This academic program consists of three, 16-week, longitudinally-integrated clerkships (rings) that combine traditional disciplines in a time- and content-integrated way to help students learn concepts both within and across clinical disciplines. Students complete assessments throughout each clerkship, including NBME subject exams, Objective Structured Clinical Exams (OSCEs), and a skills-based assessment. A narrative grade and distinction (if any) are given by the longitudinal clerkship. Performances in individual sub-disciplines within the longitudinal clerkship contribute to the overall ring grade.

Ring 1 -- Understanding Patients within Populations (UPWP)

Brutus was an enthusiastic learner. He gathered pertinent information, assessed patients, and performed detailed histories and exams. His presentations and documentation contained a complete differential diagnosis list, and he had the ability to explain his thought process. Brutus demonstrated a good fund of knowledge for his level of training. Brutus was actively engaged in patient care and developed good rapport with patients and families. He sought and responded well to feedback and quickly incorporated it into his clinical skill set. Brutus was always willing to go the extra mile for patient care and overall team function.



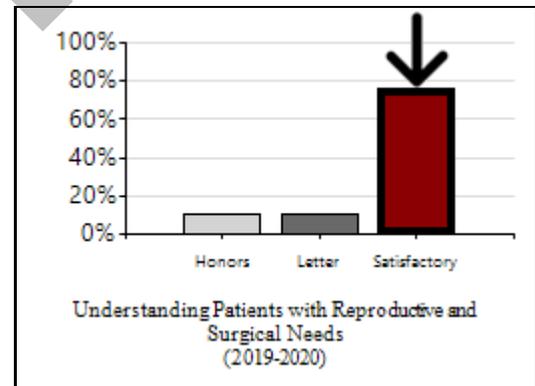
Performance in overall ring and its components:

	Grade	Medical Knowledge	CPAs*	Other
UPWP Overall Ring Grade	Satisfactory	40%: 30% NBME exams, 9% quizzes, 1% midterm	45%	20%: 10% OSCE, 5% clinical practical, 5% direct observation
Family Medicine	Satisfactory	40% NBME	60%	N/A
Pediatrics	Satisfactory	40% NBME	60%	N/A

*CPA – Clinical Performance Assessment

Ring 2 -- Understanding Patients with Reproductive and Surgical Needs (UPRSN)

Brutus was a helpful, enthusiastic student who had a great attitude. He was hard working and functioned effectively with minimal direction. He was a quiet, thoughtful, and very efficient student. Brutus took ownership of patients and was involved in each step of surgical cases and post-op care. His presentations were appropriate for his level of training and included all pertinent positive and negative findings. During rounds, Brutus was knowledgeable about patients. He was a hard worker who was dedicated to learning and professional development. Brutus worked well with patients and teams, and was a quick learner. He was actively involved in the operating room and other service-related activities. He was attentive to detail and willing to assist in all cases; he was willing to listen to feedback and improve his skills operating room were impressive.



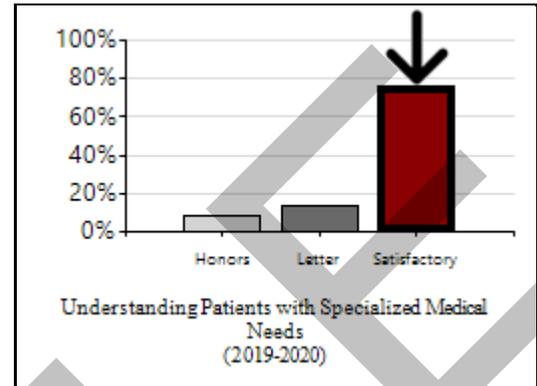
Performance in overall ring and its components:

	Grade	Medical Knowledge	CPAs*	Other
UPRSN Overall Ring Grade	Satisfactory	40%: 30% NBME exams, 5% quizzes, 5% midterm	40%	20%: 10% OSCE, 5% clinical practical, 5% direct observation
Obstetrics and Gynecology	Satisfactory	40% NBME	60%	N/A
Perioperative (anesthesiology, pathology, and radiology)	Satisfactory	40% PeriOp Quiz	40%	20%: 5% Pathology Session, 10% Clinical Practical; 5% Checklist
Surgery	Satisfactory	40% NBME	60%	N/A

*CPA – Clinical Performance Assessment

Ring 3 -- Understanding Patients with Specialized Medical Needs (UPSMN)

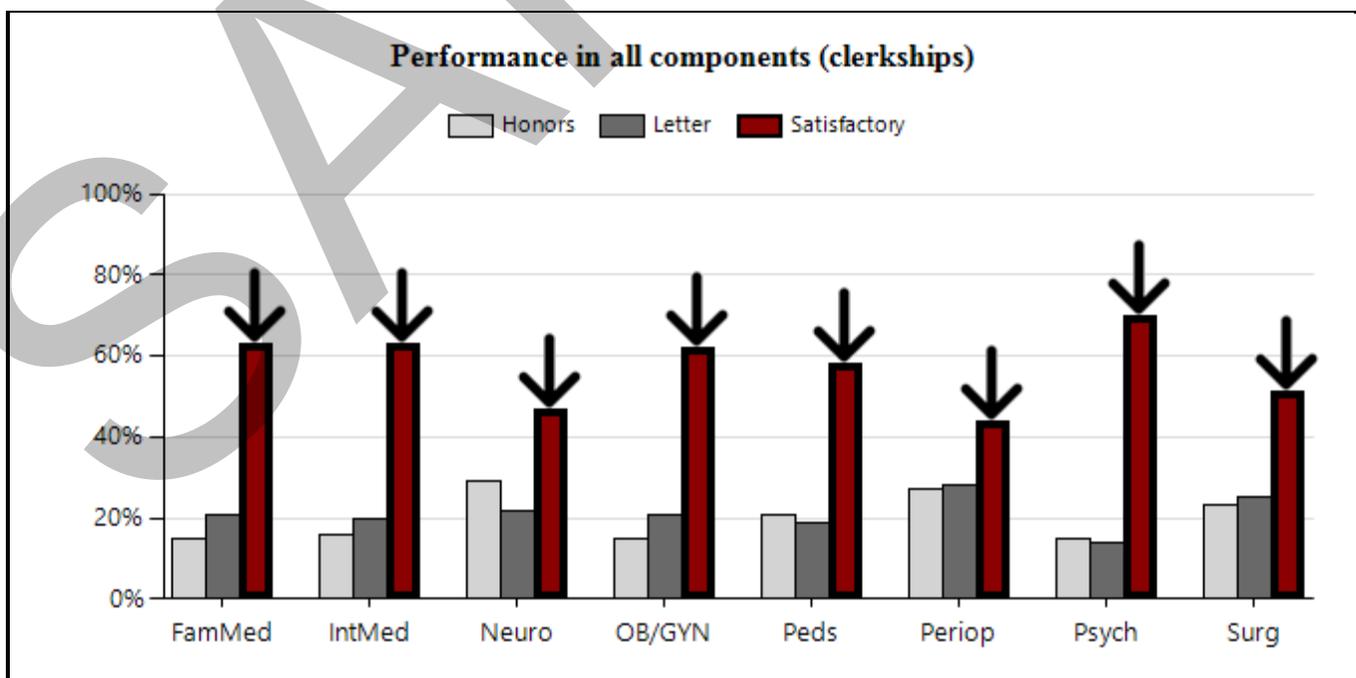
Brutus demonstrated professionalism and motivation to learn. On **internal medicine**, Brutus was enthusiastic and interacted effectively with the healthcare team, patients, and their families. He sought responsibility and was always willing to help. Brutus had good communication skills, sought feedback, and integrated the feedback to help improve patient care. He was also recognized for his empathy and exceptional bedside manner. He was very thorough in obtaining medical histories, and his presentations were complete, organized, and well-formulated. Brutus demonstrated an understanding of pathophysiology and the decision-making that went into treatment plans. During **neurology**, Brutus demonstrated a good work ethic and was interested in learning. He was always willing to take on new tasks. He took ownership of patients and made good contributions to patient care. Brutus was well liked by patients and the team. Brutus' case presentations were complete and accurate, consistently highlighting key concepts. In addition, he developed a solid differential diagnosis and management plan. On **psychiatry**, Brutus was an excellent student who was hardworking, intelligent, and naturally empathetic. He was engaged, inquisitive, and always made efforts to connect with patients. Brutus' written documentation was consistent with his level of training.



Performance in overall ring and its components:

	Grade	Medical Knowledge	CPAs*	Other
UPSMN Overall Ring Grade	Satisfactory	40%: 33% NBME exams, 6% quizzes, 1% midterm	45%	15%: 10% OSCE, 5% clinical practical
Internal Medicine	Satisfactory	40% NBME	60%	N/A
Neurology	Satisfactory	40% NBME	60%	N/A
Psychiatry	Satisfactory	50% NBME	50%	N/A

*CPA – Clinical Performance Assessment



PART 3, ADVANCED CLINICAL MANAGEMENT (12 MONTHS)

This academic program consists of four main longitudinal courses: two months devoted to management of the acutely ill, undifferentiated patient, and the hospitalized patient (AMHBC); two months devoted to management of outpatients over time (AMRCC); and elective time during which students pursue advanced study in a core competency. Brutus is working toward completion of the advanced competency elective in **Professionalism and Humanism**. In order to graduate, students must demonstrate that they have met entrustment for the Core Entrustable Professional Activities for Entering Residency set forth by the AAMC.

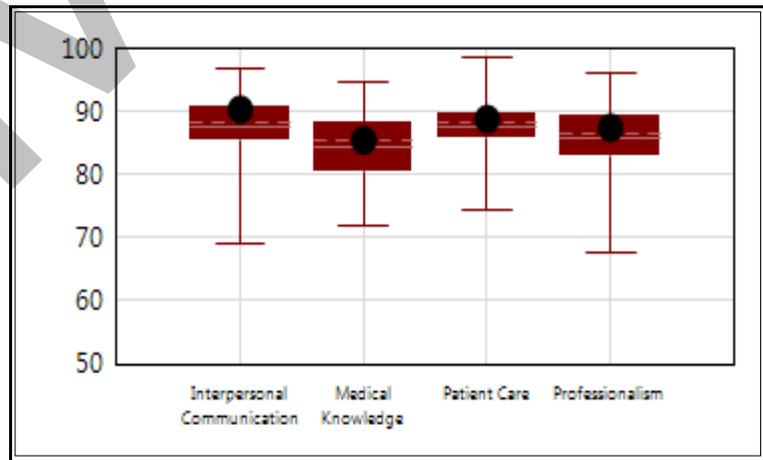
Advanced Management of Hospital Based Care--MICU Mini-Internship (Inpatient): Honors

Brutus was a hardworking, diligent, and compassionate student who actively sought responsibility. He effectively communicated with patient families and consult teams. Even when actively following numerous patients, he knew patients thoroughly and gave oral presentations that were organized, complete, and efficient. Brutus applied an excellent knowledge base and referred to the primary literature to make good management decisions. He was also excellent with ultrasound and procedures.

SUMMARY

The Lead.Serve.Inspire curriculum uses multiple measures across a variety of competencies to guide student achievement and to create a personalized medical education experience that allows the individual to excel. While some measures are quantitative, some are categorical, and others can only be assessed in qualitative ways; therefore, OSUCOM is a non-ranking institution. Students, however, are clustered based on percentages assigned to their preclinical end-of-year and core clinical clerkship grades. The categories are Outstanding, Excellent, Very Good, Good, and Capable.

Cluster	Approximate Percentile
Outstanding	90-100
Excellent	70-89.99
Very Good	33-69.99
Good	10-32.99
Capable	<10



* Practice-Based Lifelong Learning and Systems-Based Practice are primarily assessed in the fourth year of medical school. Data is incomplete for these competencies.

Brutus is a good student who consistently builds on his comprehensive view of medicine. He also envisions goals and then does what is necessary to achieve them. Brutus possesses all the essential qualities of an aspiring physician to become a successful resident.

Sincerely,

A handwritten signature in black ink that reads "Joanne Lynn MD". The signature is written in a cursive style.

Joanne Lynn, MD
Associate Dean for Student Life
joanne.lynn@osumc.edu

SAMPLE