MEDICAL STUDENT PERFORMANCE EVALUATION

for

BRUTUS BUCKEYE

October 1, 2015

IDENTIFYING INFORMATION

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

UNIQUE CHARACTERISTICS

In the development of the “unique characteristics” section, the College of Medicine asked each student to respond to a series of questions. Below is a representation of the answers we received from Brutus Buckeye.

Core Values: Brutus’ core values are excellence, compassion, accountability, and teamwork. He believes that if something is worth doing, it is worth doing right. Medical school helped him develop the habit of striving for a consistent standard of excellence. It has also encouraged him to be compassionate in his work. Brutus values responsibility and believes that being accountable requires honesty and allows others to trust him. Finally, Brutus upholds teamwork as an essential component of any relationship, whether among colleagues or between physician and patient. These core values drive his desire to provide quality, patient-centered care.

Most meaningful research experience: Brutus’ work on evaluating the role of Continuous Positive Airway Pressure (CPAP) in neonatal resuscitation and the associated neonatal morbidities and mortalities was a valuable learning experience. Building on the research he began during his first year, this project became the focus of Brutus’ thesis for his Master of Public Health degree. Expanding his research allowed him to develop his own hypotheses, evaluation methods, and analyses of results, while learning to appreciate the importance of diligence and inquisitiveness. Additionally, these experiences have further solidified his commitment to academic medicine as a cornerstone of his career.

Most meaningful extracurricular experience: Brutus served on the executive committee of a club that screened thought-provoking medical movies. They chose films that compelled their peers to view things from perspectives that they may not have previously considered. For example, they screened movies that explored medical care from a patient’s point of view to
encourage classmates to step back on occasion and reflect on the big picture. By using the medium of movies to communicate new ideas, Brutus was able to expand his own lens and helped his classmates expand theirs.

**Most meaningful volunteer experience:** Brutus learned a great deal while volunteering at the Physicians Free Clinic early in his medical school career. He became more comfortable talking to patients from a variety of socioeconomic backgrounds. Through this experience, he also learned that there is more to medicine than the diagnosis or the prescription. Brutus discovered that frequently socioeconomic issues are paramount to effective treatment; a patient’s diabetes may be poorly controlled, not because the patient is irresponsible, but because he or she cannot afford the medications prescribed. Brutus believes that to be a successful physician, all contributing factors must be considered.

**Brutus Achievements:** Landacre Honor Society, 2014-present; Samuel J. Roessler Memorial Scholarship, 2008; Brutus was also selected to participate in the Advanced Topics in Emergency Medicine Honors Program, a ten-month longitudinal elective.

**ACADEMIC HISTORY**

Date of Expected Graduation from Medical School: May 8, 2016
Date of Initial Matriculation in Medical School: August 6, 2012

Brutus’ attendance throughout medical school has been continuous. In addition, he was not required to remediate or repeat any coursework nor was he the recipient of any adverse action by the medical school or its parent institution.

**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.

**PART 1, CLINICAL FOUNDATIONS (15 MONTHS)**

This academic program consists of eight 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**
Performance in selected sub-disciplines:
Longitudinal Group/Practice
In longitudinal group, Brutus was a caring person whose kindness was evident in his communication with classmates and patients. He easily connected to others, was always willing to help in the classroom, and participated willingly in activities. In his longitudinal practice, he was an excellent student who was always prepared and professional.

Brutus also received distinctions in these individual blocks:

Honors
Medical Practice and Patient Care

Letters of Commendation
Community Health Education project, Bone and Muscle

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: Satisfactory
Brutus demonstrated tremendous growth throughout the ring. He displayed an excellent fund of knowledge, and his clinical skills improved greatly. His skillset dramatically improved, including electronic medical record use, history-taking, and synthesizing information to create logical differential diagnoses and management plans. His presentations were concise and well organized. His written documentation was clear and thorough. He developed great rapport with patients and their families and worked well with staff and colleagues. Brutus made important contributions to the teams in both the inpatient and outpatient settings.

Performance in selected sub-disciplines:

- Pediatrics
  - Satisfactory
- Family Medicine
  - Satisfactory

Adult Ambulatory Selective/Otolaryngology: Letter of Commendation
Brutus did an excellent job on the otolaryngology service. He was mature for a beginning third-year medical student. He was eager to learn and had a strong fund of knowledge. He developed a nice rapport with patients and staff.

Ring 2—Understanding Patients with Reproductive and Surgical Needs: Satisfactory
Brutus was an active member of the healthcare team and displayed excellent leadership qualities. He was consistently prepared for cases and was responsive to feedback. He was a reliable and dependable student who worked well with the healthcare team. He developed good rapport with
patients and their families. Brutus did well in the clinical setting; he was a sound, logical thinker with good clinical skills. He performed complete and thorough history and physical exams and elicited important information related to the patient’s presenting problem. His oral presentations were well prepared and organized. While on the gynecologic/oncology service, Brutus’ presentations were consistently concise and complete. His procedural skills were good for his level of training, and he sought feedback appropriately. He demonstrated sound clinical knowledge and judgment and often answered complex problems correctly and developed management plans accordingly. Brutus was an active member of the healthcare team.

**Performance in selected sub-disciplines:**

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>Combined surgical specialties</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Obstetrics/gynecology</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Combined anesthesiology, pathology, and radiology</td>
<td>Letter of Commendation</td>
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**Ring 3—Understanding Patients with Specialized Medical Needs:** Satisfactory

Brutus was professional and displayed strong clinical skills. On the internal medicine unit, he was always eager to learn. He was an advocate for patients and easily developed rapport with them and their families. Brutus had an exceptional fund of general medical knowledge. On the psychiatry unit, Brutus was excellent at taking a comprehensive history. He progressed well and had good therapeutic alliances with patients. He was comfortable in inpatient settings and worked well with challenging patients. On the neurology unit, he was mature and compassionate. He had good interpersonal skills and was a team player. He identified pertinent abnormalities upon examination. He also displayed evidence of outside reading. Overall, Brutus performed very well.

**Performance in selected sub-disciplines:**

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Internal Medicine</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Neurology</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Satisfactory</td>
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**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. 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.

**AMHBC—Emergency Medicine:** Letter of Commendation

Brutus completed a four-week emergency medicine rotation as part of the required Advanced Management in Hospital-Based Care course. This course consists of two one-month rotations combining skills and competencies from both the emergency and inpatient settings. Students in this course participate in innovative workshops, simulations, EPA assessments, and conferences designed to integrate these experiences, adding additional focus on communication and care
transitions. Brutus performed at an above-expected level clinically for a senior medical student. He displayed a good knowledge base and consistently generated complete and appropriate differential diagnoses and treatment plans. Brutus gathered relevant information and effectively communicated that information to the attending staff in a clear and concise manner. He managed patients well with minimal faculty guidance. Brutus demonstrated above-average clinical decision-making skills, and he demonstrated very good basic procedural skills. He was very enthusiastic and eager to learn and apply new information. Brutus was evaluated through direct observation while performing a medical history. He acted in a professional manner and was well liked by both patients and staff.

AMHBC—Pediatrics Infectious Disease Mini-Internship: Letter of Commendation
Brutus was a very good student who exceeded expectations throughout his elective rotation in pediatric infectious disease. He took ownership of patients and managed them with clinical excellence. Brutus displayed a broad fund of knowledge and advanced clinical skills which he used to create thorough and concise patient assessments, with accurate and well thought-out differential diagnoses and management plans. He demonstrated a strong desire to learn. His dedication to learning and patient care allowed him to establish good rapport with patients, families, staff, and colleagues. He was a pleasure to work with and a valuable contributor to the patient-care team.

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.

Brutus is a good student who gives priority to expanding his knowledge. He also looks for opportunities to enhance his performance. Brutus will make a solid contribution to his residency training.

Sincerely,

Joanne Lynn, MD
Associate Dean for Brutus Life
joanne.lynn@osumc.edu
Brutus Buckeye
Appendix A
Preclinical Comparative Performance (Part 1)

Clinical Foundations

Brutus Buckeye received **Satisfactory**
Brutus Buckeye
Appendix B
Clinical Comparative Performance (Part 2)

Ring 1 - Understanding Patients within Populations
Brutus Buckeye received a Satisfactory

Ring 2 - Understanding Patients with Reproductive and Surgical Needs
Brutus Buckeye received a Satisfactory

Ring 3 - Understanding Patients with Specialized Medical Needs
Brutus Buckeye received a Satisfactory
Brutus Buckeye received the following grades:

- Family Medicine: Satisfactory
- Internal Medicine: Satisfactory
- Neurology: Satisfactory
- Obstetrics and Gynecology: Satisfactory
- Pediatrics: Satisfactory
- Perioperative (anesthesiology, pathology, and radiology): Letter of Commendation
- Psychiatry: Satisfactory
- Surgery: Satisfactory
**Brutus Buckeye**  
**Appendix C**  
**Comparative Performance in Professional Attributes**

*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.

We generate a single, comprehensive, cumulative professionalism score based on criteria set forth by the faculty; a score of 70 represents the basic competency standard and 100 designates an aspirational or mastery standard (see figure below).

**Brutus Buckeye’s professionalism score is 94.25.**

The performance of this Brutus’ peers (N=154) is as follows:

Median 95.3, Interquartile range (93.9-96.4)
## Comparative Performance in Medical School

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Approximate Percentile</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>90-100</td>
</tr>
<tr>
<td>Excellent</td>
<td>70-89.99</td>
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<tr>
<td>Very Good</td>
<td>33-69.99</td>
</tr>
<tr>
<td>Good</td>
<td>10-32.99</td>
</tr>
<tr>
<td>Capable</td>
<td>&lt;10</td>
</tr>
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