Medical Student Performance Evaluation

Class of 2025

Student Doctor:

Maddie Medical
IDENTIFYING INFORMATION

Maddie Medical is a fourth year Medical Student at Oklahoma State University College of Osteopathic Medicine in Tulsa, Oklahoma.

UNIQUE CHARACTERISTICS

Maddie graduated from Stanford University with a Bachelor of Science in Cognitive Science. She also holds a Master’s degree in Forensic Anthropology from the University of Tennessee.

She is a member of Sigma Sigma Phi, the National Osteopathic Honor Society. Maddie is a Platinum T.O.U.C.H Point recipient for participating in 650 hours of community service in one year. She continually astounds her colleagues with her dedication to helping others while remaining on the Deans Honor Roll at OSU-COM.

Maddie was the President and Founder of the OSU-COM Club Med-ical, a networking group of physicians helping medical students. She is so well-liked by her peers she was voted Campus Student of the Year for two years.

Ms. Medical has been published in the Journal of the American Osteopathic Association and Rolling Stone.

Maddie has a passion for music and animals. She attends concerts and enjoys writing about local musical flair for Urban Tulsa. Volunteering for the SPCA has allowed her to care for animals and learn their unique behaviors.

ACADEMIC INFORMATION

Date of Expected Graduation from Medical School: April 18, 2025
Date of Initial Matriculation into Medical School: August 18, 2021

Please explain any extensions, leave(s) of absence, gap(s), or break(s) in the student’s educational program. Not Applicable

For transfer students: Not Applicable
Date of Initial Matriculation into Prior Medical School:
Date of Transfer from Prior Medical School:

For dual/joint/combined degree students: Not Applicable
Date of Initial Matriculation in Other Degree Program:
Date of Expected Graduation from Other Degree Program:

Type of Other Degree Program:

Was this student required to repeat any coursework during his/her medical education? No

ACADEMIC PROGRESS

Preclinical/Basic Science Curriculum: Maddie’s performance in our rigorous academic program has been great. She completed her first and second year of coursework with a 3.75 grade point average.

Core Clinical Clerkships and Elective Rotations:
The following remarks are comments by physician mentors concerning Maddie’s performance on a selection of clinical rotations to date:

Surgery Grade: A
“Worked after hours and on weekends that were not required. Maddie is motivated and that is good to see in a 3rd year student. Maddie was a pleasure to have as a student. She is an exceptional student. I have all the confidence in the world that someday she will become an excellent surgeon that we all will be proud of.”

OMM Grade: A
“Maddie did great this month. She demonstrates ease with learning new techniques, she reads consistently, and she gets along well with patients.”

Medicine I Grade: A
“Great student. Highly motivated. Works hard.”

Community Clinic Grade: A
“This student has customer service on her mind. She is always working to understand the patient and works to evaluate the needs of the patient. She then works to provide the best treatment for the patient. Staff and patients adore Maddie. She works hard to be the best that she can be.”

* Please see Appendix B for a key to this evaluation system.
SUMMARY

Maddie has a cumulative grade point average of 3.9, and is ranked 5th out of 66 students completing the medical school curriculum within the traditional four-year timeframe.

Sincerely,
Appendix A

Medical School Information Page

Oklahoma State University College of Osteopathic Medicine  Tulsa, OK

Special programmatic emphases, strengths, mission/goal(s) of the medical school:

This curriculum includes hands-on clinical experiences, student-centered and problem-based methods of instruction, with frequent consultation from faculty members and community-based physicians. Development of problem-solving and information-retrieval skills is emphasized in order to produce osteopathic physicians with the capacity to be life-long learners. In a spiral curriculum, study matter is continuously reintroduced to the student in greater depth and complexity. This method serves to reinforce prior learning and promote meaningful retention. The curriculum emphasizes integration of basic sciences with clinical and behavioral sciences to permit full comprehension of the clinician’s work and promote a holistic approach to the care of patients and their families.

Students are introduced to a variety of medical resources including telecommunications technologies to enhance their learning experiences.

Special characteristics of the medical school’s educational program:

The curriculum is designed to implement a twenty-two month clerkship program within the four-year program of professional education.

The first year is designed to bring all students to desired levels of competence in the biomedical sciences and preliminary clinical knowledge and skills. Students learn the terminology of medicine and acquire the knowledge for problem solving. During the first year, students are introduced to core concepts in Anatomy, Physiology, Biochemistry, and Microbiology. Students begin to develop competence in osteopathic clinical skills including physical examination, diagnosis, patient interviewing, and recognition of normal and abnormal patterns of physical conditions and diseases.

The final twenty-two months brings a dramatic shift to the learning experiences and opportunities to which students gain exposure. The mission-driven, student-centered, Clerkship Program is designed in a manner that challenges students to apply the fund of knowledge that was meticulously developed during the first two years in a clinical setting. The management and administration of the Clerkship Program is overseen by the Office of Clinical Education. In order to successfully complete the Clerkship Program, students are required to complete 22, four-week rotations in the core areas of Family Medicine, OMM, Pediatrics, Internal Medicine, Surgery, Obstetrics-Gynecology, Psychiatry and Emergency Medicine. In addition to the core rotations, students are also required to complete three rotations at affiliated teaching sites in rural communities, two of which are focused on gaining experience in a rural hospital setting. Students must also complete two primary care electives, seven general electives, and one required vacation.
Students enrolled in the Rural Medical Track Program take our mission to serve rural Oklahoma to new heights. The Rural Medical Track Program is designed to allow students to complete, whenever possible, the core rotations in rural communities. In addition to the core rotations, the Rural Medical Track students must also complete at least two sub-internships with rural residency programs, as well as two sub-specialty electives.

Through this work, the Clerkship Program is able to bring students to real patients, in real clinical facilities, with exceptional educators. Students develop the skills necessary to be effective at practicing evidence-based medicine in the management of patient care, and the actual delivery of health care services.

**Average length of enrollment (initial matriculation to graduation) at the medical school:**

4 Years

**Description of the evaluation system used at the medical school:**

Grading for medical students is based on the following 0-100 scale:

- **A** = Excellent (numerical range 90-100) 4 points
- **B** = Good (80-89) 3 points
- **C** = Satisfactory (70-79) 2 points
- **D** = Poor (65-69) 1 point
- **U** = Unsatisfactory (below 65) 0 points
- **ST or S** = Satisfactory (credit granted/no grade) No grade
- **I** = Incomplete No grade
- **X or R** = Research in Progress No grade
- **AU** = Audit No grade
- **W** = Withdrawn No grade
- **WP** = Withdrawal in Good Academic Standing No grade
- **WU** = Withdrawal Not in Good Academic Standing No grade

* = Courses repeated that are excluded from graduation/retention GPA

**Medical school requirements for successful completion of COMLEX Levels 1, 2 (check all that apply):**

**COMLEX Level 1:**
- ✓ Required for promotion
- ✓ Required for graduation
- Required, but not for promotion/graduation

**COMLEX Level 2 (CE and PE):**
- ✓ Required for promotion
- ✓ Required for graduation
- Required, but not for promotion/graduation

Not Required
Medical school requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) used for (check all that apply):

- Completion of course
- Completion of clerkship
- Completion of third year
- Graduation
- Other ________________

Utilization of the course, clerkship, or elective director’s narrative comments in composition of the MSPE
The narrative comments contained in the attached MSPE can be best described as (check one):

- Reported exactly as written
- Edited for length or grammar, but not for content
- Edited for content or included selectively

Utilization by the medical school of the AAMC “Guidelines for Medical Schools Regarding Academic Transcripts”
This medical school is:

- Completely in compliance with Guidelines’ recommendations
- Partially in compliance with Guidelines’ recommendations
- Not in compliance with Guidelines’ recommendations

Description of the process by which the MSPE is composed at the medical school (including number of school personnel involved in the composition of the MSPE)

Students are permitted to review the MSPE prior to its transmission:

- Yes
- No

Appendix B

Students are evaluated on clerkships according to a grading rubric that is divided into fourteen categories. Each of the categories describes five levels of performance and preceptors choose the level of performance for the student that matches the student’s knowledge, skill or interpersonal communication performance. Each of the fourteen areas is linked to an AOA Core Competency, and all fourteen areas are weighted equally for grade calculation. Each of the areas has an open text box for preceptor comments. There is also an open text box for summary comments that preceptors wish to include in the evaluation.
The 14 areas evaluated are as follows:

- HISTORY TAKING
- FOCUSED PHYSICAL EXAMINATION
- FUND OF KNOWLEDGE
- TECHNICAL/PROCEDURAL SKILLS
- CLINICAL MANAGEMENT SKILLS
- INTERPERSONAL SKILLS
- PRESENTATION SKILLS
- PROFESSIONALISM
- CULTURAL/SOCIAL/SYSTEMS AWARENESS
- INITIATIVE
- PRACTICE-BASED LEARNING
- SYSTEMS-BASED PRACTICE
- OSTEOPATHIC CONSIDERATION
- OSTEOPATHIC MANIPULATIVE SKILL

In addition to the areas above, the students also receive a non-cognitive evaluation that assesses the student’s reliability, responsibility, judgment, respectful behavior, honesty, integrity, and emotional stability. The grading on this area is Pass/Fail.