

A top-down view of a wooden desk. In the top left is a small potted plant with green grass-like leaves. To its right is a white computer keyboard. In the bottom right is a white coffee cup filled with dark coffee on a matching saucer. Below the coffee cup is a black spiral-bound notebook with a white lined page. A black pen with silver accents lies on the desk near the notebook. Two black binder clips are also on the desk. The text 'Completing the Evaluation & The Importance of MSPE Comments' is overlaid on the left side of the image in a large, white, sans-serif font.

Completing the Evaluation & The Importance of MSPE Comments

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Disclosures

- None

Learning Objectives:

- Understand the significance of end-of-rotation evaluations
 - Identify key components of effective evaluations
 - Explore the MSPE and its various components
 - Highlight best practices for providing constructive feedback through the medical student evaluation
 - Discuss the impact of the evaluation on student motivation and performance
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DeBusk College of Osteopathic Medicine
LINCOLN MEMORIAL UNIVERSITY

Student Evaluation

Student: OMS3 OMS4 Rotation:

Rotation Site: Preceptor:

Rotation Start Date: Rotation End Date:

Please provide feedback regarding the performance of this medical student. Your responses will help the student improve by identifying their strengths and weaknesses and will assist LMU-DCOM to determine if this student has successfully completed the rotation. **Any student rated with concerns in professionalism will not pass the rotation.**

Please note: When a preceptor has provided any kind of health service to a student, through a physician-patient relationship, that preceptor is to not be involved in the evaluation of the student receiving those services. (If you provided a health service to this student, please SUSPEND the evaluation, and indicate the reason in the comments box.)

I confirm that I did not provide health services to the student for whom this evaluation is being completed.

Performance of Entrustable Professional Activities (EPAs)* Please select the option that best indicates the skill level of this student as compared to other students at the same level of training.	No Concerns: Met all expectations, functioning as expected for level of training	Minor Concerns: Met most expectations	Major Concerns: Did not meet expectations	Insufficient Observation or N/A
Performs thorough, organized, and focused history and physical exams as appropriate for the clinical situation. (EPA 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses Osteopathic structural diagnostic and treatment techniques when appropriate. (EPA 1; Tenets of Osteopathic Medicine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulates appropriate differential and working diagnoses based on the patient's problems. (EPA 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommends and interprets common diagnostic and screening tests. Understands that informed consent is needed for these tests. (EPA 3, 11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes electronic and other resources appropriately for results and order entry. (EPA 4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately documents clinical encounters, showing clear understanding of clinical situations and settings. (EPA 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orally presents patient cases or encounters in a clear, concise, and well-organized manner. (EPA 6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Performance of Entrustable Professional Activities (EPAs)* Please select the option that best indicates the skill level of this student as compared to other students at the same level of training.	No Concerns: Met all expectations, functioning as expected for level of training	Minor Concerns: Met most expectations	Major Concerns: Did not meet expectations	Insufficient Observation or N/A
Able to reference, interpret and apply biomedical and clinical knowledge to advance patient care. (EPA 7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands role with the health care team and treats other team members with respect, dignity and compassion. (EPA 9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assesses the acuity of illness of an individual patient and crafts an appropriate treatment plan. (EPA 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates medical knowledge and technical skill to safely perform basic medical procedures with appropriate supervision. (EPA 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriately into the healthcare team while contributing to a culture of safety and improvement, including transition of care. (EPA 13, 8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*For additional information regarding EPAs, visit: https://www.aacom.org/docs/default-source/med-ed-documents/core-epas.pdf				

Other Observable Behaviors	No Concerns: Met all expectations; Functioning as expected for their level of training	Minor Concerns: Met most expectations	Major Concerns: Did not meet expectations
<p>Communication Skills</p> <ul style="list-style-type: none"> Communicates effectively with patients and team members of diverse backgrounds. Fosters therapeutic relationships with respect and empathy. Demonstrates sensitivity in difficult conversations. Demonstrates appropriate verbal and non-verbal communication. <p><i>If major or minor concerns selected, please describe in comments below.</i></p>	○	○	○
<p>Professionalism Skills</p> <ul style="list-style-type: none"> Always on time and has no unexcused tardiness/absences. Adheres to ethical principles. Demonstrates sensitivity to diverse patient populations. Respects patient confidentiality in all settings. Demonstrates honesty and integrity in all settings. Able to seek and respond to feedback in a positive and mature way. <p><i>If major or minor concerns are selected, please describe in comments below. Any student rated with major concerns will not pass the rotation.</i></p>	○	○	○
<p>Foundational Skills</p> <ul style="list-style-type: none"> Treats patients as unique individuals rather than collections of signs and symptoms. Approaches clinical problems in ways that demonstrate appreciation of the body's capacity for self-regulation, self-healing, and health maintenance. 	○	○	○
<p>Lifelong Learning</p> <ul style="list-style-type: none"> Effectively educates self as clinical situations require. Independently seeks out opportunities to expand knowledge and skills. 	○	○	○

What are the student's particular strengths?

In what areas does the student need to improve? Please comment on any areas in which you checked minor or major concerns in the tables above.

What comments would you like to include in the student's MSPE (Dean's Letter of Evaluation)? Detailed comments are greatly appreciated since preceptor commentary is the single most important element of the MSPE.

letter grade do you believe the student should receive for the rotation?

A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	F	<input type="checkbox"/>
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hours for precepting by osteopathic physicians are reported directly to the AOA. If you are an MD and would like to receive a CME letter, please follow this link: <https://dcomcme.lmunet.edu/cme-precepting-credit-request>

Preceptor Signature

Student Signature

Date

Date

Please return to the Office of Clinical Education:

Email: dcom.clinical@lmunet.edu

Phone: 423-869-6016

LMU-DCOM Department of Clinical Education

Cumberland Gap Parkway

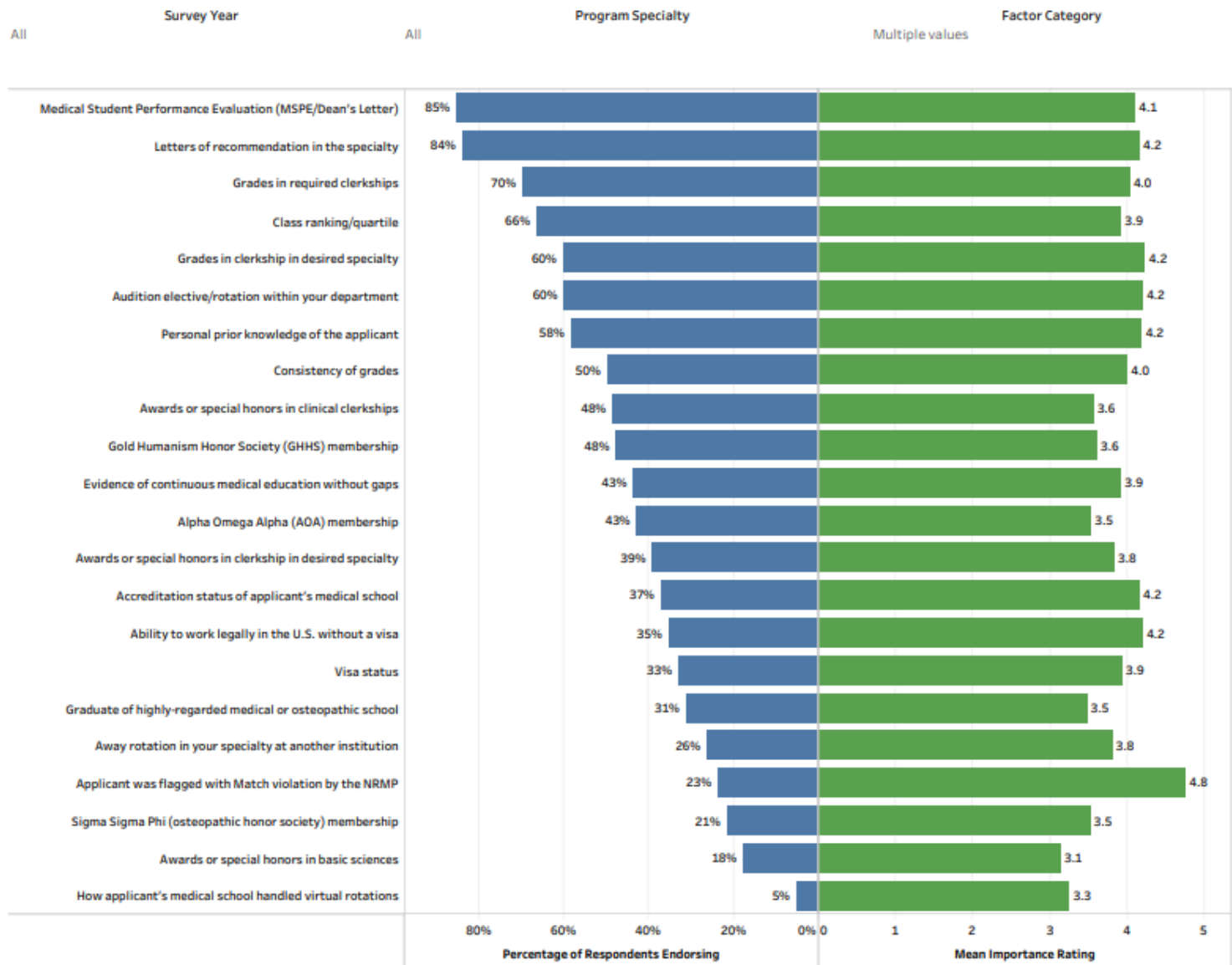
Bridgeport, TN 37752

For more information, call 423-869-6497

The Medical Student Performance Evaluation (MSPE)

Charting Outcomes: Program Director Survey Results, 2024 Main Residency Match

Frequency and Mean Importance Ratings¹ of Each Factor Considered in Deciding Who to Interview

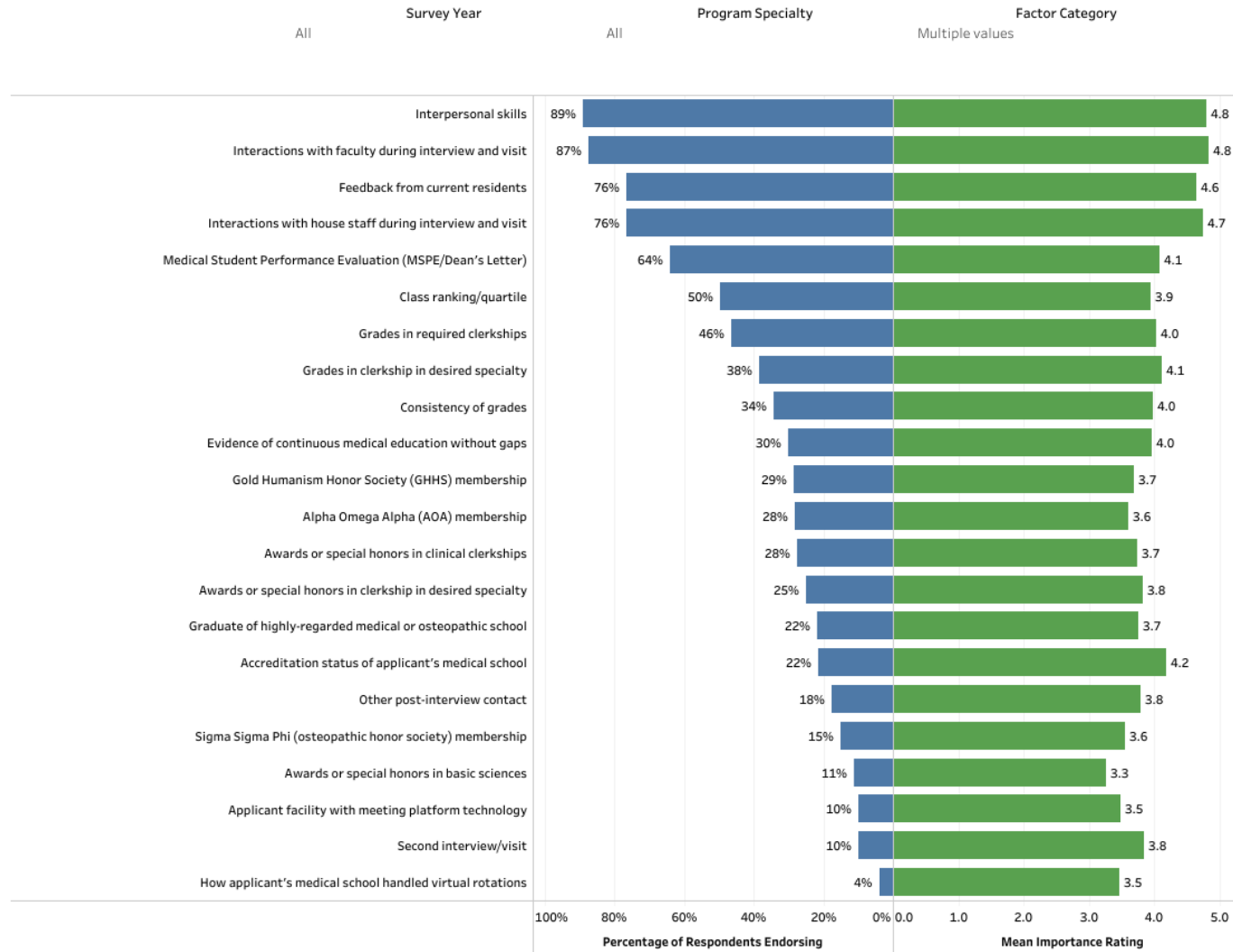


¹ Rated on a scale of 1 (not at all important) to 5 (very important)

Additional data can be viewed by hovering cursor over visualization bars.

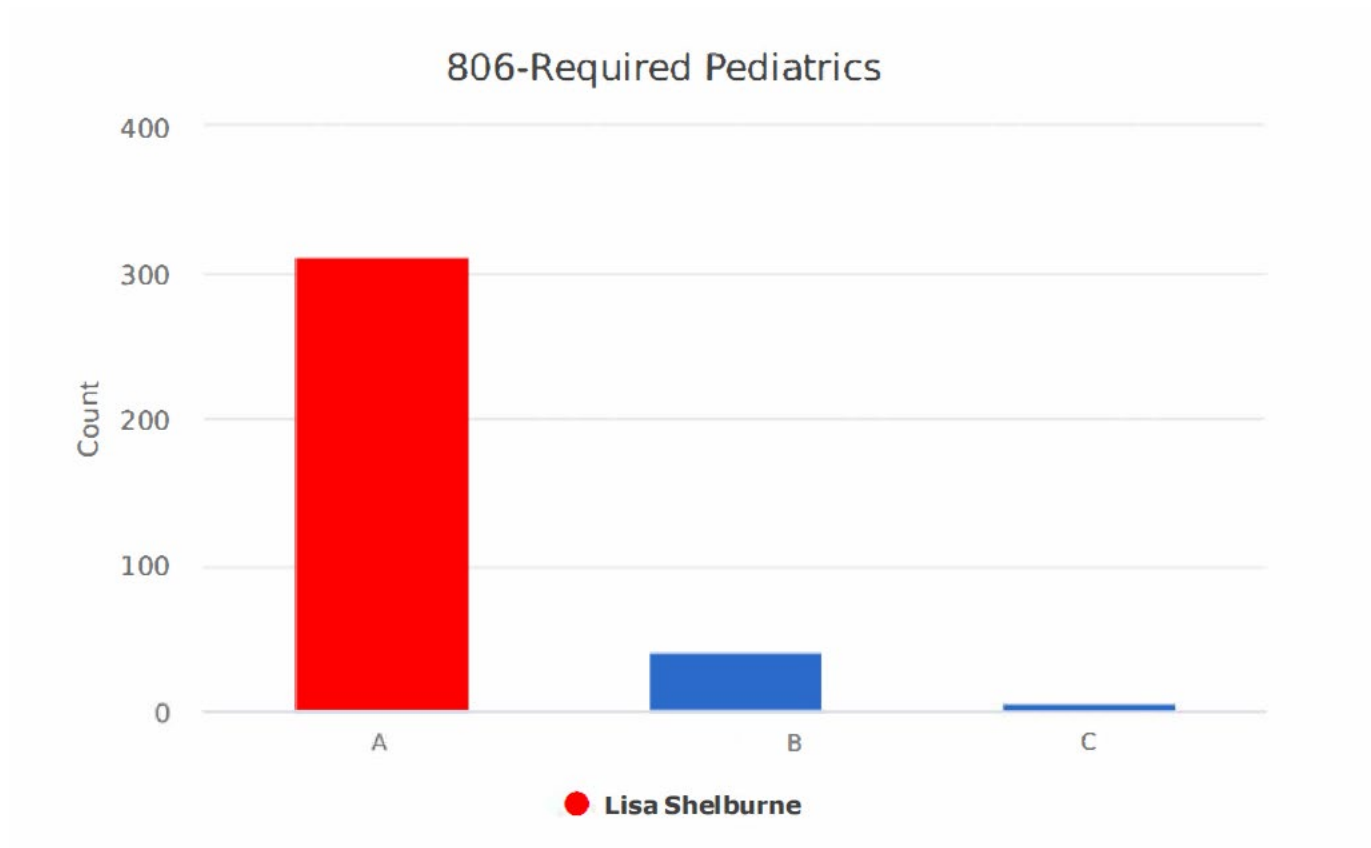


Frequency and Mean Importance Ratings¹ of Each Factor Considered in Deciding Who to Rank



¹ Rated on a scale of 1 (not at all important) to 5 (very important)

Additional data can be viewed by hovering cursor over visualization bars.



● Lisa Shelburne

Rotation: 804-Women's Health

Date Range: 08/14/2023 - 0809//2023

Final Grade: A

Student Doctor XXXX is kind, very bright, and eager to learn. She was well-liked by patients and contributed to their education whenever possible and appropriate. She was reliable and prepared each day. She is within the top 10% of students that has rotated with our practice.

Perceived Strengths: Student Doctor XXXX is kind and eager to learn. She was well-liked by patients and contributed to their education whenever possible and appropriate.

Resources

- Hauer KE. Writing High-Quality Evaluations of Student Performance: Best Practices and Examples. UCSF School of Medicine Medical Education website. Retrieved August 9, 2024, from <https://meded.ucsf.edu/sites/meded.ucsf.edu/files/inline-files/Good%20assessment%20practice%20-%20evaluation%20examples.pdf>
 - UW School of Medicine Medical Student Programs (n.d.). *Evaluation Tips*. Department of Family Medicine. Retrieved August 9, 2024, from <https://familymedicine.uw.edu/wp-content/uploads/2018/06/EvaluationTips1.pdf>
 - Rojek, A.E., Khanna, R., Yim, J.W.L. *et al*. Differences in Narrative Language in Evaluations of Medical Students by Gender and Under-represented Minority Status. *J GEN INTERN MED* **34**, 684–691 (2019). <https://doi.org/10.1007/s11606-019-04889-9>
 - *Charting Outcomes™: Program director survey results, 2024 main residency match*®. NRMP. (2024, August 8). <https://www.nrmp.org/match-data/2024/08/charting-outcomes-program-director-survey-results-main-residency-match/>
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