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## **MEDICAL STUDENT PERFORMANCE EVALUATION**

For

**Medical Student**

November 1, 2007

### **IDENTIFYING INFORMATION**

Medical Student is a fourth-year student at the University of North Carolina School of Medicine in Chapel Hill, North Carolina.

### **UNIQUE CHARACTERISTICS**

Ms. Student graduated from the University of Virginia in Charlottesville with a Bachelor of Science degree in Biological Sciences, focusing on Physiology and Neurobiology. As a senior, Ms. Student worked as a microbiology laboratory technician in the Department of Pathology at the UVA Medical Center. Throughout college, she was active in the Pre-Medical Society and participated in the group's community service projects. For three years, she volunteered at a local hospital and performed with the UVA Gospel Choir. Ms. Student was financially independent throughout college, working up to thirty hours per week to pay her expenses.

After receiving her undergraduate degree, Ms. Student worked for two years as a research assistant at a drug discovery and development company. Concurrently, she worked for six months as a hospital hearing technician conducting hearing tests on new born infants. Ms. Student then completed a year-long postbaccalaureate pre-medical program at Bryn Mawr College in Bryn Mawr, Pennsylvania. Before entering medical school, Ms. Student worked for a year for the Institute of Medicine of the National Academies in Washington, D.C. as a senior project assistant for the Board on Global Health's committee on the economics of anti-malaria drugs. She continued to work concurrently as a hearing technician and volunteered as a reading tutor in the public schools.

As a medical student, Ms. Student spent the summer following her first year of medical school in Malawi working as a study coordinator for a nevirapine resistance study and the prevention of mother to child HIV/AIDS transmission, part of our Department of Medicine's ongoing research in Malawi. She received funding from our school's National Institutes of Health Short-term Research Training Grant. Ms. Student was selected to present this work at our annual Student Research Day where she was inducted into our Student Research Society. While in Malawi, Ms.

Student saw the need to help children of Malawian hospital employees who were orphaned and she helped to raise funds for this cause. Ms. Student is proficient in French.

In extracurricular activities, Ms. Student was active in our chapter of the [Name of organization] and serving as co-president her second year. In this capacity, she was a dedicated, creative, focused, and well organized leader. Ms. Student volunteered in a program to discuss health care issues with girls in high school. She also volunteered at our student-run free clinic for local indigent patients, with the HIV/AIDS Intervention Program (HIP Corps), and with Fun Factory, a group of student who provide entertainment for pediatric patients at UNC Children's Hospital.

### **ACADEMIC HISTORY**

Date of Expected Graduation from Medical School: May 11, 2008  
Date of Initial Matriculation in Medical School: August 10, 2004

Was this student required to repeat or otherwise remediate any coursework during his/her medical education?  No  
 Yes → Please explain:

As a second-year student, Ms. Student received a Condition grade in Musculoskeletal System/Dermatology and was required to independently review the material and retake the exam. Upon reexamination, she passed the course. As a third-year student, Ms. Student received Condition grades in her Surgery and Pediatrics clerkships due to low scores on the NBME subtests. When she retook the subtests, she passed the clerkships.

Did this student's educational program contain any leave(s) of absence, extension(s), or other gap(s) or break(s) either required or voluntary?  No  
 Yes → Please explain:

Ms. Student initially failed the USMLE Step 1 and chose to delay the beginning of her second clerkship in order to study and retake the exam which she successfully passed.

Was this student the recipient of any adverse action(s) by the medical school or its parent institution?  No  
 Yes → Please explain:

### **ACADEMIC PROGRESS**

#### **Preclinical/Basic Science Curriculum:**

Ms. Student earned overall year-end grades of Pass for each of her first two years of medical school. Our first-year curriculum is graded on a Pass/Fail basis. During the first and second years in the UNC program, students participate in several small group seminars. In their evaluations, instructors provide narrative comments on the students' work. Instructors appreciated Ms. Student's international perspective on health care and thoughtful contributions

to class discussions. In Introduction to Clinical Medicine (ICM), a two-year seminar course designed to give medical students clinical exposure during their preclinical training, Ms. Student's instructor praised her drive for learning and natural curiosity and noted, "She displays a sweetness and gentleness of personality that immediately endears her to patients and classmates alike... We looked forward to Harriet's contributions in that her comments always displayed insight and sensitivity." Ms. Student's community preceptor found it a joy to work with her and appreciated her professionalism with patients and staff. ICM is graded on a Pass/Fail basis.

Core Clinical Clerkships and Elective Rotations:

See attached comments from Ms. Student's clerkships and electives. As a second-year student, she earned fourth-year elective credit for courses in social medicine and geriatric health care. Fourth-year students are required to take our twelve-station clinical skills examination and our capstone course which are both graded on a Pass/Fail basis.

**SUMMARY**

Ms. Student is a very good candidate for success in residency. To her medical education, she brought the perspective, maturity, discipline, and determination, gained from her financial independence and post baccalaureate work experience. In medical school, she was exceptionally active and a leader in programs focused on global health, infectious disease, and improving the health care of minority populations and children. As a clinician, Ms. Student was a hardworking student who was caring, professional, thoughtful and dedicated to patient care. She took complete and accurate histories, performed excellent physical exams, demonstrated a good clinical sense, and effectively developed differential diagnoses and treatment plans. Her diagnostic assessments, formulations, and progress notes were exemplary. She was eager and energetic and worked well with health care teams. Clinical preceptors appreciated her international perspective and excellent professionalism attributes and found it a pleasure to work with her.

Georgette A. Dent, M.D.  
Associate Dean for Student Affairs  
Medical Alumni Distinguished Teaching Associate Professor  
Department of Pathology and Laboratory Medicine

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Addendum: Performance rating categories at the University of North Carolina School of Medicine for evaluating candidates for residency are Outstanding, Excellent, Very Good, Good, or Adequate.

Medical Student  
Medical Student Performance Evaluation

Addendum: In accordance with the Family Educational Rights and Privacy Act of 1974, it is the expressed condition of this institution that information contained in this letter of evaluation not be transferred to any other individual, agency or organization without the written consent of the student.