



Office of Student Affairs  
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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**

Mr. Student graduated with Highest Distinction from the University of North Carolina at Chapel Hill with a Bachelor of Science degree in Biology with Highest Honors. He completed a second major in Psychology. Mr. Student was inducted into *Phi Beta Kappa* his junior year. Mr. Student conducted his Honors research his junior and senior years comparing sociability and social preference in three strains of inbred mice. He presented his work at the Undergraduate Research Symposium in Biology and was co-author of two papers published in *Genes, Brain and Behavior*.

Mr. Student focused his extracurricular time on community service. He volunteered for three years with Project Homestart, a transitional housing facility sponsored by the local Interfaith Council that serves homeless families and survivors of domestic violence. He served as a support group facilitator for children and adult survivors of domestic violence and as Children's Program Coordinator. Based on his work with Project Homestart, Mr. Student received the Interfaith Council's Volunteer of the Year Award and a local radio station's Village Pride Award. As a senior, he completed a training program and volunteered at a local hospice.

As a medical student, Mr. Student conducted research during the summer following his first year in our Department of Psychiatry in the Program for Childhood Trauma and Maltreatment where he compared mental health professionals' forensic evaluations of child abuse in North Carolina. Mr. Student continued his commitment to community service, volunteering for a year each as a Spanish translator and as a medical interviewer at our student-run free clinic for local indigent patients and as a social worker for the Interfaith Council. He also took advantage of some unique training opportunities and participated in crisis support training at the local Rape Crisis

Center and shadowed doctors and social workers providing medical services to victims of child abuse and neglect. Mr. Student is proficient in Spanish.

### **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:

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:

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:

Mr. Student earned overall year-end grades of Pass for each of the first two years of medical school. Our first-year curriculum is graded on a Pass/Fail basis. As a second-year student, he received individual course grades of Honors in Tools for Diagnosis and Therapy, Urinary System, and Endocrine System/Nutrition. 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 described Mr. Student as "conscientious, thoughtful, studious, and always curious" and appreciated his deep and sophisticated engagement with course material, strong participation in class discussions, and effective written work. One instructor noted, "Motivated by a deep commitment to what is right, he is not afraid to challenge authority or his own preconceptions." In Introduction to Clinical Medicine (ICM), a two-year seminar course designed to give medical students clinical experience during their preclinical training, he developed very competent skills in interviewing patients, obtaining pertinent information, and collating that into a succinct and presentable format. He was committed to patient well-being and his curiosity will be an asset to him as a physician. ICM is graded on a Pass/Fail basis.

#### Core Clinical Clerkships and Elective Rotations:

See attached comments from Mr. Student's clerkships and electives. As a second-year student, he earned fourth-year elective credit for the course Current Topics in 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**

Mr. Student is an excellent candidate for success in residency. A *Phi Beta Kappa* graduate, he brought to his medical education the perspective, insight, and skill set gained from his undergraduate research, award-winning volunteer service with Project Homestart, and volunteer work with hospice. In medical school, he balanced a successful academic career with volunteer service at our student-run free clinic and the Interfaith Council and training in crisis support and child abuse evaluation. As a clinician, Mr. Student took perceptive and well organized histories, performed thorough and efficient physical exams that uncovered important findings, organized information effectively, prepared focused notes, and developed differential diagnoses that reflected his understanding of both pathophysiology and psychosocial issues. He was an insightful, reliable, conscientious, helpful, hardworking team player who was exceptionally self-motivated and an avid learner. His positive attitude, friendly and likeable personality, and good communication skills enabled him to develop good rapport with patients, families, and staff. Clinical preceptors enjoyed working with him and found him to have an excellent knowledge base. One preceptor noted, "His compassion towards patients and their families was truly inspiring."

Robyn A. Stewart, M.D.  
Assistant Dean for Student Affairs  
Assistant Professor of Surgery

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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.

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.