

Medical Student Performance Evaluation

Sophie Davis

October 21, 2020

IDENTIFYING INFORMATION

Sophie Davis is a 4th-year student in the CUNY School of Medicine in New York.

The new CUNY School of Medicine (CSOM) is a mission-driven, seven-year combined BS/MD program, which is located on the campus of the City College of New York in Harlem and builds on the 40+ year history of the Sophie Davis School of Biomedical Education. Students are admitted to the Sophie Davis Biomedical Education (SBE) Program upon graduating from high school and engage in an accelerated BS degree program and then advance directly into our four-year MD curriculum. The mission of CSOM/SBE is to produce broadly educated, highly skilled medical practitioners to provide quality health services to communities historically underserved by primary care physicians. (See Appendix A for more information about the school, its mission and its history.)

NOTEWORTHY CHARACTERISTICS

- Sophie worked with Healthy Body - Healthy Futures, a program to educate Harlem elementary students on anatomy, physiology, and healthy eating. Sophie was instrumental in designing a new curriculum and expanding the program to additional New York City schools.
- Sophie enjoys listening to podcasts, especially those related to medical education such as the JAMA Clinical Reviews. She has started her own podcast on medical student life.
- Sophie is devoted to community service and patient advocacy as demonstrated by her volunteer service at the Harlem Free Clinic, which furthered her compassion and empathy for the underserved. As a volunteer scribe serving a large Hispanic population, she witnessed healthcare barriers that minorities faced and felt a commitment and responsibility for disadvantaged patients and their care resulting in a strong desire to become a primary care physician.

The student's academic experience was affected by the COVID-19 pandemic; please see the Academic Progress section for more detail.

ACADEMIC HISTORY

Date of Initial Matriculation in Medical School	Aug 2016
Date of Expected Graduation from Medical School	May 2021
Please explain any extensions, leave(s), gap(s), or break(s) in the student's educational program below:	Yes
Sophie took a one year leave of absence between her 2nd and 3rd year (June 2018 to July 2019) of medical school to allow for further preparation for the Step 1 exam.	

Information about the student's prior, current, or expected enrollment in, and the month and year of the student's expected graduation from dual, joint or combined degree programs.	Not applicable
Was the student required to repeat or otherwise remediate any course work during their medical education? If yes, please explain.	No
Was the student the recipient of any adverse action(s)* by the medical school or its parent institution? *Used for disciplinary probation only—not academic.	No

ACADEMIC PROGRESS

Professional Performance

CUNY School of Medicine defines professionalism through its educational program objectives for the competency of professionalism: <https://www.cuny.edu/csom/professionalism>. We have assessed all students' performances in professionalism through these educational program objectives. Sophie has met all of the professionalism objectives.

Preclinical Coursework

The pre-clerkship curriculum is an integrated organ systems-based curriculum. The students complete the Organ Systems course in blocks as well as three longitudinal courses. *Practice of Medicine* is the clinical skills course that includes a longitudinal clinical experience. Students also complete two courses in the Department of Community Health and Social Medicine: *Evidence Based Medicine* and *Selectives in Population Health Research*. Students also complete a summative OSCE at the end of this curriculum. These courses are graded on a Pass/Fail basis. Sophie successfully passed all courses and the M2 summative OSCE before beginning the 3rd year clerkships.

COVID-19 Changes

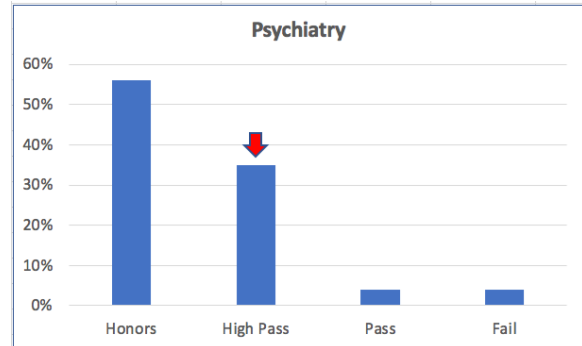
Clerkships are listed in chronological order. Any COVID-19 related changes are noted in the relevant narratives. All students were removed from the clinical environment from March 16 through June 15. During this three-month "clinical pause" period, students engaged in virtual experiences to complete their clinical clerkships and then had the opportunity to participate in two four-week online 4th year electives, which were offered from April 20 through June 12. There were no changes in our grading policy due to COVID-19: clerkships were graded as Honors, High Pass, Pass, or Fail; the 2-week neurology experience, as well as the 4-week electives, were graded as Pass/Fail. Our M3 year ended 2 months later than usual, on August 7th.

Clerkships (in chronological order)

Psychiatry (6 weeks, Block 1: July 1 - August 23, 2019)

Grade: High Pass (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

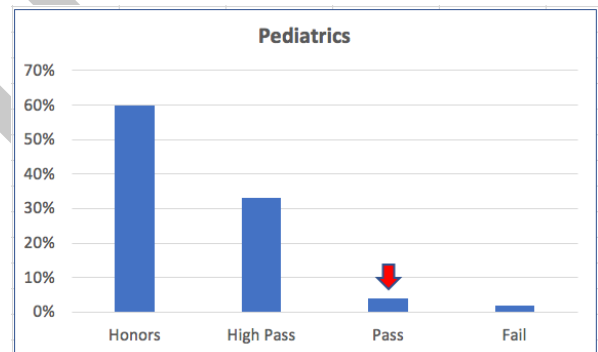
Sophie was an excellent student during her rotation. She was highly motivated and had a strong work ethic. She actively solicited feedback and implemented the suggestions, dramatically improving her performance. Her presentations were polished and she formulated good plans. She was always prepared to see patients in all settings and asked for guidance when needed. Sophie showed ownership of her patients and was an advocate for them. For her overall performance in her Psychiatry Clerkship, she received a grade of HIGH PASS.



Pediatrics (8 weeks, Block 2: August 26 - October 18, 2019)

Grade: Pass (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

Sophie demonstrated very good clinical skills, excellent fund of knowledge, and outstanding professionalism/interpersonal skills throughout her pediatrics rotation. Sophie actively sought out feedback for improving her clinical skills, specifically her notes and oral presentations. She consistently demonstrated thoughtful answers to questions posed to her, proving strong clinical-reasoning skills. She was able to generate a reasonable differential diagnosis for most patients.

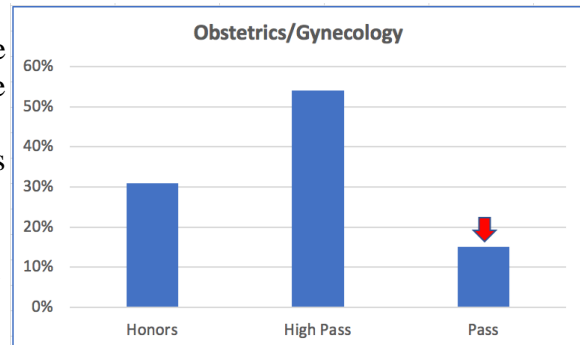


She also showed an ability in evaluating the utility of obtaining basic lab tests and imaging. Sophie was always eager to seek out new ways to improve her patient-care experience, and her supervisors were impressed with how, after receiving feedback, she immediately corrected and consistently moved forward with any recommendations. For her overall performance in the clerkship, Sophie received a grade of PASS.

Obstetrics/Gynecology (6 weeks, Block 3: October 28 - December 20, 2019)

Grade: Pass (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

Sophie had outstanding clinical skills. Her notes were very detailed and thorough. She was responsive and timely about pre-rounding and provided accurate morning presentations. In the operating room, it was noted that her suturing skills were excellent. She was noted by her supervisors to have a solid grip on the fundamental OB/GYN topics and had an interest in more advanced issues. She did three well-researched presentations on cervical cancer, bilateral oophorectomy, and pelvic pain. She communicated

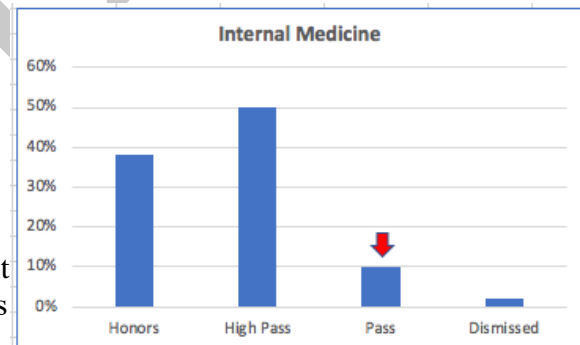


exceptionally well with both patients and their clinical team. She had an excellent bedside manner, and were caring and patient on labor and delivery. She took initiative to work with patients, spent time with their patients and their families, comforted them during difficult labors, and was a caring professional throughout their labor and delivery experience. For her overall performance in the clerkship, Sophie received a grade of PASS.

Internal Medicine (8 weeks, Block 4: December 23 - February 14, 2020)

Grade: Pass (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

Sophie performed well on the clerkship. She was personable, diligent, and tireless in her work. Her knowledge base was at the expected level and she read actively to achieve a good understanding of patient problems. Her history and physical exam skills markedly improved over the rotation and by the end, her oral case presentations were a pleasure to listen to. She was able to devise good management plans for her patients' multiple problems. She always went above and beyond in following up with



patients, and her teams found her work consistently dependable and prompt. She was professional and empathetic in all of her interactions. She was the consummate team player and a pleasure to work with.

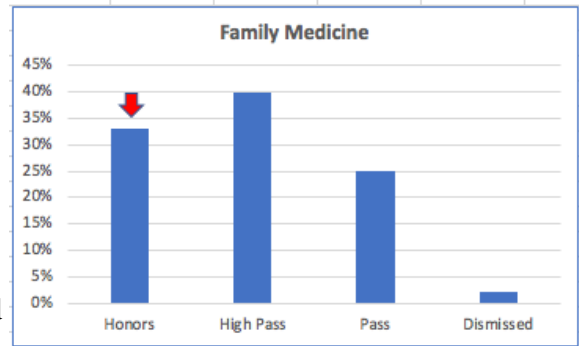
For her overall performance in the clerkship she received a grade of PASS.

Family Medicine (8 weeks, Block 5: February 18 - June 26, 2020)

This rotation was interrupted and modified: we suspended medical students' clinical contact during COVID-19 and some experiences were completed virtually. The rotation began on 2/18/2020 and was completed by 6/26/2020. Grading was not changed.

Grade: Honors (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

Sophie demonstrated a good fund of knowledge and clinical skills throughout her clerkship. She was able to conduct a thorough history and physical, and present an assessment and plan. Her written documentation was excellent. She demonstrated strong patient-centered care skills in observed encounters and actively sought out opportunities for continuity with patient care. Her clinical skills were strong and she was very thorough with her history and physical exams. Her assessment and plans improved during the clerkship and were particularly good after the pandemic pause. She showed a strong interest in family medicine and her enthusiasm spread to those around her. This clerkship took place in New York City during the COVID19 pandemic and some experiences were completed virtually. For her overall performance in the clerkship, Sophie received a grade of HONORS.



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4th Year Virtual Electives

Sophie took two electives during the clinical pause period, between April and June. These electives were graded on a Pass/Fail basis. She received a grade of PASS for both electives.

Elective #1: Telehealth Elective

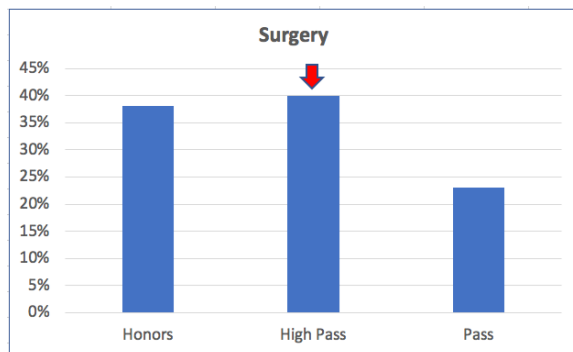
Elective #2: Narrative Medicine

Surgery (6 weeks, Block 6: April 13 - August 7, 2020)

This rotation was interrupted and modified: we suspended medical students' clinical contact during COVID-19 and some experiences were completed virtually. The rotation began on 3/18/2020 and was completed by 8/7/2020. Grading was not changed.

Grade: High Pass (Overall grade based on: 60% Clinical; 25% Shelf exam; 10% Special Project; and 5% Responsibilities.)

Sophie's performance in her Surgery Clerkship was very strong. She was highly motivated and hardworking. She integrated well into the team and was a valuable member. She was able to execute tasks assigned to her with skill and sought learning opportunities. She was conscientious and dependable. She demonstrated a solid fund of knowledge and was a self-directed learner. She was an active participant in small group teaching sessions. She independently read about her patients' conditions and was always prepared. She asked appropriate questions and was inquisitive. Her histories and physical examinations were thoughtful, and she was able to use the information obtained to help come up with relevant, focused diagnoses and plans. She was a team player and always professional. This clerkship took place in New York City during the COVID-19 pandemic and some of the experiences were completed virtually. For her overall performance in the clerkship, Sophie received a grade of HIGH PASS.



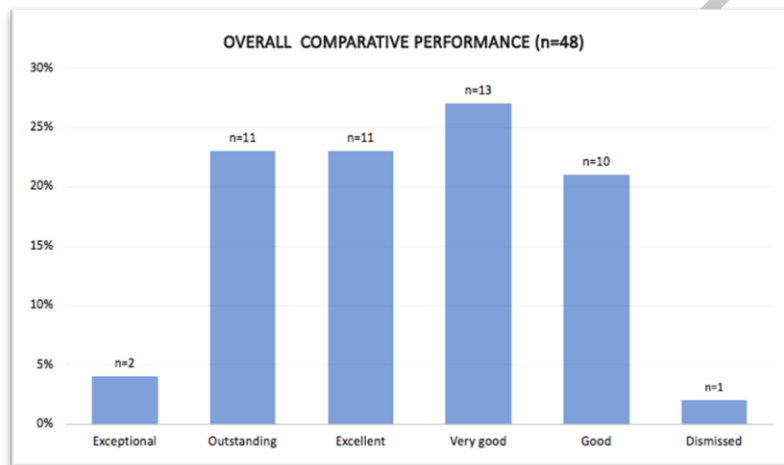
For her overall performance in the clerkship, Sophie received a grade of HIGH PASS.

Neurology

All students participated in a 2-week neurology rotation, which was graded Pass/Fail. Sophie passed the neurology clerkship.

SUMMARY

Sophie Davis's performance in the 3rd year clinical curriculum was GOOD. The summary word is based on the student's overall performance in the six core clerkships completed in the M3 year as compared to the overall performance of the class (see graph below) with whom they completed the clerkships (n = 48 students). The class distribution is based on a formula whereby a grade of Honors is awarded 3 points; High Pass, 2 points; and Pass, 1 point. Thus, the maximum score is 18 and the minimum score is 6. A score of 18 = Exceptional; 17 or 16 = Outstanding; 15 or 14 = Excellent; 13 or 12 = Very Good; and 11 to 6 = Good. A note: the CUNY School of Medicine *does not* have an AOA Chapter.



Sincerely,

Dani McBeth, PhD
Associate Dean for Student Affairs
CUNY School of Medicine

Appendix A: Medical School Information

CUNY School of Medicine/Sophie Davis Biomedical Education Program

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

The CUNY School of Medicine (CSOM) is a mission-driven, seven-year combined BS/MD program, located on the campus of the City College of New York in Harlem. Students are admitted to the Sophie Davis Biomedical Education Program (SBE) upon graduating from high school and engage in an accelerated BS degree program and then advance directly into our four-year MD curriculum. The mission of CSOM/SBE is to produce broadly educated, highly skilled medical practitioners to provide quality health services to communities historically underserved by primary care physicians. This mission includes the recruitment of a diverse, talented pool of students, expanding access to medical education to individuals from underserved communities, of limited financial resources, and of racial/ethnic backgrounds historically underrepresented in the medical profession. Our unique curriculum includes early formative clinical experiences that are introduced before the medical school years and capitalizes upon the rich socio-demographics of the surrounding community. The goal is to produce future clinicians who value and promote the tenets of equity and access.

Unusual characteristics of the medical school's educational program:

CSOM/SBE builds on the 40+ year history of the Sophie Davis School of Biomedical Education, which was a five-year program. Students were accepted directly from high school and spent five years at the college, during which they completed the BS degree and the curriculum requirements for the traditional first two years of medical school. Upon completion of the five-year program, students were matched to cooperating medical schools as third-year medical students and completed their MD degree at the cooperating school. Beginning with the class that entered CSOM in Fall 2013, the school, having received LCME accreditation, began providing the third and fourth years of medical school education. The only entry point to the CUNY School of Medicine is through the Sophie Davis Biomedical Education Program, the BS portion of the seven-year program. Our major clinical partners are St. Barnabas Hospital in the Bronx and Staten Island University Hospital on Staten Island. We graduated our first class of MDs in May 2020.

The School's curriculum takes full advantage of the seven-year continuum to educate future physicians with a firm grounding in population health and community-oriented primary care. One highlight of this commitment is a four-year Practice of Medicine (POM) course sequence that includes a three-year Longitudinal Clinical Experience (LCE) in which students are placed each year in the same primary care practice site. The Department of Community Health and Social Medicine offers a five-year course sequence that includes Introduction to Population Health and Community Oriented Primary Care, Epidemiology and Biostatistics, Population Health and Community Health Assessment, Evaluation in Health Care Settings, US Health Care System, Evidence Based Medicine and Selectives in Population Health. These courses span the BS and MD curriculum as do the foundational sciences courses. This holistic education prepares our students to address the most important issues influencing healthcare delivery and also prepares them to reduce healthcare disparities.

Average length of enrollment in the medical school:

Three years in the BS program, four years in the medical school for a total of seven years.

Compliance with AAMC “Guidelines for Medical Schools Regarding Academic Transcripts”:

The medical school is compliant with these guidelines.

Description of the evaluation system used at the medical school:

Courses in the pre-clerkship curriculum are graded on a Pass/Fail basis. Students who must repeat a final examination in a pre-clerkship course are given a Conditional Pass. Students who fail a course in the pre-clerkship curriculum are given the opportunity to repeat the course in the subsequent year.

Students’ performances in clinical clerkships are graded with Honors, High Pass, Pass or Fail. Students must pass all clerkships and may be given the opportunity to repeat a clerkship after a failure. Students who fail more than two clerkships are considered for dismissal.

Medical school requirements for completion of USMLE Step 1 and Step 2:

A passing score on USMLE Step 1 is required for progression to the M3 year and for graduation.

At CSOM, passing scores on USMLE Step 2 CK and Step 2 CS are required for graduation. Due to the suspension of USMLE Step 2 CS because of COVID-19, the class of 2021 is not required to take or pass CS to be eligible for graduation.

Use of Objective Structured Clinical Evaluations (OSCEs) in assessment of students:

M2 students must pass the M2 summative OSCE to progress to the M3 year as well as to graduate. M3 students must pass the summative M3 OSCE to be eligible for graduation.

Use of narrative comments from clerkship directors in the composition of the MSPE:

Narrative comments may be edited for length, grammar, and style consistency.

AOA Chapter and Gold Honor Humanism Society:

The CUNY School of Medicine **does not** have an AOA Chapter or Gold Honor Humanism Society chapter. We are currently in the process of establishing chapters of both organizations. Thus, students in the Class of 2021 are not eligible for induction into either AOA or Gold Honor Humanism Society.

Process by which the MSPE is composed at the medical school:

Composition of the MSPE is a collaboration among two Medical Student Advisors and the Associate Dean for Student Affairs. Academic performance, both grades and narrative comments, is uploaded to a MSPE template. Noteworthy characteristics are provided by the students and discussed/edited as needed. All MSPEs are transmitted under the signature of the Associate Dean for Student Affairs.

Student review of the MSPE prior to transmission:

Students are permitted to review the MSPE prior to transmission and correct only factual errors.