

MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)

Identifying Information and Noteworthy Characteristics Sections

The student-written sections of the MSPE must be entered in the [online MSPE Portal](#) which is the system that will generate the final document.

1. For the **Identifying Information** (student introduction) section, the following information should be included (as you'll note from the examples). This should be limited to a paragraph of 5-10 sentences, so be succinct:
 - a. The town(s) or city(ies) where you grew up and approximately when (your ages or grades in school) you lived in each.
 - b. All colleges and universities and their locations in which you were enrolled, with the years of those enrollments.
 - c. All college and university degrees, specifying the types of honors, if any, with which you graduated (e.g., *cum laude*), with the year each degree was earned and your major field of study for each.
 - d. A brief, yet complete chronology accounting for all time between graduation from college and matriculation in medical school, with descriptions of all significant activities, including but not limited to scientific and medical endeavors, names and locations of employers, etc.
 - e. Refer in this section (see examples) to any publications based on work you performed prior to matriculation in medical school.

2. For the **Noteworthy Characteristics** section select 3 noteworthy characteristics / themes during medical school that you would like to highlight. Please limit each characteristic to 1-3 sentences. The following are examples of things that could be included (again, as you'll note from the examples):
 - a. Awards and honors (not honors grades) during medical school (but not from before medical school).
 - b. Scholarly work based on research performed during medical school.
 - c. Leadership positions during medical school.
 - d. Community service during medical school.
 - e. Extracurricular activities during medical school.
 - f. Language skills other than English.
 - g. Other – Any significant hardships you wish referenced in the MSPE, which we will discuss in our meeting.

3. Regarding writing style, as you'll note from the examples:
 - a. Use third person, and use prefix (Mr. / Ms. / Mrs. / Dr.) or name depending on your preference.
 - b. Write in complete sentences with proper capitalization and punctuation.
 - c. Try to make it flow, rather than being a series of declarative statements with identical structures, but don't get carried away – this isn't intended to be an exercise in creative writing.
 - d. As indicated above, the **Noteworthy Characteristics** section only refers to activities and accomplishments during medical school.
 - e. Feel free to use some of the exact wording in the examples – there are only so many ways of saying these things!
 - f. Please ask questions of the Advanced Integration Coordinator and/or Associate Dean for Students about any of this.

Examples of **Identifying Information** and **Noteworthy Characteristics** sections of the MSPE for which you are responsible are below. Although they are taken from actual letters (so as to be realistic), the names have been changed and the information has been scrambled.

Identifying Information *(came straight from college to medical school)*

William Raszka grew up in Riverton, Mississippi and graduated from Riverton High School. He enrolled at Mississippi State University in Starkville, subsequently transferring to the University of Mississippi in Oxford, where he completed a major in biology and earned the Bachelor of Arts degree with university and departmental honors in 2014.

Identifying Information

Cynthia Forehand grew up in Allentown, Pennsylvania and attended the University of Virginia in Charlottesville, where she completed a major in psychology and earned the Bachelor of Arts degree in 2012.

After graduation, she worked for two years as a research assistant at the Transplantation Biology Research Center at the Brigham and Women's Hospital in Boston. Her contributions to their work on animal studies relevant to liver transplantation immunology were recognized with co-authorship on two articles published in the transplantation literature and six abstracts from scientific meetings.

Identifying Information

Paula Tracy grew up in Norway, Maine, and graduated from Norway High School. She enrolled at the University of Wisconsin in Madison, transferring after two years to the University of New Hampshire in Durham, where she completed a major in anthropology and earned the Bachelor of Arts degree in 2009.

After graduation, she was employed for two years as an assistant account manager for a design company before taking a position as project manager for a marketing firm in Vermont. In 2012, having decided to pursue a career in medicine, Ms. Tracy enrolled in the Post-baccalaureate Premedical Program at the University of Missouri, earning a certificate of completion and induction into the Post-baccalaureate Premedical Honor Society in 2014. During that period of time, she worked as a phlebotomist and laboratory assistant at Mercy Hospital in Kansas City and subsequently as a caregiver with Home Instead Senior Care. She also provided care to a young boy with autism.

Identifying Information

Sharon Silver is a fourth-year student at the Larner College of Medicine at the University of Vermont in Burlington, Vermont. Sharon was born in New Haven, CT to two immigrant parents of Italian and Iranian origin. After graduating from Amity High School in 2012, she enrolled in the Scholar's Program at Union College in Schenectady, NY. She subsequently earned a Bachelor of Science degree in Neuroscience with a minor in Dance, graduating magna cum laude as a Phi Beta Kappa member in 2016. She further received departmental honors and published her senior Honors Thesis in the Journal of Comparative Biochemistry and Physiology. During her undergraduate education, Sharon participated in two research internships, one with Union College & The National University of Ireland in Galway aimed to delay the onset of dementia through physical and mental exercise, and the other at the Yale Epilepsy Center.

After graduating from college, Sharon worked for three years as a Neurophysiology technologist at Yale New Haven Hospital (YNHH). In this position, she conducted electroencephalograms (EEGs) via scalp electrodes on adult and pediatric patients, performed intracranial studies in the Operating Room during intraoperative electrocorticography (ECoG), and assisted in Somatosensory Evoked Potentials (SSEPs) in both outpatient and Intensive Care Unit settings. In 2019, Sharon was recognized by YNHH with a Special Achievement Award for going above and beyond the technologist role while providing exceptional patient care.

Identifying Information

Carson Cornbrooks grew up in Amman, Jordan. He moved to Canada at the age of sixteen and subsequently graduated from the John Diefenbaker School in Edmonton, Alberta. He enrolled at Dartmouth College in Hanover, New Hampshire, where he completed majors in German and molecular biology & biochemistry, and earned the Bachelor of Arts degree *magna cum laude*, with high departmental honors in molecular biology & biochemistry in 2012.

After graduation he spent two years as a research associate in the Department of Pharmacology at the Yale University School of Medicine. His participation in research on cancer biology was recognized with co-authorship on four publications, in addition to a fifth that is in preparation, in the scientific literature. Also during the year prior to matriculation in medical school, Mr. Cornbrooks taught MCAT preparation courses in biology, chemistry, and physics for Yale students applying to medical school.

Identifying Information

William Jeffries grew up in Randolph, Vermont and enrolled at Brown University in Providence, Rhode Island, where he completed a major in biology and earned the Bachelor of Science degree with honors in 2013.

After graduation, he was employed for a year as an assistant research technician at the Minnesota Heart Research Institute. His contributions to investigations there were recognized with co-authorship on two articles published in *Circulation*.

Identifying Information

Claire Compton grew up in Aspen, Colorado and graduated from Aspen High School. She enrolled at Colgate University in Hamilton, NY, where she completed a major in psychology and earned a Bachelor of Arts degree cum laude, with honors in psychology in 2015. She also studied English literature and studio art.

Having decided to pursue a career in medicine after graduation, Claire enrolled in the Post-baccalaureate Premedical Program at Columbia University. During that period, she worked as a medical scribe at Lower Manhattan Dermatology as well as an office manager for a nutrition practice, Foodtrainer's, in New York City. After completing the Post-baccalaureate Premedical Program in 2017, Claire pursued her passion for teaching and volunteered as an organic chemistry teaching assistant at Columbia University and worked as an academic tutor for high school students at Arete Education. To gain further clinical experience in medicine, Claire was employed as a medical assistant and phlebotomist at Julie Nissim Internal Medicine. She then worked as a Lead Care Manager at Parsley Health, a digital health care company where she implemented her clinical skills to oversee a team of medical assistants as well as develop and manage on-site phlebotomy services.

Identifying Information

Tania Bertsch grew up in St. Louis, Missouri, and graduated from the Redwood Laboratory School in St. Louis. She enrolled at Grinnell College in Grinnell, Iowa, where she completed a major in physics and earned the Bachelor of Science degree *cum laude* in 2010.

After graduation, she was employed as a teacher in New York City and Western Massachusetts for several months before spending the winter and spring working at a ski resort in Idaho. She subsequently returned to the east as a substitute teacher for a few months prior to the birth of her eldest son in 2011. Having decided to pursue a career in medicine, she enrolled in the Post-baccalaureate Premedical Certificate Program at the University of Connecticut, completing it in December 2013.

Identifying Information

Martha Seagrave grew up in Sanford, New Hampshire and graduated from Sanford High School. She enrolled at Colby College in Lewiston, Maine, where she completed a major in biochemistry and earned a Bachelor of Science degree with honors in that discipline in 2011.

After graduation, she took a position as a laboratory technician in molecular pathology at Boston Medical Center, where she was involved in research relevant to breast and other cancers. Her work there was recognized with co-authorship on three articles published in the scientific literature in 2013. Also during the year prior to starting medical school, Ms. Seagrave volunteered her time at Health Care for the Homeless in Dorchester, Massachusetts.

Noteworthy Characteristics

- During her first year of medical school, Ms. Marple and a classmate applied for and received an Albert Schweitzer Fellowship to fund a project working on educating female leaders in the Somali-Bantu refugee population in Burlington about Maternal Health in the American healthcare system. It culminated in a session run by these female leaders for a group of women in that community.
- Anna maintains her passion for the humanities throughout medical school by participating in weekly human figure drawing courses as well as writing history of medicine abstracts and clinical vignettes. She uses drawing as a study aid to tutor students in anatomy and her work is published in the Red Wheel Barrow, a literary and visual arts journal dedicated to the science and art of medicine. Her abstracts have been selected for poster presentations at the American College of Surgeons annual Clinical Congress meeting and American College of Physician's Vermont Chapter meeting.
- Ms. Adams has been involved in extracurricular academic pursuits. She presented a poster at the New England Regional Chapter of the Society of General Internal Medicine 2020 Meeting, which won first place poster award for clinical vignettes. Additionally, she was granted a student research fellowship within the department of Obstetrics, Gynecology and Reproductive Sciences. She is currently working directly with an embryologist on a longitudinal project that is examining the effect of cytoplasmic embryo fragmentation on blastocyst development, quality and implantation rate.
- In 2010, Mr. Bond was selected to sit on the University of Vermont College of Medicine's Admissions Committee as a voting student member. He was also appointed to the Educational Program Subcommittee of the LCME institutional self-study in preparation for a 2011 accreditation site visit.
- Andrea has been a committed leader at the Larner College of Medicine (LCOM). She was selected to represent LCOM as a member of the Association of American Medical Colleges, Organization of Student Representatives (AAMC OSR) and nominated to represent the medical school at the 2018 AAMC RISE: Developing Future Leaders in Academic Medicine & Science Seminar due to her willingness and ability to positively impact the culture and learning environment at the medical school.
- Ms. Peel is currently working with members from the Department of Obstetrics and Gynecology on a study involving a chart review, survey and electronic medical record tool creation to increase detection of women at risk for ovarian cancer as well as writing up a case report on leiomyocytosis.
- Ingrid received the Exemplary Clinical Skills Exam Award in 2015 for consistently receiving excellent scores on her Clinical Skills Exams with standardized patients.
- In 2005, Lee Rosen led his first solo expedition to the summit of Mount Denali, North America's highest peak.
- Mr. Jeffries was a 2013 United Way of Chittenden County Building Block Award Winner along with the other leaders of the refugee health interest group. This award is given to volunteers at local non-profits who make a difference in their community, and Mr. Jeffries received it for his work teaching local refugees about the American healthcare system.
- Claire is passionate about medical education and led a team of students working on curriculum development

that focused on humanism in medicine. She has also facilitated social determinants of health course discussions and taught third year medical students suturing and knot-tying skills during clerkship orientation sessions.

- Sharon has a strong commitment to fighting racism and cultural bias. She was granted a summer internship to focus on the Larner College of Medicine learning environment and from this work she proposed the creation of the Medical Education Anti-Racism Task Force, a committee now fully dedicated to evaluating the current curricular and extracurricular content to identify and uncover racial and cultural bias. She continues to serve on this important committee as well as the University of Vermont Medical Center's Patient Discriminatory Practices Committee and the Learning Environment and Professionalism (LEAP) Committee.