



Medical Student (M3/M4) Evaluation during Adult Endocrine Elective

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Disclosures

- No relevant financial interests pertaining to the material discussed in the presentation
- Current M4 at the University of Michigan Medical School (UMMS) who has rotated through the Adult Endocrine Elective

Capstone for Impact

- Core graduation requirement at UMMS
- Personal goal of recruiting and increasing medical student access to Endocrinology
 - Slide set presented to the M1s during their Endocrine Sequence (Peds, Adult, Transgender Medicine)
 - Restructuring Resources on CANVAS
 - Standardizing and Optimizing Elective Schedules
- Project Mentors: Drs. Tobi Else, Andrew Kraftson, and Liselle Douyon

“...longitudinal opportunity...to deliver a solution that requires sustained self-directed learning in an area of the student’s passion”



Adult Endocrine Elective

- M3/M4 completed entire core clerkships (IM, Surgery, OB/GYN, etc.) and are choosing to rotate for a month with Endocrine
 - Will have completed Step 1; likely studying/just completed Step 2CK
- Mix of inpatient and outpatient settings, with the ability to select specialty clinics based on student interest
- Students submit the names of any provider they worked with during the rotation to the Department of Internal Medicine
 - Each Resident/Fellow/Faculty are sent the same standardized form and asked to evaluate the student numerically and with written feedback



Evaluation Form

1. Competency Assessment

Patient Care (Required)	Area for Development	Appropriate for Level	Notable Strength	Unable to Assess / Insufficient Data
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2. Feedback to Student for Self-improvement

Comments for Student Self-improvement (Required)

3. Narrative Assessment

INSTRUCTIONS - Please comment on the student's strengths and opportunities for improvement in areas the student exceeded expectations or did not meet expectations to support the score you will provide below in the grading assessment.



Evaluation Form

4. Grading Assessment

INSTRUCTIONS - Please rate this student's performance as compared to other students in the clerkship. The average Michigan student should be scored a 5: Good. We expect the vast majority of students will receive a 3-7. Scores of 1 and 2 should be reserved for those performing below the average Michigan student. Scores of 8 and 9 should be reserved for students performing far beyond the average Michigan student.

Overall Assessment

1: Poor Performance is consistently below expectations	2: Fair Performance is often below expectations	3: Progressing Performance is improving towards meeting expectations	4: Satisfactory Performance usually meets expectations	5: Good Performance consistently meets expectations	6: Very Good Performance occasionally exceeds expectations	7: Excellent Performance often exceeds expectations	8: Outstanding Performance consistently exceeds expectations	9: Exceptional Performance far exceeds expectations
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Grading Process

- Evaluations are collected and the student's scores are averaged
- Final Process → correlating into: Honors, High Pass, Pass
 - Honors: Primarily >7
 - High Pass: 6-7s
 - Pass: 5-6s



Feedback vs Evaluation

FEEDBACK

- Instructions for modification to achieve desired goals
- Immediate
- Specific comments on actions (negative & positive)

EVALUATION

- Were standards met?
- Delayed and comprehensive
- Final 'rank'



Medical Student Evaluation

- Should follow multiple feedback sessions with allotted time for improvement
- Has the learner achieved minimal standards for performance?
- Has the learner responded/changed behavior based on provided feedback?
- Document with specific examples, especially with poor performance
 - If student (1, 2, 3) provide the encounters that led you to this decision
 - Refusing to pick-up assigned patients, consistently being late, not showing up, taking naps in the Emergency Department, 2-hour lunches, etc.
- Narrative assessment should include positive and negative comments

Standardizing Evaluations

- Set expectations during first meeting with the student to give them a “fair shot” at meeting your standard
- Define what each grade means with concrete examples of behavior that fit into the grading system
- Mid-rotation feedback avoids surprises and allows time for improvement
- Avoid grade inflation by setting standards for honors

Problematic Encounters

- Avoiding Problems
 - Define expectations throughout the rotation
 - Notify immediately when they are not met
- Acting on Problems
 - Gather additional opinions; document with specific examples
 - Approach student in a private setting, explain expectations, develop a plan of action, set a time to meet again

Endocrine Standardization

- No current guideline for what the “average” M3/M4 on Endocrine consult services should be doing
 - Would you find it helpful to have Endocrine-specific examples of medical student tasks with a corresponding number grade?
 - Developed in collaboration with Endocrine Fellows and Faculty who work with medical students in clinic as part of their 2nd year IM rotation
- Do you feel necessary/warranted to have scheduled mid-rotation feedback?
- Any other thoughts you have for standardizing evaluations?

M3/M4 Elective Structure

- Currently, students are randomly scheduled throughout the 4-weeks between inpatient consults and clinic
 - Times when they are divided on the same day and traveling to hospital in PM for rounds without a patient since they were in clinic for the AM
- Do you have any suggestions to improve student continuity or alter the structure? For example
 - Assigning the first (2) weeks inpatient; last (2) weeks clinic
 - First (2) weeks being predominately inpatient with (1) AM/PM continuity clinic kept throughout the entire month; last (2) weeks clinic
- Any clinics/experiences that a student should rotate through during their month?

Resources for Students

- We are developing a “Welcome Packet” that will be given to all rotating students introducing them to the rotation
 - Resources (beyond Up To Date) that you normally use/think it would be helpful for the student to have?
 - Any specific information you would like included that if the student knew ahead of time, could make your life easier?
- Any other thoughts/comments/questions?

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Thank you for your time and attention!

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