

October 1, 2008

Medical Student Performance Evaluation

This evaluation is written for Erik Paulson, a fourth year student at Touro University-California College of Osteopathic Medicine in Vallejo, California.

Throughout medical school, Erik Paulson has demonstrated leadership ability, determination, and academic excellence.

He was elected by his classmates to advocate and represent all Touro students in the Colorado region. His commitment to education and medicine also earned him the respect of the Denver Osteopathic Foundation as he was the proud recipient of their scholarship in 2007.

He helped design and conduct a research project with Marijo Gillen, M.D., PhD. at the University of California-Davis regarding *Renal Toxicity after Iodine Based IV Contrast in Patients with Chronic Renal Failure*.

Whenever he had free time throughout medical school, Erik worked part-time for the department of human resources at St. Helena Hospital, creating and evaluating wage surveys.

As leisure activity, he was the coach and quarterback of the Touro University-CA flag football team; competed in numerous golf tournaments, and even managed to record his own CD of piano and guitar music. In fact, he was the 1st place winner of the Colorado State Sonatina Festival. After winning, he had the honor of playing piano for the United States Senate.

Academic History:

Date of Expected Graduation: June 7, 2009
Date of Matriculation: August 8, 2005

Explanation of any extension, leave of absence, or other gap in education since matriculation Not applicable

Was student required to repeat or otherwise remediate any coursework during her/his medical education? No
Yes (explain)

Were there any adverse actions involving this student by the medical school or affiliates? No
Yes (explain)

Core Rotations (narrative comments; may be edited for grammar but not for content):

Family Medicine: “Erik is very personable and interacts well with patients and staff.”

“Erik is very personable and well liked by patients and staff. Erik has common sense. He will do very well in his chosen specialty.”

Pediatrics: “Erik has an excellent work ethic and integrity. He will excel in whatever aspect of medicine he chooses to pursue.”

“Erik was an active participant in clinic. The patients recognized him as a medical provider and asked him questions as they would a physician. Erik was actively engaged in expanding his breadth of knowledge and sought out interactions and activities to help him expand his knowledge base. He is a pleasure to work with.”

Psychiatry: “Erik was a pleasure to work with. He was comfortable with very difficult patients and showed poise and sensitivity. He did not hesitate to do the rotations and was very helpful to me. His charting was excellent, well focused, and helped track the course of treatment. If Erik would consider going into psychiatry I hope he would consider working on our unit.”

Emergency Medicine: “Erik is highly motivated, hard working, and a personable student.”

Elective (Radiology): “Student Dr. Paulson is going to make an excellent physician in what ever specialty he chooses.”

Summary Statement:

Erik’s GPA is 3.59 and his class rank 25 of 124. He is a wonderful student; well-balanced, bright, sensitive, and committed. He has common sense and an excellent work ethic; it’s easy to see why he is near the top of the class. Erik will be a wonderful resident and physician; we recommend him very highly.

Sarah Towne, D.O., M.S.
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Medical School Information

Touro University-California College of Osteopathic Medicine is an osteopathic medical school, which lends it some special emphasis areas. First, the school has as one of its' core missions the training of Primary Care physicians. We believe that physicians should be grounded in an approach to patients based on primary care values. Second, they will have had the opportunity to acquire an excellent basic grasp of osteopathic manipulative techniques.

The curriculum for the class of 2009 has consisted of two years of on-campus didactic work, with the opportunity for occasional early clinical experiences as class or volunteer activities.

Students have been assigned to a core site for third year core rotations, which consist of 8 weeks each of Internal Medicine, Family Medicine, and Surgery; 6 weeks each of OB-GYN and Pediatrics, and 4 weeks of Psychiatry. There are 8 weeks of electives in the third year. Grades for core rotations are calculated as follows:

Preceptor assessment, using standardized measurements: 70%

Written final exam for each core area: 25%

Weekly quizzes based on assigned readings and case studies: 5%

Completion of COMLEX 1 with a passing score is required to progress to fourth year; completion of COMLEX 2 written and performance exams with passing scores is required for graduation.

OSCE testing begins in the first year, as part of courses in Physical Diagnosis and Introduction to Clinical Medicine. This continues second year with Primary Care Skills and into the third year at the completion of required core rotations.

Members of the class, with few exceptions, matriculated in August of 2005 and will finish in June, 2009. Exceptions are identified individually on the first page of this document.

The MSPE is completed in an iterative process involving individuals in basic and clinical sciences. Students are given the opportunity to contribute in ascertaining that activities, challenges, and special circumstances are included. They are also given the opportunity to review them for factual errata before they are finalized.

The College is in compliance with AAMC "Guidelines for Medical Schools Regarding Academic Transcripts". Each students' transcript reflects an unabridged account of that students' performance at Touro University—California College of Osteopathic Medicine.