MSUCOM Pre-Clerkship Student Guide to Residency Planning

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Michigan State University College of Osteopathic Medicine
Academic and Career Advising

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4 - Year Career Planning Curriculum

4-Year Career Planning Curriculum

When	Meeting	Topics
Pre-Clerkship		
Year 1 & Year 2	**Career Planning 101:** Individual Career Planning Meeting One-on-one Advising	Review CV (extracurricular activities, research, leadership, student organizations, etc.), specialty(ies) of interest, MSPE, competitiveness, match data, ERAS introduction, and residency research tools.
Clerkship		
Year 3	**Summer (July)** **Career Planning 201:** Clerkship Overview In-person Group Presentation	Overview of initial ERAS access, scheduling COMLEX Level 2CE/PE, obtaining letters of recommendation, match timeline, resources & advisor availability, preparing for COMAT exams
		Military Students will have their own orientation prior to clerkship starting and post-training. This will focus on the above topics as well as the specific military timeline.
	Fall (Oct-Nov) **Career Planning 301:** Shaping your career In-person group presentation	Overview of audition rotation strategies, competitiveness tools, Careers in Medicine, application strategies, parallel plans, professionalism, personal statement resources, clinical enrichment experiences, researching residency programs, ERAS, noteworthy characteristics, using auditions/interviews to inform your specialty choice, preparing for COMLEX Level 2CE
	On-going December - May **Career Planning 401:** Clerkship Career Planning Meeting One-on-one Advising (In-person, Zoom or Phone)	Develop an individual residency application strategy with an advisor by performing a holistic overview of competitiveness as an applicant
	Spring (May - June) **Career Planning 501:** ERAS In-person group presentation	Detailed description of utilizing ERAS, application strategy, interviewing, utilizing Big Interview, and Interview tracking
Year 4	**Winter (December/January)** **Career Planning 601:** Post-Interview Wrap-up Communications	Overview of ranking, SOAP, and preparing for residency
	Residency Contracts (mid-late February)	Want to know how to decipher your residency contract? Before you sign, join our webinar to find out the ins and outs of what contracts should and shouldn't include.

Timeline for Career Planning & Advising

Timeline for Career Planning & Advising

YEAR	STEPS	TIMELINE FOR SUCCESS
Year 1	Understanding Yourself	➢ Prioritize coursework. Reach out to faculty and tutors if struggling with content. ➢ Attend Just in Time semester orientations. ➢ Seek out an advisor and/or mentor. ➢ Join MSUCOM specialty interest groups. ➢ Learn about base hospitals through the base hospital expo events. Reach out to base hospital liaisons and go on Base Hospital Tours the clerkship office will release tour information as it becomes available. o If appropriate, request special consideration for base hospital assignment. ➢ Participate in observerships to learn more about specialties of interest. ➢ Begin building your CV using the MSUCOM CV Template in Word format ➢ Set up Careers in Medicine (CiM) account. CiM Provides scientifically based self-assessment tools, many customized for the medical profession: MSPI-R (interests); PVIPS (values); PSI (skills); SIS (where to start) ➢ Complete your required Pre-Clerkship Career Planning Meeting (Starting in Semester 3)
Year 2	Exploring Options	• Continue focus on coursework. Reach out to faculty if struggling with content. • Integrate board prep materials with coursework. Find recommended resources for board prep in our COMLEX/USMLE Guide. • Explore specialties of interest through the Careers in Medicine (CiM), or by taking course electives, participating in observerships, attending specialty interest group events, and participating in group activities designed to help with specialty and career choices. • Participate in extracurricular activities and research ensuring that they do not interfere with coursework. • Complete your required Pre-Clerkship Career Planning Meeting (Starting in Semester 3): Compare Careers in Medicine (CiM) self-assessment results to information gathered about specialties and discuss questions or concerns with an advisor. Bring your CV at this time for review. • Wondering what to consider when selecting your base hospital? Schedule an appointment with your career advisor or watch the Base Hospital Selection video and talk to base hospital liaisons. • Attend required meetings about clerkship and base hospital selection. • Continue to update your CV to include relevant information from Year 2. • Take COMLEX Level 1 (prior to Clerkship). Consider if you should take USMLE Step 1 or not.
Year 3	Choosing a Specialty	• Begin clinical rotations and request letters of recommendation • Review our Career Planning Curriculum to see when you will be meeting with your advising team • Research desirable qualifications and competitiveness for specialties (use CiM competitiveness tab under each specialty and NRMP Program Directors Survey). • Update CV to include relevant information from Year 3. Provide CV to authors of letters of recommendation • Complete the Specialty Indecision Scale Assessment in Careers in Medicine if you are having a difficult time narrowing down your specialty choices. If you are unsure of your competitiveness, schedule an appointment with a career advisor. • Determine the best timeframe in which to take COMLEX Level 2 CE & PE (and USMLE Step 2 CK & CS, if you elect) and select your test dates. Dates fill quickly. For help selecting a test date, view the Scheduling COMLEX Level 2CE and PE video. • Participate in Clinical Enrichment Experiences outside of rotations. These experiences can be used to get more exposure to a specialty in a variety of practice settings, give you the chance to check out a program and/or get "face-time" at a program. • Draft Personal Statement for review by a Career Advisor, mentor, friend, or faculty. Start early! • Research residency positions and programs: o FREIDA o Careers in Medicine o Individual Program Websites • Having difficulty narrowing your options or unsure of your competitiveness? Meet with your Career Advisor and review the match data and competitiveness information we've shared. • Submit a PDF copy of your ERAS application to the Office of Academic and Career Advising for review. • Attend required one-on-one Career Planning 401 meeting and Regional Clerkship Meetings • Submit 3 noteworthy characteristics for your Medical School Performance Evaluation

YEAR	STEPS	TIMELINE FOR SUCCESS
Year 3 (continued)	Getting into Residency	• Schedule "audition" rotations at your top-choice programs for July/August-Janurary of 4th year. • Ask your attending about his or her expectations of you and regularly ask for feedback (don't wait for them to offer). Let program director know of your interest in the program. Send a thank you after the rotation. Don't be shy and reserved. Be memorable, in a good way. Find a trusted senior resident or physician to mentor you. • NRMP Prism App - allows Main Residency Match applicants to track and organize training programs during the residency interview process and develop ratings that can be used to generate rank order list for submission in The Match • Take COMLEX level 2 CE & PE so your scores are released by September 15th. Most programs require that you take and pass before they'll rank you. If you didn't do well on COMLEX Level I, a good score on COMLEX Level 2CE is even more important. • Be aware of applicable early match deadlines: AUA Match, SF Match and Military Match • Register with ERAS. Begin uploading documents (personal statements, etc.) and applying to residency programs. *****KNOW YOUR DEADLINES*****
Year 4	Matching	• **REGISTER FOR THE NRMP MATCH – September 15th** • Interview with residency programs (September – January of 4th year). Send follow-up correspondence to appropriate individuals. • MSPE released October 1st • Rank programs using the official Rank Order List (ROL) **POST-MATCH INFORMATION** • **NRMP SOAP** (Supplemental Offer & Acceptance Program) • MSUCOM SOAP Guide

Do Course Grades Matter?

Course Grades: What Every MSUCOM Student Should Know

Do course grades matter?

Simply put, yes. Statistical analyses of performance data from current MSUCOM students and recent graduates reveal: (1) A strong, direct relationship between a student's average preclerkship course percentage and their COMLEX Level 1 score (e.g., by the end of semester 6, the Pearson's coefficient of correlation (r) = 0.75), and (2) Average course percentages for students who passed COMLEX Level 1 on their first attempt are significantly higher than average course percentages for those who did not pass.

The bottom line is that course grades do indeed matter because they tend to reflect the same types of factors that also lead to success on board exams: content knowledge (information, facts, details), cognitive skills (problem-solving, analytical thinking, clinical reasoning), study behaviors (goal-setting, planning, prioritizing, scheduling, effort), and mental state (focus, resiliency, conscientiousness, attitude, mental health). *As residency programs become more competitive, there will be greater emphasis placed on student academic performance: course grades as well as board scores (COMLEX and USMLE).*

Courses taken in the MSUCOM D.O. program are graded using the Pass/No grade system: on the Official MSU Transcript, each completed course, in both the Preclerkship and Clerkship Curricula, will have a grade listed as a P or an N. In addition, each MSUCOM student has a Student Grade Report generated by the College, which lists for each completed course in the Preclerkship Curriculum both the student's course percentage and course percentile rank, as well as the student's cumulative score and overall class rank by quintile, determined by the cumulative score. *Residency programs will have access to both the Official MSU Transcript as well as your pre-clerkship academic performance, which is incorporated into the Medical Student Performance Evaluation (MSPE).*

The P-N grade system creates a quandary for many medical students who, as a rule, are familiar with a numerical (4.0 scale) or letter grading (ABCDF) system. Some mistakenly assume that obtaining a passing score is sufficient. Others find that the P-N grade system makes it difficult to sustain a high level of performance because there is no obvious benefit of high achievement. Many students simply do not know what level of academic performance to aim for in order to maximize their competitiveness and minimize their risk.

Quantitative measures of academic performance fall into two basic categories: relative and absolute. Examples of relative measures include percentile (quintile) rank and "curved" grading scales. Examples of absolute measures include percentages and "straight" grading scales. With relative measures, students within a cohort (e.g., graduating class) are compared to one another; no matter how well all students perform, only one student can be at the 99th percentile. Focusing on relative performance can foster an overly competitive environment and can also be demoralizing for some. It is a point of pride that MSUCOM students are extremely generous and helpful to one another—this does not need to change. The primary competition for residency slots will not be from other MSUCOM students. In contrast to percentile rank (class rank), in a straight grading scale there exists the *potential for all students to excel; this is the goal*.

Student tool for gauging academic performance and setting performance achievement goals

The grading scale presented below is provided as a supplemental tool to give students a more detailed picture of their performance and what it might mean for their career. This grading scale can be used by students to set performance goals that are in line with their career aspirations. It ***does not represent a student's official MSUCOM grade*** and it will not be used to assign grades in MSUCOM courses.

The table shows the predictive relationship between average end-of-semester course percentages in the MSUCOM Preclerkship Curriculum and COMLEX Level 1 scores. For example, by the end of Semester 6, a student whose average course percentage exceeds 92.5% (4.0 range) has a 95% chance of scoring between 517-757 on COMLEX Level 1. The table also shows that for a student with a 2.0 grade or lower (<85%) in the MSUCOM Preclerkship Curriculum, the 95% prediction interval for COMLEX Level 1 includes failing scores.

Table: Cumulative Average Course Percentage as a Predictor[1] of COMLEX Level 1 Score[2]

Percentage[3] Range[4]	Grade	95% Prediction Interval for COMLEX Level 1 scores					
		Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
(92.5, 100]	4.0 (A)	472 – 764	494 – 756	507 – 758	512 – 759	517 – 757	517 – 757
(90.0, 92.5]	3.5	422 – 713	452 – 716	463 – 714	461 – 706	467 – 707	467 – 706
(87.5, 90.0]	3.0 (B)	394 – 684	413 – 676	421 – 673	425 – 671	427 – 667	428 – 668
(85.0, 87.5]	2.5	369 – 660	401 – 664	394 – 646	398 – 643	401 – 640	403 – 642
(82.5, 85.0]	2.0 (C)	337 – 628	360 – 623	374 – 626	364 – 610	367 – 606	366 – 605
(80.0, 82.5]	1.5	315 – 606	339 – 602	339 – 591	331 – 576	339 – 578	340 – 580
(77.5, 80.0]	1.0 (D)	293 – 585	320 – 584	331 – 563	309 – 555	297 – 537	296 – 536
(75.0, 77.5]	0.5	310 – 603	301 – 564	301 – 553	290 – 537	295 – 536	294 – 535
75>	0.0 (F)	286 – 593	290 – 561	265 – 526	211 – 484	212 – 488	233 – 500

[1]Details regarding the statistical analysis are available in the Office of Academic and Career Advising.

[2]When COMLEX Level 1 is taken after semester 6.

[3]Percentages exclude longitudinal courses: Osteopathic Patient Care (OPC), Osteopathic Manipulative Medicine (OMM), and Young and Aging Adult

[4]Percentage ranges are listed in interval notation, for example, (85.0, 87.5] includes all percentages >85.0% (greater than but not including 85%), and ≤87.5 (less than or equal to 87.5%). (YAA).

Base Hospital Information

Our Base Hospital Partners:

The Clerkship Medical Education Office provides students with a current list of our base hospital partners. Please click here to see the list of our current partners.

Selecting a Base Hospital:

Timeline

Step	When?
Explore base hospital options	1st year
Attend Base Hospital Expo Events & Tour base hospitals	Summer between 1st & 2nd years
Base Hospital Selection/Lottery	Semester 5

We understand that selecting a base hospital is an exciting and sometimes stressful time for students. Read through this information to help you through this process.

Base Hospital FAQs:

How can I learn about the different base hospitals that are available?

1. Attend the Base Hospital Expo Events
2. Research the base hospitals online
3. Talk to base hospital liaisons
4. Connect with MSUCOM administrators, clinical teaching faculty, and your MSUCOM Academic and Career Advisor
5. Ask the Office of Academic and Career Advising to connect you with a Resident Mentor

How important is it that I try to pick the "best" base hospital for my clerkship training?

All base hospitals provide an excellent clerkship education. Though there are real differences among the base hospitals, the MSUCOM core curriculum ensures you will be adequately trained.
You are at your base hospital for a relatively short amount of time. Because you are allowed 32 weeks of selective and elective rotations outside of your base hospital, you may be at your base hospital for as little as one year.
You can use selective and elective rotations to explore specialties and residency programs outside of your base hospital.
Early in the 2nd year, most students are still in an "exploratory" phase when it comes to specialty choice and residency program selection; therefore, for most students, it is premature to consider these factors when selecting a base hospital.

Will the "wrong" base hospital jeopardize my ability to obtain my preferred residency?

No. Though there may be an advantage to being "known" to the residency programs to which you are applying, most students apply to and "rank" programs outside of their base hospital. With the availability of selective and elective rotations, as well as "Clinical Enrichment Experiences," you will have many opportunities to rotate in programs of interest.

What factors should I consider when making my selection?

When evaluating base hospitals, the following factors are most commonly considered:

- Geographic location: region of the state; setting: urban, suburban, or rural; cost of living, housing, transportation, parking, availability of entertainment, good restaurants, etc.
- Social and educational "environment" of the hospital and "fit" with personality preferences
- Availability of residency training programs in your area of specialty interest
- Some hospitals require you to be in your fourth year for rotations such as Emergency Medicine.

- Number of residency training positions available (a potential indicator of the educational environment, e.g., availability of structured educational opportunities)
- Size of the hospital
- Research Opportunities
- Diversity and make-up of patient population

Base Hospital Special Consideration:

For some students, base hospital selection may be more important due to personal/family issues that may necessitate being in a specific geographic region. These students may request "special consideration."

Before applying for special consideration, review the Special Consideration Policy

If you have questions regarding the Base Hospital Special Consideration policy and procedures, please reach out to the Clerkship Office.

Base Hospital Expo:

Information and Registration links for the Virtual Base Hospital Expo can be found on the Clerkship website, Student Newsletter, and Email communications closer to the events.

At this event, you will have the opportunity to interact with Program Directors, Student Coordinators, Residents and Clerkship students from various base hospitals. The event is typically held after semester 3 ends. We **highly** encourage you to attend these events to help you decide which base hospital(s) are right for you.

Base Hospital Tours:

Touring the different base hospitals is a great way for you to experience the culture and "feel" of a program. You want to select a hospital where you feel you fit with the team best. Base Hospital tour dates are released by the Clerkship Office and the tours typically happen in the summer during semester 4.

Questions to ask Base Hospitals:

Before calling the medical education office to speak to the Student Coordinator, you will want to check their hospital website. Many questions may be answered there. You may also want to check the SCS website to find full information of all SCS member educational programs.

Personal Interest:

- What level of student involvement is available in-patient care?
- Are there research opportunities for students?
- Is there housing available for clerkship students? What is the cost? How are meals for trainees handled?

Educational:

- Are there reading suggestions/assignments for the clerkship program?
- Are there journal clubs, morning reports, noon lectures, and special lectures? Who attends the various educational experiences and who presents? How could I access a schedule?
- What kind of hands-on practice opportunities are available to students? (i.e. access to simulation labs or technique workshops such as starting IV's, NG tubes, urinary catheters, etc.)
- Is overnight call required for certain rotations? Are pagers provided for the students? Is there a student call room?
- Is ongoing training in OMT offered at the ambulatory site? How is OMT modeled and supervised by the attending physicians?

- Do students have an opportunity to train with more than one person on a service? How much interaction is there with attendings versus residents on the services?
- Are regular formative evaluations completed and then discussed with the student, intern or resident?
- What resources are available for students preparing for COMAT exams?
- What resources are available for COMLEX Level 2CE?

Hospital Environment:

- What is the setting and environment of the ambulatory training site?
- Do the hospital and outpatient sites use an electronic medical record? If so, what type and will there be training on it?
- How many students are on rotations in your system each month? How many students and residents are on a rotation at one time?
- What kind of resources does the library provide for trainees? Are computers with internet access and library resources provided in the clinics and the hospitals?
- Does your hospital host other DO and/or MD students for rotations?
- Are students allowed to use the EMR? If not, how do students document?
- How are students assigned H&P's?
- Does your program allow students to do Emergency Medicine rotations in the 3rd year of Clerkship?

Residency:

- What type of residency programs does your hospital have?
- Do any of your residency programs have osteopathic recognition? Are any others seeking osteopathic recognition?
- Do your residency programs provide visa support (H1B & J1) for international students?
- How important is an audition rotation in obtaining an interview/matching?
- Does your hospital provide preferential treatment to your base hospital students for auditioning/interviewing/matching into your residency programs?

Career Planning Toolkit

Career Planning Toolkit

Specialty Resources	Here you will find a guide for applying to the different specialties. These guides can be extremely helpful when you are asking yourself what you will need to apply to your desired specialty
Medical Student Performance Evaluation (MSPE)	The MSPE is an overall performance of your time in medical school. Things you will see on your MSPE: Pre-clerkship & Clerkship performance, professionalism comments (if applicable), adverse actions (if applicable), personal identifiable information, and more.
MSPE Noteworthy Characteristics	The noteworthy characteristics component of your MSPE is an opportunity to showcase leadership experiences, initiatives you're passionate about, publications, research, personal circumstances/situations, and/or hobbies. Additionally, it is also an opportunity to highlight any major life events or challenges that have impacted you during medical school.
National Resident Matching Program (NRMP) Resources	Our office utilizes the following resources to assist with our advising: ➢ Charting the Outcomes of the Match o Also available as an interactive resource ➢ Results of the NRMP Program Director Survey ➢ Results and Data for the Main Residency Match
MSUCOM Match Data	Each year, MSUCOM compiles data for the graduating class to assist current students in their career planning process. Examples of what you will find include: number of match students by specialty, competitiveness information for specialties, locations for where students matched, and more
MSUCOM Official Competitiveness Data	One of the most popular questions our office receives is what it takes to match into a certain specialty. Each year we put together competitiveness data that includes average board scores, quintiles, range of board scores, top 5 factors that helped students match, and where our students matched for each specialty.
Electronic Residency Application Service (ERAS)	ERAS is the main resource you will use for applying to residency. You will fill out one application and send it out to all the programs you are interested in along with your supplemental documents such as your MSPE, COMLEX/USMLE transcript, Official MSU Transcript, Personal Statement, and Letters of Recommendation
Curriculum Vitae (CV) Resources	Starting in year one Academic and Career Advising will ask you to begin compiling your CV. We do this so that you are keeping track of your involvement throughout your time in medical school. You will use your CV for things like networking, asking for letters of recommendation, and eventually to complete your ERAS application.
Personal Statement Resources	Your personal statement can be one of the most important pieces of your residency application. It can also take you quite a while to create and edit. We recommend starting your personal statement in January of year 3 to ensure you are giving yourself enough time for editing. Remember, our office is happy to edit the document at any time, just sent it to com.acadvising@msu.edu
Clinical Enrichment Experiences	Think of a clinical enrichment experience as a bonus rotation opportunity. You are able to participate in these during your third and fourth year during your spare time. Many students participate when they are on a lighter rotation or on their days off.
FREIDA the AMA Residency & Fellowship Database	FREIDA can be an extremely valuable resource for students as they begin researching residency opportunities. We do caution students that FREIDA should be a starting point in their process, the best information about programs will be on the program's website.
AAMC's Careers in Medicine	MSUCOM purchases a subscription to AAMC's Careers in Medicine for every student to utilize during their medical school journey. This resource is full of helpful articles, tools, and other information to assist in a student's career planning process.

Specialty Resources

Specialty Resources

Our office strives to provide students with the best resources to assist them during their career planning process. One thing we have found extremely helpful are guides for applying to the different specialties. Please note the following resources will link you to external websites. None of the below information has been created by MSUCOM. Each resource contains valuable information for the listed specialty. If you have any questions or would like to discuss your specialty with an advisor, please email our office com.acadvising@msu.edu

Specialty Resources
Anesthesiology
Dermatology
Emergency Medicine
Additional Emergency Medicine Resources
Emergency Medicine Standardized Letter of Evaluation (SLoE)
Family Medicine
AAFP: Strolling through the Match
General Surgery
A Day in The Life: General Surgery
Internal Medicine
Neurology
Neurosurgery
A Day in The Life: Neurosurgery
OB/Gyn
Ophthalmology
Orthopedic Surgery
Orthopedic Surgery Standardized Letter of Recommendation
Otolaryngology/ENT/Plastics
Pediatrics
Physical Medicine & Rehabilitation
Psychiatry
Radiology
Urology

Additional Emergency Medicine Resources

Emergency medicine has some unique aspects to the application process and the following resources are available to assist students interested in emergency medicine.

Medical Student Advising Resource List 2017: Emergency Medicine

Adapted from the Student Advising Task Force (SATF)
Alexis Pelletier-Bui, MD; Michael Yip, MD; Sean Ochsenbein; Jennifer Jackson, MD; Emily Hillman, MD and updated regularly by MSUCOM Office of Academic and Career Advising

Overall:
EM Guide to applying
A comprehensive medical student guide to help you every step along the way as a student navigating the world of EM
EMRA Advising Resources Web Page
One of the largest compilations of advising resources available for EM bound medical students
EMRA's Student-Resident Mentorship Program
EM bound students are matched with EM residents to provide assistance from someone who's "been there" recently
Council of Residency Directors in Emergency Medicine (CORD) Blog

Blog by EM medical educators with intended audience of medical students, residents and other EM leadership. Go to category "Task Force Updates" for student related information.
EMRA Hangouts
Video streamed advice from EM leaders involving up to 120 students/session and available as a recording after sessions
EM Stud Podcast
The official CDEM podcast for emergency medicine bound medical students
EM Applicant FAQs
Frequently Asked Questions of the EM Applicant

Application/Match Process:
EM Advisor
A site that provides advice for clinical years with a large focus on the residency application process
Academic Life in Emergency Medicine (AliEM): EM Match Advice
AliEM encompasses an array of clinical and medical education topics that is useful for all stages of learning. EM Match Advice is a specific section with videos from program directors giving you their tips for a successful match in EM.
National Resident Matching Program (NRMP) Main Residency Match Data
Data, research & survey reports relating to the NRMP Main Residency Match
EMRA Match Residency Index
Searchable database/map of EM residency programs to help you find your best fit
ACGME Program Search
Search residency program accreditation status and other basic residency program information
Official CORD Standardized Letter of Evaluation (SLOE)
The SLOE is a key criterion for EM resident selection for ACGME Program Directors.

Performance Improvement for the EM Clerkship:
Emergency Medicine Clerkship Primer
The Clerkship Directors in Emergency Medicine (CDEM) guide on how to shine on your emergency medicine clerkship
Vimeo: Patient Presentations in Emergency Medicine
EMRA & CDEM sponsored video on how to wow with your patient presentation in the ED
CDEM Curriculum
Prepare for your rotation by reviewing the approach to common chief complaints and pathologies seen in the ED. Listen to the new CDEM Podcast directed towards students going into Emergency Medicine.
EM Basic Podcast
Steve Carroll goes over student/intern level "approach to" core chief complaints
EMRA's Basics of Emergency Medicine
Chief complaint based guide to EM differential diagnoses and workups
iMedicalApps Emergency Medicine Apps

Individual Guides to EM Applying:
Emergency Medicine Re-Applicant Applying Guide
The Military Emergency Medicine (EM) Applying Guide
The Couples Match Emergency Medicine Applying Guide
The International Medicine Graduate (IMG) Emergency Medicine Applying Guide
The Osteopathic Emergency Medicine Applying Guide
The "At-Risk" Applicant Emergency Medicine Applying Guide

Student Planners:
Medical Student Planner
This helps you plan your performance and activities in medical school starting from the first year.
The Military Air Force Emergency Medicine (EM) Student Planner
The Military Army Emergency Medicine (EM) Student Planner
The Military Navy Emergency Medicine (EM) Student Planner
The Couples Match Emergency Medicine Student Planner

The International Medicine Graduate (IMG) Emergency Medicine Student Planner
The Osteopathic Emergency Medicine Student Planner

Physician Observation Experience Information

Physician Observation Experience

Pre-clerkship physician shadowing experiences are intended for MSUCOM MS1 and MS2 students who are interested in shadowing a clinical physician. Shadow experiences are not enrollable courses, and thus will not include credit or a grade, and will not appear on the student's transcript.

Eligibility for Shadow Participation includes:

- Full Time enrollment in Pre-Clerkship Core Curriculum.
- Completion of application with approvals.
- All college/university requirements of immunization & compliances completed.
- Being in academic good standing.

Students can access the Physician Shadowing Experience Application through Registrar Services. Please note that it is essential that students complete Section 1 of the form and turn it into their Student Services Representative at MUC or DMC or their Student Support Advocate in East Lansing.

Medical School Performance Evaluation (MSPE)

Medical Student Performance Evaluation (MSPE)

Overview:

The MSPE is based on a standard template promulgated by the Association of American Medical Colleges (AAMC) with some latitude left up to interpretation by medical school administration.

From the MSPE Task Force commissioned by the AAMC, Recommendations for Revising the Medical School Performance Evaluation (2016):

The purpose of the MSPE is not to advocate for the student, but rather to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based, to the greatest degree possible, on verifiable information and summative evaluations. When possible, comparative assessments of the student's attributes, experiences, and accomplishments relative to their institutional peers should be provided. The MSPE should primarily contain information about the student's medical school performance, although a brief summary of verifiable pre-medical experiences and achievements can be included when relevant.

The MSPE is a summary evaluation, not a letter of recommendation. Information presented in the MSPE must be standardized, clear, and concise and presented in such a way that allows information to be easily located within the document.

Medical Student Performance Evaluation (MSPE) sections:

1. Identifying Information
2. Noteworthy Characteristics
3. Academic History
    a. Matriculation and Graduation dates
    b. Leaves, Gaps or Breaks, Dual-Degree
    c. Course Remediation, Probation, Adverse Action
4. Academic Progress
    a. Statement on Professionalism
        i. Disciplinary Action
    b. Preclinical Coursework
        i. Graphs illustrating individual student performance versus class averages
    c. Clerkships
        i. Components of each Clerkship grade and the weight of each component
        ii. Summative comments per clerkship
        iii. Individual student performance versus class average performance per clerkship
        iv. Overall Clerkship grade

If you have any questions about your MSPE, please contact com.acadvising@msu.edu

Noteworthy Characteristics

The noteworthy characteristics component is an opportunity to showcase leadership experiences, initiatives you're passionate about, publications, research, personal circumstances/situations, and/or hobbies. Additionally, it is also an opportunity to highlight any major life events or challenges that have impacted you during medical school.

Instructions: Compose 3 noteworthy characteristics on the worksheet below. Each entry should be written in the third person, limited to three sentences or less, and should include evidence that demonstrates the value of your chosen entry. Such evidence may include awards received, presentations, publications, recognition, length of commitment, etc.

Once you've completed this worksheet please send it to our office for review and editing. If you have any questions, please contact your advisor.

Examples:

1. Jack hopes to inspire the next class of learners through teaching and peer mentorship and has served as a peer educator in two required courses.
2. Jordan steps up as a leader when she feels she can make a change, and has served as a Dean's Council representative, a leader in her advising society, and a co-chair of a local high school health

scholars organization.

3. Ramon hopes to incorporate his passion for reducing disparities in healthcare into his future practice and has been a consistent volunteer in one of our school's student-run free clinics.
4. Shani is inspired by new research and enjoys contributing to scholarship. Her work has resulted in two published abstracts and selection for an oral presentation at the Annual Society of Hospitalist Medicine Conference.
5. Joe is the first member of his family to graduate from college.
6. Having seen firsthand the impact of health disparities on those in the South Side of Chicago, Ravi has invested a tremendous amount of his extracurricular time to give back to the community through service initiatives.
7. Jill is a soprano in a student run acapella group. She has performed in the hospital for patients and staff as well as for various college events.
8. During her second year, Jill served as the student coordinator for the Community-Based Sanctuary Clinic and secured a $500,000 grant from the United Way of Maine to equip a new seven-room ophthalmology suite for the facility.
9. Jill gave birth to a son this past August. She successfully completed all her M3 clinical rotations on time, spent the month of August on a pre-arranged research rotation, and commenced her Emergency Medicine rotation in mid-September.
10. Joe has been conducting research with Myrna Loy, MD, PhD, on the subject of epigenetic factors influencing childhood obesity since the end of his first year of medical school. This research has resulted in a series of publications including one with him as first author in the Journal of the American Osteopathic Association.
11. Student Doctor Sparty was raised by a single mother. Despite financial hardships, he was able to distinguish himself in academics. He was the first in his family to attend college and receive a full scholarship.

Consider the following topics for submission: Activities to address healthcare disparities

- Community service
- Explanations of any difficulties
- Hobbies
- Honors/Awards
- Leadership positions
- Life experiences
- Publications
- Research
- Tutoring
- Way in which you spent a year off from medical school

1. _____

_____

2. _____

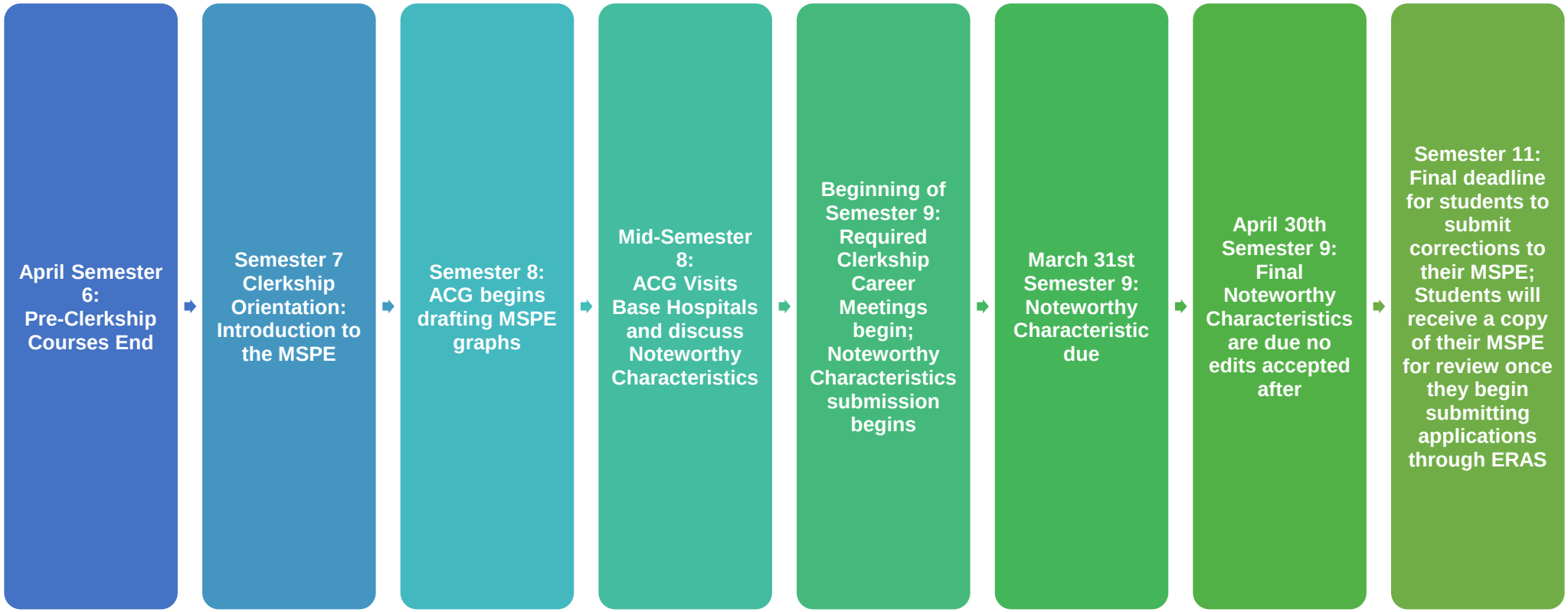
_____

3. _____

_____

This worksheet was adapted from the University of Chicago Pritzker School of Medicine MSPE Bullet Point worksheet.

MSPE Timeline



Match Information & Residency Competitiveness

National Resident Matching Program (NRMP) Resources:

The NRMP publishes match data and other helpful resources each year so that students can compare their performance to recently matched students. The following resources can help you determine your competitiveness level for your desired specialty as well as help you be better informed about the match:

1. Results of the NRMP Match
2. 2020 NRMP Main Residency Match: Match Rates by Specialty and State
3. Charting the Outcomes in the Match: Senior Students of U.S. Osteopathic Medical Schools
4. Results of the 2020 NRMP Program Director Survey

MSUCOM Match Data:

MSUCOM's match rate consistently stays above 97% with most of our students, typically around 70-80% of each class, staying in the state of Michigan. After the match concludes in March, our office works to put together information to show where our students match and which specialties they matched into. A comprehensive look at our match information can be found in our MSUCOM Match Look-bookv.

MSUCOM Official Competitiveness Data:

You may be asking yourself 'what do I need to score on my board exams, achieve in classes, and become involved with to match. Although there is no cut and dry answer to this question, we have put together a competitiveness profile for our matched students in each specialty over the last three years. Our competitiveness data covers topics such as; how many students matched into the specialty, what their average board scores were (only applicable if we had 3+ students match in one year), quintile spread, and much more.

Match Options:

Did you know the NRMP isn't the only match process? In fact, there are four other match processes that students can go through. Find out more below:

Match Process	Who participates?
National Resident Matching Program (NRMP)	Students interested in matching into an ACGME accredited residency in the US will use the NRMP.
Canadian Resident Matching Service (CaRMS)	Canadian students who are interested in returning home to Canada for residency should participate in CaRMS.
Military (MODS) (the site that MODS requires is only accessible from a DOD computer)	All military students must participate in MODS even if they are attempting to apply for a deferral to a civilian match.
American Urological Association (AUA)	This match is for students who are interested in matching into a urology residency.
San Francisco Match (SF Match)	The San Francisco Match is for students interested in Ophthalmology or Plastic Surgery

Electronic Residency Application Service (ERAS):

ERAS is your one stop shop for sending out applications to ACGME accredited residency programs. Every student participating in the NRMP Match must fill out an ERAS application. You will fill out one application and send it out to every program you are applying to. ERAS has several helpful tools to help you through the application process. A few we frequently use in your third and fourth year are:

1. MyERAS User Guide – Our go-to resource when students submit questions regarding the ERAS application.
2. Timeline for the ACGME-accredited Residency Match
3. ERAS Application Fees
4. Sample ERAS Application (known as the ERAS Worksheet)
5. Letter of Recommendation Portal User Guide

FREIDA™ the AMA Residency & Fellowship Database®:

The FREIDA Database is a one-stop-shop to searching for ACGME residency positions in the US. It is free to students however you are welcome to create a log-in to utilize more features. Proceed with caution when using FREIDA, the information on the site isn't always as up to date as the program website so make sure you are looking there as well.

Careers in Medicine®:

The AAMC has created the Careers in Medicine site to assist students through all four years of medical schools. Students can access tools to assess their interests, skills, values, etc. and how they relate to each specialty to help you make a more informed decision about your career path. Careers in Medicine can also show you different qualifications, salaries, lifestyle, length of training and much more for each specialty, and often fellowship, available. MSUCOM purchases a 4-year subscription for you staring in your third semester to help you on your career planning journey.

Why do students use Careers in Medicine? This 7-minute video can tell you more.

Curriculum Vitae (CV) & Personal Statement Resources

Curriculum Vitae (CV) Resources:

Your Curriculum Vitae (CV) will be the first of many supporting documents you'll need for the residency application process. One of the primary functions of a CV is to provide a succinct chronicle of your past experience and training. The CV we are asking you to write is different from your professional CV you will use later in your career.

Getting started

Include: Formal, legal name (no nick name), address and current contact information. Consider: 1) Does this piece of information help explain who you are and what you've accomplished? 2) Will it encourage residency programs to select you for a residency? 3) If you were reading this for the first time, without knowledge of who you are as an applicant, would this information be useful? If you answer no to any of these questions, do not include. If you're unsure, consult your advisor or a trusted mentor.

- **Education:** List all colleges/universities you have attended with the most recent first (name, location, degree with date completed and field of study.) Include medical school, graduate, and undergraduate education. If you do not have a separate section for honors and awards they may be incorporated along with thesis or dissertation distinctions. Be sure to document titles, particularly if relevant to health care or science. Providing your overall GPA and board scores in this section is a good idea but not required.
- **Honors and Awards:** Incorporate awards and/or scholarships received during medical school (election to AOA, biochemistry prize, etc.). Include only the most important awards and scholarships from undergraduate or other programs (distinguished awards only). Keep in mind how relevant and useful each item will be and cut any that may not be valued by the reader.
- **Professional Memberships:** List professional organizations you are a member (dates optional). Include any leadership positions you hold. This section may be combined or redefined to include student organization involvement.
- **Extra-curricular activities:** Include the most important long-term activities you were involved in during medical school, including committee work, elective courses, study abroad, community service projects, and student organization involvement (dates optional). Rather than listing a separate entry for every one-time commitment you've completed, group these experiences under the organization you completed them with. Experiences with extended commitment should be listed individually.
- **Research, Posters, Presentations:** List any papers published or presented by title, place, and date of publication or presentation. If this list is very lengthy, you may want to append it separately.
- **References:** These are not necessary on your CV.

Formatting and Production

- MSUCOM CV Template: Please use our template to create your CV
- Use 1-inch margins
- One-to-two pages is standard length for residency applications, although don't reduce the font size; change your margins or leave important information out just to shorten.
- 11- or 12-point font is preferable
- Stick with one font or two similar fonts (one for headings, the other for everything else) – use only conservative, common fonts.
- Use bold, italics, capitalization, and bullets to organize
- Headings should be consistent in style, size, and formatting
- Check text for misspellings and poor grammar – have someone help you proofread.
    - Your CV is really a personal advertisement: it must sell as well as tell.
- Keep sentences short and succinct while using active verbs and vivid, precise language
- Your research section should all follow the same formatting (APA, MLA, etc.)
- Spell Check
- Proofread
- Have someone review your CV for you

Timeline

1. Your CV should be arranged in reverse chronological order with the most recent information listed first. It should be immediately apparent where you are presently.
2. Do not leave gaps in your time line. This can be inferred that there is something to hide, i.e. jail time, drug rehab, etc. (Be certain all time is accounted for in both ERAS and on your CV.)
3. Remember that a residency application is limited to the few things that residency programs want to know about everybody. A CV provides information that is unique to you.
4. The appearance of your CV is extremely important.
5. Best honest: If you have not accomplished anything in a category, then leave it out. Do not create things to fill in the spaces.

There are many different styles and approaches to completion of a curriculum vitae or personal statement. The advice provided represents the viewpoint of one individual; other opinions may be valid. The review of any document by an employee of MSUCOM in no way guarantees placement in any workplace or residency program. The final determination of what information to include or omit is your responsibility. In addition, it is your responsibility to ensure the content provided within these documents is an accurate representation of your skills, experiences and abilities.

Avoid:

- ✓ Using your Social Security Number in your CV, it will be added in ERAS
- ✓ Listing age, gender, race, religion, political affiliation, marital/parental status, disability or national origin
- ✓ Including salary history
- ✓ Using first person “I”, “my”
- ✓ Using unprofessional fonts
- ✓ Listing experiences that are not professional or relevant to desired position
- ✓ Sending low-quality copies of your CV
- ✓ Using these words; they make you sound like everyone else:
- ✓ Analytical, Creative, Driven, Effective, Expert, Innovative, Organized, Patient, Responsible, Strategic

ERAS (Electronic Residency Application Service)

- ➢ It is helpful to have your CV prepared ahead of time. Many students copy and paste the information from their CV into ERAS and then ERAS creates a basic CV for programs to view.
- ➢ While you may not need to send a separate CV with your applications, most of the information you include on a CV will be required for your residency applications, having it completed ahead of time will make writing your application and personal statement easier.
- ➢ Should you include a picture?
    - o Simply, no. A professional photo is included in your ERAS application.
- ➢ Lastly, you should provide a copy of your CV to individuals who write your letters of recommendation

Final Point: You may question the need for a CV, feeling that it’s redundant. However, creating your own, personally formatted CV will benefit you in many ways by referring to it when completing your residency application. It is also good protocol to provide to interviewers when you meet with them, as well as people writing letters of recommendation. It is also a “living document” or permanent work-in-progress from this point forward.

References:

AAMC CV Tips
Health Match Preparing a Medical CV

[First Name] [Last Name]
[Mailing Address]
[phone number] ◆ [MSU email address]

EDUCATION

Doctor of Osteopathic Medicine, anticipated May [year of graduation]
Michigan State University College of Osteopathic Medicine, East Lansing, MI
[Degree, e.g., Bachelor *of Science* or *Arts*] in [major and minor and specialization, if applicable], [month of graduation] [year of graduation]
[Name of college or university], [City], [State]

Certifications

Responsible Conduct of Research [expiration date]
Advanced Cardiac Life Support (ACLS) [expiration date]
Basic Life Support (BLS) [expiration date]

HONORS & AWARDS
(Focus on Medical School)

[Name of most recent honor/award], [year awarded]
[Brief description, if needed for clarification]
[Name of second most recent honor/award], [year awarded]
[Brief description, if needed for clarification]

WORK EXPERIENCE
(Research experience, even if you were paid, goes into the research section)

[Most recent *Job Title*], [Name of Organization], [City], [State], [dates of employment]
[Brief description of major tasks and responsibilities]
[Next most recent *Job Title*], [Name of Organization], [City], [State], [dates of employment]
[Brief description of major tasks and responsibilities]

RESEARCH EXPERIENCE
(All research, including undergraduate research and research that did not lead to publication, should be added)

[Most recent *Research Title*, e.g., *Research Assistant*], [Name of research department, if applicable], [Name of institution or organization, as applicable], Principal Investigator: [Name of PI], [Degree of PI], [dates of involvement]
[Brief description of major tasks and responsibilities. Be as specific as possible.]
[Next most recent *Research Title*, e.g., *Research Assistant*], [Name of research department, if applicable], [Name of institution or organization, as applicable], Principal Investigator: [Name of PI], [Degree of PI], [dates of involvement]
[Brief description of major tasks and responsibilities. Be as specific as possible.]

LEADERSHIP EXPERIENCE

[Most recent *Title*, e.g., *Vice President*], [Name of Organization], [City], [State], [dates of involvement]
[Brief description of major tasks and responsibilities]
[Next most recent *Title*, e.g., *Treasurer*], [Name of Organization], [City], [State], [dates of involvement]
[Brief description of major tasks and responsibilities]

EXTRACURRICULAR ACTIVITIES
(Elective courses, student organizations, etc.)

[Name of most recent activity], [Name of institution or organization], [City], [State], [dates of involvement]
[Brief description of what you did and/or what you learned]

[Name of next most recent activity], [Name of institution or organization], [City], [State], [dates of involvement]
[Brief description of what you did and/or what you learned]

COMMUNITY SERVICE

[Name of most recent activity], [Name of institution or organization], [City], [State], [dates of involvement]
[Brief description of what you did]
[Name of next most recent activity], [Name of institution or organization], [City], [State], [dates of involvement]
[Brief description of what you did]

PROFESSIONAL AFFILIATIONS
(These should be state, national or international organizations, not local student organizations)

Student Osteopathic Medical Association (SOMA)
[List next professional membership, e.g., American Osteopathic Association (AOA)]
[List next professional membership, e.g., Michigan Osteopathic Association (MOA)]

PUBLICATIONS & PRESENTATIONS
(Presentations should be searchable by the program so grand rounds and other presentations academically do not count)

[Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages. http://dx.doi.org/xx.xxx/yyyyy]
[Author, A. A., Author, B. B. (Year, Month). *Title of presentation*. Poster session presented at the Conference, City, State.]
[Speaker, A. A.. "Title of Oral Presentation." Name of the meeting and organization. Location of the presentation. Day Month Year. Descriptor (e.g., Conference Presentation).]

SKILLS & INTERESTS
(This can be an important section, please don't skip it)

[e.g., Languages, Technical Skills, Professional interests, Non-academic interests (hobbies)]

Personal Statement Resources:

You will write your personal statement in your third year but it's never too early to start thinking about it. The best personal statements tell your story, this doesn't mean a catchy first sentence such as "It was two in the morning and I heard a loud noise…" with you ending up in the hospital helping someone and becoming inspired to be a physician. Program directors want to know you, they want to know what drew you to medicine, what inspires you about the profession, what you've been doing during medical school and how you plan to continue your education.

Clinical Enrichment Experiences

Clinical Enrichment Experience Process:

The Clinical Enrichment Experience form is required for participation in an enrichment experience outside of a scheduled rotation (ex: weeknights, weekends). **Students should submit one Clinical Enrichment Experience form per rotation, per experience.** For instance, if a student is on an internal medicine rotation, he/she will need to submit one Clinical Enrichment form while on this rotation. If the student wishes to continue an enrichment experience, but is now on an emergency medicine rotation, he/she will need to provide a second Clinical Enrichment form. This is the case for each rotation and each separate experience.

There is no credit given for a clinical enrichment experience, nor will it appear on a student's schedule or transcript. Submission of this form will allow MSUCOM to provide students with liability insurance while participating in an enrichment experience. **Please note that if this form is not completed and returned to the MSUCOM Office of the Registrar before the enrichment experience begins, the student WILL NOT be covered under liability insurance.**

To complete a Clinical Enrichment Experience form, please follow these steps:

1. Section 1- To be completed by the student:
    - Provide information for the rotation you are currently on, including dates, service, location, and Supervising Physician.
    - Provide information for the enrichment experience you are interested in doing, including date(s), service, location, and Supervising Physician.
    - Sign and date the form.
2. Section 2- Approval of the scheduled rotation hospital
    - Bring the form to the facility in which you are currently rotating. Obtain the signatures of both the DME and Supervising Physician for your rotation.
    - Obtaining the DME and Supervising Physician signatures allows the hospital in which you are rotating to know and approve that you are participating in an extra-curricular enrichment.
3. Section 3- Approval of enrichment hospital/clinic
    - Bring the form to the facility in which you wish to do the enrichment experience. Obtain signature from the DME (if participating in a hospital) and the Supervising Physician.
    - Obtaining the DME and Supervising Physician signatures allows the enrichment facility to know that you are currently on a Clerkship rotation and that your first priority is your regularly scheduled rotation.