McGILL UNIVERSITY  
FACULTY OF MEDICINE  
MDCM PROGRAM

<table>
<thead>
<tr>
<th>MEDICAL STUDENT PERFORMANCE RECORD (DEAN'S LETTER) FOR</th>
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<tbody>
<tr>
<td><strong>Student Name</strong></td>
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<td><strong>CLASS OF 201X</strong></td>
</tr>
</tbody>
</table>
Medical Student Performance Record
for

Student Name
Fall 201X

Identifying Information:

Student Name is a fourth-year student at McGill University in Montréal, Québec, Canada.

Unique Characteristics:

Please refer to the “Events Worthy of Particular Note” on page 4 of this document.

Academic History:

Date of Expected Graduation from Medical School: May 30, 201X
Date of Initial Matriculation/Registration in Medical School: August 27, 201X
Leaves of Absence/Gaps >4 weeks in Educational Program: None

For Dual/Joint/Combined Degree Students only:

Date of Initial Matriculation in Other Degree Program: N/A
Date of Graduation from Other Degree Program: N/A
Type of Other Degree Program: N/A

Imposed Disciplinary Actions: None

The McGill University UGME Office will issue revisions of this document in the event of significant performance issues, including in the area of professionalism, noted subsequent to the release of this document.
Summary

Student Name has been successful in completing the requirements of the MDCM Program, as outlined in the Medical Student Performance Record (MSPR), as of the deadline for MSPR submission.

As highlighted in the Events Worthy of Particular Note (please see page 4) and in the narrative comments, Student Name is a motivated, enthusiastic and keen medical student who was the recipient of the (insert award name and years awarded) Award. She is respectful and considerate and has demonstrated a compassionate attitude toward patients and their families. He is very hard working, professional and eager to learn. Student works well with multidisciplinary teams and demonstrates compassion, kindness and empathy to his patients.

The Undergraduate Medical Education (UGME) Office of the Faculty of Medicine thanks you for giving serious consideration to this applicant. Should you require further information, please do not hesitate to contact the UGME Office.

Signature of School Official

Name of School Official
(insert name and designations of School Official)
Associate Dean, Undergraduate Medical Education

Faculty of Medicine, McGill University
3655 Promenade Sir William Osler
Montreal, QC H3G 1Y6

Phone: 514-398-3519
Fax: 514-398-3595
Email: undergrad.med@mcgill.ca
Events Worthy of Particular Note

The McGill University MDCM Program includes only the following in this section: McGill University or Faculty of Medicine academic prizes, scholarships and research bursaries awarded during medical school, and special contributions to the Faculty of Medicine and the MDCM Program, including student leadership activities. Clerkship prizes, graduation prizes and Dean’s Honor List designation are only determined in May 201X.

All other contributions and activities are included only in the student’s curriculum vitae (CV).

Faculty of Medicine Research Bursaries

Bursary: Name of Organization  
Title of Project: Title of Project  
Supervisor: Supervisor name, Hospital or organization  
Term: Summer 2014

Faculty of Medicine Scholarships, Prizes & Awards


Dean’s Honour List – granted to students whose standing ranks in the top 10% of the class.  
Academic Year 2013-2014

Hilton J. McKeown Award – awarded to the 1st place student for top Summer research report

Special Contributions to the Faculty of Medicine and the MDCM Program

Academic Year 2015-2016 and 2016-2017

Physician Apprenticeship Small Group Co-Leader – selected as a senior medical student representative in a mentorship group, meeting approximately six times per year, assisting junior medical students along their development into physicians in the dual roles of healer and professional.  
Academic Year 2016-2017

Student Representative on Admissions Committee
Academic Progress

Pre-Clerkship (Year 1 & Year 2)

Fundamentals of Medicine & Dentistry (FMD) Courses
Student Name satisfactorily completed the following courses: Molecules to Global Health (4 weeks), Respiration (4 weeks), Circulation (5 weeks), Digestion & Metabolism (5 weeks), Renal (4 weeks), Defense (4 weeks), Infection (4 weeks), Movement (4 weeks), Reproduction & Sexuality (4 weeks), Human Behaviour (8 weeks), Reflection & Examination 1 (longitudinal), Longitudinal Family Medicine Experience (longitudinal), Research Fundamentals 1 (longitudinal), Reflection & Examination 2 (longitudinal), Reflection & Examination 3 (longitudinal) and Research Fundamentals 2 (longitudinal).

Physicianship Courses
Student Name satisfactorily completed the following Physicianship courses, concurrent with the Fundamentals of Medicine and Dentistry Component: Physician Apprenticeship 1 (longitudinal), Clinical Method 1 (longitudinal), Roles in Interprofessional Teams (longitudinal), Communication in Interprofessional Teams (longitudinal), Physician Apprenticeship 2 (longitudinal) and Clinical Method 2 (longitudinal).

Transition to Clinical Practice (TCP) - Pre-Clerkship Clinical Courses
Student Name satisfactorily completed the following introductory pre-clerkship clinical courses: TCP Anesthesia (2 weeks), TCP Family Medicine (3 weeks), TCP Internal Medicine (6 weeks), TCP Neurology (2 weeks), TCP Pediatrics (2 weeks), TCP Surgery (4 weeks), TCP Radiology (1 week), TCP Ophthalmology (1 week), Transition to Clerkship (1 week), TCP Integrated Assessment (longitudinal) and Community Health Alliance Project (CHAP) (longitudinal).

Physicianship Courses
Student Name satisfactorily completed the following Physicianship courses, concurrent with the Transition to Clinical Practice Component: Physician Apprenticeship 2 (longitudinal), Patient-Centered Care in Action (longitudinal), Mindful Medical Practice (2 weeks), and Medical Ethics & Health Law (1 week).
Narrative Summative Comments from Pre-Clerkship Courses

FMD Longitudinal Family Medicine Experience (LFME) (longitudinal) – PASS – N/A

TCP Internal Medicine (6 weeks) – PASS – This is a very good student. He is extremely sensitive to patient reaction to illness and has outstanding bedside manners. Observed by a patient who was a teacher.

TCP Neurology (2 weeks) – PASS – She is easy to get along with and was always ready to apply the skills she acquired prior to medicine to various situations we encountered on the floor.

TCP Family Medicine (4 weeks) – PASS – Completed course requirements successfully.

TCP Pediatrics (2 weeks) – PASS – Good job in pediatrics.

TCP Surgery (4 weeks) – PASS – Good student. Keep working on suturing. He will make a good resident.

TCP Anesthesia (2 weeks) – PASS – Good knowledge, very keen and personable, meets expectations.

TCP Radiology (1 week) – PASS – Satisfactory.

TCP Ophthalmology (1 week) – PASS – Punctual, polite, good bedside manner.

Community Health Alliance Project (CHAP) (longitudinal) – PASS – très bien travail de Student, il s'investit à 100% dans tout ce qu'il fuit et donne toute son énergie et le meilleur de lui-même aux enfants. Il est respectueux, arrive toujours à l'heure et prêt à jouer. Ses idées de jeux sont incroyablement enrichissantes pour les enfants et toujours très originales. Il est attentif et ouvert à la discussion, patient l'oreille aux enfants.

English translation: Very good work from Student: he commits himself 100% to everything he does, investing all his energy and giving the best of himself to the children. He is respectful and always arrives on time and ready to play. His ideas for games are wonderfully enriching for the children, and always very original. He is attentive, open to discussion, and patiently listens to the children.
Academic Progress

Clerkship (Year 3 & Year 4)

Clerkship Courses

Student Name satisfactorily completed required Year 3 Clerkship courses in Internal Medicine (8 weeks), Surgery (8 weeks), Family Medicine (8 weeks), Psychiatry (8 weeks), Pediatrics (6 weeks), Obstetrics & Gynecology (6 weeks) and Clerkship Integrated Assessment 1 (longitudinal).

Prior to graduation from the MDCM Program, Student Name will satisfactorily complete required Year 4 Clerkship clinical courses in Emergency Medicine (4 weeks) and Geriatric Medicine (4 weeks) and the following non-clinical courses: Public Health & Preventive Medicine Clerkship (1 week), Putting it All Together: Basic Science Medicine and Society (4 weeks), Transition to Residency (6 weeks) and Clerkship Integrated Assessment 2 (longitudinal). Narrative comments from clinical Year 4 courses, including electives, are included below if the course has already been successfully completed.

Physicianship Courses

Student Name has satisfactorily completed the following Physicianship courses concurrent with Year 3 of the Clerkship Component: Formation of the Professional and Healer (longitudinal) and Physician Apprenticeship 3 (longitudinal).

Prior to graduation from the MDCM Program, Student Name will satisfactorily complete the following Physicianship course concurrent with Year 4 of the Clerkship Component: Physician Apprenticeship 4 (longitudinal).

Narrative Summative Comments from required Clerkship Courses

The following assessments are presented in chronological order.

Psychiatry (8 weeks) – PASS – Very good student, interested, motivated, and learned rapidly how to function in clinical settings. Continue to be enthusiastic, empathetic. She is dutiful, methodical, clearly formulated and organized medical documentation, consultation reports and follow-up notes. She is respectful and considerate, compassionate attitude toward patients and their families; fine collaboration with multidisciplinary medical/surgical teams.

Family Medicine (8 weeks) – PASS – Her presentations were complete and concise, her diagnostic skills were excellent as were her treatment plans. She was open, always pleasant, always concerned and always involved. She had good knowledge and was able to apply evidence-based medicine to appropriately manage patients. Despite the complexity of patients, she was thorough in her assessments and was able to focus on pertinent issues at hand. Patients
appreciated her care in both the urgent care settings as well as in continuity of care, which Emelia was able to experience during this rotation. Her interpersonal skills were superior; she was marvelous with patients who accepted her with ease and interest.

**Surgery (8 weeks) – PASS** – Student is a dedicated, hard-working and involved medical student. Student is a good student who worked well with the Urology team. He took direction well. Student is an excellent student who had an excellent attitude and showed compassion towards patients in the ENT clinic. He always arrived before time and did not leave until all the clinic activities had come to an end. He is a fast learner and a pleasure to work with. Student has very good history-taking skills. He performed very well in the Urology clinic setting, was keen and enthusiastic. Student is an excellent student who worked hard, good team player and always willing to help. He was very polite with everyone and he has a very promising future. Student is a quiet, keen and hard-working medical student. Very good knowledge and technical skills. Excellent presentation at rounds.

**Internal Medicine (8 weeks) – PASS** – Student had a good work ethic. She was dynamic and applied her energy well on our service. She was very engaged in patient care. She read around her cases to improve the care she was giving to her patients and to improve her differential diagnoses and plans.

**Pediatrics (6 weeks) – PASS** – During her clerkship in pediatrics, Student was a hard-working and motivated student. She had a good basic knowledge of pediatrics and a solid approach to differential diagnoses. Her history-taking and physical examination skills were commensurate to her level of training. She was reliable and responsible in getting her work done. She responded well to feedback and showed progress over the course of this first clinical rotation. She was keen and mature. In particular, with adolescent patients, she was able to engage them in a nonjudgmental and respectful way. She was thoughtful, capable of self-reflection and obviously cares genuinely for her patients’ well-being. She worked hard to improve her impressions and plans, making them progressively more comprehensive over the course of the rotation. She demonstrated enormous empathy for her patients with chronic illnesses and was astute in picking up particular challenges faced by them.

**Obstetrics & Gynecology (6 weeks) – PASS** – Student is a very bright, very professional, hardworking and diligent student. She was an absolute pleasure to work with, and was appreciated by day and night teams. She performs like a junior resident, will be an asset to our program; excellent knowledge and motivation. Her bedside manner and team work are exceptional. She has excellent rapport with colleagues, patients and nurses. Will be a strong addition to any residency program. One of the attending staff commented: ‘Amazing young lady, admits her future will hopefully be in Obs/Gyn’. All those who worked with her gave her excellent reviews, and reiterated that she will not only be very successful in Obs/Gyn but in any field she chooses. Goes the extra mile to be involved in patient care and as a member of a team. Intellectually curious and works hard.

**Geriatric Medicine (4 weeks) – PASS** – On the ward, she worked well in multidisciplinary team. She was motivated and was actively looking for work. Good knowledge base. During her weeks of ward consultations, she performed several consultations and followed patients. She has good clinical knowledge base. She showed eagerness to learn about the principles of geriatrics care. She has a professional attitude and is endowed with a caring and polite personality. She is
reliable in her assessments. She is dedicated to her work, always ready to take more responsibilities. She writes a clear and pertinent consultation.

**Emergency Medicine** (4 weeks) – Course not completed at the time of compilation of this MSPR.

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**Narrative Summative Comments from the Physician Apprenticeship 3 Course**

The following comments were submitted by Student Name’s Physician Apprenticeship Osler Fellow for the Physician Apprenticeship 3 Course –

N/A if no comments supplied, or

Student is an active participant during our meetings and always brings thoughtful content. She has a great ability to self-reflect and is appreciated by all of her colleagues. I had the chance to work with her at the xyz clinic where she came to do a 2-week core rotation so that I had a chance to further get to know her and witness her capacities over time. She is mature, humble and hard-working and demonstrates a great ability for learning! She has the makings of a fine resident!
Academic Progress

Clerkship Electives

The following assessments are presented in chronological order.

Narrative Comments

Elective - Neurology - Jewish General Hospital, McGill University, Montreal, QC (February 8, 2016 to February 28, 2016) – PASS – Student was very conscientious and was able to contribute significantly to team function despite her junior level of training. She produced reliable neurological examination which were beyond that typically seen at her level of training. A pleasure to work with. She had an excellent fund of knowledge. She conducts herself professionally and courteously. One of the best students I've seen on service.


English translation: Student is a reliable student. His medical histories are generally complete and his physical exams reproducible. He is interested and motivated. He is efficient for his level and also has good clinical judgment.

Elective - Gastroenterology - Jewish General Hospital, McGill University, Montreal, QC (August 29, 2016 to September 11, 2016) – PASS – Doing well. Very conscientious. Good team player. Student is an enthusiastic, motivated, and very knowledgeable medical student. She was responsible, thorough, and showed good judgment, with regards to patients she was assigned to see in consultation, as well as in-patients she was asked to follow. She displayed excellent communication skills, in her interactions with treating teams, other consultants, and allied health professionals. It was a pleasure to work with her.

Elective - Surgical Oncology - MUHC: Royal Victoria Hospital, McGill University, Montreal, QC (August 1, 2016 to August 28, 2016) – Course completed however final grade and narrative comments not available at the time of compilation of this MSPR.

Elective - Pediatric Otolaryngologic Surgery - MUHC: Montreal Children's Hospital, McGill University, Montreal, QC (August 29, 2016 to September 25, 2016) – PASS – Truly outstanding and a pleasure to work with. Would be a great asset to any residency program.

Elective – Diagnostic Radiology- Montreal Neurological Hospital, McGill University, Montreal, QC (November 21, 2016 to December 11, 2016) – Course not completed at the time of compilation of this MSPR.

Elective – Internal Medicine (Tropical Diseases) –MUHC: Montreal General Hospital, McGill University, Montreal, QC (December 19, 2016 to January 8, 2017) – Course not completed at the time of compilation of this MSPR.
Appendix A: Professional Attributes

Professional conduct is assessed during clinical courses; relevant summative comments are included in the “Academic Progress” sections of this document.

Lapses in professional behaviour are monitored longitudinally. Repeated or major professionalism lapses are brought to the attention of the Student Promotions Committee (SPC). The SPC will determine whether a professionalism lapse will be noted in the Professional Attributes section of the Medical Student Performance Record (MSPR) and whether remediation is required.

No professionalism issues were noted in Student Name’s professional conduct.

Appendix B: Overall Performance

Students in McGill University’s MDCM Program are graded on a Pass/Fail basis; therefore, overall performance data for individual students relative to the rest of the class is not provided.
Appendix C: Medical School Information Page

McGill University, Faculty of Medicine
Montréal, Québec

The McGill MDCM Program is accredited by the Liaison Committee on Medical Education (LCME) and the Committee on Accreditation of Canadian Medical Schools (CACMS).

**Educational Program:** The curriculum has four components: Fundamentals of Medicine and Dentistry (FMD), Transition to Clinical Practice (TCP), Clerkship and Physicianship. There are also a total of 19 clerkship elective weeks. The pre-clerkship clinical courses (i.e. Longitudinal Family Medicine Experience and TCP courses) are a unique strength of the MDCM Program; they provide early clinical exposure in hospital teaching units and ambulatory care settings. TCP courses are pre-clerkship courses that do not include responsibility for patient care; some TCP Courses are mainly observational, while others include limited patient interaction with more direct supervision. During Clerkship, students function as healthcare providers within clinical teams, with appropriate supervision. The Physician Apprenticeship Courses represent a 4-year experience where students are mentored through their professional identity formation by an Osler Fellow, in small groups.

**Average length of enrollment (initial matriculation/registration to graduation):** 4 years

**Assessment system:** Numeric grades and class ranking are not used. Students in the McGill University MDCM Program are assessed using a pass/fail system. Each component of the curriculum includes longitudinal assessment. In FMD, longitudinal assessment occurs through the Reflection & Examination Courses, in TCP and Clerkship longitudinal assessment occurs through the Integrated Assessment Courses. Multiple methods of assessment are used by the MDCM Program, including: multiple choice items, short answer items, vignette assignments, written papers, oral presentations, clinical assessment forms, P-MEX forms, progress tests and OSCEs.

**Medical school requirements for successful completion of USMLE Steps 1 & 2 and Medical Council of Canada Qualifying examination (MCCQE):**
Neither the USMLE Step 1 or 2 or the MCCQE is required for promotion or graduation. The majority of McGill students (approx. 70%) take the USMLE Steps 1 and 2.

**Grade Reporting of assessment with accommodation**
McGill University provides reasonable and appropriate accommodations, in accordance with the Office for Students with Disabilities, for individuals with documented disabilities who demonstrate a need for accommodation. If the student has in-course accommodation (e.g. shorter duration of the clinical day, breaks during long periods of standing, exams with the Office for Students with Disabilities, etc.), and is able to attain the course objectives and participate in all required activities for the course, this is not noted on the student’s MSPR. If the student is unable to participate in all required activities for the course, the MSPR will indicate that the course was modified.
The narrative comments in the MSPR can best be described as:
Edited for grammar. In the case of Professional Attributes, discretion is used regarding content as described in Appendix A.

Utilization of AAMC “Guidelines for Medical Schools Regarding Academic Transcripts”:
McGill is completely in compliance with these recommendations. Our MSPR is an accurate reflection of the student’s performance and it notes achievements, outstanding attributes and areas in need of improvement. Therefore, even students who have distinguished themselves with superior assessments may have critical comments in the narrative section.

Process of composition of the MSPR at McGill:
The information contained in the document is collated by Student Records and reviewed by the Associate Dean, Undergraduate Medical Education. Students are permitted to review, but not modify the MSPR prior to transmission.

Information included in the MSPR: This Medical Student Performance Record (MSPR or Dean’s letter) is based on information available to us as of September 12, 2016 (for US matches) and October 18, 2016 (for Canadian matches). Should an MSPR be required for residency matches in future years, it is recommended that an updated document be requested. Written student consent will be necessary for us to release updated MSPRs.
# Appendix D: Disclosure of Information

<table>
<thead>
<tr>
<th>Promotion Period I – Year 1 &amp; Promotion Period II – Year 2</th>
<th>Transcript</th>
<th>MSPR</th>
<th>Not Reported</th>
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<tbody>
<tr>
<td>First 18 months of curriculum</td>
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<tr>
<td>Failure of the promotion period</td>
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<tr>
<td>Failure of a course</td>
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<tr>
<td>For any of the above failures, performance in the original course or year</td>
<td>X</td>
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<tr>
<td>Failure of a course element that is successfully remediated</td>
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<td></td>
<td>X</td>
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<tr>
<td>Interruptions in training &gt; 4 weeks in duration</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Significant modification of a course (i.e. the student does not participate in all required activities for the course)</td>
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<th>Promotion Period III – Year 2</th>
<th>Transcript</th>
<th>MSPR</th>
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<td>Months 18-24 of curriculum</td>
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<tr>
<td>Failure of a clinical Transition to Clinical Practice (TCP) Course (grade reported on MSPR as ‘Pass with supplemental activity’)</td>
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<td>Failure of a non-clinical TCP or Physicianship Course</td>
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<tr>
<td>For any of the above failures, performance in the original course or year</td>
<td>X</td>
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<td>X</td>
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<tr>
<th>Promotion Period IV – Year 3 &amp; Promotion Period V – Year 4</th>
<th>Transcript</th>
<th>MSPR</th>
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<tbody>
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<td>Failure of the promotion period</td>
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<tr>
<td>Failure of a clinical Clerkship Course (grade reported on MSPR as ‘Pass with supplemental activity’)</td>
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<tr>
<td>Failure of a non-clinical Clerkship or Physicianship Course</td>
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<tr>
<td>For any of the above failures, performance in the original course or year</td>
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<td>X</td>
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