

SLOE – IM: DOM Summary Letter

Applicant Name:

AAMC ERAS ID:

Institution:

Statement of Letter Preparation: (who writes it, who approves/signs it, what data it is based on, and acknowledgement that it was written in accordance with these CDIM-APDIM guidelines. Clarify student request for the letter and whether student has waived right to review letter)

Description of key DOM rotations:

Core Medicine Clerkship

Duration:

Settings of student participation:

Student roles and responsibilities: (patient load, test ordering, note writing, handoffs, call responsibilities)

Grading policies: (contributing percentage of each component, whether there is a cut-off score on shelf exam to achieve honors)

Graphic representation of student's final grade and actual performance on individual components with distribution of scoring. (as compared to appropriate COVID cohort)

Focused narrative description of performance: do not repeat verbatim comments from the MSPE, do not include content that is accessible in other documents (USMLE scores, summary of curriculum vitae). Should include information to contextualize grades, such as if student completed clerkship early in clinical year or if there were special circumstances surrounding performance. 200 words or less

Sub-Internship

Duration:

Settings of student participation:

Student roles and responsibilities: (patient load, test ordering, note writing, handoffs, call responsibilities)

Grading policies: (contributing percentage of each component, whether there is a cut-off score on shelf exam to achieve honors)

Graphic representation of student's final grade and actual performance on individual components with distribution of scoring. (as compared to appropriate COVID cohort)

Focused narrative description of performance: do not repeat verbatim comments from the MSPE, do not include content that is accessible in other documents (USMLE scores, summary of curriculum vitae). Should include information to contextualize grades, such as any special circumstances surrounding performance. Limit 200 words

COVID-Specific Details: ACGME Pandemic level for institution with dates.

(Were students completely removed from learning activities, were they placed on virtual electives, were they placed on virtual clinical rotations, were they on in-person rotations and what were adjusted roles and responsibilities as well as how grading changed for each phase.)

1. During
2. After reintegration

Qualifications for IM: (Compare the applicant to other internal medicine residency applicants at your school for this application cycle)

1. Application of knowledge in clinical setting
Educator¹ Manager² Interpreter³ Reporter⁴

2. Teamwork/Accountability (collegiality, professionalism with peers/interdisciplinary team, performs administrative tasks in a timely manner, etc.)
 Top 1/3 Middle 1/3 Lower 1/3

3. Communication (establishes and maintains therapeutic relationships using effective communication behaviors, mitigates communication barriers, uses respectful verbal and non-verbal communication, etc)
 Top 1/3 Middle 1/3 Lower 1/3

4. Commitment to personal growth (actively seeks opportunities to improve, seeks performance data consistently with adaptability and humility, challenges one's own assumptions, etc.)
 Top 1/3 Middle 1/3 Lower 1/3

Global Assessment: As a candidate for residency in internal medicine, compared to the cohort of students at your school who have completed their IM Clerkship and are applying to any residency specialty this year, this candidate is in the:

- Top 10% Top 1/3 Middle 1/3 Lower 1/3

Number of students rated in each category the last academic year:

Top 10% Top 1/3 Middle 1/3 Lower 1/3

Written Comments: Overall assessment of applicant as candidate for residency in internal medicine. Include information to contextualize ranking. Any relevant noncognitive attributes such as leadership, compassion, positive attitude, professionalism, maturity, self-motivation, commitment to service, likelihood to go above and beyond, altruism, recognition of limits, conscientiousness, etc. Can include comments regarding specific interests or types of environment in which student thrives. Limit 250 words

¹ Has the insight to define important questions to research in more depth and the drive to seek out and scrutinize the quality of evidence behind clinical practice. Identifies knowledge gaps in others and effectively fills those gaps. Transition to educator is usually completed during residency.

² Formulates a diagnostic and therapeutic plan independently on common medical problems based on standardized guidelines and evidence-based medicine; able to counsel patients appropriately on the plan of care

³ Asks questions and performs physical exam reflective of potential diagnoses; Formulates an appropriately broad and prioritized differential; provides appropriate clinical reasoning for current treatment plan; independently evaluates new data to modify their differential

⁴ Obtains thorough info from H&P but often asks question in a checklist format; rarely misses pertinent history details; consistently reports findings in organized SOAP format