Preparing for the Match
MSPE

"The MSPE describes, in a sequential manner, a student’s performance, as compared to that of his/her peers, through three full years of medical school and, as much as possible, the fourth year. The MSPE includes an assessment of both the student’s academic performance and professional attributes." - AAMC

The product

1. **Composition** - “Final authority for composing the MSPE, as an institutional assessment composed on behalf of the medical school faculty, should rest with a professional person, at the faculty level in the institution, who has access to all relevant evaluation data for all students. Ideally, the process by which the MSPE is composed should include a personal meeting with each student.” - AAMC

2. **Content**
   a. **Identifying information**
   b. **Unique characteristics**
      i. Information about special considerations, including any distinguishing characteristics exhibited by the student in medical school (e.g., demonstrated leadership and research abilities, participation in community service activities).
      ii. Information about any significant challenges or hardships encountered by the student during medical school.
   c. **Academic history**
      i. The month and year of the student’s initial matriculation in, and expected graduation from, medical school.
      ii. An explanation, based on school-specific policies, of any extensions, leave(s) of absence, gap(s), or break(s) in the student’s educational program.
      iii. Information about the student’s prior, current, or expected enrollment in, and the month and year of the student’s expected graduation from, dual, joint, or combined degree programs.
      iv. Information, based upon school-specific policies, of coursework that the student was required to repeat or otherwise remediate during the student’s medical education.
      v. Information, based on school-specific policies, of any adverse action(s) imposed on the student by the medical school or its parent institution.
      vi. Narrative information regarding the student’s overall (rather than course-specific) performance in the preclinical/basic science curriculum.
      vii. Narrative information regarding the student’s overall performance on each core clinical clerkship and elective rotation completed to date, with a focus on summative, rather than formative, comments by clerkship/elective directors. This information should be provided in the chronological order in which the student completed each core clinical clerkship and elective rotation. Information should be provided about the location of any “away” elective rotations.
      viii. Narrative information about the student’s level of initiative, enthusiasm, and ability to self-start in all curricular components.
ix. An assessment of the student’s compatibility with faculty members, peers, other members of the health care team, and patients during all curricular components.

d. The Summary section includes a summative assessment, based upon the school’s evaluation system, of the student’s comparative performance in medical school, relative to his/her peers, including information about any school-specific categories used in differentiating among levels of student performance.

e. Appendices
   i. Cover letter
   ii. Appendix A- Description of Letters of Distinction with distribution table
   iii. Appendix B- VTCSOM Information page

Your Input

1. Provide a draft of the Unique Characteristics section
2. Meet with the Associate Dean for Student Affairs
3. Review the MSPE for accuracy prior to its being uploaded into ERAS