CLASS OF 2024
PHASE III
STUDENT HANDBOOK

JUNE 26, 2023 – APRIL 28, 2024
CLASS OF 2024

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Introduction

Phase III is an opportunity to finalize your career choice, to perfect your residency application, and to broaden your educational opportunities. The purpose of this handbook is to give you important information about the many key events that occur in Phase III. This guide is intended as a resource but does not replace one-on-one counseling and advisement. You already have a Match Advisor, you will be meeting with Dr. Belmonte or Dr. Stonehocker for your Medical Student Performance Evaluation (MSPE), and you are always welcome at the Office of Medical Student Affairs (OMSA) for counselingand advisement.

Phase III has a great deal of flexibility to allow you the opportunity to individualize your schedule while meeting graduation requirements. To facilitate this process, we will meet with your class in February 2023 to explain the Phase III requirements, provide guidance on scheduling around other activities such as USMLE Step 2 CK, and describe the residency application process.

Office of Medical Student Affairs

The Office of Medical Student Affairs can either help you or point you in the direction of assistance for logistical and advisement issues in Phase III. The OMSA team is always willing to see you, even on short notice. Please contact the office to schedule an appointment (HSC-OMSA@salud.unm.edu or call 505-272-3414).

To be determined	*Associate Dean of Students*	
Alfonso Belmonte, MD	*Co-Director of Career Advisement*	ABelmonte@salud.unm.edu
Jody Stonehocker, MD	*Co-Director of Career Advisement*	Jstonehocker@salud.unm.edu
Tom Markle, PhD	*Director of Applied Cognition Program*	DTMarkle@salud.unm.edu
Davette D. Sandoval	*Manager, Student Success*	DdeLaOSandoval@salud.unm.edu
Arianna Imperl	*Program Specialist, Learning Communities*	Aimperl@salud.unm.edu
To be determined	*Event Planner*	
Casey Trent	*Program Coordinator, Phase III*	CaTrent@salud.unm.edu
Andrea Jones	*Program Coordinator, Compliance*	AmaJones@salud.unm.edu
Alyssa Gammon	*Learning Specialist, ACP*	AAGammon@salud.unm.edu
Josh Dettweiler	*Learning Specialist, ACP*	jdettweiler@salud.unm.edu
Yuki Yafuso	*Administrative Assistant III, OMSA*	cyyafuso@salud.unm.edu
Leslie Gast Murphy	*Financial Aid Manager*	Lgast@salud.unm.edu
Leonard Prairie	*Financial Aid Officer*	lprairie@salud.unm.edu

Overview of Phase III

The main tasks to be accomplished in Phase III include the following and are covered in individual sections in this handbook:

- Taking / passing USMLE Step 2 CK
- Meeting with your Match Advisor
- Completing requirements for graduation
  - 4 required courses
    - Sub-Intern, ICU, Medicine in New Mexico, and Comprehensive Ambulatory Care (CAC)
  - 4 elective courses
- Scheduling rotations early in Phase III year for letters of recommendation (sub-I or others)
- Completing the scholarly activity requirement
- Applying for residency
  - Electronic Residency Application Service – ERAS
  - ERAS Supplemental Application (now integrated into the main application)
  - Other application services
- Obtaining letters of recommendation (LoR),
- Preparing your CV, personal statement, scholarly activity, and noteworthy characteristics
- Interviewing
- Matching via
  - National Residency Matching Program – The Match
  - or other early matches
    - San Francisco Match for Ophthalmology
    - American Urological Association
    - Military Match
    - American College of Preventive Medicine Standardized Application Process

USMLE Step 2: Clinical Knowledge (CK)

- Regardless of specialty, you must pass Step 2 CK prior to graduation. *It is strongly encouraged that you take Step 2 CK early, and in any case, before December 31st. Most residency programs will not rank an applicant without a passing Step 2 score, and some may not even offer interviews without it.*

- If you complete Phase II on time (May 20, 2023), you will have a 5-week study period for Step 2. Most of you should study and take Step 2 before starting Phase III on June 26, 2023.

- If you think you will need more than 5 weeks to prepare for Step 2 (for example, you struggled on Step 1 and / or failed 2 or more NBME subject exams in Phase II, or failed the Internal Medicine shelf exam), please discuss with Dr. Belmonte or Dr. Stonehocker. It might be best if you take block 1 off to have 10 consecutive weeks of study before taking Step 2 and starting Phase III.

- If you have not completed all Phase II clerkships by May 20, still consider taking Step 2 by June 25th unless the clerkship not yet taken was Internal Medicine (60% of Step 2 content is from Internal Medicine). Dr. Belmonte or Stonehocker will discuss timing of Step 2 and timing of taking postponed clerkship with those students who have not finished Phase II by May.

- Dr. Tom Markle / ACP will likely have some optional one to two-hour sessions on preparing for Step 2 during the week of April 3, 2023.

Match Advisor

You have been assigned a Match Advisor. This is the clinician who will help you with advisement during Phase III. If you change your mind about your specialty choice, please let us know and we will assign to you another Match Advisor.

Your Match Advisor will:

- Assist you with Phase III schedule development.
- Advise you on your competitiveness for the specialty.
- Review your CV and personal statement.
- Counsel you about which programs to consider, who to ask for letters of recommendation, and where to do audition/away rotations, etc.
- Help you develop a rank list.

Meet with your Match Advisor:

- March/April
  Receive advice about your competitiveness for the specialty. In order to advise you, your Match Advisor needs to know how you have done in Phase II, Phase I (less important), and on USMLE Step 1. (Do *not* feel embarrassed – it's important to let your Match Advisor know how you've done academically.)

- July/August
  Review your CV and personal statement with your Match Advisor. Discuss with your Match Advisor the number of programs to which you plan to apply and the actual programs to which you are applying. Your Match Advisor can help ensure that you have adequate breadthand depth to your list of programs.

- October/November
  If you receive more than 15–20 offers for interview, you may want to meet again with your Match Advisor to help you select how many and which interview offers to accept.

- *November 15*
  If you have been invited to fewer than eight interviews, contact your Match Advisor and Drs. Belmonte or Stonehocker to strategize.

- January/February
  Meet with your Match Advisor to discuss your rank-order list of the programs where you interviewed.

PHASE III SCHEDULE

Below are some general guidelines about your Phase III schedule. Note: This guidance assumes that you have narrowed your choice of specialty to one or two choices. You have already chosen a schedule, but you may make changes during the year. Keep in mind, you may *not* take time away from required rotations or some electives to interview.

Scheduling Sub-Internship and elective rotations in your chosen specialty:

- Schedule a Sub-Intern or Elective rotation (if available) in the specialty by September so that you may request a letter of recommendation from that specialty.

- You usually do not need to do more than one Sub-Intern rotation in your chosen field. However, you may certainly do more than one if you like and if scheduling permits.

- If you are undecided between two (or more) fields, complete a Sub-Intern, ICU, or clinical rotation in each specialty by September to help you determine your final choice. If this doesn't help, it's possible that you will need to apply to two specialties.

REQUIRED PHASE III COURSES

- You must spend a minimum of 4 weeks in each of the following rotations:

  - ICU: rotations that qualify are listed in the Phase III Clerkship Catalog
  - Sub-Internship: rotations that qualify are listed in the Phase III Clerkship Catalog
  - Comprehensive Ambulatory Care is an ambulatory care experience where you will focus on healthcare systems and healthcare teams. You will have the opportunity to honeclinical skills in an interdisciplinary setting and gain skills you will need to succeed as an intern in your future specialties. The capstone project is a paper and presentation on an ethical issue related to public. This rotation is available in blocks 3, 4, 5, 9, 10, and 11.
  - Medicine in New Mexico will allow you to explore your future specialty OR a specialty in which you want to learn more outside of the UNM system. (Exceptions can be made and must be approved by the rotation director.) Rural placement is ideal but not mandated. In addition to 96 clinical hours, you will select from one of three tracks: population health, research, or working within the healthcare system.

- 4 elective rotations that are each 4 weeks in length.

- Students must be registered before starting any Phase III rotation. Retroactive credit will not be given.

- Non-catalog courses must be approved in advance. In some cases, you may need to petition CSPE for approval prior to starting away rotations. You will be required to submit a Phase III Credit Request Form, (use this link Phase III Credit Request Standard)

Research/Scholarly Activity Requirement

The Office of Undergraduate Medical Education (UME), located in Med-2 Building, can assist with most stages of the scholarly activity requirement. UME is also the administrative home for student scholarly activity. Review the Student Research Handbook for detailed information about deadlines. Please direct all inquiries about the scholarly activity requirement to UME (505-272- 4824) or MedStudentScholarship@salud.unm.edu.

The final research product accompanied by a mentor evaluation is due March 1, 2024. (See page 35 for the mentor evaluation form.) The final research requirement may be met in ONE of three ways:

1. Write a paper describing your research results and submit to UME, abstracts of which will be circulated at the UNM SOM.
   OR
2. Write a paper for publication and submit a copy of that paper to UME, abstracts of which will be circulated at the UNM SOM.
   OR
3. Present your research in a scientific forum orally or in poster format.

The Western Student Medical Research Forum in Carmel, California, which is traditionally held every year in January/February (http://www.wsmrf.net/) and UNM SOM's Medical Student Research Day, usually held in mid-April, are excellent venues at which you may present your research findings. Funding may be available to assist you as you present your research at a regional or national conference.

Please do not wait until the last minute to complete this critical requirement. Remember, the Research Elective (CLNS 901), with a grading option of CR/NC, can count towards elective credit.

Electronic Residency Application Service

(https://www.aamc.org/students/medstudents/eras/)

The Electronic Residency Application Service (ERAS) is the service that most students use to apply for residency. ERAS was developed by the Association of American Medical Colleges (AAMC) to transmit electronically the residency applications, personal statements, recommendation letters, Medical Student Performance Evaluation (MSPE), transcripts, and other supporting credentials from medical schools to residency program directors. In June, OMSA will give you a token to allow you to access the online application and so that you may begin to submit your application documents. These tokens permit students to manage their applications from any computer with an internet connection. Register promptly with ERAS so that OMSA can upload important documents to your application.

PLEASE NOTE: Registering with ERAS does *not* register applicants with the NRMP nor does registering with the NRMP register applicants for ERAS. YOU MUST REGISTER FOR BOTH PROGRAMS!

Typically, residency programs may begin reviewing applications and MSPEs in late September. Dates for this application season have not yet been finalized but will be communicated to you by OMSA. Plan to have your entire ERAS application completed by the deadline AND to have at least 2 of your 3 letters of recommendation uploaded into ERAS. Most specialties begin inviting applicants for interviews soon after the application deadline. You are more likely to be invited for an interview if your application is complete.

ALL important ERAS dates will be published on the AAMC ERAS website:
https://students-residents.aamc.org/applying-residency/article/eras-timeline-md-residency/

ERAS Supplemental Application

In speaking with some of the upper-level students you may hear them talk about a separate ERAS application known as the “supplemental application”. For the 2024 match cycle, this will be integrated into ERAS. There will only be one application for your class, not two.

National Residency Matching Program

(https://www.nrmp.org/match-calendars/)

The National Residency Matching Program (NRMP) is the program most students use to find residencies. The NRMP has certain deadlines each year and it is important to be aware of them.

2024 Main Residency Match® Events (*all dates listed below are tentative*)

2023
SEPTEMBER 15
Registration opens at 12:00 p.m. ET

2024
JANUARY 31
Applicant Early Registration Deadline at 11:59 p.m. ET
Applicants registering after January 31 will be charged a $50 late fee

TBA
Rank order list entry begins at 12:00 p.m. ET for all users

TBA
Rank Order List Certification Deadline at 9:00 p.m. ET

MARCH 11
Match Week begins
Applicants find out whether they matched
Program Directors find out whether all positions filled
The Match Week Supplemental Offer and Acceptance Program® (SOAP®) begins with release of the List of Unfilled Programs

MARCH 14
Program directors receive their Confidential Roster of Matched Applicants
SOAP concludes at 5:00 p.m. ET

MARCH 15
Match Day! Results released at 1:00 p.m. ET

The NRMP has an informative and user-friendly website.
Check their website (http://www.nrmp.org/) for official and finalized timelines or call 1-866-617-5837 for more information.

General Match Information

Applying to Residency Programs
The information contained in this section is not a definitive "how-to" guide for your residency application. Rather, this is an overview of some of the activities and institutions involved in applying to residency. The UNM SOM will provide additional advising about the residency application process as you advance through Phase III.

The residency application process begins early in the summer of the senior year. Although the National Residency Matching Program (NRMP) encourages participating programs to use the Electronic Residency Application Service (ERAS) and most do, some programs may have their own forms. Programs require a variety of materials from applicants, including:

- Medical School Performance Evaluation ("MSPE" or "Dean's Letter") required by all programs
- Medical school transcripts
- USMLE scores
- Personal statement
- *curriculum vita*
- Letters of recommendation (generally three, maximum of four)
- Photograph

All programs require an interview. The student should complete their application and research the program before the interview, bearing in mind that the program will select the students that they will rank during the match process.

National Residency Matching Program (NRMP)
Website: http://www.nrmp.org/
There are several matching programs available, and the one(s) you will participate in will depend on your specialty area. The largest of the match programs is the National Residency Matching Program (NRMP), which uses a web-based system for registration, ranking, and dissemination of match results. Applicants and programs register for the match, complete their rank order lists online, and can obtain their match results via the internet. There is a wealth of information about the NRMP Match and the Match process on the website, and students are encouraged to review this information thoroughly prior to registering for the Match.

SF Match Program
Website: https://www.sfmatch.org/
The SF Match functions in a parallel fashion to the NRMP. The SF Match serves most residency programs in Ophthalmology. Typically, deadlines for these programs are earlier than the NRMP, increasing the importance of being prepared and applying early in the fourth year of medical school. Further information about the SF Match and programs it represents can be found on their website.

American Urological Association (AUA) Match
Website: https://www.auanet.org/
Urologists have their own residency matching process, run by the AUA. Generally, deadlines for these programs are earlier than the NRMP, increasing the importance of being prepared and applying early. Additional information about this match is available from their website.

Military Match – Health Professions Scholarship Program
Websites: http://www.airforce.com/healthcare/
http://www.goarmy.com/amedd/education/hpsp.html
http://www.navy.com/joining/college-options/hpsp.html

The HPSP offers prospective military physicians a paid medical education in exchange for service as a commissioned medical officer. Programs are available in the U.S. Air Force, U.S. Army, and U.S. Navy. (HPSP opportunities are not offered by the U.S. Marine Corps as it receives its medical services from the U.S. Navy.) Students are placed on inactive reserve status during their medical training. Before a medical school graduate can receive a license to practice as a physician, they mustcomplete a one-year internship. Many internships are included as a part of a residency program. AllHPSP students must apply for a military internship along with a residency, but not all will be placedin the military system. Those who are not placed in a military internship must then apply for a civilian program. The military match occurs before the civilian match so that those not selected for military GME still have time to apply for civilian GME. Results are typically released in mid-December. Exact dates and deadlines can be found on the service-specific websites.

American College of Preventative Medicine
https://www.acpm.org
https://www.acpm.org/SAP/How-Does-the-SAP-Work

The American College of Preventative Medicine offers a match program known as Standardized Acceptance Process (SAP). A large portion of Preventative Medicine residencies will want applications through ERAS and will match through SAP. However, this is variable and you should check with each individual program requirements.

American Medical Association Fellowship and Residency Electronic Interactive DatabaseAccess (AMA-FREIDA)
Website: https://freida.ama-assn.org/

This is an on-line searchable database designed to help students find a graduate medical education program most suited to their needs. Most ACGME accredited graduate medical education programs are included in the database program, as well as board-approved combined specialty programs, such as internal medicine/pediatrics. FREIDA includes basic information about each program and information relating to the faculty, educational environment, work environment, and compensation/benefits offered by each program, and users can search for training programs by selecting specialties, states, or training institutions.

LETTERS OF RECOMMENDATION

- In general, you will need three letters of recommendation. Your match advisor will help you identify appropriate letter writers.

- Generally speaking, letters from performance in 4th year of medical school are preferable to letters from 3rd year clerkships. However, timely (submitted to ERAS on time) and strong letters form 3rd year are better than not having enough letters.

- The most important attributes of the authors are that they know you reasonably well and that they have a good opinion of you. Less important, but something to consider, is their academic level. Chairs and residency program directors tend to know other chairs and residency program directors across the country, so it may be helpful to get letters from them. However, the most important thing is that they can write a strong supportive letter, no matter where they are in the academic hierarchy. In addition, it is wise to get a letter from at least one faculty member at UNM who is in the specialty to which you are applying.

- Before you make your actual requests for letters of recommendation, make sure you have finalized your personal statement and your CV, as these are important items to give to your letter writers, no matter how well they know you. These documents make it easier to write a more personalized letter.

- Do not submit more letters than are requested by the individual program.

- Do not solicit letters from residents or fellows. Although they may know you well, their recommendations will not be as influential as those of faculty members.

- Request letters at least six weeks before they are due to give faculty members plenty of time to write the letter. Ideally, letters should be written and uploaded to ERAS by the application deadline, but it is okay to upload letters after that date.

Instructions for letter writers (https://www.aamc.org/eras/lorp)

- All letters of recommendation must be uploaded by the letter writer (or their designee) using the ERAS Letter of Recommendation Portal (LoRP). Medical schools cannot upload letters of recommendation (LoR).

- Your letter writer will be emailed instructions for the LoRP and given a unique identifier for their LoR.

- If you (or your letter writers) have additional questions, please contact the ERAS HelpDesk by email ERASLoRP@aamc.org or by phone 202-862-6298.

- Please ask the letter writer to address the letter to "Dear Program Director"; individualized salutations are not necessary.

- Mark the FERPA acknowledgement, i.e., “I waive…” OR “I do not waive my right to see this letter.” Your letter will be considered stronger if you have waived your rights to review the letter (therefore, the author is able to write a more honest letter).

- If "waive" is checked, you waive your right to see this letter under the "Family Educational Rights and Privacy Act (FERPA)." You acknowledge that this letter is for the specific purpose of supporting your application for residency.

CURRICULUM VITA (CV)

- Most of the information traditionally included in the CV is provided in the standard ERAS format. However, it is good practice to have a formal CV for later use with applications for employment, licensure, or board certification.

- Standard formats for CVs exist. (Please see https://students-residents.aamc.org/managing-your-medical-career/preparing-your-curriculum-vitae and APPENDIX A).

- CVs should include the following information:
  - Name
  - Local address, e-mail address, and telephone number
  - Permanent address and telephone number
  - Medical school (indicate date of anticipated graduation)
  - Undergraduate degree (indicate if you graduated with honors)
  - Honors (e.g., Dean's List, Phi Beta Kappa, Alpha Omega Alpha, scholarships); indicate whether a specific scholarship is based on need vs. merit
  - Employment ONLY IF
    - it is unique or specifically relevant to your medical career
    - you've had full-time employment between college and medical school
      - DO NOT list part-time jobs from high school or college or summer jobs
  - Organizations and leadership positions
  - Scholarly Activity – always include research mentor, specific purpose or title of research project(s), and dates
    - Research
    - Quality Improvement
    - Curriculum Development
    - Patient Safety Protocols
    - Publications/oral presentations/poster presentations
  - Extracurricular activities with a short explanation of what you did
  - Professional Memberships
  - Language Fluency
  - Personal Interests

- Format:
  - Set margins at 1 inch.
  - Choose 11- or 12-point for the size of your fonts.
  - Your CV should be as long as you need to convey the relevant information about your qualifications, skills, and experiences. Don't reduce font size, decrease margins, or omit important information to shorten it.
  - Limit your font types to one or two similar fonts (one for headings, the other for everything else. Use only conservative, common fonts.
  - Ensure consistent style, size, and formatting of headings.
  - Use bold, italics, capitalization, and bullets to organize your CV — but use sparingly.
  - Spell-check your CV and review it for poor grammar. Ask someone to help you proofread.
  - Write short, succinct sentences using active verbs and vivid, precise language.

PERSONAL STATEMENT

There are many approaches to personal statements. (See APPENDIX B for examples.) In general, a relatively straightforward one-page, single-spaced document that articulates your reasons for applying to the specialty is appropriate. This is probably *not* the time for interpretive poems, etc.If you really want to be different, OK… but you may be taking a risk.

Some Ideas

- Brief description of anything interesting about your background
- Explanation of why you originally became interested in medicine
- Explanation of why you developed a specific interest in your specialty of choice
- Description of extracurricular activities – consider discussing your research project and/or any community service during medical school
- Discussion of what makes you unique as an individual and a good choice for a residency training program
- Discussion of your future plans
    - Private practice vs. academic medicine
    - Type of private practice (solo, group, multispecialty group)
    - Interest in fellowship training

Interviews

- The prime interviewing months for the regular Match are November, December, and January. Primary care specialties like Pediatrics, Family Medicine, Internal Medicine, and Psychiatry tend to start interviewing earlier. Competitive specialties, like the surgical sub- specialties, OB, and Radiology tend to interview later, but there are exceptions. It is a good idea to take *at least* one of these months off for interviews and schedule the other month with a lighter rotation or one with no weekends so that you may interview.

- Most students interview at approximately 12-15 programs. If your application is strong, you may interview at fewer and if your application is not quite so strong, you may interview at more. Competitiveness of the specialty and location where you are applying enters into the equation. Consult your Match Advisor for more advice.

Develop a list of questions for every interview. Your list might include the following questions:

- How many residents from the program have been accepted for fellowship training in the last three years?
- Is there protected didactic time for residents?
- Does the department provide an allowance for purchase of textbooks or attendance at medical meetings?
- Does the department require that a research project or other scholarly activity be completed during residency training? What type of administrative and laboratory support is available for resident research projects?
- Do the residents and faculty members seem to have good camaraderie?
- What are the strong points of the program? What are the weak points of the program?
- Is any faculty turnover expected, particularly at senior administrative levels (i.e., chairperson, program director, or division director)? If so, what impact will these personnel changes have on residency training?
- Have any residents left the program in recent years? If so, what was the explanation for their departure?
- Does the program have a parental leave policy?
- What career opportunities are available for the applicant's partner?

Interviewing Tips

- No decision has been made about virtual versus in-person interviews for 2023 – 2024. OMSA will contact you once we have heard, but based on the past two years, most interviews likely will be conducted virtually this year. We will provide several resources to help you achieve maximum success.

- Here a few tips to prepare yourself: https://www.ama-assn.org/residents-students/residency/6-tips-ace-video-interviews-residency

- Be consistently respectful and courteous to the administrative staff who schedules your interview. A negative comment from an administrative assistant can sabotage an otherwise excellent application.

- Consider participating in mock interview experiences organized by the Learning Communities in late September / early October (date to be determined).

- You will be granted access to an online interview tool known as Big Interview Medical. This tool has built in Artificial Intelligence (AI) that give you feedback on eye contact and use of filler words ("um", "like", ect). It also exposes you to known common questions for residency interviews.

- Be certain that you are on time for the interview. If you are unavoidably detained, speak directly to the residency coordinator and inform them that you will be late.

- Keep your eyes focused on the interviewer.

- Consider connecting to an Ethernet cable for internet connections; Wi-Fi can be unreliable.

- Use good lighting, angles, and sound. Before the interview, be sure to notify any family or friends about the interview to avoid unexpected visitors during the conference. Put phones on silent, and close all computer programs to minimize notifications. Make sure that whatever is in the background is appropriate. Avoid political banners, posters etc.

- Dress professionally. Extremes of dress may attract unwanted attention.

- In the event of technical difficulties, openly communicate with program faculty.

- During the interview, the most important rule is to be yourself. Be relaxed, animated, and attentive throughout the interview process.

- Be certain that you have several questions to pose to each faculty member and resident with whom you interview. Do not hesitate to ask the same questions of different interviewers. Try your best to avoid the appearance of indifference or fatigue.

- Do your homework. Have some knowledge of the program you are visiting and be able to explain why you chose to apply to that institution. Go to the program's website to learn more about the program before your interview.

- Throughout the interview, be on your very best behavior. Do not check your phone, chew gum, slouch in your chair, or say "yeah" or "nah" when talking with the interviewers. Avoid assuming too great a familiarity with the residents. Avoid overly casual comments. Avoid any

appearance of impropriety.

- Be humble. Avoid any trace of arrogance.
- Avoid inconsistencies in your responses to different interviewers.

- At the conclusion of the interview, inquire whether you are expected to communicate again with the residency program director. Some residency directors will expect you to contact them if you remain interested in the program. Others do not expect further communication prior to the Match.

- If you decide to cancel an interview, be certain to notify the program director's office by telephone. Try to speak with a real person (not just a recorder). Failure to notify a program is an extremely discourteous act, which deprives another applicant of the opportunity for an interview and inconveniences faculty members and administrators who have set aside time to meet with you. It also reflects on the reputation of your medical school and may jeopardize the ability of future applicants from UNM SOM to secure an interview.

- Jot down some important notes to yourself after the interview to help jog your memory and help you remember the unique features of this program. Apps like 'The Match Prism' may help you keep track of things you like and do not like about each program.

- Have a few answers to common questions prepared beforehand. Some types of questions that are popular are "Tell me about a time that you had to resolve conflict with someone you worked with", "What would you do if you noticed your attending having significant racial bias during rounds", "Tell me about yourself", etc.

Awards

Many medical student awards are given in the third and fourth years of medical school. These awards highlight not only academic achievement, but also dedication to community service, the underserved, and other various disciplines.

Alpha Omega Alpha (AOA) Medical Honor Society

Phase I and Phase II grades are averaged in July of your fourth year – immediately after you complete Phase II - to determine class ranking. Students who are in the top 25% of the class are eligible and considered nominated to AOA. Up to 1/6 of the class may be selected for AOA. All eligible students are sent a letter of nomination signedby the AOA Councilor. Nominated students must submit a current CV with extracurricular activities and leadership positions highlighted. The Councilor and the AOA Election Committee will convene for the final vote and all nominees will be notified of their status in writing in late August or early September.

Gold Humanism Honor Society (GHHS)

The mission of the Gold Humanism Honor Society (GHHS) is to recognize individuals who are exemplars of humanistic patient care and who can serve as role models, mentors, and leaders in medicine. GHHS honors medical students, residents, fellows, role-model physician teachers, and others who demonstrate excellence in humanistic clinical care, leadership, compassion, and dedication to service. Students are nominated by their peers in their third year of medical school and are elected to the honor society based on a review of their CV and essay submission.

Other Awards

- The Alumni Outstanding Medical Student Research Award (William Scott Hays Award)is awarded to a senior student who has a record of outstanding research. Criteria for the award include number of projects; local, regional, or national oral and/or poster presentations; and publications.

- The School of Medicine Service Award recognizes dedication and sustained participationin UNM SOM educational committees including CSPE, CC, and/or Admissions. All students participating in these committees are identified and their contributions are rated.

- Academic Awards in Phase II Clerkships are presented by each of the seven required Phase II Clerkships to the best student for that year. Each clerkship determines its own eligibility criteria but it generally includes GPA, interest in the field, evidence of service to the field, research contributions, etc.

- The Alumni Community Service Award is presented to a senior student who has an outstanding record of community service. The student must be in good academic standing but the focus of the award is on service, not academic performance. Faculty may nominate students or students may self-nominate or nominate peers with a narrative describing service to the community.

- The Alumni Humanitarian Award is presented to a senior student who has an outstanding record of reaching out to fellow students or community members in humanitarian works and service. This student has gone the extra mile to help others. Faculty may nominate students or students may self-nominate or nominate peers with a narrative describing service.

- The Alumni Award for Assistance to the Underserved is presented to a senior student who has demonstrated an ongoing commitment to improving quality of life for the underserved, through service work or involvement in advocacy, or both. Faculty may nominate students or students may self-nominate or nominate peers with a narrative describing achievements.

- The Alumni Award for Leadership is presented to a senior student who has attained a leadership position either within the School of Medicine or in a community organization and who has used the position to promote community service or service to the School of Medicine. Faculty may nominate students or students may self-nominate or nominate peers with a narrative describing service to the community.

- The Max Bennett Service Award is presented to the senior student who has provided outstanding service to medical education at the School of Medicine. Faculty may nominate students or students may self-nominate or nominate peers with a narrative describing service to medical education. Service can include work on committees and/or participation in interest groups and other medical school projects (e.g., yearbook, graduation, etc.)

Graduation

Graduation Requirements: Your graduation from medical school depends on completing all the requirements listed in the Promotions Policy. This checklist will be helpful to you in ensuring that you have completed all requirements within the appropriate period.

Hooding at Convocation: You may select any individual with an MD, PhD, JD, or equivalent post-graduate doctoral degree to place your hood at the convocation ceremony. Many students ask family members and friends, but also please consider selecting a faculty member who mentored you during medical school. The hooding policy is in Appendix E.

Walking at Convocation: If you have not completed the requirements for graduation, you may not be able to walk across the stage at convocation. The policy appears in the web-based handbook on the OMSA website. Please make an appointment with Drs. Belmonte or Stonehocker as early as you become aware that you may not complete all requirements by convocation.

Posting of Degree and Diplomas: Please keep the following timeline in mind: Your degree will be posted to your transcript 4-6 weeks after convocation. Your diploma will be mailed to you 3-4 weeks after that by the printer, Michael Sutter. OMSA will provide you with a more specific timeline closer to graduation.

Complete all paperwork before you graduate. The Graduation Checklist can be found in Appendix F. An updated checklist will be sent to you in January of your fourth year.

APPENDIX A: CV TEMPLATE & SAMPLE

A *curriculum vita* is a handy document to create and keep updated from here on out. You will enter all the same data into your ERAS CV, but you need to have a hard copy of your CV for the following reasons:

- To assist those who will write your letters of recommendation
- You will need to have an updated CV as you apply for residency, fellowships, research grants, faculty appointments, etc.

Attached please find a CV template for use by UNM SOM students. If any of the suggested categories are not pertinent for you, simply delete them.

For assistance in constructing your CV and to review samples of other CVs, go to the AAMC's Careers in Medicine website: https://students-residents.aamc.org/managing-your-medical-career/preparing-your-curriculum-vitae

General instructions

- Number each page following the first page
- When listing dates, do so chronologically and place the most recent *first*
- Always, always, always use spell check
- Have someone proofread for grammatical errors and spelling
- Share the draft of your CV with friends and relatives
- Revise as necessary
- Edit and prepare your final CV
- **Email the first draft of your CV to your OMSA advisor (Drs. Belmonte or Stonehocker) by April 30, 2023.**

JOE Q. MEDICAL-STUDENT

12345 First Street • Albuquerque, New Mexico 87111
Phone 319-123-3455 • Email JQMedicalStudent@salud.unm.edu

EDUCATION

August 2019 – present
University of New Mexico School of Medicine
Albuquerque, New Mexico

- Doctor of Medicine, anticipated May 13, 2023

August 2015 – May 2019
University of New Mexico
Albuquerque, New Mexico

- Bachelor of Science, Biology, *cum laude*

September 2014–January 2015
University of New Mexico
Albuquerque, New Mexico

- Emergency Medical Technician–Basic

LICENSURE AND BOARD CERTIFICATION

USMLE Step 1	5/10/21	Pass: 208
USMLE Step 2 CK	6/14/22	Pass: 237

PROFESSIONAL EXPERIENCE

Fall 2021–present
Lippincott Williams & Wilkins
Reviewer

- Review texts and manuscripts that are being edited for publishing

February 2020–February 2021
University of New Mexico Hospitals and Clinics
Pathology Externship

- Rotated on surgical pathology, autopsy, and electives including hematopathology, cytopathology, and immunopathology to gain fundamental experience in pathology

June 2015–August 2015
Sacajawea Girl Scout Camp, Boone, IA
Camp Medical Staff

- Distributed prescription medications to campers, treated basic medical needs as necessary, and organized medical information for staff and campers

TEACHING EXPERIENCE

September 2020-May 2021
University of New Mexico School of Medicine
Medical Student Tutor
Tutored first-year medical students in their pathology course and in their preparation for USMLEStep 1 exam.

RESEARCH & PUBLICATIONS

Romero A, D'Angelo J, Combs S, Medical Student JQ, Hegyi M, Clark R, Coffman B. Jelly doughnuts in childhood may increase the likelihood of adult obesity. Abstracted in Journal of Fine Eating 2020; 13: S9. Oral abstract (*or poster*) presentation at the American Association of Fine Eating Annual Conference, San Diego, Ca, 2020.

Medical Student JQ, Moran RM. Cake vs. filled doughnuts — What is the best predictor of adult obesity? Manuscript in preparation *(or data collection in progress or data analysis in progress…)*

SERVICE AND VOLUNTEER ACTIVITIES

President, Pediatric Interest Group, 2020-2021

- Organized a faculty resident panel on careers in pediatrics, facilitated a series of films and discussions about poor access to care in pediatric patients, and organized a lobby day for medical students on pediatric health issues

Member, Committee on Student Promotions and Evaluations 2020-present

- Served as a student member, participating in discussions on students with academic difficulty and professionalism issues

Volunteer, Erin Trujeque Memorial Golf Tournament, 2020-2021

- Volunteered in this Children's Cancer Fund of New Mexico fundraising event, a program that assists with the needs of pediatric cancer patients and their families and provides scholarships for students who have been treated for childhood cancer.

Volunteer, Hardhats for Healthy Kids Volunteer, NM Department of Health, 2016

- Participated in a program that distributed free bicycle helmets and gave bicycle, skateboarding, and ATV safety education programs in communities across NM.

PROFESSIONAL MEMBERSHIPS

2019 – Present	Member, American Medical Association
2019 – Present	Member, New Mexico Medical Association
2019 – Present	Member, American College of Obstetrics and Gynecology

ACADEMIC HONORS AND AWARDS

Nominated to Alpha Omega Alpha Honor Society, 2022
Henrietta Blanchard award for best research poster, American Cancer Society, 2021
Travel scholarship for one-month externship experience in Zambia, 2016

HOBBIES AND PERSONAL INTERESTS:

Bowling, koshomatsu-ryu karate, motorcycle riding, reading, playing bass guitar

LANGUAGE FLUENCY:

English, Spanish

APPENDIX B: THE PERSONAL STATEMENT

Included in this appendix are samples of two well-written personal statements.

For assistance in writing your personal statement, please go to the AAMC's Careers in Medicine website: https://www.aamc.org/cim/prepare-residency/writing-your-personal-statement.

Personal Statement Example #1

Salvador, my Spanish teacher in Guatemala, was always coming up with innovative ways to teach me grammatical concepts. One morning, we were discussing how nouns ending in "-ma" are actually masculine, a concept that he demonstrated to me with his made-up word "*trilemma"*. He told me, "*El 26odemos26 de la vida es lo que queremos, debemos, y 26odemos hacer." The trilemma of life exists betweenwhat we want, need, and are able to do.* Family medicine is the answer to my trilemma – it is what I want,need, and can do for the rest of my life.

Es lo que quiero hacer. *It is what I want to do.* I want to spend my career caring for diverse populations of patients. I truly enjoy my interactions with everyone from 30-second-old newborns to teenage girls seeking contraception to nonagenarians with heart failure. I want the opportunity to care for my patients over time, to get to know them as people and encourage healthy living when they are well before I have to intervene when they are sick. In addition, I want to be part of a specialty where patients are seen in the context of their communities, for this is such a critical aspect of health.

Es lo que debo hacer. It is what I need to do. I need a career that will allow me to combine my idealistic worldview with individual patient care. My mentors in family medicine have been the best role models for me in terms of balancing public health advocacy with one-on-one connections with patients. Throughout all of medical school, I have been active in local and national efforts to increase access to healthcare. People often ask me how I have the time to lobby the legislature for healthcare access bills or to work with my school's administration to reform our regulations for medical student and physician interactions with pharmaceutical companies. My answer is that my advocacy work is what drives me and is therefore not an "extracurricular" activity at all. As much satisfaction as I gain from individual patient interactions, I also know that I need to be working for change on a greater scale.

Es lo que puedo hacer. It is what I can do. Family medicine is something I can do for the rest of my life. My personality is that of a generalist and I am excited by the broad scope of medical knowledge required by family physicians. During my clerkships, my curiosity was piqued by everything from pediatrics to gynecology to cardiology to emergency medicine, and I will thrive on the challenge of continuing to gain expertise in all of these fields. I possess the endurance required to become comfortable managing patients of every age with any disease, for this can be a daunting and exhausting task. After graduating college, I rode my bicycle from Seattle to Boston to benefit a children's health program and there were certainly daunting and exhausting challenges along the way. But this adventure reminded me of how much I love to work hard, take everything in, and enjoy the journey, and so far my path through medicine seems quite similar.

Yes, family medicine is indeed the answer to my life's trilemma. I want to serve diverse, underserved populations. I need to balance public health advocacy with patient care. I am able to think broadly and commit myself to lifelong learning.

Personal Statement Example #2

I applied to medical school with the simple goal of becoming a forensic pathologist! No, keep reading; this is not a mix up. I really enjoy the technical aspects of dissection involved in a post mortem examination. As an autopsy technician during college, I took great pride not only in being one of the most efficient employees, but also in perfecting my dissection techniques. It wasn't until I began my clinical years of medical school, however, that I could appreciate how much I enjoyed interaction with patients and the satisfaction of providing preventative and therapeutic care—the kind of care that cannot be given to a deceased patient!

I have found that the ability to talk to a patient, find out what is wrong, and then come up with a solution to that problem is quite a gift. I believe that Obstetrics and Gynecology is the specialty that will provide me with the opportunity to interact with patients in a setting designed to prevent illness. It is also the ideal specialty choice for someone interested in surgical approaches to gain beneficial treatment results. In a single day, I can counsel a teenage patient on contraception options, perform a hysterectomy on a middle-aged woman, and then deliver a loving couple's first baby! Only Obstetrics and Gynecology has the ability to incorporate preventative medicine, family planning and the satisfaction of being able to treat many problems common to women of all ages.

In order to become the best physician possible, I am eager to train in an environment that will allow me to cultivate excellent clinical and surgical ability. This means a program that will support my learning while giving me a chance to spread my wings and test my limits. I learn best when I am doing, and whenI can in turn teach others what I know. I will be an asset to any team that I become a part of, both in my work ethic and in my ability to communicate with others, as well as my willingness to adapt and grow.

I have grown during medical school because of the things that I learned in the classroom, but also because of the projects that I have taken on outside of my curricular obligations. As the clinic manager for the SRCH during my first year of medical school, I learned to appreciate the roles of other healthcare professionals to the healthcare team. I coordinated the services of the pharmacist, nurses, and social workers as well as student and faculty volunteers in a weekly, after-hours clinic for indigent patients. This experience broadened my perspective and will be an asset as I embark on my new career. During my second year, I learned valuable techniques in mindfulness based relaxation, as I became a facilitatorfor the first Peer Led Stress Reduction course to be offered at our school. Through this program, I founda way to deal with the stresses of school and was able to share them with my colleagues. I also know that these techniques will prove to be helpful to many of my future patients.

Can a person who applied to medical school with the exclusive intention of performing autopsies as a career decide that she would rather help bring life into the world? Absolutely! I have been on a path in the last three years that has led me through varied experiences that have convinced me that my destiny is to practice Obstetrics and Gynecology. I know that this is a specialty that will allow me to make a difference in the lives of women and their loved ones during every stage of life.

APPENDIX C: SAMPLE NOTEWORTHY CHARACTERISTICS

The Noteworthy Characteristics section is a vital part of the Medical Student Performance Evaluation. This section, though brief, introduces you to the reader. **We ask you to submit these bullet points to us by July 1st** so that we can edit and include them in your MSPE. Write them in the third person and as bullet points. We will have you write five and select the three best points. We will edit for length, grammar, and spelling. Length should be 100 – 200 words **total (all 3 add up to no more than 200 words)**. Here are some good examples:

Example #1

- Student X's community service interests have long been centered on health, wellness, and physical activity especially with organizations dedicated to those with special needs. He has always been very involved in sports, and planned to play baseball collegiately until he suffered a knee injury requiring multiple knee surgeries and requiring him to relearn how to walk. He has spent thousands of hours volunteering, coaching, and training a variety of individuals from young children in the community with autism to members of the United States Paralympic Wheelchair Rugby team. Most recently he has started his own organization in Albuquerque to provide a baseball experience to kids with special needs.
- XX has shown a tremendous work ethic and desire to learn in many fields of medicine. He has demonstrated a great dedication to research and scholarly activities while in school. He's presented at a number of local and regional conferences and has currently published six journal articles in various specialties with four more currently submitted for publication.
- XX is recently engaged. He and his fiancé plan to couples match in this upcoming cycle. Having spent their years in medical school apart from each other, they are excited at the prospect of once again living together in the same zip code and exploring the surrounding area with their black Labrador retriever, B.

Example #2

- Student X grew up in rural southern New Mexico, but she did not let that keep her from playing competitive soccer, accumulating thousands of miles traveling for soccer trips and earning a national 3v3 championship title.
- Student X has engaged in impressive service during medical school, spending every Wednesday night at the Student Run Clinic for the Homeless for the first and second years of school. She also led a stress reduction class and was invited by the senior associate dean of the medical school to address "Student initiated volunteerism" to a local high school.
- Her outstanding personal qualities include a tremendous work ethic, loyalty, humility and a willingness to learn and try things she has never done. She will bring her great energy and enthusiasm to her residency.

Example #3

- Student X was born and raised in Albuquerque, New Mexico, the daughter of an engineer and a geologist. While she studied engineering in her undergraduate education, she ultimately chose to break from this path and become the first in her family to pursue a career in medicine.
- XX has had a wide variety of leadership opportunities while in medical school. She served as President of the local chapter of American Medical Women's Association in her first year, and was chosen as one of two students to represent UNM at the national Choosing Wisely STARS conference. As a third-year student, XX served as the leader of the UNMH COVID Hotline and was asked to be a member of the UNM Health Science Center campus-wide diversity hiring sub-committee. Cumulatively, these experiences have helped develop her skills in coordinating multidisciplinary teams.
- XX has always had wide-ranging interests, from metaphysics, to dinosaurs, to medicine. Her natural curiosity and drive to learn new things will make her a strong asset to an internal medicine residency program.

APPENDIX D: SCHOLARLY ACTIVITY

Scholarly Activity will be documented in your MSPE.

Please include the following information for a single project you would like highlighted:

- Mentor's Name:
- Mentor's Title:
- Mentor's Department:
- Title of Scholarly Project:
- Brief Summary of Scholarly Project:

If you presented a poster of your project, please list the following:

- Conference Name:
- Conference Date:

If you published (or submitted a manuscript for publication), please include the entire citation in standard format:

- Romero A, D'Angelo J, Combs S, **Medical Student JQ**, Hegyi M, Clark R, Coffman B. "Jelly doughnuts in childhood may increase the likelihood of adult obesity." *Journal of Fine Eating*. 2014; 13: S9.

*If you do not submit this information, we will not include it in your Dean's Letter.

APPENDIX E: POLICY FOR HOODING

Background
The policy for hooding graduates at Convocation has been to allow any individual with a doctoral degree (e.g. DVM, JD, PhD, PharmD, or MD) to hood the graduate. The following justification is in the policy: "The hooding ceremony is part of the academic process of conferring the doctoral degree." Students are given the opportunity to find a "hooder" and if they do not specify an individual, then the Ervin W. Lewis Clinical Teaching Award recipient will hood them.

Philosophy
Meaning of the hooding ceremony: Transition from student to physician, an induction into the profession of medicine by those who were mentors for the student, not necessarily those who emotionally supported them. The value of recognizing those who emotionally supported students was also emphasized. At most institutions, a single member of the faculty hoods all graduates. At some institutions, students may choose a member of the faculty or an MD to hood them.

Policy
Any individual with a doctoral degree: DVM, JD, PhD, PharmD, or MD will be eligible to hood medical student graduates at convocation.

APPENDIX F: GRADUATION CHECKLIST

CHECKLIST FOR GRADUATING MEDICAL STUDENTS

❑	AAMC Questionnaire – You should have received an email from the AAMC with a unique link to access the questionnaire. IF you need the email resent, please contact GQ@aamc.org.
❑	Graduation paperwork: Submit to OMSA by noon on Friday, March 24, 2023.
❑	Student Loan Borrower Exit Counseling: The SOM Financial Aid Office conducts group meetings to advise borrowers of their rights and responsibilities and to provide information about numerous repayment plan options. Sessions will begin in April and students will be informed of the dates via email.
❑	Forwarding Address – Update your mailing address and personal email address in LoboWeb.
❑	Academic File – Review academic file, and, if necessary, contact faculty to request that delinquent evaluations be sent to the OMSA immediately. ALL course evaluations must be received by OMSA prior to graduation.
❑	Lockers – Remove personal belongings from main hospital and Pavilion lockers no later than April 1, 2023.
❑	Library – Return all books and materials to the Health Science Center Library.
❑	Holds – Make sure all holds, financial or otherwise, are removed from your UNM records and accounts. The registration hold will be removed once you graduate.
❑	Transcript – Go to http://registrar.unm.edu to request your final official UNM transcript from the Records and Registration Office and to learn about fees and procedures. Ask that your request be held until final grades and degree are posted.
❑	Diploma – please provide a mailing address before convocation. OMSA will notify you when your diploma is ready, and it will be mailed to you.
❑	*ID Badge – Return your HSC/SOM photo ID badge to the SOM Office of Medical Student Affairs. [If you match to a residency at UNMH, you will be issued a new Resident ID badge.]

Final Phase III Schedules

Davette / OMSA will send an email to your class in late May or early June notifying you that your Phase III schedules have been finalized and are posted to MDWeb. If you would like to make any changes to your schedule or you need to add a course (Research elective, VSLO away rotation, etc), Davette will include those forms in the email, but they will also be located on OMSA website: https://hsc.unm.edu/medicine/education/md/student-affairs/current-students.html

ELECTIVE CREDIT FOR RESEARCH

Students may receive elective credit in Phase III to complete the required scholarly activity requirement introduced in Phase I. Students may apply a total of three research electives toward graduation: Research Elective I – CLNS 901, Research Elective II – CLNS 902, Research Elective III – CLNS 903. All research courses must be scheduled using the "Research Add" link.

Phase III Non-Catalog experiences

Students are not restricted to the courses listed in the UNM Clerkship Catalog and are encouraged to initiate educational experiences here or at other institutions. However, in order to ensure that such programs have educational merit, all non-catalog experiences must have CSPE approval. **Requests must be submitted *at least* 45 days in advance of the start of the rotation.**

- To request approval of a non-catalog ELECTIVE experience, the student must:
  - Complete the Phase III Credit request Smart Sheet form: Phase III Credit Request Standard
  - Attach a written description of the course. This should be detailed and mustinclude a description of the rotation, what the student will be doing, responsibility for patient care, requirements for papers, exams, reading, how the student will be evaluated, how many hours a week and whether or not call, weekends are required, etc.
  - Submit the completed Smart Sheet form using the link above at least 45 days in advance of the beginning date of the course. The request is reviewed in that office and in the Office of Undergraduate Medical Education before it is forwarded to CSPE for consideration.

- To request approval of a non-catalog ICU / SUB-INTERN-I experience, the student must:
  - Complete the Phase III Credit request Smart Sheet form: Phase III Credit Request ICU/Sub-I
  - Attach a written description of the course. This should be detailed and mustinclude a description of the rotation, what the student will be doing, responsibility for patient care, requirements for papers, exams, reading, how the student will be evaluated, how many hours a week and whether or not call, weekends are required, etc.
  - Submit the completed Smart Sheet form using the link above at least 45 days in advance of the beginning date of the course. The request is reviewed in that office and in the Office of Undergraduate Medical Education before it is forwarded to CSPE for consideration

The student will be notified by e-mail of the final decision regarding the request.

Note: A student who takes a non-catalog course without the required prior approval of the Committee of Student Promotions and Evaluation will *not* receive credit for the course, regardless of the grade given by the course instructor. Before leaving for your externship, request an evaluation form from OMSA to take with youto your rotation.

Credit for a course will not be given until a completed UNM Phase III Evaluation Formwith a passing grade has been submitted to OMSA.

VSLO Add Form – Instructions

Students who have applied and been accepted for an away rotation through VSLO do *not* need to fill out the Phase III Credit Request form, but do need to complete the VSLO credit Request Form (see Smart Sheet form on OMSA web page, under "Current Students / 2023").

You must verify that we have an affiliation agreement with that institution. If we do not, you are not able to participate.

Requests must be submitted *at least* 45 days in advance of the start of the rotation, and ideally as soon as you have accepted the away rotation, to allow time for an affiliation agreement to be approved.

To request approval for a VSLO experience, the student must:

- Complete the VSLO Credit Request Form electronically as soon as you have accepted the away rotation and at least 45 days in advance (ideally longer)

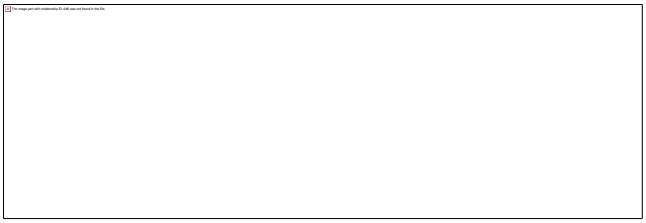
- Your submission of the VSLO Credit request Smart Sheet will alert OMSA to verify whether or not UNMSOM has an affiliation agreement with the institution for your away. If there is not an affiliation agreement in place, OMSA will start the process to obtain one. This can take several months!

Note: A student who takes a non-catalog course without the required prior approval of the Committee of Student Promotions and Evaluation will *not* receive credit for the course, regardless of the grade given by the course instructor.

Following approval:

1. Once the Smart Sheet VSLO Credit Request form has been approved and an affiliation agreement is in place, the course will automatically be added to your schedule.
2. Before leaving for your externship, request an evaluation form from OMSA to take with you to your rotation.

Credit for a course will not be given until a completed UNM Phase III Evaluation Form with a passing grade has been submitted to OMSA.



PHASE III STUDENT EVALUATION

Student Name:_____ ID#:_____

Rotation:_____ Dates:_____through_____

Evaluations are due TWO WEEKS after completion of the rotation.
Please return to the Office of Medical Student Affairs (hsc-OMSA@salud.unm.edu).

Overall Evaluation: Choose one of the following grades to describe the student's performance: Outstanding, Good, Satisfactory, Fail, or Incomplete. Check only one grade. *Note: The grade of "I" is only given when circumstances beyond the student's control have prevented completion of the coursework within the official dates of the semester/session.*	
Grade: For all classes other than CLNS 901, 902, 903 (Research Electives) ☐ O 90-100 ☐ G 80-89% ☐ S 70-79% ☐ F Below 70% ☐ I Incomplete	For CLNS 901, 902, 903 (Research Electives ONLY) ☐ CR Above 70% ☐ NC Below 70%

Expectations:

	Minimal <10%	Inconsistent 10-50%	Consistent 51-90%	Always >90%	Not Observed
Professionalism:	☐	☐	☐	☐	☐
Reporter:	☐	☐	☐	☐	☐
Interpreter:	☐	☐	☐	☐	☐
Manager:	☐	☐	☐	☐	☐
Educator:	☐	☐	☐	☐	☐

Narrative Evaluation: Be as detailed as possible in your narrative. Explain "above" or "below" expectations; cite student's strengths and areas of needed improvement. Please attach additional pages for extended comments.

Amount of Contact:	☐ Minimal	☐ Moderate	☐ Extensive

Recommended remedial work/suggestions for improvement:

Evaluator Signature: This evaluation must be signed by the evaluator for OMSA to accept it.

Faculty Attending Name: _____

Faculty Attending Signature:_____Date: _____

For OMSA use only: CRN:_____☐ DB ☐ INB By:_____ Date: _____

Rev 12/29/18

RESEARCH/SCHOLARLY PROJECT EVALUATION FORM

FINAL PROJECT MENTOR EVALUATION FORM

Please make relevant changes to the form as suits the particular project. Complete, sign, and submit to the Office of Undergraduate Medical Education MedStudentScholarship@salud.unm.edu. Thank you!

Student Name		Mentor Name	
Title of Project			
Format of Final Project	☐ 1. Oral or poster presentation ☐ 2. Scholarly paper submitted to UNM SOM ☐ 3. Author or * major co-author of manuscript submitted for publication (*one of first three authors)		

Using the five point scale below, please evaluate the student's project performance:					
1=Unacceptable; 2=Marginal; 3=Acceptable; 4=Very Good; 5=Outstanding					
	1	2	3	4	5
A. Theoretical Understanding					
B. Data Collection Performance					
C. Data Analysis Performance					
D. Intellectual Curiosity					
E. Organizational Ability					
F. Motivation & Perseverance					
G. Integrity					
Overall Grade: ☐Credit ☐ No Credit					
Comments:					

Signature of Faculty Mentor Date