

Noteworthy Characteristics for MSPE

The information provided is from the AAMC Recommendations for Revising the Medical Student Performance Evaluation (MSPE).

The Noteworthy Characteristics section includes information intended to help a residency program selection committee review applicants holistically to achieve a residency class that brings a diverse set of background experiences, characteristics and perspectives. It is replacing the Unique Characteristics section.

Guidelines:

- *Provide a maximum of three characteristics highlighting the most salient noteworthy characteristics of the student.*
- This section should be presented as a bulleted list. Each characteristic should be described in 2 sentences or less. Information about any significant challenges or hardships encountered by the student during medical school may be included.
- Lengthy biographical descriptions are not recommended due to the time required for review and because these details can be found in other sections of the applicant's portfolio (e.g., ERAS application, personal statement, letters of recommendation, interviews).
- The identification of the noteworthy characteristics can be done by each student

Things to Consider:

- Achievements in research
- Leadership in student organizations
- Institutional leadership
- Community service
- Hobbies that speak to your career interests (i.e. writing about medicine; leadership of peers in sports leagues)
- Peer educating and mentorship
- Work experiences before medical school that have influenced your practice

Use evidence. Your accomplishments in the above areas should be highlighted with objective markers of success, like awards received, recognition, length of service, etc.



Sample 1:

- Student A has shown a dedication to maintaining his health by competing in multiple triathlons during his time in medical school. His commitment to regimented training began during his years of collegiate soccer and continues to this day.
- While in medical school, Student A helped organize campus events such as the first ever bone marrow drive and the MLK day of service. His continued commitment to serving his community was demonstrated through his service as a health educator for inner city sixth graders, teaching them about the importance of healthy eating and exercise habits.
- Student A has worked diligently on his community capstone research, which pertains to the complex relationship between the emergency department and the homeless. He has spent many hours interviewing the homeless in their home shelter about their experiences. Student A presented his work at a homeless health care collaboration and participated in multiple events and poster presentations.

Sample 2:

- Student B was awarded a summer stipend from the National Institute of Diabetes and Kidney Disease to study at UCLA/Cedars Sinai. She has since presented projects in obstetrics/gynecology and otolaryngology.
- Student B has been dedicated to service as a medical student by volunteering at the Student Outreach Clinic, a student-run clinic providing basic medical care to the underserved community.
- Student B has developed her interest in medical education as a supplemental instructor for the cardio-pulmonary block and volunteer instructor at anatomy lab review sessions.

Sample 3:

- During her second year, Student C served as the student coordinator for the Community-Based Sanctuary Clinic and secured a \$500,000 grant from the United Way of Maine to equip a new seven-room ophthalmology suite for the facility.
- Student C passed her USMLE Step 1 examination two months after the death of her mother in a motor vehicle accident.
- Student C gave birth to a son this past August. She successfully completed all her M3 clinical rotations on time, spent the month of August on a pre-arranged research rotation, and commenced her Emergency Medicine rotation in mid-September.