

eCheck-Up

A newsletter for the faculty of
Geisinger Commonwealth School of Medicine

Geisinger
Commonwealth
School of Medicine

Spring 2017

Writing Narratives

by Tanja Adonizio, MD and Brian Wilcox, MD

At Geisinger Commonwealth School of Medicine, the course narratives for the third year are written by the regional education coordinators (REC) and/or assistant chairs and placed directly into the Medical Student Performance Evaluation (MSPE). Reviews from clinical faculty in the LIC and block rotations are an important part of this evaluation process.



Here are some tips for writing effective third-year narratives:

1. The narrative should be a summary of the student's performance during the course. A best practice approach includes taking regular notes on the student's performance and then synthesizing the narratives from those notes.
2. Narratives should not include any formative comments. Students will receive formative comments from their preceptor. These are not to be included in the narrative.
3. The narrative should be a summary of the student's course performance. The assistant chairs and RECs write the narrative from the student's performance in all areas. It is not just composed of excerpts from the preceptor. Your narrative should comment on the student's areas of strength in any portion of the course where they excelled. Examples include their NBME performance, their OSCE performance, their CED performance and their preceptor evaluation.
4. You do not need to comment on all areas, but should comment on students' areas of strength. As a general rule, comment on areas where the student was in the top 15-25% of their class. You have this data from your grading committee meetings.
5. Don't comment on an average or low score in an area unless the student was a very poor performer. For instance, you don't need to give the NBME score, OSCE score or CED score for every student, but you may choose to give them when they are in the top 25 percent of the class.
6. Don't include comments related to the student's choice of specialty, because a student's plans can change and these comments can sometimes be awkward.

See examples of narratives on page 2.

Grand Rounds:

12:15 - 1:15 p.m. Room 2001

May 11

Mindfulness
Phil Sallavanti
Calm of NEPA

August 10

Pennsylvania Department of Health
Evaluations for Dunmore (Keystone
Landfill) and Jessup (Lackawanna
Energy Center) Communities

September 14

Skin Cancer and MOHS Surgery
Michael O'Donnell, MD
Lackawanna Valley Dermatology

October 12

A GenomeFIRST Approach to Care
Michael F. Murray, MD
Genomic Medical Institute

November 9

Transplant Medicine
J. Jeffrey Malatack, MD
A.I. duPont Hospital for Children
Willmington, Delaware

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on writing narratives
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Sample Narratives

Student: No. 1....Clerkship Grade: HIGH PASS

_____ had an exceptional performance in the _____ clerkship. He excelled in all areas and had one of the highest scores on our departmental OSCE examination. He was noted to have excellent clinical skills and communication skills and exhibited responsible care of his patients. He received outstanding scores for his compassion and patient counseling and relationships with other members of the healthcare team. His preceptor noted him to be “a compassionate student who makes his patients feel at ease. He will succeed in whatever area of medicine he pursues.”

Student: No. 2....Clerkship Grade: HONORS

_____ was the no. 1 student in the _____ clerkship. She achieved the highest grade in her class on the NBME examination (93) and was in the top 15 percent on the departmental OSCE examination. She had exceptional scores in every area of her preceptor evaluation, including history taking, examination skills, communication, presentation skills and formulation of differential diagnoses. She demonstrated excellent understanding of pathophysiology of disease, as well as procedural skills. She achieved top grades for professionalism, compassion, communication and responsible care of her patients. Her preceptor noted “_____ has superior surgical skills for an M3 student, comparable to a resident. She would spend many “extra” off-duty non-required hours with me in the operating room.” She is “the most polite, appropriate M3 I have encountered.”

Student: No. 3....Clerkship Grade: PASS

_____ had a strong performance in the _____ clerkship. He received exceptional scores for his use of the medical literature and in actively engaging in independent learning. His preceptor referred to him as “an enthusiastic, kind student who loves to teach and help. He was meant to help and to be a doctor. He is always attempting to help in the office and learn as much as he can from each patient. He did not hesitate to explain concepts that I, as the doctor, may have neglected to explain. He will be a wonderful resident and doctor.”

Student: No. 4....Clerkship Grade: PASS with poor performance

_____ had a competent but somewhat below average performance during the _____ clerkship. His NBME exam score was 61 and he ranked in the lower quartile of the class on his OSCE and in-class presentations. He demonstrated improvement throughout the clerkship. He was noted to have excellent integrity, professionalism and compassion with patients. He also received excellent scores for his use of the medical literature and his relationship with other members of the healthcare team.



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Submit items of interest to editor,
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Community Education

Transgender Conference



Faculty, students and community activists gathered to build awareness of the healthcare needs of transgender people at the fifth annual transgender conference. They are, first row, left to right: Tripti Soni, MD2 and Maureen Gray, community advocates. Second row: Karen Waldeck, Martin Russo and Julie Williams, advocates; Robert Parajon, MD2, Jennifer Joyce, MD, professor of family medicine, Emily Leigha Tomaine, advocate, Jamie Bideganata and Karen Foley, LMFC.

Keystone Symposium



The Spring Keystone Symposium focused on the integration of behavioral health into primary care. Guests speakers presented lectures on the benefits of integration for improved patient care

and improved business practices. Planners and speakers for the event are, left to right: David Kelley, MD, Pennsylvania Department of Welfare, Office of Medical Assistance Programs; Kathleen Reynolds, LMSW, Reynolds Associates; Terri Lacey, RN, executive director of the Behavioral Health Initiative and Jeffrey Sternlieb, PhD, faculty advisor, certificate program, Behavioral Health Initiative. Parinda Khatri, MD, chief clinical officer from Cherokee Health Systems also presented a session on Integration 101.

Myasthenia Gravis Support Group



Marika Handakas, LCSW, PsyD, assistant professor of family medicine, recently spoke to members of the Myasthenia Gravis Support Group (MG) about coping with chronic illness. MG is a neuromuscular disease characterized by varying degrees of weakness in the skeletal (voluntary) muscles of the body. Members in attendance are, first row: Leonice Jones, David S. Yonki and Heidi Clauss. Second Row: Arleen Mudryk, Dr. Handakas, Bruce LaCoe, Rodney Gutewkurst and Vera Krewsun, support group facilitator.

Regional Assistant Dean



Dr. James Walsh has accepted the position of regional assistant dean at the Guthrie Campus of the Geisinger Commonwealth School of Medicine. Dr. Walsh has had a distinguished career at Guthrie. He joined the Guthrie Clinic in 1992, has served as chief of the section of pulmonary and critical care medicine since 1998, and chief of critical care medicine at Robert Packer Hospital since 1999. Dr. Walsh has a longstanding reputation as an exemplary clinician and educator. Prior to coming to Guthrie, Dr. Walsh earned a bachelor's degree at Union College, received his medical degree from St. Louis University School of Medicine, completed his residency in internal medicine at the University of Cincinnati and his fellowship in pulmonary disease and critical care medicine at the University of Vermont College of Medicine. He has also been awarded a master's of science in healthcare administration from King's College in Wilkes-Barre.

Match Day 2017

Anesthesia (2)

B I Deaconess Medical Center, Mass.
Penn State Hershey Medical Center, Pa.

Dermatology (1)

UC San Francisco, Calif.

Emergency Medicine (9)

CMSRU/Cooper University Hospital, N.J.
Conemaugh Memorial Medical Center, Pa.
Duke University Medical Center, N.C.
Geisinger Health System, Pa.
St. Luke's Bethlehem, Pa.
St. Joseph's Regional Medical Center, N.J.
University of Rochester/Strong Memorial, N.Y.
West Virginia University School of Medicine, W.V.
York Hospital, Pa.

Family Medicine (6)

Abington Memorial Hospital, Pa.
Hunterdon Medical Center, N.J.
Stony Brook Teaching Hospital, N.Y.
UPMC Altoona Hospital, Pa.
York Hospital, Pa. (2)

Internal Medicine (17)

CMSRU/Cooper University Hospital, N.J.
Dartmouth-Hitchcock Medical Center, N.H.
Kaiser Permanente, Santa Clara, Calif.
Lehigh Valley Hospital, Pa.
Madigan Army Medical Center, Wash.
Mercy Catholic Medical Center, Pa.
Penn State Hershey Medical Center, Pa.
Rhode Island Hospital/Brown University, R.I. (2)
San Antonio Military Medical Center, Texas
Temple University Hospital, Pa.
Thomas Jefferson University, Pa.
University of Cincinnati Medical Center, Ohio
University of Maryland Medical Center, Md.
West Virginia University School of Medicine, W.V.
Winthrop University Hospital, N.Y.
York Hospital, Pa.

Obstetrics-Gynecology (10)

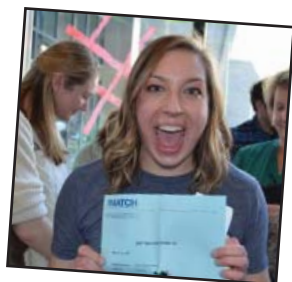
Abington Memorial Hospital, Pa.
Boston University Medical Center, Mass.
Christiana Care, Del.
Geisinger Health System, Pa.
Hofstra Northwell School of Medicine, N.Y.
Jamaica Hospital Medical Center, N.Y.
University of Kansas School of Medicine, Kan.
University of Rochester/Strong Memorial, N.Y.
West Virginia University School of Medicine, W.V.
York Hospital, Pa.

Otolaryngology (2)

Southern Illinois School of Medicine and
Affiliate Hospitals, Ill.
Thomas Jefferson University, Pa.

Neurology (4)

Georgetown University School of Medicine, D.C.
John Hopkins Hospital, Md.
Thomas Jefferson University, Pa.
University of Florida College of Medicine, Fla.



In March, the class of 2017 participated in the residency match, hosted by the National Resident Matching Program (NRMP). Our students competed with 43,157 applicants for 31,757 open residency spaces across the nation. Of the 44 students who matched into a primary care area, 15 are from northeastern Pennsylvania. Of the 44, 18 matched with residencies in internal medicine. In addition, 10 matched in pediatrics, six in family medicine and 10 in obstetrics/gynecology.

Orthopaedic Surgery (3)

University at Buffalo School of Medicine, N.Y.
University of Kansas-Wichita, Kan.
Walter Reed National Military Medical Center, Md.

Pathology (1)

University of Maryland Medical Center, Md.

Pediatrics (10)

Children's Hospital, Northeast Ohio Medical University, Ohio
Greenville Health System/University of South Carolina, S.C.
Lehigh Valley Hospital, Pa.
NYP Hospital-Weill Cornell Medical Center, N.Y. (2)
Penn State Hershey Medical Center, Pa. (2)
Rutgers-Robert Wood Johnson Medical School, N.J.
St. Christopher's Hospital, Pa.
Triple Army Medical Center, Hawaii

Physical Medicine & Rehabilitation (1)

Sinai Hospital of Baltimore, Md.

Plastic Surgery, Integrated (1)

University of Kansas School of Medicine, Kansas City, Kan.

Primary Medicine (1)

Wright Center for Graduate Medical Education, Pa.

Psychiatry (6)

Dartmouth-Hitchcock Medical Center, N.H.
Icahn School of Medicine Beth Israel, N.Y.
Medical University of South Carolina, S.C.
Rutgers-Robert Wood Johnson Medical School, N.J.
Wright Center for Graduate Medical Education, Pa.
Wright Patterson Medical Center, Ohio

Radiology-Diagnostic (5)

Hofstra Northwell School of Medicine, N.Y.
Indiana University School of Medicine, Ind.
Penn State Hershey Medical Center, Pa.
Pennsylvania Hospital, Pa.
San Antonio Military Medical Center, Texas

Radiation Oncology (1)

Tufts Medical Center, Mass.

Surgery-General (5)

Geisinger Health System, Pa.
Lehigh Valley Hospital, Pa.
University of Florida College of Medicine, Fla.
University of Maryland Medical Center, Md.
University of Texas HSC San Antonio, Texas

Transitional (2)

Lehigh Valley Hospital, Pa.
Metrowest-Framingham, Mass.

Urology (1)

Geisinger Health System, Pa.



Community-based Patient-centered Innovative education

eCheck-Up is a publication of the Department of Faculty Affairs and Faculty Development.

Geisinger Commonwealth School of Medicine is committed to non-discrimination in all employment and educational opportunities.