

Residency Tips & Sample Application Documents

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Writing a Personal Statement

- **Be personal.**
 - Convey what's important to you.
 - Communicate your passion for the specialty and what experiences led you to this specialty choice.
 - Include only the information that you want to discuss during an interview.
- **Write a focused statement.**
 - The first paragraph should introduce the reader to you.
 - The second paragraph should let the reader know how you arrived at your choice of the specialty.
 - The third paragraph should confirm why you think this specialty choice is the perfect fit for you.
 - The fourth paragraph should inform the reader what you see as your long-term goals in this specialty.
- **Address sensitive issues** (e.g., course repeats or breaks in medical education)
- **Make the statement easy to read.** Your writing should flow. Write using short to moderate-length sentences.
- **Have multiple people review your document.** This will help you identify any syntax or grammatical errors.
- **Do NOT plagiarize your personal statement.**
- **Your statement should be one page MAX.**
- **Avoid: Using quotes and including statements you can't back up in an interview.**

Successfully Marketing Yourself

Careers in Medicine CV

Dooley E. Medical

12345 FIRST STREET • LAKE CITY, GA 30236

PHONE 404-123-5555 • E-MAIL DOOLEY-E-MEDICAL@EMORY.EDU

EDUCATION

July 2018–present

Emory University of Medicine

- Doctor of Medicine, anticipated May 2022

August 2014–May 2018

Emory University, Atlanta, GA

- Bachelor of Arts, Biology, *cum laude*

PROFESSIONAL EXPERIENCE

Fall 2019–present

Williams & Watkins

Reviewer

- Review texts and manuscripts that are being edited for publishing

February 2020–February 2021

Emory University Hospitals and Clinics

Pathology Externship

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

June 2019–August 2019

Sacajawea Girl Scout Camp, Senoia, GA

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–January 2021

Emory University School of Medicine

Tutor to Medical Students

- Tutored second-year medical students in their pathology course and in their preparation for USMLE Step 1 exam

May–August 2017

Fernbank Science Center, Atlanta, GA

Summer Intern

- Taught a variety of science subjects in a fun environment to children aged 8 to 13

ACTIVITIES

American Medical Student Association

Co-President, local chapter, May 2018–May 2019

- Responsibilities included arranging an instrument sale for first year medical students. generating interest for, and arranging transportation and lodging for the national and regional conventions; and creating “Funny Movie Night.”

Vital Signs, student newspaper

Writer/Editor

- Wrote/edited “Profiles,” an article that highlighted medical students, faculty, and staff. September 2019–May 2020

PROFESSIONAL MEMBERSHIPS

American Medical Student Association, 2018–present

American Medical Association, 2018–present

ACADEMIC AWARDS

Fulbright Scholar, 2017-2018

Honorable Mention, Mathematical Contest in Modeling, 2016

President’s List, 2016

Dean’s List, 2018

Outstanding Performer as a freshman in Biology, 2014

HOBBIES, INTERESTS, AND ACTIVITIES

Bowling, skydiving, reading, playing piano

CV Tips

- List everything in reverse chronological order
- Use action verbs to start each bullet point
- Be consistent with punctuation
- Be detailed: use numerical data whenever possible (e.g., “interviewed 50 volunteers” or “taught 40 students”)
- Use the word “anticipated” if something has not happened yet but definitely will
- Only list publications if they have been accepted, are in print, or have been published
- Only list hobbies that show initiative, perseverance, or skill

Emory University Sample MSPE



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Office of Clinical Education

Medical School Performance Evaluation (MSPE)

October 1, 2019

NOT REAL STUDENT DATA

Identifying Information

School: Emory University School of Medicine (EUSOM)

Location: Atlanta, GA

Student's Full Name: Beatrice Rubble

AAMC ID: 12345678

Preferred Name: Betty

Noteworthy Characteristics

- Betty is the first in her family to go to college, much less to become a doctor and has worked substantially in support of other students from disadvantaged backgrounds to promote STEM education.
- Betty has a love of art and has used it to balance the rigors of medical school. She has donated paintings to raise money for the Medical Student Art Gala and other good causes as well as having works published in the student arts magazine and AtlantaArts!
- Betty is committed to community service and has worked tirelessly for women's reproductive health. She volunteered with the Harriet Tubman clinic – a clinic that serves uninsured women and refugees in Clarkston, GA.

Academic History

Matriculation Year: 2015

Expected Graduation: May 11, 2019

Degrees to be conferred: MD

Academic Performance

Betty passed Step 1 with a 226 and Step 2 with a 246.

Professionalism

Betty maintained our professional standards throughout the medical school curriculum.

Foundation Phase Curriculum

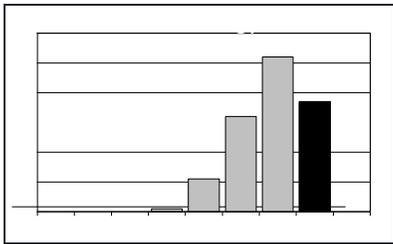
*AT EUSOM, students are graded Satisfactory/Unsatisfactory in the Foundation phase of their curriculum. The student earned a grade of Satisfactory in all modules.

Applications Phase Curriculum

Twelve months of third-year clerkships graded A-F with + and -. Graphs for core clerkships represent student grades in relation to others in the same academic year.

Betty's Applications Phase GPA is 3.65.

Neurology 3/5/2018 - 3/30/2018 Grade: A

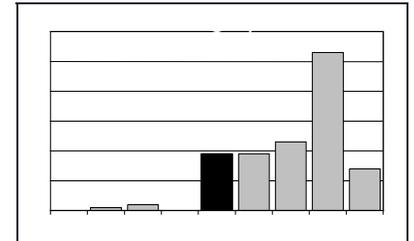


Summary Evaluation 55% | NBME 25% | Test (#1) 5% | Test (#2) 5% | Observed Effort 10%

Betty did well on this clerkship. She was well prepared, enthusiastic, and eager to help. She was a bit quiet at first which is not uncommon on a first rotation, but showed her dedication to the patient's throughout and, by the end of the rotation, was leading her peers and answering questions that some resident's would find challenging. She listened well and solicited feedback which she quickly incorporated. One evaluator wrote, "I was surprised that this was her first rotation. Betty was the first to ask to take on more patients and was eager to help even after other students had gone home."

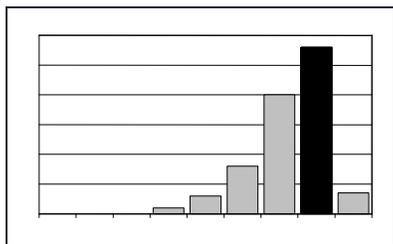
Surgery 4/30/2018 - 6/29/2018 Grade: B

NBME Exam 30% | Oral Exam 15% | Oral Exam 15% | Clinical Rotation 15% | Clinical Rotation 7.5% | Clinical Rotation 7.5% | Bluebook/Logs 10%



Betty is a solid student and has good technical skills. She was repeatedly described as hardworking and compassionate. Her bedside manner is excellent, and she showed an ability to put patients at ease. One attending commented, "Betty would make an excellent surgeon. She was quick to pick up on the pace of the surgical teams, asked appropriate questions, and exhibited a willingness to help beyond what is expected." Her NBME caused her grade to be lower than would be expected as she would have had an A otherwise. She is an excellent student and will make a great resident.

Internal Medicine 7/2/2018 - 8/24/2018 Grade: A



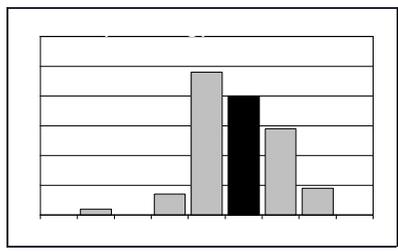
Ward Evaluations 34% | OSCE 20% | NBME 20% | Admission Write-up 5% | Oral Presentation 5% | Oral Presentation 5% | EKG Quiz 5% | Teamwork 2% | Radiology Modules 2% | Patient log and quick checklists 2%

Betty is hardworking, proactive, enthusiastic, and has strong bedside communication skills noted by both team members and patients alike. She was sharpening an interpreter skillset by the end of the rotation according to her attendings. She was engaged and asked thoughtful questions. Her presentations were concise and thorough. It was very clear that she was researching her patients and on more than one occasion was able to give a presentation to her teammates advanced everyone's understanding. One evaluator noted, "Betty's calm compassionate manner and patient-

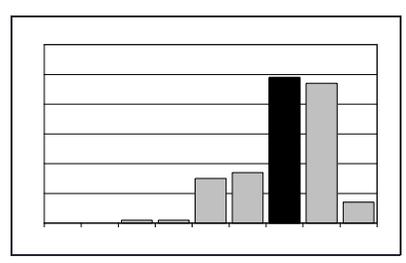
centered communication style was very much appreciated by her patients many of whom considered her their doctor.” We have no professionalism concerns for Betty.

Gynecology/Obstetrics 9/3/2018 - 10/12/2018 Grade: B+
NBME 20% | Clinical Evaluation 40% | End of Clerkship OSCE 20% | Written Exam 20%

Wilma was fantastic in every way. She was an indispensable team member who agreeably ran her own room with a resident overseeing her work. She performed at the top of her class on her L&D rotation. She has a great fund of knowledge and is very motivated. Her ability to prioritize problems made her one of the best medical students we worked with on labor and delivery. She was always engaged, she took initiative and saw patients without having to be prompted, and she truly became an integral part of the team. She was able to take detailed H&Ps. She asked appropriate, informed questions that showed she had studied relevant materials. She incorporated feedback in real time during the surgeries and she had good communication skills. She anticipated the needs of the team and took a thorough history. She did a great job on rounds, read a great deal, was extremely helpful with patient consults and participated actively in the operating room. She will be a great resident in whatever field she chooses but we hope it is OB/Gyn.

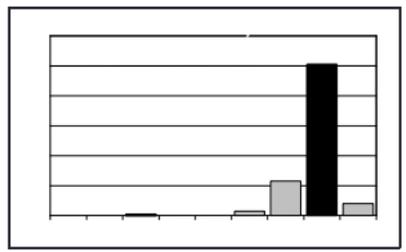


Pediatrics 10/15/2018 - 11/20/2018 Grade: A-
Wards 25% | Preceptor 15% | Nursery 10% | CLIPP 30% | Didactic Exam 10% | OSCE 10%



Betty has a very friendly warm manner that is great with children and parents alike. She is able to explain complex ideas in lay terms to the families in a way that puts them at ease and still empowers them to make well-informed decisions. She is a joy to teach because she is always interested in new cases, asks thoughtful questions, listens carefully, and incorporates all new information in real-time. She worked hard to read about her patients and other interesting cases. Her presentations were concise and organized with good assessments and she always made a thoughtful plan of care for her patients.

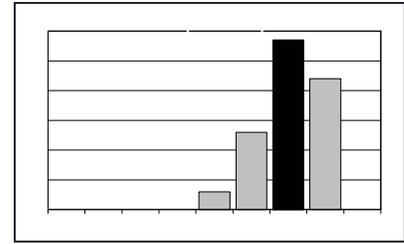
Adult Primary Care 11/26/2018 - 1/11/2019 Grade: A
Preceptor Evaluation 35% | NBME 15% | Oral Exam 15% | Student Led Presentation 15% | Reflection Paper 5% | Citizenship 10% | Live like your Patient 5%



Betty did an outstanding job throughout this rotation. She was actively engaged, prompt, and prepared for all clerkship activities. She is described by her preceptor as “eager to help in any way and proactive in seeing what needed to be done and doing it without being asked. She had excellent rapport with patients, staff, and faculty alike.” Her quiet nature can initially be mistaken as hesitance but her empathy and interest in patients evidence her natural calm and thoughtful nature. She has an excellent font of knowledge that is perpetually growing. She took advantage of every learning opportunity presented and exhibits a genuine intellectual curiosity.

Psychiatry 1/14/2019 - 2/22/2019 Grade: A-
Clinical 40% | NBME Score 25% | Final Exam 25% | Professional Development 10%

Betty had a strong clinical clerkship in psychiatry. She quickly gained the trust of the team at Emory Inpatient and worked with appropriate autonomy and responsibility. She is empathetic, intelligent, and is an active listener. Her strengths include interviewing skills, ability to put patients at ease, and a calm patience and perseverance with even the most challenging of patients. She was particularly strong in assisting the team in communication with families and interdisciplinary teams. She developed into an excellent note writer, balancing writing thoroughly with the need for concise and direct communication. She presented a useful lecture which was well-researched, organized, and delivered professionally yet approachably for non-physician clinicians to understand. She was receptive to feedback and incorporated it into her daily work. Betty will be a great resident in whatever field she chooses.



Discovery/Research Phase

The Discovery Phase was designed to engage and enhance our students' education in research and scholarship. It requires a minimum of five months in research culminating in a paper and poster presentation. The requirement may also be met by a dual degree, fellowship, or extended research.

Betty's project was in Nephrology and was mentored by Dr. Wilma Flintstone at San Diego State University. It was a cohort study analyzing the effect of fad diets on the formation of kidney stones. Betty compiled the information, worked on the statistical analysis, and was able to present her data at a national conference.

Translation Phase Curriculum

Translation phase (4th year) is comprised of nine months (four required months, three elective months, and two free months). Students are encouraged to take one month off to study for Step 2 and one month off for residency interviews.

- Required graded clerkships (A-F with "+" and "-"): Emergency Medicine, Sub-Internship (in either Medicine, Pediatrics or Surgery), Critical Care Medicine
- Pass/Fail Senior Courses: Capstone Course (required), Electives

The Translation Phase (senior year) clerkship comments are not yet available.

Advisors' Summaries

Small Group Advisor:

The medical students are divided into four societies upon entering. Each society is sub-divided into four small groups with eight to nine students per group. Each of these sixteen small groups is led by a faculty mentor who meets with their students for at least two hours twice a week throughout all four years of medical school. Comments from the small group faculty mentor are included (in italics) to illustrate how the student performed in the group setting.

Dr. Neil Armstrong, Betty's Small Group Advisor: Betty exhibited a sensitivity and eagerness to be useful from her very first year. She often helped the group to work through difficulties by asking thoughtful questions and encouraging dialogue. Her humility and patience have been constant, but as she has developed insight and her knowledgebase, her confidence has grown. She speaks eloquently on those subjects about which she cares deeply. She is encouraging and supportive of her classmates. She has also made herself a resource to them and they often turn to her when in doubt. Her maturity is beyond

her years, combined with her easy calm manor, and lends itself to both patients and peers viewing her as a steady force. She has an intense intellectual curiosity and will be a lifelong learner. She will bring more to any team than her own strengths but will also bring out the strength of her teammates as well.

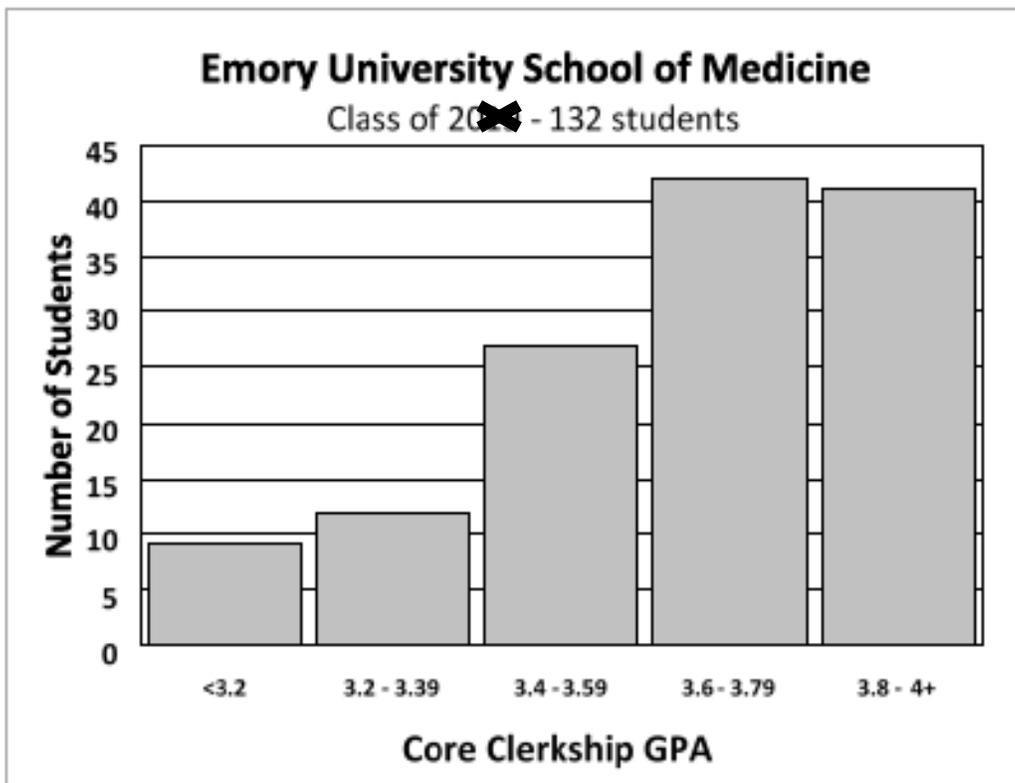
Dean's Summary:

Based on her academic performance and contributions to Emory, Betty Rubble is an excellent student. She has clearly mastered and developed the knowledge, and the skill sets to be noted as someone who would be “entrusted with the care of family and friends.” She is uniformly praised for her intellectual prowess and ability to work effectively in teams. Her concern for social determinants of health, particularly relating to women’s health, drive her to seek solutions and contribute far beyond her immediate circle. Her ability to build rapport with team mates as well as patients combined with her eagerness to provide support and draw out the best in those around her ensure that she will be a powerful addition to any program lucky enough to get her.

Sincerely,



Joel Michael Felner, M.D.
Associate Dean (Clinical Education)
Professor of Medicine (Cardiology)



Emory SOM Criteria for MSPE Summative Statement

Outstanding/Highest Recommendation

An outstanding candidate exemplifies excellence demonstrated by their outstanding GPA and evaluations and significant and longitudinal leadership and service. Additional considerations are given for research activities that lead to presentations and publications, as well as completion of dual-degree, service contributions and/or scholarly accomplishments that have the potential to significantly impact School of Medicine programs, patients, or the community. They have exemplified the highest level of professionalism throughout their years.

Excellent/Most Highly Recommend

An excellent candidate exhibits excellence demonstrated by an excellent GPA and evaluations, and significant intermittent leadership and service in the School of Medicine. Additional considerations are given for research activities that lead to presentations and publications, as well as completion of dual-degree or evidence of additional, meaningful scholarly and/or service activities.

Very Good/Highly Recommend

A very good candidate exhibits success in having very good grades, very good evaluations, and a very good GPA. Additional considerations are given for some participation in leadership, service, and research activities, as well as completion of dual-degree or evidence of additional scholarly and/or service activities.

Good/Recommend

A good candidate has completed pre-clerkship academics and clerkship activities with a good GPA. These students may have limited leadership but have some participation in scholarly and/or service activities. Students who have successfully remediated any professionalism component are eligible.

Satisfactory

A satisfactory candidate has completed pre-clerkship academics and clerkship activities with a lower GPA. These students may have participated in scholarly and/or service opportunities but may not have demonstrated leadership in these areas. If there were any academic difficulties or professionalism concerns, they have been addressed and successfully remediated.

MyERAS Application

General Information

Name: Jamie Dooley	Applicant ID: 2020179677
Previous Last Name:	AAMC ID: 17879987
Preferred Name:	
Most Recent Medical School: Emory University School of Medicine	
	USMLE ID:
Email: jdooley@emory.edu	NRMP ID:
Gender: Female	Participating in the NRMP Match: Yes
Birth Date: 05/17/1990	Participating as a Couple in NRMP: No
Authorized to Work in the U.S.: Yes	
Current Work Authorization: Citizen, Legal Permanent Resident, Refugee, Asylee	
Self Identification:	
<u>Present Mailing Address:</u>	<u>Permanent Mailing Address:</u>
3173 Sandusky Rd. Decatur, GA 30030	3173 Sandusky Rd. Decatur, GA 30030
Preferred Phone #: 404-727-0100	Phone: 404-727-0100
Alternate Phone #:	
Mobile #:	
Pager #:	
Fax #:	

Military Service Obligation/Deferment? No
 Other Service Obligation? No

Misdemeanor Conviction in the United States?
 Limitations?

Medical Licensure

ACLS:
 PALS:
 BLS:
 DEA Reg. #: None
 Board Certification:
 Medical Licensure Suspended/Revoked/Voluntarily Terminated?
 Ever Named in a Malpractice Suit?
 Past History?

State Medical Licenses

Type	Number	State	Exp. Date
None			

MyERAS Application

Medical Education

Institution & Location	Dates Attended	Degree	Date of Degree
<i>Emory University School of Medicine, USA</i>	<i>07/2016-05/2020</i>	<i>Yes, MD</i>	<i>05/2020</i>
Medical Education/Training Extended or Interrupted?			

Medical School Honors/Awards

--

Membership in Honorary/Professional Societies

<i>Alpha Omega Alpha (Member of AOA)</i>
--

Education

Education	Institution & Location	Dates Attended	Degree	Degree Date	Field of Study
<i>Undergraduate</i>	<i>Emory University, USA</i>	<i>08/2012 - 05/2016</i>	<i>Yes, BA</i>	<i>05/2020</i>	

Current/Prior Training

Institution, Location, & Training Type	Program Director	Program Supervisor	Dates Attended	Month(s)	Discipline
<i>None</i>					

Experience

Experience	Organization & Location	Position	Dates	Supervisor	Average Hours/Week

MyERAS Application

Experience

Experience	Organization & Location	Position	Dates	Supervisor	Average Hours/Week
Work Experience	Lab Corp, USA	Lab Support Tech	01/2015-08/2015		40
Description: <input type="text" value="Provided technical support for cloud networking equipment deployed nationwide"/>					
Reason for Leaving: <input type="text"/>					
Work Experience					
Description: <input type="text"/>					
Reason for Leaving: <input type="text"/>					
Volunteer Experience	Emory University School of Medicine, USA	USMLE Step I student panel participant	09/2019-09/2019		
Description: <input type="text" value="Discussed Step I study strategies, answered questions regarding exam."/>					
Reason for Leaving: <input type="text"/>					

MyERAS Application

Experience

Experience	Organization & Location	Position	Dates	Supervisor	Average Hours/Week
<i>Research Experience</i>	<i>Department of Surgery, Emory Healthcare, USA</i>	<i>Research Student</i>	<i>05/2017 - 12/2017</i>	<i>Carrie Cooper, MD</i>	<i>20</i>
Description: <input type="text"/>					
Reason for Leaving: <input type="text"/>					

Publications

Peer Reviewed Book Chapter

Oral Presentation

Language Fluency

Language	Language Proficiency	Proficiency Description
<i>Spanish</i>	<i>Native/functionally native</i>	<i>I converse easily and accurately in all types of situations.</i>

Hobbies & Interests

None

Hometown(s)

None

Other Awards/Accomplishments

None

Certification

I certify that the information contained within the MyERAS application is complete and accurate to the best of my knowledge. I understand that any false or missing information may disqualify me from consideration for a position; may result in an investigation by the AAMC per the [attached policy](#) (PDF); may also result in expulsion from ERAS; or if employed, may constitute cause for termination from the program. I also understand and agree to the [AAMC Web Site Terms and Conditions](#) and to the [AAMC Privacy Statement](#) and the AAMC Policies Regarding the Collection, Use and Dissemination of Resident, Intern, Fellow, and Residency, Internship, and Fellowship Application Data ([attached policy](#), PDF) and to these AAMC's collection and other processing of my personal data according to these privacy policies. In addition, I consent to the transfer of my personal data to AAMC in the United States, to those residency programs in the United States and Canada that I select through my application, and to other third parties as stated in these Privacy Policies.

Certified by: Dooley, Jamie

Date:

Sample ERAS Letter of Recommendation Form

ERAS Letter of Recommendation (LoR) Request

ERAS Application Season: 2019
ERAS Letter ID: 85QT3BBE3

I am requesting that you submit my Letter of Recommendation (LoR) to the Electronic Residency Application Service (ERAS), which transmits my LoR(s) to the residency programs to which I am applying.

; ERAS Letter of Recommendation Portal (LoRP)

The Electronic Residency Application Service (ERAS) Letter of Recommendation Portal (LoRP) is a centralized service that allows LoR Authors to upload LoRs for applicants applying to ERAS residency programs.

ERAS has established a set of guidelines that should be reviewed prior to writing and uploading LoRs using the LoRP.

For more information about the LoRP guidelines, additional resources, and to access the LoRP login, please visit https://www.aamc.org/services/eras/282520/lor_portal.html.

- Review the information below. If any information is inaccurate, contact the applicant directly so they can make corrections.
- Login to the ERAS LoRP to upload this letter using the unique ERAS Letter ID above.

; Applicant Details

Name	Dooley, James
AAMC ID	13605249
Preferred Phone Number	404-727-5000
Preferred Email	jdooley@emory.edu

; LoR Details

LoR Author Name	J.H. Dooley, MD, MPH
LoR Author Title/Department	Professor of Pediatrics
Specialty to which this letter will be assigned	Preliminary Programs

Waive rights to view this letter	This applicant has indicated that they <u>WAIVE</u> their right to view this letter now and in the future under the Family Educational Rights and Privacy Act (FERPA). The applicant has acknowledged that this letter is for the specific purpose of supporting my application for residency.
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Interview Tips

Before the Interview

- Plan on interviewing between October and mid-January.
 - Try to schedule your interviews by location if in person.
 - For virtual interviews, don't schedule more than one interview in a day.
 - See if the program has incorporated time for you to attend morning rounds or a teaching conference.
- Establish your priorities for a good residency-training program and what's important to you.
- Research the program as much as possible before the interview. Review all available resources the residency program has provided. This is pertinent when you can't visit the programs in person.
- Treat everyone with respect—especially Program/Administrative Assistants. **Everyone has a say!**
- Confirm the interview date and time in advance. Pay attention to time zones.
- Test your equipment beforehand if virtually interviewing.
- Be sure you know the back- up plan in case technical issues occur if interviewing virtually.
- Be sure to notify the program promptly if you need to cancel an interview.
- Plan for enough time—Leave extra time to navigate unknown city streets and buildings for in person interviews.
 - Pack your interview clothes in your carryon bag if flying to an interview.
- Try to attend any social events given before the interview whether virtual or in person.
- Allow sufficient time to gather your thoughts prior to the interview.
 - Review your application, personal statement, and CV.
 - Be prepared to answer questions about anything you have listed on these documents.
 - Prepare a list of questions beforehand.

During the Interview

- Be on time. If your interview is being conducted virtually, be sure to incorporate set up time to avoid log in delays.
- Get the names (including spellings and pronunciation) of the interviewers beforehand so that you know with whom you will be meeting.
- Look the interviewer in the eye, greet them by name and SMILE. If conducting your interview virtually, be sure to position your computer so that you are at eye level with the camera and not looking down at the speaker.
- Show your enthusiasm for the residency program.
- Be sure to ask well thought-out questions. You should have questions!
- Pay attention to your body language.
- Be yourself.
- Turn your cell phone off. If interviewing virtually, turn off all notifications on your computer as well.
- Do not throw your home program "under the bus."
- If an interviewer asks "illegal" questions (plans to marry, have children, where you rank them, where else you are interviewing) it is okay not to respond. You can give a non- committal answer, or you can answer questions you are comfortable with (i.e., you have small children and want them to know).
 - Visit the NRMP website (<http://www.nrmp.org/code-of-conduct/>) to learn more about illegal questions. If you are concerned that you were asked an illegal question, you can always get in touch with Dr. Higgins to discuss it.

After the Interview

- Use the AAMC's Residency Program Evaluation Guide immediately after the interview, to write down your impressions of the interview, including topics covered, how the program fits you and names of interviewers.
- If sending "Thank You Notes" make sure they are all unique. Don't copy and paste to all interviewers.
 - If a program asks you not to send a Thank You Note, don't send one.