Policy Statement

Each course and clerkship must assess and provide formal mid-course/clerkship feedback to every student, early enough to allow sufficient time for remediation.*

*Although a course or clerkship that is short in duration (two or less weeks) may not have time to provide a structured formative assessment they must provide documented alternate means (e.g., self-testing, teacher consultation) that will allow medical students to measure their progress in learning.

Reason for Policy

In order for students to successfully monitor their progress in learning and to effectively remediate areas of weakness or concern specific formal feedback must be provided in a timely manner.

To meet compliance standards for LCME ED-31 (June 2010 version). “Each medical student in a medical education program should be assessed and provided with formal feedback early enough during each required course or clerkship to allow sufficient time for remediation.”

To meet compliance standards for LCME ED-32 (June 2010 version). “A narrative description of medical student performance in a medical education program, including non-cognitive achievement, should be included as a component of the assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment.”
Procedures

• Formal Feedback in Clerkships
  o Clerkships are allowed to determine the format and exact timing for the formal mid clerkship feedback (it must be proximal to the mid-point of the clerkship).
  o Syllabus and/or website should explicitly state at what point the mid-clerkship feedback will be provided.
  o The format in which feedback will be provided must be explicitly stated (paper, electronic, face-to-face, etc) within the course/clerkship syllabus.
  o The clerkship director should review aggregate feedback provided during each rotation.
  o Proof of the feedback must be provided with either electronic or paper documentation.

• Narrative description of medical student performance in Clerkships
  o A narrative description of the students performance must be included as a component of the assessment in each required clerkship.
  o All clerkships are required to provide a narrative description of a students non-cognitive performance in E*Value.

• Formal Feedback in Courses
  o Courses are allowed to determine the format and exact timing for the formal mid course feedback.
  o The format in which feedback will be provided must be explicitly stated (quizzes, mid-term, face-to-face, etc) within the course syllabus.
  o The course director should review aggregate data.
  o Proof of the feedback must be provided with either electronic or paper documentation.

• Narrative description of medical student performance in Courses
  o A narrative description of the students performance must be included as a component of the assessment in each required course that has opportunities for students to interact with faculty (ie, courses with small groups).
  o A narrative box will be available in the electronic evaluation system (CoursEval) for designated faculty within a course to complete.
  o The narrative should be focused on examples around the Seven Domains of Competence.
  o In a course that uses the small group teaching technique the course director will need to work with the faculty leaders of those groups to assign completion of narrative statements.

Approved by Education Council October, 2011