

Medical School

# Mid Course and Clerkship Feedback, Years 1–4



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## 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.

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## 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.”

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## Procedures

- **Formal Feedback in Clerkships**
  - 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).
  - Syllabus and/or website should explicitly state at what point the mid- clerkship feedback will be provided.
  - The format in which feedback will be provided must be explicitly stated (paper, electronic, face-to-face, etc) within the course/clerkship syllabus.
  - The clerkship director should review aggregate feedback provided during each rotation.
  - Proof of the feedback must be provided with either electronic or paper documentation.
  
- **Narrative description of medical student performance in Clerkships**
  - A narrative description of the students performance must be included as a component of the assessment in each required clerkship.
  - All clerkships are required to provide a narrative description of a students non-cognitive performance in E\*Value.
  
- **Formal Feedback in Courses**
  - Courses are allowed to determine the format and exact timing for the formal mid course feedback.
  - The format in which feedback will be provided must be explicitly stated (quizzes, mid-term, face-to-face, etc) within the course syllabus.
  - The course director should review aggregate data.
  - Proof of the feedback must be provided with either electronic or paper documentation.
  
- **Narrative description of medical student performance in Courses**
  - 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).
  - A narrative box will be available in the electronic evaluation system (CoursEval) for designated faculty within a course to complete.
  - The narrative should be focused on examples around the Seven Domains of Competence.
  - 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*