Keywords: assessment, feedback, formative

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I. PURPOSE

To ensure that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. (LCME Element 9.7)

II. POLICY

Non-Clerkship Courses:

Course faculty are to provide formative assessment throughout a course to enable a student to monitor their learning progress. Methods of formative assessment may include written or verbal feedback from faculty or peers, quizzes, assignments, practice questions during lecture or small groups, written feedback on scholarly work, or written structured narratives. Students are encouraged to seek additional feedback on their performance from course directors and participating faculty throughout the course.

Structured, formative narrative assessment and feedback is provided, whenever feasible, in the small groups of the Scientific Foundations of Medicine (SFM) and Genes to Society (GTS) sections. Any small group faculty member who meets with a consistent group of students for five or more sessions in a course section is required to complete a feedback form at the conclusion of the section. The form provides descriptions of observed behaviors in the small group in the domains of professionalism, communication, and teamwork. Faculty are encouraged to add free text comments. Aggregated, de-identified roll-ups of these evaluations are provided to the student and their Colleges advisor at the conclusion of SFM and each GTS portion (GTS 1-4).

Clinical Clerkships:

Formal feedback is provided at the midpoint of the clerkship, and more often if necessary. In all required clerkships of four weeks or longer, medical students will be assessed and provided formative feedback by at least the mid-point of the rotation.

Feedback may be provided by the Clerkship Director or supervising clinical faculty. The feedback should identify the strengths and areas of improvement for each medical student to enhance the student’s learning and performance through the remainder of the clerkship rotation. Documentation of formal mid-clerkship feedback, for each student in a clerkship, will be entered in the online School of Medicine Clerkship Monitoring Database each quarter and completion monitored by the Office of Medical Student Curriculum. Clerkship monitoring data is presented to the Undergraduate Medical Education Program and Curriculum Committee twice yearly.