



MEDICAL SCHOOL POLICY

# Course & Clerkship Feedback

**Senior Leader:** Medical School Dean

**Responsible University Officer:** Senior Associate Dean for Undergraduate Medical Education

**Policy Owner:** Assistant Dean for Assessment and Program Evaluation

**Policy Contact:** Cynthia Johnson, (612) 624-6601

## POLICY STATEMENT

The University of Minnesota Medical School sets the expectation and guidelines for providing students with formative and summative assessments by faculty (including narrative assessments) that offer effective feedback on performance.

## REASON FOR POLICY

Every course and clerkship will assess student performance and provide feedback to students early enough to allow sufficient time for remediation, if needed. Additionally, narrative assessment is provided to students for the purpose of self-reflection and improvement.

This policy also ensures the UMMS meets Liaison Committee on Medical Education (LCME) Accreditation requirements as follows:

**Element 9.5: NARRATIVE ASSESSMENT.** “A medical school ensures that a narrative description of a medical student’s performance, including non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.”

**Element 9.7: FORMATIVE ASSESSMENT AND FEEDBACK.** “The medical school’s curricular governance committee ensures 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. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.”

## PROCEDURES

### I. Narrative Assessments

It is expected that narrative assessments be provided by faculty whenever faculty-student interaction permits. Courses may exceed the requirements for narrative assessment, and Course Directors are encouraged to consider opportunities for narrative assessment whenever possible. However, narrative assessments should, at minimum, be provided:

- In individual Foundations phase courses (containing either longitudinal groups or lab sessions) with small groups (<12 students) having the same facilitator for the majority of sessions
- In all required clerkships, with the added requirement that:
  - Any “below expectations” rating must be accompanied by a summative narrative assessment

## Timing

**Foundations phase courses:** At minimum, *summative narrative assessment* should be provided at the end of courses where faculty-student interaction permits it, as defined above; *formative narrative assessments* should be provided, at minimum, to students at risk of failure early enough such that it provides sufficient time for remediation and no later than the midpoint of the course

**Clerkships:** *Summative narrative assessments* must be entered in the official online evaluation system as part of the final grade

### II. **Formative Assessments**

Formative assessments include a variety of formal or informal assessment methods (see “*Definitions*” below). As such, they are most effective when they allow sufficient time for a student to remediate any issues.

It is expected that formative assessment opportunities be provided by the midpoint of courses or required clinical clerkships of four or more weeks in length, or through alternate means in courses or required clinical clerkships fewer than four weeks, to allow students to measure progress (required)

### III. **Exceptions for Narrative Assessments**

Course Directors should submit a request to the Assessment Committee for consideration, describing why a narrative assessment is not provided in a course that meets the above criteria; exceptions will be granted by the relevant curriculum committee.

### IV. **Monitoring and Quality Improvement**

Periodic review of courses will be conducted to monitor compliance with this policy; incidents of non-compliance will be reported to the relevant curriculum committee for appropriate action.

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## FORMS/INSTRUCTIONS

There are no forms associated with this policy.

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## APPENDICES

There are no appendices associated with this policy.

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## FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

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## ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
<b>Primary Contact</b>	<b>Name</b>	<b>Phone</b>	<b>Fax/Email</b>
Office of Assessment and Evaluation	Esther Dale		<a href="mailto:dasa0002@umn.edu">dasa0002@umn.edu</a>

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## DEFINITIONS

### **Narrative Assessment**

The LCME defines narrative assessment as, “Written comments from faculty that assess student

performance and achievement in meeting the objectives of a course or clerkship.” Narrative assessments, which can be either formative or summative, may include feedback and observations related to: behaviors, attitudes, interpersonal skills, peer/faculty interactions, and/or personal and professional development. Narrative assessments may include free-form narrative impressions or be chosen from a prescribed set of options that are of a descriptive nature. Assessments may also include actionable suggestions for improvement, especially in cases of at-risk students.

### **Formative Assessment**

information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behavior in order to improve their subsequent learning and performance in the medical curriculum (ie, quizzes, practice tests, study questions, formative OSCEs).

### **Summative Assessment**

A formal assessment used to evaluate student learning and performance at the end of a course or clerkship as measured against a standard or benchmark.

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## **RESPONSIBILITIES**

### **Course Directors**

Course Directors are responsible for determining if a Foundations phase course contains a type of faculty-student interaction that permits narrative assessment and implementing such assessments.

Course Directors, in consultation with the appropriate curriculum committees and administrative officers, undertake appropriate, periodic review of courses to identify opportunities for additional summative and formative narrative assessments, or address gaps in the provision of narrative assessment within courses that meet the above criteria.

### **Course and Clerkship Directors**

Course and Clerkship Directors will identify the timing and format of feedback (narrative, formative, and summative assessments). These will be clearly defined in the syllabus and within the Learning Management System.

### **Medical School Education Committee (MSEC)**

The MSEC charges the relevant sub-committee with ensuring compliance with the requirements established by this policy.

## **RELATED INFORMATION**

There is no related information associated with this policy

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## **HISTORY**

**Approved by:** Education Council (renamed MSEC), June 2020

**Reviewed and Approved:** Medical Student Education Committee (MSEC), July 2022

**Reviewed with Minor Updates:** August 2023