Rationale

Brody School of Medicine (BSOM) ensures that each medical student is assessed and provided with formative feedback in every required course or clerkship four weeks or more in length early enough to allow sufficient time for effective remediation. A course or clerkship less than four weeks must provide alternate means (e.g., self-testing or faculty consultation) by which a medical student can measure his or her progress in learning. This codifies a previously implemented process approved in 2011.

Scope

This procedure involves any student, faculty member, course/clerkship director, administrator, clerkship coordinator, or committee involved in required courses and clerkships.

Definitions

**Formative Feedback**: Information communicated to a student in a timely manner that is intended to modify the student’s thinking or behavior in order to improve his or her subsequent learning and performance in the medical curriculum. Quizzes that count minimally (<3%) toward the final grade may be considered formative in nature.

**Summative Assessment**: A criterion-based determination, made as soon as possible after the conclusion of a course or clerkship that can inform the student regarding the mastery of learning objectives for that course or clerkship and can be used to guide future learning in the medical curriculum.

Responsibilities

**Student**

- Prior to the mid-clerkship feedback session, students must complete the self-assessment reflection and submit electronically in E*Value.
- Students are required to complete assigned formative assessment.
• Students must print a copy of their required patient and procedure log and carry it with them to their mid-clerkship feedback session.

Faculty member
• Faculty members provide and implement formative feedback as determined by the course/clerkship director.

Clerkship Director
• The course or clerkship director will make students aware of the formative and summative assessment procedures.
• Clerkship directors or their designee must meet with the student proximal to the mid-point of the clerkship to provide the student with verbal and narrative feedback.
• The clerkship coordinator is responsible for scheduling appropriate times for the clerkship director or designee to meet with students.
• The clerkship director or designee should review aggregate feedback provided during the rotation and discuss strengths and opportunities for improvement with the student.
• The clerkship director or designee must also review the student’s patient and procedure log and discuss any concerns related to professionalism, the learning environment, supervision, and/or duty hours.
• After meeting with the student, the clerkship director or designee must submit the mid-clerkship feedback form electronically to E*Value.
• A narrative description of the student’s performance must be included as a component as the mid-clerkship feedback.
• The clerkship director or designee must use the approved mid-clerkship feedback form.

Clerkship Coordinator
• The clerkship coordinator is responsible for scheduling appropriate times for the clerkship director or designee to meet with students.

Course Director
• Course directors are allowed to determine the format and timing for formative feedback. However, some components must be implemented prior to the mid-point of the course.
• The format in which formative feedback will be provided must be described within the course syllabus.
Acceptable methods for formative feedback include, but are not limited to quizzes, practice questions, mock exams, audience response system questions, narrative feedback, face-to-face meetings, clinical practice exams, and others.

Each Course Director determines the most appropriate formative feedback method for the content he/she is delivering and is responsible for ensuring implementation.

Formative methods are reported to and monitored by the Curriculum Committee each year.

Courses that have recurrent small-group teaching activities should include narrative feedback describing students’ performance.

**E*Value Administrator**

- The E*Value administrator will electronically distribute the formative feedback forms to students, course and clerkship directors, or designees.
- They will compile and distribute formative feedback compliance reports to the Office of Medical Education, the Executive Curriculum Committee, and its Subcommittees.

**Executive Curriculum Committee and Subcommittees:**

- End of Clerkship surveys are reviewed by the Clerkship Directors, Clinical Curriculum Committee and the Executive Curriculum Committee on a yearly basis.
- The Office of Medical Education, the Clinical Curriculum Committee, and the Executive Curriculum Committee monitor formative feedback implementation and compliance.

**Procedures for Implementation and Review**

The course or clerkship director will make students aware of the formative and summative assessment procedures. Examples of formative feedback include but are not limited to quizzes, practice questions, mock exams, audience response system questions, narrative feedback, clinical practice exams, and others.

**Formal Mid-Clerkship Feedback**

- Clerkship directors or their designee must meet with the student proximal to the mid-point of the clerkship to provide the student with verbal and narrative feedback.
The clerkship coordinator is responsible for scheduling appropriate times for the clerkship director or designee to meet with students.

The E*Value administrator will electronically distribute the mid-clerkship feedback forms to students and clerkship directors or designees.

Prior to the mid-clerkship feedback session, the student must complete the self-assessment reflection and submit electronically in E*Value.

The student must print a copy of their required patient and procedure log and carry it with them to their mid-clerkship feedback session.

The clerkship director or designee should review aggregate feedback provided during the rotation and discuss strengths and opportunities for improvement with the student.

The clerkship director or designee must also review the student’s patient and procedure log and discuss any concerns related to professionalism, the learning environment, supervision, and/or duty hours.

After meeting with the student, the clerkship director or designee must submit the mid-clerkship feedback form electronically to E*Value.

A narrative description of the student’s performance must be included as a component as the mid-clerkship feedback.

The clerkship director or designee must use the approved mid-clerkship feedback form.

As part of the routine end of clerkship survey, students are asked whether they received mid-clerkship feedback. These surveys are reviewed by the Clerkship Directors, Clinical Curriculum Committee and the Executive Curriculum Committee.

The Office of Medical Education, the Clinical Curriculum Committee, and the Executive Curriculum Committee monitor mid-clerkship feedback compliance.

### Course Formative Feedback

- Course directors are allowed to determine the format and timing for formative feedback. However, some components must be implemented prior to the mid-point of the course.
- The format in which formative feedback will be provided must be described within the course syllabus.
- Acceptable methods for formative feedback include, but are not limited to, quizzes, practice questions, mock exams, audience response system questions, narrative feedback, face-to-face meetings, clinical practice exams, and others.
• Course Directors determine the most appropriate formative feedback method for the content they are delivering and is responsible for ensuring implementation.

• Formative methods are reported to and monitored by the Executive Curriculum Committee and its subcommittees each year.

• Courses that have recurrent small-group teaching activities should include narrative feedback describing students’ performance.

• Separate from this procedure, students with unacceptable academic performance will follow procedures identified in the Academic Achievement Policy.

• The Office of Medical Education, Executive Curriculum Committee and its subcommittees monitor compliance with formative feedback.

**Schedule for Review**
The policy is reviewed and may be revised by the Executive Curriculum Committee as necessary, but at least every three – five years.

**Related Policies**
None

**Applicable Laws, Regulations & Standards**
LCME 9.0 Teaching, Supervision, Assessment, and Student and Patient Safety
LCME 9.4 Assessment System
LCME 9.5 Narrative Assessment