


Name of Policy: <u>College of Medicine and Life Sciences: Narrative Descriptions of Performance During the Foundational Science and Clinical Curriculum</u>		 <p>Effective date: 11/6/23</p> <p>Original effective date: November 5, 2020</p>	
Policy Number: 3364-81-24			
Approving Officer: Dean, College of Medicine and Life Sciences			
Responsible Agent: Associate/Assistant Deans for Medical Education, Associate Dean for Clinical Undergraduate Medical Education and Senior Associate Dean for Undergraduate Medical Education			
Scope: College of Medicine and Life Sciences M.D. Program			
<input type="checkbox"/>	New policy proposal	<input checked="" type="checkbox"/>	Minor/technical revision of existing policy
<input type="checkbox"/>	Major revision of existing policy	<input type="checkbox"/>	Reaffirmation of existing policy

(A) Policy statement

This policy relates to LCME Element 9.5, which states “...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.”

Narrative assessment performance will be provided if a student has **four or more sessions** in a small group and/or laboratory session with 12 or fewer students with the same faculty member in the M1-M2 foundational science curriculum.

A narrative assessment of performance will be provided to all students participating in each clinical clerkship at the midpoint of their clinical experience.

Definition

Narrative descriptions are written comments from faculty that assess student performance in meeting specific learning objectives of a system/thread and clerkship.

(B) Purpose of policy

Narrative assessment that includes formative and summative feedback is intended to provide students with information about their knowledge, behavior, attitude, interpersonal skills, interactions with peers and faculty, professionalism and the aptitude for life-long learning and continued improvement based upon direct observations.

Related policies include the following:

- (a) Formative feedback during foundational science curriculum (3364-81-16).
- (b) Formative feedback- Clerkships (3364-81-04-013-00).

(C) Scope

This policy applies to all students enrolled in the Doctor of Medicine program and is monitored by the Department of Medical Education.

(D) Procedure

The system and clerkship directors are responsible for determining if the course and clerkship contains a teacher-student interaction which is appropriate for narrative description of performance. Narrative descriptions of performance must be of adequate detail and made available to students with enough time, as appropriate, to allow corrective action to improve their performance.

<p>Approved by:</p> <p><i>/s/</i> Christopher Cooper, M.D. Dean, College of Medicine and Life Sciences</p> <p><u>November 6, 2023</u> Date</p> <p><i>Review/Revision Completed by:</i> <i>Assistant/Associate Deans for Medical Education</i></p>	<p>Policies Superseded by This Policy: n/a</p> <p>Original effective date: November 5, 2020</p> <p>Review/Revision Date: 11/6/23</p> <p>Next review date: November 6, 2026</p>
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