(A) Policy statement
The course directors for the required preclinical curriculum must assure that formative feedback is provided to students during the required course.

Definition
Formative feedback includes both formal and informal assessments for the purpose of improving student performance. It is focused on specific behaviors and involves sharing of information and giving advice. Formative feedback must be timely and focus on helping students identify their strengths and weaknesses. Formative feedback should be designed to provide guidance.

(B) Purpose of policy
Formative feedback provided by the faculty is intended to provide the student with information about their knowledge, skills and/or professionalism based upon formative assessment or direct observations. The assessment must be of adequate detail to assure that the student can appreciate deficiencies in his/her performance and develop a plan to improve areas of deficiency.

(C) Scope
This policy applies to all students enrolled in the Doctor of Medicine program, and also involves the faculty, administration, and Office of the Registrar charged with monitoring student progress and ensuring compliance with the policy.
(D) Procedure
1. All required courses must provide formative assessment opportunities for preclinical students.
2. Formative assessments may be formal (required) or informal (not required).
3. Formative assessment must be made available to students with enough time to improve their performance.
4. The formative assessments must parallel the range and difficulty of the summative assessments to ensure that the students can appreciate their strengths and their deficiencies in the subject matter.

Approved by:

[Signature]
Christopher Cooper, M.D.

Dean, College of Medicine & Life Sciences

Title

[Signature]
Date

Policies Superseded by This Policy:
None

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Associate and Assistant Deans for Medical Education and Associate Dean for Faculty Development and Curriculum Evaluation