


<b>Name of Policy:</b> <a href="#">College of Medicine and Life Sciences: Formative Feedback During Foundational Science Curriculum</a>		 <p><b>Revision date:</b> September 28, 2020</p> <p><b>Original effective date:</b> 8/09/17</p>	
<b>Policy Number:</b> 3364-81-16			
<b>Approving Officer:</b> Dean, College of Medicine and Life Sciences			
<b>Responsible Agent:</b> Associate/Assistant Deans for Medical Education			
<b>Scope:</b> 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

The thread directors for the required foundational science curriculum must assure that formative feedback is provided to students during the required thread.

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 further involve the faculty and administration charged with monitoring student progress and ensuring compliance with the policy.

(D) Procedure

- (1) All required courses must provide formative assessment opportunities for students in the foundational science curriculum.

- (2) Formative assessments may be formal or informal.
- (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.

<p>Approved by:</p> <p><u>/s/</u> Christopher Cooper, M.D. Executive VP for Clinical Affairs and Dean, College of Medicine &amp; Life Sciences</p> <p><u>September 28, 2020</u> Date</p> <p><i>Review/Revision Completed by:</i></p> <p>Assistant/Associate Deans for Medical Education, SLT</p>	<p><b>Policies Superseded by This Policy:</b> 3364-81-04-013-07</p> <p>Initial effective date:8/09/17</p> <p>Review/Revision Date: 09/28/20</p> <p><b>Next review date: 09/28/23</b></p>
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