INTRODUCTION AND PURPOSE:

Formative feedback provides students with an opportunity to self-assess their own performance in a course or clerkship prior to summative assessment. Formative feedback also identifies to course/clerkship directors at risk students and/or content that needs further clarification. The purpose of this policy is to ensure that each medical student is assessed and provided with formative feedback early enough during each required course or clerkship to allow sufficient time for remediation.

CANCELLATION:

SEPAC Student Evaluation Policy

SCOPE AND APPLICABILITY:

This policy applies to all Chicago Medical Students enrolled in the Doctor of Medicine program.

POLICY STATEMENTS:

Medical students are assessed and provided with formative feedback during each required course and clerkship.

Formative feedback must be provided early enough to allow sufficient time for remediation prior to summative assessment of student performance.

Medical students must receive formative feedback by at least the mid-point of courses and clerkships of four weeks (or longer) duration.

DEFINITIONS:

Formative feedback: 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 his or her subsequent learning and performance in the medical curriculum.
Methods of formative feedback include, but are not limited to quizzes, tests, study questions, OSCEs, skills practice, individual assignments, group activities, self-assessments, and in-person feedback discussions.

**PROCEDURES:**

*Phase I courses:*

Course directors determine the timing, frequency, and methods of formative feedback.

The timing, frequency, and methods of formative feedback are included in the course syllabus.

The Curriculum Committee monitors the timing, frequency, and methods of formative feedback to ensure compliance with this policy.

*Phase II clerkships:*

Clerkship directors or designated faculty meet individually with each student by at least the mid-point of the clerkship to provide formative feedback.

Formative feedback includes the student’s strengths, areas for improvement, progress towards completion of course requirements, and review of the mid-clerkship self-evaluation worksheet.

Formative feedback is documented using the Mid-Clerkship Student Feedback Form.

The Curriculum Committee monitors provision and content of mid-clerkship feedback to ensure compliance with this policy.

**POINTS OF CONTACT:**

Assistant Dean for Basic Science Education
Assistant Dean of Clinical Education
Curriculum Committee

**REFERENCES AND RELATED POLICIES:**

LCME Element 9.7
Narrative Feedback Policy