TITLE: Narrative Assessment Policy

SPONSOR: CMS Curriculum Committee

EFFECTIVE DATE: June 2, 2019

INTRODUCTION AND PURPOSE:

Narrative assessment is a written subjective description of a medical student’s performance, including both cognitive and non-cognitive achievement.

The opportunities for narrative assessments include those settings in which faculty have the opportunity to provide individual and specific comments on student performance. The settings where such narrative assessment is possible may include one or more of the following: small groups, laboratory settings, discussion groups, and/or skill stations.

This policy relates to LCME Standard 9: Narrative description of a medical student’s performance is included as a component of the assessment in each required course and clerkship of the medical education program.

The purpose of this policy is to ensure students receive narrative feedback whenever student-teacher interaction permits this form of assessment.

CANCELLATION:

N/A

SCOPE AND APPLICABILITY:

This policy applies to all Chicago Medical School students in the allopathic medicine program.

POLICY STATEMENTS:

1) Each student will receive narrative assessments during the educational program that provide feedback on the knowledge, skills, attitudes, and behaviors necessary to become a practicing physician.

2) During Phase I of the curriculum, students will receive narrative assessment of their:
   a) Application of foundational knowledge in case-based small group discussions
b) Clinical skills, as observed during laboratory sessions, simulated clinical experiences during clinical reasoning, physical examination, clinical documentation review and oral patient presentations

c) Team work skills, interpersonal communication and professionalism during role play, small group discussion, laboratory and medical simulation sessions

3) During Phase II and III of the curriculum, students will receive narrative feedback on their overall performance of the following domains as measured by the Clerkship and Sub-Internship-specific Clinical Evaluation Standards:
   a) Medical Knowledge/Patient Care
   b) Professionalism
   c) Communication

4) The Curriculum Committee, including its subcommittees, will annually review the course/clerkship syllabi and curricular mapping to determine appropriate alignment of narrative assessments.

DEFINITIONS:

Narrative assessment is “an instructor’s or observer’s written subjective assessment of a learner’s work or performance”. It may include comments within a larger assessment and/or observation of learner or small group behaviors. (1)

PROCEDURES:

1) All Course and Clerkship Directors will select specific student learning activities in their courses/clerkships in which the teacher-student interaction permits this form of assessment.

2) The course and clerkship syllabi will document the activities where narrative assessment is included.

3) Competency maps will address which learning activities will include narrative assessment.

4) The Curriculum Committee and its subcommittees will review the use of narrative assessment annually.

5) Students are sent end-of-course/clerkship surveys to assess the effectiveness and adequacy of the narrative feedback received.

6) The relevant program evaluation subcommittee will analyze the end-of-course/clerkship data.

7) Faculty may contact the Office of Academic Learning Environment for assistance in incorporating narrative assessment into courses, as needed.

POINTS OF CONTACT:

Associate Dean of Student Affairs and Education
Applicable Course Directors
TITLE: Narrative Assessment Policy

Applicable Clerkship Education Directors
Associate Dean of Academic Learning Environment
Executive Chair of the Clinical Sciences Department

REFERENCES AND RELATED POLICIES:

LCME Standard 6, tables 6.0-1 and 6.0-2
LCME Standard 9, Element 9.5