

**Effective Date:**

**August 30, 2021**

**Retired:**

**Revised:**

**Approved by:**

**Digna S. Forbes, MD, FASCP**  
**Interim Dean, School of Medicine**



**Subject: Formative Feedback Policy**

**PURPOSE:**

The purpose of this policy is to ensure that students are provided a range of formal and informal assessments and evaluations that do not contribute to the student's final grade and will improve student progress and assist them in developing personalized self-improvement plans toward achievement of their educational objectives and competencies.

This policy is in compliance with Element 9.7 for LCME accreditation.

**POLICY STATEMENT:**

The Meharry Medical College School of Medicine (MMCSOM) ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for students to improve their performance prior to the end of the course or clerkship.

**DEFINITIONS:**

Formative feedback – Is intended to provide guidance and feedback for student identification of strengths and areas for improvement.

Summative assessment – Is included in a student's final grade/evaluation of a required curricular unit (course, clerkship, acting internship, elective).

**PROCEDURE:**

1. All course directors, clerkship directors or assigned designees for courses, clerkships, and required experiences four (4) weeks or longer in duration will provide formative feedback to each student at a minimum at the mid-point of the course/clerkship/experience. This formative feedback will NOT be included as a component of the student's summative grade and will provide information that is timely and appropriate for the student to improve her/his performance. Formative feedback may be provided to the student through written or verbal communication, face-to-face formats, or through formative and summative

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assessments provided by their respective Academic Society Masters. The formative feedback will include, as appropriate:

- a. Feedback based on observations of students by the faculty, peers, and staff that are appropriate to the course and interactions. Observations may address areas of collaborative behavior, interpersonal skills, oral and written communication, professionalism, student preparation for sessions, or patient interactions.
- b. Linkages to the MMCSOM competencies and educational program objectives.
- c. Feedback that addresses student strengths and opportunities for improvement, citing examples whenever possible.
- d. Documented formative feedback – Documentation provided on Blackboard.

## 2. Clinical Experiences

Frequent, real-time feedback should be provided to students in clinical experiences in every clinical session. Because students work with various residents and clinical faculty in each discipline over time, and are directly supervised in their care of patients, formative feedback should be ongoing and occur more frequently than the documented formative feedback.

- a. Documented formative feedback – A formal, face-to-face verbal and written mid-clerkship review should occur at the mid-point of all clinical experiences of 4 or more weeks in duration. The student must log the review in their logbook, (e.g.: Blackboard course evaluations) and the clerkship director (or designee) providing the feedback must sign and verify the session.

**EXHIBITS:**