

Effective Date:

August 30, 2021

Retired:

Revised:

Approved by:

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Interim Dean, School of Medicine



Subject: Narrative Assessment Policy

PURPOSE:

The purpose of this policy is to ensure that students receive narrative assessment of their performance, including non-cognitive achievement, as a component of the assessment in each required course and clerkship whenever the teacher-learner interaction permits.

This policy is in compliance with Element 9.4 for LCME Accreditation.

POLICY STATEMENT:

Narrative assessment is an important aspect of the measurement of cognitive and non-cognitive performance of medical students. It can be incorporated into either formative or summative assessment and is valuable as a source of data for student self-assessment.

DEFINITIONS:

Narrative assessment – written evaluation that provides feedback to a student regarding both cognitive and non-cognitive performance, including knowledge, skills, attitude, and behavior. Narrative assessment may be formative or summative.

Formative assessment – Is included in a student's grade, and 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:

Courses that include student groups of 25 students or less, and that a faculty member has interacted with more than 4 times, will include narrative assessments for each student.

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Clerkships/Electives/Acting Internships - Clinical faculty and residents who have had more than 2 interactions with a student will provide narrative assessment to the student.

Narrative assessment requirements:

1. Written feedback to the student based on observations made by the faculty member. This feedback will be based on the types of observations that are appropriate to the course and longitudinal interaction, but may include domains such as collaborative behavior, interpersonal skills, oral and written communication skills, clinical skills and competence, professionalism, and preparation for sessions.
2. Address both the student's strength and opportunities for improvement, citing examples whenever possible.

EXHIBITS: