

## **Policy on Narrative Assessment**

MSU College of Human Medicine

### **Definitions**

Narrative Assessment is defined by the LCME as “Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism, clinical reasoning.”

Formative Narrative Assessment: Written comments from faculty and preceptors about a student’s performance intended to allow for continuous self-improvement in knowledge, skills, and behavior. Formative narrative assessment occurs when the students have an opportunity to incorporate the feedback into their learning. This typically occurs with lower-stakes activities such as individual clinical session feedback or evaluations documenting participation of the student in an ongoing small group. Formative feedback is ungraded.

Summative Narrative Assessment: Written comments from faculty about a student’s performance intended to summarize that performance and often may occur at the end of a course or experience. This typically occurs with higher-stakes events, at the end of a set of intersession small groups, or after a continuity clinical experience consisting of multiple sessions.

Each medical student will receive written feedback on their performance, including their noncognitive achievement during the pre-clerkship and clerkship curriculum. Written feedback will be a component of assessment in each required course and clerkship whenever faculty-student interaction permits.

### **Pre-clerkship Phase**

Written summative feedback on an individual student’s performance is required in the following circumstances:

- For small group experiences where the intent is that all students will be involved in a small group ( $\leq 12$  people) interaction with one consistent faculty facilitator (who will provide the feedback) for at least 4 academic sessions.
- For continuity clinical experiences lasting 4 weeks or longer with at least 6 clinical sessions.

In addition, formative feedback to allow students the opportunity to adjust their learning and performance is provided in the pre-clerkship phase during various course activities, including learning interactional skills and preparing a scholarly project.

### **Clerkship Phase**

For core clerkships that are 4 weeks or longer, formative narrative oral and written feedback is required at mid-clerkship to allow students the opportunity to adjust their learning and performance before summative feedback is assigned. Written feedback regarding performance relating to the SCRIPT

competencies is also required as a component of the summative assessment for LCE clerkships and clinical rotations that are 2 weeks or longer.

### **Characteristics of Written Feedback**

Written feedback should be individualized to the student and detail the knowledge, skills, and/or behaviors they demonstrated specific to the learning objectives. This can address both cognitive and non-cognitive aspects of the student's performance.

### **Appropriate Use of Written Feedback**

Only narrative feedback included in the End-of-Semester Letter (for HM and non-clinical courses) or a Final Clerkship Evaluation or a Clinical Preceptor Evaluation may be included in the Medical Student Performance Evaluation (MSPE). Clerkship / course directors will make the final determination on which comments are included in the Final Clerkship Evaluation or the End of Semester Letter.

Summative Narrative Assessment is considered part of a student's record and may be used, in conjunction with other data, to monitor student progress.

### **Appeal Process**

If a student has a concern about Narrative Assessment provided to them, they must submit an appeal within two weeks of receipt (from New Innovations) or posting to the student's dashboard (in Just in Time Medicine). Appeals in HM courses should be directed to the Course Director and the Director of Assessment. Appeals in Departmental clerkships should be directed to the Community Clerkship Director. Appeals in Departmental elective courses should be directed to the Course Director. Appeals will be handled by the processes outlined in the course syllabi.

### **Individuals responsible for oversight of compliance with this policy:**

In the pre-clerkship phase: The Director of Assessment is responsible for monitoring completion of written feedback by the appropriate faculty and ensuring follow-up and completion for small group experiences. The Course Director is responsible for monitoring completion of written feedback by the preceptor and ensuring follow-up and completion for clinical experiences.

In the clerkship phase: Clerkship/course directors are responsible for monitoring completion of feedback by precepting faculty and ensure the provision of narrative feedback.

*Approved by MSU College of Human Medicine Curriculum Committee December 2022.*

*Amended by approval of MSU-CHM Curriculum Committee February 2023.*

### **References:**

Liaison Committee on Medical Education, Structure and Function of a Medical School – Standards for Accreditation of Medical Education Programs Leading to the MD Degree

Eastern Virginia Medical School – Policy on Narrative Assessment