



**Policy Title:** Formative Feedback

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**Accountable Dean(s) or Director(s):**

Associate Dean for Medical Education & Academic Affairs  
Assistant Dean for Basic Science Education  
Assistant Dean for Clinical Education

**Reviewed By:**

Phase I & Phase II Subcommittees  
T3/4 Subcommittee

**Approval Body:**

Curriculum Committee (CC)

**RELEVANT LCME STANDARD:**

9.7 Formative Assessment and Feedback

**POLICY STATEMENT:**

The LCME states: The medical school's curricular governance committee 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 remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.

**DEFINITIONS:**

For purposes of this policy, the following definitions apply:

- **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 subsequent learning and performance in the medical curriculum.

**PRE-CLINICAL POLICY:**

All students will receive formative feedback by the midpoint of preclinical modules that are four or more weeks in duration. For modules shorter than four weeks, students will receive formative feedback within sufficient time to allow them to measure their progress and improve subsequent learning. Methods of formative feedback include, but are not limited to: quizzes, study questions, audience response system questions, exam reviews, formative OSCEs, practice tests, NBME self-assessment vouchers, etc.

- This policy is presented to students during orientation.

- Course Directors will determine the timing, frequency, and methods of formative feedback appropriate for the content being delivered. The format in which formative feedback is given is to be indicated in the course syllabus and its effectiveness monitored via evaluations administered by the Office of Medical Education.
- Students will be given an opportunity to review their performance on module exams as part of the post exam review process, which includes a review of questions for which incorrect answers were submitted. All exam questions will also include explanations of correct and incorrect response choices.
- Year 1 and 2 courses with small group continuity will provide students with written, narrative feedback, including feedback on non-cognitive achievement (See Narrative Assessment Policy).
- Students must have access to course directors or a faculty designee throughout the course to obtain additional feedback regarding their performance.

### **CLINICAL POLICY:**

Students must be provided with formal mid-clerkship feedback for 3<sup>rd</sup>-year required clerkships, which is to be monitored at the clerkship level, as well as via evaluations disseminated by the Office of Medical Education.

- This policy is presented to students during clerkship orientation.
- Clerkship Directors or a faculty designee must meet with students proximal to the midpoint of the clerkship to review current performance along with any concerns related to duty hours, wellness/wellbeing, Shelf exam preparation, professionalism, the learning environment, supervision, and/or meeting case log requirements.
- Supervising clinicians should provide feedback to students throughout the rotation whether verbally during instruction or formally via performance evaluations.
- Other methods of formative feedback include but are not limited to quizzes, practice questions, NBME self-assessments etc.

### **LAST REVIEW DATE/APPROVAL:**

Curriculum Committee: 04/05/23

### **REVIEW CYCLE:**

Every 3 years