

 QUILLEN COLLEGE of MEDICINE EAST TENNESSEE STATE UNIVERSITY	Policy/Procedure/Process Name:	Formative Feedback
	MSEC/ADMIN Number:	MSEC-1016-16
	Approving Officer:	Ramsey McGowen, PhD/ MSEC Chair (2016-2019)
	Agent(s) Responsible for Implementation:	Course and Clerkship Directors
Original Approval Date: 10/18/16 Effective Date(s): 10/18/16; 4/18/17; 10/4/19	Originator Name/Committee:	Kenneth Olive, EAD, Academic Affairs
<input type="checkbox"/> New Policy/Procedure/Process	<input checked="" type="checkbox"/> Revision of Existing Policy/Procedure/Process	
Revision Date(s): 4/18/17; 10/4/19 -Administrative update with implementation of Student Performance Assessment Review Committee (SPARC); 10/29/21-Administrative update of New Innovations to curriculum management system	LCME Required Policy/Procedure/Process: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> LCME Element(s) Number and Description: 9.7 FORMATIVE ASSESSMENT AND FEEDBACK 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 a medical student can measure their progress in learning. [Also include the LCME Element number in (B) Purpose of Policy/Procedure/Process statement below].	
<i>All policies/procedures/processes will be reviewed during the MSEC Evaluation of the Curriculum as a Whole unless an earlier review is identified.</i>		

(A.) Policy/Procedure/Process Statement:

Formative feedback is that feedback provided to each medical student to allow them to monitor and improve their performance in meeting course/clerkship objectives, including identifying strengths as well as weaknesses. It communicates the preceptor's/faculty member's assessment of the students' knowledge, skills, and attitudes based upon formal assessment or other observations. This feedback must be provided to each medical student in sufficient time to allow for any needed remediation. Formal feedback occurs at least by the mid-point of a course or clerkship. Feedback must be of adequate detail to assure that the student can appreciate deficiencies in his/her performance and develop a plan to improve performance and achievement of course/clerkship objectives.

(B.) Purpose of Policy/Procedure/Process:

In order for students to successfully monitor their progress in learning and to effectively remediate areas of weakness or concern, specific formal formative feedback must be provided in a timely manner, at least by the course/clerkship midpoint.

This policy pertains to LCME requirements of Element 9.7 (Formative Assessment and Feedback)

(C.) Scope of Policy/Procedure/Process (applies to):

This policy applies to all courses and clerkships within the medical education program in the Quillen College of Medicine.

(D.) Activities of Policy/Procedure/Process (start to finish):

Courses are allowed to determine the format and frequency of formative feedback, but it should be provided at least by the mid-point of a course.

Policy Name: Formative Feedback

Formative feedback can be provided through quiz/exam grades, grades or feedback on assignments or assessment of performance in classroom setting.

Feedback provided verbally should be documented.

In courses with examinations or quizzes as the primary mechanism of student assessment, grades on these are sufficient formative feedback for those performing successfully. However, any student at risk of deficient performance or failure for any reason (formal grades, professionalism deficiencies, etc.) in a course should receive written communication from the course director informing them of their at-risk status, identifying for them their areas of deficiency, and require that the student schedule a meeting with the course director to discuss and plan for addressing deficiencies per the Student Performance Assessment Review Committee (SPARC) policy.

Other types of feedback include, but are not limited to:

- Informal discussion by faculty member
- Student specific feedback on missed questions (e.g. Exam Soft Report).
- Written communications.

Formal / Formative Feedback in Clerkships

Formal mid-clerkship feedback is required for each student in all clerkships.

Quizzes, verbal feedback on clinical performance and written feedback provided on clinical evaluation forms may represent components of this feedback.

Each student is provided a hard copy of the mid-clerkship review form each period and performs a self-assessment of performance prior to meeting with the clerkship director during their mid-clerkship meeting.

If a student's performance is unsatisfactory, the clerkship director must discuss deficiencies with the student and design plans for improvement. This discussion must occur with enough time remaining in the clerkship for the student to have the opportunity to remedy the noted deficiencies.

The forms are collected during the mid-clerkship meeting and the student is given a copy of the completed form and the original is kept on file in each clerkship office.

The clerkship director documents that all students have received a **mid-clerkship evaluation*** within the curriculum management system. * Attached to this policy.

Monitoring of feedback will be completed by the Office of Academic Affairs, Section of Medical Education.

Notification of Remediation

Course / Clerkship Directors notify the Office of Academic Affairs prior to regularly scheduled Student Performance Assessment Review Committee meetings of any students who have failed or are at risk for course or clerkship failure.

The Student Performance Assessment Review Committee discusses students' performance and determines any additional steps to be taken.

See Student Promotions Committee Policy and Student Performance Assessment Review Committee Policy

Policy Name: Formative Feedback

Approved by: Name / Title: Ramsey McGowen, PhD / MSEC Chair Dates: 10/18/16; 4/18/17; 10/15/19	Policy/Process/Procedure Superseded by this Current Policy/Process/Procedure (name and number): <i>(List only if a name change is involved)</i>
Review/Revision Completed by: <input type="checkbox"/> Office of the Dean	Date
<input checked="" type="checkbox"/> Academic Affairs	10/18/16; 4/11/17; 10/4/19
<input type="checkbox"/> Student Affairs	
<input checked="" type="checkbox"/> Medical Student Education Committee	10/18/16; 4/18/17; 10/15/19
<input type="checkbox"/> Student Promotions Committee	
<input type="checkbox"/> Faculty Advisory Council	
<input type="checkbox"/> Administrative Council	
<input checked="" type="checkbox"/> M3/M4 Clerkship/Course Directors	4/18/17; October 2019
<input checked="" type="checkbox"/> M1/M2 Course Directors	4/18/17; October 2019
<input type="checkbox"/> Student Groups/Organizations (describe):	

Notifications of New or Revised Policy	Method of Notifications and Date
<input type="checkbox"/> Medical Students	Email, October 2019
<input type="checkbox"/> All QCOM Faculty	Email, October 2019
<input type="checkbox"/> All QCOM Staff	
<input type="checkbox"/> Admissions Office (catalog)	



Mid-Clerkship Self-Assessment

Student Name: _____ Period: _____

Preceptor Name: _____

Clerkship: _____

This assessment is designed to improve student performance and does not contribute to the student's final grade.

1. Student completes self-assessment.
2. Student identifies a preceptor which they have spent significant time with to this point on the clerkship, asks preceptor to complete page 2 prior to the mid-clerkship review with the clerkship director.
3. Student's provides the completed form to the clerkship director during the mid-clerkship review.

Part I: Student completes a self-assessment

Take a moment to reflect on your progress in this clerkship rotation to this point by answering the questions below.

What are your strengths in this rotation? Cite specific examples of evidence.	
What have you found particularly challenging?	
What strategies will you be using to improve your performance in this rotation?	

Policy Name: Formative Feedback

What can we do to enhance your experience on this clerkship?	
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Clerkships Completed: _____

Part II: Faculty Feedback for Student

Indicate Student's progress toward meeting expectations at this point in the rotation. Comments and specific feedback are encouraged, and if appropriate, use the check boxes for additional narrative feedback. Limit comments to one page.

If you have concerns about a student's performance being marginal or not on track, please notify the clerkship director immediately.

Knowledge Performance: Comments on Fundamental Knowledge: Check if appropriate: <input type="checkbox"/> Demonstrates understanding of pathophysiology and basic differential diagnosis of active problems. <input type="checkbox"/> Shows evidence of preparation for assigned patient interactions/presentations <input type="checkbox"/> Needs to read more to prepare for patient presentation on rounds <input type="checkbox"/> Needs to improve fund of knowledge of the following steps:	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Above Expectations	<input type="checkbox"/> Insufficient time spent with student to determine
Skills Performance: Comments on Skills: Check if appropriate: Obtains basic and accurate histories and physicals Oral presentations are organized and include basic information Needs to focus on organization or oral/written presentations Needs to work on confidence and self-protection in group settings Needs to improve history taking or physical exam skill by the following steps:	Below Expectations	Meets Expectations	Above Expectations	Insufficient time spent with student to determine

Policy Name: Formative Feedback

Attitude and Professionalism:	Below Expectations	Meets Expectations	Above Expectations
Comments on Attitude and Professionalism:	Insufficient time spent with student to determine		
Check if appropriate:			
<input type="checkbox"/> Shows initiative in caring for the patients			
<input type="checkbox"/> Respects patient confidentiality/privacy (e.g. knocks on doors before entering; avoids discussion of patients in public places)			
<input type="checkbox"/> Utilizes and implements feedback to improve performance			
<input type="checkbox"/> Is active participant on the team			
<input type="checkbox"/> Is unavailable on call unless actively sought			

Student's Signature: _____ **Date:** _____

Preceptor's Signature _____ **Date:** _____

- I have reviewed the student's Patient and Procedure log in New Innovations and discussed
- with them. I have reviewed & discussed the work duty hour policy with this student.

Clerkship Director's Signature: _____ **Date:** _____

