

Creighton University School of Medicine

Medical Education Program Policies

POLICY: Narrative Assessment Policy

GOVERNING BODY: Educational Program Committee

APPROVAL DATE: 7/23/2019

REVISED DATE: N/A

LCME ACCREDITATION STANDARD REFERENCE: Element 9.5 Narrative Assessment; Element 11.6 Student Access to Educational Records

PURPOSE

The purpose of this policy is to:

- A. Describe the requirement for a narrative assessment of medical students' performance.
- B. Describe the importance of narrative assessment in students' self-reflection and improvement.

DEFINITIONS

Narrative Assessment: A written description from a faculty member of individual student performance and achievement in meeting the objectives of a course or clerkship. Narrative assessments include feedback and observations related to one or more of the following: behaviors, attitudes, interpersonal skills, interactions with peers and faculty, and/or personal and professional development, as these are all domains important to the growth of students enrolled in the medical education program. Each assessment should include specific descriptions of student strengths, as well as actionable suggestions for improvement. Narrative assessments can be either formative or summative in nature.

Formative Assessment: A formal or informal assessment (e.g., faculty evaluation, quiz, practice exam, formal self-assessment, etc.) used by an instructor to improve student's performance, helping students identify their strengths and weaknesses and focus on areas that need work. The goal of formative assessment and feedback is to provide frequent and on-going feedback to improve student's learning and performance. Because the emphasis is on improvement, formative assessments should not count for a significant portion of a student's grade and they do not appear on a student's Medical School Performance Evaluation (MSPE). Information generated from a formative assessment can be used when giving students formative feedback.

Summative Assessment: A formal assessment used to evaluate student's learning and performance at the end of a course, block, unit or clerkship by comparing it against a standard or benchmark.

POLICY

The Medical Education Program requires narrative assessment be provided by faculty whenever faculty-student interaction permits. This will include at minimum all interactions meeting the following criteria:

1. Formative and Summative Narrative Assessment will be provided to students:
 - a. All required Component I and II courses meeting all the following requirements:

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- i. Course is four or more weeks in length
 - ii. Course contains either longitudinal student group (8 students or fewer) or laboratory experiences
 - iii. Students have the same instructor/facilitator for at least four group sessions
 - b. All required M3 courses.
 - c. All Gold Track Student Interest Selective (SIS) courses*.
2. Summative narrative assessment will be provided to students:
 - a. All required horizontally-integrated disciplines meeting all the following requirements*:
 - i. Horizontally-integrated discipline contains either longitudinal student group (8 students or fewer) or laboratory experiences
 - ii. Students have the same instructor/facilitator for at least 4 group sessions

PROCEDURE

The course director (or their faculty designee) is responsible for:

1. determining if a course contains a type of teacher-student interaction that meets the criteria for narrative assessment
2. describing why a narrative assessment is not provided in a course that fits the above criterion and submitting this description to the Educational Program Committee to seek an exception to this policy
3. being available for students to solicit additional feedback regarding their performance

Compliance will be monitored by the Director of Program Assessment and noncompliance will be reported to the Educational Policy Committee.

The summative narrative assessment adhering to the word limit from the following areas will be included in the Medical Student Performance Evaluation (MSPE):

- Pre-clerkship gold track (50 words) *
- Pre-clerkship green track (50 words) *
- Required clerkships (200 words each)

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Students have 10 days from the release of the summative narrative comments to address any concerns with the Course Director, Clerkship Director, or Discipline Steward; after this period, no modifications will be made. Formative feedback will not be included in the MSPE.

SCOPE

All courses and all course directors within the medical education program.

*Policy and procedures applicable to students matriculating academic year 2019-20 and subsequent years.

ADMINISTRATION AND INTERPRETATION

The Educational Program Committee is responsible for the administration of this policy. Please forward questions to the Chair of the Educational Policy Committee.

AMENDMENT

This policy may be amended by majority vote of the School of Medicine Medical Education Program Educational Program Committee.