

Policy Name:	Narrative Assessment
Original Approval Date:	09-17-2021
Approving Officer/Committee:	Medical Curriculum Council
Revision Dates and Notes:	
Related LCME Element(s) (if any):	9.5

A. Policy

A written narrative description of a medical student’s performance, including his or her noncognitive achievement, will be included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.

B. Purpose

Narrative assessment is necessary for students to acquire a full understanding of their achievement of course and clerkship objectives, especially in non-cognitive areas (e.g., professionalism, communication skills, leadership, conscientiousness, critical thinking, time management, and interpersonal skills). Narrative comments are intended to provide students with additional information about their strengths and opportunities for improvement beyond numeric data. Narrative assessment can be formative and/or summative:

- Formative (“feedback”)—comments provided to students intended for formative purposes only and not included as a part of a graded assessment
- Summative (“assessment”)—comments that are part of a graded assessment

C. Scope

This policy applies to all required courses and clerkships where teacher-student interaction permits this form of assessment.

D. Procedure/Process

Written narrative feedback is required on all clerkship evaluation forms and is used as part of the formative midpoint assessment and as part of the final grade in all required clinical clerkships. The clerkship evaluations offer faculty the opportunity to provide narrative comments to the student, give specific directions for improvement, or encouragement to continue excellent behavior. In addition, faculty provide a more global written narrative evaluation of the student’s performance for inclusion in the student’s MSPE.

In the pre-clerkship curriculum, written narrative feedback is provided in a course where teacher-student interaction permits it to occur. Narrative feedback can include comments regarding students’ performance on history taking skills, counseling skills, physical exam skills, and on other presentations or small group interactions.

Written narrative feedback is not required in laboratory sessions. Faculty provide verbal feedback to students as often as possible in the lab.

All courses have objectives related to medical professionalism, and written feedback is provided to students exhibiting behavior that is unprofessional and in need of improvement.