

Policy Name: 9.05.1 Narrative Assessment Policy**Scope**

The University of Texas at Tyler School of Medicine (SOM) bases the narrative assessment policy on LCME Standard 9.5, which states the following:

A medical school ensures that a narrative description of a medical student's performance, including non-cognitive achievement, is 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.

To provide a summary of medical students' strengths and opportunities for improvement, module/course/clerkship/elective directors will provide a narrative assessment of medical student performance during educational sessions.

Policy

- A. A written narrative description of a medical student's performance is required, including non-cognitive achievement (e.g., teamwork, communication skills) where appropriate, to 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." (LCME Element 9.5)
- B. Narrative assessment can be formative or summative.
- C. In the pre-clerkship phase, case-based learning faculty or facilitators must provide students with narrative assessment on their performance any time a session with 12 or fewer students meets, at least, weekly with the same faculty facilitator.
- D. In the clerkship and post-clerkship phases, faculty or preceptors must provide students with narrative feedback on all summative clinical evaluations.

Process**Pre-Clerkship Phase**

- A. Case-based learning (CBL): Formative narrative assessment will be provided by the CBL facilitators at the mid-point of each Scientific Foundations course and summative narrative assessment will be provided by the CBL facilitators for a minimum of two (2).
 - i. Formative verbal evaluation (from self, peers, and/or facilitator) occurs weekly but does not constitute narrative assessment.
- B. Clinical skills: Summative narrative assessment at the end of each Scientific Foundation course.
- C. Longitudinal clinical experience: Students receive formative narrative assessment during each longitudinal clinical experience at the end of Phase 1 and summative narrative assessment at the completion of Phase 2.
- D. Facilitators must complete the feedback within 1 week of receiving the evaluation notice.
- E. Any late evaluations will be reported to the course director/instructor of record (IOR).

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Clerkship Phase

- A. All students in required clerkships will include a narrative summary in addition to a final grade as part of their overall performance assessment.
- B. All summative clinical evaluations will include a section for narrative comments.
- C. All direct observations of clinical skills will include narrative comments, which will be summarized in the final narrative feedback.
- D. Narrative feedback will be submitted in a timely manner such that students' final grades may be certified no later than four (4) weeks after the completion of a clerkship.
- E. Any late grades will be reported to the clerkship director and department chair.

Post-Clerkship Phase

- A. All students in clinical electives will include a narrative component in addition to a final grade as part of their overall performance assessment.
- B. All summative clinical evaluations will include a section for narrative comments.
- C. Narrative feedback will be submitted in a timely manner such that the students' final grades may be certified no later than six weeks after the completion of an elective.
- D. Any late grades will be reported to the clerkship director and department chair.

DEFINITIONS

- **Narrative Assessment:** Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism [and] clinical reasoning. (LCME Element 9.5)
- **Formative Assessment** [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. (LCME Element 9.7)
- **Summative Assessment:** evaluation of student learning at the end of an instructional unit.
- **Self-Directed Learning:** Includes all of the following components as a single unified sequence that occurs over a relatively short time: 1) the medical student's self-assessment of learning needs; 2) the medical student's independent identification, analysis, and synthesis of relevant information; and 3) the medical student's appraisal of the credibility of information sources; and 4) the facilitator's assessment of and feedback to the student on information seeking skills. (LCME Element 6.3)

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