



NEW YORK MEDICAL COLLEGE
School of Medicine

TITLE: Student Assessment Policy for Medical Students in Required Courses and Clerkships: Narrative Assessment		
EFFECTIVE: July, 2015	REVIEWED:	REVISED DATE:

I. POLICY:

It is the policy of the NYMC School of Medicine that beginning in the 2015-2016 academic year all course and clerkship directors must comply with the following:

Courses or clerkships that contain longitudinal student groups and/or laboratory experiences where student groups have the same facilitator for *at least* four sessions should, whenever teacher-student interaction permits, provide all students with a narrative assessment of his/ her performance. The narrative assessment should:

- include feedback and observations related to one or more of the following: behavior, attitudes, interpersonal skills, interactions with peers and faculty, and/or professionalism as these are all areas that are competency domains required for NYMC students.
- address both the student's strengths and specific areas for improvement; for the latter please include a concrete example.
- be provided as formative feedback during the middle of a longitudinal course. These comments are for the purposes of improving student performance and will not be shared with the registrar.
- if summative, be provided to the student and submitted to the Registrar with a student's final grade at the end of the course or clerkship.

The Office of Medical Education is responsible for ensuring that faculty development is provided for course/ clerkship directors to ensure compliance with this policy.

II. PURPOSE: The LCME requires that all students receive narrative feedback on his/ her performance during any course/ clerkship that is 4 weeks in duration, or longer, whenever teacher-student interaction permits this form of assessment.



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III. SCOPE

- Course and Clerkship Directors
- Teaching faculty, including graduate students, residents who participate in the teaching and evaluation of medical students
- Medical Students

IV. DEFINITIONS:

Assessment method vs. Assessment/Feedback:

The **assessment method** is the tool used to generate the feedback. The results or product of utilizing one of these tools is the **feedback**. In this context, the format of the feedback determines the type of assessment. The method of assessment does not strictly dictate the type of assessment a student will receive.

Examples of assessment methods: quiz, NBME examination, laboratory, small group session, direct observation, written reflections and assignments, oral presentations, observed structured clinical examination (OSCE), etc.

Formative vs. Summative Assessment:

The goal of **formative assessment** is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

The goal of **summative assessment** is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.



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Narrative vs. Numerical/Statistical Feedback:

Narrative feedback is a written description of an individual student's performance organized in logical order, to illustrate the "story" or account of a student's progress and/or performance, including strengths and areas for improvement.

Numerical or Statistical feedback is a score or statistical representation of a student's progress or performance.

Of note, feedback given to a group of students may be in a written format, but does not qualify as "narrative feedback" for the purposes of this policy unless individualized to a single student.

V. POLICY AUTHOR(S)

- Office of Medical Education

VI. RELATED POLICIES:

- Formative and Summative Feedback Policy

VII. PROCEDURE(S):

- As described in the policy

VIII. REFERENCES:

LCME Standard 9: Teaching, Assessment, and Student and Patient Safety: A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.



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LCME Element 9.5: Narrative Assessment: A medical school ensures that a narrative description of a medical student's performance, including his or her 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.

IX. TYPE OF POLICY:

- Education and Curriculum

X. APPROVALS

- Education and Curriculum Committee

XI. POLICY MANAGEMENT

Responsible Executive: Dean of the School of Medicine

Responsible Officer: Senior Associate Dean for Medical Education

Responsible Office: Office of Undergraduate Medical Education

ACCEPTED AND AGREED TO:



June 9, 2015

D. Douglas Miller, M.D., C.M., M.B.A.

Date