



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™

School of Medicine

Operating Policy and Procedure

**SOM OP:** 30.06, **Formative Feedback**

**PURPOSE:** The purpose of this School of Medicine (SOM) policy and procedure is to describe expectations for the provision of formative feedback to learners in courses and clerkships longer than four weeks in length. Adherence to the provisions of this policy will ensure that the school conforms to expectations of the Liaison Committee on Medical Education, specifically Element 9.7: Formative Assessment and Feedback.

**REVIEW:** This SOM Policy and Procedure will be reviewed on within each even-numbered fiscal year by the Curriculum and Educational Policy Committee. Revisions will be forwarded to the Office of the Dean for approval and publication.

**POLICY/PROCEDURE:**

- 1. General.** This policy is intended to provide guidance for course and clerkship directors about expectations for the provision of formative feedback in required courses of four weeks length or longer. Formative feedback should provide the learner with information that permits improvement in knowledge, skills, attitudes or behavior, where appropriate. In general, formative feedback should not contribute to final grades in courses and clerkships.
- 2. Scope.** Formative feedback should be provided in any course of four weeks length or longer in any year of the curriculum. This includes all courses in the pre-clinical curriculum (Phase 1), all six core clerkships in the Phase 2 curriculum and required rotations in the Phase 3 curriculum.

**Format(s) for Formative Feedback.** Formative feedback in the pre-clinical curriculum may consist of quizzes, practice exams, written assessment of behavior and attitudes or observation of clinical skills. Formative feedback in clerkships includes quizzes, verbal feedback on clinical performance and written feedback provided on clinical evaluation forms. Most importantly, each student within a clerkship must receive feedback from the clerkship director or her/his designee at the mid-point of the clerkship. The Mid-Rotation Formative Assessment (MRFA) form should be used for this purpose and assessments by faculty or residents, if available. Formative feedback in Phase 3 is provided in courses and clerkships four weeks or longer, including SubInternship and Transition to Residency, Individualized, Asynchronous Learning (TRIAL) rotations using the Phase 3 Mid-Point Feedback form.

**Monitoring of Completion of Required Formative Feedback.** The Education Operations Committee will review scheduled formative feedback in each course in the Phase 1 curriculum and will ensure that it complies with the general expectations of this policy. The Office of Academic Affairs will monitor online completion of MRFA in all clerkships and Year 4 Mid-Point Feedback Form for each clerkship period and will present summary data on completion rates to the Curriculum and Educational Policy Committee

after the completion of each academic year.

### **3. Responsibilities.**

- a. Office of Academic Affairs and Office of Faculty Affairs and Development: Provide development training for course and clerkship directors to ensure that all educators can conform to the requirements of this policy.
- b. Course/clerkship directors: Ensure all educators with direct interactions with students are aware of this policy and have sufficient training to provide formative feedback.
- c. Educators: Participate in development activities as directed by course/clerkship directors and provide accurate and timely formative feedback as required. Educators covered by this policy include faculty, residents and teaching assistants.
- d. Medical Students: Will be aware of the requirements of the policy and will respond appropriately to feedback provided.

### **4. Related Documentation.**

LCME Standard 9 establishes expectations related to: TEACHING, SUPERVISION, ASSESSMENT, AND STUDENT AND PATIENT SAFETY. Element 9.7, Formative Feedback and Assessment, requires that: “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 medical students can measure their progress in learning.”

### **5. Definitions.**

- a. Formative Assessment: Feedback that is provided to a learner at an intermediate point of a course or clerkship that highlights strengths and areas in need of improvement. Formative feedback should permit specific examples of behaviors and methods for addressing areas in need of improvement. Course or clerkship directors should use formative feedback to provide directed assistance to learners to improve areas of concern. Formative feedback should be used by learners to identify their own areas of strength and weakness and to develop plans for improvement.
- b. Summative Assessment: Summative assessments are used to generate final grades for learners in a course or clerkship.