



Charles R. Drew University of Medicine and Science
"A Private University with a Public Mission"
College of Medicine – MD Program

MID-COURSE AND MID-CLERKSHIP FEEDBACK POLICY
CDU Policy 319.7
Issuing Officer: Dean of College of Medicine
Responsible Office: College of Medicine
Date Reviewed by the Pre-clerkship Phase Subcommittee: 8/16/2022
Date Reviewed by the Clerkship Phase Subcommittee: 12/7/2022
Date Approved by the Education Policy and Curriculum Committee: 6/22/21
Revised Date/Review Date (at least 3 years from Effective Date): To be reviewed 6/22/23
Supersedes (if necessary): N/A

POLICY STATEMENT

The Medical Education Office ensures that each medical student will be assessed and provided with formal feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at a minimum at the midpoint of the course or clerkship. If a course or clerkship is short in duration (e.g., less than four weeks) and may not have sufficient time to provide a structured formative assessment, it should provide alternate means (e.g., self-testing, teacher consultation) that will allow medical students to measure their progress in learning.

PROCEDURES

Faculty with responsibility for teaching, supervising, and/or assessing medical students in the pre-clerkship and clerkship phases will receive written copies of the medical education program objectives in addition to frequent faculty updates that review the expectations for timely student feedback.

Courses

Students will be required to have weekly quizzes and/or self-assess at mid-point during the pre-clerkship phase courses to ensure that students receive formal formative feedback on their performance. In addition, quizzes, study questions, and individual meetings with course directors will occur throughout the course to provide ongoing feedback on student performance. By the midpoint of the course, students will be aware of their performance and be able to determine if they need tutoring resources or remediation to ensure competency.

Clerkships

Study questions, quizzes, miniCex evaluations of faculty-observed student performance of procedures/skills, and observed history and physical examinations on clerkship rotations will ensure that students receive formal formative feedback on their performance in the clerkship phase of the curriculum. In addition, site directors/clerkship directors will meet with students at the mid-point of all clerkships to provide formal feedback so that students know what areas they need to improve on to enhance their performance on clerkship rotations.

Monitoring of Feedback

Course/Clerkship directors will be responsible for ensuring the student feedback documentation form is completed electronically and attested to by the students and will be part of their job description/evaluation to continue being a course director. Completion of mid-term feedback will be

centrally monitored by the appropriate phase subcommittee of the Educational Policy and Curriculum Committee (EPCC) and by the EPCC as a whole via semi-annual accreditation reports.

Course directors, clerkship directors, or faculty who fail to comply with providing mid-course/mid-clerkship feedback will receive letters of warning from the appropriate EPCC subcommittee, with copies to their department chair, and faculty promotion committee. Those with repeated failure to provide timely mid-course/mid-clerkship medical student feedback will be removed from teaching medical students in the MD Program.

DEFINITIONS

Formative 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.

RELATED INFORMATION

LCME Standards, Publications, & Notification [Forms](#)

Review History:	Change Description:
5/3/2023	Updated with new university policy number and upcoming review date which is two years from approved date