UNIVERSITY OF
South Carolina
School of Medicine Greenville

Policy Title
Clerkship and Post Clerkship Phase Formative Feedback

Identifier
USCSOMG – UME– 3.03

Prepared by: Assistant Dean for Clerkship and Post Clerkship Education	
Reviewed by: Clerkship and Post-Clerkship Subcommittee	Reviewed Date:
Approved by: Curriculum Committee	Approved Date:
	Effective Date: 03/01/2027

LCME Standards
9.5 – Formative Assessment and Feedback
11.1 – Academic Advising and Academic Support

Scope
University of South Carolina (USC) School of Medicine Greenville faculty, staff and students.

Policy Statement
Clerkship and Post Clerkship Phase (M3 and M4):
All clerkships and acting internships of four (4) weeks duration or longer will provide formal mid-clerkship feedback.

The Integrated Practice of Medicine (IPM) modules in the clerkship and postclerkship phases provide formative feedback to students through procedure workshops and simulated case scenarios from faculty.

Additionally, students are provided with oral formative feedback from the physicians they are working with through the process of caring for patients.

Reason for Policy
The LCME The medical school has a policy or formal guidelines requiring that each medical student is assessed and provided with formal formative feedback at the midpoint of or early enough during each required course or clerkship to allow sufficient time for remediation.

A medical school has a system of academic advising in place for all medical students that integrates the efforts of faculty members, course and clerkship directors, and student affairs staff. A medical school also provides academic support and tutorial services as needed. Academic support services for students in academic difficulty are provided by individuals who have no role in making assessment or promotion decisions about them.

Definitions
Formative feedback: Information on a student's performance that is communicated to a medical student in a

timely manner to improve subsequent learning and performance in the medical curriculum.

Procedures

Integrated Practice of Medicine (IPM III and IV):
IPM III and IV: Course faculty provide formative feedback through a verbal debrief after case scenarios are complete.

Clerkship and Post-Clerkship Phase:
In addition to the in the moment formative feedback that students receive through their work in the clinical learning environment, each required clerkship and Acting Internship includes a formal mid-course formative feedback session regarding clinical performance and progress achieving course requirements including:

- o Assessment of student performance
- o Confirmation of adherence to duty hours policy
- o Review of patient encounter log
- o Review of other course requirements (online cases, checklist items, etc.)

After reviewing the information, the course director electronically confirms the student's mid-clerkship feedback session in the online OASIS system.

Monitoring

Completion of Formative Feedback is monitored by the Office for Medical Education using the checklist in OASIS.

Sanctions

Failure to provide mid-clerkship feedback is referred to the Clerkship/Post-Clerkship sub-committee, Curriculum Committee, and the Associate Dean for Undergraduate Medical Education for review, and recommendations for improvement.

Contacts

Curriculum Committee
Office for Medical Education

Related Information

USC School of Medicine Greenville Student Handbook

History

Date of Change	Change
March 2027	Split policy into Clerkship and Post Clerkship Phase. Updated identifier
April 2025	Added how anatomy lab provides formative feedback. No substantial changes in Clerkship Phase
July 2024	Updated closing day of formative quiz for pre-clerkship phase.
November 2020	Added language to reflect formative feedback given in IPM III and added communication to Success Coaches.
July 2019	Clarified frequency of formative feedback in M1 and M2, added additional language for IPM and EMT. Clarified sanctions. Editorial changes made due to branding updates and titles
Dec 2018	Policy formalized into standardized template, LCME CQI