Policy Title
Narrative Assessment

Identifier
UofSCSOMG – ACAF – 2.01

| Prepared by: PEAS | Review Date: 10/10/2019 |
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| Approved by: UofSCSOMG Policy Committee | Effective Date: 11/04/2019 |

LCME Standards
9.5– Narrative Assessment

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

Policy Statement
In all modules/clerkships where teacher-learner interaction provides such opportunities, narrative assessment will be provided to students. Narrative assessment can be formative or summative.

IPM Modules in the preclinical years have Small Group Faculty Leaders (2 faculty members per student group of 7-9 students) dedicated to the same small group will provide individual narrative assessments to students on their performance.

In all clerkships, narrative assessment is provided as part of the mid-clerkship feedback. In addition, narrative assessment is a required portion of the summative assessment for the clerkship. Summative narrative assessments will be submitted to the Office for Academic Affairs for inclusion in the Medical Student Performance Evaluation (MSPE).

Reason for Policy
LCME expects that 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.

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, clinical reasoning. (Element 9.5)

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 his or her subsequent learning and performance in the medical curriculum. (Element 9.7)

**Procedures**

In IPM 1 and 2, students receive formative narrative assessments in IPM skills sessions in a timely manner.

In IPM 1 and 2, summative narrative assessment is provided on the OSCE, small group faculty evaluations, and student reflections papers.

In clerkships, all faculty submit narrative descriptions of student performance in Oasis. Clerkship Directors provide narrative assessments during the mid-clerkship feedback session and summative narrative assessments at the end of the clerkship.

Completion of narrative assessment is monitored in IPM by the Director of IPM and in Clerkships by the Associate Dean for Curriculum.

**Sanctions**

Additional faculty development on providing narrative assessment as needed

**Additional Contacts**

Director of Assessment
Director of IPM
IPM Small Group Faculty
Associate Dean for Curriculum

**Related Information**

UofSCSOMG – ACAF – 2.00 Grading System
UofSCSOMG – ACAF – 2.04 Formative Feedback

**History**

<table>
<thead>
<tr>
<th>Date of Change</th>
<th>Change</th>
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<tbody>
<tr>
<td>November 2019</td>
<td>Policy created as part of LCME CQI process</td>
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