



Policy Title
Formative Feedback

Identifier
USCSOMG – ACAF – 2.04

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| Prepared by: Office for Academic Affairs | |
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LCME Standards

9.7 – Formative Assessment and Feedback

11.1 – Academic Advising

Scope

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

Policy Statement

Pre-clerkship Phase:

All biomedical science modules in the pre-clerkship phase, excluding laboratory courses, provide formative feedback to students through feedback reports upon completion of formative exams.

Anatomy lab uses weekly boot camps to provide formative feedback.

EMT uses field assessments as formative feedback.

The Integrated Practice of Medicine (IPM) modules in the M1 and M2 years provide formative feedback to students through weekly case resolution small group sessions and weekly skills sessions with IPM faculty and during regularly scheduled feedback sessions 4-5 times/year.

Clerkship and Post Clerkship Phase (M3 and M4):

All clerkships of four (4) weeks duration or longer will provide formal mid-clerkship feedback.

The Integrated Practice of Medicine (IPM) modules in the M3 and M4 years provide formative feedback to students through procedure workshops and simulated case scenarios from faculty.

Additional forms of formative feedback are strongly encouraged and shall be reviewed for approval by the Program Evaluation and Assessment Subcommittee, with recommendations to the Curriculum Committee.

Reason for Policy

The LCME expects that the medical school's curricular governance committee ensures that each medical student is 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 a medical student can measure his or her progress in learning.

A medical school has an effective system of academic advising in place for medical students that integrates the efforts of faculty members, course and clerkship directors, and student affairs staff with its counseling and tutorial services.

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

Procedures

Pre-clerkship Phase (M1 and M2):

Under the oversight of Module Directors, designated Biomedical Sciences Coordinators provide students access to formative exams beginning Fridays at noon, and they will remain open until Wednesdays at 8:00am on non-summative exam and non-holiday weeks. On summative exam weeks, formative exams close at 8:00am on ASK day to provide students feedback earlier. Feedback reports from ExamSoft are available within 2 business days of the formative exam schedule end time. Success coaches and academic support also have access to score reports from assessment staff.

1. Formative exam feedback reports include:
 - a. Category Performance
 - i. Objectives (Module level and Longitudinal)
 - ii. Organ Systems
 - iii. Primary Disciplines
 - b. Number of Questions per Category
 - c. Student Score (percentage)
 - d. Student Points
 - e. Class Average Score
 - f. Questions and Corresponding Answer Choices
 - g. Faculty Rationale
 - h. Student's Name and Answers
 - i. Exam Statistics

Module Directors receive student scores on the formative exams and a list of students that did not complete the exam. Coordinators, on behalf of the Module Director, send the following feedback message via email to students that did not take the weekly formative exam and copy to success coaches and academic support.

“Formative exams are designed to provide guidance in your learning of the required content within this module. You did not take the formative exam for the content provided last week. We are not able to evaluate your preparedness for the material covered on the formative exam or provide improvement strategies if you are struggling. Remember to contact your success coach or module director for guidance moving forward.”

Integrated Practice of Medicine (IPM I-IV):

IPM I and II: The cases and skills small group faculty provide formative feedback (verbal for cases and verbal and written for skills) on a weekly basis based on the session expectations and during regularly scheduled feedback sessions 4-5 times/year.

IPM III and IV: Course faculty provide formative feedback through a verbal debrief after case scenarios are complete.

Clerkship and Post-Clerkship Phase:

The Clerkship Director completes the evaluation which will include a compilation of multiple faculty/resident/preceptor evaluations of the student's performance in the school's core competencies. Each clerkship or core rotation offer purposeful opportunities for formative feedback regarding clinical performance and achievement of requirements at the mid-point of the rotation including:

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

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

Monitoring

For the Pre-clerkship Phase, student completion of the Formative Feedback will be monitored by the Office for Medical Education. Formative exam dates are included in the syllabi and approved by the Pre-clerkship Subcommittee and the Curriculum Committee.

For the Clerkship and Post-Clerkship Phase, completion of Formative Feedback will be monitored by the Office for Medical Education using the checklist in OASIS.

Sanctions

Failure to provide formative feedback in the Pre-clerkship Phase is reported to the Pre-clerkship sub-committee and Curriculum Committee for review, monitoring and potential recommendations for change.

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

Contacts

Curriculum Committee
Office for Medical Education

Related Information

USC School of Medicine Greenville Student Handbook
ExamSoft Assessment Software

History

| Date of Change | Change |
|----------------|--|
| 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 |

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| | updates and titles |
| Dec 2018 | Policy formalized into standardized template, LCME CQI |