



**Policy Title**  
Formative Feedback

**Identifier**  
UofSCSOMG – ACAF – 2.04

<b>Prepared by:</b> PEAS	
<b>Reviewed by:</b> Curriculum Committee	<b>Review Date:</b> 11/12/2020
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**LCME Standards**

9.7 – Formative Assessment and Feedback  
11.1 – Academic Advising

**Scope**

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

**Policy Statement**

**Preclinical phase of program (M1 and M2):**

All biomedical science modules in the M1 and M2 years provide formative feedback to students through feedback reports upon completion of weekly formative exams, excluding summative exam weeks.

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.

**Clinical phase of program (M3 and M4):**

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

The Integrated Practice of Medicine (IPM) module in the M3 and M4 years provides 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**

### **Preclinical phase of program (M1 and M2):**

Under the oversight of Module Directors, designated Biomedical Sciences M1 or M2 Coordinators will provide students feedback reports from ExamSoft within 3 business days of formative exam schedule end time (M1 – 8am Mondays; M2 – 8am Tuesday). Success coaches also have access to score reports from ExamSoft.

1. Formative 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
  
2. The following options should be enabled in ExamSoft for formative feedback reports:
  - a. Category Performance
    - i. Objectives (Module level and Longitudinal)
    - ii. Organ Systems
    - iii. Primary Disciplines
  - b. Number of Questions per Category
  - c. Display Score (percentage)
  - d. Display Points
  - e. Average Score
  - f. Question Text
  - g. Answer Choice Text
  - h. Answer Key
  - i. Rationale
  - j. Exam Taker Name
  - k. Exam Taker Answers
  - l. Statistics

Module Directors will receive student scores on the formative exams and a list of students that did not complete

the exam. Module Directors will send the following feedback message via email to students that did not take the weekly formative exam and copy to success coaches.

“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 1, 2, 3 and 4):**

IPM 1 and 2: The cases and skills small group faculty will provide 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 3 and 4: Course faculty will provide formative feedback through a verbal debrief after case scenarios are complete.

**Clinical phase of program (M3 and M4):**

The Clerkship Director will complete 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 will 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, H&Ps, etc.)

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

**Sanctions**

For M1/M2, completion of the Formative Feedback will be monitored by the Module Directors. Failure to provide formative feedback will be reported to the M1/M2 sub-committee and Curriculum Committee for review, monitoring and potential recommendations for change.

For M3/M4, completion of Formative Feedback will be monitored by the Office for Academic Affairs. Failure to provide mid-clerkship feedback will be referred to the M3/M4 sub-committee and Curriculum Committee and the Associate Dean for Curriculum for review, monitoring and potential recommendations for change.

**Contacts**

Curriculum Committee  
Office for Academic Affairs

**Related Information**

UofSC School of Medicine Greenville Student Handbook  
ExamSoft Assessment Software

**History**

Date of Change	Change
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November 2020	Added language to reflect formative feedback given in IPM 3 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