

Policy on Formative and Mid-Clerkship Feedback

(Approved by the Curriculum Steering Committee, Curriculum Renewal Committee, Clerkship Directors Committee, and by the Dean in 2016)

Formative feedback provides students with the opportunity to gauge their cognitive or non-cognitive performance in a course or clerkship before the final assessment or evaluation. This allows students the opportunity for self-assessment and improvement. LSUHSC School of Medicine in New Orleans provides formative feedback to students in all courses that are required and graded.

In the pre-clerkship curriculum, this typically consists of exam question reviews (e.g. clicker review sessions), or practice quizzes. Quizzes that count very little toward the final grade may be considered formative in nature. The provision of appropriate formative feedback to students in each course is discussed by the Curriculum Renewal Committee during its annual review of course hours and objectives.

Required core clerkships that are longer than 3 weeks in duration provide students with mid-clerkship feedback. This generally consists of a scheduled meeting with clerkship directors or other designated supervisor in order to discuss the student's performance and to provide guidance for improvement. Students who are not meeting expectations are referred to the clerkship director for additional guidance. Clerkships monitor whether this is done, and report the percentage of students who receive mid-clerkship feedback to the Curriculum Steering committee on an annual basis.