

Policy on Narrative Feedback

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

Written narrative feedback provides students with the opportunity to reflect on their non-cognitive attributes and skills. This contributes to their growth and improvement as professionals. LSUHSC School of Medicine in New Orleans provides meaningful narrative feedback to students wherever possible.

Written narrative feedback is required on all clerkship evaluation forms. Some narrative comments are meant only for the student, in order to provide specific directions for improvement or encouragement to continue excellent work and behavior. As specified on the clerkship evaluation forms, faculty are required to provide one more global written narrative evaluation of the student's performance for inclusion in the student's MSPE.

In the pre-clerkship curriculum, students receive written narrative feedback from faculty in the small group CSI 100 and 200 curricula. This includes comments regarding their performance on history taking skills, counseling skills, and on other presentations to the group. It also includes a global evaluation of their professional attributes based on their contribution to group discussions and learning over the year.

Written narrative feedback is not required in laboratory sessions. Faculty provide verbal feedback to students as often as possible in the lab. All courses have objectives related to medical professionalism, and written feedback is provided to students exhibiting behavior that is unprofessional and in need of improvement. This is done using the Physicianship Enhancement Form (PEF). The PEF is also used to provide commendation for exceptional professionalism in this setting.