Policy

Policy Title: Formative Feedback – Years 1 and 2
Accountable Dean or Director: Senior Associate Dean for Curricular Affairs
Reviewed By: Course Director Subcommittee, Curriculum and Policy Subcommittee
Approved By: Executive Oversight Committee
Effective Dates: AY 2022/23

RELEVANT LCME STANDARDS:
9.7 Formative Assessment and Feedback

PURPOSE AND SCOPE:
ISMMS ensures that each medical student is provided with formative feedback. Formative feedback is 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. It also provides a medical student with an opportunity to self-assess their own performance. It should also be provided early enough during each required Year 1 and Year 2 course to allow sufficient time for remediation.

POLICY:

Students will receive formative feedback by at least the mid-point of each required Year 1 and Year 2 course. This applies to all courses that are two weeks or more. Course Directors determine the timing, frequency and methods of formative feedback. Methods of formative feedback include, but are not limited to quizzes, exams, OSCEs, skills practice, individual assignments, group activities, and in-person feedback discussions.

- All online quizzes and exams must provide feedback on correct and incorrect answer options.
- Students must have access to course directors (or their faculty designees) throughout the course to solicit additional feedback regarding their performance.
- Year 1 and 2 courses with small group preceptor continuity must provide students with formative feedback on small group participation.
- Formative feedback in the Art and Science of Medicine (ASM) Years 1 and 2, includes, but is not limited to, written or verbal feedback relating to observation of history taking and physical examination skills, communication/interpersonal skills, clinical reasoning skills and written and oral patient presentation skills.
ASM small group preceptors must provide ongoing written and verbal formative feedback of students’ written and oral patient presentation skills, in person or remotely. The timing, frequency and method of formative feedback will be clearly defined in the course information sheet within the BlackBoard learning management system (LMS).

**PROCEDURE:**

- The policy is presented to students during fall and spring orientations and to faculty during onboarding and in their course preparation meetings with the Office of Curriculum Support.
- Formative feedback from quizzes and exams in Year 1 and 2 courses of at least 2 weeks in length:
  - All quizzes are uploaded to the Blackboard LMS with explanations of the correct and incorrect responses. This information is released to the student upon completion of the quiz. The management of this process is the responsibility of the Office of Curriculum Support.
  - All exams are loaded into the Blackboard LMS with explanations of the correct and incorrect responses. This information is released to the student for 1 week after the exam window has closed. The management system is the responsibility of the Office of Curriculum Support.
- Formative feedback from ASM:
  - During both Year 1 and Year 2 of the ASM course at the midpoint and again at the end of year, small group preceptors must complete the Milestones Based Feedback tool to evaluate students on history taking and physical examination skills, communication/interpersonal skills, clinical reasoning skills and written and oral patient presentation skills.
  - Students also complete the Milestones Based Feedback tool as a self-evaluation. Small group preceptors and students meet individually to discuss at which milestone the student is at for each category and discuss how to move to the next milestone.
  - Students can access feedback from their ASM preceptor through One45.