



Charles R. Drew University of Medicine and Science

"A Private University with a Public Mission"

MID-COURSE AND MID-CLERKSHIP FEEDBACK POLICY

POLICY: # 319.7

Supersedes: 319.7 version 6/22/21

Issuing Officer: Dean, College of Medicine

Responsible Office: Office of Medical Education

Effective Date: 9/24/24

Next Review Date: 9/24/27

I. PURPOSE:

The Liaison Committee on Medical Education (LCME) has established standards regarding the requirement that medical school's curricular governance committee ensures that each medical student is assessed and 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 medical students can measure their progress in learning. (LCME Element 9.7)

II. POLICY STATEMENT:

Charles R. Drew University of Medicine and Science (CDU) College of Medicine (COM) MD Program's Medical Education Office ensures that each medical student will be assessed and provided with formal feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at a minimum at the midpoint of the course or clerkship. If a course or clerkship is short in duration (e.g., less than four weeks) and may not have sufficient time to provide a structured formative assessment, it should provide alternate means (e.g., self-testing, teacher consultation) that will allow medical students to measure their progress in learning.

III. POLICY:

Faculty with responsibility for teaching, supervising, and/or assessing medical students in the pre-clerkship and clerkship phases will receive written copies of the medical education program objectives in addition to frequent faculty updates that review the expectations for timely student feedback.

Courses

Students will be required to have weekly quizzes and/or self-assess at mid-point during the pre-clerkship phase courses to ensure that students receive formal formative feedback on their performance. In addition, quizzes, study questions, and individual meetings with course directors will occur throughout the course to provide ongoing feedback on student performance. By the midpoint of the course, students will be aware of their performance and be able to determine if they need tutoring resources or remediation to ensure competency.

Clerkships

Study questions, quizzes, miniCex evaluations of faculty-observed student performance of procedures/skills and observed history and physical examinations on clerkship rotations will ensure that students receive formal formative feedback on their performance in the clerkship phase of the curriculum. In addition, site directors/clerkship directors will meet with students at the mid-point of all clerkships to provide formal feedback so that students know what areas they need to improve on to enhance their performance on clerkship rotations.

Monitoring of Feedback

Course/Clerkship directors will be responsible for ensuring the student feedback documentation form is completed electronically and attested to by the students and will be part of their job description/evaluation to continue being a course director. Completion of mid-term feedback will be centrally monitored by the appropriate phase subcommittee of the Educational Policy and Curriculum Committee (EPCC) and by the EPCC as a whole via semi-annual accreditation reports.

Course directors, clerkship directors, or faculty who fail to comply with providing mid-course/mid-clerkship feedback will receive letters of warning from the appropriate EPCC subcommittee, with copies to their department chair, and faculty promotion committee. Those with repeated failure to provide timely mid-course/mid-clerkship medical student feedback will be removed from teaching medical students in the MD Program.

IV. APPLICABILITY:

The faculty, students, and staff of the CDU COM are responsible for knowing this policy and its procedures.

V. 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 subsequent learning and performance in the medical curriculum.
- Educational Policy and Curriculum Committee (EPCC) is the committee charged to represent the faculty to oversee the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

VI. RELATED POLICIES:

No related policies

VII. RELATED LINKS:

- LCME Standards, Publications, & Notification [Forms](#)

VIII. POLICY HISTORY:

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| Review Dates: | Change Description: |
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| 6/22/21 | New Policy approved by the EPCC on 6/22/21. Reviewed by the Pre-Clerkship Phase Subcommittee (8/16/22) and Clerkship Phase Subcommittee (12/7/22). |
| 9/24/24 | Reviewed by the Pre-Clerkship Phase Subcommittee (9/23/24) and Clerkship Phase Subcommittee (8/26/24). Policy reapproved by the EPCC on 9/24/24. |
| 10/3/24 | Policy reviewed by CDU Policy Committee – no conflict with university policies. |