Title/Subject: Interim Evaluation Policy

Applies to: ☒ faculty ☒ students ☐ staff ☐ Other - Click or tap here to enter text.

☒ Policy ☐ System ☐ Process/Procedure ☐ Guideline/Standard ☐ Position Description

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- **Introduction**

  - **Historical/Contextual Overview:** In order to provide feedback in a timely manner, students are assessed via interim evaluations on each clerkship.

  - **Reason for the Policy/Process:** The 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 a medical student can measure his or her progress in learning (LCME Standard 9.7 – Formative Assessment and Feedback). Students are assessed near the midpoint of all clerkships (example Week 3 of a 6 week clerkship, etc). These formal evaluations allow students to receive timely feedback regarding their performance on the clerkship. This allows ample time for students to adjust their overall performance as needed prior to the end of the clerkship.

  - **Scope:** This policy applies to students on all clerkships.

- **Policy/Process Statement:** The interim evaluation form must include the following elements, but may have some differences based on clerkship clerkship.
  - Interim Evaluations forms must include:
- Student self-assessment
- Patient encounter & procedure log assessment
- Plan for remediating any deficiencies
- Signature by both the student and director

- **Procedure**

Students must complete a self-assessment prior to the formal evaluation with the designated faculty member or clerkship director. Students are asked to complete a self-evaluation of his/her strengths, weaknesses and learning needs on all the clerkships as part of their interim evaluation. The self-evaluations are reviewed by the clerkship director or faculty designee, and the student is given feedback.

Authority: Curriculum Committee
Policy/Process POC: *Academic Affairs*
Effective Date: last update September 2018
Last Review: 9.8.21
Review/Revision Schedule: Every 2 years
Indexed as: Feedback, Assessment, Clerkship

At a minimum, students are provided with formal in-person feedback on: their self-assessment, any deficiencies noted in the patient experience log on One45, and whether the prescribed educational experiences have been completed. A plan for remedying patient experience deficiencies will be designed utilizing simulation experiences, clinic experiences, and/or electronic cases.

- **Compliance:** Interim Evaluation Forms will be reviewed annually by the Curriculum Committee and related subcommittees to ensure compliance and that students are provided with sufficient feedback on their performance.
- **Resources and Tools:**

  o Definitions: Rolfe and McPherson define formative assessment as that which is "…intended primarily to foster learning and to help students develop under conditions that are non-judgmental and nonthreatening…" Formative feedback is defined by Shute (2) as "…information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning."
  Rolfe I, McPherson J. Formative assessment: how am I doing? The Lancet 345: 837-839, 1995
  Shute VJ. Focus on Formative Feedback. Review of Educational Research 78: 153–189, 2008

  o Related Policies, Processes, and Guidelines: LCME Standard 9.7 – Formative Assessment and Feedback

- **Revision History:** *(Include date of origination in the chart below. Do not delete any revision history. Previous versions of the policy/process should be saved in COM Policies and Procedures Team Drive in Google)*

Date of Change	Approval Committee	Implementing Office	Summary of Changes	Document Location
Sept 2018	Curriculum Committee	Office of Academic Affairs	Policy Creation	OnBoard Policy Folder