

# Max Rady College of Medicine Undergraduate Medical Education Policy

<b>Policy Name:</b>	Narrative Assessment
<b>Application/ Scope:</b>	Year I to Year IV Undergraduate Medical Education (UGME) Students
<b>Approved Date:</b>	May 2018
<b>Review Date:</b>	May 2023
<b>Revised (Date):</b>	August 2018
<b>Approved By:</b>	Progress Committee [January 2018] Dean's Council [February 2018] College Executive Council [February 2018] Senate Committee on Instruction and Evaluation (SCIE) [March 2018] Senate Executive Committee [May 2018] Senate [May 2018]

## 1. **PURPOSE**

To ensure that students receive written narrative feedback of their performance related to the CanMEDS competencies (professional, communicator, collaborator, leader, health advocate, and scholar).

## 2. **DEFINITIONS**

- 2.1 **Pre-Clerkship** – Year I and Year II of the UGME program
- 2.2 **Clerkship** – Year III and Year IV of the UGME program.
- 2.3 **Course/Module** – A course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.4 **Rotation** – A unit of clinical work in Clerkship.
- 2.5 **Formative Assessment** – An assessment designed to provide feedback to students in order to improve performance. May consist of multiple choice, short answer, or assignments which in some cases may be used in assessing summative progress in a course.
- 2.6 **Midpoint In-Training Evaluation Report (MITER)** – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.

- 2.7 **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training which demonstrates the full range of competencies (knowledge, skills and attitudes) required of a physician. Electronically distributed at the start of each rotation, FITERs must be completed and submitted electronically at the end of the rotation. This should include a narrative description of medical student performance.
- 2.8 **Formative-OSCE-type Examination (FOSCE)** – A formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.9 **Medical Student Performance Report (MSPR)** – An institutional assessment considered a component of a student’s academic record and thus, will be made available for student review. Students will be permitted to correct factual errors on the MSPR. Students are encouraged, when required to engage Student Affairs in supporting advocacy efforts in addressing perceived MSPR discrepancies.

3. **POLICY STATEMENTS**

- 3.1 Core clinical and elective rotations are assessed by a FITER. Written narrative feedback of student performance must be provided on the FITER.
- 3.2 Core clinical and elective rotations that are assessed via MITER (rotations with a duration of four weeks or longer) will include written narrative feedback of student performance when a preceptor does not agree with a student’s self-evaluation.
- 3.3 Courses that are not assessed via MITER and/or FITER (Preclerkship or Clerkship) will include written narrative feedback of student performance, as appropriate. This includes the following:
  - Courses that involve small group teaching, wherein the duration of contact time between preceptor and student is sufficient for the preceptor to develop a meaningful impression of student performance
  - Courses that involve students being assessed via written assignments
  - Courses that involve students being assessed via oral presentations
  - Courses that involve students being assessed by OSCE
- 3.4 Narrative assessment must include feedback as they relate to the CanMEDS competencies (professional, communicator, collaborator, leader, health advocate, and scholar).
- 3.5 This policy will be reviewed on the first anniversary of its original passage and every five years thereafter.

4. **PROCEDURES – Pre-Clerkship**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Prepare for FOSCEs, OSCEs and CCE examinations.

- 4.3 Participate in FOSCEs, OSCEs and CCE at the designated time and under the designated conditions.
- 4.4 Review the written feedback provided.
- 4.5 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship programs.

#### RESPONSIBILITIES OF COURSE LEADERS

- 4.6 Provide students with written narrative feedback on their performance on each formative assessment as appropriate.

#### RESPONSIBILITIES OF THE DIRECTOR, CLINICAL SKILLS

- 4.7 Ensure each student receives written narrative feedback on his/her performance on clinical examinations.

#### RESPONSIBILITIES OF THE ASSISTANT TO ADMINISTRATORS, EVALUATION AND THE ADMINISTRATOR, EVALUATIONS (PRE-CLERKSHIP)

- 4.8 Organize clinical examinations under the direction the Director, Clinical Skills and with CLSF personnel as required.
- 4.9 Support the Coordinator, OSCE-type Evaluations with the scoring and distribution of results of clinical examinations in accordance with the requirements of the Examination Results Policy and Procedures.

### **5 PROCEDURES - Clerkship**

#### RESPONSIBILITIES OF THE STUDENT

- 5.1 Participate in the MITER process and complete a self-evaluation at the midpoint of the clinical rotation.
- 5.2 Review the MITER2 completed by the preceptor that contains a narrative assessment.
- 5.3 Participate in a meeting with the preceptor to address the information submitted in the self-evaluation.
- 5.4 Participate in the formative assessment at the end of the clinical rotation.
- 5.5 Review the end of clinical rotation evaluation which includes a narrative assessment provided by the preceptor.
  - 5.5.1 If the student agrees with the evaluation a FITER 2 is completed.
  - 5.5.2 If the student does not agree with the evaluation the student will complete their FITER 2 and provide rationale for their reasoning.

- 5.6 Actively engage in addressing deficiencies in knowledge and experience identified through both the MITER process and the formative assessment process in the Clerkship programs.

#### RESPONSIBILITIES OF THE PRECEPTOR

- 5.7 Review and audit each assigned student's ECP throughout the rotation.
- 5.8 Meet with each assigned student at the mid-point of the rotation, if applicable, to review the MITER and discuss the ECP with the student(s).
- 5.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.
- 5.10 Organize a plan for remediation of the ECP if gaps in learning are identified at the mid-point of the rotation.
- 5.11 Examine each assigned student's ECP before the rotation is complete and state on the FITER the plan for ECP remediation if gaps in learning experiences are identified.
- 5.12 Complete a FITER for each assigned student no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors.
- 5.13 Meet with each assigned student at the end of the rotation to discuss content of the evaluation.
- 5.14 Where a concern in narrative content is raised by a student, review to resolve/explain reasoning.

#### RESPONSIBILITY OF DIRECTOR, CLERKSHIP, AND DIRECTOR, EVALUATION

- 5.15 Work collaboratively to ensure each Director is aware of his/her responsibilities related to narrative assessments.

#### RESPONSIBILITY OF ASSOCIATE DEAN, UGME

- 5.16 Resolve issues related to content in individual student MSPRs throughout the completion process.

#### RESPONSIBILITY OF THE ADMINISTRATOR, CLERKSHIP

- 5.17 MITER Process
- 5.17.1 At the midpoint of each core rotation run Workflow Status Report in the Curriculum Management System for each discipline to identify outstanding surveys.
- 5.17.2 Issue reminder emails to students and preceptors where necessary. If response is not provided escalate to Departmental Administrators and if necessary Clerkship Directors/Designate.

## 5.18 Formative Assessment

- 5.18.1 At the end of each core clinical and elective rotation run a Workflow Status Report in the Curriculum Management System for each discipline to identify outstanding surveys.
- 5.18.2 Issue reminder emails to students and preceptors where necessary. If response is not provided escalate to Departmental Administrators and if necessary Clerkship Directors/Designate.
- 5.18.3 When a concern is raised by a student with regards to the narrative content of an evaluation, review the evaluation and, if necessary bring to the attention of the preceptor.
- 5.18.4 When the student feels the comment is not congruent with performance or based on an unfair judgement, the student may ask the Associate Dean, UGME to review it. The Associate Dean, UGME will discuss any changes with the author of the comment.
- 5.18.5 In cases where the preceptor is unwilling to revise the content, inform the student accordingly.
- 5.18.6 In cases where the preceptor is willing to the revise the content, make revisions as appropriate.
- 5.18.7 Upon compilation of a student's Medical Student Performance Report, narrative assessment from core clinical and elective rotations will appear.

## 6 **REFERENCES**

- 6.1 University of Manitoba Examination Policy and Procedures
- 6.2 UGME Policy and Procedures - Examination Results
- 6.3 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 6.4 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 6.5 UGME Policy and Procedures – Promotion and Failure
- 6.6 University of Manitoba – Final Examination and Final Grades Policy
- 6.7 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 6.8 University of Manitoba – Final Examination Procedures
- 6.9 University of Manitoba – Final Grades Procedures

## 7 **POLICY CONTACT**

Please contact the Director, Evaluation with questions respecting this policy.