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## NARRATIVE ASSESSMENT POLICY

The purpose of the policy is to ensure that all medical students receive narrative assessments that provide meaningful feedback on their cognitive and non-cognitive performance in each required course and clerkship throughout their medical education. This feedback is intended to support students' continuous improvement and development in clinical skills, communication, professionalism, and other competencies essential to the practice of medicine. This policy applies to all required pre-clinical and clerkship courses in the SJBSM curriculum where the interaction between the teacher and the students permits the narrative assessment.

### Definition

Narrative assessments are written descriptions of student performance that include comments on their strengths, opportunities for improvement, and overall progress in order to support the student development and professional growth. This can be formative (ongoing feedback not tied to grades) or summative (final feedback contributing to a grade).

- **Formative Assessment:** Assessment is provided to students during the course to guide improvement and learning.
- **Summative Assessment:** Assessment is provided at the conclusion of a course or clinical rotation, which contributes to the final assessment of student performance

### General Requirements:

- Narrative assessments must be provided in all courses where teacher-student interactions allow for meaningful observation and feedback. This includes, but is not limited to:
  - Problem Based Learning small group sessions
  - Clinical Skills small group sessions
  - Standardized Patient (SP) observations of communication skills or patient-provider interaction
  - Faculty observation during Objective Structured Clinical Examinations (OSCE)s
  - Faculty observation of peer collaboration small group sessions
  - Faculty observation of participation, discussion and presentation in small group sessions during clerkship
  - Faculty observation of communication with patient, family or inter-professional team during clerkship
  - Faculty observation of humanism, integrity, work ethic, or commitment to learning during clerkship.
- Narrative assessments should focus on various competencies, including medical knowledge, patient care, communication skills, professionalism, teamwork, and systems-based practice.

- Narrative Assessments should be documented and communicated to students in a timely manner, ideally within two weeks of assessed activity.

#### **Pre-Clinical Courses:**

- Faculty/educator must provide students with a narrative assessment on their performance during encounters where small groups of 12 or fewer students meet in at least three sessions with the same instructor.
- Narrative assessment should address students' application of foundational knowledge, clinical skills, reasoning, teamwork, communication skills, and professionalism.
- Narrative Assessment may be formative, throughout the course or summative, given at the end of the course.
- Narrative Assessment can be provided in courses that do not meet these criteria if there is documentation that the nature of the interaction allows for meaningful feedback.

#### **Clinical Courses:**

- Faculty/educator must provide students with a narrative assessment during the required clinical rotations.
- A summative narrative assessment of the student performance will be compiled at the end of each required clinical rotation and included in the final grade assessment form.

#### **Monitoring and Compliance**

Course Coordinators and Clerkship Directors are responsible to monitor that narrative assessments are provided when the specified circumstances are met and an annual compliance report is submitted to the Curriculum Committee for its reviews.



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