

**STATEMENT 1.3.9 – Narrative Feedback in the Curriculum
Undergraduate Medical Education**

Approved by:	Curriculum Committee
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I. PURPOSE

Receiving feedback for self-improvement is a key principle of the Doctor of Medicine Program (the Program) or Undergraduate Medical Education (UME) in the Schulich School of Medicine & Dentistry at Western University. In accordance with CACMS accreditation guidelines, medical students are required to receive in Program courses and Clerkship rotations, both formative and summative assessments on objectives, course content and/or clinical skills competency. Such Program assessments should include feedback from direct or indirect observations relating to professionalism (behavior, attitudes, empathy, actions); communication with faculty, peers, families, patients, health providers, staff; and the student grasp of medical knowledge and application whenever the extent of teacher-learner interaction provides opportunities for such assessments.

II. STATEMENT

To demonstrate the Program valuing narrative feedback to students in the assessment of their learning, courses and Clerkship rotations will incorporate narrative feedback (in written and/or verbal format) **whenever possible**.

- 1. Integration of Narrative Feedback into Assessment**
 - a. Narrative feedback, or a narrative description of student performance, should be included in the midpoint and final assessment of every course and rotation. Specific small group learning modalities, such as PCCIA, PCCM, Professional Portfolio and other one-on-one learning experiences should provide narrative feedback prepared by the facilitator for the learner.
 - b. Narrative feedback may or may not be accompanied by formal assessment, as appropriate for the learning activity, course or rotation.
- 2. Expectations Regarding Narrative Feedback**
 - a. In approaching improving student learning, Program faculty should at every opportunity, formally (through assessments) and informally (through discussion) share narrative feedback with medical students as a means of ongoing formative assessment of their learning.
 - b. It is expected that Course Chairs and/or Rotation Directors will review all concerning written documents and comments created by narrative feedback and provided by instructors and facilitators on individual student performance during and by the end of the course.
 - c. The course or Rotation compiled narrative feedback results will be reviewed by the course committee annually.