

STATEMENT 3.3.24 – STATEMENT ON ASSESSMENT IN CLERKSHIP  
Undergraduate Medical Education

Approved by:	Clerkship & Electives Committee
Date of original approval:	August, 2013
Date of last review:	August, 2016

I. PURPOSE

The assessment in the clinical clerkship is unique within the program.

II. STATEMENT

- a. Progression in Clerkship is based on the MD Program Requirements (Senate Policy). Assessment methods and progression criteria for Clerkship are noted in the Statement on Student Assessment in the MD Program. Support for learners with academic challenges, criteria for remediation, and program policies regarding appeals are found in the Statement on Academic Challenges, Remediation & Appeals.
- b. The Clinical Clerkship is **one** course and has a final grade of PASS/FAIL.
- c. The final summative assessment for each core rotation will be submitted to UME by the department **via one45** on the standard **Summative Clinical Clerk Assessment** online form which will summarize specific formative assessments used by the departments.
- d. Formative assessments can include case reports, chart reviews, written and oral examinations, multi-station examinations, peer assessment, and/or other methods at the discretion of the departments. Each department will inform the students of the components of the final assessment at the beginning of the rotation.
- e. Formative feedback using the standard **Mid-Rotation Feedback** form will be given at the mid-rotation point of major rotations (four weeks or longer) to ensure that students not meeting the expectations of the rotation have an opportunity to work on their areas of weakness.
- f. Formative assessments will be submitted to the core rotation on the **Two-Week Rotation Assessment** form or the **Four-Week Rotation Assessment** form, depending upon the rotation.
- g. Peer Assessment should be mandatory in each rotation. This is strictly a formative exercise, designed to assist students in attaining proficiency. Feedback is not anonymous; students should understand that giving and receiving collegial feedback is a skill that contributes to team development and life-long learning.
- h. Students are encouraged to ask for assistance. It is not expected that a student will be able to perform all the required skills from the beginning of the rotation without guidance. Students should never be afraid to ask for help or admit not knowing how to do something.
- i. Feedback to students should be timely and regular and should ensure that students and teachers will establish a learning contract.