



Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Narrative Assessment
Application/Scope:	Year I to Year IV Undergraduate Medical Education (UGME) Students
Approved Date:	January 2023
Review Date:	June 2022
Revised (Date):	January 2028
Approved By:	Senate

1.0 PURPOSE

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

2.0 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**– An educational unit which covers a single topic or a small series of broad topics and is studied for a given period of time which counts towards the completion of the M.D. degree.
- 2.4 **Rotation** – A unit of clinical work in Clerkship.
- 2.5 **Formative Assessment** – An assessment designed to provide feedback to students to improve performance. May consist of multiple choice, short answers, or assignments which in some cases may be used in assessing summative progress in a course.
- 2.6 **Midpoint In-Training Evaluation Report (MITER)** – This 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.

3.0 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 (Pre-Clerkship 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.

4.0 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 COORDINATOR, OSCE-type Examinations

- 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 of the Coordinator, OSCE-type Examinations 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.

5.0 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 MITER 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 and completes the student component of the FITER.
 - 5.5.1 If the student does not agree with the evaluation, the student will provide a rationale for their reasoning when completing the student component of the FITER.
- 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 logbook throughout the rotation.
- 5.8 Meet with each assigned student at the mid-point of the rotation, if applicable, to review the MITER
- 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 if gaps in learning are identified at the mid-point of the rotation.
- 5.11 Examine each assigned student's logbook before the rotation is complete and state on the FITER the plan for remediation if gaps in learning experiences are identified.
- 5.12 For FITERS that demonstrate either a fail or a borderline pass, notification of the FITER assessment must occur within five (5) working days of completion of the rotation. Electronic submission of all FITERS must occur within six (6) weeks of completion of the rotation.

- 5.13 Meet with each assigned student at the end of the rotation to discuss the content of the evaluation.
- 5.14 Where a concern in narrative content is raised by a student, review to resolve/explain the reasoning.

RESPONSIBILITY OF DIRECTOR OF CLERKSHIP, AND DIRECTOR OF EVALUATION

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

RESPONSIBILITY OF ASSOCIATE DEAN OF UGME

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

RESPONSIBILITY OF THE ADMINISTRATOR OF CLERKSHIP

- 5.17 MITER process
 - 5.17.1 At the midpoint of each core rotation run the 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 a 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.
 - 5.19.1 Issue reminder emails to students and preceptors where necessary. If a response is not provided escalate to Departmental Administrators and if necessary, Clerkship Directors/Designate.
 - 5.19.2 When a concern is raised by a student with regards to the narrative content of an evaluation, review the evaluation and if necessary, bring it to the attention of the preceptor.
 - 5.19.3 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 of UGME will discuss any changes with the author of the comment.
 - 5.19.4 In cases where the preceptor is unwilling to revise the content, inform the student accordingly.
 - 5.19.5 In cases where the preceptor is willing to revise the content, make revisions as appropriate.

- 5.19.6 Upon compilation of a student's Medical Student Performance Report, narrative assessment from core clinical and elective rotations will appear.

6.0 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

POLICY CONTACT

Director of Evaluations