



QUILLEN  
COLLEGE of MEDICINE  
EAST TENNESSEE STATE UNIVERSITY

Policy Name: **Pre-Clerkship Assessment Policy**

Policy Replaces a Previous Policy [Yes/No] (*this includes change in policy name*): **No**  
If so, list name of previous policy (*include policy number if different*):

Policy Number: **MSEC-0622-29**

Originator Name and/or Committee (*if a committee, include name of chair*): **Ivy Click, EdD/ MSEC**

Committees, Departments, or Individuals Responsible for Implementation: **Pre-clerkship Course Directors**

Original Approval Date and Who Approved by: **06/7/2022 / MSEC**

Revision Date(s) (*include a brief description*) and Who Approved by: **11/8/2022 Added exam question credit section / MSEC; 7/27/2023 Added specific passing requirements for courses.**

Effective Date(s): **7/18/2022; 8/17/2023**

Revision(s) (*briefly describe*) by Administrative Staff and Date (*these revisions do not require voting/approval by a committee and/or individual*): **8/17/2023 – updated passing requirements to align with grading policy**

Exemption(s) to Policy (*date, by what committee or individual, and brief description*):

LCME Required Policy [Yes/No]: **No**

LCME Element(s) Affiliated with Policy (*include Element number/name/statement*):

***All policies will be reviewed every three years unless an earlier review is identified.***

**(A.) Policy Statement:**

The assessment approach in the pre-clerkship phase of the curriculum is one of a philosophy of assessment *for* learning. Assessment activities contribute significantly to student learning by giving each student ongoing feedback about their performance. The model is based on continuous, progressive, low-stakes assessments leading up to a final assessment with somewhat higher stakes. All courses in the pre-clerkship phase are graded as Pass/Fail.

**(B.) Purpose of Policy:**

To provide consistency in the development of grading structures among pre-clerkship courses.

**(C.) Scope of Policy (*applies to*):**

All students in the pre-clerkship courses.

**(D.) Policy Activities:**

**Foundational Science/Organ System Blocks**

Pre-clerkship foundational science courses provide foundational medical knowledge via team-based learning (TBL), problem-based learning (PBL) and other active learning formats in a classroom or lab setting or via

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independent learning. Course grades comprise the following elements:

1. **In-class assessments**: Students will complete in-class assessments from active learning activities (e.g. TBL individual readiness assurance tests (IRAT) and group readiness assurance tests (GRAT), peer instruction questions, audience response questions, in-lab assessments, etc.). In-class assessments comprise 30-35% of the final course grade.
2. **Weekly Checkpoints**: Students are required to complete multiple-choice questions (MCQs) and open-ended questions (OEQs) designed to confirm if students have achieved the expected level of competency with the material for the week. Weekly Checkpoints include content relevant to current and prior weeks, including content from PBL sessions, to promote retention of knowledge over time and will comprise 30-40% of the final course grade.
3. **Small group evaluations**: Each course includes assessments by small group leaders of students' performance in PBL. Faculty facilitators assess each student using a performance rubric and a narrative description of the student's performance. (See Narrative Assessment policy.)
4. **Summative assessments**: Summative assessments of medical knowledge occur at the end of each pre-clerkship course and in some cases at mid-point in a course. These summative assessments of medical knowledge may consist of MCQs and OEQs. Faculty should refer to the Pre-Clerkship Summative Assessment Guidelines for recommendations for exam construction and review.
  - a. Courses 6 weeks or less will have one final exam, a cumulative NBME Customized Assessment Services (CAS) exam. The final exam will comprise 25-30% of the final course grade.
  - b. Courses longer than 6 weeks should have two summative assessments: one mid-term and one cumulative final exam. Mid-term exams may be institutionally developed (ExamSoft) or use NBME CAS. Final exams will use NBME CAS and will include a cumulative component of at least 20%. Together, the mid-term and final exams will total 25-35% of the final course grade.
  - c. Faculty should refer to the Pre-Clerkship Summative Assessment Guidelines for additional details.
5. **Professionalism**: Professional behavior is expected of all students in all interactions throughout the medical education program. Points may be deducted from students' overall course grade (5-10%) for inappropriate/unprofessional behaviors as defined in the course syllabus.

### Passing Requirements

1. Students scoring at or above 70% on the final exam **and** who have a cumulative final course score at or above 70%, pass the course.
2. If a student scores below 70% on the final exam **and** has obtained a cumulative final course numeric score of at least 70%, a grade will not be assigned, and the student will be permitted to retake the final exam.
  - The student will be required to meet with an academic support counselor and create a learning plan based on their individual exam results and compliance will be monitored by the Student Success Committee.
  - Successful performance on the repeated exam will be determined by the course director.
    - If the course director indicates the student has successfully demonstrated improvement on the final exam, a grade of "P" will be assigned, but the original final course numeric score earned prior to repeating the exam will be retained.
    - If the student is unable to successfully demonstrate improvement on the exam, a grade of "F" will be assigned, and the student's performance/grade will be reported to the Student Promotions Committee.
3. Students with a cumulative final course numeric score below 70% will be assigned a grade of "F" and will be referred to the Student Promotions Committee.

### Doctoring Courses

Pre-clerkship doctoring courses teach students clinical skills, including communication with patients and performance of the physical examination, and introduce students to various health system science, professional, ethical, and community topics that are relevant to medicine. Students participate in small group activities,

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simulation, standardized patient encounters, integrated grand rounds, and preceptorships. Doctoring grades are based on the following:

- Participation
- Completion of all assignments
- Medical knowledge assessments
- Satisfactory progress in clinical skills development as assessed by Doctoring faculty including:
  - Oral case presentations
  - Written history & physical notes
  - OSCEs
- Evaluations by community preceptors in the clinical setting.

Passing Requirements

1. Students with a cumulative final course score at or above 70%, pass the course.
2. Students who do not have a cumulative passing score are eligible to address deficiencies as determined by the course director.
  - Students who satisfactorily address the deficiencies pass the course.
  - Students who fail to satisfactorily address the deficiencies will be assigned a grade of “F” and will be referred to Student Promotions Committee.

**Modification of Exam Question Credit**

For ExamSoft or similar in-house developed exams, decisions on whether to modify exam question credit will be made using question statistics (% correct, point biserial, etc.) and student feedback submitted during the exam using the ExamSoft feedback/notes function. For NBME CAS exams, for which it is not possible to solicit student feedback during the exam, decisions regarding modification of question/exam credit will be made based upon question/exam statistics alone. Student comments regarding exam questions that are submitted after the exam is over will be used to improve questions and identify additional opportunities for student learning, but not for decisions regarding exam question credit. Question challenges for the purpose of changing individual student grades is prohibited.

Course directors can petition Academic Affairs for a modification of this policy if specific circumstances lead a course director to conclude it is educationally appropriate.

<b>Policy Review and/or Revision Completed By (if applicable)</b>		<b>Date Policy Reviewed and Approved (if applies to that department, committee, or group)</b>
	University Compliance	
	Office of the Dean	
X	Policy Advisory Committee	6/9/2022; 9/14/2023
X	Academic Affairs ( <i>this includes the four-year reviews by administrative staff</i> )	6/7/2022; 7/27/2023; 9/14/2023
X	Associate Dean for Accreditation and Compliance	6/6/2022;
	Student Affairs	
X	Medical Student Education Committee	6/7/2022; 7/27/2023; 8/17/2023
	Student Promotions Committee	

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	Faculty Advisory Council	
	Administrative Council	
	M1/M2 Course Directors	
	M3/M4 Clerkship/Course Directors	
	Student Groups/Organizations ( <i>describe</i> ):	
	Other ( <i>describe</i> ):	

<b>Notifications of New or Revised Policy (<i>if applicable</i>)</b>		<b>Date and Method of Notifications</b>
X	Posted to Website under Educational Policies	10/5/2023; 10/18/2023 (typo noted)
X	Admissions Office for Catalog	10/5/2023; 10/18/2023 (typo noted)