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<td><strong>ED-32. A narrative description of medical student performance in a medical education program, including non-cognitive achievement, should be included as a component of the assessment in each required course and clerkship rotation whenever teacher-student interaction permits this form of assessment.</strong></td>
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| a. List the courses in the preclinical phase of the curriculum that include narrative descriptions as part of the final assessment where the narratives are:  
  i. provided only to students as a formative assessment  
  ii. used as part of the final grade/assessment in the course | a. List the courses in the preclinical phase of the curriculum that include narrative descriptions as part of the final assessment where the narratives are:  
  i. provided only to students as a formative assessment  
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| b. List the clinical clerkship rotations that include a narrative description as part of the final assessment where the narratives are:  
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  ii. used as part of the final grade/assessment in the course  
  iii. used as part of the Medical Student Performance Evaluation (MSPE) | b. List the clinical clerkship rotations that include a narrative description as part of the final assessment where the narratives are:  
  i. provided only to students as a formative assessment  
  ii. used as part of the final grade/assessment in the course  
  iii. used as part of the Medical Student Performance Evaluation (MSPE) or Medical Student Performance Report (MSPR) [New] |

See information provided on the Required Course and Clerkship Rotation Forms.

Also see information provided on the Required Course and Clerkship Rotation Forms.

Secretariat Comments:

This standard addresses the need for students to receive, in courses and clerkships, both formative and summative assessments on areas other than content or skills mastery. These assessments should include feedback and observations related to behavior, attitudes, interpersonal skills, interactions with peers and faculty, and professionalism, whenever the extent of teacher-learner interaction provides opportunities for such assessments. The database questions focus on whether the narrative feedback provided is a component of the student's final course or clerkship grade. Most reviewers like to see that at least some courses (in addition to clerkships) take these interprofessional and professionalism-related issues into account when determining a student's final grade. It is a team and LCME judgment call on what constitutes the type of "teacher-student interaction [that] permits this form of assessment." For example, courses that include small-group experiences with a facilitator and laboratory experiences would typically provide sufficient experience that a narrative assessment could be composed. Students’ interactions with attending physicians, residents, peers, and other members of the health care team during clinical clerkships would also typically provide important information for inclusion in a narrative assessment.