UNIVERSITY OF HOUSTON
COLLEGE OF MEDICINE

SUBJECT: Narrative Assessment

I. PURPOSE AND SCOPE
   A. To provide students with narrative assessment of their performance, including non-cognitive
      achievement, as a component of the assessment in each required course and clerkship
      whenever the teacher/learner interaction permits this form of assessment.
   B. To ensure the University of Houston College of Medicine complies with Liaison Committee
      on Medical Education (LCME) accreditation standards for the medical education program,
      including LCME Standard 9.5.

II. BACKGROUND
    Narrative assessment is an important aspect of the measurement of the cognitive and non-
    cognitive performance of medical students. It can be incorporated into either formative or
    summative evaluations and is valuable as a source of data for student feedback.

III. POLICY
    A. Courses and clerkships should provide all students with a narrative assessment of his/her
       performance whenever feedback data is available through:
       1. Formative or summative rubric-based assessments that require ratings of “below
          expectations” or “exceeds expectations”
       2. Summative assessment of trajectories from a series of formal formative feedback
          assignments and/or summative evaluations with quantitative, written, or verbal
          assessments
    B. The following course/clerkships are required to provide students with both formative and
       summative narrative feedback:
       1. Pre-clerkship courses in which students have 4 or more sessions in a small group of 12 or
          fewer students with the same instructor at each session for 4 or more sessions.
       2. Longitudinal Primary Care course
       3. Household Centered Care course
       4. All required clerkships and electives
       5. While not required, all other courses are encouraged to provide formative and/or
          summative narrative feedback.
    C. The narrative assessment should:
       1. Be feedback that is consistent and uniform across students
       2. Be based on domains appropriate to the course and longitudinal interaction, such as
          collaboration, interpersonal skills, oral and written communication skills,
          professionalism, and contribution to sessions.
       3. Be linked to the UHCOM’s Competencies and Educational Program Objectives.
       4. Address both the student’s strengths and opportunities for improvement, citing examples
          whenever possible.

IV. MONITORING OF THIS POLICY
    A. Course and Clerkship Directors are responsible for obtaining narrative assessments in those
       courses/clerkships as agreed-upon by the Curriculum Committee and appropriate
       subcommittee.
    B. The Curriculum Committee and Office of Medical Education will monitor this policy.
V. DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

| Narrative assessment | Written comments from faculty that assess student performance and achievement in meeting the objectives of a course or clerkship. |

**Approval History**

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