

**UNIVERSITY OF HOUSTON  
COLLEGE OF MEDICINE**

<b>SUBJECT: Narrative Assessment</b>
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**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.

<b>Narrative assessment</b>	Written comments from faculty that assess student performance and achievement in meeting the objectives of a course or clerkship.
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<b>Approval History</b>		
<i>Approver</i>	<i>Status</i>	<i>Date</i>
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