

LCME SPOTLIGHT

The School of Medicine is preparing for an LCME site visit in early April 2027. We will feature an LCME accreditation element each month to raise awareness and understanding in preparation for this important event.

Element 9.7 – Formative Assessment and Feedback

“The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.”

LCME Expectations

- All required courses and clerkships four weeks or longer will demonstrate 100% compliance in providing formative feedback to each student.
 - If compliance is less than 100%, the program must provide an explanation and data to support it.
- Courses shorter than four weeks in length must have some mechanism to provide each student with formative feedback.

How It Works at MCW

- Every medical student receives documented formative feedback during each required course or clerkship.
- Two workshops on the students' role in feedback conversations and how to seek/apply feedback to their individual personal and professional development occur during The Good Doctor course in their first and second semester of medical school.
- Any student, staff, or faculty can complete a multisource feedback form (MSF) on any student at any time.
- Any MSFs and other feedback via mechanisms below are reviewed in one-on-one meetings between a student and their Learning Community Navigator. Opportunities for improvement are then included in their Individualized Learning Plans.
- Phase 1
 - Early Clinical Courses provide formative feedback periodically through activities like the formative OSCEs (feedback on basic clinical skills and communication), note-writing assignments, clinical reasoning assignments, oral presentations, and an evidence-based medicine assignment.
 - Integrated science blocks provide feedback on medical knowledge base via practice questions and quizzes. Additionally Patient-Based Discussion (PBD) facilitators provide formative feedback on each student's contributions during these small group discussions.
- Phase 2 and 3
 - All clerkship rotations, acting internships, and integrated science selectives are required to complete a mid-course evaluation on every student. This “Clinical Snapshot” form is completed in OASIS and completion is monitored by clerkship leadership.
 - Students are also required to complete a mid-clerkship self-assessment using the same mid-course evaluation.
 - Phase 3 elective courses are encouraged, but not required, to do the same.
 - Additional competency-based feedback is sought by students and completed via the Clinical Snapshot.
- Faculty/course/clerkship directors
 - Clearly indicate to students when they are receiving feedback.
 - Complete all assigned evaluation forms by their deadline.

Resources

[MCW's LCME Community Connection](#)