

# Creighton University School of Medicine

## Medical Education Program Guideline

GUIDELINE: Pre-clerkship Peer Feedback and Faculty Assessment Guideline

GOVERNING BODY: Associate Dean for Medical Education

APPROVAL DATE: 7/23/2024

REVISED DATE: N/A

LCME ACCREDITATION STANDARD REFERENCE: Element 9.5 Narrative Assessment

### PURPOSE

The purpose of this guideline is to define the process for student creation and faculty assessment of small group peer feedback.

### DESCRIPTION

During the preclerkship curriculum, students contribute to several small group activities, including case-based and team-based learning, ethics and humanities small groups, as well as anatomy dissection. Formative feedback by peers in each of these longitudinal groups is critical for both team performance and developing competencies in Interpersonal and Communication Skills, Professionalism, as well as Personal and Professional Identity Development. As part of the Narrative Assessment Policy, this guideline also provides a framework for faculty to evaluate student feedback of their peers. These criteria help ensure that the feedback process is both educational and beneficial for the development of students' skills.

### GUIDELINE

At least one formative peer feedback and faculty narrative assessment will be completed for each longitudinal student group in the preclerkship curriculum. Students are encouraged to utilize the faculty assessment rubric (located below) as a tool for offering constructive peer feedback.

Using an adaptation of the Koles Method, students first review themselves and their peers:

1. Quantitatively on 4 competencies using a 4-point likert scale (never, sometimes, often, always):
  - I. *Preparation* – was the team member prepared when they came to class?
  - II. *Contribution* – did the team member contribute productively to group discussion and work?
  - III. *Universal understanding* – does the team member promote understanding by all team members?
  - IV. *Respect for others' ideas* – did the team member encourage engagement of all team members and respect them when they contribute?
2. Qualitatively providing narrative feedback:
  - I. Using specific examples, describe at least one positive characteristic of this team member with regard to group participation and professional behavior.
  - II. Using specific examples, identify at least one area where this team member could improve with regard to group participation and professional behavior.

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Faculty will subsequently review student responses and provide a narrative assessment based on the following rubric:

<u>Criteria</u>	<u>Meets Expectations</u>	<u>Needs Improvement</u>
Acknowledge distinct contributions by each individual within the group	The responses clearly identify specific contributions from each team member, highlighting how each individual's efforts have supported the group's objectives.	The response either does not mention individual contributions or does so in a generic manner that does not differentiate between team members' specific roles or efforts.
Describe clear and specific examples of behaviors	The response includes detailed examples that clearly illustrate the behaviors of team members during the group activities. These examples are specific, relevant, and directly linked to observable actions.	The response lacks specificity, providing vague or overly general descriptions of behaviors that do not give a clear picture of individual actions or contributions.
Provide constructive and actionable feedback	The feedback is positive yet critical when necessary, offering specific suggestions for improvement that are realistic and directly applicable to future group interactions.	The feedback is either overly critical without suggestions for improvement, or it is all positive or non-specific, lacking actionable steps that could help individuals enhance their contributions.

### SCOPE

All students enrolled in the Medical Education Program.

### ADMINISTRATION AND INTERPRETATION

The Office of Medical Education is responsible for the administration of this guideline. Please forward questions to the Associate Dean of Medical Education.

### AMENDMENT

This guideline may be amended by majority vote of the School of Medicine Educational Program Committee.