

## ***Standards for mid-rotation feedback in core clinical clerkship courses***

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**Approved by:** Undergraduate Medical Education Executive Committee

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In all core clinical clerkship courses of four weeks or longer, every student must receive **both verbal and written formal, formative mid-rotation feedback** from a faculty supervisor. Courses shorter than four weeks are encouraged to provide such feedback where feasible. Courses with distinct sub-rotations of different sites and/or different services should preferably provide mid-rotation feedback at the mid-point of each sub-rotation, but may instead provide this feedback at the mid-point of the rotation as a whole.

**Formative** mid-rotation feedback refers to a description of the skills and knowledge a student has demonstrated to date, with an emphasis on the student's strengths and areas requiring further improvement before the end of the rotation (or sub-rotation). Mid-rotation feedback includes a review of the student's log of clinical experiences<sup>1</sup>, i.e. the *quantity* and *breadth* of their experiences, but it must also incorporate consideration of the *quality* of the student's experiences and performance with regard to all seven categories of competency (Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional). Narrative assessment is an essential component of mid-rotation feedback<sup>2</sup>, although a quantitative assessment (e.g. through answering questions on a rating scale) may also be employed at the discretion of a course director. Above all, in preparing their feedback, supervisors should bear in mind that the primary audience is the student himself/herself and that the primary purpose of the feedback is to assist the student in achieving the objectives of the course; it is not used in any way to determine the student's outcome in the course or program.

**Formal** mid-rotation feedback means that the feedback encounter should be conducted privately and at a time mutually agreed upon in advance by the student and supervisor. A summary of the feedback must be recorded on a form supplied by the course administration, and submitted to both the student and the course director; this process may be performed on paper or electronically (through MedSIS).

Course directors are responsible for actively monitoring that mid-rotation feedback is provided to every student on each rotation and at each site, and for taking immediate action should they become aware that this has not occurred. Course directors are also expected to seek information from students on the quality of the feedback they receive at mid-rotation, to ensure that the feedback is fulfilling its aim.

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<sup>1</sup> See the *Required clinical experiences in the core clerkship rotations: Responsibilities of students, faculty, and UME curriculum leaders*.

<sup>2</sup> See the *Expectations for the provision of narrative feedback to students in UME*.