



Preclerkship Narrative Assessment Policy

Policy #
3-104

Category:	3-Assessment and Evaluation
Curriculum Phase:	All Phases
Author/Authoring Body:	Curricular Affairs
Responsible Unit:	Curricular Affairs
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Summary

In the Preclerkship Phase of the undergraduate medical education program, medical students shall be provided with written narrative descriptions of their performance in the Doctor & Patient Course, Clinical Reasoning Course, and in any other course (including blocks) whenever teacher-student interaction permits this form of assessment.

The requirement for narrative assessment in clerkships is stated in the [Grading and Progression Policy](#).

Related LCME Standard: 9.5 Narrative Assessment

A medical school ensures that a narrative description of a medical student's performance, including non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.

Applicability & Scope

This policy applies to course directors and faculty responsible for providing narrative assessments in the Doctor & Patient Course, Clinical Reasoning Course, and other courses (including blocks) during the Preclerkship Phase.

Definitions

Narrative Assessment – Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism, clinical reasoning. (LCME Element 9.5)

Policy Statement

I. Requirement for Narrative Assessment

- A. In the Preclerkship Phase, narrative assessment is required in the Doctor & Patient Course and the Clinical Reasoning Course.
 - 1) In the Doctor & Patient Course, narrative assessment must be provided by a student's Societies Mentor based on their direct observation of student performance.
 - 2) In the Clinical Reasoning Course, narrative assessment must be provided by a student's Facilitator based on their direct observation of student performance.
- B. Narrative assessment should be provided to students in other preclerkship courses (including blocks) whenever faculty-student interaction provides opportunity for this form of assessment.

II. Content of Narrative Assessment

- A. Narrative assessments must include:
 - 1) Descriptions of student strengths and areas for improvement.
 - 2) Commentary on cognitive competencies, including Medical Knowledge (MK) and Patient Care (PC).
 - 3) Commentary on non-cognitive competencies, including Professionalism (PRO), Interpersonal & Communication Skills (ICS), Systems-Based Practice & Population Health (SBP), and Practice-Based Learning and Improvement (PBLI).
 - 4) Specific references to student performance related to stated course objectives.

III. Timing and Frequency

- A. Narrative assessments must be provided by the conclusion of a course. When possible, mid-course formative narrative feedback should be provided.
- B. Narrative assessments must be submitted through the designated evaluation platform by the specified deadline.
- C. Course directors are responsible for ensuring timely submission of narrative assessments by assigned faculty.

IV. Quality Assurance

- A. The Office of Curricular Affairs will monitor the inclusion, completeness, and quality of narrative assessments:
 - 1) to ensure they provide specific and actionable feedback, address both cognitive and non-cognitive domains, and align with course objectives; and
 - 2) to ensure compliance with LCME requirements.

Procedures

None

Related Information

Policies

- [COM-T Policy 1-101: Grading and Progression Policy](#)

Revision History

2025/09/10: The Tucson Educational Policy Committee approved revisions to clarify narrative assessment requirements and improve alignment with LCME expectations.

2022/01/21: The Tucson Educational Policy Committee approved the policy.