LACT – Learner Assessment of Clinical Teaching

Data Management Advisory Group
Caroline Abrahams, Co-chair
Dr. David Rojas, Co-chair

Date: September , 2021

Temerty Medicine

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Background

- LACT was developed to optimize the *learner experience*, support ongoing *faculty development*, align MD and PGME processes and systems for assessment and evaluation

- One tool of *multiple measures* of teacher performance intended for ongoing monitoring and to support teacher effectiveness

- For serious incidents, such as *mistreatment,* learners are encouraged to use other means including links to additional LM disclosure/reporting processes

Implementation

- Clinical Teachers are:
  - Faculty
  - Supervisors
  - Postgraduate trainees

- Timing
  - Implemented as an assessment tool in **July 2020**
  - MD students use the LACT to assess clerkship supervisors and residents at the *end of rotations* through MedSIS.
  - PG trainees use LACT to assess clinical teachers at the *end of rotations* in POWER.
  - LACT available in Elentra as an *on-demand* assessment tool for PG trainees

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LACT Reporting Guidelines

- Developed by Working Group, Co-chaired by D. Rojas and S. Glover Takahashi
  - Confidentiality – current minimum of *3 assessments* and suitable time period.

  - Reported to clinical teachers in an integrated and timely way.

  - Reporting will be done centrally by the TFOM, aggregating data and providing reports to clinical departments, courses, programs and clinical teachers. (e.g., Teacher Chart)

  - Reporting will be used as one part of a broader group of assessments and performance measures

  - Guidelines to be developed so clinical departments can support concerns about content or outcome of LACT reports.

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Learner Assessment of Clinical Teachers (LACT)
DRAFT SUMMARY REPORT[3]

Working version July 12, 2021

Dr. John Smith
Emergency Medicine (DoM)
UTOR ID and/or CPSO

Time Period:**[4]**
☑ July 2020 – Dec 2020
☐ Jan 2021 – Dec 2021
☐ Jan 2022 – Dec 2022

Type of Learner: **
☑ MD Program
☑ PGME - PGY Learners
☐ PGME – Clinical Fellows

Rotation(s)[5]: **
MD Program: Medicine, Elective, Selective
PGME: Ambulatory Clinics, CTU

Site(s)[3]: **
UHN- TGH, Mt. Sinai Hospital

Number of assessments**[6]:**
- MD Program= 17
- PGME – PGY = 6
- PGME – Clinical Fellow = 4
- Total = 27
- **All MD clinical teachers in comparable group** n = 84

Summary Teaching Format**

Ambulatory/clinic **N= 4**	Office **N= 5**	Virtual care **N= 3**
Diagnostics	Operating room	Other:
Emergency/urgent care	Seminar/workshop **N= 7**	*Text box option for 'Other'*
Inpatient/ward	Simulation	

Summary Teaching Contact**

Brief **N= 4**

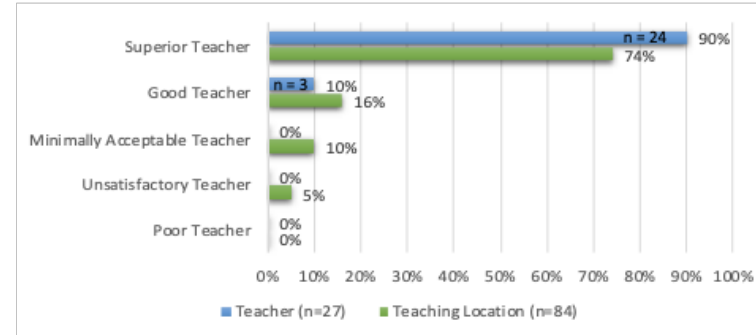[3] See Learner Assessment of Clinical Teacher Assessment Tool in Appendix 1.
[4] ** Means the report can be filtered on this element for sub-report if/when the confidentiality hurdles are met.
[5] Pull down menu list
[6] Results here would depend on menu selected

OVERALL RATING

OVERALL rating for this teacher/faculty at this site/location/time

COMMENTS:
- A great role model for a training physician

SUMMARY COMMENTS re: Strengths & Areas for Improvement

COMMENTS - STRENGTHS
- Established teaching goals at the start of the day as well as a plan for assessments.
- Appropriate graded responsibility – checking in and responsiveness
- Creating a safe climate, making me feel welcome
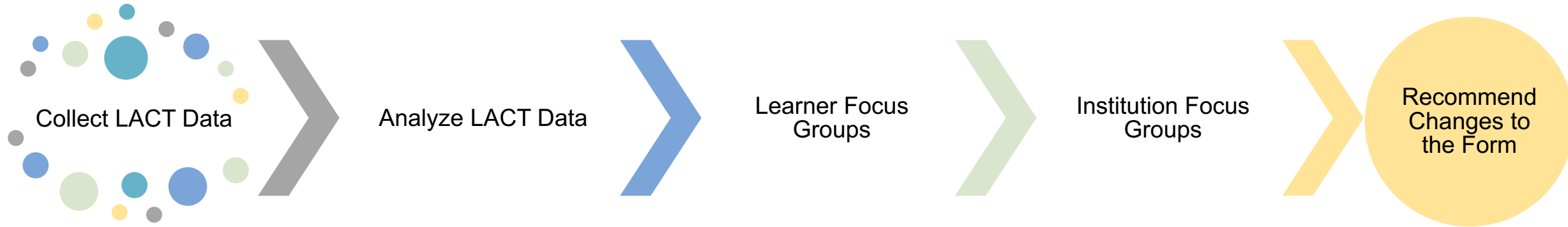
COMMENTS – AREAS OF IMPROVEMENT
- Would have appreciated being invited to fill out EPAs and complete them in person
- None
- No time set aside for assessment completion
- Twice, was given medical student teaching on same day…so not able to prepare as would have liked to.

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Sample

Evaluation Plan

Collect LACT Data

- 2020-2021 LACT data from select departments
- Collect from MedSIS (UME) , POWER and Elentra (PGME)

Analyze LACT Data

- Quantitative analyses, total per year and per instructor type if applicable (# of evaluations, # of evaluations with comments, duration of contact, location of contact)
- Inductive thematic analyses of comments, comparing themes within and between departments

Learner Focus Groups

- Conduct synchronous and asynchronous focus groups based on analysis of 2020-2021 data
- Inductive thematic analysis of learner focus groups
- Compare UME and PGME responses

Institution Focus Groups

- Conduct synchronous and asynchronous focus groups with executive
- Inductive thematic analysis of executive focus groups

Recommend Changes to the Form

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Questions?