

FAQs about Learner Assessment of Clinical Teachers (LACT)

July 24, 2020 working version

Terms & abbreviations

LACT is the acronym for Learner Assessment of Clinical Teachers. The LACT is used to assess Clinical Teachers (e.g., faculty, residents). When fully implemented¹, the LACT form will be available to all MD and PGME learners via on demand and at the end of clinical experiences/rotations.

Clinical Teachers include both faculty and postgraduate trainees.

Why was the Learner Assessment of Clinical Teachers (LACT) form developed?

To deal with longstanding issues re:

- Different forms in MD and PGME for same clinical teachers
- Low number of assessment forms
- Need for 'on demand' as well as end of experience assessments of Clinical Teachers
- Need to link day to day assessment systems with access to monitoring and action related to learner mistreatment
- To improve the amount of feedback that a given Clinical Teacher receives in an academic year.
- To support the improvement of teacher assessment practices with respect to Equity, Diversity and Inclusivity (EDI) by broadening the approaches to monitoring, supporting and awarding Clinical Teachers

What is this LACT form?

See the sample form attached to these FAQs.

Who will use this Learner Assessment of Clinical Teachers (LACT) form?

Learners: MD and PGME learners will complete these form

Teachers: When there are minimum of three or more completed forms, then per Departmental practices, clinical teachers will have access to summary information

Departments & Faculty of Medicine:

When there are minimum of three or more completed forms, then Departmental leaders will have access to summary information.

Future Use:

Over the next year or two will be a time of transition from the previous form's use and renewal of improving teacher assessment practices. Future improvements may include:

- reporting on LACT
- teacher performance monitoring and support,
- appeal of teacher assessments,
- additional/alternative measures for teacher assessments,
- use of teacher assessments for awards, recognition and promotion; and
- monitoring and reporting on learning environment including mistreatment.

¹ For 20-21 implementation of LACT:

- All MD Clerkship students will have access to the LACT at any time via MedSIS.
- The PGME learners whose programs are in Elenra will have access to an 'on demand' version of the LACT.
- All PGME learners will have access to the LACT at the end of rotations via POWER.

How will the LACT form be monitored?

The LACT form was launched in July 2020. In addition to monitoring for any noted concerns by users, there is planned program evaluation after about 8 months/blocks to determine needed refinements to the LACT tool or processes.



LEARNER ASSESSMENT OF CLINICAL TEACHER (LACT) Form

Preamble

About your assessment of teachers

- Based on the described encounter(s) only
- Feedback to teachers is an important professional obligation of learners.
- Your assessments are confidential – with only anonymized aggregated summaries provided.

How we will use the information:

- Ratings of 2 or less trigger an automatic email alert to program leaders.
- Teachers, sites and clinical departments use teacher assessment to monitor, support and improve teacher practices and the learning environment.
- Aggregated data is used to evaluate the teacher/faculty, rotation, and sites on a regular basis.

Rating scale:

- 1-5 (low to high)
- Not Applicable (n/a) is permissible for all ratings EXCEPT Overall
- Overall rating of 3 is the “Minimum acceptable level of performance” for this assessment form

Teaching format (pull down menu)

<input type="checkbox"/> Ambulatory/clinic	<input type="checkbox"/> Office	<input type="checkbox"/> Virtual care (i.e. phone, video)
<input type="checkbox"/> Diagnostics	<input type="checkbox"/> Operating room	<input type="checkbox"/> Other: (please specify)
<input type="checkbox"/> Emergency/urgent care	<input type="checkbox"/> Seminar/workshop	Text box option for 'Other'
<input type="checkbox"/> Inpatient/ward	<input type="checkbox"/> Simulation	

Teaching contact

Please estimate the amount of contact you had with the teacher using the description below:

- Brief** (e.g. single clinic, single lab/microscope session, a few hours on-call, short OR shift)
- Moderate** (e.g. 2-4 clinics, 1 – 2 weeks in lab/microscope sessions, 1-2 on-call shift, 1-2 OR shifts, 1 – 2 weeks rotation)
- Extensive** (e.g. 5+ clinics, 3+ weeks in lab/microscope sessions, 3+ OR on-call shifts, 3+ weeks rotation)

Assessment of Clinical Teacher:

1. The teacher/faculty provides effective clinical teaching that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
Ineffective, unavailable, or impediment to learning		Good learning support matched to ability levels		Superior educational experience responsive to learner's level	
Comments					

2. The teacher/faculty created responsive relationships with effective feedback to support learner and teacher collegiality, collaboration and co-learning.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
Ineffective, insufficient or negative communication support or feedback		Respectful, responsive, available, and constructive		Excellent communication, collaboration, and detailed coaching	
Comments					

3. The teacher/faculty was a positive role model for the learner as a clinician, teacher and professional.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
Poor role model causing ineffective or negative educational experience		Suitable role model in all areas		Exemplary role model in all areas demonstrating the highest standard	
Comments					

4. The teacher/faculty created an effective learning climate providing clear expectations and balancing learning/teaching/assessments effectively.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
Reluctant to teach, set appropriate expectations, and address learning climate issues		Willing to teach and include learners respectfully with appropriate expectations in a positive learning climate		Enthusiastic, respectful, and proactive in ensuring positive climate and effective learning to learner needs regarding case mix	
Comments					

5. OVERALL rating for this teacher/faculty at this site/location/time (i.e., considering clinical teaching; respectful and responsive relationships and effective feedback; personal and professional model; learning climate.)				
1	2	3	4	5
Unsatisfactory Teacher	Weak Teacher	Acceptable Teacher	Good Teacher	Superior Teacher
Significant limitations to suitability of this teacher	Limitations in this teacher's performance	Effective teacher enabling effective learning	Very effective, proactive teacher supporting positive learning	An exceptional role model as a teacher
Comments				

Describe STRENGTHS of this teacher/faculty	Actions or Areas FOR IMPROVEMENT
1.	1.
2.	2.
3.	3.
OTHER Comments	