

# Using the FTA Framework to Analyze Teacher Feedback From Students and Residents

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## Presentation developed by:

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## Faculty/Presenter Disclosure

- **Faculty:** Marion Dove
- **Relationships with financial sponsors:**
  - **Grants/Research Support:** none
  - **Speakers Bureau/Honoraria:** none
  - **Consulting Fees:** none
  - **Patents:** none
  - **Other:** none

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## Disclosure of Financial Support

- This program has received financial support from **no organization** in the form of **no support**.
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- **Potential for conflict(s) of interest:**
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## Description of the workshop

A clinician-educator receives annual feedback from their students and residents, but these evaluations are rarely used to change their teaching or their clinical supervision. This workshop will explore typical psychological reactions to feedback, and will propose the Fundamental Teaching Activities framework to deconstruct an annual evaluation to discover potential ideas to develop a learning plan.

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## Learning Objectives

By the end of this workshop, participants will be able to:

- Describe usual emotional and intellectual responses to feedback from learners
- Reframe feedback to work to their individual strengths as well as the strengths of their team
- Enumerate the various uses of the FTA framework

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### Exercise 1:

#### You have just received this feedback

Individually

- What are you feeling as you read through the comments?
- What are you feeling at the end?

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### Exercise 1:

#### You have just received this feedback

Group discussion:

- What emotions did you feel?
- Which comments do you remember?

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## Assessment carries emotional charge



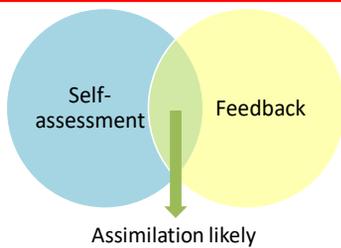
Pekrun 2006 cited in Artino et al. 2012.

## BO'S CAFÉ LIFE



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## Assimilation of Feedback



Sargeant et al. (2009) Reflection: a link between receiving and using assessment feedback. *Adv Health Sci Educ* 14(3):399-410.

Eva KW, Regehr G (2008) "I'll never play professional football" and other fallacies of self-assessment. *J Contin Educ Health Prof* 28(1):14-9.

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## How can we improve our receptivity?

By

- Regulating emotions
- Analyzing feedback
- Acquiring a coach or mentor

Sargeant et al. (2009) Reflection: a link between receiving and using assessment feedback. *Adv Health Sci Educ* 14(3):399-410.

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## To reduce damage to self-esteem

- Look at the mean score
- Be analytical
- Remember that you are part of a team

## Categorise the issues

- Influence of the teacher
- Influence of the learners
- Influence of the administration
- Teacher's personal traits

## Categorise issues Example for course evaluations

Comment Category	Sample Positive Student Comments	Comments Analysis Worksheet		Personal notes
		Total +	Total -	
Overall (Course or Instructor) Clarity & Difficulty				
Organization & Structure				
Interest				
Teaching Strategies				
Assessment & Feedback				
Outside of Classroom Communication				
Personal Traits				
Physical Environment				

## FTA Framework -- Background

Section of Teachers Council struck the WGFD in 2012 with a mandate to:

- Define clinical teaching competencies for teachers in family medicine
- Make recommendations about developing these competencies
- Develop a CFPC hosted repository of related tools, resources and opportunities

## Fundamental Teaching Activities framework

- Built on the concept of Entrustable Professional Activity (EPA) used in residency education
- Describes the day-to-day elements of the teacher's work
- Varies depending on the teaching role
- Each activity will require multiple competencies
- Each is a holistic description of what a teacher actually does

## Multiple Related Purposes

- To give teachers a sense of what activities are expected of them, depending on their task(s)
- To provide steps for teacher guided self-development
- To facilitate programs, departments and faculty developers in developing Faculty Development curriculum
- To provide an organizational framework for faculty development materials

## Build a comprehensive picture

CLINICAL PRECEPTOR	
TASKS	
<b>Clinical Coach</b> A supervisor in day-to-day practice	<b>Competency Coach</b> An educational advisor along the course of learner training
ACTIVITIES	
<ul style="list-style-type: none"> <li>Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work</li> <li>Promotes and stimulates clinical reasoning and problem solving</li> <li>Gives timely, learner-centred, and constructive feedback</li> <li>Uses program assessment tools to document observed learner performance according to level of training</li> <li>Employs reflective processes to refine clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>Helps learner design and update his or her individual learning plan</li> <li>Guides a comprehensive periodic progress review informed by the learner's self-analysis</li> <li>Assists learner in his or her professional development</li> <li>Adjusts teaching interventions to support a learner facing progression challenges</li> </ul>
TEACHER OUTSIDE THE CLINICAL SETTING	
TASKS	
<b>Teacher</b> - Design and delivery of teaching sessions outside the clinical setting	
ACTIVITIES	
<ul style="list-style-type: none"> <li>Prepares teaching session content</li> <li>Facilitates teaching session delivery</li> <li>Reflects on teaching session content</li> </ul>	
EDUCATIONAL LEADER	
TASKS	
<b>Educational Program Manager</b> - Design and development of educational programming	<b>Educational Administrator</b> - Leadership roles in teaching sites and educational programs
ACTIVITIES	
<ul style="list-style-type: none"> <li>Develops curriculum</li> <li>Develops strategies for teachers working with learners experiencing progression challenges</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates programs</li> <li>Applies and develops standards</li> <li>Engages stakeholders</li> <li>Utilizes and develops resources</li> </ul>

## Domain: Clinical Preceptor

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## Exercise 2

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In pairs  
Use the comment analysis worksheet  
to classify the feedback received

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## Exercise 2: Use the comment analysis worksheet to classify the feedback

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Group discussion

- What were the challenges in using the framework?
- What did you perceive as benefits to doing this?
- What conclusions would you reach about your performance? Have they changed from the first read?

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## From feedback to a learning plan

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- Should negative feedback always lead to a learning plan?
- What factors play a part in making that decision?

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## Should negative feedback always lead to a learning plan?

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1. Does the outcome need to change?
2. What actions can lead to a change?
  - ♦ Learning
  - ♦ Context
    - Organizational
    - Team
    - Tasks

## Does the outcome need to change?

- Reasonable expectation?

## What needs to change?

What are the influences?

- Teacher influence
- Shared teacher/students influence
- Shared teacher/administration
- Teacher personal traits

## Who needs to change?



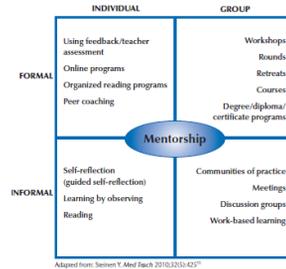
## Skills matrix

	Role modelling	Promotes and stimulates clinical reasoning	Feedback	Assessment	Clinical specialization	Special competency
Me	✓	✓			Obstetrics	
Dr X			✓	✓	MSK	
Dr Y	✓	✓			Procedures A, B, C	Communication
Dr Z	✓		✓			Cultural safety – specifically...

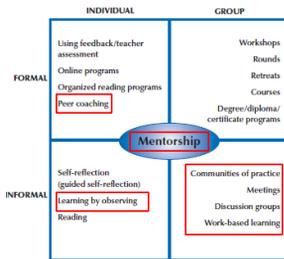
## How can I contribute to change?

- Learning
- Advocating for/contributing to contextual change
- Ask for support from team
- Request change of tasks

## What type of learning?



## What type of learning?



## Exercise 3

Do you have any ideas of appropriate actions for Dr. AJ after receiving this feedback?

## Summary: From feedback to learning action plan

- Lead rather than endure data collection
- Analyse data in a detached way
- What are your key tasks?
- Are these aligned with your strengths?
- Not all issues are under your influence
- Not all issues can be solved by going to a workshop

## Assimilation of feedback

Obstacles to self-assessment and avenues for improvement		
Step	Obstacles	Avenues for improvement
Data collection	Data non observable Limits of introspection Limits of memory, aggregation of memories	Look for external data Focus on specific events
Comparing to a standard	Explicit criteria not available or not understood	Increasing competence Make criteria known (eg rubrics, video benchmarks)
Judgement	Biases eg above average effect	

## Questions, comments?

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- ▶ FMF app Session #: **380**
- ▶ Fmf.cfpc.ca Session Name: **Using the FTA Framework to Analyze Teacher Feedback From Students and Residents**

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