



## **The Medical College of Georgia Office of Academic Affairs**

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Applicable to: All non-faculty teachers  
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Category: Learner Interaction

### **Preparing Residents and Non-Faculty Instructors for their Roles as Teachers of Medical Students Policy**

All individuals who participate in the educational program are prepared for their roles in teaching and assessment. Faculty preparation requirements are described in another policy. Resident preparation is described below. Other Non-faculty individuals who participate as instructors (graduate students, medical students, others) shall be prepared for their roles by providing at least the following elements relative to their participation:

- Learning objectives (course/college)
- Method of instruction
- Method of assessment
- Context of the specific educational program.

Preparation of these individuals is the responsibility of the course/module/clerkship director. Directors shall report the approach and monitoring of such preparation as part of the annual course director summary, if these non-faculty instructors are used in the program. Opportunities for further development as educators is available to all faculty and non-faculty instructors.

Residents are an integral part of undergraduate education at the Medical College of Georgia at Augusta University. To ensure residents who have any teaching roles with MCG students are provided with the basics in clinical teaching as well as practical suggestions for effectively and efficiently teaching medical students, a multi-component approach has been implemented. Resident preparation for their role as educator is required and centrally monitored.

All PGY1 residents, including including those at MCG's Augusta campus (accounting for the vast majority of residents with whom MCG students interact) as well as non-MCG community programs that occasional teach students, are requested to complete a five-module online, interactive training program. This online program ensures baseline educator content for all residents and serves as a central monitoring mechanism.



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The online program should be offered during new house staff orientation with the following topics reviewed:

- College-wide objectives
- Specialty specific course/clerkship objectives
- Introduction to the role as educator
- Creating a positive educational environment
- Fostering a Positive Learning Environment
- Navigating Through MCG Clerkship Objectives
- Assessing and Adapting to Learner Needs
- Teaching Within the Clinical Workflow
- Utilizing Effective Communication and Feedback

Training is continued longitudinally by core-clerkship departments. Departments can develop their own training that is aligned to Medical College of Georgia Office of Academic Affairs content/fundamental educator objectives or consult with the Office for Faculty Development to provide more targeted educational training.

Residents and fellows who participate in teaching and evaluating students in non-core clerkships must also complete additional training and submit annual documentation. Finally, teaching related topics are presented periodically at monthly house staff training sessions.

The content for the trainings is selected based on a review of the undergraduate medical education literature on best practices in teaching and the assessed teaching needs at MCG.

Completion of training shall be centrally monitored by MCG's Associate Dean of Faculty Development who works in coordination with MCG and non-MCG program directors and coordinators throughout the state.