



# The Medical College of Georgia Office of Academic Affairs

Approved on: April 14, 2015  
Effective on: immediately  
Last Approval/Revision: October 3, 2023  
Expires: on revision

Applicable to: All non-faculty teachers  
Approved by: COC  
Category: Professionalism  
Context:

## **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.

For residents at MCG's Augusta campus (accounting for the vast majority of residents with whom MCG students interact), residents are prepared longitudinally. During new house staff orientation, the following topics are reviewed:

- College-wide objectives
- Specialty specific course/clerkship objectives
- Introduction to the role as educator
- Creating a positive educational environment.

A year later, rising PGY-2 residents from a department with a core-clerkship attend either a MCG sponsored half-day training or participate in a preapproved department program with comparable

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content. Residents and fellows who participate in teaching and evaluating students in non-core clerkships must also complete either an MCG sponsored online series or a preapproved comparable program. Finally, teaching related topics are presented periodically at monthly house staff training sessions.

Non-MCG residents working at clinical sites where MCG students are training are prepared for their teaching roles by completing a MCG sponsored online series or by participating in a preapproved program with comparable content.

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. Content includes but is not limited to learner orientation, case presentations, feedback, evaluation, professionalism, and clerkship specific objectives.

Completion of training shall be centrally monitored by MCG's Associate Dean of Faculty Development who works in coordination with MCG's Senior Associate Dean of Graduate Medical Education and Associate Dean for Curriculum.