

## Policy on Preparing Residents as Teachers

### Purpose:

To educate and assist residents in graduate medical education programs who supervise or teach medical students for their roles in teaching and assessment.

This policy relates directly to LCME Element 9.1 Preparation of Resident and Non-Faculty Instructors: *In a medical school, residents, graduate students, postdoctoral fellows, and other non-faculty instructors in the medical education program who supervise or teach medical students are familiar with the learning objectives of the course or clerkship and are prepared for their roles in teaching and assessment. The medical school provides resources to enhance residents' and non-faculty instructors' teaching and assessment skills and provides central monitoring of their participation in those opportunities.*

### Definition:

Resident refers to a physician formally enrolled in one of Loyola Medicine's graduate medical education programs or an affiliate site with its own residency program."

### Policy:

Residents are provided SSOM educational program objectives, relevant clerkship learning objectives, a list of required clinical conditions and skills and resources to enhance their teaching and assessment skills.

The SSOM Office of Medical Education (OME) in collaboration with the Loyola Office of Graduate Medical Education (GME), provides central monitoring of their participation in those opportunities for residents participating in core clerkship experiences. Affiliate programs with residency programs are also required to verify that their residents have completed a similar curriculum.

### Responsibilities and Requirements:

- A. Loyola University Health System residents are required to complete a core online educational model entitled "Learning to Teach 101".
  - i. This module will be completed at institutional orientation and is required prior to resident teaching and/or assessing medical students.
  - ii. Completion of the module by residents of core clerkships is documented by the GME office and monitored by the SSOM OME.
  
- B. Residency programs directors are strongly encouraged for their residents to receive education within their unique curricula to further develop and enhance their skills as teachers

- i. Programs may develop internal activities
- ii. Programs may utilize the “Residents as Teachers” modules (workshops) which include the following topics: Feedback; Teaching Skills; The Difficult Learner; Learning Styles; and Operating Room Teaching.
- iii. Programs will track resident participation in these educational activities on an annual basis and report them as requested to the OME.

C. Residents will receive the SSOM educational objectives, clerkship specific learning objectives, clerkship-specific list of required clinical conditions, and the Clerkship Student Need to Know List\* electronically annually at the beginning of each academic year via clerkship directors/coordinators.

D. Student evaluation of resident teaching effectiveness is incorporated into resident Evaluations

\*list includes information on Too Tired To Drive Home Policy, 80-hour work week, Blood Borne Pathogen Exposure, Patient/Procedure Logs, Non-Sexual/Sexual Harassment/Mistreatment, Clinical Evaluations and Online Examination, Students concerns about any aspect of the delivery of health care at a particular site , Student Illness, Prior Student/Physician Relationship

**Monitoring And Compliance:**

The SSOM Office of Medical Education in collaboration with the Loyola Office of Graduate Medical Education provides central monitoring of Loyola resident completion of the core online educational model entitled “Learning to Teach 101” prior to resident teaching and/or assessing medical students. Affiliate programs with residency programs are also required to verify that their residents have completed a similar curriculum.

<b>Reviewed by:</b>	Central Curricular Authority
<b>Date of approval:</b>	April 14, 2018
<b>Revised:</b>	July 8, 2024
<b>Review cycle:</b>	Three years