GRADUATE MEDICAL EDUCATION

TRAINEE POLICIES AND PROCEDURES

POLICY: Graduate Medical Education Committee
Policy Number: 8.5
Chapter: Resident/Fellow Training and Environment

I. Purpose

To outline how University of Utah Health graduate medical education programs prepare GME trainees (residents and fellows) for their role in teaching medical students.

II. Overview:

At University of Utah Health, trainees play a critical role in the teaching and evaluation of medical students. We believe in the importance of supporting trainees in their roles as teachers and providing excellent training and guidance for this role.

III. Policy

1. All incoming GME trainees are required to attend a GME Trainee Orientation, which includes instruction as to their roles and responsibilities as teachers.
   a. Attendance is collected and monitored centrally by the Office of Graduate Medical Education.
   b. The orientation includes the following topics:
      i. The role of the GME trainees in education of other learners, including medical students
      ii. University of Utah Non-Discrimination Policy
      iii. University of Utah School of Medicine (UUSOM) Student Mistreatment Policy
      iv. UUSOM Faculty and Resident Preceptor Roles and Responsibilities
      v. UUSOM Clinical Supervision of Medical Students Practice
2. GME trainees who will teach medical students participate in, and attest to their completion of annual department training specific to their medical student teaching responsibilities; this training includes review of:
   a. University of Utah Non-Discrimination Policy
   b. UUSOM Program Objectives and Competencies and AAMC Core Entrustable Professional Activities for Entering Residency
   c. UUSOM Student Mistreatment Policy
   d. UUSOM Faculty and Resident Preceptor Roles and Responsibilities
   e. UUSOM Clinical Supervision of Medical Students Practice
   f. UUSOM Student Work Hours Practice
   g. Best practices for conducting mid-course formative feedback and completing preceptor evaluations
   h. The course specific syllabus which specifically includes:
      i. Course goals aligned to UUSOM program objectives and EPAs
      ii. Core chief complaints and diagnoses

3. Twice a year GME offers a Wellness Elective which includes a full-day session on “Residents as Teachers”. In addition, model curricula on residents-as-teachers is being developed by the GME Director of Educational Development for dissemination into residency and fellowship programs.

4. University of Utah Health Office of Academic and Faculty Development offers teaching development classes and workshops to help faculty, residents, fellows, and instructors improve teaching skills.

5. Clinical departments offer additional education on teaching for GME trainees, including topics such as creating a positive learning climate, setting expectations on the clerkship, giving effective feedback, precepting, team leadership, and small group facilitation.