



Policy and Procedure

TEACHING RESIDENTS TO TEACH

PURPOSE: The purpose of this Texas Tech University Health Sciences Center School of Medicine (TTUHSC SOM) Office of Curriculum and Graduate Medical Education (GME) joint Policy and Procedure is to establish a policy regarding the central organization and monitoring of programs designed to prepare residents for their roles in teaching and evaluation of medical students.

REVIEW: This TTUHSC SOM Policy and Procedure will be reviewed by [September 1](#) of each odd-numbered year by the Lubbock GME Office, with recommendations for revision forwarded to the GME Coordinating Council by [October 30](#) of the same year.

POLICY/PROCEDURE:

Rationale:

Liaison Committee for Medical Education (LCME) standards for medical schools (primarily ED-3 and ED-24) address requirements for preparations and monitoring of resident teaching in medical schools. In addition, the Accreditation Council for Graduate Medical Education (ACGME) has significant interest in resident teaching skills, with predictions that teaching skills will be introduced as an additional competency for resident training. As a consequence, TTUHSC SOM has begun the process of developing a comprehensive training program to develop resident teaching skills and will implement a centralized monitoring system to track resident training progress and acquisition of this important competency.

Accreditation of the School of Medicine and Individual Residency Programs:

Differences in the accreditation processes for the TTUHSC SOM and residency programs produce logistical challenges to the organization of a centralized program for resident teaching instruction and monitoring. Whereas the LCME accredits the SOM as a single multi-campus school, the TTUHSC residency programs are organized and accredited by campus. Maintaining accreditation standards for the SOM is a function of the Associate Dean for Curriculum, while the Associate Dean for Graduate Medical Education (GME) is responsible for overseeing the GME programs on the three TTUHSC campuses (Amarillo, Lubbock and Permian Basin). Thus, the program described herein has been developed based on a series of organizational meetings involving the Associate Dean for Curriculum, Associate Dean for Graduate Medical Education, with significant input from the Assistant Dean for Graduate Medical Education in Lubbock, the

Director of Medical Education in Amarillo and other faculty and staff from the various campuses.

Current Status of Teaching Resident to Teach Programs (May 2009):

In June of each year second and third year residents currently attend one formal training session designed to enhance their teaching skills. Attendance is mandatory and the sessions have received positive feedback. Any resident who misses a session as a rising second year resident will attend the session one year later. Residency programs also offer both formal and program-specific educational sessions. Resident teaching skills are evaluated at several levels. First, faculty observers evaluate the teaching abilities of residents on a monthly basis as part of a standard, program-specific evaluation form. Second, program directors evaluate resident teaching abilities every six months, and finally, the annual "Evaluation of Resident Performance and Advancement Report" includes a single item for evaluation of resident teaching abilities. On each form, the evaluation categories are "Satisfactory," "Unsatisfactory," and "Not Applicable," and a space for comments is provided. Prior to the LCME site visit in March 2009, an informal survey did not reveal any instances where an unsatisfactory rating of a resident's teaching abilities had prevented advancement.

Development of a centralized Program for enhancing Resident Teaching Skills:

1. **Teaching Residents to Teach Sessions:** The Associate Dean for GME will coordinate Teaching Residents to Teach (TRTT) activities on all campuses at the beginning of each training year. The goal will be to provide at least one formal teaching session per year on each campus. The GME offices on all campuses will determine the optimal format for these sessions. Future developments of these programs will include recommendations from the ACGME in developing separate training sessions for residents at different stages of their training.
2. **Program-specific Resident Teaching Sessions:** Each residency program will develop program-specific resident teaching sessions and submit a report on specific sessions every six months. A form for reporting on the teaching sessions will be developed and distributed by the Associate Dean for GME. Those reports will be added as agenda items at campus GME committee meetings every six months.
3. **Monitoring:** The GME office at each campus will maintain attendance records for its campus. At a minimum, each resident is expected to attend one TRTT session per year.
4. **Evaluation:** The current forms for resident evaluation list "Teaching Abilities" as a single item under the "Practice-Based Learning and Improvement" heading. These forms will be modified to add "Teaching Skills" as a separate, main heading with three separate subheadings for individual evaluation. These subheadings will be "Didactic Teaching Abilities," "Patient-Oriented Teaching Abilities" and "Patient Education." The first two sub-headings address both LCME and ACGME requirements, while the third sub-

heading addresses an ACGME-specific requirement. The evaluation choices will remain as “Satisfactory,” “Unsatisfactory” and “Not Applicable,” with space for comments. Remediation will be completed within residency program departments.

5. Reporting: Each residency program will use a standard form to provide semi-annual reports to campus GME committees with regard to resident teaching activities and outcomes (see 2 items above). The reports will include: description of department-specific Teaching Residents to Teach sessions and overview of resident evaluation results, including any remediation activities. The GME offices on each campus will collect and collate these reports and then forward a summary report to the Lubbock GME office. These records will be maintained by the Associate Dean for GME.

Immediate Activities

1. Obtain approval of this policy from EPC and GME committees (Williams, Varma).
2. Develop concise forms for data collection from residency programs (Watters).
3. Develop residency evaluation forms that include “Teaching Skills” as a seventh competency area (Varma).
4. Ensure that residency reports are added to the respective agendas of GME committees (Varma).
5. Organize TRTT sessions for 2009-2010 (Varma, Halldorsson, others).