

Postgraduate Medical Education (PGME)

Title:	Teaching by Residents in the Undergraduate Curriculum	Number:	008
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Preamble

Rationale

The Royal College affirms the value of providing opportunities to develop teaching skills and experience during residency training. Teaching is highly valued by the University of British Columbia, Faculty of Medicine.

Guiding Principles

1. There will be a consistent system across departments that will recognize teaching contributions, innovation, and excellence by residents (e.g. annual departmental Residents' Undergraduate Teaching Awards.).
2. Residents will be engaged in teaching for its intrinsic educational value and will not be used to substitute or usurp the faculty's central role in the undergraduate curriculum.
3. Residents will receive educational training and support including constructive feedback and formative evaluation from the Faculty.

Policy

1. Residents should all have both the opportunity and expectation to teach medical students.
2. Residents will be offered educational support and development pertinent to their teaching in the Undergraduate Curriculum.
3. Teaching will be most concentrated during the medical student pre-clerkship clinical skills blocks and during clerkship rotations.
4. However, residents who wish to teach during FPC, or a CBL/FLEX block/component may be permitted to teach with prior approval of their Postgraduate Program Director, if this meets their educational objectives and does not detract from their clinical commitments.
5. Recognition in teaching excellence will be built into Residency Training Awards presented to residents by their department (e.g. Medicine, Surgery, Pediatrics, Psychiatry, Radiology, Pathology, Ob/Gyn, and Family Practice).
6. Clinical faculty will not receive honorarium for teaching done by residents, nor will individual GFT faculty members receive teaching time equivalents for teaching done by residents.

Postgraduate Medical Education (PGME)

7. Honorarium payment will not be given to salaried residents unless their teaching activity is clearly outside of the hours of their residency contract and is outside the content area of their specialty training (e.g. exam preparation, invigilation, OSCE participation). Approval of such payment must come from the Undergraduate Dean’s Office (not the Departments).

Attachment

In the Royal College of Physicians and Surgeons of Canada General Standards of Accreditation (September 1997) there are two relevant statements under Standard B and Academic and Scholarly Aspects of the Program:

- Item 4: The program must ensure that residents learn effective communication skills for interacting with patients and their families, colleagues, students and co-workers from other disciplines. Clearly defined educational objectives for teaching these skills and mechanisms of formal assessment should be in place.
- Item 6: Residents must be given opportunities to develop effective teaching skills by teaching junior colleagues and students as well as through conference presentations, clinical and scientific reports, and patient education.

These principles are also echoed in the CanMEDS 2000 Project document involving scholarly competencies. These include: Item 3: Facilitate the learning of patients, students, residents and other health professionals. This includes the ability to: help others define learning needs and directions for development, provide constructive feedback, and apply the principles of adult learning in interaction with patients, students, residents, colleagues and others. The CanMEDS specific objectives indicate the following: Item 3: Education: a: Demonstrate and understanding of, and the ability to apply, the principles of adult learning with respect to oneself and others; b: Demonstrate an understanding of preferred learning methods in dealing with students, residents, and colleagues.

Action	Committee	Date	Status