

Expectations for Resident Teaching in Clerkships and Electives

At Wright State University Boonshoft School of Medicine medical student teaching is a highly valued activity. In addition, the Liaison Committee on Medical Education (LCME) requires that residents receive instruction in the area of medical student teaching, and resident teaching is a requirement of the Residency Review Committee (RRC). To ensure success in teaching, please review the following expectations and keep in mind that your educational objectives as a resident may be different than those of the medical students.

All residents are expected to:

- Demonstrate respect and maintain a professional attitude with students including but not limited to
 - Remembering that a student's primary responsibility is to learn and to work with patients.
 - Refraining from criticizing other students in front of his/her peers
 - Refraining from sharing personal opinions of other residents with students
- Become familiar with the academic requirements for students. The overall educational objectives for BSOM students are:
 - **K=Knowledge and Lifelong Learning**
 - The graduate will demonstrate knowledge of the basic medical sciences; clinical skills; and the ability to acquire, manage, and use current information for clinical decision-making and problem-solving in the care of individual patients, family members, populations, and systems of care delivery.
 - The graduate will demonstrate knowledge of the ethical, social, economic, and cultural influences upon the health of and health care delivery to patients and patient populations, and will be able to propose realistic approaches to improving the health of an individual patient and for a patient population.
 - The graduate will be able to identify the diverse factors that influence the health of the individual and the community; identify the socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual factors impacting health care and health care delivery; and be able to respond to these factors by planning and advocating the appropriate course of action at both the individual and the community level.
 - **C=Interpersonal and Communication**
 - The graduate will demonstrate the ability to establish a professional relationship with a patient, build a comprehensive medical and social/personal history, conduct either a focused or comprehensive physical examination as indicated, construct a differential diagnosis, and recommend a course of treatment consistent with current standards of care.
 - The graduate will demonstrate the ability to communicate (written and oral) clearly, professionally, and effectively with patients, their family members, health care team members, and peers.
 - The graduate will demonstrate the capacity to listen to and respond appropriately to constructive feedback from peers and teachers, as well as give constructive feedback and evaluation to peers and faculty as requested.

○ **P=Professionalism, Advocacy, and Personal Growth**

- The graduate will be able to identify personal strengths and weaknesses in the care of patients and working with colleagues and allied health professionals, and, if indicated, demonstrate the ability to make changes in behavior that facilitate collaborative relationships.
- The graduate will demonstrate through the period of undergraduate medical education a pattern of responsible behaviors consistent with the highest ethical standards of the profession: honesty, confidentiality, reliability, dependability, civility, and punctuality.
- The graduate will demonstrate a commitment to leadership and the advancement of new knowledge.

- Residents should become familiar with the objectives for the clerkship, as well as the key diagnoses, conditions and/or procedures that students are expected to see during the clerkship. Please see attached appendices for this information.

- Residents should discuss their specific expectations regarding working with patients, including but not limited to: a general orientation to the unit/service, the proper format for documentation of notes, histories/physicals, and any other information necessary to ensure an adequate educational environment.

- Each student should be observed by a resident while completing a history and/or physical and given immediate constructive feedback as well as being advised as to what he/she did well.

- When working with a student on a new admission, residents should take the time to help the student work through the assessment and plan, allowing the student to present his/her differential diagnosis and plan, as well as discuss the reasoning behind the final assessment and treatment plan, paying special attention to medication choices.

- Sit down with students on a regular basis (at least weekly) and read through one or two of the student's medical record documentation, providing constructive feedback as well as recognizing which aspects of the note is done well. Please ensure that both admit notes and progress notes are being read, with regular feedback to the students.

- Be available to answer general questions students may have pertaining to diagnostics, medications, patient interactions, or other pertinent matters.

- Provide timely and constructive feedback to students on an individual basis taking care to ensure that feedback is given in a discreet and professional manner.

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