

Title/Subject: Preparation of Resident and Non-Faculty Instructors

Applies to: ☒ faculty ☐ students ☐ staff ☒ Other: residents, fellows, graduate students, and non-faculty instructors

☒ Policy ☐ System ☐ Process/Procedure ☐ Guideline/Standard ☐ Position Description

- **Introduction**

- **Historical/Contextual Overview:** The Texas A&M School of Medicine (School) relies upon the clinical education expertise and exposure to a vast variety of clinical material made available through a network of affiliated residency programs across the state. Each campus relies upon residents, fellows, and/or other non-faculty instructors to assist in the education of our medical students. In addition, graduate students in the basic science disciplines provide essential education services within the preclinical curriculum.
- **Reason for the Policy/Process:** The School believes that all instructors of required courses and clinical clerkships, whether they are faculty or non-faculty, should be prepared for their roles in teaching and assessment.
- **Scope:** This policy applies to every required medical student rotation on all campuses and at all sites utilized by the School. Course and Executive Clerkship Directors in partnership with their local campus leadership are responsible for ensuring all residents, fellows, graduate students, and other non-faculty instructors involved in the education of medical students in required courses and clerkships are properly prepared for their role as educators.

- **Policy/Process Statement:** All residents and other non-faculty instructors - including but not limited to graduate students, postdoctoral fellows, or other non-physician members of the health care team - engaged in teaching and/or supervision of medical students within required courses and clinical clerkships must receive an overview of the relevant program objectives, the course or clerkship objectives, and any School or clerkship policies annually.

Residents and non-faculty instructors should also be provided with the basics in clinical teaching as well as practical suggestions for effectively and efficiently teaching medical students. Pertinent faculty development sessions in clinical teaching and assessment will be identified and delivered by the Texas A&M Office of Professional Development, the residency program, and/or the sponsoring institution annually.

The Executive Associate Dean is responsible for ensuring compliance with applicable Liaison Committee for Medical Education (LCME) accreditation standards and Texas A&M University academic policies and procedures.

Regional Campus Deans in collaboration with Course and Executive Clerkship Directors will identify residents and other non-faculty instructors engaged in medical student education and will collectively ensure compliance with this policy. The Office of Professional Development will annually deliver on-demand, in-person, or online

Authority: Curriculum Committee

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educational programs designed to develop clinical teaching competencies among non-faculty instructors.

The Office of Professional Development will also review and approve such programs developed and implemented within local health systems for any affiliated residency programs not sponsored by the Texas A&M School of Medicine which may adequately satisfy the intent of this policy

Course and Executive Clerkship Directors are responsible for ensuring non-faculty instructors are properly identified prior to the start of each academic year and that appropriate course materials are updated and made available to all individuals involved in delivering the course's curriculum including non-faculty instructors. Course and Executive Clerkship Directors should also work with the Office of Professional Development to develop teaching instructional materials to address any unique needs of the course or clerkship, as necessary.

The Office of Evaluation and Assessment will assist Course and Executive Clerkship Directors in assessing the quality and effectiveness of medical student education provided by non-faculty instructors and will assist the Office of Professional Development in developing and/or refining these educational offerings to address any identified deficiencies.

- **Procedure**

The Office of Professional Development will make available both in-person and online educational programs which address non-faculty instructor teaching and assessment skills and related responsibilities. These programs will be updated no later than June 1 of each year and made available for all non-faculty instructors. Educational programs developed by local health systems for delivery to residents and other non-faculty instructors should be sent to the Office of Professional Development for approval by July 1 of each year.

Course and Executive Clerkship Directors in cooperation with Regional Campus Deans will identify all non-faculty instructors providing medical student education within required courses and clinical clerkships no later than July 1 of each year. No later than July 1 of each year, Course and Executive Clerkship Directors will distribute to these non-faculty instructors the objectives and orientation to the methods of assessment for their respective courses using the *Introduction to the Pre-Clerkship* and *Introduction to the Clerkship* modules provided by the Office of Professional Development.

Course and Executive Clerkship Directors and/or Regional Campus Deans will certify compliance with this policy by September 1 of each year to the Office of Graduate Medical Education. This certification will attest that all non-faculty instructors have received the required course or clerkship objectives and orientation to the methods of assessment and have received education and/or orientation which prepares them for their roles in teaching and assessing medical students via an approved format and curriculum.

Verification of non-faculty instructor completion of required education and/or orientation to their roles in teaching and assessment will be maintained via sign-in sheets obtained at the conclusion of such educational activities or through the School of Medicine's online learning management system.

- **Compliance:** Official compliance with this policy will be reported annually to the School of Medicine Curriculum Committee at its most recent meeting following September 1 of each year.
 - **Exceptions:** N/A

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- **Non-compliance:** Non-faculty instructors who have not received the required materials and education/orientation outlined within this policy by September 1 of each year may not provide direct education to or supervision of School of Medicine students until their individual compliance is achieved.

- **Resources and Tools:**

Name	Purpose	Location	Distribution
<i>Introduction to the Clerkship learning module</i>	<i>Provides updated goals and objectives for each required clinical course and clerkship while also providing information on education-related policies (e.g. student mistreatment and FERPA), grading procedures, supervision, and essential teaching tools</i>	<i>Office of Professional Development</i>	<i>Campus Deans, DIOs, and Executive Clerkship Directors</i>
<i>Introduction to the Pre-Clerkship learning modules</i>	<i>Provides updated goals and objectives for pre-clerkship courses and includes tailored modules for Organ System Courses, Foundation Courses, and Thread Courses and Intersessions. Also includes information on education-related policies, grading procedures, and essential teaching tools.</i>	<i>Office of Professional Development</i>	<i>Campus Deans, Academic Affairs, and Course Directors</i>

- **Definitions:**
Non-faculty instructors are defined as individuals responsible for supervising or educating medical students who are not classified as faculty. The term “non-faculty instructors” includes residents, fellows, and graduate students, among others.
- **Related Policies, Processes, and Guidelines:** LCME Accreditation Standard 9.1

- **Revision History:**

Date of Change	Authority	Summary of Changes	Document Location
<i>June 1, 2019</i>	<i>Office of Professional Development and Office of Graduate Medical Education</i>	<i>Updated and converted to new format.</i>	
February 18, 2020	<i>Office of Professional Development and Office of Graduate Medical Education</i>	<i>Updated to specifically include the requirement that graduate students complete prescribed preparatory modules developed by the Office of Professional Development and such completion is centrally monitored.</i>	
September 8, 2021	<i>Office of Professional Development and Office of Graduate Medical Education</i>	<i>Updated to adjust titles</i>	

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**March 28,
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*Office of Professional
Development and
Office of Graduate
Medical Education*

*Administrative changes noting changes to
School of Medicine and Office of
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