



Office of the Dean
School of Medicine

Policy Title: Policy on House Officers as Teachers

Last Review/Revision/Approval: June 2024

Review Cycle: 4 years

Body Responsible for Review/Revision: Graduate Medical Education Committee

Responsible Dean: Associate Dean for Academic Affairs

Relevant LCME Element: 9.1
(if applicable)

Policy Statement/Purpose:

House Officers play important instructional roles in the clinical education of medical students. To prepare for their roles as teachers, they must be familiar with the relevant course and clerkship objectives and the competencies and milestones expected of medical students. LSUHSC provides resources to enhance the House Officers' teaching and assessment skills and provides central monitoring of their participation in those opportunities. At LSUHSC, we value the role House Officers play in the teaching and learning of medical students and recognize the importance of supporting them in these roles.

Policy Directives:

All incoming House Officers (interns, residents and fellows) are required to attend the New House Officers Orientation, which includes an induction to their roles and responsibilities as trainees and teachers. The orientation encompasses a combination of modules (Supplement 1) produced by LSUHSC School of Medicine faculty and staff. Orientation compliance rates are collected, monitored centrally by the Office of Graduate Medical Education (GME), and reported to the Graduate Medical Education Committee (GMEC) on an annual basis.

All incoming and visiting House Officers are required to complete a combination of GME Competency Education Platform (GCEP) modules (Supplement 2). Module completion rates are collected, monitored centrally by the Office of GME, and reported to the GMEC on an annual basis.

The clerkship and program directors are responsible for ensuring that House Officers are familiar with the objectives and requirements of the courses and clerkships in their specialty. House Officers receive a handbook of resources that includes educational program objectives, policies, and general and clerkship-specific requirements for students (such as required skills, core conditions, and schedules). These handbooks are distributed at annual departmental clerkship orientations and via email at the beginning of each academic year. House Officers receive an annual online attestation form requiring them to review and acknowledge receipt of the resources. The attestation forms are maintained by the Office of GME, and completion rates are reported annually to the GME

House Officers take the lead in presenting at departmental conferences, including Noon Conferences, Morbidity and Mortality Conferences, Quality Improvement/Patient Safety Conferences, Tumor Boards, Research Conferences, and Journal Clubs. These programs and experiences contribute to an atmosphere in which teaching is highly valued.

House Officers are provided with a copy of the article, T-E-A-C-H Model: An Approach to Guide Residents as Teachers (Supplement 3).

Educational Module Topics:

Supplement 1: LSUHSC orientation educational presentation topics:

1. A lecture on Teaching Residents to Teach
2. Diversity, Equity, and Inclusion
3. Professionalism in the Digital Age
4. Enhancing Quality Improvement for Patients (EQuIP)

Supplement 2: GCEP required modules for all first-year House Officers:

1. Residents as Teachers
2. Creating an Effective and Respectful Learning Environment
3. Cultural Competency
4. Managing Unconscious Bias
5. Resident Intimidation
6. Working Effectively within an Interprofessional Team
7. Basics of Health Equity for GME
8. Racisms in Medicine: An Introduction.

Supplement 3:

- The T-E-A-C-H Model: An Approach to Guide Residents as Teachers *Lisa K. Rollins, PhD, University of Virginia, Society of Teachers of Family Medicine* (resource available on GME website)