



Resident as Teacher Curriculum

NGMC- Family Medicine Residency Program
Gainesville, Ga

Longitudinal

Description of Experience:

This is a longitudinal experience beginning in orientation that helps develop the role of the family physician as teacher with their peers, the community, health professionals, students and patients. Combining curricula developed by the American Academy of Internal Medicine and STFM and supplementing with modules pertaining to teaching patients and communities, residents will gain experience teaching and communicating effectively in all settings.

These sessions are 8 sessions are taught every 3 months and repeated in the 2-year didactic schedule.

Topics to cover:

Resident as Teacher	On-Line Resource
Intern as Teacher	https://www.mededportal.org/publication/10001/
Teaching while Admitting	https://www.mededportal.org/publication/10001/
Feedback on the Fly	https://www.mededportal.org/publication/10001/ https://resourcelibrary.stfm.org/viewdocument/resident-as-educators-curriculum
Teaching Professionalism	https://www.mededportal.org/publication/10001/
SBAR for safety	https://www.mededportal.org/publication/10001/
Teaching Physical Exam	https://www.mededportal.org/publication/10001/
Oral Presentations	https://www.mededportal.org/publication/10001/ https://resourcelibrary.stfm.org/viewdocument/resident-as-educators-curriculum
Clinical Reasoning	https://www.mededportal.org/publication/10001/
Interdisciplinary team teaching	https://www.mededportal.org/publication/10001/
Conflict resolution	https://www.mededportal.org/publication/10001/

Competency Based Objectives:

1. Communicate effectively with preceptor gaining the most for each educational experience. (C-1, PROF-1)
2. Be able to explain basic pathophysiology, treatment plan and prognosis to patients to promote a better understanding and path forward to health. (MK-2, C-3)
3. To competently deliver intra professional team-based teachings to inpatient and outpatient teams (SBP-4)
4. Learn the effective hand off for safer handoffs to peers (SBAR) (SBP-2)
5. Possess a firm grasp of evidence-based medicine principles to engage in teaching students, peers, and community. (MK-1, PBLI-1)