


<b>Name of Policy:</b> <u>Residents as Educators</u> <b>Policy Number:</b> 3364-133-134 <b>Department:</b> Pharmacy <b>Approving Officer:</b> Senior Hospital Administrator <b>Responsible Agent:</b> Director of Pharmacy <b>Scope:</b> UT Department of Pharmacy	  <b>Effective Date:</b> 5/18/2022  <b>Initial Effective Date:</b> 8/2016
<input type="checkbox"/> New policy proposal <input type="checkbox"/> Minor/technical revision of existing policy <input type="checkbox"/> Major revision of existing policy <input checked="" type="checkbox"/> Reaffirmation of existing policy	

**(A) Policy Statement**

All Graduate Medical Education programs must educate and mentor residents in their role as educators. The programs must develop, implement and oversee an appropriate curriculum to facilitate residents in developing effective teaching skills.

**(B) Purpose of Policy**

To assure that the resident appropriately develops the teaching skills during the course of their residency education at The University of Toledo College of Medicine and Life Sciences.

**(C) Procedure**

**Required Curriculum**

Every residency program must have a specific curriculum to educate and evaluate residents, including learning objectives and evaluation tools, to instruct residents in their role as educators of both pharmacy students and/or junior level residents. The curriculum may involve any combination of educational experiences including presentations, small group discussions or self-study online modules. The materials used may be developed locally or acquired from a professional organization.

**Residents in the Role of Educators of Pharmacy Students**

On an annual basis, all residents must be provided with a copy of the rotation objectives for all required and/or elective rotations during which the program residents teach pharmacy students. The objectives of the rotation must be provided and reviewed at the beginning of each year. The appropriate preceptor and the Residency Program Director must discuss the rotation objectives and the residents’ role in teaching pharmacy students during the required and elective rotations. Residents must also be oriented to the required evaluation processes, both formative and summative, required by the rotation.

Program Directors, must request from the Experiential Office semi-annual evaluation reports completed by pharmacy students (on required rotations and elective rotations) on the residents’ teaching skills. Program Directors must share this feedback with the individual residents.

The evaluations should be reviewed and discussed with the resident at the customized training plan meeting with the resident. If applicable, a remediation plan to enhance resident’s teaching skills should be developed and reviewed.

The Program Director must meet with and develop a remediation plan for residents who receive multiple “poor” evaluations on a single report or repeated “poor” evaluations to develop a remediation plan. A follow-up report will be required concerning the resident’s progress in achieving their remediation plan.

**Residents in the Role of Educators of Junior Level Residents**

The Program Director must review the program evaluations, i.e. peer, faculty, etc. at least semi-annually with the resident. If a pattern of poor evaluations is received regarding the resident’s teaching skills a remediation plan to enhance the resident’s teaching skills should be developed and reviewed.

<p><b>Approved by:</b></p> <p><u>/s/</u> <u>05/26/2022</u> Lindsey Eitnrear, Pharm D, BCPS, AAHIVP Director of Pharmacy, Acute Care Services <i>Date</i></p> <p><u>/s/</u> <u>05/26/2022</u> Russell Smith, PharmD, MBA, BCPS Senior Hospital Administrator <i>Date</i></p> <p><i>Review/Revision Completed By:</i> <i>Pharmacy</i></p>	<p><b>Review/Revision Date:</b> 8/2016 5/2022</p>
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<p><b>Policies Superseded by This Policy:</b></p>	