

**DRAFT PROPOSAL**  
**Academy of Resident Teachers (ART)**  
**MD Program, University of Toronto**

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Nature of the Problem

Residents are often recruited to teach in many different capacities, but frequently they are not supported in doing so. Studies show that medical students benefit from having residents involved in their training and that residents find teaching medical students satisfying (Ostapchuk et al, 2010). Having residents as teachers in the MD Program allows them to contribute in important ways to undergraduate education and gain valuable experiential knowledge in teaching. However, many residents lack the teaching skills to be in these positions (Ostapchuk et al, 2010). Attaining teaching competency is important for physicians as evidenced by the inclusion of this task in the Royal College Competency Based Education framework for many of the specialties. Currently, the available teaching opportunities in the MD Program are not widely advertised to all potential resident teachers and this can lead to limited access and availability. The problem is, thus far, there has not been a purposeful consideration of ways to support resident tutors that would best suit the strengths and needs of this group of teachers. The purpose of this pilot project, the Academy of Resident Teachers (ART), is to develop a curriculum to offer interested resident teachers training to improve their teaching skills in Clinical Skills.

Proposed Strategy

*Target Audience*

The program will be open to residents at all levels of training in all postgraduate programs who are interested in getting involved in Clinical Skills teaching in the MD Program. All residents will need their Program Director's approval prior to participating.

*Recruitment*

Residents will be sent an email from their program director inviting them to join the ART Program. This email will consist of information about the ICE: Clinical Skills course, including a description of course, commitment and schedules of dates and times being offered to that specialty. Interested residents will fill out the intake questionnaire to gather basic information from them. The resident's Program Director will go through the names of the interested residents and provide the ART Program a list of people who they feel would be eligible to participate. Residents cannot be in academic difficulty or have had issues with professionalism or ethics. In the intake questionnaire residents will be asked to rank the sites at which they want to teach at. Since residents move between hospitals quite frequently, residents are welcome to rank hospitals by location and time (i.e. Sunnybrook in February and Toronto General in March). The ART Program team will assign residents to sites based on their rankings.

The residents will meet with the Academy Director at that site to discuss the ART Program and be oriented to the program and site.

### *Teaching Commitment – Content and Amount*

We are asking residents to teach ICE: Clinical Skills Year 1+2. They will be teaching alongside an experienced faculty teacher. Recognizing that each residency program may be unique in terms of the type and amount of teaching that is allowable for their residents, the MD Program will work with Program Directors to individualize the teaching opportunities that are offered to their residents group. The minimum amount of sessions they must participate in is 4.

### *Training*

All the residents will participate in one mandatory 2-hour introductory workshop (The Essentials of Teaching Clinical Skills) and have the opportunity to take part in two *additional optional* workshops (Beyond the Essentials 1+2) prior to starting their teaching experience. Residents who have previous experience in teaching Clinical Skills in the Foundations Curriculum may submit a request to be exempt from attending the Faculty Development session, if desired. The Director of Faculty Development and the Academy Director would review this request, and may need to speak to the resident, to determine whether this would be acceptable. If there is an issue with accessibility due to resident responsibilities, the ART Program will try to offer a tailored and customized training session to help to ensure their success. These will be facilitated by the Office of Faculty Development, MD Program. The participating residents will complete a brief survey to delineate their faculty development needs and further workshops will be added as applicable. Residents will also be provided with online resources to review, if they desire. This will create a blended learning model, with online foundational learning and an in-person hands-on workshop

### *Feedback and Coaching*

If residents are interested in further mentorship, each site will have 2-3 teaching coaches/mentors. They can review the residents teaching activities, provide feedback and coaching to help further the resident's skills and comfort. Residents will be encouraged to log teaching activities, create short reflections of teaching progress and develop a teaching dossier. All residents involved in the ART Program will be asked to fill out Confidence Scales at the beginning and end of the program and student evaluations of their teaching, as well.

### Evaluation of ART

We will evaluate this pilot project using Utilization Focused Evaluation to help appraise whether it was successful and whether we should move forward with the ART Program. To help us decide we will first need to talk with the stakeholders – Dr. Patricia Houston, Program Directors, Academy Directors, Clinical Skills Leadership – to ask what would constitute success to them in order to deem the program successful and continue it. At the end of the year we will gather information from the residents and medical students via surveys and focus groups to examine their experiences being taught by or being a resident teacher. Further, we will evaluate student's evaluations of their resident teachers and resident's Confidence Scales, to see if a significant change has been made over the year.

### Significance and Implications

The ART Program will allow us to support and further education in the MD Program with better resident teachers while also allowing residents to expand their skillset in teaching. If this program is successful, similar curriculums could be implemented for other undergraduate medical school courses as well to help prepare resident teachers.