

## **It Takes a Village: Promoting Resident and Faculty Involvement in Medical Student Education**

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### **Tips to Promote Involvement in Student Education**

1. Identify or create opportunities for residents and faculty to contribute to undergraduate medical education. Advertise the opportunities.

- Procedure labs or simulation labs in existing medical student courses
- Clinical shift leaders
- Transition-to-internship courses (boot camps/workshops)
- EM interest group activities
- Career development opportunities (e.g. mentorship for students interested in EM or pursuing careers in EM, mock residency interviews, review of student CVs and personal statements)
- Develop resident curricula on education/teaching (e.g. Residents as Teachers elective, Residents as Educators lecture series/curriculum)

2. Get to know your residents and faculty. Frame participation in medical student education as an opportunity (not a burden) that capitalizes on their specific interests and can be recognized in an educator portfolio. Demonstrate this by your example.

- Promote teaching opportunities in a faculty newsletter, at departmental meetings, and at resident meetings
- Engage residents and faculty in curriculum development
- Be active in developing faculty development activities for your department (e.g. provide guidance on CV building and educator portfolio development)
- Provide “academic credit” for those who participate (e.g. emphasize medical student teaching as a path to academic advancement, pair junior faculty and residents with faculty mentors who are experienced in education)
- Engage faculty in other opportunities within the medical school to expose them to broader aspects of medical student education. The more EM physicians working in the medical school, the better!

3. Make it easy to teach the students. Look at existing opportunities to incorporate residents and faculty.

- Provide residents and faculty with flexibility in giving recurring lectures and in other specific teaching roles (e.g. assign one faculty and one resident to give the stroke lecture but allow them to alternate between who gives it based on their schedules)

- Collaborate with Program Directors and Chief Residents to incorporate medical student teaching into resident rotations (especially “light” off-service rotations) and make the expectation explicit
- Match the teaching opportunity to residents’ academic interests and future career plans
- Find the optimal time for resident involvement (e.g. Wednesday afternoons)
- Make it easy for residents and faculty to sign up for teaching without email-blasting (e.g. Google Sheets, SignUpGenius, periodic email reminders)
- Have prepared slides or instructional activities for residents and faculty to use

4. Make resources available for residents and faculty to develop as educators.

- Compile your favorite online resources and/or teaching articles to give to residents and faculty
- Advertise faculty development opportunities within the medical school
- Provide yourself as a resource

5. Recognize and reward the positive.

- Recognize teaching: award in a public manner (e.g. at resident conferences or graduation ceremonies) and consider a small token of thanks (e.g. \$5 gift card, certificate, plaque)
- Incentivize faculty: advocate for inclusion of medical student teaching performance in faculty performance evaluation; explore how medical student teaching can be incorporated into the faculty incentive structure