RESIDENTS AS TEACHERS (RATs)

I. Definition

An important part of the residents’ job is that of educator. Residents are responsible for teaching medical students, patients, and each other. They must have the skills necessary to provide effective teaching. Physicians entering residency training may not have learned these important skills during their four years in medical school. As a result, many programs across the country have been developed to expand and enhance residents’ teaching skills.

II. Requirements

1. The University of Nevada School of Medicine residents and fellows (child psychiatry; emergency medicine; family medicine, geriatrics, hospice and palliative medicine, internal medicine, obstetrics and gynecology, pediatrics, plastic surgery, psychiatry, sports medicine, surgery and surgical critical care) provide education to both residents and students.
2. Residents and fellows in the school’s training programs are required by each individual program to teach medical students rotating in required third year clerkships as well as in their fourth year electives.
3. Individual departments have specifically designated teaching requirements, including content and skills for their residents and fellows.
4. Further, there are UNSOM educational objectives that are over-arching each of the clinical learning experiences. These objectives follow this policy and must be incorporated into the teaching of students.

III. Program

1. To help residents, fellows, program directors and faculty achieve their teaching objectives and meet their programs’ ACGME and the school’s LCME accreditation requirements, a “Residents As Teachers” (RATs) program has been established.
2. This program has several components:
   a. Web page with multiple units for residents to use to improve their skills
   b. Links to modules for faculty to use with residents annually as a requirement to help residents improve their skills
   c. Annual sessions at intern orientation to provide basic teaching skills as they begin their training
   d. Faculty development sessions
      • Train the Trainer – for program and clerkship directors
      • Department-specific teaching sessions for faculty at large
      • Sessions for adjunct faculty
e. Excellence in resident teaching will be recognized by the GME Office in addition to awards presented at graduation and clinicians’ ceremonies and posted on the GME web page. Individual departments will be encouraged to have teaching honor rolls of their residents who excel in student teaching.

IV. Institutional Learning Objectives for UNSOM medical students

**Institutional Objectives for Medical Students at the University of Nevada School of Medicine**  
Revised 6.2.10

1. **Medical Knowledge**  
Students shall acquire the body of knowledge and thinking processes necessary to becoming a competent physician. Students shall:

   1.1 acquire, integrate, retain, and renew the basic science knowledge base essential to becoming a physician
   1.2 apply scientific principles to clinical practice
   1.3 develop well-rounded and in-depth clinical knowledge
   1.4 apply critical thinking skills
   1.5 formulate a differential diagnosis
   1.6 demonstrate an understanding of human behavior and its impact on health and illness.

2. **Patient Care**  
Students shall acquire the skills necessary to provide competent care for their patients. Students shall:

   2.1 demonstrate the skills necessary to perform a complete and accurate history, physical examination, and mental health evaluation
   2.2 order and interpret appropriate diagnostic tests
   2.3 process information gathered on a patient into a diagnostic and therapeutic plan
   2.4 demonstrate the ability to critically read the medical literature and apply this information appropriately in the treatment of patients in order to practice evidenced-based medicine
   2.5 demonstrate appropriate procedural skills, sterile technique, and universal precautions
   2.6 seek appropriate consultation for their patients
   2.7 work effectively within a team to provide patient-centered care.
3. **Practice-Based Learning**  
Students will become self-directed learners particularly within the patient care setting and will strive for ongoing professional improvement. Students shall:

3.1 assess their own learning needs  
3.2 develop the skills to effectively use information technology and other resources to obtain information from the medical literature for optimum patient care  
3.3 perform ongoing self-assessment and plan for continuing development as a physician

**Interpersonal Communication Skills**  
Students must demonstrate effective communication skills necessary to function as a competent physician. Students shall:

4.1 demonstrate effective listening skills and empathic communication skills  
4.2 demonstrate proficiency with interviewing and counseling patients and families  
4.3 deliver efficient and accurate patient case presentations  
4.4 demonstrate accurate, appropriate, timely and legible documentation in the patient record  
4.5 communicate effectively with other healthcare providers as a member of a team.

5. **Professionalism**  
Students shall demonstrate the behaviors befitting an ethical professional at all times. Students shall:

5.1 apply ethical principles to the treatment of patients  
5.2 practice awareness of personal limitations and accept responsibility for their own actions  
5.3 exhibit respect, compassion, humility, altruism, and honesty with patients, families, and all other health care team members  
5.4 fulfill professional duties in a timely, reliable, and conscientious manner  
5.5 respect patient confidentiality  
5.6 demonstrate sensitivity for patients, families, the health care team, and self with regard to culture, spiritual beliefs, age, gender, race, ethnicity, sexual orientation, socioeconomic status, and disabilities  
5.7 demonstrate professionalism in dress, hygiene, and demeanor.
6. Systems-Based Practice
Students shall begin to develop an understanding of the setting in which they will practice medicine and the challenges of providing cost effective care.

Students shall:

   6.1 be a patient advocate
   6.2 demonstrate knowledge of community health and epidemiology
   6.3 understand the importance of quality improvement measures
   6.4 demonstrate a commitment to patient safety
   6.5 demonstrate knowledge of current systems of healthcare delivery and community resources
   6.6 demonstrate an understanding of cost effective care
   6.7 cultivate an awareness of local, national, and global health disparities
   6.8 demonstrate knowledge of healthcare needs, especially those prevalent in Nevada.

Approved 6.2.10