

Preparation for Residents and Non-Faculty Instructors Supervising, Teaching or Assessing Medical Students Policy

Office of Accountability:	Associate Dean, MD Program
Office of Administrative Responsibility:	MD Program
Approver:	MD Curriculum & Program Committee
Scope:	This policy applies to all residents and non-faculty instructors who supervise, teach, or assess undergraduate students registered in the Doctor of Medicine (MD) program at the University of Alberta irrespective of the geographically distributed site/campus at which they are located.

OVERVIEW

This policy outlines the requirements that resident and non-faculty instructors must follow to supervise, teach, or assess medical students at all sites of the MD Program at the University of Alberta.

ACCREDITATION STANDARDS

This policy addresses the **Committee on the Accreditation of Canadian Medical Schools (CACMS)** element 9.1, Preparation of Resident and Non-Faculty Instructors, which states: “residents, graduate students, postdoctoral fellows, and other non-faculty instructors who supervise, teach, or assess medical students are prepared for their roles in teaching and assessment. The learning objectives of the required learning experience in which they participate are made known to them. The medical school provides resources to enhance and improve residents’ teaching and assessment skills, with central monitoring of their participation in those opportunities provided.”

PURPOSE

The purpose of this policy is to outline Faculty of Medicine & Dentistry (FoMD) and MD Program requirements that resident and non-faculty instructors must follow in order to supervise, teach, or assess medical students at the University of Alberta.



Non-Faculty Instructor

A non-faculty instructor is any individual assigned to teach or assess students in the MD Program who is not a resident (see below) or faculty member (academic or clinical academic colleague) at the University of Alberta. Examples of non-faculty instructors include medical students, graduate students, post-doctoral fellows, allied health professionals with specified teaching responsibilities in the MD Program, or supporting preceptors in required clinical learning experiences. Non-faculty instructors do not include ad hoc allied health professionals that students may work with in their required clerkships.

Resident

Per the Professional Association of Resident Physicians of Alberta (PARA) collective agreement, a resident physician “is a post-graduate trainee who has received an M.D. degree or equivalent and is in the process of preparation for certification by either the College of Family Physicians of Canada (CFPC) or the Royal College of Physicians and Surgeons of Canada (RCPSC). This preparation includes both theory and practice under supervision of qualified physician preceptors conducted in approved learning environments. The scope of work includes the provision of necessary medical care as scheduled by the applicable program, participation in the education of peers, colleagues, students and patients, and participation in their own education” (p. 1).

POLICY

Responsibilities of Residents & Non-Faculty Instructors

Residents and non-faculty instructors should be familiar with the following before they can teach or assess in the MD Program:

- Program Level Objectives for the MD Program;
- Learning objectives for the course or clerkship in which they are assigned to teach or assess;
- Learning objectives for the specific session they are assigned to teach or assess;
- Method of instruction and assessment for the course, clerkship, or rotation in which they are assigned to teach or assess;
- Context of how this course or clerkship in which they are assigned to teach or assess fits within the MD Program curriculum overall.
- Residents and non-faculty instructors are expected to teach and assess in a manner consistent with the expectations outlined by the course or clerkship coordinator.

Responsibilities of the MD Program

Individual course or clerkship coordinators are responsible for communicating the learning objectives, methods of instruction, methods of assessment, and contextual factors to residents and non-faculty instructors before they begin their respective teaching or assessment duties.



In required clinical learning experiences (e.g. clerkship rotations), the responsibility of communicating with residents and non-faculty instructors may be delegated to the primary preceptors in that rotation.

Preparation of Residents

Residents who participate in the supervision, teaching, or assessment of medical students at the University of Alberta must be prepared for their teaching and assessment duties. The Faculty of Medicine & Dentistry (FoMD) ensures that residents who participate in the supervision, teaching, or assessment of medical students are licensed by the College of Physicians and Surgeons of Alberta (for University of Alberta residents) or by the appropriate supervising regulatory authority for visiting residents from other universities.

University of Alberta residents are required to complete a Residents as Teacher training in their first year of residency that is developed by the Postgraduate Medical Education (PGME) office or their clinical departments. Completion of this training is tracked centrally by the PGME office in coordination with the MD Program office.

Primary preceptors in each required clinical learning experience will, together with the clerkship coordinators, ensure that all residents who may be supervising medical students are oriented to supervision expectations and all other teaching responsibilities.

Residents will have access to learning objectives and methods of assessment for the required learning experiences they are participating in via Cally, the MD Program's online program delivery system.

Preparation of Non-Faculty Instructors

Non-faculty instructors who participate in the supervision, teaching, or assessment of medical students at the University of Alberta must be prepared for their teaching and assessment duties.

Non-faculty instructors shall be informed of the learning objectives, methods of instruction and assessment, and contextual factors associated with the course or clerkship in which they are assigned to teach or assess. They will be encouraged to complete additional training to enhance and improve their teaching and assessment skills. Preparation of these individuals is the responsibility of the course or clerkship coordinator.

Non-faculty instructors will have access to learning objectives and methods of assessment for the required learning experiences they are participating in via Cally, the MD Program's online program delivery system.

Primary preceptors in each required clinical learning experience will, together with the clerkship coordinator, ensure that all non-faculty instructors who may be working with medical students are oriented to all teaching and expectations and responsibilities.



RELATED POLICIES

Policy on Faculty Appointments for Physicians Supervising Medical Students
Preparation of Resident and Non-Faculty Instructors Policy
Conflict of Interest in Assessment Policy
Supervision of Medical Students on Clinical Rotations Policy

RELATED LINKS

Committee on Accreditation of Canadian Medical Schools (CACMS)
Discrimination, Harassment and Duty to Accommodate Policy
Office of Advocacy and Wellbeing
Office of Professionalism
College of Physicians and Surgeons of Alberta (CPSA) Standards of Practice

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Primary Preceptors	Faculty-appointed physicians who directly supervise medical students' clinical learning experiences and assessments. If applicable, the primary preceptor oversees any student engagement with other faculty or non-faculty supporting preceptors or other healthcare providers. Primary preceptors are required to have a faculty appointment (academic or clinical) with the FoMD prior to being assigned to a student.
Supporting Preceptors	Preceptors interact with medical students and may be involved in teaching them in required clinical learning experiences, but are not primarily responsible for overseeing the student's clinical experiences and assessments. Supporting preceptors should have a faculty appointment (academic or clinical) with the FoMD.
Cally	MD Program's program delivery system used by staff, faculty and students.



Required learning experience	An educational unit (e.g., teaching session, course, block, clerkship rotation or longitudinal integrated clerkship) that is required of a student in order to complete the medical education program. These educational units are usually associated with a university course code and appear on the student's transcript.
Required Clinical Learning Experience	A subset of required learning experiences that take place in a health care setting involving patient care that are required of a student in order to complete the medical education program. These required clinical learning experiences may occur any time during the medical educational program.

APPROVAL HISTORY

Approver	Status	Date
MD Curriculum & Program Committee	Approved	March 9, 2017
Dr. Tracey Hillier, Associate Dean, MD Program	Minor editing changes to correct formatting	30 May 2020
MD Curriculum & Program Committee (MDCPC)	Approved	19 May 2022
Associate Dean, MD Program	Minor editorial change to replace the word MedSIS with Cally in vii. of the policy to reflect the new program delivery system.	8 July 2024
MD Curriculum & Program Committee (MDCPC)	Approved with changes to the responsibilities of residents and non-faculty instructors and responsibilities of the MD Program.	20 February 2025