DEPARTMENT OF FAMILY MEDICINE

**HOUSE OFFICER ROTATION DESCRIPTION**

**FLEX TEACHER**

**House Officer II and III**

**GOALS:**

As resident physicians within an academic family medicine program, residents will complete the Flex Teacher rotation, focusing on teaching, research, and the administrative needs of an academic family medicine physician. The primary goal is to provide dedicated time for teaching, both in the form of core content review and small-group presentations, embracing the resident as teacher model. This rotation will also provide dedicated research time for residents to further develop their original research projects.

**Knowledge Objectives:**

Family medicine residents will…

1. Deepen medical knowledge of common family medicine diagnoses through independent literature review, didactic development, and formal topic presentations (Medical Knowledge)
2. Gain additional experience in the role of resident as teacher by giving weekly topic presentations to residents and medical students on the inpatient services. (Medical Knowledge, Practice-Based Learning and Improvement, Interpersonal Communication Skills)

**Skill Objectives:**

Family medicine residents will…

1. Demonstrate effective teaching skills and strategies to actively engage learners in a variety of clinical and didactic settings in a manner appropriate to the size and needs of the audience (Practice-Based Learning and Improvement, Interpersonal and Communication Skills)
2. Develop the skills of an effect educator among fellow physicians, medical students, nursing, and ancillary staff. (Professionalism, Systems-Based Practice, Interpersonal Communication Skills)
3. Develop a safe and active learning environment (Professionalism, Interpersonal Communication Skills)
4. Utilize the electronic medical record for patient care, and to provide concise, accurate, and timely response to diagnostic results and patient concerns. (Patient Care, Professionalism, System-Based Practice)
5. Spend time critically appraising medical literature as background for original research projects (Medical Knowledge, Practice-Based Learning and Improvement)

**Attitude Objectives:**

Family medicine residents will…

1. Recognize the value of, and create opportunities for, teaching a variety of learners (e.g. students, residents, faculty, patients) regarding the clinical practice of medicine (Professionalism)
2. Convey respect for coworkers and colleagues (Professionalism, Interpersonal Communication Skills)
3. Provide coverage for colleagues on an as needed basis to preserve patient safety and participate in collaborative care (Patient Care, Medical Knowledge, Professionalism, Interpersonal Communication Skills)
4. Practice soliciting and obtaining feedback from peers and supervising physicians regarding topic presentations and teaching skills. (Professionalism, Interpersonal Communication Skills)
5. Strategize incorporating learners into clinical and non-clinical learning environments while emphasizing maintenance of excellent patient care and clinical efficiency (Practice-Based Learning and Improvement, Systems-Based Practice)
6. Demonstrate a willingness to actively engage in giving feedback to, and receiving feedback from, learners (Professionalism, Interpersonal Communication Skills)

**REQUIRED ACTIVITES:**

**Teaching Activities:**

1. In each two-week block, residents must create at least **four educational presentations**. Each presentation should be on a high-yield topic in Family Medicine, without restrictions on inpatient vs. outpatient medicine. Each presentation should be approximately 10-15 minutes in length, and include a visual aid (PowerPoint, white-board component, hand-out, etc.).
2. With the above presentations, residents will be required to participate in peer teaching to one of the inpatient services, **at least once weekly** for each two-week block. Ideally the attending physician on service will be present for the presentation as well. The Flex Teacher resident is responsible for coordinating the timing of these presentations with the inpatient team. The Flex Teacher resident will not be expected to provide float duties during this time, unless called for jeopardy. **If the Flex Teacher resident does not complete the two required teaching sessions per each two-week block, these will need to be made up within the same academic year, and may be assigned by the residency administration during administration time or elective if the resident fails to do so independently.** 
   1. HO-IIs will present to the CFM team
   2. HO-IIIs will present to the UFM team (if possible, avoid presentations on intern days off)
3. Residents will receive real-time verbal feedback from the inpatient team.
4. Residents will receive formal written feedback regarding their topic presentations and teaching skills in the form of a MedHub evaluation. It is recommended that each member of the inpatient team who is present for your presentation generate an evaluation under the “Evaluations” tab. For residents this will be under the sub-heading “resident evaluation of peer” 🡪 Flex Teacher Evaluation; for attendings this will be under “initiate performance evaluation of a resident” 🡪 Flex Teacher Evaluation. Formal teaching evaluations will not factor into milestone development, however may be reviewed by PD/ARD during annual/semiannual resident evaluations, respectively.
5. Once you have completed each teaching session, you will need to sign an attestation, confirming your completion. To do so, click the link below, select the session you have completed from the drop-down menu and sign accordingly.

<https://umichumhs.qualtrics.com/jfe/form/SV_1Zm10z8mmWGCk6N>

**Original Research:**

1. Residents will use Flex Teacher rotation time to work on their original research projects (literature review, meeting with mentors, IRB drafting, study coordination, analysis, writing, etc).

**Jeopardy:**

1. Assignments:
   1. HO-IIs will be on FIRST JEOPARDY
   2. HO-IIIs will be on SECOND JEOPARDY
2. If first jeopardy is called, the resident assigned to second jeopardy will be notified and will become the new first jeopardy call. This new “first jeopardy” resident will remain first jeopardy for the 10 hours following the end of the jeopardized shift, at which point both persons will revert back to their original first and second jeopardy designations.
3. Days off must average 1 day out of every 7 days for the Flex Teacher rotation schedule. If you have been jeopardized both weekend days, please email both the chiefs and your respective assistant residency director to discuss a day off during the week to maintain duty hour requirements.

**Mailbox Coverage:**

1. Flex Teacher residents will be covering MiChart inbasket and physical mailbox coverage for residents on vacation at their respective clinic sites. The resident on vacation will be responsible for contacting the Flex Teacher to coordinate coverage. The MiChart inbasket must be attended to at least once every 24 hours, and the physical inbasket must be attended to at least once weekly.

**Academic Assignments:**

1. The Flex Teacher rotator can spend time working on academic residency requirements such as their Grand Rounds presentation, core content review, journal club, morning report, or other required education activities.

**CHIEF RESIDENTS:** Please contact the chiefs through the paging website.

**CONTACT PERSON:**  Please contact your clinic site coordinator.

**Rotation Schedule – FLEX TEACHING:** Please note that variability will occur with regards to the frequency of jeopardy calls. The following is a suggested rotation schedule to budget your time, and may vary from your true schedule based on the frequency of jeopardy called, volume of mailbox coverage, original research project progress, etc. Required work should be completed in the resident room at your respective clinic site in order to meet ACGME requirements.

**flex teacher**

**House Officer II**

**First Jeopardy (Must be available within 1 hour)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| AM | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | OFF  (First Jeopardy) | OFF  (First Jeopardy) |
| PM | Required activities,  Offsite work | Required activities,  Offsite work | Required activities,  Offsite work | Inpatient teaching presentation | Inpatient teaching presentation | OFF  (First Jeopardy) | OFF  (First Jeopardy) |
| EVE | OFF | OFF | OFF | OFF | OFF | OFF | OFF |

**flex teacher**

**House Officer III**

**Second Jeopardy (Must be available within 3 hours)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| AM | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | Required activities,  Clinic site  Resident room | OFF  (Second Jeopardy) | OFF  (Second Jeopardy) |
| PM | Required activities,  Offsite work | Required activities,  Offsite work | Required activities,  Offsite work | Inpatient teaching presentation | Inpatient teaching presentation | OFF  (Second Jeopardy) | OFF  (Second Jeopardy) |
| EVE | OFF | OFF | OFF | OFF | OFF | OFF | OFF |