



The Medical College of Georgia Office of Academic Affairs

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Preparing Faculty for their Roles as Teachers of Medical Students Policy

To ensure all faculty who teach MCG students are provided with the basics in teaching, a multi-component approach was implemented. Newly appointed MCG faculty complete either a MCG-sponsored teacher development program, a department sponsored teaching development program or other pre-approved teaching development program. Examples of MCG sponsored options include (but are not limited to):

- 1) MCG's Faculty As Teaching Primer: All new faculty are expected to complete foundational teaching development and periodically engage in ongoing development. This primer introduces key teaching principles and strategies.
- 2) MCG's Clinical Educator Online Modules are provided to faculty across the state precepting students. These micro learning sessions covers fundamental skills for creating a positive learning environment, enhancing clinical learning as well as teaching/evaluating students. The modules are distributed through clerkship orientation materials.
- 3) Additional teaching development tailored to specific settings (e.g., clinic, lab, lectures, small groups) are offered by the Office for Faculty Development and/or course and clerkship directors.
- 4) Faculty can also explore [MCG's KIOSK for Teaching Resources](#), which offers over 100 searchable resources designed to fit individual needs, time, and formats.

The content for the above trainings are based on a review of the undergraduate medical education literature on best practices in teaching and the assessed teaching needs at MCG. Content includes but is not limited to learner orientation, case presentations, feedback, evaluation, professionalism, and clerkship/course specific objectives.

To continue to be informed of effective teaching methods, all MCG faculty are encouraged to participate in at least one teaching development activity every three years. These activities may be institutional, college, department or other sponsored activities and include (but are not limited to): attending an Education Grand Rounds session or education-related workshop, participating in weekly faculty development sessions in Academic Affairs, attending a session at MCG's Education Day, departmental GME/UME retreats, peer observations, as well as attending a department sponsored teaching development session.

Completion of clinical educator training modules is centrally tracked by MCG's Associate Dean for Faculty Development, and departmental faculty development activities are likewise reported to and collected by the office.