

The [Department/Division/Section] and Graduate Medical Education (GME) Office at MCG consider it a privilege to educate House Staff and a critical component of MCG's tripartite mission of clinical care, research, and education. ACGME, which accredits 50 of our GME training programs and recognizes our non-standard training (NST) programs, states: *Faculty are a foundational element of GME – faculty teach House Staff how to care for patients. Faculty provide an important bridge allowing House Staff to grow and become practice-ready, ensuring that patients receive the highest quality of care. They are role models for future generations of physicians by demonstrating compassion, commitment to excellence in teaching and patient care, professionalism, and a dedication to lifelong learning. Faculty experience the pride and joy of fostering the growth and development of future colleagues. The care they provide is enhanced by the opportunity to teach. By employing a scholarly approach to patient care, faculty, through the GME system, improve the health of the individual and the population. Faculty ensure that patients receive the level of care expected from a specialist in the field. They recognize and respond to the needs of the patients, House Staff, community, and institution. Faculty provide appropriate levels of supervision to promote patient safety. Faculty create an effective learning environment by acting in a professional manner and attending to the well-being of the House Staff and themselves.*

*II.B.2. Faculty members must:*

*II.B.2.a) be role models of professionalism;*

*II.B.2.b) demonstrate commitment to the delivery of safe, quality, cost-effective, patient-centered care;*

*II.B.2.c) demonstrate a strong interest in the education of House Staff;*

*II.B.2.d) devote sufficient time to the educational program to fulfill their supervisory and teaching responsibilities;*

*II.B.2.e) administer and maintain an educational environment conducive to educating House Staff;*

*II.B.2.f) regularly participate in organized clinical discussions, rounds, journal clubs, and conferences; and,*

*II.B.2.g) pursue faculty development designed to enhance their skills.*

\*Exact ACGME Common Program Requirements vary slightly between residencies, fellowships, and one-year fellowships. See below.

<https://www.acgme.org/what-we-do/accreditation/common-program-requirements/>

The [Department/Division/Section] is committed to ensuring the above requirements and optimal House Staff education. In signing the below, I am endorsing my commitment to this endeavor to include:

Promoting House Staff education by helping to limit non-physician obligations;

Advocating for the appropriate balance between service/patient care and education in House Staff training;

Demonstrating and educating about quality patient and family-centered care including consideration of cost awareness;

Enforcing protected time for House Staff to attend required structured learning activities;

Providing appropriate supervision including supervision during transitions of care (TOC) as explained in my program-specific TOC policy;

Ensuring appropriate House Staff autonomy;

Demonstrating professional behavior at all times between myself, my Faculty colleagues, Staff, House Staff, and patients and their families;

Creating an environment of inquiry free of reprisal or retaliation;

Providing timely and granular House Staff feedback in a respectful manner with the intent to improve House Staff performance;

Consistent commitment to timely completion of evaluations (House Staff and program);

Commitment to completion of GME surveys including the annual ACGME Survey if assigned to me;

Fostering an inclusive work environment;

Complete adherence to ACGME Clinical Experience and Education hour requirements including not pressuring House Staff to work more than 80 hours;

Actively participating in program-structured learning activities such as journal clubs, grand rounds, etc.;

Participating in scholarship commensurate with applicable ACGME requirements and departmental expectations;

Participating in faculty development including education on fatigue mitigation, personal and House Staff wellness, and identification and reporting processes of substance abuse, depression, and burnout in myself and others on the healthcare team; and

Providing optimal education in both quantity and quality.

In addition, I will adhere to all GME House Staff policies applicable to me (found here <https://www.augusta.edu/mcg/residents/hspolicies/>) which include GME HS Policy 21.0 Appropriate Treatment of House Staff.

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Faculty Signature

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Date