

## South Asian Medical Schools Must Include "Resident as a Teacher", One of the Core Competencies in the Curriculum of Postgraduate Trainees

Rano Mal Piryani<sup>1\*</sup>, Suneel Piryani<sup>2</sup>, P Ravi Shankar<sup>3</sup>

The postgraduate trainee in the medical field is commonly referred to as a resident around the world. Residents are an indispensable part of the health care workforce in almost all teaching hospitals and medical schools across the globe. Residency is an in-service learning and training<sup>1</sup>. The resident of any specialty performs multiple roles during the specified training period, such as learner, healthcare provider, teacher, researcher and sometimes administrator too<sup>2-4</sup>.

Residents are considered an integral part of both undergraduate and postgraduate medical education<sup>2</sup>. Globally, residents are engaged in teaching, formally or informally, to their junior colleagues and medical students<sup>4</sup>. In other words, a teacher is one of the critical roles a resident plays during their residency training period<sup>3</sup>. Residents typically spend approximately one-fourth of their training time teaching junior residents and students<sup>3,5,7</sup>.

Statutory bodies governing the medical education in some of the countries have developed norms or guiding principle for the training "Resident as teacher or educator", but the curriculum for such types of training vary across schools, departments and specialties.

According to the Accreditation Council for Graduate Medical Education (ACGME) of the United States of America (USA), residents are required to teach students, junior residents and other healthcare professionals<sup>5,8</sup>.

In Canada, residents are required to receive "Resident as teacher" training formally, as per the recommendation of accreditation bodies for undergraduate and postgraduate education programs<sup>2</sup>. One of the core competencies of CanMeds is Scholar; teaching is a part of it<sup>3</sup>.

The Association for Medical Education in Europe (AMEE) Guide 106, published in 2016, describes a framework for the implementation of the "Resident as Teacher" program. The focus of the guide is on preparing residents to teach their peers, junior residents and medical students. The guide provides a detailed description of the planning, implementation and evaluation of the Resident as Teacher program. This guide also describes the potential benefits of the resident as teacher program for residents, learners (e.g. students) and institutions, as well as its impact

on patient outcomes<sup>9</sup>.

Some institutions have developed the "Resident as Teacher" training consensus guidelines and curricula, including syllabi, teaching and assessment strategies in the USA, for example, Harvard Medical School in Boston, Massachusetts<sup>8</sup>. Some of the departments of some schools developed "Resident as Teacher" training curriculum and have been implementing it<sup>2,5</sup>.

Although residents have been teaching their juniors and medical students for decades worldwide, they are often not adequately trained. According to published studies, "Residents as Teacher" training varies from short one-time exposures to residents in the form of workshops to curricula taught over several months incorporating assessment and feedback from residents<sup>9,10</sup>. A Literature review suggests that "No one size fits all" when it comes to specialty residents regarding the "Resident as Teacher" training program, so a teaching program tailored to suit individual specialties and needs is warranted<sup>7</sup>. Several research studies in the literature have documented that junior residents and students develop good working relationships with residents during the period of clerkship. They have shown greater satisfaction when taught by the residents<sup>5</sup>. Various studies on "Resident as Teacher" training programs have demonstrated a positive impact on the teaching skills of residents<sup>2-4,6</sup>.

Residents' services have been utilized for teaching junior residents and students in both clinical and non-clinical departments of medical colleges in South Asia, often without formal training for decades. "Resident as Teacher" training in South Asian countries has not yet been formalized. Some of the departments in some of the institutes have started educating residents on how to teach. Some examples are quoted below.

Mahajan R 2020<sup>11</sup> proposed a training module for the Resident as Teacher program in India. The department of General Practice and Emergency Medicine of Patan Academy of Health Sciences in Nepal started teaching residents of general practice as "Resident as Teacher program" in 2018<sup>6</sup>. Aga Khan University in Pakistan has been regularly training its residents for teaching under the Resident as Educator program<sup>12</sup>.

It is suggested that residents receive formal training according to their needs and specialty, as teaching is one of the skills that can be learned and refined over time. The statutory bodies in South Asian countries develop guiding principles or norms for the "Resident as Teacher" curriculum and training program, and add teaching as one of the core competencies in the list of competencies they acquire during their postgraduate

<sup>1</sup>Bilawal Medical College, Jamshoro, Sindh, Pakistan

<sup>2</sup>Public Health Professional, Karachi, Sindh, Pakistan

<sup>3</sup>IMU Centre for Education, IMU University, Kuala

Lumpur, Malaysia

**Correspondence:** rano.piryani@gmail.com

doi: 10.22442/jlumhs.2025.01388



training. Universities and constituent colleges develop curricula that include teaching and assessment strategies tailored to the individual specialty of residents, with the focus on the "Resident as Teacher" competency of postgraduate residents.

## REFERENCES

1. Fakhouri Filho SA, Feijó LP, Augusto KL, Nunes MDPT. Teaching skills for medical residents: are these important? A narrative review of the literature. *Sao Paulo Med J.* 2018; 136(6): 571–578. doi: 10.1590/1516-3180.2018.0147060818.
2. Tan A, Babenko O, England A, Humphries P, Hillier T. A novel Resident as Teacher curriculum: the role of experiential learning and coaching. *MedEd Publish* (2016). 2017; 6: 168. doi: 10.15694/mep.2017.000168.
3. Jia YZ, Castonguay V, Lambert C, Leduc JM. Evaluation of the "Resident as Teacher" curriculum: A needs assessment in medical education at a large academic institution [version 1]. peer review: awaiting peer review. *MedEd Publish.* 2025; 15: 10. doi: 10.12688/mep.20786.1.
4. Shrivastava SR, Shrivastava PS. Envisaging the Role of Residents as Teachers in the Training of Medical Undergraduate Students. *J Comp Health.* 2021; 9(1): 48-49.
5. Sutherland HW, Moeller JJ, Schaefer SM. Education Research: What Medical Students Value in Neurology Residents: A Qualitative Study to Inform Resident as Teacher Curricula. *Neurol Educ.* 2024; 3(2): e200135. doi: 10.1212/NE9.000000000200135.
6. Bajracharya S, Shrestha A, Joshi A, Maharjan R. Qualitative Analysis of Resident as a Teacher Module in Post Graduate General Practice Residency Program. *J Nepal Health Res Counc.* 2023; 20(3): 786-93. doi: 10.33314/jnhrc.v20i3.4101.
7. Al Fahim M, Saleh AK. Residents as Teachers: The Concept, Rationale and Challenges. *Ibnosina J Med Biomed Sci.* 2014; 6(2): 62-66.
8. McKeon BA, Rioccioti HA, Sandora TJ, Ramani S, Pels R, Miloslvsky EM et al. A Consensus Guideline to Support Resident-as-Teacher Programs and Enhance the Culture of Teaching and Learning. *J Graduate Med Educ.* 2019; 11(3): 313-318. doi: 10.4300/JGME-D-18-00612.1.
9. Ramani S, Mann K, Taylor D, Thampy H. Residents as teachers: Near peer learning in clinical work settings: AMEE Guide No. 106. *Med Teach.* 2016; 38(7): 642–655. doi: 10.3109/0142159X.2016.1147540.
10. Rowat J, Johnson K, Antes L, White K, Rosenbaum M, Suneja M. Successful implementation of a longitudinal skill-based teaching curriculum for residents. *BMC Med Educ.* 2021; 21: 346. doi: 10.1186/s12909-021-02765-x.
11. Mahajan R, Gupta P, Singh T. Training-Module for Residents in Medical Educational Technologies (TRIM): Need and Operational Strategies. *Indian Pediatr.* 2020; 57(10): 944-949.
12. AKU. Residents as Educators. Aga Khan University. 2025; Available from: <https://www.aku.edu/mcpk/ded/programmes/Pages/resident-educators.aspx>.

