



Call for Faculty Representation:

Our education program is governed by faculty, student, and staff-led committees that provide oversight over the educational program. We strive to ensure broad representation of faculty, students, and staff in the governance process.

The [School of Medicine curriculum committee structure](#) includes CCEP, an Executive Committee, a Student Committee, and four subcommittees. Each subcommittee performs a specific function within the curriculum or oversees one element of the curriculum. In addition Associate Deans' Advisory Boards give valuable input to the work of the Associate Dean for Students, Associate Dean for Assessment and the Associate Dean for Medical Education. Student representatives are members of all subcommittees and advisory boards.

An at-large faculty member is appointed to represent faculty across the School of Medicine to both the **CCEP and the Executive**

October LCME Bulletin, Issue 3

This Month's Topic: Health Provider Role – Duality of Interest | Faculty Representation

LCME Standard 12.5 requires that:

- Health professionals who provide health services, including psychiatric/psychological counseling, to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services;
- A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility.

This month we highlight a revised [policy](#) (described in more detail below) recently approved by the Committee on Curriculum and Educational Policy (CCEP) with direct implications for our learners and faculty– the role that physicians may have for our students who are also their patients. We welcome faculty and student input on this revised policy and ask that you email any concerns or questions to bridges@ucsf.edu.

Faculty and Resident Responsibility:

Any evaluator (faculty or residents) will be asked on their student evaluation form if they have provided clinical care or had a personal relationship with a student. If they mark yes, they should not evaluate the student.

UCSF Duality of Interest Policy: Health Provider & Education Roles for Faculty Supervising Students

In cases of illness or learning difficulties, medical students may need to seek advice, assessment, and/or clinical care from faculty who teach in the medical school. [Our policy](#) was developed to provide expectations and requirements regarding the potential duality of interests concerning the education and health care of UCSF medical students.

UCSF faculty, residents and staff providing or who have provided clinical care services for a student:

1. **Must not** serve in any academic (small group, clinical, or research) supervisory or mentoring role for that student. They specifically **must not** supervise the student in the clinical setting, provide an academic assessment of the student, participate in assigning grades for that student or participate in making decisions about academic advancement or lack thereof for that student. In the event that no other faculty member is available to supervise a relevant clinical experience that a student requests, the Associate

Committee. If you are interested in participating, we encourage you to apply to serve on one of these committees by completing this brief [Qualtrics Survey](#) by October 31, 2017.

LCME Contacts at the School of Medicine

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- Dean for Students must review the circumstances and may provide a limited waiver to this policy.
2. **May** function as a large group classroom teacher for that student at any time, and **may** function as a small group teacher for that student as long as they do not participate in assessment or grading activities and **may** provide general support for classroom-based learning experiences for that student that requires their expertise.
 3. **Must not** provide written or verbal statements regarding their involvement in the student's care or the nature of the student's condition to the School of Medicine administration or other bodies unless specifically requested by the student under their care and after the appropriate consent has been provided. Exceptions to the requirement of consent include the presence of life-threatening physical or mental conditions or other legally covered limits of confidentiality.
 4. The School of Medicine Medical Student Well-Being Program staff **may**, for continuity purposes, continue to care for a student after university limits on number of visits for that student has been reached. They may not serve in any academic, supervisory, mentoring or assessment role for a student who is are has been under their care.

UCSF faculty who have participated in supervision, assessment, grading, and academic advancement decisions for a student:

1. **Must not** solicit that student as a patient in their clinical practice.
2. **May** accept a student request for medical care with the understanding that they will adhere to the directives in **section A**.
3. Faculty **may not** provide medical advice or care to their students **while they are supervising that student**.

UCSF faculty and staff with familial or intimate relationships with an enrolled student:

1. **Must not** serve in any academic supervisory role for that student. They **must not** supervise the student in the clinical setting, lead small group sessions involving the student, provide an academic assessment of the student, participate in assigning grades for that student or participate in making decisions about academic advancement or lack thereof for that student.
2. **May** serve in a mentoring capacity for situations that do not formally contribute to decisions about academic progress.

For More Information

Find LCME-related information on the [Medical Education website](#) and on the LCME Wiki page, [here](#).

Find answers to [frequently asked questions](#) about LCME.



University of California, San Francisco

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