



Medical Education Program Policy

Policy Name:	Educational Program Participation by Non-Faculty				
Policy Domain:	Instructional Methods and Resources	Refers to LCME Element(s):	9.1		
Approval Authority:	Committee on Curriculum and Educational Policy	Adopted:	9/19/2016	Date Last Reviewed:	3/6/2017
Responsible Executive:	Associate Dean for Medical Education	Date Last Revised:	September 2024		
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1. **Policy Statement:** Involvement by non-faculty in medical student instruction is to be limited to the circumstances described in this policy. See also the related educational program policy entitled: “Clinical Supervision of Medical Students”.
2. **Reason for Policy:** This policy is intended to guide, inform, and regulate the involvement of non-faculty in medical student instruction.
3. **Who Should Read this Policy:** This policy should be read by all course/clerkship directors, faculty, and course/clerkship coordinators involved in curricular elements that may include participation in instruction by non-faculty.
4. **Resources:** None
5. **Definitions:**
 - “Non-faculty”: For the purposes of this policy, “non-faculty” refers to physicians, therapists, nurses, other health care providers, scientists, technicians, and other individuals with special skills and/or expertise that are relevant to a well- rounded medical education, who are not appointed to the faculty of the Paul L. Foster School of Medicine and who are not post-graduate trainees affiliated with the Paul L. Foster School of Medicine or any academic component of the Texas Tech University Health Sciences Center El Paso.
 - This term does not apply to non-salaried/volunteer physicians who have a faculty appointment.
 - This term does not apply to teaching staff or librarians working in their area of expertise who are employed by the medical school dean to enhance the medical education program. *For example, senior teachers who lead the Spanish language courses designed to improve the communication skills of the medical students in our border region and librarians who teach medical students in their area of expertise on topics including medical literature searches and analysis of the literature.*
 - Please note that non-physician providers, such as nurses, nurse practitioners, physician assistants, midwives and other health professionals may supervise medical students in their area of expertise provided they are familiar with the

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learning objectives of the course or clerkship and are prepared for their role in teaching and assessment and perform these duties under the supervision of a faculty member and/or the course or clerkship director.

6. The Policy:

General principles related to non-faculty participation in the educational program: Almost all instruction and facilitation in the required curricular components of the Paul L. Foster School of Medicine pre-clerkship phase are provided by appropriately designated members of the faculty or teaching staff. All clinical experiences in the required clerkships are supervised by appropriately designated members of the faculty. At the session level, and within the centrally-determined curriculum plan and operational management, learning objectives, instructional methods, and student assessment are to be determined by the appropriately designated members of the faculty and teaching staff.

Participation in student assessment:

- Only faculty or teaching staff under the direction of faculty may make final summative assessments of medical student core/required clinical skills.
- Only faculty and teaching staff (regarding Spanish instruction) may determine final course grades in the pre-clerkship phase.
- Librarians may make final summative assessments of medical students in the electives that they teach in their area of expertise.
- Only faculty may determine clerkship grades, fulfillment of graduation requirements, and determinations of competency in core domains (see also the section below entitled: "Limits on assessment of student performance/feedback").

Terms for and limits on participation

Participation in formal components of the medical education program by non-faculty (as defined above) may be approved by a course/clerkship director under the following conditions:

- **Relevant skills and experience:** The non-faculty individual(s) possess verified skills and/or expertise that are directly relevant to their proposed participation. For health care professionals, this refers to relevant licensure (required for any experiences occurring in an actual clinical environment) and/or state or national certification in their relevant area of expertise.
- **Preparation and supervision of non-faculty participants:** Preparation and supervision of non-faculty participants in medical student education is the responsibility of the relevant course/clerkship Director(s). All non-faculty participants are to be provided with an explanation of the sessions and/or experiences in which they are participating as well as a copy of the associated learning objectives. Non-faculty participants are also to be provided an explanation of any feedback and/or information regarding student participation they are expected to provide. In addition, the course/clerkship director is expected to inform the non-faculty participants of the basic expectations regarding the enhancement and preservation of a positive, growth-oriented learning environment and the strict avoidance of student mistreatment/abuse. Student evaluations of their experiences with non-faculty participants are to be reviewed by the course director(s). Potential non-faculty participants who do not acknowledge and accept the above-described preparation and supervision are to be excluded from participation in the medical education program.
- **Limits on assessment of student performance/feedback:** Student assessment by non-faculty participants in medical student instruction and/or facilitation shall be formative, or limited to confirmation of, and/or comment upon, the student's attendance and active engagement in the educational experience. Additionally, non-faculty participants may be asked to confirm or comment upon the basic appropriateness of the student's professional behavior and communication skills.

Note: The faculty member(s) responsible for an educational experience involving



participation by non-faculty are responsible for assessment of the student's achievement of the associated learning objectives and the completion of any required experiences.

- **Discretion of the course/clerkship director and limits on non-faculty participation for non-faculty physicians:** For physicians, participation by any individual non-faculty must be directly related to their areas of professional expertise and experience. In addition, and within the constraints as otherwise outlined in this policy, participation is at the discretion of the course or clerkship director in an educational setting. Non-faculty physicians may not serve as community-based preceptors in a clinical setting for required experiences in the pre-clerkship phase or required clerkships.
For example, the Medical Director of the Public Health Department who does not have a faculty appointment would be permitted to participate as a guest in a panel related to environmental health hazards.
- **Discretion of the course/clerkship director and limits on non-faculty participation non-faculty who are not physicians:** For non-physicians, participation must be directly related to the non-faculty individual's special and desired expertise and/or experience, and participation is at the discretion of the course or clerkship director (within the constraints as otherwise outlined in this policy).
- **Encouragement of all non-faculty to apply for appointment:** All non-faculty who agree to participate in medical student instruction and/or facilitation on a recurring annual basis, regardless of the number of hours per year, are to be encouraged, if eligible, to apply for a non-salaried/volunteer PLFSOM faculty appointment.
- **Termination of participation by educational program administration:** The participation by any non-faculty shall be terminated by the course/clerkship director or, if appropriate or necessary, the associate dean for medical education or their designee, if the non-faculty participant does not function in accordance with the intent of the educational experience in which they are invited to participate, or if their behavior is disruptive or inconsistent with the school's intent to provide a professional and supportive learning environment.
- **Monitoring:** Participation by non-faculty will be monitored by the course/clerkship director and reported to the CEPC during the pre-clerkship and clerkship phase reviews in conjunction with a report of IPE activities.

Examples/explanations of some intended applications of this policy:

Early/pre-clerkship phase clinical experiences: Early clinical experiences are a required component of the PLFSOM pre-clerkship curriculum. These experiences are designed, managed, and assessed by members of the faculty of the PLFSOM Department of Medical Education. It is the intention of this CEPC that all or most of these experiences occur in community-based settings, away from the school's primary academic medical campus. In addition, the CEPC expects that all or most of these experiences shall be facilitated by non-salaried/volunteer members of the PLFSOM faculty. However, some of these experiences involve health professionals who either do not qualify for appointment to the PLFSOM faculty, are in the process of applying, or who contribute such limited and infrequent time and effort that the time and effort required to obtain and maintain a faculty appointment may be reasonably considered onerous.

Clerkship phase: In the clerkship phase of the curriculum there are structured experiences that may be facilitated by non-faculty health professionals functioning within the instructional design of appropriately designated PLFSOM faculty (e.g., clerkship director or assistant director). These experiences occur within the oversight, supervision and assessment of student performance/completion by PLFSOM faculty. These include selective experiences that occur within the context of the clinical settings of the clerkships, for example, EMS and poison control providers.