



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

Faculty Policies Handbook





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Educational Program Objectives Policy

It is the policy of the University of Arizona College of Medicine – Phoenix that the educational program objectives and measurable outcomes are linked to the Accreditation Council for Graduate Medical Education (ACGME) competencies, and that they are used to guide the program planning and subsequent review of content, forming the foundation of the educational curriculum. Each block, course and clerkship is aligned to the corresponding objectives. The assessment of student performance targeting the competencies and their respective outcomes serve as the basis for ongoing feedback to the students, faculty and administrators overseeing teaching and learning.

Patient Care (PC)

Graduates obtain accurate histories and perform skillful, comprehensive and focused patient examinations. They develop appropriate differential diagnoses and patient care management plans while learning to care for diverse patients. They recognize and understand the principles for managing life-threatening situations. They select, perform and accurately interpret the results of laboratory tests and clinical procedures in making patient care decisions, and use appropriate diagnostic and treatment technologies in providing patient care.

Graduates will be able to:

1. Obtain an accurate history and perform both complete and focused physical examinations that result in the best patient care possible.
2. Identify appropriate diagnostic procedures, perform those commonly used, and correctly interpret the results.
3. Reason deductively to construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions.
4. Provide appropriate care for patients from diverse* backgrounds.
5. Effectively analyze, evaluate, and synthesize information to provide effective, evidence-based patient care.
6. Outline an initial course of management for patients with a wide range of conditions, including those that are life threatening and describe appropriate short- and long-term treatment and prevention plans.
7. Effectively collaborate and communicate with members of the healthcare team to provide optimal, interprofessional patient-centered care.

[Corresponding Competency Module](#)



Medical Knowledge (MK)

Graduates apply problem solving and analytical thinking skills to problems in basic science and clinical medicine. They demonstrate knowledge about the (1) established and evolving core of basic medical sciences, (2) application of basic medical sciences to patient care, and (3) investigatory and critical thinking approaches.

Graduates will be able to:

1. Demonstrate knowledge of the normal and abnormal structure and function of the body as a whole, and of each organ system, over the lifespan.
2. Identify the processes and impact of social relationships and their dynamics on health, health behavior and patient care.
3. Demonstrate knowledge of the molecular, cellular and biochemical mechanisms of homeostasis.
4. Identify genetic mechanisms and risks in health and disease (diagnosis, treatment and prevention) of individuals and populations.
5. Consider the cognitive, affective and social growth and development of a patient in formulating plans of care.
6. Apply principles of epidemiology and statistics to patient care.
7. Recognize patient-focused care that considers a patient's diversity*
8. Apply foundations of therapeutic intervention, including concepts of outcomes, treatments, and prevention, and their relationships to specific disease processes.
9. Analyze, explain and discuss medical knowledge as it applies to effective patient care.

[Corresponding Competency Module](#)

Critical Appraisal and Quality Improvement (CAQI)

Graduates are prepared to practice medicine within the context of society and its expectations. They use evidence-based approaches, demonstrating proficiency with information retrieval and critical appraisal of the medical literature to interpret and evaluate experimental and patient care information. They understand the limits of their own personal knowledge, remediate inadequacies to remain current, and integrate increased self-knowledge into their daily activities.

Graduates will be able to:

1. Compare individual patient outcomes to larger studies of similar patient populations.



2. Demonstrate an awareness of and practice ongoing reflection with legal, ethical and/or social issues related to the standards of medical practice through ongoing reflection.
3. Use informatics to access and use current, relevant, and innovative educational materials from reliable sources.
4. Apply quality improvement practices to improve patient safety.
5. Critically assess articles in professional journals and other educational resources.
6. Contribute to the creation, dissemination, application and translation of new health care knowledge and practices.
7. Recognize own limitations, admit error, and improve behavior when provided with constructive feedback.

[Corresponding Competency Module](#)

Interpersonal and Communication Skills (ICS)

Graduates demonstrate interpersonal and communication skills that result in effective information exchange, cooperation, and collaboration with patients, patients' families, and professional associates. They promote health behaviors through counseling of individual patients and their families, and through public education and action.

Graduates will be able to:

1. Create and sustain a therapeutic and ethically sound relationship that involves shared decision making with patients, their families and their support network.
2. Elicit information using patient-centered listening skills.
3. Communicate using effective nonverbal, explanatory, questioning and writing skills.
4. Document and present patient data and clinical information in an organized, accurate, timely and understandable manner.
5. Encourage patients' health and wellness through appropriate education and counseling.

[Corresponding Competency Module](#)

Professionalism (P)

Graduates exemplify a professional character that is committed to carrying out professional responsibilities, adhering to ethical principles, and demonstrating sensitivity to diverse patient populations. They are altruistic and compassionate in caring for patients and at all times act with



integrity, honesty, and respect for patients' privacy and for the dignity of patients as persons. Graduates are advocates for improving access to care for everyone. They are committed to working collaboratively with the health care team and acknowledge and respect the roles of other health professionals.

Graduates will be able to:

1. Demonstrate sensitivity, honesty and compassion, with insight and understanding of human emotions and responses, including difficult conversations (i.e. death, end-of-life, adverse events, etc.)
2. Respect the individual diversity of patients, colleagues, and faculty.
3. Respect the confidentiality, privacy, dignity of patients, peers and faculty.
4. Show integrity and accountability in all interactions with patients, their families and professional colleagues.
5. Demonstrate responsiveness to the needs of patients that supersedes self-interest while balancing the need for self-care.
6. Demonstrate self-confidence in their ability at the expected level that puts patients, families and health care team members at ease.
7. Demonstrate a commitment to uphold ethical principles.
8. Demonstrate understanding of, and collaboratively participate in, interprofessional teams that support patient-centered care.
9. Maintain a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged.
10. Respect the physical and emotional limits of professional relationships.

[Corresponding Competency Module](#)

Societal Awareness and Responsiveness (SAR)

Graduates demonstrate awareness of and responsiveness to the large context and system of health care. They are able to effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, diagnosing illnesses, making treatment plans and considering the public health implications of their work.



Graduates will be able to:

1. Demonstrate knowledge of how decisions and actions of physicians, healthcare professionals and organizations, and the larger society affect each other.
2. Identify how types of medical practice and delivery systems differ from one another.
3. Demonstrate the ability to practice cost-effective health care and resource allocation that does not compromise quality of care.
4. Discuss appropriate ways to advocate for quality patient care and access.
5. Consider the impact of coordination of care on health outcomes and system performance.
6. Recognize the physician's and other health professionals' roles and responsibilities in providing evidence-based preventive services to individuals and populations.
7. Acquire relevant information about the health of populations and mobilize appropriate community-based resources and services to optimize health.
8. Demonstrate knowledge of the organization, financing and distribution of health care.
9. Demonstrate leadership in the promotion of improved health or healthcare of the community.

[Corresponding Competency Module](#)

*'Diversity' is understood to include race, sex, ethnicity, culture, ability, disability, socioeconomic status, talents, language, religion, spiritual practices, sexual orientation, gender identity, biological differences, geographic region, age, country of origin and life experiences.

Full policy online: <https://phoenixmed.arizona.edu/policy/educational-program-objectives-policy>



Teacher Learner Compact Policy

It is the policy of the University of Arizona College of Medicine – Phoenix that faculty, whether employed by the University of Arizona College of Medicine – Phoenix or affiliated through agreements with the University as community faculty, and medical students (who for purposes of this policy also include residents and fellows and hereafter are referred to as “learners”) are obligated under a variety of policies and standards, both at the College of Medicine – Phoenix (COM – P) and within the University of Arizona, to interact with one another in a professional manner. The COM – P is committed to ensuring that the learning environment is conducive to open communication and robust interactions between faculty and learners that promote the acquisition of knowledge and foster attitudes and skills required for the professional practice of medicine. Such activities require an environment that is free from harassment, discrimination, retaliation, or other inappropriate conduct. All faculty and learners are governed by the University of Arizona, COM – P, and Arizona Board of Regents’ policies, and are expected to adhere to them. Violations of these policies will be investigated, and disciplinary action imposed if appropriate.

Professionalism Attributes

These attributes of professional behavior describe those behaviors that are expected from all members of the University of Arizona College of Medicine – Phoenix to include the faculty, residents, fellows, students, staff and community preceptors. This professional behavior is expected to be upheld during all exchanges including but not limited to face-to-face and telephone/teleconference meetings, texting, video, email, and social networking technologies. COM – P faculty approved the statement of professionalism attributes by a vote conducted in May of 2012.

- Demonstration of sensitivity, honesty and compassion.
- Respecting diversity of individuals.
- Respecting the confidentiality, privacy and dignity of each individual.
- Showing integrity and accountability in all interactions.
- Demonstration of the balance of self-care with selfless behavior.
- Demonstration of appropriate self-confidence that puts others at ease.
- Demonstration of a commitment to uphold ethical principles.
- Demonstration of the ability to collaboratively participate in team environments.
- Maintain a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged.
- Respecting the physical and emotional limits of professional relationships.

Responsibilities of Educators and Administrators to Learners

Educators and administrators shall provide:

- An environment that is physically and emotionally safe for learners.
- An environment in which the primary purpose in assigning tasks is to enhance the learner’s educational experience.



- Support for the learner's professional development. This support will include a carefully planned and well-articulated curriculum. Administrators will facilitate the progress of learners through the curriculum. Educators and administrators will support learners in their personal development as they adjust to the needs and standards of the profession.
- An understanding that each learner requires time for self-care, social and family obligations and recreation.
- Accurate, appropriate and timely feedback to learners concerning their performance in the curriculum. In assessing learners, educators and administrators will act in a manner that is consistent with the stated goals of the educational activity, which will, in turn, be meaningful for future medical practice. In addition, educators will provide learners with professional and respectful feedback during and after educational and clinical activities.
- Opportunities for learners to participate in decision-making in the COM – P, including participation on committees that design and implement the curriculum and tools for student performance assessment in accordance with COM – P bylaws and other governing documents.

Responsibilities of Learners to Educators and Administrators

Learners at the University of Arizona College of Medicine – Phoenix shall:

- Participate in supporting an environment that is physically and emotionally safe for educators and administrators.
- Respect the authority of the educators and administrators in determining the proper training environment and activities for their education.
- Meet the educational goals and objectives of the curriculum to the best of their abilities.
- Take an active role with the educators regarding the refinement and evaluation of the curriculum.
- Support their colleagues in their professional development.
- Understand that educators and administrators must balance work duties with self-care, social and family obligations and recreation.
- Provide accurate, appropriate and timely feedback to educators and administrators concerning their performance in the curriculum. In evaluating educators and administrators, learners will provide professional and respectful feedback during and after educational and clinical activities.
- Assume an appropriate level of responsibility on healthcare teams and execute assigned responsibilities to the best of their abilities.

A [Professional Conduct Comment Form](#) has been developed. This form is intended for any faculty, fellow, resident, staff or medical student to report both exemplary displays of professionalism, as well as lapses in professionalism using an electronic submission process.

Full online policy: <https://phoenixmed.arizona.edu/policy/teacher-learner-compact-policy>



Reporting Mistreatment or Harassment of Medical Students Policy

It is the policy of the University of Arizona College of Medicine – Phoenix (COM – P) to be committed to a safe and supportive learning environment. Mistreatment of medical students is unacceptable and is not tolerated.

This policy is in addition to the [University of Arizona Non-discrimination and Anti-harassment Policy](#) which prohibits discrimination, including harassment and retaliation, based on a protected classification including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or genetic information. Any violation of protected behavior is referred to the [Office of Institutional Equity](#).

Definition of Mistreatment

The Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) defines mistreatment as: “Mistreatment either intentional or unintentional occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender or sexual orientation; humiliation; psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner.”

Specific examples of mistreatment include but are not limited to:

1. Verbal Mistreatment
 - a. Yelling or shouting.
 - b. Use of profanity.
 - c. Humiliation, degradation, ridicule or put-downs.
 - d. Non-constructive/non-corrective criticism.
 - e. Malicious gossip.
 - f. Threatening to hit or harm.
2. Ethnic Mistreatment
 - a. Racial, ethnic or sexual orientation discrimination, slurs, jokes, remarks.
 - b. Stereotyped.
 - c. Neglected/ignored because of ethnicity.
3. Physical Mistreatment
 - a. Physically mistreated causing pain or potential injury.
 - b. Pushed/slapped hand.
 - c. Assault with a weapon (needles or surgical instruments also apply).
4. Power Mistreatment
 - a. Being assigned work duties for the purpose of punishment rather than education.
 - b. Creation of a hostile environment.
 - c. Required to perform personal services (i.e., babysitting, shopping). Unjustified exclusion from formal or informal learning settings.



- d. Coercion.
 - e. Threatened/intimidated with poor evaluation or grade consequences.
5. Sexual Harassment
- a. Being stared or leered at.
 - b. Unwelcome sexual comments, jokes, innuendoes or taunting remarks.
 - c. Display of pornographic, sexually offensive or degrading pictures.
 - d. Unwanted sexual advances, including unnecessary physical contact by touching.
 - e. Nonconsensual sexual intimacy.
 - f. Unwanted social invitations (quid pro quo).
 - g. Ignored because of gender.

Distinction Between Harassment and Embarrassment

There is a distinction between embarrassment, which is NOT mistreatment, and harassment, which is mistreatment.

- Embarrassment: The state of feeling foolish in front of others.
 - Example: An attending tells a student to prepare for an upcoming surgery by reviewing the relevant anatomy. The student fails to do so and is embarrassed when the attending asks an anatomical question during the surgery that he does not know the answer to.
- Harassment: When an unpleasant or hostile situation is purposefully created.
 - Example: An attending physician purposely asks a question that he feels the student will not know the answer to and then publicly calls her “stupid.”

Process

1. Reporting Concerns of Possible Mistreatment
 - a. Medical students who are the subject of mistreatment or who have witnessed mistreatment of their fellow student are encouraged to discuss it with a COM – P faculty/staff member who is in a position to understand the context and address necessary action.
 - b. Retaliation against medical students who report is not tolerated.
 - c. The following positions should be considered as primary resources:
 - i. Curricular unit* Directors.
 - ii. Associate Dean, Student Affairs.
 - iii. Professional Resource Office (student ombudsman).
 - iv. Senior Associate Dean, Academic Affairs.
 - v. Director, Student Development.
 - vi. Students on away rotations should report to the curricular unit Director at the site or to the above COM – P resources.
 - vii. Career and Professional Advisors.
 - d. If the student doesn't feel comfortable reporting the mistreatment in person, they can file an anonymous report using the [Professionalism Conduct Comment form](#).



- e. Students can report any mistreatment in courses utilizing the post-curricular unit survey. Results from all surveys are de-identified and aggregated to protect student identity when reporting the results.
 - f. Students may anonymously complete a comment card and place it in a box in the Student Lounge.
 - i. Anonymous reports will be taken seriously and should include the following pieces of information:
 1. The source, specificity and nature of the information provided.
 2. The seriousness of the alleged conduct.
 3. Other individuals who may have witnessed the alleged violation.
 - g. Any report that involves unlawful discrimination or harassment covered under the University of Arizona Non-Discrimination and Anti-Harassment Policy will be referred to the Office of Institutional Equity for investigation and follow up.
2. Aggregated and de-identified data on reports of student mistreatment of medical students will be shared with the Curriculum Committee and its subcommittees biannually for review and possible action. Trending three-year GQ mistreatment data will be shared with students on an annual basis.
 3. Patterns of mistreatment that may not be reportable/notable as a specific incident but constitute an overall pattern by an individual or curricular unit environment will be addressed.
 4. Anyone found to have engaged in mistreatment will be subject to disciplinary action. Faculty development and one-on-one mentoring will be available to those who need to improve their behavior.
 5. Any report that suggests mistreatment will be referred to the Professional Resource Office. Any report that suggests unlawful discrimination or harassment under the University of Arizona's Nondiscrimination and Anti-harassment Policy will be referred to the Office of Institutional Equity. Students may also directly report suspected discrimination or harassment to the Office of Institutional Equity.

*Any component of the curriculum where a grade is earned.

Full online policy: <https://phoenixmed.arizona.edu/policy/reporting-mistreatment-or-harassment-medical-students-policy>



University of Arizona Nondiscrimination and Anti-harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes they have been the subject of discrimination to report the matter immediately as described in the section below, "Reporting Discrimination, Harassment, or Retaliation." All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

University Obligations

The University will take prompt and appropriate action to (a) thoroughly investigate complaints of discrimination described in this policy; and (b) prevent, correct and, if necessary, discipline individuals who engage in behavior that violates this policy in accordance with existing University policies.

Applicability and Enforcement of Policy

This policy applies to:

- All University employees in all aspects of their employment relationship with the University;
- All University students in all aspects of their participation in the University's educational programs and activities;
- All University applicants, whether for employment or for admission to educational or University-sponsored programs, activities, or facilities;
- All persons or groups participating in or accessing University-sponsored programs, activities, or facilities; and
- All vendors or contractors in all aspects of their relationship with the University.

Enforcement of this policy is subject to constitutional protections related to freedom of speech, association, and the press.

Prohibited Discrimination, Including Harassment and Retaliation

Discrimination

"Discrimination" occurs when an individual, or group of individuals, is treated adversely because they belong to a classification of individuals that is protected from discrimination by a federal or state statute or University policy as set forth above. The failure to provide reasonable accommodations required by law or University policy based on disability or religious practice may constitute discrimination.



Harassment

"Harassment" is a specific form of discrimination. It is unwelcome behavior, based on a protected classification, that a reasonable person would perceive to be sufficiently severe or pervasive to create an intimidating, hostile, or offensive environment for academic pursuits, employment, or participation in University-sponsored activities.

Additionally, "Sexual Harassment," whether between individuals of the same or different sex, includes unwelcome conduct of a sexual nature that is made, either explicitly or implicitly, a condition of an individual's education, employment, or participation in a University program or activity, and/or when the submission to or rejection of such conduct is a factor in decisions affecting that individual's education, employment, or participation in University-sponsored activities.

Harassing conduct may take many forms, including verbal acts and name calling, as well as nonverbal behavior, such as graphic, electronic, and written statements, or conduct that is physically offensive, harmful, or threatening.

Title IX Sexual Harassment

"Title IX Sexual Harassment" is a subset of sexual harassment and is conduct, based on sex, that constitutes one or more of the following:

(a) unwelcome conduct, occurring in the United States, that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a University-sponsored education program or activity; (b) an employee conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; or (c) any of the following specific acts of sexual harassment taking place within the United States and within a University-sponsored program or activity: sexual assault, dating violence, domestic violence, and stalking.

Retaliation

"Retaliation" occurs when an adverse action is taken against an individual for engaging in protected activity. Protected activity consists of (a) opposing conduct reasonably believed to constitute discrimination, including harassment, which violates a nondiscrimination statute or which University policy prohibits; (b) filing a complaint about such practice; or (c) testifying, assisting, or participating in any manner in an investigation or other proceeding related to a discrimination complaint. Adverse actions that are reasonably likely to deter a complaining individual or others from engaging in protected activity are prohibited.

Title IX Retaliation

"Title IX Retaliation" includes taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing related to Title IX Sexual Harassment.



Supervisory Responsibilities to Prevent and Report Discrimination, Harassment, and Retaliation

Employees or agents of the University who (a) supervise other employees, graduate or undergraduate students, contractors, or agents; (b) teach or advise students or groups; or (c) have management authority related to a University-sponsored program or activity are required to:

- Engage in appropriate measures to prevent violations of this policy; and
- Upon receiving a report or having a reasonable basis to suspect that potential discrimination, harassment, or retaliation has occurred or is occurring, promptly notify and provide all available information and documentation to the Office of Institutional Equity

Reporting Discrimination, Harassment, or Retaliation

An individual who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy should report the matter immediately as set forth below to obtain information about resolving concerns, including complaint-filing options and procedures, and to enable the University to take prompt remedial action.

Director for Equity Compliance
Office of Institutional Equity
University Services Building, Room 113
P.O. Box 21058
Tucson, AZ 85721-0158
(520) 621-9449
equity@email.arizona.edu

If the alleged policy violator is employed by the Office of Institutional Equity, then the individual who has been the subject of discrimination, harassment, or retaliation in violation of this policy may contact the Division of Human Resources.

Good Faith Allegations

Because of the nature of discrimination, harassment, or retaliation complaints, allegations often cannot be substantiated by direct evidence other than the complaining individual's own statement. Lack of corroborating evidence should not discourage individuals from seeking relief under this policy. No adverse action will be taken against an individual who makes a good faith allegation of discrimination, harassment, or retaliation under this policy, even if an investigation fails to substantiate the allegation. However, individuals who make dishonest statements or make statements with willful disregard for the truth during an investigation or enforcement procedure under this policy may be subject to disciplinary action in accordance with existing University policies.

Anonymous Inquiries and Complaints



Members of the University community may contact the Office of Institutional Equity at any time to ask questions about discrimination, harassment, retaliation, or complaint-filing procedures and may provide information without disclosing their names. This provision does not relieve managers, supervisors, instructors, or advisors of their responsibility to promptly report under this policy.

Reporting Complaints to Outside Agencies

University employees and students have the right to file discrimination, harassment, and/or retaliation complaints with outside agencies as well as with the University's Office of Institutional Equity. If an individual files a complaint with an external agency, the filing will not affect the University's investigation concerning the same or similar events.

Consequences of Policy Violations

Members of the University community who violate this policy will be subject to corrective action that could include reprimand, demotion, denial of promotion, termination from employment or from educational programs, or other appropriate administrative action.

Affiliated Entities

University employees or students who work or study at a worksite or program of an institution with which the University has entered into an Affiliation Agreement (Affiliate) are subject to this policy while at such worksite or participating in such program. Similarly, Affiliates are obligated under agreements with the University to comply with all applicable state and federal statutes and regulations regarding equal employment opportunity and nondiscrimination. If a University employee or student believes that they have been subjected to discrimination, harassment, or retaliation while working at or participating in a program of an Affiliate in violation of this policy, they should contact the Office of Institutional Equity in accordance with the reporting provisions of this policy.

Confidentiality

Employees of the Office of Institutional Equity, employees of the Dean of Students Office, and all responsible administrators who receive reports of discrimination, harassment, or retaliation shall maintain the confidentiality of the information they receive, except where disclosure is required by law or is necessary to facilitate legitimate University processes, including the investigation and resolution of discrimination, harassment, or retaliation allegations.

Full online policy: <https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>



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College of Medicine

Phoenix

Student Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy

It is the policy of the University of Arizona College of Medicine – Phoenix to follow the [University of Arizona Health Sciences Student Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy](#) and procedures.

Each student participating in any College of Medicine-sponsored educational program shall obtain a Student Occupational Exposure Procedure Card from the Office of Student Affairs and carry it at all times while participating in such programs.

Full online policy: <https://phoenixmed.arizona.edu/policy/student-exposure-potentially-infectious-agents-andor-hazardous-materials-policy>



University of Arizona Student Exposure to Blood/Body Fluids Policy

Student Exposure to Potentially Infectious Agents and/or Hazardous Materials Policy and Procedures - "Needle Stick" policy

It is the policy of The University of Arizona Health Sciences (UAHS) that all students who are exposed (i.e. needle stick, inhalation, mucus membrane or skin exposure or percutaneously to infectious agents and/or hazardous materials including blood/body fluids) while engaged in a University-sponsored educational program seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, baseline and follow up laboratory values, as necessary.

Students: University of Arizona students who are currently enrolled in one of the UAHS colleges or a visiting student on an approved UAHS college clinical rotation with exposure to potentially infectious agents and hazardous materials: an exposure by skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of duties or exposure by inhalation, skin, eye, or mucous membrane to substances defined as hazardous chemicals present in the training site.

Student Exposure Procedure Card (Card)

Student Occupational Exposure Procedure Cards (hereafter referred to as "Card") are developed for and distributed to UAHS students by their respective college's Office of Student Affairs. Cards are also available at UAHS Student Affairs offices and posted online to all UAHS Student Affairs websites. Students must keep this Card readily available. Students must refer to and present the Card to the health care provider in the event of an exposure during training. UAHS periodically revises student occupational exposure policies and procedures and will distribute updated Cards as applicable. Because students utilize many facilities for their training, it is important to note the Cards are intended to be general instructions on how to proceed in the event of an exposure. The Cards DO NOT take the place of IMMEDIATE evaluation and treatment.

Prevention Education for Students

In addition to education built into each college's curriculum, students must complete required chemical safety and bloodborne pathogens training as outlined by The Department of Risk Management Services (RMS). This training is required by Occupational Safety and Health Administration (OSHA) standards and includes information on hazard recognition, exposure prevention, and post-exposure procedures.

Financial Responsibility

After the student's insurance has paid the claim, the college will reimburse the student for the amount he/she paid for the initial assessment, prophylactic treatment, and necessary tests including labs related to the exposure. See Reimbursement Procedure. Visiting students are not eligible for reimbursement. The student maintains financial responsibility for medical costs beyond the care outlined above. Students are not eligible for worker's compensation benefits.



Training Institutions and Site Affiliates

All contracts with training institutions and site affiliates will include a provision that requires the training institutions and site affiliates to provide or make available assessment of an exposure to determine exposure significance and the necessity for treatment, if applicable. Provision will also require the training institution and site affiliate to ensure any required assessment and treatment will be within the time limits articulated, as set forth in the most recent protocols of the Centers for Disease Control (CDC) and consistent with the Occupational Safety and Health Administration (OSHA) Standards.

Student Exposure Procedure (Card)

In the event of an exposure, students must follow the following procedure:

1. Remove soiled clothing and wash the exposed area with soap and water, if appropriate. Administer first aid as appropriate to the exposure*
2. Immediately notify attending physician/supervisor of exposure
3. Students shall present to facility at which exposure occurred for assessment (includes testing of source patient) and initial prophylactic treatment if applicable.

If facility is unable to do initial evaluation and obtain necessary bloodwork, patient may come to UA Campus Health Service or ASU Health Service

4. Students should present the Card to treating health care provider
5. For Blood/Body Fluid Exposures: Following the incident, the facility at which exposure occurred shall immediately make available to the affected student a copy of all the student's records relating to the treatment and follow up, and if and when available, results regarding the HIV, HBV, and HCV status of the source, to the extent permitted by law.
6. Following the incident, the student must work with their supervisor/department liaison to complete the online [Non-Employee Incident Report Form](#), located on the UArizona Risk Management Website.
7. Within 5 days of the exposure, the student must follow up with:

TUCSON: University of Arizona Campus Health 520-621- 6493

PHOENIX: ASU Downtown Campus Health 602-496-0721

For Treating Physician

If consultation is needed, treating physician may contact the on-call infectious disease physicians at UA via the Physician's Resource Line at 520-694-5868 or 800-777-7552 to discuss recommendations for tests and/or medications related to the student's exposure.



Arizona Poison and Drug Information Center (24/7): 1-800-222-1222

Post-exposure testing and further prophylactic drug treatment of UAHS students will be performed in Tucson or Phoenix.

Reimbursement Procedure

For UA UAHS Students Only

Colleges cannot process a payment to a health care facility on a student's behalf. Therefore, all claims will be processed as reimbursements.

In order to receive reimbursement, the student must first bill his/her health insurance. Then, the student must pay the remaining balance and submit the following documents to the student's respective college's Office of Student Affairs in order to have the claim reimbursed. In order to have the claim reimbursed, the student must submit:

1. An itemized bill
2. Explanation of Benefits (EOB) from insurance company
3. Paid receipt

Full online policy: <https://health.arizona.edu/student-exposure-bloodbody-fluids>



Conflict of Interest - Physician-Student Personal Relationship Policy

It is the policy of the University College of Medicine – Phoenix that faculty and residents (hereafter for purposes of this policy referred to as “faculty”) who are family members of a medical student or have a personal relationship with a medical student must not be involved in the academic assessment or promotion of the medical student. Importantly, these faculty members must recuse themselves from completing any assessments on said student and must remove themselves from committee discussions where that specific student is presented. Additionally, the faculty member may not serve as a primary preceptor for that student in any graded curricular unit*.

Likewise, students at the University of Arizona College of Medicine – Phoenix who are family members of a faculty member or have a personal relationship with a faculty member may not be involved in the evaluation of said faculty member.

Faculty are responsible to disclose any potential conflict of interest that may impact the teacher/learner paradigm by following the process below. Students may also disclose any potential conflict.

Process

1. At the beginning of any portion of the curriculum that an academic assessment of a medical student may occur, faculty will review their assigned students. If a conflict of interest exists, faculty will notify the curricular leader that a conflict of interest exists. Reassignment will occur to avoid the conflict.
2. All students will have the opportunity to proactively identify potential conflicts of interest with faculty on the annual sign-off (see [Annual Sign Off by Student Policy](#)). If a conflict is identified by a student, the Office of Student Affairs will alert either the Associate Dean, Curricular Affairs and Program Evaluation (for years 1 and 2 curricular units) or the Associate Dean, Clinical and Competency Based Education (for years 3 and 4 curricular units), who will ensure the student is paired with an appropriate faculty member for all curricular units.
3. Individuals assessing College of Medicine – Phoenix students must acknowledge whether a conflict of interest with the student being assessed exists or does not exist on the assessment form. If a conflict of interest exists, the assessment will not be used for the student. The Office of Student Affairs will alert either the Associate Dean, Curricular Affairs and Program Evaluation (for years 1 and 2 curricular units) or the Associate Dean, Clinical and Competency Based Education (for years 3 and 4 curricular units), who will ensure the student is paired with appropriate faculty for all curricular units.
4. If at any time an individual assessing a student or a student identifies a conflict of interest that was undiscovered through other processes, the individual shall contact the Associate Dean, Student Affairs informing them of the conflict of interest. The Associate Dean, Student Affairs will inform the Associate Dean, Curricular Affairs and Program Evaluation (for years 1 and 2 curricular units) or the Associate Dean, Clinical and Competency Based Education (for years 3 and 4 curricular units) so that arrangements can be made to pair the student with an alternate



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faculty member (e.g. case-based instruction facilitator, Doctoring mentor, clerkship faculty member).

Full online policy: <https://phoenixmed.arizona.edu/policy/conflict-interest-physician-student-personal-relationship-policy>



Conflict of Interest - Financial and Industrial Relationships Policy

It is the policy of the University of Arizona College of Medicine – Phoenix that interactions with industry should be conducted so as to avoid or minimize conflicts of interest. When conflicts of interest do arise they must be addressed appropriately, as described herein.

Definitions

Conflict of interest: That situation which exists when a faculty, staff, student or trainee of the University of Arizona College of Medicine – Phoenix may have a significant financial or other personal consideration that may compromise, or have the appearance of compromising, their professional judgment or integrity in clinical responsibilities, teaching, conducting or reporting research, or performing other College obligations.

Commercial interests (Industry): any proprietary entity producing health care goods or services, with the exception of non-profit or government organizations and non-health care related companies.

Purpose of Policy

The purpose of this policy is to establish guidelines for interactions with industry representatives for medical staff, faculty, staff, students, and trainees of the University of Arizona College of Medicine – Phoenix. Interactions with industry occur in a variety of contexts, including marketing of new pharmaceutical products, medical devices, and research equipment and supplies; training for newly purchased devices; the development of new devices; educational support of medical students and trainees; and continuing medical education. Faculty and trainees also participate in interactions with industry off campus and in scholarly publications. Many aspects of these interactions are positive and important for promoting the educational, clinical and research missions of the College of Medicine. However, these interactions must be ethical and cannot create conflicts of interest that could endanger patient safety, data integrity, the integrity of our education and training programs, or the reputation of either the College of Medicine – Phoenix or its personnel.

Scope of Policy

This policy incorporates the following types of interactions with industry:

1. Gifts and compensation
2. Site access by sales and marketing representatives
3. Provision of scholarships and other educational funds to students and trainees
4. Support for educational and other professional activities
5. Disclosure of relationships with industry
6. Oversight of Conflict of Interest Policy
7. Training of students, trainees, and staff regarding potential conflict of interest in industry interactions

I. Gifts and Compensation

1. Personal gifts from industry may not be accepted anywhere at the University of Arizona College of Medicine – Phoenix or clinical facility operated by the College. In addition, University of



Arizona College of Medicine – Phoenix faculty, staff and trainees may also not accept gifts at any non-College-operated clinical facility such as other hospitals, outreach clinics and the like. Non-faculty medical staff are strongly discouraged from accepting gifts at non-College-operated clinical facilities but are not proscribed by this policy from doing so.

- a. It is strongly advised that no form of personal gift from industry be accepted under any circumstances. Individuals should be aware of other applicable policies, such as the [AMA Statement on Gifts to Physicians from Industry](#) and the Accrediting Council for Continuing Medical Education Standards for Commercial Support (www.accme.org).
 - b. Individuals may not accept gifts or compensation for listening to a sales talk by an industry representative.
 - c. Individuals may not accept gifts or compensation for prescribing or changing a patient's prescription.
 - d. Individuals may accept product samples from commercial interests only for patient use.
2. Individuals must consciously and actively divorce clinical care decisions from any perceived or actual benefits expected from any commercial interest. It is unacceptable for patient care decisions to be influenced by the possibility of personal financial gain.
 3. Individuals may not accept compensation, including the defraying of costs, for simply attending a CME or other activity or conference (that is, if the individual is not speaking or otherwise actively participating or presenting at the event).
 4. Faculty, staff, students and trainees are discouraged from participating in Speaker's Bureaus. Financial compensation to faculty from Biomedical Companies such as Consulting Fees or Speaker's Bureaus compensation must be approved by the Department and reported to the College of Medicine – Phoenix.

II. Site Access by Sales and Marketing Representatives

1. Sales and marketing representatives are permitted in non-patient care areas by appointment only. Appointments will normally be made for such purposes as:
 - a. In-service training of College personnel for research or clinical equipment or devices already purchased.
 - b. Evaluation of new purchases of equipment, devices, or related items.
2. Appointments may be made on a per visit basis or as a standing appointment for a specified period of time, at the discretion of the faculty member, his or her division or department, or designated hospital personnel issuing the invitation and with the approval of appropriate hospital management.

III. Provision of Scholarships and Other Educational Funds to Students and Trainees

1. Industry support of students and trainees should be free of any actual or perceived conflict of interest, must be specifically for the purpose of education and must comply with all of the following provisions:
 - a. The College of Medicine – Phoenix department, program or division selects the student or trainee.



- b. The funds are provided to the department, program, or division and not directly to student or trainee.
- c. The department, program or division has determined that the funded conference or program has educational merit.
- d. The recipient is not subject to any implicit or explicit expectation of providing something in return for the support, i.e., a “quid pro quo.”

IV. Support for Educational and Other Professional Activities

1. Individuals should be aware of the ACCME Standards for Commercial Support. They provide useful guidelines for evaluating all forms of industry interaction, both on and off campus and including both University of Arizona College of Medicine – Phoenix events, as well as other events. The Standards may be found at www.accme.org.
2. All educational events offered by The University of Arizona College of Medicine – Phoenix must be compliant with ACCME Standards for Commercial Support whether or not CME credit is awarded.
 - a. Educational grants that are compliant with the ACCME Standards may be received from industry but must be placed in a general designated account and administered by departments or divisions and not by individual faculty.
 - b. Divisions and departments must maintain records of compliance with the ACCME Standards.
 - c. Meals or other types of food or drink directly funded by industry may not be provided at University of Arizona College of Medicine – Phoenix activities or at associated clinics.
 - d. Faculty and medical staff should evaluate very carefully their own participation in meetings and conferences that are fully or partially supported or run by industry because of the high potential for perceived or real conflict of interest.
 - e. This provision does not apply to faculty attending meetings of professional societies that may receive partial industry support, meetings governed by ACCME Standards, and the like.
 - f. Individuals who actively participate in meetings and conferences supported in part or in whole by industry (e.g., by giving a lecture, organizing the meeting) should follow these guidelines:
 - i. Financial support by industry is fully disclosed prior to the activity and at the beginning of the presentation by the meeting supporter.
 - ii. The meeting or lecture content is determined by the speaker and not the commercial supporter.
 - iii. The lecturer is expected to provide an impartial and objective assessment of therapeutic options and to promote objective scientific and educational activities and discourse.
 - iv. The College participant is not required by commercial supporter to accept advice or services concerning speakers, content, etc., as a condition of the commercial supporter’s contribution of funds or services.
 - v. The lecturer makes clear that content reflects individual views and not the views of University of Arizona College of Medicine – Phoenix.



- vi. The use of the University of Arizona College of Medicine – Phoenix name in a commercially supported event is limited to the identification of the individual by his or her title and affiliation.

V. Disclosure of Relationships with Industry

1. Individuals are prohibited from publishing articles under their own names that are written in whole or material part by industry employees.
2. In scholarly publications, individuals must disclose their related financial interests in accordance with the [International Committee of Medical Journal Editors](#).
3. Faculty with supervisory responsibilities for students, residents, trainees or staff should ensure that the faculty's conflict or potential conflict of interest does not affect or appear to affect his or her supervision of the student, resident, trainee, or staff member.
4. Individuals having a direct role making institutional decisions regarding equipment or drug procurement must disclose to the purchasing unit, prior to making any such decision, any financial interest they or their immediate family have in companies that might substantially benefit from the decision. Such financial interests could include equity ownership, compensated positions on advisory boards, a paid consultancy, or other forms of compensated relationship. They must also disclose any research or educational interest they or their department have that might substantially benefit from the decision. The purchasing unit will decide whether the individual must recuse him/herself from the purchasing decision.
 - a. This provision excludes indirect ownership such as stock held through mutual funds.
 - b. The term "immediate family" includes the individual's spouse or domestic partner or dependent children.
5. For disclosure requirements related to educational activities, see the ACCME Standards for Commercial Support (www.accme.org).
6. Faculty, staff and trainees who are engaged in teaching, research, administration or business operations in the College of Medicine – Phoenix also must comply with the University's Individual Conflict of Interest and Conflict of Commitment Policy (see <http://orcr.arizona.edu/COI-policy>). In addition to the annual reports required under that policy, faculty, staff and trainees must annually report all grants, contracts, speaker's bureaus, consulting arrangements, gifts, or financial interests they may have with biomedical companies.

VI. Training of Students, Trainees, and Staff Regarding Potential Conflict of Interest in Interactions with Industry

All students, residents, trainees, and staff shall receive training regarding potential conflicts of interest in interactions with industry. Conflict of Interest education will be part of the New Faculty Orientation. Faculty will receive yearly reminders with a link to the Conflict of Interest Policy. Education for medical students will be coordinated through the [Office of Academic Affairs](#).

Full online policy: <https://phoenixmed.arizona.edu/policy/conflict-interest-financial-and-industrial-relationships-policy>



Conflict of Interest - Physician-Student Health Services Relationship Policy

It is the policy of the University College of Medicine – Phoenix that faculty and residents (hereafter for purposes of this policy referred to as “faculty”) providing any health services, including psychiatric/psychological counseling, to a medical student must not be involved in the academic assessment or promotion of the medical student. Importantly, faculty must recuse themselves from completing any assessments on said student and must remove themselves from committee discussions where that specific student is presented. Additionally, faculty may not serve as a primary preceptor for that student in any graded curricular unit*. In the event of an emergency, faculty should perform services to stabilize a student until the appropriate transfer of care can occur.

Faculty are responsible to disclose any potential conflict of interest that may impact the teacher/learner paradigm by following the process below.

Process

1. At the beginning of any portion of the curriculum that an academic assessment of a medical student may occur, faculty will review their assigned students. If a conflict of interest exists, faculty will notify the curricular leader that a conflict of interest exists. Reassignment will occur to avoid the conflict.
2. Individuals assessing College of Medicine – Phoenix students must acknowledge whether a conflict of interest with the student being assessed exists or does not exist on the assessment form. If a conflict of interest exists, the assessment will not be used for the student. The Office of Student Affairs will alert either the Associate Dean, Curricular Affairs and Program Evaluation (for years 1 and 2 curricular units) or the Associate Dean, Clinical and Competency Based (for years 3 and 4 curricular units), who will ensure the student is paired with appropriate faculty for all curricular units.
3. If at any time an individual assessing a student identifies a conflict of interest that was undiscovered through other processes, the individual shall contact the Associate Dean, Student Affairs informing them of the conflict of interest. The Associate Dean, Student Affairs will inform the Associate Dean, Curricular Affairs and Program Evaluation (for years 1 and 2 curricular units) or the Associate Dean, Clinical and Competency Based Education (for years 3 and 4 curricular units) so that arrangements can be made to pair the student with an alternate faculty member (e.g. case-based instruction facilitator, Doctoring mentor, clerkship faculty member).

*Any component of the curriculum where a grade is earned.

Full online policy: <https://phoenixmed.arizona.edu/policy/conflict-interest-physician-student-health-services-relationship-policy>



Faculty Resources

1. College of Medicine – Phoenix: <https://phoenixmed.arizona.edu/>
 - a. About: <https://phoenixmed.arizona.edu/about>
 - b. Departments: <https://phoenixmed.arizona.edu/departments>
 - c. All Policies: <https://phoenixmed.arizona.edu/policies>
2. Faculty Affairs: <https://phoenixmed.arizona.edu/faculty-affairs>
3. Career Development: <https://phoenixmed.arizona.edu/career-development>
 - a. Career Progression: <https://phoenixmed.arizona.edu/career-development/progression>
 - b. Instructional Development: <https://phoenixmed.arizona.edu/career-development/instructional-development>