

## UBC Faculty of Medicine Relationship with Industry Policy – Summary

**NOTE:** This is a “Quick summary” version of the policy. It outlines the requirements, but does not explain the context, or the rationale for individual clauses. We would strongly encourage you to read the [full policy](#) and to explore the references.

### **Background and Context**

The UBC Faculty of Medicine (FoM) is already bound by the [UBC Policy \[97\] on Conflict of Interest and Commitment](#). The following policy elaborates principles that support the intent and content of policies and codes of ethics as adopted by the Canadian Medical Association, The Canadian Association of Occupational Therapists, the Canadian Physiotherapy Association, and the Canadian Association of Speech Language Pathologists and Audiologists. These guidelines apply to health profession programs in the FoM, including undergraduate medical and other graduate entry to practice students, residents, and other practitioners who are affiliated with the UBC FoM, as well as to all research faculty.

### **Research**

As a result of cuts to public funding, medical research has relied more on industry funding. The pharmaceutical industry’s need to develop marketable products may skew the direction of health research in Canada. Heavy financial dependence on industry could jeopardize academic freedom, unless this is carefully managed.

1. A prerequisite for participation in industry-sponsored research in the FoM is evidence that these activities are ethically defensible, socially responsible and scientifically valid.
2. The participation of members of the FoM in industry-sponsored research activities should always be preceded by formal approval of the project by the (University of British Columbia Ethics) review body. Research should be conducted according to the standards and procedures set out in the “Tri-Council Policy Statement on the Ethical Conduct for Research Involving Humans” as elaborated by the National Council on Ethics in Human Research.
3. No faculty member should enter into an agreement with industry without the power to publish study results. An industry sponsor can review the data or a paper prior to publication but cannot prevent a study from being published regardless of whether results are complimentary or otherwise.

### **Education**

1. All teachers must disclose conflicts of interest to learners in the FoM before beginning the educational interaction.
2. For University sponsored or accredited courses, the organization, content, and choice of educational activities will ultimately be decided by the educational organizers within the FOM Departments.
3. Educational organizers must not be in a position of conflict of interest by virtue of any relationship with the company or companies that fund educational activities.
4. All funds from industry sponsors for educational events must be in the form of unrestricted grants made payable to the FoM Department. The Departments of the Faculty must be free to establish their own educational priorities unbiased by the source of funding.
5. Funding from industry can be acknowledged with a statement at the beginning or end of the session. Generic names of drugs should be used rather than trade names during the educational

activities. If specific products or services are mentioned, there should be a balanced presentation of scientific information and of reasonable alternative treatment options. All evaluation forms should contain a specific question about real or perceived commercial bias in a presentation.

6. A registration fee must be charged for all accredited Continuing Education activities that would normally have a registration fee associated with them.
7. For accredited Continuing Education activities, faculty and visiting speaker payments must be the same as if there were no industry sponsorship. Industry sponsors cannot directly pay faculty or visiting speakers.
8. Financial contributions to post-graduate and graduate program activities should not result in special or increased access to the trainees by industry representatives.
9. If pharmaceutical or medical device displays are permitted at an educational event, every manufacturer willing to pay for such space should be given an equal opportunity to display their material. Different levels of sponsorship are allowed as long as the process is transparent and all manufacturers are made aware of the arrangements.
10. Promotional literature may not be distributed except in the context of the pharmaceutical and medical device displays in item 9.
11. The learner includes any of the following: undergraduate students, post-graduate students, graduate students, fellows and faculty who are affiliated with the UBC FoM.

### **Educational Resources**

1. Industry representatives may be invited by the Postgraduate/Graduate Program Director to submit educational materials (i.e., Films, videos, CDs, audiotapes, models, textbooks, etc). These materials will be critically appraised by the office of the Director to determine if they are evidence-based prior to making them available to learners.
2. Industry-developed handout materials for entry to practice classroom educational purposes cannot be distributed without prior approval by the appropriate academic unit.
3. Practicing clinicians may accept patient-teaching aids relevant to their discipline provided these aids carry only the logo of the donor company and do not refer to specific therapeutic agents, services, or other products.

### **Gifts**

1. Gifts from industry to individual FoM members should not be accepted. Social science research has demonstrated that the impulse to reciprocate for even small gifts is a powerful influence on people's behavior.
2. Travel and accommodation arrangements, social events, and venues for industry-sponsored educational activities should be the same as if there were no industry sponsorship.

### **Samples**

1. If a clinician within the FoM Department chooses to accept samples, the following precautions and teaching venues should be considered:
  - The clinician is serving as a powerful role model to ensure that the trainee prescribes cost-effective medications (and devices, etc.) based on sound evidence.

- Learners should be exposed to the ethical issues surrounding samples so as to formulate an opinion for their own future practice. Ideally, the health professional should not accept samples for a drug or device that (s) he would not otherwise have prescribed.

### **Detailing**

1. Strong evidence indicates that interaction with industry influences physicians' prescribing behaviour. Formal training sessions may help guide learners in their interactions with industry representatives. Neither faculty nor learners are required to see industry representatives.
2. Meetings between learners and industry representatives should be arranged in advance with faculty members who agree to see representatives.
3. Meetings should be supervised by a faculty member and learners should be debriefed afterwards focusing on the role of industry representatives, the communication techniques used, and the critical appraisal of any promotional materials.
4. Industry representatives should not be invited to closed sessions for trainees such as the resident rounds or other required curricular activities.
5. The residency program will not facilitate access of industry representatives to the residents. Distributing lists of names and rotations of residents to industry representatives is prohibited.